

North Carolina Libraries

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Guest Editors' Comments

Why We Are Poor

National Library Week, April 20-26, is a good time to make the point and to make it stick.

Lack of libraries is one thing that keeps North Carolina poor, very poor. Lack of books for the libraries we do have and lack of adequate facilities help keep North Carolina poor.

Libraries are not included as necessities for which county commissioners and the state can make appropriations because libraries are not among "essentials."

A special study commission set up by the last General Assembly has filed a challenging report. It has made a study which should arouse our people and our organizations to change the constitution so that the money libraries must have shall be made available.

The state makes no appropriation for public libraries now. Such an appropriation is not authorized. And appropriation of finances from tax money directly for public libraries is not allowed. Money made available for library purposes by counties and municipalities must come from non-tax sources.

The local sources provide about half of the library support from non-tax sources. The Federal government has in recent years increased its aid for library building.

The library study commission recommends to the General Assembly constitutional changes which would classify library needs for what they are, absolute essentials.

The recommendations coming out of the careful library study were from well-informed people. The recommendations as presented did not represent the work of "far out" liberals. The people who manned the study and made the recommendations are thoughtful and dependable. But they recognize that if the state does not include libraries in its budget for state aid, and if the acceptance of libraries as essential is denied we shall be the longer in climbing out of the well of poverty in which a great percentage of our people live.

The Goldsboro Chamber of Commerce several years ago made a survey to determine the greatest needs of the community. Many were questioned as to their views. It was a surprise in many directions when the poll listed better library facilities as the greatest need.

The Legislature now in session has the recommendations of the special study commission. These recommendations should not be allowed to be forgotten, overlooked or ignored. Local library boards should urge favorable action on their representatives. And you can help by calling on your representatives for action. And why not stage Library Week programs in your clubs and organizations?

Henry Belk, Guest Editor

National Library Week

This year, more than in any other recent year, we are conscious of the necessity for a more acute awareness of the needs of our North Carolina Libraries among the lay citizens and professional librarians alike. This year it is possible for us to set in motion far-reaching proposals which will bring about much needed improvements in our public libraries as well as school libraries.

For this reason I am hopeful that there will be an observance of National Library Week in every area of our state.

This will emphasize the many things now being done on behalf of libraries, and will point up the things which need to be done.

It is said that the people get the kind of government they really want. It can also be said that we in North Carolina will have the kind of libraries we really want.

If we are truly dedicated to the proposition that it is the right of every school child to have adequate library facilities we can have them. And if we truly want adequate public library facilities for every child and adult in North Carolina we can have these, too.

The question is whether we're willing to work intelligently and constructively toward these ends. One valuable place to work is in making the general populace aware of libraries and their needs, and one suitable time to do this is during National Library Week.

So won't you join with others who are going to make April 20-26 a week to be remembered?

Your State Layman's Committee is made up of very distinguished citizens: Mrs. Robert W. Scott, the wife of the Governor; Henry Belk, former Editor of the Goldsboro "News Argus"; David Stick, writer from Kitty Hawk and Chairman of the Commission to Study Library Support; Senator Hector McLean, President, North Carolinians for Better Libraries; Sam Ragan, Editor, Southern Pines "Pilot"; Miss Marlene Plyler, President of N. C. B. & P. W.; John Wheeler, President of Mechanics and Farmers Bank of Durham; Dr. Rachel Davis, physician from Kinston; Jesse Helms, Exec. Vice-President of WRAL, Raleigh; and Charles Adams, Librarian of the University of North Carolina at Greensboro.

They ask for your assistance. It cannot be done without you.

Mrs. James M. Harper, Jr., Chairman, Library Week

New Publication from State Department of Public Instruction

A revised edition of Reference Materials for School Libraries: Grades 1 through 12 is now available from the State Department of Public Instruction. The publication, Number 424 — 3d edition, is comparable to the 2d edition. Each school superintendent in the state has received enough copies to supply each school with one. Additional copies may be purchased for \$2.00.

Letters to the Editor

It would have been a personal pleasure and an honor to have written a tribute to Mrs. Mary Peacock Douglas for inclusion in North Carolina Libraries. Therefore, I sincerely regret that my absence from Bloomington during the past month prevented me from meeting your deadline.

I shall look forward to reading the next issue of North Carolina Libraries with special interest.

Margaret I. Rufsvold, Professor Library Science, Graduate Library School, Indiana University

During the Fall Quarter I was out of residence. On my return in January, I found your invitation to write a brief tribute to Mary Peacock Douglas for an early issue of your North Carolina Libraries. I regret that I was not around to write such a tribute because I have long standing admiration for Mrs. Douglas' leadership in school librarianship.

Margaret Hayes Grazier, Associate Professor, Department of Library Science, Wayne State University

North Carolina Libraries came today. I am thrilled, flabbergasted, and very grateful to you and to my many friends. I shall cherish this issue.

Mrs. Mary Peacock Douglas

Congratulations on your first issue of North Carolina Libraries. It is very good. I love the Mary Peacock Douglas tributes.

Mrs. Rosalind C. Campbell, Librarian, Caldwell Technical Institute

Congratulations on the winter issue. It is extremely well-done.

Leonard L. Johnson, Director of School Libraries, Greensboro Public Schools

The President Reports

Dear N.C.L.A. Members:

[Photograph: Formal portrait of Mrs. Mary Peacock Douglas, seated, wearing a dark suit.]

Many of you know how much Mrs. Mary Peacock Douglas has meant to me through the years and what part she has played in my efforts to serve the library profession to the best of my ability. You can imagine the thrill I had when I received the Winter 1969 issue of North Carolina Libraries which paid tribute to Mrs. Douglas. I thought it so appropriate that people from library schools all over the country expressed their feelings as to the contribution this outstanding librarian has made to the profession. Since Mrs. Douglas has contributed so much to the advancement in school librarianship it was most fitting for the North Carolina Association of School Librarians to present the first Mary Peacock Douglas Award to the person whose name this award bears at the Fall Conference in Durham.

The focus of this issue of North Carolina Libraries is on National Library Week. It is most fortunate for all concerned that Mr. Henry Belk, Editor Emeritus of Goldsboro New Argus, is serving as guest editor. Mr. Belk has proved through the years that he is truly a friend of libraries. For many years he has planned a program for the Goldsboro Rotary Club Luncheon during National Library Week and has had outstanding speakers for each occasion. This meeting is open to the public, and the people of Wayne County look forward to joining Mr. Belk and the Rotary Club in a salute to all libraries.

Assisting Mr. Belk with this issue is Mrs. James M. Harper of Southport. It pleased those of us who were involved in the plans for N.L.W. when Mrs. Harper agreed to serve as chairman of the 1969 National Library Committee for

the State of North Carolina. She has shown her interest in all types of libraries for many years and at present she is vice-chairman of North Carolinians for Better Libraries.

Charles Adams, Librarian of The University of North Carolina at Greensboro is Deputy Director of N.L.W. and he has evidenced much enthusiasm over the 1969 program. The plans being formulated by him and Mrs. Harper will long be remembered. We salute them and their committees and predict that 1969 N.L.W. in North Carolina will be the best yet.

Mrs. Robert Scott has invited the N.L.W. committee to the Executive Mansion to a luncheon on Friday, February 21. This is evidence that the present administration is interested in the library program in our state.

The Executive Board of N.C.L.A. met in Raleigh, January 17, 1969, in the Dogwood Room of the S & W Cafeteria. The Special Committee on Studying the Feasibility of Establishing an Executive Office for N.C.L.A. gave their report. This committee is exploring the possibility of working with North Carolinians for Better Libraries and perhaps sharing their secretary, Mrs. Evelyn Allen. Mrs. Allen met with the Board and took us over to the B.B.&T. Building to see the offices of N.C.B.L. The committee is doing further work on this and will report to the Board at a later date. The feeling is that the two organizations could work well together and it would be to the advantage of both groups. The financial part of the arrangement will have to be determined and then a decision will have to be made as to whether N.C.L.A. can assume the financial responsibility of such an attempt to have a part-time executive secretary.

I represented N.C.L.A. at the formal opening of the Moore County Library Building in Carthage, N. C., on Sunday, January 19, 1969. Mr. H. Vince Anderson is Director of Sandhill Regional Library and his offices are in this building. He and the people of Moore County are to be commended for making it possible to have an up-to-date library building and program for their people.

Miss Charlesanna Fox, Librarian, Randolph County Public Library, Asheboro, N. C., has been appointed to represent N.C.L.A. on a committee to determine the feasibility of a central research library facility to serve the entire state. This study was one of the recommendations in the Board of Higher Education's report, Planning for Higher Education in North Carolina.

The N.C.L.A. Spring Workshop will be held at the Public Library, 310 North Tryon Street, Charlotte, N. C., on Saturday, March 22, 1969, at 10 a.m. I hope to see many of you there.

Sincerely yours,

(Mrs.) Mildred S. Council

What a Modern Library Can Do . . . To Serve North Carolina's Needs

By David Stick

North Carolina is plagued by the chronic contagion of functional illiteracy — the inability of hundreds of our citizens to read and understand the basic written material with which they are in daily contact.

This is pointed up dramatically in some basic statistics that we sometimes prefer to overlook when we brag about the prevailing climate of progress in North Carolina. I refer to our high percentage of school drop-outs, our even higher percentage of military rejections, and our distressingly low per capita income.

Is there a cure for this contagion of functional illiteracy? Or are the skeptics right in their contention that it is a hopeless situation, brought on by an inbred ignorance and mental lethargy among a vast segment of our citizenry — white and Negro, rural and urban — residing in pockets of poverty and hopelessness across our land from the Great Smokies to the sea?

I can answer that. The skeptics are wrong. There is a cure. And the name of the cure is knowledge.

But the problem is: how do you inject the magic drug of knowledge into the mind of a functional illiterate who dropped out of school, is shunned by his peers, knows no trade, cannot make a living, and nurtures a fear born of frustration and rancor over the very mention of the words education and knowledge.

If you expect me to say that the answer is to bring this person, or any of the hundreds of thousands like him, into the nearest public library, then you are wrong. Because it is highly questionable whether there is a single public library, among the more than 330 in this state, which is designed, staffed, equipped, and operated in such a way as to be the catalyst in penetrating the functional illiterate's shield of ignorance with the proper dosages of curiosity and interest. For curiosity and interest are the harbingers of knowledge, and unless the library is able to generate both curiosity and interest in the minds of those not already library oriented, then it is falling far short of fulfilling its proper function in the community.

The public libraries of this state, almost without exception, have not coped with North Carolina's needs in the last half of the century. More important, the librarians and trustees who form the nucleus of a small hard core of library supporters not only are not doing the job, but also are incapable of doing it — unless and until they become angry enough and ashamed enough and aroused enough to go back home to start fighting for the kind of library and library services that are already providing the cure of knowledge in other communities in other states.

What Can A Modern Library Offer

Not one North Carolinian in thousands knows what a modern library is, and what it can accomplish in this changing society. Do you?

The modern library is a community information center. It is the headquarters for cultural, educational and research activities. It is the after-school study and entertainment center for children, a second chance for repentant dropouts, and a hometown graduate school for adults seeking broader knowledge.

A library is no longer simply a storehouse for books; it is a storehouse for everything man has experienced and recorded, all indexed and computerized for easy access, and attractively packaged on filmstrips, records, and slides as well as in books, pamphlets, and periodicals.

In a modern library you can have immediate access to hundreds of current periodicals, popular, scientific, and technical. You can have almost anything you want to know; and the postwar publishing revolution now makes this information available to you on various comprehension levels — for the novice, student, or authority.

The modern library still checks out books, but it also checks out original paintings, filmstrips, and records. You can still go there to read and study, but if you need privacy for serious research or contemplation you can have your own room in which to work. You go to the modern library to see an art exhibit, or hear a lecture, or participate in a seminar. And if you can't go to the library, the library will go to you, in a modern bookmobile.

If your library does not have the book you need, the modern librarian will get it for you, through interlibrary loan. If you want to take a correspondence course, the library will send you the textbook and study aids. In short, the modern library is truly "The People's University."

