

North Carolina Libraries

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AN ELEMENTARY SCHOOL LIBRARY — The cover photo shows an architect's sketch of the Frederick Archer Elementary School in Greensboro. The library quarters open into a central court, bounded on its other sides by classroom units. The reading room has ample space for such activities as storytelling, browsing, independent study, reference work, and circulation. Architect was Loewenstein-Atkinson and Woodroof of Greensboro. This sketch appeared in the February, 1964 issue of *ALA BULLETIN* and appears in this issue with the permission of ALA.

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"Are we to have a censor whose imprimatur shall say what books may be sold, and what may buy? And who is thus to dogmatize religious opinions for our citizens? Whose foot is to be the measure to which ours are all to be cut or stretched?"

—Thomas Jefferson
Letter to Dufief,
a Philadelphia bookseller
1814

FROM THE EDITOR'S DESK

After working in temporary quarters for more than a year, State Library staff members are occupying desks in the new Library-Archives Building in Raleigh (See photo on page 148). The building is located between the Legislative Building and the Governor's Mansion. Librarians should visit the new facilities on their next journey to the Capital City. Although the Archives and History Department moved into the building early in August, State Library employees were forced to postpone their move for several weeks because of a delay in installation of stacks. State Librarian Philip Ogilvie declares that the space allocated to the library in the new structure will be adequate for a few years, but eventually the library will require a building of its own.

Readers will note the appearance of a new name among members of this journal's Editorial Advisory Board on the title page of this issue. Herbert Poole, librarian at Guilford College, began service as the College and University Libraries representative in September. He replaces Carroll Hicks, who left the state in August to accept a position on the staff of H. W. Wilson Company in New York. Herb and the four other board members, each representing a different type of library, will furnish valuable counsel to Mell Busbin, who assumes duties as editor of NORTH CAROLINA LIBRARIES effective with the Winter issue, 1969. With his experience as both writer and editor, Mell is certain to serve readers of this journal some stimulating fare in the coming year.

By this time every Tar Heel librarian should be familiar with the major findings and recommendations of the Legislative Commission to Study Library Support, which presented its report to Governor Moore in August (See article on page 145). Amendment of the state constitution so as to declare public libraries a "necessary expense" of local government, thus eliminating the need for voter approval of additional library support by city and county governing bodies, is the most significant recommendation of the commission. Another major recommendation is a \$1 million annual increase in State aid to public libraries.

At present cities and counties are furnishing 73 percent of the total operating funds received by public libraries, with the State furnishing only 10 percent. Commission members believe the state's share of the total load should be materially increased. All librarians and friends of libraries owe a vote of thanks to Commission chairman David Stick and his four associates who analyzed the financial needs of North Carolina libraries and prepared the report. Our task in the coming months is to inform our state senators and representatives of the report and its recommendations and urge them to take appropriate action in the 1969 session of the General Assembly.

It is with a note of pensiveness that I leave my position as editor of our state journal with this issue. During my three-year tenure I have earnestly tried to include something of interest to all types of librarians in each issue. Whether I have succeeded is for you, the reader, to judge. As I bid adieu, I would urge each NCLA member to support your journal by making constructive suggestions for its improvement, both in content and format, and to consider making a contribution, small or large, to the pages of this periodical. Your new editor welcomes any manuscript at any time and assures me he will give it careful consideration. Let him hear from you in greater numbers than your retiring editor has heard.

AWS

THE PRESIDENT REPORTS

Dear N.C.L.A. Members:

It was a real privilege for me to represent the North Carolina Library Association at the 1968 ALA Conference in Kansas City, Missouri this past June. As your representative I had the opportunity to attend many dinners, meetings, etc. that invitations were issued only to presidents of state associations and special guests. These were most informative and stimulating. Over and over again we heard of the growing interest in the library technician program, the advantages of using computers in library programs, and the increasing number of libraries that are taking advantage of data processing and information retrieval systems that are appearing on the library scene with unbelievable rapidity. There seems to be more innovation in the library field than in any other phase of education at the present time, and hearing about these innovations at such a conference is a rewarding experience.

The Library Resources Committee and the Development Committee are working together on the creation of a North Carolina Bibliographic Center. The following recommendations have been submitted by these two committees to the Executive Board:

1. That the main entry card for holdings of the library at UNC-Chapel Hill presently housed in the Duke University Library be interfiled in the Union Catalog.
2. That a record for holdings of the following libraries be included in the Union Catalog:
 - (a) Appalachian State University
 - (b) East Carolina University
 - (c) Wake Forest University
 - (d) Western Carolina University

It is understood that cards for holdings of A & T University Library in Greensboro have already been included in the Union Catalog.

3. After addition of these holdings in the Union Catalog a preliminary print-out edition of the Union Catalog be issued.
4. That financial support be sought from a foundation or other sources for printing the first edition.
5. That the Union Catalog be housed and administered under the supervision of the Bibliographic Center as it is established.

Rather than call a special meeting of the Executive Board to act on this matter, a mail ballot was taken and the Board approved all recommendations and endorsed the suggestion that these committees continue to work together. However, the Board has advised committee members that before making a decision which involves the association in a matter of policy, expenditure of funds, or major undertaking, they should refer their recommendations to the Executive Board.

It is a pleasure for me to announce that Mell Busbin, Jr., assistant professor, Library Science Department, Appalachian State University, has accepted the position as editor of NORTH CAROLINA LIBRARIES effective with the Winter Issue, 1969. Mell served as librarian of the University School, Ohio State University, for four years before joining

the ASU faculty this fall. His previous writing and editing experience make him well qualified to edit our state library journal. Mell has appointed Gary F. Barefoot, librarian, Mt. Olive Junior College, as associate editor.

William S. Powell, librarian of the North Carolina Collection, UNC-Chapel Hill Library, has agreed to serve as acting editor of *North Carolina Libraries* until a permanent editor is appointed. Mrs. Pattie McIntyre, humanities division, UNC-Chapel Hill Library, will serve as acting associate editor to assist William Powell beginning with the Winter, 1969 issue.

Mr. Lennox Cooper, librarian of Sandhills Community College, has accepted a position on the library staff at the University of Georgia and has resigned as chairman of the N.C.L.A. Recruiting Committee. Mr. John Johnson, librarian of Durham Technical Institute, has accepted the appointment as chairman of this committee.

The Fall meeting of the Executive Board was held September 28 and the chairman of each section of N.C.L.A. was invited to meet with the Board as non-voting participants. Mr. Arial Stephens attended this meeting and presented a proposal from the White House Inn in Charlotte for the next biennial N.C.L.A. Conference to meet in Charlotte October 23-25, 1969. Board members approved this proposal.

Late in August Mrs. James M. Harper of Southport was appointed as chairman of the lay committee charged with planning activities for the observance of National Library Week in 1969 in the Tar Heel state. Mrs. Harper and members of her committee will work closely with Charles M. Adams, librarian of UNC in Greensboro, the state's 1969 NLW executive director.

Sincerely yours,

Mrs. Mildred S. Councill, *President*

SOUNDING OFF

by

ALVA STEWART

At the June ALA conference in Kansas City James H. Richards, Jr., librarian of Carleton College, made the following observation in a discussion of the report of the National Advisory Commission on Libraries: "There is evidence that we're not moving toward cooperation fast or well enough. We're scratching around and talking, but not getting anywhere."

Amen, Brother Richards! I couldn't agree with you more.

Cooperation between libraries takes several forms: union catalogs, union lists, interlibrary loans, reciprocal borrowing privileges, photographic reproduction services, and central processing.

Perhaps the most basic form of library cooperation is represented by interlibrary loans and supplying photocopies of periodical articles in lieu of the bound volume. Almost all types of libraries have had occasion to borrow a book from another library and/or to obtain a photocopy of an article from a periodical not owned by the library whose patron needs it. Such cooperation has made it possible to satisfy many requests for material from library patrons relatively quickly and easily.

As a reference librarian at two Southern universities, I have observed that the greatest obstruction to library cooperation is the old-fashioned attitude of some librarians that it is better for a book to be shelved in the stacks than loaned to someone who might read it. Too many librarians insist that an interlibrary loan form be on their desk before the book requested by another library can be mailed. They don't seem to realize, that to some library users, a book is of little or no value for a particular purpose unless it can be delivered within a few days. These same librarians would undoubtedly protest if they called a local drug store and requested that a gallon of ice cream be delivered to their home by 7 p.m. on a particular day and were told that a form was necessary before delivery could be made. Must we have a form before any positive action is taken? Unfortunately, too many librarians answer this question in the affirmative.