North Carolina Libraries Today

Unfortunately, in North Carolina communities, the modern library is nothing more than a dream locked in a librarian's mind, and the libraries that exist — your libraries — still are little more than aging buildings designed and still used primarily as storehouses for books.

The statistics are grim enough to make a librarian start reading Nancy Drew on her nights off, and if the generally informed citizens of your community are not already aware of them, then it is time you spread the word.

The total combined book holdings of all of the state's public libraries add up to approximately one book per resident. If you eliminate the old encyclopedias, the out-of-date reference books, and the other old dog-eared volumes, there would be only half a book for each citizen.

Because a relatively few determined people have worked hard, new libraries are built annually, yet the need for more libraries and expansion of existing facilities increases at an even greater pace.

The failure to attract an appreciable number of college students to careers in library science, and an even more alarming failure to keep our library science graduates here in North Carolina, results in a continuing shortage of qualified librarians.

Steps Toward Improvement

North Carolinians have an excellent guidebook for public library improvements in the Downs Report entitled "Resources of North Carolina Libraries." As a member of the Governor's Commission on Library Resources, I was privileged to help prepare the foreword and the proposed program of action for the Downs Report. The following brief excerpts are as applicable today as they were when written in 1964:

In measuring the Commission's findings against present needs, one fact becomes obvious: North Carolina libraries just do not have enough room, enough books, or enough librarians.

As for the future, the rapidly increasing enrollment in public schools and colleges, plus the impact of the great economic and social changes taking place throughout the state, can only mean a greater demand for information and knowledge. Such a demand will call for more library space, more books, and more librarians.

The methods currently employed in financing public libraries in North Carolina have evolved through the years on a piece-meal basis, with insufficient organized effort to formulate a clear-cut and understandable financing plan.

The Commission recommends that continued study be given to the development of a plan for joint local-state-federal responsibility for public library financing.

[The Commission also recommended] the formation of a statewide Citizens Committee for Better Libraries. The basic responsibility of this committee would be to assist in the organization, in every county and interested community, of a local committee for better libraries; and to coordinate such activities with existing groups such as "Friends of Public Libraries."

As you know, a statewide citizens committee, under the name North Carolinians for Better Libraries, is organized and functioning, thanks largely to the efforts of the North Carolina Association of Library Trustees, which sponsored it initially, and the North Carolina Library Association, which provided funds for its organizational expenses.

Intensive Local Effort Needed

The fact that North Carolinians for Better Libraries has a voting member in each county does not mean that some layman has relieved the librarians and trustees of their responsibility in this matter of educating the public on the current status of their library on what is needed to upgrade it, and on what must be done properly locally to make truly a modern "People's University."

The continued effort of dedicated librarians and trustees through the years has resulted in little more than maintenance of the status of mediocrity in which most of our library programs have long been mired. It must now be obvious, therefore, that librarians, trustees, and the handful of library-oriented supporters are fighting a losing battle. You must have help locally, and North Carolinians for Better Libraries can provide it. But at the same time, no citizens group can effectively upgrade your library without your all-out support and guidance.

Money is the basis for our library problems in North Carolina. In the absence of a sound and understandable plan for library support, such as the unique cooperative system under which our public schools operate, the basic responsibility for library construction and operation has been left up to local government. In some instances the response has been heartening. A good example is Charlotte and Mecklenburg County, where there has been a valiant and continuing effort to provide modern library services. Another is my own little county of Dare, with the highest per capita local expenditures for libraries of any county in the state. In many other counties and cities, however, local governing bodies have been very reluctant to provide even minimum financing for public libraries. Thus, some counties and communities are approaching the maximum extent of their ability to provide library funds, while many others have so far made only token efforts toward this end.

The basic objective for all of us, as I see it, is to make modern library services accessible to all citizens of North Carolina. The success of these efforts will depend to a large degree on whether an appreciable segment of the informed and interested population in each city and county becomes sufficiently familiarized with, and concerned about, the inadequate status of our libraries in today's changing society. And in the final analysis it is largely up to the public librarians, library trustees, and the small hard core of library-oriented citizens to spread the facts, generate the interest, and lead the fight for modern library services in their home towns.

Reprinted in part from *Popular Government*, December 1967.

Report of the Legislative Commission to Study Library Support in the State of North Carolina

August 1968

[Editor's Note: Members of the Commission included: Chairman, David Stick, Kitty Hawk; Senator Mary Faye Brumby, Murphy; Senator Hector MacLain, Lumberton; Representative Charles W. Phillips, Greensboro; and Representative Thomas E. Strickland, Goldsboro. The Commission was created and members appointed by former Governor Dan Moore in response to a request made by North Carolinians for Better Libraries.]

Findings of the Commission

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
Total	100%	1.41	6,434,295

We find further that there is no mention of libraries in the Constitution of 1868, and that the 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. A basic purpose of libraries is to make available to the individual citizen the vast accumulation of knowledge which man has recorded. In addition public libraries are now used regularly for supplementary study by students in our public schools during weekends, holidays and after-school hours; they are a basic part of community colleges and technical institutes; they are used extensively by college students and in academic extension courses; and each year as modern technology become more sophisticated, industry and the business community are relying on them more and more for information and research.

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 of the Commission

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.

For 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 some time in the not too distant future every North Carolinian will have access to comprehensive modern library facilities.

Recommendations of the Commission

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. Because of the dependence of North Carolina county and city governing bodies on the General Assembly for guidance and instruction it is our belief that no major improvement can be expected in overall library service without the adoption of such a practical and understandable long range plan for cooperative library support.

It is the specific recommendation of the 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 government 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.

NLW on the Academic Scene

By Grace Betts Farrior

For the past eleven years college and university libraries (along with public, school, and special libraries) have been stimulated into some kind of special activity focusing on a time in April as the National Week called Library. Or have we? If not, this is the time to think about the potential value of NLW to our institutional goals. If we have been recognizing NLW, this is the time to plan for a bigger and better 1969 NLW celebration.

According to Chase's Calendar of Annual Events, we're currently sharing the fourth-week-in-April spotlight with Good Human Relations, National Coin, National YWCA, Chemical Progress, D for Decency, Jazz, and Tableware. However, the proliferation of special emphasis weeks has not diluted the amount of public attention National Library Week is receiving nor blocked the results which can be directly attributed to NLW activities. In fact, participation in the Week is now so widespread and all communications media, national business, civic, and religious organizations are giving so much attention to this time as a focal point for year-round promotion of libraries and reading that we would have to be blind to overlook the benefits we might be getting through throwing our academic libraries into the celebration.

National Library Week is more than a one week celebration. Obviously, the goals, the needs, the problems are with us year-round and are not met or solved by a once-a-year airing. We can, nevertheless, welcome at least once a year the special attention of the public and turn it to our good use in correcting our inadequacies, establishing better rapport with students, making our administrators, governing officials, and alumni groups aware of the need to expand college library facilities to meet the growing enrollments and expanding curricula.

Some general good can come from the perfunctory attention most of us have fallen into the habit of paying NLW: the annual exhibit of major gifts, the bringing to campus of a well-known author for a tea-and-talk with students, the nod to NLW at the Friends of the Library Dinner with special speaker and special emphasis on the "state of the library" report. These are all worth while and should not be discontinued, but their connection with NLW need not be so artificial or repetitious as to become dull. Different means can be found each year to use NLW to dramatize our objectives. The fact that the expected increase in college student population, along with the explosion of knowledge, demands constant enlargement of facilities and resources just to stand still must continuously be brought to the attention of those supporting libraries. The general climate of interest created by NLW gives us an opportunity to open new avenues of communication with the campus and with the larger community for which we constitute important educational and research resources. Our NLW activities will vary as widely as the specific location and objectives of our institutions. Following are some tested ideas, confined chiefly to the campus community, suggested in the NLW Local Organization Handbook.

1. Embark on a campaign for 100 percent registration of all students and faculty.
2. Prepare a simple, yet thorough, Faculty Library Handbook that presents in full the variety and extent of your library's resources.
3. Plan one or more programs on reading or library themes for the campus radio or TV station during NLW.
4. Feature one or more articles about the library (history, resources, collections, future expansion plans, etc.) in the campus newspaper.
5. Conduct a contest, with simple but meaningful prizes, for best personal book collections (in various categories) owned by students; display these during NLW.
6. Arrange a library staff tea for library representatives in the various departments; a library or college bookstore might arrange a tea or social hour for faculty authors, prominently displaying their works.
7. Plan a career-day, with special emphasis on recruitment to the library profession as an NLW event. Enlist the help of undergraduate student advisors. Invite the cooperation and participation of other librarians (special, public, and

school) for a discussion of opportunities for the careers in the profession. Allot time for a question-and-answer period; show a film and display materials about the varied specialities in the field. Distribute recruitment literature, including lists of accredited library schools. (Consider opening this event to high school seniors and their guidance counselors.)

8. Arrange colorful displays in the library and elsewhere on the campus: student centers, dining halls, bookstore, theatre, residences, etc.

9. An alumni Book Fund Drive might be launched during NLW as a joint venture of the Alumni Association and the college library. For example, an informative lecture (or panel discussion) on the role of the library in the future of the college might be followed by a reception and a guided tour to show facilities and focus attention on special collections.

Another list of ideas suggested to NLW Headquarters by academic libraries which have tried them would stimulate interest and response on the part of the general public and alumni.

1. Plan an "open to the public" function: an exhibit illustrating how the research facilities of the college library contribute to the area's economic development; a well-publicized debate in the community center (or a panel discussion on the air moderated by the college librarian) on "Liberal Education vs. Specialization"; a forum on creative writing or on the influence of reading and libraries on the quality of community life and education.

2. Invite leaders of business, industry and major organizations in the community to a reception or luncheon honoring faculty members whose books have been published in recent years. A prominent industrialist (or benefactor of the library) might give a speech about the "academic library — an investment in the public interest." This also could be planned in connection with the dedication of a new library facility or the acquisition of a major collection.

3. The librarian could cooperate with the community-wide program (and attract public attention) by lending some rare books, etc. for exhibits of public libraries and other smaller institutions. He could also help identify faculty members who are good speakers and urge them to take part in community-wide NLW events or broadcasts.

4. Offer help (as the resource person or writer) to the local NLW Committee in the preparation of an article on some aspect of the college library's function; include facts that will help the public understand why libraries play an important part in student education and why and what the needs are for expanding the library's resources.

5. In collaboration with other academic librarians, try to place a feature in a paper with statewide circulation about the state's total college library resources; stress what expansion of support and program is needed in the light of statewide plans for development of industry, higher education, etc. Such articles can also be adapted for company publications of major industries throughout the state.

6. Stories about special collections, how they came about, who gave them and why should be prepared for radio, TV and consumer press. Automation, participation in interlibrary research projects or pilot demonstration programs also are especially newsworthy. Student leaders serving on an NLW Campus Committee or activities that will bring them into direct contact with the public should also be publicized.

7. Urge the editor of the alumni bulletin to feature a comprehensive cover story about the library in the April issue, highlighting the present and anticipated needs brought about by increases in enrollment and faculty, introduction of new disciplines, etc. Provide back-up statements from authorities (including alumni if possible) and make use of current ALA Standards for college — or junior college — libraries as well as pertinent reprints from *College & Research Libraries*. Or, offer the editor a monthly service column, perhaps an appraisal of new and recommended books in each of the fields of study for which the college is noted.

All of the ideas suggested could not be carried out in one week, but their use throughout the year might be planned, implemented, reinforced, or climaxed as a National Library Week feature. You would doubtless have other ideas to add to these. Some suggestions made by Arial A. Stephens in the February 1968 issue and by Jane Carroll McRae in the March 1968 State Library Newsletter are even more imaginative and could be adapted to our academic library's objectives. If you haven't already started putting NLW 1969 to work for your library, now is the time to (1) write NLW headquarters in New York for this year's posters, bookmarks, and other aids, (2) consult with librarians in your area and with the NLW Local Committee members for possible cooperative activities, and (3) get your staff together for some creative planning.

(This year the NLW Chairman for each county is the chairman assigned for North Carolinians for Better Librarians.)

North Carolina School Libraries: Moving Ahead

By Dr. Craig Phillips, State Superintendent of Public Instruction

Much attention has focused on school libraries in recent years and with good reason. The emerging concepts of teaching and learning have made it apparent that instructional materials and related equipment are essential in achieving the purposes of education. The school library in North Carolina, in responding to the needs of the instructional program, is committed to providing materials both audiovisual and printed, and related equipment and to providing the accompanying services. In order to fulfill this commitment, it is necessary that personnel, materials, equipment, and facilities be provided and organized in patterns which insure that a full range of media (instructional materials and related equipment) and accompanying services will be available to every pupil and teacher in the state.

[Photograph: A young man examines a piece of audiovisual equipment, a film loop projector housed in a small cabinet, lifting the lid to look inside.]

The Governor's Study Commission on the Public School System of North Carolina in its recent report recommends:

- that each school have a media center staffed by media specialists and aides
- that coordinators of educational media be utilized at the school administrative unit
- that an educational media center should exist at the school administrative unit or regional level, or at both levels, to provide supporting services for the school media center.

Some school administrative units have gone far in the development of this pattern of service, but they have done this mostly with local and federal funds. For example, statistical reports for the school year 1967-1968 show that of the nearly \$7 million committed for library materials (books, films, filmstrips, recordings, magazines, and other printed and published materials), approximately 19% came from State funds with 52% from Federal funds and 29% from local funds.

School administrative units employing library supervisors have increased from nine per cent in 1959 to more than fifty per cent in 1968, yet over forty per cent of the administrative units remain without the services of qualified professional personnel to coordinate the system-wide development of media services.

[Photograph: Students in individual study carrels at a media center listening to reel-to-reel audio equipment with headphones; a teacher assists a student at one of the carrels.]

The number of school librarians (media specialists) has increased from 558 in 1959 to 1,755 in 1968, yet many schools remain without the services of a qualified librarian. The existing positions are financed by local funds, federal funds, or the use of the one position allotted by the State for every fifteen classroom teachers allotted. The school librarian represents only one of five options for which this State allotted position may be used.

Only those schools that have had funds available from local and federal sources have been able to employ clerical and technical media aides since no State funds are provided for media aides.

Concerning personnel, the report of the Governor's Study Commission states that "the realization of full value from investments in educational media depends largely upon the availability of competent and sufficient personnel at the school administrative unit levels."

Many of the materials needed for large group instruction, and for small group and independent study require the use of related equipment. No State aid is available for the purchase or the maintenance of audiovisual equipment. The average per pupil expenditure of \$1.40 for the purchase of audiovisual equipment in 1967-1968 represents local and federal funds.

The State bears a responsibility to see that every child and every teacher has access to these basic resources and services of teaching and learning. These resources and services should be available without great dependence on the

ability of the school administrative unit to raise tax funds, or to obtain federal aid, or to raise funds by charging pupils or sponsoring fund raising events.

What steps can the State take to carry out its responsibility? The recommendations contained in the report of the Governor's Study Commission indicate that the State needs to give immediate attention to providing the following:

- At least one allotment be made for a professional media specialist at the school administrative unit to give leadership and coordination in the system-wide development of a unified media program. As soon as feasible, media specialists and aids should be employed in all schools.
- Sufficient State funds, in one combined allotment be made on a per pupil basis for the purchase of educational media (including book and nonbook resources, supplies, and equipment).

The Commission recommends that State aid funds allocated for the purchase of educational media be declared eligible for use as matching funds under federal aid programs. Under the present system, local funds must be used as matching funds for participation in the National Defense Education Act and the effect is that poor school administrative units become relatively poorer.

The report of the Commission goes on to state that "leadership is crucial from regional and State offices" and recommends that the State's program of consultation to school administrative units and schools be expanded to include services at regional centers. Among the media-related functions suggested by the Commission for the regional centers proposed are these:

- Give leadership to local school units in the utilization of educational media.
- Provide leadership to local school units in the selection of basal and supplementary textbooks and in establishing libraries for all schools within the region.
- Establish sound evaluative measures to determine the usefulness of new forms of media by setting up trial usage in the demonstration and innovation schools. Set up procedures whereby teachers from local school units can study the proper use of equipment.
- Establishment of a learning resource center to which local personnel may come for examination and evaluation of instructional materials and equipment. Staffed with professional media specialists to provide consultant help to local personnel, the regional centers would provide services comparable to those offered by the Learning [Resources] Center of the State Department of Public Instruction.

These services would complement and support the school media centers and the media centers existing at the school administrative unit. Such an organization would provide a network system capable of offering a full range of media and accompanying services to every pupil and teacher in the State. Until every pupil and teacher in North Carolina have the benefit of these essential resources and services, the educational goal — "a child well taught" — cannot be realized.

References

1. The Report of the Governor's Study Commission on the Public School System of North Carolina, (Raleigh, North Carolina: The Governor's Study Commission on the Public School System of North Carolina, 1968), pp. 106-111.
2. Ibid., p. 110.
3. Ibid.
4. Ibid., p. 110-11.
5. Ibid., p. 111.
6. Ibid., p. 110.
7. Ibid.
8. Ibid., Appendix D.
9. Governor Dan K. Moore at the Governor's Conference on Public School Education, Raleigh, North Carolina, August 25, 1967.

NLW and NCLA and NCBL

By Charles M. Adams, Executive Director for National Library Week in North Carolina for 1969

Librarians in North Carolina and the North Carolina Library Association have been active supporters of National Library Week from the first announcement of the program in 1957 by the National Book Committee and the American Library Association. It also may be said that NLW has had support of leading citizens of North Carolina from its first inception. Even with many disruptive forces making headlines throughout the nation, it is still stirring to read in the local organization handbook for NLW a note of idealism and ultimate faith in the work to which we are all directly and indirectly dedicated. "In the belief that reading and libraries are truly means toward this pursuit of life, liberty and happiness lies the ultimate goal: to help develop an informed, creative citizenry that is competent and willing to make the choices and decisions that free men and women have the privilege and the responsibility to make."

The records of the accomplishments and diversity of programs for National Library Week in North Carolina passed on to the Executive Director fill to overflowing a large carton even though many other records have been deposited in archives and disposed of by more primitive procedures. It may be just as well not to be bound by past activities, but it is with a sense of gratitude that we look at some of the highlights of the past decade. Our governors, Luther Hodges, Terry Sanford, Dan Moore, have recognized National Library Week with active support and proclamations. The list of those who have been willing to chair the State Committee or serve on it is too long to record here, but a few names will indicate the leadership and support we have had: Mrs. Luther Hodges, Mrs. L. Richardson Preyer, Irving Carlyle, George M. Stephens, Edwin Gill, McNeill Smith, Stanford R. Brookshire and Mrs. Dan K. Moore. The names of librarians who have helped and promoted the program can also be indicative of the support and leadership NLW has had. Dr. Benjamin Powell has served as Chairman of the program for the American Library Association for NLW. Mrs. Elizabeth Hughey, both as State Librarian and President of the North Carolina Library Association, gave it her full backing. The Division of Educational Media in the State Department of Public Instruction under the leadership of Cora Paul Bomar has inspired many librarians and library programs not only among school librarians in North Carolina but also nationally because of her positions in the Southeastern Library Association and the American Library Association.

Where do we stand now? As librarians we should remember the advice Elizabeth Hughey gave us: that we should work to "make every week Library Week." From our point of view promotion of library work and its goals is a year-round job. The state committee and the county committees need our special support for the programs on which they are concentrating this April. The county chairmen for North Carolinians for Better Libraries (NCBL) are joining with our NLW committee and NCLA for the week of April 20-26.

There is such good potential in North Carolina for library promotion. North Carolina has been blessed with many excellent professional librarians who, over the years, have given leadership to our work here and built many good libraries and established good library programs throughout the State. Resources of North Carolina Libraries, edited by Robert B. Downs and published by the Governor's Commission on Library Resources in 1965, has been and is still a good foundation of fact and guidance for us. Library Services for the Nation's Needs, a Report of the National Advisory Commission on Libraries, published in 1968, for which President Douglas M. Knight of Duke University was chairman, gives us goals and a perspective toward fulfillment of a national policy. Planning for Higher Education in North Carolina, a Special Report of the North Carolina Board of Higher Education under the chairmanship of Watts Hill, Jr., has a chapter on libraries which is an especially thorough evaluation of libraries for institutions of higher education and presents realistic and challenging recommendations on which citizens can proceed to implement with confidence.

It was with some hesitation I first considered the invitation of Mildred Councill, our NCLA President, to accept the position of Executive Director. But the enthusiastic support and efficient leadership of Mrs. James Harper as Chairman for North Carolina NLW program in 1969 has given me confidence. It is no accident that the support from Mrs. Harper and also from the many other citizens on state and county committees is based on the good work each librarian performs in his or her unit. For some librarians who have worked on this program for the past ten years, the activity may seem a bit repetitious and stale; but from the eyes of our lay committee I see a gleam of pleasure that they now have an opportunity to return some of the many services which libraries have given them and their

communities. Your committee members like the idea of a "week," a time, a period in which we and people around the nation will emphasize libraries.

National Library Week is a joint or cooperative effort of citizens and librarians. The committee of citizens changes each year and in a state the size of North Carolina it can be a problem to get organized and under way, even with nearly a year to plan in advance. Then too often the same librarians year after year are asked to take the local leadership, and the same pattern of program results. It does not need to be a big splash each year, but even though we may not notice the changes and still have many of the old problems facing us, libraries today do have new challenges and need the support and understanding from all our citizens in the fulfillment of goals. Although we may use NLW for the improvement of our individual libraries or special programs, NLW chiefly aims to promote libraries at the state and national level as social forces and vital institutions in our democracy.

Charlesanna Fox, Librarian of the Randolph Public Library and Past President of NCLA, this year is serving as Deputy Executive Director for National Library Week and will serve as your Director for 1970. If we do not accomplish everything planned for this year, remember not only that every week is Library Week but also that NLW, by any name, is a continuing program. Come April 26, 1969, Miss Fox is ready to pick up the reins for 1970.

Libraries in North Carolina Public Senior Colleges and Universities: Present Status and Future Needs

By Hilda A. Highfill and Richard H. Leach, North Carolina Board of Higher Education

The libraries in most of the colleges and universities in North Carolina suffer from severe deficiencies in holdings, shortages in qualified personnel, and inadequate space. The problems faced by the libraries result in large part from recent increases in numbers of undergraduates, graduate students, and faculty, expansion and proliferation of academic programs; the phenomenal increase in the number of books and periodicals being published; high deterioration rates of existing holdings; and generally inadequate financial support. College and university administrators and governing boards are aware of library deficiencies and are struggling to remedy them. The General Assembly has also recognized the problems, as illustrated by recent appropriations for new library buildings. The problems remain severe, however, and they cannot be resolved without a great deal more attention and support.

The major criteria for judging the adequacy of a library are its holdings, its personnel, and its physical facilities. These, along with library usage, financial support, the impact of technology, and the need for cooperation among libraries, are discussed in this report.

I. Holdings

There are two basic types of college and university libraries: the "college library," used primarily by the undergraduate student, and the "university library," designed to serve the needs of the developing scholar and the specialist and to support advanced instructional programs and research. Although both types of libraries in North Carolina have serious deficiencies, the situation is more critical in university libraries than in college libraries.

The three basic components of a library's holdings are books, periodicals, and government publications. The Association of College and Research Libraries suggests that for every book needed by a freshman or sophomore, two are needed by a junior or senior, three for honors programs, and four at the graduate level. A widely utilized formula for determining library needs indicates that in every area of concentration a master's degree candidate requires more than nine times as many volumes to draw upon as an undergraduate, and a doctoral candidate more than eight times as many volumes as a master's candidate.