Most librarians are willing to extend the normal loan period for books loaned to another library to allow for several days transit between libraries. However, a few librarians who believe in strict adherence to regulations with no exceptions under any circumstances insist that a book loaned to another library be returned within two weeks from the date it is mailed. The fact that transit between libraries, both ways, may require a week is of no consequence to the librarian, who may even go so far as to refuse renewal of a book for no valid reason.

I know a librarian who refused to loan a book to a student from another institution who drove 15 miles to the library and presented an inter-library loan form signed by the reference librarian at that institution. The student was willing to take 30 minutes of his time to obtain a book he needed urgently, but the librarian was not willing to help the student by making an across-the-desk loan. Apparently the librarian preferred to spend 30 minutes preparing the book and form for mailing rather than taking two or three minutes to transact the loan in person. Such unreasonable actions on the part of librarians understandably create ill will and resentment of libraries in general and reinforce the undesirable image of the librarian held by many laymen. These actions are responsible for our faculty image; consequently, any improvement in our image will require that such actions be eliminated, or at least reduced to a minimum.

Full cooperation among libraries in interlibrary loans and other ventures is a goal we should continually seek to reach. Attainment of this goal will be an accomplished fact only when we view service to our patrons in a broad sense more important than strict adherence to our own library's regulations and procedures. Regulations and procedures should always be regarded as guides for action, not as excuses for inaction or non-cooperation. In our relationships with other libraries, let us always opt for cooperation.

THE NEW FRONT IN SCHOOL LIBRARY DEVELOPMENT

by

FRANCES KENNON JOHNSON

The statement that "the library is the heart of the school" has been so over-worked that it has lost the power to communicate. But while the words have diminished in meaning the school library has been assuming the dimensions they imply.

We have moved from the organization stage in school library development into a

new one: *program* development. At least most schools have established libraries, although nationally their establishment has been uneven in pace and we are still far from having "a library in every school." With the help of Federal funds — and state leadership in North Carolina — most schools have responded more rapidly to the technological needs and opportunities of the times, expanding libraries into media centers that offer materials and equipment in a variety of formats.⁵ Libraries are "in."

Having "gotten" their libraries, most schools are shifting their emphasis to expanding and improving library services to pupils and teachers — "those activities and services that make the library an educational force in the school."¹ This is not to say that all organizing, all collection-building, all administrative procedures have been accomplished and fixed for all time. Obviously, they have not; in fact, heaven forbid that they should be. It does mean that librarians, teachers, administrators, and students are demonstrating new awareness of what the library program is and can be. The evidence is all around us. This issue explores some of the directions and dimensions of school library programs today.

One central theme is *the relationship of library services to the purposes and practices of the school*. As Ellen Day states in her article, "A school library program does not grow from the library out to the classrooms. Rather, the program should develop from the demands of the classroom to the library." But the school librarian doesn't sit and wait for demands to arise (who has time to sit?). He serves as a "catalyst for learning," a role described by Doris Young Kuhn⁴ and by contributors to this issue. As Sara Srygley of the Florida State University Library School put it in her talk at the ALA Conference in June, 1968: "We must achieve leadership ourselves. Nobody else can or will do it for us."

A second major emphasis in schools and school library programs today is *the individualization of instruction*. In another speech during the 1968 ALA Conference Nolan Estes, then Associate Commissioner, U. S. Office of Education, identified individualization as one of six national priorities for schools and emphasized that "the school media center is the heart of individualized education." (There's that slogan again!) The place of library materials and quarters in independent study may be apparent, but the program implications — such as new ways to work with pupils and teachers, new approaches to the teaching of learning skills,³ and new needs in library attendance and scheduling practices — are keeping many schools busy re-evaluating "old" ways and planning new ones.

Accessibility Is Key Concept

A related concept of the school library program is *accessibility*, in the broadest possible sense. Dr. Paul Briggs, superintendent of the Cleveland Public Schools and another ALA Conference speaker, put it this way: "We must make libraries accessible, open, free to action and movement. We cannot divorce excitement from education." Several ideas and approaches for making library resources and services broadly accessible are presented in this issue.

For those who may be tuning themselves out by now, thinking "Our library isn't a real media center yet and can't do these things," or "Our school hasn't *begun* to individualize instruction," or "We couldn't possibly squeeze in space for independent study

and still take care of groups in our library," further ideas from Dr. Briggs may reassure and challenge:

You can't have a bad school if you have a good library and a "live" librarian. In fact, if a choice must be made, better a good librarian in a substandard library than a quantitatively "superior" library kept by a guardian of the portals. Essential qualities for the school librarian include compassion and the ability to relate to others.

This, then, is the new-image school library: one that is staffed by a "live" librarian who sees his role as central to the the purposes of the school, who has the ability to relate to pupils and teachers, who is responsive to the constantly changing, ever-growing demands of the school program.

Prescriptions won't bring such libraries into being. They don't result from "so many" books, "so many" filmstrips, or other specified quantities of things. But *people* can, and do, develop good school library programs. As Paul Witt has said, "programs are mainly people."

POSITION PAPERS ON THE SCHOOL LIBRARY PROGRAM

1. American Association of School Librarians. STANDARDS FOR SCHOOL LIBRARY PROGRAMS. Chicago: American Library Association, 1960.
2. American Association of School Librarians. Knapp School Libraries Project REALIZATION: THE FINAL REPORT OF THE KNAPP SCHOOL LIBRARIES PROJECT. Editor: Peggy Sullivan. Chicago: American Library Association, 1968.
3. Henne, Frances. "Learning to Learn in School Libraries," SCHOOL LIBRARIES, 15 (May, 1966), 15-23.
4. Kuhn, Doris Young. "The School Librarian — Catalyst for Learning," SCHOOL LIBRARIES, 17 (Winter, 1968), 9-14.
5. STANDARDS FOR SCHOOL MEDIA PROGRAMS. American Association of School Librarians and Department of Audiovisual Instruction. (In preparation, 1968)

THE LIBRARY AND INDIVIDUALIZED INSTRUCTION

by

ELLEN W. DAY

(Editor's note: When we asked Mrs. Day to state her ideas about the kind of library program it takes to support a school designed for individualized instruction, she replied to the effect that who was she to tell people "how to do it good" in their own schools. But we think she has a worthwhile message).

What happens in the library when the emphasis in the school is on individualized instruction? Is there a difference in services to pupils and teachers? What types of demands are there upon the collection, on the facility itself? What is the librarian's role?

A school program does not grow from the library out to the classrooms. Rather, the program should develop from the demands of the classroom to the library. The function of any library is to *serve* its patrons. A school library succeeds or fails on the ratings of worth given it by pupils and teachers. It should be impossible to discuss the library program in isolation from the instructional program. The two cannot be divorced.

If the effort in a school is to implement an individualized instructional program, there are logical consequences. Teachers who are committed to this approach to teaching do not regiment their students. The students are not tied to the lecture or text of any one teacher or any single material. In a positive manner the uniqueness of each pupil is recognized. His distinctive learning style is analyzed. His social skill and maturity are considered. His individual achievement is assessed. In any class population it is obvious that some require more readiness activities, some require manipulative aids, others have a high degree of skill in symbolic translation. The teacher diagnoses and prescribes accordingly.

Therefore, the teachers in this type of program are committed to all types of resources. Seldom do they pull together their entire class and lecture. Inquiry, discovery, research methods with emphasis on small group and individual investigation are the most used teaching styles. The teachers direct a meaningful use of materials. They do not force feed all students in a "lock-step" approach. Individualization of instruction demands diversification — diversification of level of materials and of the material itself.



In classroom demands teachers will have freed the student to obtain necessary information and experience from many sources besides the adopted text.

The freed student must come to the library. How does the library meet his needs? First of all it welcomes him. The atmosphere, policies, and procedures within the facility can discourage or encourage use. Provisions should be made for the free movement of pupils in and out. Scheduling of classes must be flexible. No group should ever have exclusive occupancy of the facility. Never should individuals or small groups be denied access. Ideal conditions would provide wet and dry carrels for the single student, carpeted areas for large sprawling groups, chairs and tables arranged for committee work away from the general flow of traffic. Earphones and small viewers should be provided for private investigation.