The number of volumes held by most public college and university libraries in North Carolina is markedly deficient. The Association of College and Research Libraries concludes that no library can be expected to give effective support to the instructional program of a college with 600 or fewer undergraduate students without at least 50,000 carefully chosen volumes and that as enrollment increases, additional volumes are necessary in the ratio of 10,000 volumes for each additional 200 students.

On the basis of these minimum quantitative standards (see Table I) only five of North Carolina's public senior institutions met the requirements for college undergraduate libraries in the 1967-68 academic year: the University of

North Carolina at Chapel Hill, the University of North Carolina at Greensboro, North Carolina Agricultural and Technical State University, North Carolina College, and Asheville-Biltmore College. When higher quantitative standards for university libraries are applied to the four campuses of the University of North Carolina and to the four regional universities, the library holdings in only two of these approach the standard — the University of North Carolina at Chapel Hill and the University of North Carolina at Greensboro.

Table I: Holdings of North Carolina Public College and University Libraries Compared with ACRL Standards and Deficiencies

Institution	Fall 1967 FTE Enrollment*	No. of Vols. June 30, 1968	ACRL Standard**	Deficiency
University of N. C.				
N. C. State U.	9,294	426,304	480,000	53,700
UNC-Chapel Hill	14,743	1,541,315	750,000	—
UNC-Charlotte	1,721	92,524	107,500	15,000
UNC-Greensboro	4,673	375,488	250,000	—
5-Year Institutions				
Appalachian	4,624	161,624	250,000	88,400
East Carolina	8,914	328,552	465,000	136,500
N. C. A and T	3,715	261,944	200,000	—
N. C. College	2,934	171,754	160,000	—
Western Carolina	3,746	83,263	207,500	124,000
4-Year Colleges				
Asheville-Biltmore	571	52,171	50,000	—
Elizabeth City	934	59,105	67,500	8,400
Fayetteville	1,143	63,140	77,500	14,400
Pembroke	1,484	43,435	95,000	51,600
Wilmington	1,179	45,061	80,000	34,900
Winston-Salem	1,266	73,279	82,500	9,200

* The demands made on libraries, especially at the graduate level, may be more accurately reflected by a headcount of students than by “full-time equivalent” enrollment.

** Association of College and Research Libraries standards are not comparable for universities and are intended for four-year institutions with no or limited master's programs.

Figure I: Number of Bound Volumes per Full-Time Equivalent Student in North Carolina Public and Private Senior Colleges and Universities, 1967

[This information was originally presented as a horizontal bar chart ranking institutions from highest to lowest. It is reproduced below as a table for accessibility, retaining the original ranking order.]

Institution	Volumes per FTE Student
Duke Univ.	252 (approximate — the original chart's bar exceeded the printed scale and was broken to indicate a value beyond 150; the precise figure is not fully legible on the scanned original)
Davidson C.	137
Salem College	120
Wake Forest U.	117
UNC-Chapel Hill	99
Bennett College	84
Warren Wilson	79
Asheville-Biltmore	77
Greensboro C.	76
Queens College	75
UNC-Greensboro	74

Institution	Volumes per FTE Student
Barber Scotia	74
Guilford C.	71
Livingstone C.	70
Catawba College	66
Meredith C.	61
N. C. School of the Arts	60
Elizabeth City	59
N. C. College	59
John C. Smith	58
High Point	53
Winston-Salem	53
Belmont Abbey	52
Fayetteville	48
Pfeiffer	48
N. C. Wesleyan	47
St. Andrews	47
Mars Hill	47
Sacred Heart	46
N. C. A&T	45
Elon College	45
Lenoir Rhyne	45
UNC-Charlotte	44
N. C. State Univ.	43
Atlantic Christian	37
Shaw Univ.	35
St. Augustine's	35
East Carolina	34
Appalachian	32
Wilmington	31
Pembroke	29
Methodist	28
Campbell	23
Western Carolina	19

The North Carolina public college and university libraries do not compare favorably with those of the private institutions in the state in the number of volumes per full-time equivalent student (see Figure I). It should be a matter of high priority to eliminate deficiencies in library collections at all institutions as rapidly as possible. Wherever appropriate, librarians, working cooperatively with their faculties, should utilize standard lists prepared by outstanding specialists in choosing titles to strengthen their holdings qualitatively.

The University of North Carolina at Chapel Hill has one of the major libraries in the nation. Its holdings as of June 30, 1968, ranked third among university libraries in the South, 11th among public institutions generally, and 23rd among all university libraries in the country. A conservative estimate places the value of its holdings in excess of \$20 million. A statewide asset, it stands alone among the libraries of public institutions in the state and is excelled in North Carolina only by the library at Duke University.

The library deficiencies at North Carolina State University, however, are alarming in view of its extensive graduate programs. Altogether 35 doctoral and 54 master's degree programs are now offered at North Carolina State in agriculture and engineering, the biological and physical sciences, and in several of the social sciences. As of June 1968, the North Carolina State University library was deficient by 903,746 volumes based upon a university standard that takes into account size and complexity of programs; it was over 50,000 volumes short of meeting the standards even for a four-year college of its size. It is clear that library resources at North Carolina State University, with the possible exception of periodicals and microreproductions (see below), have not kept pace with the academic and research growth of the institution.

In addition to books, periodical literature is of basic importance in virtually all fields of education, and the need to build up full sets of back issues and to develop and improve current serial collections is generally recognized. A college library should maintain a minimum collection of 1,000 periodicals to provide adequate representation of the tens of thousands of magazines and scholarly journals being published today; university libraries should be receiving a considerably larger number geared to their individual programs and needs. In terms of current subscriptions to periodicals, only the University of North Carolina at Chapel Hill and North Carolina State are equipped to support a full range of university study research, while only the libraries at the University of North Carolina at Greensboro and East Carolina are in this respect sufficient to support masters' level work. The other four public institutions which offer the master's degree (Appalachian, North Carolina Agricultural and Technical, North Carolina College at Durham, and Western Carolina) have periodical holdings inadequate to support master's level work. Libraries at Elizabeth City, Fayetteville, Pembroke, Wilmington, and Winston-Salem also receive a low number of current periodicals.

Another type of material, microreproductions, is of increasing importance in university and research libraries. Microreproductions come in various forms — microfilm, microcard, microprint, and microfiche — all of which require the use of reading machines. The chief use of microreproductions is for research-type materials, otherwise unavailable, needed by faculty members and graduate students. In nearly all cases, originals are easier to use and preferable to microcopies. The United States Office of Education, in publishing library statistics, reports microforms separately and not as volumes.

Newly-established libraries, and particularly those in institutions which are rapidly developing into universities, can through these devices make rare and out-of-print materials available without the long delay required in searching for original copies. Needed resources, such as rare books, large sets, documentary series, journal and newspaper files, frequently are available in no other medium. Some of the North Carolina Libraries are making considerable use of microforms, as is shown by the following data on microform holdings: the University of North Carolina at Chapel Hill, 280,441; North Carolina State, 254,039; East Carolina 155,071; and the University of North Carolina at Charlotte, 48,981. Microreproduction holdings at the other public institutions are considerably less.

Government publications make up the third basic component of holdings in an adequate college or university library. At present all public senior institutions in the state except Elizabeth City, Fayetteville, North Carolina College, and Winston-Salem are depository libraries, and as such receive major publications of the Federal Government on a selective basis. Only the University of North Carolina at Chapel Hill has adequate collections of state and local government publications.

II. Personnel

A second major criterion in judging the strength of a library is the quality and size of its staff. Without a competent staff, a library will offer inferior services. Salaries are the largest single item in the budgets of leading college and university libraries.

The adequacy of professional staff is reflected by the ratio of full-time equivalent students to the number of professional staff members. The ratio accepted by Canadian librarians is one professional librarian to each 300 students; no specific standard has yet been adopted by American college and university librarians. Table II shows the ratios of professional staff to full-size equivalent students in 15 public senior college and university libraries in North Carolina as of June 30, 1968.

Only five institutions — the University of North Carolina at Chapel Hill, the University of North Carolina at Charlotte, Asheville-Biltmore, North Carolina College at Durham, and Wilmington — meet the suggested 300 to 1 ratio. The ratios at four libraries — Appalachian, the University of North Carolina at Greensboro, Elizabeth City and Winston-Salem — are marginal; the remaining six libraries are seriously understaffed.

Table II: Ratio of Professional Library Staff to Full-Time Equivalent Enrollment in North Carolina Public Senior Colleges and Universities, Fall 1967

Institution	Fall 1967 FT Enrollment	Number of Professional Library Staff*	Number of Students Per Professional
University of N. C.			
N. C. State U.	9,294	18	516
UNC-Chapel Hill	14,743	66	223

Institution	Fall 1967 FT Enrollment	Number of Professional Library Staff*	Number of Students Per Professional
UNC-Charlotte	1,721	9	191
UNC-Greensboro	4,673	14	334
5-Year Institutions			
Appalachian	4,624	15	308
East Carolina	8,914	24	371
N. C. A and T	3,715	8	464
N. C. College	2,934	14	210
Western Carolina	3,746	7	535
4-Year Colleges			
Asheville-Biltmore	571	3	190
Elizabeth City	934	3	311
Fayetteville	1,143	2	572
Pembroke	1,484	4	371
Wilmington	1,179	5	236
Winston-Salem	1,266	4	317
Total	60,941	196	311

* Full-time equivalent.

The standards of the Association of College and Research Libraries state that:

the size of the staff will vary with the size of the institution, but three professional librarians constitute the minimum number required for effective service, i.e., the chief librarian and the staff members responsible for readers services and technical processes . . . in addition to the professional librarians, the library should have an adequate non-professional staff.

There should normally be two clerical workers for each professional librarian, or the equivalent in student assistants, though as a rule student help cannot be expected to perform as effectively as do competent full-time workers. While only Fayetteville State College fails to meet the minimum of three professional librarians, seven institutions (Appalachian, East Carolina, Elizabeth City, North Carolina College, Pembroke, Wilmington and Winston-Salem) are deficient in the ratio of clerical assistants to professional librarians. Two libraries are inadequate both in professional and clerical staff — East Carolina and Pembroke State. In all libraries present staff, professional and clerical, cannot be expected to cope with the additional numbers of books which will be added and the increased demands for services which will be required between now and 1975. A cursory examination of the recommended acquisitions, for example, will indicate that there is a pressing need for additional personnel.

While part-time assistance is of definite value, in a number of the colleges and smaller universities it appears that too much reliance is being placed on hourly-paid student assistants, instead of developing a strong, permanent clerical professional staff.

III. Physical Facilities

The third essential of a strong college or university library is proper space and equipment. Regardless of how excellent the book collection may be or how efficiently the library is run, a poorly-planned, crowded, badly-heated or badly-ventilated building is a severe handicap to everyone who attempts to use it, reader and librarian alike.

Library space needs are of three kinds: accommodations for readers, book storage, and work rooms and offices for library staff. The major requirements, of course, are for reader and book space. There are generally accepted standards in these areas: seating should be provided for not less than 25 percent of the current enrollment; 25-30 square feet of floor space should be allowed for each reader; stack or other shelving space should be equivalent to one square foot for every 10 volumes (allowing room for expansion to 15 volumes per square foot); and there should be an average 125 square feet of office or work space for each full-time member.

Table III: Available Reader Space and Deficiencies in North Carolina Public College and University Libraries, Fall 1968

Institution	Projected FTE* Enrollment Fall 1968	Reader Space Needed**	Reader Space Available**	Per Cent Deficiency
University of N. C.				
N. C. State Un.	9,178	2,294	900	61%
UNC-Chapel Hill	15,665	3,916	4,615	—
UNC-Greensboro	4,925	1,231	987	20
UNC-Charlotte	1,875	468	512	—
5-Year Institutions				
Appalachian	5,000	1,250	1,200	4
East Carolina	9,325	2,331	983	58
N. C. A and T	3,868	967	688	29
N. C. College	2,993	748	534	29
Western Carolina	4,100	1,025	437	57
4-Year Colleges				
Asheville-Biltmore	700	175	246	—
Elizabeth City	950	237	300	—
Fayetteville	1,200	300	264	12
Pembroke	1,500	375	291	22
Wilmington	1,140	285	600	—
Winston-Salem	1,250	312	342	—

* Full-time equivalent.

** In square feet.

*** Minimum suggested by the Southern Association of Colleges and Schools.

The reader space which should be provided in a library will be affected by such factors as enrollment growth, the availability of efficient study space elsewhere on the campus including space in dormitories, the existence of departmental libraries, the number of commuting students, and the nature of the instructional program. As Table III indicates, seating facilities in only six of the libraries meet the minimum standard according to fall 1968 enrollment projections. Three of the six are in rapidly growing institutions, and percentages will probably fall below the standard within the next few years unless additions are made to their facilities in the meantime.

The library expansion planned for North Carolina State University will provide seating for about 2,400 students. On the basis of a 25 percent minimum, this is adequate for an enrollment of only 9,600 and will be inadequate in terms of minimum standards when the building is completed.

Similar deficiencies exist in several of the libraries in book space. Based on present holdings, the space available for books, and the maximum shelving capacity at 15 volumes per square foot, the libraries at the University of North Carolina at Greensboro, East Carolina, and North Carolina College are currently inadequate. Unless higher priority is placed on expanding library facilities, library space will become increasingly critical at a majority of the public colleges and universities in North Carolina.

The third type of library space required is staff offices and work rooms. Space for staff seems to be more generously provided than for books and readers in a majority of the North Carolina libraries studied; it should be added, however, that staff space is more difficult to add later than bookstacks and reading rooms. While the North Carolina College and Winston-Salem State College libraries are marginal in the work space for library staff, no institution is at present seriously deficient. The situation will be drastically different, however, at many of the institutions if they are adequately staffed to handle the job demanded of them between now and 1975.

In general the condition of college library buildings in North Carolina is good. Every public institution has had a new central library building or a major addition since 1950, and eight have buildings erected since 1960. In a number of buildings, however, inadequate room was provided for growing student bodies and faculties and for expanding book collections. More careful attention to enrollment projections may aid in the future. Every effort should be made to insure that adequate funds are available to construct buildings of sufficient size.

IV. Use of Libraries

Statistics on the use of libraries are generally suspect because they usually do not fully report all of the types of library usage. The use of open-shelf collections, for example, is largely unrecorded, and the use of photocopying services in lieu of the borrowing of books further distorts the statistics. Nevertheless, recorded circulation is indicative of the extent to which the resources of a library are being utilized.

Book circulation in college and university libraries is of two types, home and reserve. If home circulation exceeds reserve circulation, it is generally indicative of independent study and reading by students beyond rigid class requirements.

All of the 15 libraries in this study show emphasis on home circulation as contrasted with reserve book reading during 1967-68. On a per capita basis, however, circulation in nearly all the libraries appears low. There are no generally accepted norms for student use, because such variable factors are involved as the hours libraries are open, whether the collections are on open or closed shelves, the size and character of the collections, the teaching methods prevailing, the rate of library growth, and the size and organization of the library staff. A minimum annual per capita circulation of 50 books, however, is considered a rough indication of a library's effectiveness. Some college and university libraries, where library use is emphasized, have considerably higher averages. In six of the libraries, average circulation was less than 30 books per student, and in only six was the average above 40. The University of North Carolina at Chapel Hill and North Carolina College at Durham were the only institutions where the standard of 50 was exceeded.

Library use may be encouraged and increased in a number of ways, such as the maintenance of close liaison between the faculty and library staff, effective instruction in the use of the library with particular attention to the orientation of new students, a constant supply and publication of information on new acquisitions, extending the hours during which the library is open, longer lending periods, open shelving of books, and expert staff assistance to students and faculty. Student membership on library committees may stimulate communication of library news and services, as does the regular dissemination of library news through newsletters, the campus newspaper, bulletin boards, and student organizations.

Interlibrary loans are a useful index of the strength of a library and of the extent of faculty and graduate student research. A record of items borrowed through interlibrary loans is often a valuable guide in determining the areas of a library most in need of strengthening. The statistics on the number of items borrowed and loaned in 1967-68 reveal that the University of North Carolina at Chapel Hill and North Carolina State are, not surprisingly, the principal resource libraries in the public system. The overall use of interlibrary loans as a supplementary resource demonstrates the interdependence of educational and research libraries throughout the country. It is important that North Carolina's research libraries continue to build for strength in order to provide maximum support for students, scholars, scientists, and research workers over the state.

V. Financial Support

Determination of adequate library support requires an analysis of the local situation but there are certain general criteria which can be useful in determining the adequacy of support, as well as in indicating the library's status in the institution: the proportion of the institution's total budget which goes to the library; library expenditures as compared with expenditures by institutions of comparable size and type; and the size of the library holdings, its staff and facilities, as compared with the size of the student body, the number of faculty members, and the type of academic programs offered. A significant question in determining adequacy of support is whether the library is old and well established or new and struggling to build up basic materials.

The Association of College and Research Libraries states that good library service "will normally require a minimum of 5 percent of the total educational and general budget." The percentage should be higher "if the library's holdings are seriously deficient, if there is rapid expansion in student population or course offerings," or if the institution has a wide range of graduate programs. Analysis of expenditures in 1967-68 reveals that library budgets at North Carolina State, the University of North Carolina at Chapel Hill, Elizabeth City, and North Carolina Agricultural and Technical were below the recommended standard of 5 percent. The relatively high percentages at some of the newer institutions, such as the University of North Carolina at Charlotte and Asheville-Biltmore, are due to a concentration on rapid library acquisitions during the initial period of development as senior institutions.

One of the standards of the Association of College and Research Libraries states that "while the allocation of library funds for specific purposes will depend on the needs of the individual institution, experience shows that a good college library usually spends twice as much (or more) for salaries as it does for books." The only libraries which

meet or come close to meeting this standard are those at the University of North Carolina at Greensboro, Appalachian, and North Carolina College at Durham. In general, a low ratio of salary to book expenditures is an indication either of understaffing or of low salary standards.

Another frequently applied measure of the adequacy of financial support is the library expenditure per student. The expenditure for library support (books, staff, etc.) per full-time equivalent student for 1967-68 ranged from a low of \$62 at Western Carolina and Winston-Salem State to highs of \$201 at the University of North Carolina at Charlotte and \$267 at Asheville-Biltmore. While there are no exact standards for per capita support, an annual expenditure of less than \$100 per student is generally held to be inadequate. Eleven North Carolina public institutions fall below this mark. A minimum of \$100 per capita for continuing support should be provided annually.

Library financing can hardly be considered without reference to inflation. Book and periodical prices over the past 10 years shown an average annual increase of nearly 10 percent. In a number of important types of publications the range is even higher. The price index for periodicals in chemistry and physics, for example, went from 100 to 222.6 in the decade, while that for periodicals in mathematics, botany, geology, and general science went from 100 to 219.3. Specific illustrations of the increasing cost of periodicals are Chemical Abstracts, which jumped from \$80 annually in 1958 to \$1,050 in 1968 and which is to be further increased to \$1,550 in 1969, and Biological Abstracts, which went from \$80 in 1958 to \$640 in 1968. It must be assumed that further price increases will occur.

Because of rising prices and the increased volume of publishing, it is conservative to estimate that an increase of from 15 to 20 percent annually in book and periodical funds is necessary to enable a good academic library to maintain a given level of acquisitions. Comparable price increases, of course, are occurring in other elements of library budgets — salaries, wages, bookbinding, and equipment — and appropriations for college and university libraries must be augmented to take these increases into account.

The potential uses of the computer and of other automated devices, such as television shelf scanners, which are already developed for libraries but which have not yet been adopted in North Carolina, are also items to be considered in future financial evaluations.

VI. Impact of Technology

Considerable impatience has been expressed by scholars and scientists about the seeming reluctance of professional librarians to accept computer-centered literature-searching systems as a means of bringing the “information explosion” under control. The traditional library system, viewed by one unfamiliar with the complexities of the problem, appears antiquated and cumbersome. The capability of the computer for storing and retrieving information has led many to believe that automated equipment for libraries is already operational rather than merely a future possibility.

A more realistic appraisal comes from the Educational Facilities Laboratories, established by the Ford Foundation, which concludes that

for the next 20 years or more, the great bulk of publication will be in conventional print form, with a gradual increase in the production of microform texts. Retrospective conversion of texts to machine readable form is not expected to any great degree for a very long time in the future. Therefore, the bulk of a scholar's negotiations in a library will be with books even 30 years from now.

Immediately feasible, however, is the application of certain types of automation and mechanization to some technical procedures pertaining to acquisitions, bookkeeping, serial records, and circulation. Experimentation with such procedures now in progress at the University of North Carolina at Chapel Hill and elsewhere in North Carolina should be continued, encouraged and their experience shared with educators and librarians in the state, facilitating their potential use by other libraries. Because of the expense involved, however, and the lack of practical need in the smaller institutions, the full use of these procedures will probably be confined for the next few years to the largest universities.

VII. Cooperation Among Libraries

It is obvious from the foregoing that the State of North Carolina faces problems of great dimension in making the libraries of its public senior institutions of higher education adequate to the needs. Unless we are to settle for mediocrity, the financial implications are staggering. It is not necessary, however, that each library be assisted independently of the others. The doctrine and practice of self-sufficiency can be supplanted by extensive

interinstitutional development and sharing of library resources. The advantages of combining resources are obvious, particularly now that rapid methods of reproduction and transmittal of materials and information are available.

Cooperation is not, of course, a panacea for all library or educational problems. It is not a substitute for adequate state support. A reasonable degree of duplication must exist among libraries. Every library necessarily procures for its own basic collections much-used reference works, general interest periodicals, books needed for undergraduate courses, and other books in frequent demand, without regard to their availability elsewhere. The most favorable opportunities for joint effort among libraries are in specialized subjects and materials for which there is little demand.

The centralization of highly-specialized collections, rather than their dispersal over the state, is a promising possibility. A statewide depository collection, separate from any existing library but working with and shared by all, might well be established close to the state's major library resources. In addition, bibliographic services could be provided in the form of a revision and expansion of the North Carolina Union Catalog, through telewriter connections among the libraries, and through rapid delivery service from the central facility and from campus to campus. Under this plan the entire library research facilities of the state would eventually be united to serve all students, scholars, and general researchers.

In February 1969 a proposal to the Council on Library Resources for a grant to support a feasibility study of a state research depository library in North Carolina was submitted by a joint sponsoring committee composed of representatives of the North Carolina State Library, North Carolina Library Association, North Carolina Board of Education, and the North Carolina Board of Higher Education.