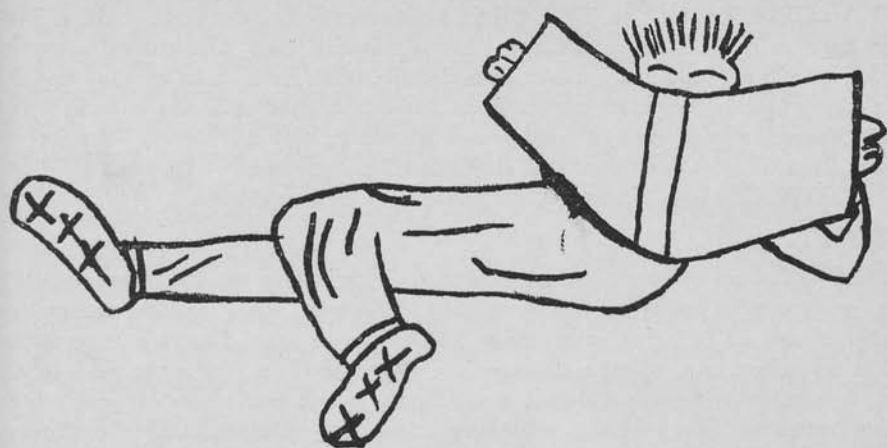
But this is not all essential. Just be sure to make way for people! They are most important in the library. Let them know it. Take out tables, chairs. Pile things on top of things if you must. Students have a desk somewhere in the school; if space is limited in the library itself, they can always take their library materials back there. The library is the distributing center, the inventory source, the organizer for materials. It need not house them all; in fact, this would be undesirable. Large classroom collections (changing ones) are needed close at hand for in-depth exploration. Possibly a really effective library would have empty shelves: everything would be in the hands of the consumer.

A Self-Service System

The library can provide for easy flow of students and yet service classroom groups too. One way is to use a self-service system. Library personnel are too valuable a resource tied to a circulation desk. Neither should student librarians carry this burden. Bright capable students cannot be shackled to clerical duties. In an individualized program they are occupied, not waiting for others to catch up. It is a relatively easy thing to teach each pupil to stamp his own card and date due slip. With a system such as this it is possible for students to attend to their own business and go their way. Library staff members are free to be consulted and assist in a more professional way.

When classes are scheduled they do need priorities. They should have priority on the librarian's attention as well as priority on materials and equipment. Teachers know their students, the librarian the materials. Together they plan an effective scheduled period. Class groups need always to be accompanied by their teacher. This is a teaching situation, not "break" time. "Story hour" is a valid library activity, but also a limited use of the library. A good place for it is in a large group situation. Two or three classrooms together in a large area can enjoy such a program collectively. It is good to leave library hour free to explore unique interests and enthusiasms. The committed teacher has motivated and fostered this attitude; the library must service it.

Trust the student to select his own materials. Adults often read superficially, largely for escape and recreation. Children should be allowed the same privilege. Also, the reverse is true. No one should be compelled to digest everything. Plenty of books are of interest solely for the pictures. Some students have few real enthusiasms, and curiosities are seldom aroused by materials in a drawer or back room. For this reason, filmstrips and their hardware should be handy, visible, and usable. Entice the consumer as does any good merchant. The library also has a responsibility for motivation and catalytic action. Always the classroom and the library must complement each other.



Students have more responsibility for their own learning in an individualized program. They must be allowed to assume it. Any child can be taught to thread the filmstrip projector for himself. The same is true of record players, combination sound filmstrip viewers, 8 mm. projectors, automatic slide projectors, microscopes. It needs to be understood that all things are consumable and were purchased with these specific students' needs in mind. They will too soon be obsolete, in any case. The faculty is encouraging independent action; so must the library.

It is really no overwhelming task to teach a school population how to run all the gadgets. They've been reared in a gadget age. Who tunes the TV set best at your house? Buddies teach buddies. Older children love to help younger. If anyone is in difficulty, it is usually quickly apparent and if they have been encouraged to feel secure they will not hesitate to call for assistance. Accept the responsibility for damaged equipment and materials. The initial instruction was not enough or the supervision was ineffective. Never penalize a user. Fines, threats, blame defeat the library's objectives.

This effort to make learning more related to each child's need and unique experiences compels more varied materials collections. Common experiences need to be gained and developed. The need for more concrete, less symbolic materials has been recognized. The sound filmstrip and sound Super-8 mm. cartridge films are examples of attempts to reach the print-threatened child. The manipulative aid reaches and teaches too. Provision must be made for all learning styles. Kinesthetic materials can easily be overlooked and are messy to inventory, but an individualized approach requires them. Put felt boards, magnetic picture forms, geometrical forms out in the main area to be discovered. If they warrant purchase with school funds they warrant inventorying and cataloging for meaningful use. A good abacus should not be allowed to get lost in some remote closet. Teachers and students need to be reminded of this resource under the card catalog subject heading "Mathematics" and a method for its circulation provided. Everything needs to be selected with an eye as to whether a student can use it on his own.

Books — Core of Any Collection

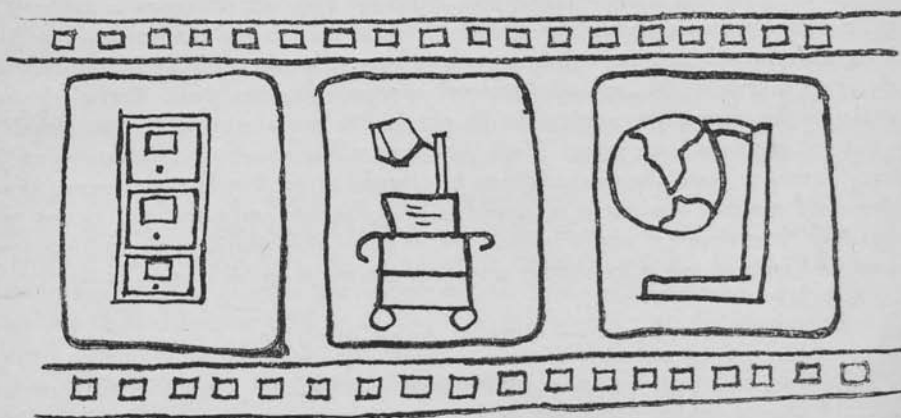
There must be lots of books — informational, recreational, inspirational. Books are the core of any collection. Magazines and newspapers, too, are essential — from NA-

TIONAL GEOGRAPHIC to TV GUIDE. Let students clip, work the puzzles. They'll never learn to treasure or even know what is inside if their first natural response is killed. Microfilm is saving it all; a million libraries don't have to. In musical recordings don't ignore fine contemporary music. These are today's children living in today's world. If the Beatles are good enough for Leonard Bernstein, why not for our libraries? Programmed materials — both texts and all kinds of gadgety ones — keep the child going and learning on his own. Some of these particularly lend themselves to student-produced materials.

All kinds of student contributions need to be in the library too. Circulate booklets and language experience papers written by children. Sandpaper, wood samples, strange stones, a lump of coal all in a box satisfy some kinesthetic longings. Dramatic play materials such as a sandbox, clay, puppets, costumes can all be available. Play is the work of childhood. Remember to include a United States jigsaw puzzle and a Scrabble game. Science inquiry materials like magnets, stethoscopes, simple machines fulfill the "concrete" specifications of some children. Growing things and "smelly" things should not be overlooked. A turtle, a rabbit in his cage waiting to be checked out, are not impossible. A flower bulb coming to life in some gravel, a real fresh pineapple — all bring the real world closer.

Library skills are taught as the student exhibits the need or desire to acquire them. Starting each school year every class needs an over-all orientation. After that any library skill can be taught as a natural outgrowth of need and demand. Student time is too valuable to be wasted in frustrating research. Librarians need to assist in any possible way. Sometimes all it takes is a pointed finger to locate the bird books. Pupils learn most often by example, not by directions. As they peer over a shoulder, it is easy to explain just what steps are being used to locate their request. All students do not need to be trained reference librarians. The objective is to let them know what is available in the library and to get material and student together. Sophisticated research skills are developed through need and desire. Through individualization teachers do their best to motivate both. The library and staff serve this demand.

Not only the students need help; teachers can use every bit they can get. Theirs is the crucial task in the schools. Every bit of support and aid should be theirs. Because of the nature of the individualized approach, elaborate preplanning often gets sidetracked.



Flexibility of everyone involved is an essential characteristic. The library must accommodate itself to the classroom's philosophy of striking when the iron is hot. Aroused curiosities should not be compelled to wait until next Thursday at 10 o'clock for their answer to burning questions. The answer to the question *now* is the important thing, not the retrieval system (which is changing drastically, from year to year). Let children learn what to ask for and what services they can expect; this is the only way to develop users, consumers, patrons of a library.

The librarian needs to be an active participant in teacher planning. As a media specialist her suggestions can be most helpful. Equally important, she needs the feedback. Brief visits to the classrooms to view displays or listen to committee reports are invaluable helps to her in evaluation and selection. She needs to be aware of what pupils and teachers feel to be top purchasing priorities. She must know the curriculum and their approach to it.

In summary, the school library services to pupils and teachers in an individualized instructional program should not really be too difficult. Certainly, though, there are demands from this style that must be met. There are materials and services to meet all needs. The ideal library is administered to allow all to take maximum advantage of its resources and services.