In view of the creation of regional universities and a fourth campus of the University of North Carolina, the rapid growth of undergraduate enrollment, the projected doubling of graduate enrollment during the next eight years, the inadequacy of the public college and university library resources, and the resulting need for additional financial support, the Board of Higher Education recommends:

- 1) that as immediate objectives the annual book, periodical, and binding budgets be increased to: \$1,200,000 at UNC-Chapel Hill, \$1,090,000 at NCSU, \$640,000 at UNC-Greensboro and UNC-Charlotte, \$490,000 at East Carolina, \$540,000 at Western Carolina, \$450,000 at Appalachian, \$360,000 at North Carolina College, and \$200,000 at NCA&T. At the four-year colleges the annual book, periodical, and binding budgets should be increased in amounts ranging from \$120,000 to \$150,000 depending upon the needs of the particular institution (see Table IV). This recommendation should have top priority in meeting library needs;
- 2) that a ratio between student enrollment and overall library support be established and used to guide both the General Assembly and the institutions in planning their library budgets. A per capita amount of not less than \$100 is recommended. Financial support to each public college and university library should not be allowed to fall below that level, or 5 percent of the total general educational budget of the institution, whichever sum is greater;
- 3) that further analysis of book and salary expense ratios in individual library budgets be made to determine whether one or the other category is disproportionately high or low, and remedial action taken where necessary;
- 4) that inflationary costs be regularly taken into account in the preparation of library budgets;
- 5) that the stature of the library of the University of North Carolina at Chapel Hill be maintained and improved and that support sufficient to increase its holdings to a minimum of 2,350,000 volumes by 1975 be provided;
- 6) that at the other major public institution offering a broad range of doctoral programs, North Carolina State University, immediate steps be taken to strengthen the library in all aspects, and to bring its holdings up to a minimum of 1,150,000 volumes by 1975;
- 7) That the libraries of the other two campuses of the University of North Carolina, at Greensboro and Charlotte, attain holdings of at least 800,000 volumes and 500,000 volumes respectively by 1975;
- 8) that the four regional universities and North Carolina College, institutions offering programs through the master's degree, develop library collections in excess of 400,000 volumes as soon as possible, with larger collections as the demands of enrollment and the complexity of academic offerings indicate (see Table IV for details by institution);

- 9) that the state's senior four-year college libraries be supported to the end that each four-year institution plan to subscribe to no fewer than 1,000 current, well-selected periodicals annually by 1975 (see Table IV);
- 10) that, if sufficient support is provided in accordance with Recommendation 1 above, each four-year institution plan to subscribe to no fewer than 1,000 current well-selected periodicals annually by 1975, and that institutions offering graduate work adhere to the Clapp-Jordan formula for periodical subscriptions;
- 11) that institutions not presently designated as depositories for Federal Government publications make application to be added to the official list;
- 12) that each public senior institution, recognizing that numbers or books alone do not make an adequate library, constantly evaluate its library holdings; and that, in building a collection suited to its academic programs, the library staff work cooperatively with faculty members, using standard lists prepared by specialists, to improve the quality of its holdings;
- 13) that the ratio of clerical to professional staff be increased in a number of libraries in order to free librarians for professional duties; the recommended ratio is two clerical staff members for each professional librarian;
- 14) that the ratio of professional librarians to enrollment be raised to one professional librarian for every 300 full-time equivalent students;
- 15) that library seating be brought up to a minimum of 25 percent of enrollment in all public colleges and universities as soon as possible;
- 16) that steps be taken immediately in the libraries on some campuses, and in the near future in others, to relieve shortages in book storage space;
- 17) that the administration, faculty, and library staff of each public senior institution cooperatively undertake a study to determine the extent to which library resources are being utilized and to seek additional ways of stimulating their use;
- 18) that while building strong basic library collections appropriate to its institutional purpose, each public college and university explore the possibility of closer cooperation with other libraries; and
- 19) that a study be initiated as soon as possible to determine the feasibility of a central research library facility to serve the entire state. Its purpose would be the centralized and economical storage of little-used materials for the benefit of students, scholars, and general researchers and the circulation of materials on demand by means of rapid delivery service from the central facility. The study should involve all interested groups, including librarians, college and university administrators, faculty members, and representatives of both public and private institutions and of such professional organizations as the North Carolina Library Association.

References

1. This study is adapted from Planning for Higher Education in North Carolina. Special Report 2-68 (Nov. 1968). Raleigh, North Carolina, Board of Higher Education. Made with the assistance of Robert B. Downs, Dean of Library Administration, University of Illinois, consultant to the Board of Higher Education.
2. See Verner W. Clapp and Robert T. Jordan, "Quantitative Criteria for Adequacy of Academic Library Collections," *College and Research Libraries*, September 1965, pp. 371-80. The Clapp-Jordan formula has seven variables, expressed in terms of volumes, as follows: to a basic undergraduate library collection of 50,750 volumes, add 100 volumes for each full-time equivalent faculty member, 12 volumes for each FTE student, 12 volumes for each undergraduate honors student, 335 volumes for each field of undergraduate concentration or "major subject" field, 3,050 volumes for each field of master's concentration or equivalent, and 24,500 volumes for each field of doctoral concentration or equivalent.
3. The library of the North Carolina School of the Arts is excluded from the remarks in this report because of the special purpose of that institution.
4. "Standards for College Libraries." *College and Research Libraries*, July, 1959, p. 275.
5. See Table IV.

6. Minimum set by Southern Association of Colleges and Schools. The American Library Association recommends that seating space be provided for 33 percent of the students, while some library building consultants recommend seating space for as much as 40 percent of enrollment.

7. Adapted from the standards of the Association of Colleges and Research Libraries and the American Library Association. See "Standards for College Libraries," *College and Research Libraries*, July, 1959, pp. 274-280.

8. *The Impact of Technology on the Library Building*, 1967.

9. For the fiscal year ending June 30, 1968, the budgets of the public senior institutions for these purposes were as follows: UNC-CH, \$810,000; NSCU, \$318,000; UNC-G, \$128,000; UNC-C, \$185,000; East Carolina, \$336,000; Western Carolina, \$91,000; Appalachian, \$139,000; North Carolina College, \$75,000; NCA&T, \$94,000; Asheville-Biltmore, \$73,000; Elizabeth City, \$27,000; Fayetteville, \$47,000; Pembroke, \$50,000; Wilmington, \$59,000; and Winston-Salem, \$48,000.

Response to Library Technical Assistants Information Survey Practically Nil

By Education for Librarianship Committee, NCLA

Due to the poor response to the Library Technical Assistants Information Survey in the summer 1968 issue of *North Carolina Libraries*, the Education for Librarianship Committee of NCLA did not tabulate the results. The following bibliography is submitted instead of a tabulation of the token response received by the committee.

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American Library Association News Releases

Use of the ALA Name

It has come to the attention of the American Library Association that various publishers and distributors have stated that certain of their publications or lists of publications have been "approved" or "recommended" by the Association.

In every instance in which such representation is made, librarians or school administrators should insist that the publisher identify the issue of an Association publication or the book in which the alleged "approval" or "recommendation" appeared. Librarians should also determine whether the publication reviewed by the Association is identical to the publication which is the subject of the representation. If it is not identical, any representation concerning ALA "recommendation" or "approval" is per se a misrepresentation.

The American Library Association is seriously concerned about the widespread misuse of its name and has adopted a comprehensive program to combat such misuse by legal and other procedures. As part of this program librarians are requested to send copies of commercial advertisements, brochures and promotional materials in which reference to American Library Association "approval," "review" or "recommendation" is included to Mr. William Rutter, American Library Association, 50 East Huron Street, Chicago, Illinois 60611.

The Association will shortly publish a comprehensive statement describing its various reviewing functions and their relevance to book purchasing or leasing decision making.

"Media and Social Crises" will be the theme of the 1969 conference of the Department of Audiovisual Instruction (DAVI) of the National Education Association to be held in Portland, Oregon, next April 27 through May 1. Audiovisual materials in relation to "educational poverty" will be studied.

Anyone interested in audiovisual materials and the disadvantaged may register. DAVI membership is not required. For information, write to:

Fred Wehrli, Convention Coordinator

DAVI, National Education Association

1201 Sixteenth Street N. W.

Washington, D. C. 20036

A new publication listing scholarships and other financial assistance available for the academic year 1969-70 to students entering the profession of librarianship has just been announced by the Library Education Division of the American Library Association.

The publication provides a list of scholarships and grants administered through state library agencies, national and state library associations and associations of school librarians, ALA accredited library schools, and other institutions offering graduate or undergraduate programs in library education. National associations, foundations and other agencies known to grant financial assistance for library education are also listed.

Copies of the publication are available at the following prices: one copy, 50 cents; 10 copies, \$4.75; 25 copies, \$11.25; and 100 copies, \$42.00.

A new publication, United States of America National Bibliographical Services and Related Activities in 1965-67, has been issued by the Reference Services Division of the American Library Association. This bibliographic essay was compiled by Mrs. Helen Dudenbostel Jones, Head, Bibliography and Reference Correspondence Section, The Library of Congress.

The 56-page booklet selling for \$1.50 (10 or more copies, \$1.25 each) describes bibliographies of books, theses, maps, audio-visual materials, and special subjects published and in production. Directories, union lists, and bibliographies of periodicals make up one chapter. Interlibrary cooperation activities and publications about them are described. The compilation can be an invaluable aid as a survey of the field, a book selection tool, and a reference book.

A yearly grant of up to \$7,000 for the publishing of a series of monographs relating to the professional concerns of school librarians has been announced by David H. Clift, Executive Director of the American Library Association.

The grant will be made by the Grolier Educational Corporation. A Grolier grant committee of the American Association of School Librarians has been established to administer the project. This committee will select authors and be responsible for publication. Theodore Waller, President of Grolier Educational Corporation, will serve as Consultant to the Committee.

Advantages expected by the Committee to accrue from the program are: 1) AASL membership would be exposed to original, substantive thinking by creative people of outstanding stature; (2) the scholar would be exposed to the potential of school library programs; (3) a wide variety of people in the academic and scholarly world would be made aware of school libraries and thus become more fully acquainted with their role, since scholars of the caliber to be selected will have their own audience; and, (4) in considering candidates and their contributions, the leadership of AASL would be provided with professionally useful inter-disciplinary experience.

The Committee met Wednesday, January 29, during the Midwinter Meeting of ALA in Washington, D. C.

Members of the Committee are Mrs. Jean E. Wichers, Assistant Professor, Department of Librarianship, San Jose State University, San Jose, California, chairman; Mrs. Margaret Hayes Grazier, Associate Professor, Department of Library Science, Wayne State University, Detroit, Michigan; Dr. Frances Henne, Professor, School of Library Service, Columbia University, New York City; C. Walter Stone, Director of University Libraries, University of Pittsburgh, Pittsburgh, Pennsylvania; Dr. Earl Wassom, Chairman, Department of Library Science, Western Kentucky University, Bowling Green, Kentucky; W. Duane Johnson (ex-officio as AASL Publications Committee Chairman), Graduate Library School, Indiana University, Bloomington, Indiana; and John Rowell (ex-officio as the AASL president-elect), Director, Program for School Libraries, Case Western Reserve University, Cleveland, Ohio.

The Board of Directors of AASL had asked that a study committee be formed to explore the proposal for the monograph series. It was set up in 1967 as the Grolier-Americana Study Committee under the chairmanship of Mrs. Wichers. As the Grolier Grant Committee of AASL it has the same membership, with the addition of two ex-officio members and of Mr. Waller as Consultant.

The Office for Library Education of the American Library Association has received a supplementary grant of \$128,400, covering a period of three years, from the H. W. Wilson Foundation, Inc., it was announced today, Wednesday, January 29, at the ALA Council meeting during the annual Midwinter Meeting at the Shoreham Hotel.

The new grant supplements an original grant of \$75,000 given by the Wilson Foundation in 1965 which made possible the establishment of the Office for Library Education. The major purpose of the new grant—which was endorsed unanimously by the ALA Executive Board—is to provide for additional needed staff in the Office for Library Education, thus making possible a concentrated effort to resolve some of the more immediate and pressing problems of accreditation without detriment to other equally urgent problems of library education.

A specific result of the new grant is expected to be the early appointment of an Accreditation Specialist and staff within the OLE to meet the growing needs in this area, which would release the Director to give full attention to the broader aspects of ALA policy in the field of education for librarianship, while the Accreditation Specialist gives full time to such pressing problems as the need for revision of standards, development of procedures, and the exploration of more effective patterns of administration organization for accreditation activities.

The Director of ALA's Office for Library Education is the distinguished library educator, Dr. Lester E. Asheim, whose recent position paper "Education and Manpower for Librarianship" in the October 1968 ALA Bulletin focused wide attention on what has been called the most crucial problems facing librarianship today.

A total of 76 grants of funds and equipment made to college and university libraries has been announced by the Grants Committee of the Association of College and Research Libraries, a division of the American Library Association. Fifty-six grants of funds and 10 of equipment, shelving, and furniture were made to college and university libraries. Ten special grants of funds went to "emerging" institutions.

The year 1968/69 is the fourteenth year of the ACRL Grants Program. Although sizeable sums of money are available through the Higher Education Act of 1965, Title II, there has been no decline of interest in the ACRL program. The Committee at its November meetings considered 410 applications from 396 institutions and 12 individuals. These include 12 applications for research grants; 72 for library bureau equipment and 312 for grants for library materials and consultants.

The total income to the fund for 1968/69 was \$63,550. The United States Steel Foundation, Inc., again provided the major support, but contributions were also made by McGraw Hill Publishing Company, Olin Mathieson Charitable Trust, Pitney-Bowes, Inc., Time, Inc., and H. W. Wilson Foundation. The Library Bureau, Remington Office Systems Division, Sperry Rand Corporation made a substantial contribution for the purchase of equipment.

North Carolina recipients of the awards were: High Point College, High Point, N. C.; Lenoir Rhyne College, Hickory, N. C.; Queens College, Charlotte, N. C.; St. Augustine's College, Raleigh, N. C.; and North Carolina Wesleyan, Rocky Mount, N. C.

Of the five colleges receiving the grants, North Carolina Wesleyan was the only one to receive an equipment grant from Library Bureau. Items received were a 12-tray card catalog unit with table base and an atlas stand with six pull-out shelves.

Lloyd Alexander, author of *The High King*, published by Holt, Rinehart and Winston and Uri Shulevitz, illustrator of *The Fool of the World and the Flying Ship*, published by Farrar, Straus and Giroux have been named the winners of the American Library Association's Newbery and Caldecott Awards, respectively, at the Midwinter Meeting of the American Library Association, held at the Shoreham Hotel, Washington, D. C., on January 30, 1969, for the most distinguished books for children published in 1968.

The High King, winner of the Newbery Medal, is an excellent fantasy set in the mythical kingdom of Prydain. In this book there is the final struggle between good and evil, and Taran, the assistant Pig-Keeper emerges as the hero and wins the hand of the Princess Eilonwy. Lloyd Alexander's *The High King* dramatically concludes the Prydain epic considered to be the most significant fantasy cycle created for children today by an American author.

Mr. Alexander was born and grew up in Philadelphia, served in France in World War II where he met and married his charming wife, Janine. They now live in a suburb of Philadelphia.

Uri Shulevitz, winner of the Caldecott Medal, was born in Warsaw, Poland, spent his early years in Europe, lived in Israel for ten years, and is now a resident of New York. His Caldecott Award winning book: *The Fool of the World and the Flying Ship* is a Russian tale retold by Arthur Ransome. The gay colorful illustrations have a vigor and gaiety that echo the brisk exuberance of the folktale.

The runners-up for the Newbery award are: Julius Lester, *To Be a Slave*, Dial Press. Isaac Singer, *When Shlemiel Went to Warsaw and Other Stories*, Farrar, Straus and Giroux.

The runner-up for the Caldecott Medal is *Why the Sun and the Moon Live in the Sky* by Elphinstone Dayrell, illustrations by Blair Lent, published by Houghton, Mifflin Company.

Notable Books of 1968

The Notable Books of 1968, announced at the Midwinter Meeting of the American Library Association at the Shoreham Hotel, Washington, D. C., reflect the turmoil of the times with such books as *Soul on Ice*, by Eldridge Cleaver, the Kerner Report, and books by Norman Mailer and Tom Wolfe. The selection of 44 books from 25 publishers was announced by the Notable Books Council of the Adult Services Division, American Library Association. Mrs. Orrilla T. Blackshear, of the University of Wisconsin Library School, is chairman of the Notable Books Council.

Barzun, Jacques. *The American University; How it Runs, Where it is Going*. Harper.

Beagle, Peter S. *The Last Unicorn*. Viking.

Berryman, John. *His Toy, His Dream, His Rest; 308 Dream Songs*. Farrar.

Bowen, Elizabeth. *Eva Trout; or Changing Scenes*. Knopf.

Brooks, Gwendolyn. *In the Mecca*. Harper.

Cartier-Bresson, Henri. *The World of Henri Cartier-Bresson*. Viking.

Cleaver, Eldridge. *Soul on Ice*. McGraw.

Collins, Larry and Lapierre, Dominique. *Or I'll Dress You in Mourning*. Simon and Schuster.

Flexner, James Thomas. *George Washington in the American Revolution, 1775-1783*. Little, Brown.

Gary, Romain. *The Dance of Genghis Cohn*. World.

Gibson, William. *Mass for the Dead*. Atheneum.

Greenberg, Daniel S. *The Politics of Pure Science*. New American Library.

Grier, William H. and Cobbs, Price M. *Black Rage*. Basic.

Holroyd, Michael. *Lytton Strachey; a Critical Biography*. Holt.

Holt, John Caldwell. *How Children Learn*. Pitman.

Jensen, Oliver, Kerr, Joan P., Belsky, Murray, eds. *American Album*. American Heritage Publishing Company distributed by Simon and Schuster.

Kohl, Herbert R. *36 Children*. New American Library.

Krock, Arthur. *Memoirs; Sixty Years on the Firing Line*. Funk and Wagnalls.

La Couture, Jean. *Ho Chi Minh; a Political Biography*. Random.

Lifton, Robert Jay. *Death in Life*. Random.

Mc Almon, Robert and Boyle, Kay. *Being Geniuses Together, 1920-1930*. Doubleday.

Mailer, Norman. *The Armies of the Night; History as a Novel, the Novel as History*. New American Library.

Malraux, Andre. *Anti-Memoirs*. Tr. by Terence Kilmartin. Holt.

Menninger, Karl. *Crime of Punishment*. Viking.

Meryman, Richard. *Andrew Wyeth*. Houghton.

Michener, James A. *Iberia; Spanish Travels and Reflections*. Random.

Mydans, Carl and Shelley. *The Violent Peace*. Atheneum.

Nourissier, Francois. *The French*. Tr. by Ardrienne Foulke. Knopf.

Orwell, George. *Collected Essays, Journalism and Letters*. Harcourt.

Pepper, Curtis. *An Artist and the Pope*. Grosset and Dunlap.

Pritchett, Victor Sawdon. *A Cab at the Door*. Random.

Rosten, Leo Calvin. *The Joys of Yiddish*. McGraw.

Sarton, May. *Plant Dreaming Deep*. Norton.

Scarisbrick, J. J. *Henry VIII*. University of California.

Seager, Allan. *The Glass House; the Life of Theodore Roethke*. McGraw.

Servan-Schreiber, Jean Jacques. *The American Challenge*. Atheneum.

Solzhenitsyn, Aleksandr. *The First Circle*. Harper.

Taylor, Gordon R. *Biological Time Bomb*. World.

Troyat, Henri. *Tolstoy*. Doubleday.

U. S. National Advisory Commission on Civil Disorders. *Report of the National Advisory Commission on Civil Disorders*. U. S. Government Printing Office, Bantam, Dutton.

Warner, Sylvia Townsend. *T. H. White; a Biography*. Viking.

Watson, James D. *The Double Helix*. Atheneum.

Westheimer, David. *Song of the Young Sentry*. Little, Brown.

Wolfe, Tom. *The Electric Kool-Aid Acid Test*. Farrar.

The ALA Publishing Department offers the list for sale in leaflet form with annotations: 50 copies, \$3.00; 100 copies, \$5.00; 250 copies, \$11.00; 500 copies, \$20.00; 1000 copies, \$37.50; 2500 copies, \$90.00; 5000 copies, \$175.00

High Point Public Library Sponsors Contest in Connection with National Library Week

In honor of National Library Week, April 20 to April 26, the High Point Public Library is sponsoring a special essay contest for interested students in High Point schools.

The contest is divided into three age groups—upper elementary (fifth and sixth grades); junior and senior high. In each category students are asked to submit a short essay on an assigned topic pertaining to the public library.

A voluntary assignment, the essay contest is being conducted in cooperation with school librarians and English teachers in High Point public, private and parochial schools.

Winners will be guests of the library's board of trustees on a special chartered trip to Raleigh on Saturday, April 26. They will visit the new State Library and Archives building which opens this spring; the Capitol, the North Carolina Museum of Art and the Museum of Natural History.

First-place winners will have their essays published in North Carolina Libraries, quarterly magazine of the North Carolina Library Association.

Students interested in taking part in the contest may obtain a copy of the rules for their age group from their school librarian.

In the elementary category the assigned topic is “Why I Like The High Point Public Library” with a 300 to 400-word requirement. In the junior high group the topic required is “What The High Point Library Means To Me” and the word length 500 to 600 words.

The senior high essay requirement of 700 to 850 words is “What The High Point Public Library Means To The Community.”

Deadline for the contest is March 22, at which time all entries must be in the hands of the public library.

Two qualified judges for each category, not members of the library staff, will select first and second-place winners by Mid-April.

School Library Institutes Awarded to North Carolina Institutions of Higher Learning Appalachian State University. Department of Library Science.

“The Elementary School Library as a Learning and Materials Center”

Purposes of Institute:

— To make practicing school librarians more cognizant of innovations and trends in education organization and administrative techniques, newer media and criteria for selection as they relate to and expand the school library program.

— To make librarians more cognizant of the need to stimulate teachers to help select and use all media and learning resources in the instructional program.

Date: July 10, 1969 to August 13, 1969

No. of Participants: 35 Hours Credit: 9 quarter hours, graduate credit

Qualifications:

— Must be presently employed elementary school librarian in U. S.

— Must have a minimum of 15 hours in library science

— Must be certified in state where employed

— Must hold a bachelor's degree

Full Time Faculty: Mrs. Ila T. Justice, Mrs. Louise Moore Plybon

Applications may be secured from: Miss Eunice Query, Director, Institute for School Librarians, Department of Library Science, Appalachian State University, Boone, North Carolina 28607.

Deadline for Applications: April 30, 1969

East Carolina University. Department of Library Science.

“The School Media Program and the Disadvantaged”

Purposes of the Institute:

— To upgrade currently employed school librarians in the areas of: Curriculum Trends, Administrative Techniques, Resource Materials, New media as they relate to instructional material centers.

— To extend the participants' knowledge of materials especially suitable for the culturally and economically deprived child.

Date: June 10, 1969 to July 18, 1969

No. of Participants: 35 Hours Credit: 9 quarter hours, graduate credit

Qualifications:

— Priority will be given to people working in schools funded through the Elementary Secondary Education Act, Title I, the title which specifically provides funds for disadvantaged youth

— Must be a practicing librarian in N. C., S. C., or Virginia

— Must have at least 12 semester hours of library science credit

— Must hold a Class A teacher's certificate or the equivalent

Full Time Faculty: Dr. Gene Lanier, Mrs. Frankie Cubbedge

Applications may be secured from: Miss Emily Boyce, Director, Institute for School Librarians, Department of Library Science, P. O. Box 2547, East Carolina University, Greenville, N. C. 27834

Tentative Deadline for Applications: April 7, 1969

New Curriculum Resource Can Bring Classroom Into World

A new service to educators, Teachers Guides to Television, which for the first time supplies teaching guides to educational programs on all three TV networks, may provide "the point of entry we need to bring the classroom into the world."

This is the evaluation of H. Mike Hartoonian, of the Wisconsin Department of Public Instruction, who describes the Guides as "a refreshing curriculum resource which will enable a creative teacher to 'unlock a storehouse of meaningful experiences for his students.'"

This new educational service, Teachers Guides to Television, is published in conjunction with the Television Information Office and makes it possible for teachers to turn to a single source of information for outstanding programs on all the major networks. It provides instructional material for the teachers in the form of Guides to 14 programs of outstanding educational value each semester, a Schedule of specially selected programs for the entire semester, a Bibliography prepared by the American Library Association, and a Calendar-Poster for the classroom bulletin board.

Issues of Teachers Guides to Television are published at the beginning of the Fall and Spring semesters. The cost for the 1969-70 school year is \$2.00 (plus 25c magazine postage and handling for fewer than ten orders). The 1969 Spring semester issue only is \$1.00 (plus 25c per magazine for first-class handling). Subscriptions are available from Teachers Guides to Television, P. O. Box #564, Lenox Hill Station, New York, N. Y. 10021. Orders for fewer than ten must be accompanied by payment.