"WHERE THE ACTION IS"

The examples which follow are samplings from school library programs in action and reports of significant developments at national and state levels.

AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS

The new STANDARDS FOR SCHOOL MEDIA PROGRAMS, prepared jointly by AASL and DAVI, were approved by both organizations in the spring and are now in process of publication. REALIZATION, the final report of the Knapp School Libraries Project, is a major contribution to the literature on school library services to pupils and teachers, reporting and evaluating approaches pioneered in the Knapp Project demonstration school libraries. It's *must* reading for librarians, teachers, administrators; have you ordered your copy? Both publications are cited elsewhere in this issue. In the July-August 1968 issue of ALA BULLETIN, "Memo to Members" announces the appointment of Robert N. Case, formerly school library consultant, Ohio Department of Education, as director of the School Library Manpower Project (see NORTH CAROLINA LIBRARIES, Spring, 1968, p. 90). As these examples show, we have a high order of leadership in our national professional associations.

STATE DEPARTMENT OF PUBLIC INSTRUCTION

We've come to take it for granted that state leadership in North Carolina, under the direction of Cora Paul Bomar and the staff of the Division of Educational Media and ESEA Title II, is out in front, finding and creating new opportunities and new sources of support for school library development. A major contribution with tremendous impact has been the demonstration school libraries program supported by grants from Title II of the Elementary and Secondary Education Act (1965). Further directions and di-

mensions in school library programs are being explored with the help of ESEA Title II grants for projects in the experimental use of materials. A few of these projects are sampled below, and are reported more fully in publications issued by the Division. Speaking of publications, don't overlook their recent guide to organizing newer media, and watch for a forthcoming bulletin on curriculum materials centers in colleges and universities.

EXPERIMENTAL USES OF MATERIALS

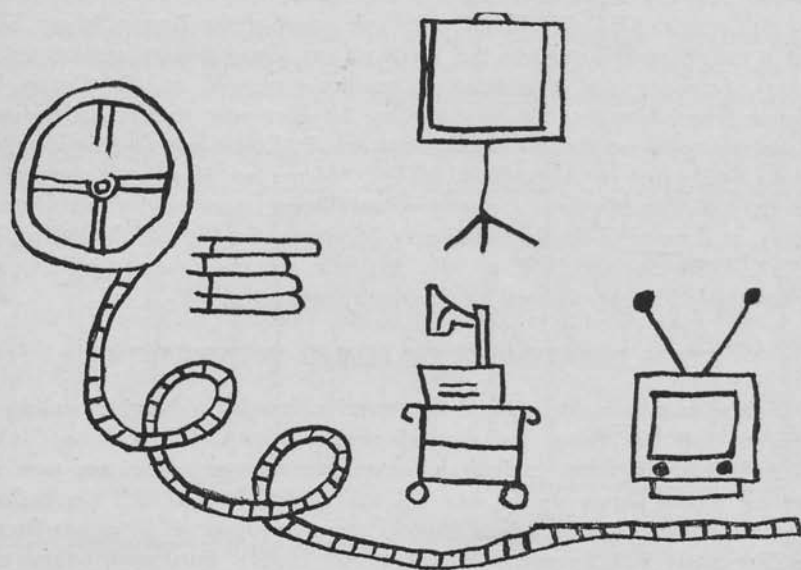
Fourteen North Carolina school administrative units were selected in February, 1968, to receive special supplementary allotments under Title II of the Elementary and Secondary Education Act for the acquisition of special materials. Examples of their projects are quoted from the Department of Public Instruction announcement.

Durham City Schools (\$8,000) will acquire an in-depth collection of printed and audio-visual materials for the development of a North Carolina History Resource Center at Brogden Junior High School which will serve pupils and teachers in the elementary and high school grades engaged in the study of North Carolina.

Fayetteville City Schools (\$6,300) will purchase films, filmstrips, slides, and art reproductions to provide multi-media kits for elementary school children and teachers, to develop art understanding and appreciation in correlation with the social studies and language arts curriculum.

Haywood County Schools (\$8,000) will acquire a comprehensive collection of 8 mm. sound films for experimental use by students and teachers in the junior and senior high schools' science program.

Moore County Schools (\$8,000) will purchase programmed materials, paperbound books, sound filmstrips, and other audio-visual materials for a program of independ-



ent depth study in the areas of English, social studies, mathematics, and science to be carried out in the independent study center of the high schools.

INDEPENDENT STUDY

From DEMONSTRATION SCHOOL LIBRARIES, No. 2, April, 1968, a leaflet issued by the Division of Educational Media to share practices and trends in the demonstration programs, come these examples:

Winterfield Elementary School (Charlotte-Mecklenburg Schools):

The independent use of library facilities during unscheduled hours by groups of primary children has been a most interesting development this year. These children work closely with the teacher in choosing topics for independent study. Individuals and several small groups may use different materials simultaneously. The children use printed materials as well as such audio-visual materials as disc and tape recordings, filmstrips, and Super-8 mm. film loops.

Lexington Middle School (Lexington City Schools):

The Learning Center is enjoying the services of the the two research consultants who have been added to the library staff. One language arts-social studies teacher is assigned to the Learning Center in the morning and one in the afternoon. These are master teachers who were selected because of their enthusiasm and efficiency. They are teaching various research skills while giving guidance and help in their particular subject areas, and are giving specialized aid when it is needed. The students like the new service and are commenting that it is helpful. They are looking forward to the addition of two more consultants — a math and a science teacher. This idea was tested before these teachers were assigned for long periods of time. First, individual teachers were assigned for one fifty-minute period each day. This was helpful but not as effective as the present system. (Editor's note: The Lexington Middle School is organized and scheduled to provide blocks of independent study time for students, who work on individual study projects in the Learning Center.)

Tuscola and Pisgah Senior High Schools (Haywood County Schools):

Independent study, which has become an important phase of the library program at Tuscola and Pisgah, is intended to gradually shift a major share of the responsibility for education to the individual student. Beginning with a humanities block of two hours, of which one hour is structured for students to use as they desire, administrators and teachers are moving toward a flexible school schedule which offers every student extensive opportunities to pursue his interests and studies in an individual manner. The typical student involved in an independent study project undertakes an assignment after careful planning with his teacher. The project could be a long-range activity involving several weeks, or it may be an assignment dealing with one particular question, subject, or problem for the next meeting of the class. Close proximity of books, filmstrips, recordings, tapes, microfilm, and other materials to the Study Center in the spacious, attractive library complex makes it possible for a student to use materials with much ease and convenience. Furthermore, the availability of a typewriter enables him to complete his work in the Study Center.

A NEW LIBRARIAN VIEWS HER ROLE

by

BETSY J. BLOUNT

Talk about running scared! My secure collegiate world has gone. "Outside" and just ahead lies an overwhelming responsibility: for a library, its resources, its services, its place in the school. Look out for the new librarian, folks: she's not real yet, only wishes and hopes, dreams and plans, praying she won't get shot down because of some hair-brained scheme as she attempts to fulfill her role. And as this new librarian, I can only speak of what I *hope* my role will be.

Because I feel so close to students of secondary school ages, I requested a position on this level. Lacking experience as a librarian except as a graduate assistant and as a student librarian last year, I can only offer my youth to the teen-agers and to the school for whatever it's worth. Hopefully, it will give me one advantage in communicating more freely and easily with my library users, recognizing and responding to their needs, following their dreams, building their futures.

My first responsibility must be to learn my school, identifying myself with its objectives, its curriculum, its teachers and students, hopefully helping to formulate its plans. I must bring the library out where it can be seen for its potential, involving myself in making this potential come true, making the library *function* for students and teachers. I must be the catalyst that sparks every resource, every service available, into action by whatever means it takes, to integrate classroom and library. Our students and teachers can and must help me; I cannot "sell" my wares if they are not responsive to what is offered. This first role is endless; a librarian must continue to make the library necessary to the school, must continue to enlist the aid of teachers and students in causing it to work, and, in the process, must continue to evaluate herself, her role as librarian, her program.

A Major Responsibility

As a new librarian, I see as my major responsibility the services I will offer and provide to students, teachers, and other school personnel. Deciding how to begin will be my first, possibly my biggest, step: Which services are already established, which ones need promoting, which others should be introduced? It will be my responsibility to find out what we have in the library, who can use it, how they can best use it—and then to make the library's resources accessible. Accessibility, as I see it, means many things: all materials in the library within reach of the user and highly visible; time and space to explore them; planned and spur-of-the-moment experiences in promoting, introducing, discussing books, other media, and ideas; library resources nudging the elbows of students in classrooms and throughout the school; liberal borrowing policies—every conceivable means we can devise to connect and relate the library to students and teachers.

I will probably be a nuisance, and possibly a menace, to many teachers, but I must find ways to make our resources *used*. I hope to build a close relationship with teachers and students, getting into the classrooms, bringing them into the library, developing a network of communication, cooperation, service. I'll start with the understanding that

all types of media, all available resources, are needed in teaching and learning, and that teachers share with me the responsibility for their effective utilization.

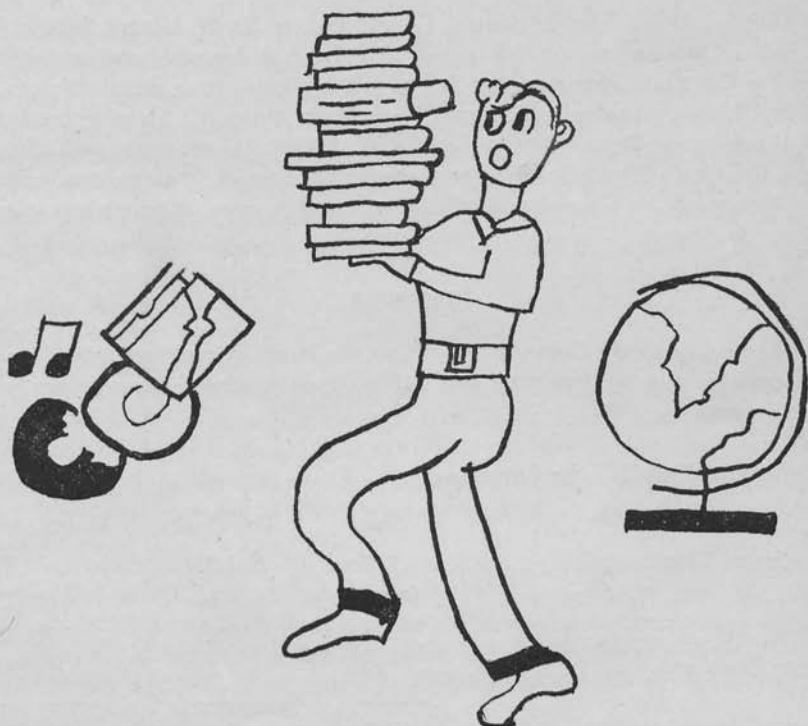
I want to enter the classroom, to know the students and the curriculum as the teachers do, to learn to see the school, the library, and the librarian from their point of view. I need this perspective to balance and test my own perception of my role. I want and need feedback from those with whom I work, to make the library program more usable, more alive, more responsive to needs.

Developing services and building demand for them are the imperatives of the school librarian. It's a role that calls for infinite skill, creativity, and lots of courage. I don't expect to avoid trial and error ways of learning. By becoming sensitive to what works and what doesn't, with whom and when; by showing my interest in every student and every classroom; by being *involved* in the total school program; I hope to help students and teachers realize that our library is indispensable.

And now you know why I'm running scared.

FEEDBACK FROM STUDENTS

In a talk presented at the 1968 ALA Conference, Mae Graham, Maryland state school library supervisor, reported results from a pilot use of evaluation forms developed by the U. S. Office of Education to evaluate the impact of ESEA Title II grant programs. Here's her sampling of student replies to two key questions:



What I like best about the school library:

- "You can keep up with what's going on"
- "You can sign out films and things"
- "It's a funnier (sic) way of learning"
- "The ease of learning"
- "Being able to choose the things I want to see and hear"
- "It's concenter (sic) to get information from tapes than from a teacher"
- "Makes learning interesting"
- "I feel very strong about the library"

What I dislike most about the school library:

- "It's hard to find time to use it"
- "The need for a pass to get to it"
- "Paying debts on overdue books"
- "The librarians"
- "You can't use it all in one year"
- "No complaints"

A COMMISSION REPORTS ON LIBRARIES

EDITOR'S NOTE: The Legislative Commission to Study Library Support in the State of North Carolina was created by the 1967 General Assembly and members were appointed by Governor Moore in the fall of 1967. Commission members are: David Stick, Kitty Hawk, chairman; Senators Mary Faye Brumby, Murphy; and Hector MacLain, Lumberton; Representatives Charles W. Phillips, Greensboro; and Thomas E. Strickland, Goldsboro. The following report contains the major findings, conclusions, and recommendations of the Commission, which presented a more complete report to Governor Moore in August.

FINDINGS

It is the finding of the Commission that, as the result of tradition rather than plan, the basic responsibility for financing our public library system is now being borne by local government.

In fiscal year 1966-1967 the figures were:

	Share	Per Capita	Money Available
Counties & Cities	73%	1.02	4,691,770
State Aid	10%	.16	666,250
Federal Aid	8%	.11	525,687
Private Donations, etc.	9%	.12	550,588
	<hr/> 100%	<hr/> 1.41	<hr/> 6,434,295

We find further that there is no mention of libraries in the Constitution of 1868, and that local government is prohibited from using tax income for library support except in those 16 counties and a limited number of cities where the electorate has authorized a library tax by special referendum. In the other 84 counties any funds appropriated for library use must come from limited "non-tax" sources; yet in 1968, despite other widespread demands for these funds, public library services were provided in all of our 100 counties.

It is our finding also, that there has been a dramatic change in the function of public libraries during the past 20 years as the emphasis has shifted rapidly from recreational to educational use and public libraries have become an integral part of the continuing education process.

Finally the Commission finds that the average of \$1.41 per capita available for library support throughout the state is considerably less than one half the amount considered necessary to provide good library service.

Thus, because of insufficient funding, the great majority of the 332 public libraries in North Carolina are inadequately housed, staffed, and stocked to meet these ever increasing demands for modern library service.

CONCLUSIONS

It is the conclusion of this Commission that North Carolinians, considering the limited funds available, are receiving relatively good library service. Pertinent factors are the establishment of regional library systems involving nearly half of our counties, with resultant savings in overhead and increases in service; the dedicated efforts of a hard core of highly qualified librarians; and the continued interest and support of library oriented and concerned citizens and civic groups throughout the state. Of equal importance are the outstanding services of the North Carolina State Library in providing central purchasing and processing of books; in coordinating an excellent inter-library loan program; in maintaining a statewide telephone reference service which is the first of its kind in the nation; in supervising the allocation of Federal assistance funds; and in providing guidance and assistance on a wide variety of other problems which daily face local and regional librarians.

The Commission concludes further, however, that *despite these efforts the great majority of North Carolinians still are not receiving adequate modern library services of the type already being made available to citizens in other states; and under the present system of financing public libraries North Carolinians can never expect the quality of library services they need and to which they are entitled.*

It is our further conclusion that local government, to a large degree, has reached the end of its ability or willingness to provide funds for library support under the procedures now in force. Without a drastic change in the traditional library financing methods most local libraries will be fortunate at best to secure sufficient additional funds in the future to provide for the demands of the expanding population and the increased costs of book purchases and library operation.

We conclude also that since recent changes in population have not coincided with the established geographic boundaries of our cities and counties, many of the larger city libraries now are being called on to provide services for citizens who live in other towns and counties and are not sharing in the costs of these services. It has therefore become imperative to devise a system of statewide library support which is attuned to the demands of modern education and technology, which involves each citizen both in receiving equal library services and in paying a proportionate share of the cost, and which is broad enough in concept and far-reaching enough in scope to insure that at sometime in the not too distant future every North Carolinian will have access to comprehensive modern library facilities.

RECOMMENDATIONS

It is the recommendation of this Commission that the General Assembly of 1969 affirm the principle that all citizens of North Carolina should have available to them adequate modern public library services and facilities; and that it is the responsibility of the State to share with local government the basic cost of reaching these goals.

It is our further recommendation that the General Assembly clearly define the responsibility of each echelon of government in financing libraries, as has been done previously with regard to the operation of our public schools, highways, courts, health and welfare services, and in many other areas.

It is the specific recommendation of this Commission that the following division of responsibility be spelled out by the General Assembly:

LOCAL GOVERNMENT

1. Public library operation should remain under the control of local and regional library boards, with continued guidance and assistance from the State Library.

2. The cost of providing library buildings should remain basically a local responsibility, with assistance from the Federal government and private sources.

3. As a minimum, local governments must maintain their present level of library support, and be encouraged to increase their support gradually through the use of tax revenue. This would call for a change whereby local governments can levy taxes for library support, without first having to receive voter approval.

STATE GOVERNMENT

4. *The State of North Carolina should gradually assume equal responsibility, with local government, for public library support. To insure maximum results this should be accomplished over a period of several years with annual increases in State grants to public libraries amounting to the equivalent of approximately \$0.20 per capita, allocated according to a formula adopted by the State Library Board.* This would call for increased appropriations for State Aid to public libraries of approximately one million dollars each

year on the basis of present population figures. Thus it is the specific recommendation of this Commission that the 1969 General Assembly increase appropriations for State Aid to public libraries to the equivalent of approximately \$0.35 per capita in the first year of the biennium and \$0.55 in the second year of the biennium.

5. The General Assembly should provide increases in appropriations to the State Library adequate to insure that the existing pattern of services to local libraries will be intensified sufficiently to meet the demands brought on by the expansion of local public library services throughout the state, with special consideration to the need for competitive salary schedules for professional employees and a stronger book collection.



NEW QUARTERS FOR STATE LIBRARY — The structure shown above is the new State Library-Archives Building occupied this fall. Approximately 40 percent of the total floor space is being used by the State Library. The reading room occupies the left wing of the first floor (facing the building). Located at the corner of Wilmington and Jones Streets, the building provides more attractive facilities and appointments than the old State Library on Capitol Square. Delay in installation of stacks resulted in the library's move into the new building being postponed two months.

NORTH STATE NEWS BRIEFS

NCBL HOLDS ANNUAL MEETING

The report of the Legislative Commission to Study Library Support, made public in August, was the major topic of discussion at the third annual meeting of North Carolinians for Better Libraries in Raleigh October 4.

Attending the meeting at the Sheraton-Sir Walter Hotel were NCBL voting members, supporting members, and a number of candidates for city, county, and state offices throughout the state. State Senator Hector McLean of Robeson County, NCBL president, presided at the meeting. Mrs. John R. Horton of Viola was recognized as a new voting member from Watauga County.

NCBL was organized in 1966 by librarians and lay citizens who were interested in helping improve local libraries. Several county chapters of NCBL have been formed during the past two years. The Mecklenburg County chapter has been one of the most active.

CHARLOTTE TO HOST 1969 NCLA CONFERENCE

The next biennial NCLA conference has been scheduled at the White House Inn in Charlotte, October 21-24, 1969. NCLA Executive Board members approved this site at the group's last meeting in September. Winston-Salem was discussed as a site for the conference but was not favorably considered because of the possibility that the city's convention center might not be ready for occupancy by the fall of 1969.

The White House Inn has space to accommodate approximately 90 exhibition booths and 250 sleeping rooms. Other nearby hotels which will be available for conference-goers are the Barringer (200 rooms) and the Downtowner Motor Inn (50 rooms).

Approximately 875 librarians registered for the 1967 conference held at the White House Inn in Charlotte. NCLA officers predict that the number of librarians registering for the 1969 conference will exceed 950.

Arial A. Stephens of Charlotte, chairman of the conference committee, states that members of his committee will attempt to discourage meal functions at the 1969 conference as a means of facilitating arrangements with the host hotel. Other members of the conference committee which recommended Charlotte as the site in 1969 are Paul Ballance, Winston-Salem; Leonard Johnson, Greensboro; Mrs. Pattie McIntyre, Chapel Hill; Mrs. Mary Frances Crymes, Charlotte; and Mrs. Mildred Councill, Mount Olive (ex-officio).

Miss Eunice Query of Boone is program chairman for the 1969 conference.

MORRIS ARTICLE TO BE PRINTED

An article entitled "The Argument for Dewey" by Leslie R. Morris, head cataloger, Kemp Library, East Stroudsburg State College, East Stroudsburg, Pennsylvania, has

been scheduled for reprinting in a future issue of the *Pennsylvania Library Association Bulletin*.

The article originally appeared in the Spring, 1968, issue of *North Carolina Libraries*. The article was condensed from a paper presented by Morris at a joint session of the College and University Libraries and Resources and Technical Services sections of NCLA at the association's 1967 conference in Charlotte. In his paper Morris defended the use of the Dewey decimal system in academic libraries.

Miss Hilda M. Reitzel, editor, *PLA Bulletin*, indicates that the article will be reprinted either late this year or early in 1969 in the Pennsylvania state library journal.

MECKLENBURG LIBRARIES LISTED IN BROCHURE

Church, academic, public, school, and special libraries in Mecklenburg County are described in a ten-page printed folder recently issued by Mecklenburg Citizens for Better Libraries, a chapter of the state-wide North Carolinians for Better Libraries.

The folder provides information relating to resources, hours, purposes, and head librarians of 27 church libraries, six college and university libraries, Public Library of Charlotte and Mecklenburg County (Main Library and its 14 branches), 13 special libraries, and 108 libraries in the Charlotte-Mecklenburg school system.

Members of the reference staff at the Public Library of Charlotte and Mecklenburg County compiled the information in the folder, which was financed by Mecklenburg Citizens for Better Libraries. Copies of the folder are available upon request from the following address:

Mecklenburg Citizens for Better Libraries
P O. Box 20502
Charlotte, N. C. 28202

SELA CONFERENCE TO OPEN OCTOBER 30

The biennial conference of the Southeastern Library Association will be held October 30-November 2 at the Americana Hotel in Miami Beach, Florida.

Several Tar Heel librarians are expected to occupy prominent positions on the conference agenda. Miss Cora Paul Bomar of Raleigh, SELA president, will preside at the two general sessions October 31 and November 2. Dr. Doralyn J. Hickey of Chapel Hill will preside at the meeting of the Resources and Technical Service Librarians November 1. Dr. J. Isaac Copeland, librarian, Southern Historical Collection, UNC-Chapel Hill, will preside at a November 1 meeting of the Intellectual Freedom Committee as chairman of that body.

Charles M. Adams of Greensboro will wield the gavel at a meeting of the College and University Section November 1. Alumni of the UNC School of Library Science will

assemble at a reunion dinner October 31, as will alumni of the following library schools—Atlanta University, Emory, Florida State, George Peabody, Georgia, and LSU.

In 1966 152 Tar Heel librarians registered for the SELA conference in Atlanta. That number will probably be exceeded by North State librarians attending this year's conference.

TAR HEEL SLA CHAPTER RECOGNIZED

The North Carolina chapter of Special Libraries Association won runner-up honors in the 1967-68 membership contest sponsored by the Special Libraries Association headquarters office. Recognition of the Tar Heel chapter came at the annual SLA conference in Los Angeles early in June.

During the period April 30, 1967-April 30, 1968, the North Carolina chapter showed a 32.9 percentage increase in its membership. The chapter was organized in April, 1966 with 25 charter members. In May, 1967, membership had risen to 36. As of July 15, 1968, the chapter had 49 members. The chapter lost seven members between April, 1966 and July, 1968.

Warren Bird of Durham, membership chairman of the Tar Heel chapter, believes the increase is "indicative of a healthy growth rate, even though the numbers are small in an absolute sense."

Anyone interested in becoming a member of the state chapter of SLA should write Mr. Bird at the Duke University Medical Center Library in Durham.

MICROFILM OF NCLA JOURNAL ALMOST READY

The first 25 volumes of *North Carolina Libraries* covering the period 1942-67 are expected to be available on microfilm from University Microfilms in Ann Arbor, Michigan, by the end of this year.

Mrs. Marlene Hurst of the UM Rights and Permissions Division, has advised editor Alva Stewart that xerographic copies of issues and volumes may be obtained at eight cents per page. Single articles are available at \$2.00 per article regardless of length.

Mrs. Hurst reports that she has received several inquiries regarding price information of the journal on microfilm. Librarians throughout the U. S. will be advised of the cost of *North Carolina Libraries* as soon as it becomes available on microfilm.

Editor Stewart signed an agreement with UM Library Services in November, 1967, authorizing the microfilming of *North Carolina Libraries*. Several libraries and library schools are expected to acquire the state library journal on microfilm to fill gaps in their collection.

THE LIBRARY WORLD AT LARGE

COLLEGE LIBRARY NOTES MAKES DEBUT

The first issue of a new communication medium designed to inform college presidents of current library developments has been published by two national educational organizations.

George M. Bailey, Executive Secretary, Association of College and Research Libraries, and F. L. Wormald, Vice-President, Association of American Colleges, report that *College Library Notes* will be published four times each year by the Association of American Colleges under the direction of the associations' Joint Committee on College Library Problems and with the aid of a grant from the Shell Companies Foundation.

Basil Mitchell, Executive Director of the Southeastern New York Library Resources Council, is editor of the new periodical which began publication in September. Mitchell said that the *Notes* will present library topics of importance to academic administrators in a format which will stress speed and ease of "readability."

College Library Notes will include topics relevant to innovations in organization and operation, technological advances, acquisitions programs, library design, financing, budgeting, staffing, and personnel administration. Important statements of opinion, brief abstracts of articles from professional journals, and suggested references and readings will be included. The *Notes* will be mailed free of charge to presidents of all 900 four-year colleges and universities which are members of AAC.

The editorial address for *College Library Notes* will be: College Library Notes, Southeastern New York Library Resources Council, 103 Market Street, Poughkeepsie, New York 12601. The editor will welcome suggestions for sources of materials and advice on content of the *Notes*.

ALA GLOSSARY OF TERMS BEING REVISED

The ALA Editorial Committee has appointed a subcommittee to prepare plans for revising the *ALA Glossary of Library Terms*. Members of the subcommittee are: Alice E. McKinley, Du Page County Library System; Allen B. Veaner, Stanford University Library; and F. Bernice Field, Yale University Library, Chairman.

The subcommittee asks the assistance of the profession in developing plans for the revision. General comments on the scope of the *Glossary* are welcomed. The subcommittee would especially like to hear from librarians on the following points: (1) names of glossaries that they now use, both those which cover general terms in the field of librarianship and those for special and related fields; (2) types of terms which they do not find in present glossaries and would like to have included in the revision; (3) general areas in which standardization of terms is needed.

Comments and suggestions should be directed to: F. Bernice Field, Yale University Library, New Haven, Connecticut 06520.

TWO MORE SCHOOLS ACCREDITED

Two graduate library schools have been officially accredited by the American Library Association according to a recent announcement issued by the Committee on Accreditation. The two schools are the School of Library Science, College at Geneseo, State University of New York (Bohdan S. Wymar, Dean) and the School of Librarianship, University of Oregon (LeRoy C. Merritt, Dean).

This brings the number of library schools accredited by the American Library Association to 44, the highest number yet recorded under the Revised Standards of 1951.

LC CLASSIFICATION GUIDE PUBLISHED

The American Library Association has recently published one of its most unusual and useful books, *THE USE OF THE LIBRARY OF CONGRESS CLASSIFICATION*. Unusual because it is the result of an institute designed specifically to produce this book. Useful because it presents practical instruction based on sound theory.

In response to the widespread need for guidance in the use of the Library of Congress Classification, A.L.A.'s Classification Committee sponsored a three-day institute in July, 1966. Formal presentations and discussions by Library of Congress staff and practicing catalogers were intended to cover the nature and use of the LC classification.

Presentations were made in much the same fashion as might be done for a new cataloger joining the library staff. They cover the nature and use of the LC classification, identify areas in which special problems are likely to occur, explain frequently misunderstood operations; present guidelines for reclassification to the LC system; and summarize the significant factors, such as costs and personnel, involved in adopting and using the LC Classification.

Actual book titles are used to demonstrate the techniques and problems in applying the LC Classification system. Numerous excerpts from the schedules and the tables are complemented by samples of completed catalog cards to provide concrete illustration.

Among the other topics treated in detail are: a review of the use of the LC Classification; its development, characteristics, and structure; special problems in the fields of literature, science and technology, and social and political sciences; assignment of author numbers; shelflisting operations; cost estimates and timetables for changing to the LC Classification; and the general advantages and disadvantages in its use. A bibliography and list of libraries using the LC Classification are appended.

Though it is designed to offer manual-type guidance in use of the LC Classification, the present volume is not intended to be the definitive manual. As the only guide of its kind, it will fill the need for a helpful instructional aid and an in-service training tool.

Richard H. Schimmelpfeng, principal editor of the guide, is assistant librarian, University of Connecticut. Co-editor C. Donald Cook, who also served as co-chairman of the Institute, is coordinator of cataloging, Columbia University Libraries

SCHOOL LIBRARY MANPOWER PROJECT BEGINS

Robert N. Case, consultant, School Library Services, for the Ohio Department of Education, recently assumed duties as director of the School Library Manpower Project. Case has an office at ALA headquarters in Chicago for the duration of the project, which is expected to be five years.

In December, 1967, a grant of \$1,163,718 by the Knapp Foundation of North Carolina, Inc. to the American Library Association for this project was announced. The project is designed to attack three aspects of the problem of developing and utilizing properly school library manpower—task and job analysis, education for school librarianship, and recruitment from specific manpower pools. The American Association of School Librarians, a division of ALA and a department of the National Education Association, is administering the project.

The first phase of the project will be a study of the tasks now performed by all kinds of personnel in school library programs in order to determine the knowledge and skills necessary to perform them. Under an agreement between the American Library Association and the National Education Association, ALA will pay NEA \$35,000 for this survey, which will be conducted by the NEA Research Division.

The first phase of the Manpower Project is expected to take about two years. In the second phase, plans call for development of experimental undergraduate and graduate programs of library education, based on survey findings.

SEVEN RECEIVE SLA SCHOLARSHIPS

Seven \$2,000 scholarships have been awarded by Special Libraries Association for graduate study at recognized library schools during the 1968-1969 academic year. The winners were announced by Larry X. Besant, Chairman of the SLA Scholarship and Loan Committee and Assistant Librarian, Chemical Abstracts Service, Columbus, Ohio. They are:

Adepu Bikshapathi of Marredpally, Secunderabad, A. P., India, who will pursue his graduate work at North Texas State University, Denton, Texas; Susan Helen Ike of Tamaqua, Pennsylvania, who will attend the Graduate School of Library Science, Drexel Institute of Technology; Barbara Jean Ingram of Alhambra, California, who will attend UCLA's School of Library Service; Bernice Ray of Corinth, Mississippi, who will attend the Graduate School of Library Service, Rutgers—The State University, New Brunswick, N. J.; William Karl Siple of Ripon, Wisconsin, who has begun his graduate work at the University of Minnesota Library School; Sarah Kirsten Wiant of Gunnison, Colorado, who has entered the University of Oklahoma School of Library Science, and Mrs. Barbara A. Wolfson of Mineola, Long Island, who is currently enrolled at Long Island University's Carleton and Winthrop Palmer Graduate Library School, Brookville, New York.

REVISED INTERLIBRARY LOAN CODE ADOPTED

A new National Interlibrary Loan Code, replacing the General Interlibrary Loan Code of 1952 (revised edition 1956), has been adopted by the Reference Services Division of the American Library Association, acting for ALA. This code governs interlibrary lending relations among libraries on the national level, among research libraries, and among libraries not operating under special or local codes.

Interlibrary loans are defined in the new code as "transactions in which library materials are made available by one library to another for the use of an individual; for the purposes of this code they include the provisions of copies as substitutes for loans of the original materials."

The purpose of interlibrary loans, the new code states, "is to make available, for research, materials not owned by a given library, in the belief that the furtherance of knowledge is in the general interest."

The Interlibrary Loan Committee of the Reference Services Division, which drafted the new code, felt that one national code could not meet the needs of all libraries. For this reason, the committee has prepared a model state, regional, and local code which is more liberal.

A manual will be published explaining in detail the procedures that should be used in implementing the new code. A revised interlibrary loan form is now available from the library supply houses.

Copies of the new National Interlibrary Loan Code are available from the Division office. The code will be published in the *ALA Bulletin* and in other library publications.

MARC INSTITUTE SET FOR DECEMBER

The Library of Congress, Information Systems Office, and the Information Science and Automation Division of the American Library Association will jointly sponsor a series of two-day institutes to explain the organization and use of the Library of Congress MARC (Machine Readable Cataloging) magnetic tapes which are now available for general distribution to libraries.

The institutes, nine in number, will be held at various locations throughout the United States to enable the librarians who will actually be using the MARC records to attend an institute in their own area. The program is directed at catalogers, acquisition librarians, data processing librarians, and heads of technical processes.

The institute for librarians in the Southeast will be held in Atlanta, Georgia December 12-13 and will be co-sponsored by the Georgia Institute of Technology Library.

In addition to the staff of the Information Systems Office of the Library of Congress under Mrs. Henriette Avram, participants from libraries presently cooperating with

the Library of Congress MARC Project will include John Kennedy, Georgia Institute of Technology. Registrations will be limited to 100 attendees at each institute. Fees will start at \$35.00 per person but may vary upward depending upon the site.

To register, send your name, address and the location of the institute you wish to attend to:

ISAD/LC MARC Institutes
American Library Association
50 East Huron Street
Chicago, Illinois 60611

ACRL TO AWARD RECOURCE, EQUIPMENT GRANTS

The ACRL Grants Program, now in its fourteenth year of service to privately endowed, four-year, undergraduate institutions, will continue support from the United States Steel Foundation; the Library Bureau Remington Office Systems Division of Sperry Rand Corporation; H. W. Wilson Foundation; the Olin Mathieson Charitable Trust; TIME, Inc.; Pitney Bowes, Inc.; and the McGraw-Hill Publishing Company.

As in past years, the Committee on Grants will consider applications for the improvement and development of library collections from privately supported institutions whose curriculum incorporates a four-year program of undergraduate instruction. These Grants are primarily for the improvement and development of college undergraduate collections in ways in which the institution itself would not, or cannot, give assistance. A substantial contribution has again been received from Library Bureau/Remington Rand, for the purchase of wood furniture and equipment.

Requests for the support of research or bibliographical projects from individual librarians will also be considered by the committee, which is chaired by H. Vail Deale, librarian of Beloit College.

Recipients of grants will be announced in January, 1969.

NEW NORTH CAROLINA BOOKS

by

WILLIAM S. POWELL

The celebration this year of the 200th anniversary of the chartering of Charlotte in 1768 has been reflected in the publication of at least three books.

The contemporary scene is very nicely covered in *Charlotte and Mecklenburg County, North Carolina, Today*. (Crabtree Press, 1801 East Fifth Street, Charlotte; 178 pp.; \$2.95 paper, \$8.50 cloth). Handsomely illustrated with pictures in both color and black and

white, the text was written by more than a dozen citizens of the Queen City. There are chapters on churches, education, entertainment, finance, government, good food, industry, parks and recreation, sports, real estate, transportation, utilities, and other aspects of the state's largest city. The text is well written, the format is attractive, and the contents interesting for the general reader and useful in many ways to the librarian. It contains numerous advertisements of Charlotte business firms.

Following the well established custom of recent years, the bicentennial was celebrated with an outdoor drama. Written by LeGette Blythe, it was presented in June and July on the UNC-Charlotte campus and published as *The Hornets' Nest* (Charlotte: William Loftin, Publisher, 1968; 141 pp.; \$2.50). The drama, as might be surmised and as was perhaps necessary for the purpose, takes liberty with history. Unfortunately, at a time when even the Charlotte newspapers are beginning to question the authenticity of the long-disputed "Mecklenburg Declaration of Independence," the unsubstantiated myth of "May 20, 1775" is given a prominent place, while the historical Resolves of May 31, 1775, are not even mentioned. But perhaps this is good drama; it certainly is what many citizens of Mecklenburg enjoy.

The text of the drama reads like a good play. The stage directions are clear and enable the reader to imagine the settings and action. The "feeling" of the times is unquestionably correct, and the dialogue must generally be proper although in places its similarity to modern times is startling; e.g., "Man, ain't you said it?"

In spite of the historical fact that Charlotte (not Charlottetown as the drama has it) was established under the guidance of Commissioner John Frohock, Abraham Alexander, and Thomas Polk, Frohock is presented as something of a villain. This may be correct; perhaps it's a matter of interpretation.

Author Blythe, through his "Narrator," is critical of another contemporary. Tryon has long been a popular name in Charlotte. One of the two main streets in Charlotte was named for Governor William Tryon, as was an adjacent county, which was subsequently abolished. Historians generally consider Tryon to have been one of the outstanding colonial governors. His name is borne today by a host of businesses and areas or sections in Charlotte, yet the Narrator says: "His name should have been reserved for attachment to abattoirs."

This drama was written to entertain a Mecklenburg County audience, and it is unlikely to have a much wider appeal in book form.

Bugles at the Border by Mary Gillet (Winston-Salem: John F. Blair, Publisher, 1968; 220 pp.; \$3.95) is a carefully researched story for young people. Except for brief reference to the so-called "Mecklenburg Declaration" of May 20, it is historically accurate. The geography is right (at Ramsour's Mill, for example), the dialogue is believable, and the writing is good. The story revolves around the Revolutionary War experiences of a twelve-year-old boy on the Carolina frontier in the vicinity of Charlotte. The book was printed by Heritage Printers in Charlotte, and in format it is up to their usual high standards.

Two reprints from the Genealogical Publishing Company, 521 St. Paul Place, Baltimore, Maryland, will be welcomed by librarians who need these particular titles. Fred A. Olds' *An Abstract of North Carolina Wills From About 1760 to About 1800* was originally published in 1925 and an edition of 125 copies, of which 100 were reserved for the 100 counties in the state. The present publisher reprinted it in 1954, again in 1965, and again this year. It is, in effect, an index of names in wills, arranged by county, now in the State Department of Archives and History, Raleigh. This 330-page book sells for \$12.50. Issued by the same company, also in facsimile, is Levin T. Reichel's *The Moravians in North Carolina* (206 pp.; \$7.50), originally published in 1857. It is a chronological history of Moravian congregations in the state up to 1857. There are chapters describing many individual congregations and missions and on Salem Academy. Numerous names are mentioned, hence the interest for genealogists. A brief appendix lists "First Settlers and Heads of Families." Unfortunately, this volume has no index.



A relatively new publisher in North Carolina, F. Roy Johnson, operates Johnson Publishing Company, P. O. Box 217, in Murfreesboro. In addition to publishing new books, he also issues facsimiles. Several of his recent books have been cited here in the past. Three new titles have been added to his list.

His facsimile of the 1911 edition of John Brickell's *The Natural History of North Carolina* (424 pp., \$10.00) has a new 14-page introduction, "John Brickell: The Man and the Myth" by Dr. Thomas C. Parramore of the Meredith College history faculty. This edition also has a completely new index which makes it much more useful than previous printings. The printing is clear and clean, the paper stock good (better, in fact, than that of the 1911 printing), and the binding attractive. We could only wish that the Johnson Publishing Company had better advice on the designing of title pages.

Brickell's *Natural History*, originally published in Dublin in 1737, contains portions based on John Lawson's earlier work, but there is much new material here. Brickell is one of the "must" authors in any North Carolina collection, and this edition is the only one easily available. The wise librarian will take advantage of the opportunity to acquire one or more copies.

Johnson's second facsimile is William Drewry's *The Southampton Insurrection* (240 pp.; \$7.50), originally published in 1900. Drewry's work is cited as a careful and scholarly account of the Nat Turner insurrection. In an introductory statement, F. Roy Johnson offers this book as a study in contrast to the semi-fictional treatment in William Styron's recent best selling book on the same subject. A map, excellently reproduced illustrations, an index, and substantial binding all recommend this book.

An original book, Louise R. Booker's *Historical and Traditional 'Tar Heel' Stories from the Colorful Central Coastal Plains* (128 pp.; \$3.75), has also appeared this year under the imprint of the Johnson Publishing Company. Mrs. Booker is from Williamston, and she has collected numerous traditional tales, most of them only a few pages long. They are published under ten general headings ranging in time from the days of Indians to the early twentieth century. Most of them, however, are Civil War stories, Negro

tales, or fanciful accounts of the origin of names. Each little story is readable enough, but a good copy editor could have made this a better book than it is.



Three new books by North Carolina authors represent three widely divergent areas. In point of time Clement Eaton's *The Waning of the Old South Civilization, 1860's-1880's*, (Athens: University of Georgia Press, 1968; 195 pp.; \$4.75) must be considered first. It is a serious and scholarly study of the traumatic effect of the Civil War on the South and the Southern spirit. Prof. Eaton's thorough knowledge of the sources for Southern history is reflected in the variety of travel accounts, diaries, journals, newspapers, and similar works from which he relates many interesting incidents. Good features of the South as well as bad (at least in light of mid-twentieth century ideals) are pointed out and discussed.

Professor Eaton is a native of North Carolina, and there are many references to the state in his book, although some of them do not appear in the index. This book grew out of the four Lamar Lectures which he delivered at the University of Georgia in 1966. It is both readable and informative. It should be required reading for any non-Southerner who intends to live in the South. It will answer many of his questions about the South as he finds it today.

Thad Stem's *A Flagstone Walk* (Charlotte: McNally and Loftin, Publishers, 1968; 208 pp.; \$4.00), is a collection of delightful short stories, most of them only seven or eight pages in length. They deal with little incidents in a small town not too many years ago (if you've passed 40). These charming pen pictures will delight a large portion of any library's patronage. Not the least of their interest stems from the many events common to hundreds of Tar Heel towns of the early twentieth century. Slang expressions, popular terms, beliefs, and special occasions (such as going down to the station to watch the circus train unload) will be called to mind.

Glen Rounds of Southern Pines is a Tar Heel by adoption. His books for young people, however, have a national following. His most recent, *The Prairie Schooners* (New York: Holiday House, 1968; 95 pp.; \$3.75), illustrated with his own clever drawings, is aimed at the 10-14-year-old. It describes in detail the overland journey by prairie schooner from Independence, Missouri, to the Pacific. Day-to-day life as well as special events are recounted in a style which will appeal to a host of young readers.