Year-Long Junior College Library Institute Awarded to Appalachian State University

"The Learning Center of the Two-Year College"

Twenty participants will be chosen for the full period, September 4, 1969 - July 10, 1970 portion of this institute. For the 1970 summer portion of the institute an additional twenty-five participants will be selected. Participants for the full period must have a bachelor's degree and six semester hours of library science. Preference may be given to those already employed although promising recent college graduates will be considered. These participants may earn the M.A. degree. Participants in the 1970 summer portion of the institute must have had at least one year's experience in a two-year college or technical institute and must be qualified librarians. The institute has no regional

limitations. Applicants for the full-term institute must be postmarked by June 10, 1969; those for the 1970 summer portion of the institute by January 1, 1970.

For application forms, write:

Miss Eunice Query, Director
Junior College Library Institute
Department of Library Science
Appalachian State University
Boone, North Carolina 28607

North Carolina Library Education News

Appalachian State University

Department of Library Science

Winter quarter reflects an increase of enrollment in library science over the fall quarter at Appalachian State University.

Seven majors in library science are interning in school libraries in the public schools this quarter. They are: Margaret J. Coward at Guilford Elementary School, Greensboro, N. C.; Pamela Johnson at Gibsonville School, Gibsonville, N. C.; Rita Anne Johnston at South French Broad High School, Asheville, N. C.; Sara Barnes Perry at Appalachian Elementary School, Boone, N. C.; Rebecca A. Prestwood at North Wilkesboro Elementary School, N. Wilkesboro, N. C.; Shirley Ann Styers at Walter Williams High School, Burlington, N. C.; and Barbara Watson at Holbrook High School, Lowell, N. C.

Two library institutes developed by Eunice Query, Associate Professor, have been funded for the summer, next year and the following summer. "The Elementary School Library as a Learning Materials Center" institute will offer preparation for implementing newer concepts for thirty-five elementary school librarians from July 10 to August 13, 1969. Deadline for applications is April 30, 1969. "The Learning Center of the Two-Year College" institute will begin September 4, 1969, continuing through July 19, 1970, for 20 participants. An additional 25 participants will be selected for the summer 1970 portion of the institute. Deadline for full-time participants to apply for admission is June 10, 1969, for part-time participants January 1, 1970.

Faculty and members of this year's HEA Institute recently visited the Demonstration School Library at Tuscoola, the Buncombe County School System Materials Center, the Kingsport, Tennessee, High School, and the Kingsport Press.

Dr. Cox, Chairman of the Department, served as a consultant of the HEA Institute, "Research on the Educational Effectiveness of School Libraries," from January 30 to February 1 at the University of Georgia.

Dr. Cox, Dr. Ben Horton, Dean of the College of Education, and Mr. Bob McFarland, Assistant Professor, Audiovisual Education, represented Appalachian State at the Conference on Preparation of Educational Media Specialists in Raleigh February 14, sponsored by the Division of Education Media and the Division of Teacher Education of the State Department of Public Instruction.

Summer school offerings other than the institute described above will include all the required courses for library science majors and many of the electives.

The seminar on Supervision of Student Teachers and Student Librarians is working on a project to prepare guides for librarians and college supervisors supervising interning librarians, for librarians involved in helping interning teachers, and for library supervisors with responsibility for in-service activities related to interns.

East Carolina University

Department of Library Science

Winter quarter has begun at East Carolina with 186 students enrolled in the Department of Library Science and 932 students enrolled in Research Skills which is taught through the department. The winter schedule includes 15 sections of Research Skills, 9 undergraduate courses, and 3 graduate courses in library science. The spring schedule has familiar offerings and plans for the summer include a generous selection of courses for both terms. A three week workshop with nine quarter hours credit, Media for Children, also will be available during the first term for elementary teachers, librarians, and supervisors. Complete spring and summer schedules are now available.

New courses in line with new state guidelines for approved programs have been approved by campus curriculum committees. These new courses will be offered during the spring quarter for the first time. Student teaching in library science will begin next fall quarter. This has been available in the past for graduates with non-teaching degrees, but will now be available for undergraduate majors in library science as well.

Alpha Beta Alpha, national undergraduate library science fraternity, recently had a successful rush. Steve Howell of Garysburg, North Carolina, is serving as president of the local chapter, Alpha Eta.

The Department of Library Science sent representatives to the DAVE convention in Winston-Salem in January.

A library institute developed by Emily Boyce, Associate Professor, has been funded for the summer. The institute, "The School Media Program and the Disadvantaged," will begin June 10, 1969 and extend to July 18, 1969. Thirty-five school librarians from North Carolina, South Carolina, and Virginia will be selected to participate. The tentative deadline for applications is April 7, 1969.

University of North Carolina at Chapel Hill

School of Library Science

During the fall semester 1968, the School had a record enrollment of 132 students, 105 of whom were working full-time for their degree. As usual the women outnumbered the men, 112 to 20. The expected enrollment for the spring semester 1969 is 136.

This year the School was very fortunate in receiving fourteen fellowships under Title II-B of the Higher Education Act of 1965. The grants are sufficiently generous to make it possible for the recipients to be full-time students.

During the fall semester, the School sponsored nine guest lecturers whose visits to the campus included talks to the students and faculty. Mr. Gerald Fisher of the Department of Mathematics at the University of Connecticut spoke on October 25 on "Complements of Language Defined as Automata." In a seminar on November 8, Miss H. Tyler Gemmell, Librarian of Sweet Briar College in Virginia, discussed trends in library development in India since 1948 and discussed library training programs there. She has taught library science in both India and Burma.

"The High John Library Services to the Disadvantaged: An Experimental Program" was the subject of a lecture on November 15 by Miss Geraldine Hall, Librarian of the High John Library in Fairfield Heights, Maryland. Mr. John C. Rather, Specialist in Technical Processes Research at the Library of Congress, on November 18 spoke on the development and organization of the MARC Project at the Library of Congress. On November 22, Dr. James J. Barnes of the Department of History at Wabash College, Crawfordsville, Indiana, talked on "Historical Uses of Nineteenth Century Book Trade Data."

Mrs. Pongsoon Lee, Director of the Library, Ewha Woman's University, formerly Head of the Library Science Department at Ewha Woman's University, Seoul, Korea, discussed "Libraries and Library Education in Korea" on December 13. "The Circulation of Materials in a University Setting" was the subject of a lecture presented on December 16 by Mr. Elvin E. Strowd, Head, Circulation Department, Perkins Library, Duke University. On December 17, Mrs. Mary Whouley of the School of Librarianship, University of California at Berkeley, spoke on "The Wales College of Librarianship." The last seminar of the fall semester was presented by Dr. Gertrude London, Research Specialist, Graduate School of Library Service at Rutgers, who, on January 10, discussed "Glossary-Based Classed Thesauri and Modular Reference Systems."

Western Carolina University

Department of Library Science

Donald N. Bentz, Associate Professor of Library Science, attended the ALA Midwinter meeting in Washington, D. C., January 26-31, 1969.

Mr. Robert W. Barber of Demco School and Library Products conducted a Library Science Workshop and Demonstration of Book Mending Techniques in the Department of Library Science at Western Carolina University on Friday, February 21, 1969. Thirty persons participated.

Friends of the Library Group Formed at N. C. Wesleyan

Officers have been elected and a constitution and by-laws adopted as initial steps in the formation of a Friends of the Library at North Carolina Wesleyan College. The first annual meeting of the Friends was held January 29 in the special collections room of the library, with 22 people attending.

The first Board meeting was held February 5. Mrs. Helen Watson, Friends chairman, appointed a three-member committee to draft goals for the organization. The general purpose, as stated in the constitution, is "to promote the interests and development of the library."

The by-laws provide for six categories of membership—student, regular, contributing, sustaining, patron and life—with dues from \$1.00 per year to \$1,200.

As of February 13, the Friends had 24 charter members. Major emphasis during the spring of 1969 will be placed upon recruitment of members.

New Publications

(Editor's Note: The following publications have been received for review consideration. This section will become a regular feature of the Bulletin if reaction to it is favorable.)

Libraries and Youth: Cooperation to Give Service to Children and Young People, ed. by Dorothy A. McGinniss, contains talks given July 27, 1967, at the tenth annual symposium sponsored by the Syracuse University School of Library Science. Contributors are Ruth Warncke, James E. Bryan, and Frances Fleming. The publication, Number 10 of the *Frontiers of Librarianship Series*, is available at \$2.00 from Syracuse University Press, Box 8, University Station, Syracuse, New York, 13210.

Recent publications from the International Reading Association, Box 695, Newark, Delaware, 19711, include: *Evaluating Books for Children and Young People* (\$3.50), compiled and edited by Helen Huus; *Ivory, Apes, and Peacocks: The Literature Point of View* (\$2.50), edited by Sam L. Sebesta; *Trends and Practices in Secondary Reading, A Report on Recent Research* (\$3.50), by A. Sterl Artley; *Developing Comprehension, Including Critical Reading* (\$3.50), compiled by Mildred A. Dawson; and *Development of Lifetime Reading Habits* (\$2.50), ed. by Dorothy M. Dietrich and Virginia H. Mathews.

Evaluating Books for Children and Young People contains a chapter by Newbery Award winner Irene Hunt; in addition to chapters by Helen Huus, Helen W. Painter, Laurel B. Boetto, and Sam L. Sebesta concerned with the criticism of juvenile literature; and chapters by Ruth K. Carlson, Joseph Mersand, John R. Barrett, and Rachael W. DeAngelo concerned with criticism of books for young people. Bibliographies helpful in choosing books for children and young people are also included.

Ivory, Apes, and Peacocks, devoted to children's literature, is divided into three sections. The section concerned with appreciation and selection is authored by Ralph Moody, May Hill Arbuthnot, Sara I. Fenwick, and Charlotte S. Huck; the section concerned with techniques and types is authored by Harryette B. Ehrhardt, Thomas J. Sandyke, George B. Schick, and Sara G. Dickinson; the programs and projects section is authored by Marjorie B. Smiley,

Carol W. Winkley, David Rhoads, Albert R. Kitzhaber, John S. Simmons, Brother Casimir Reichlin, Jo M. Stanchfield, and M. Angella Gunn.

Trends and Practices in Secondary Reading, A Report on Recent Research, an IRA Research Fund Monograph, is as the subtitle indicates a research report — in such areas as reading interests, instructional procedures, reading instruction programs, factors related to growth in reading, and reading achievement.

Developing Comprehension, Including Critical Reading is a compilation of selected papers on comprehension and critical reading that appeared in the annual Proceedings in International Addresses, 1965, or were published in the journals of the International Reading Association. Some of the contributors are Nila Banton Smith, Donald L. Cleland, Ruth Strang, Constance M. McCullough, Lou LaBrant, J. Allen Figurel, Russell G. Stauffer, Helen Huus, John S. Simmons, Martha L. King, and Morton Botel.

Development of Lifetime Reading Habits is devoted to methods of building lifetime interest in reading for information and enjoyment. The contributors are concerned with the reading habit from the elementary school level to the college level. All “members of the teaching profession who are interested in promoting a well-informed public who find in the printed page a source of both information and pleasure” will find this publication to be of value.

A Dictionary of Administration and Supervision, by Ivan S. Banki, is available for \$4.78 (libraries receive a 20% discount) from Systems Research, Box 74524, Los Angeles, California, 90004. The dictionary is a reference guide to current terms which department heads, educators, administrators, supervisors, or students of administration meet in their readings, or in planning, organizing, leading, directing, coordinating, or otherwise influencing individual and intergroup relations. Entries are in alphabetical order and there are many see and see also references. A sample entry is: FLOW PROCESS CHART — A graphic device which is used for the classification and analysis of organizational activities in terms of the various individual operations-transfers-delays-inspections points-storages, in order to make such activities as feasible, economical, and efficient as possible.

The Language Arts in Childhood Education by Paul C. Burns and Alberta L. Lowe is a 1966 Rand McNally publication which sells for \$7.00. It explores “significant issues and questions which need serious study by pre-service and in-service teachers and supervisors who are concerned with the language development of children.” Oral communication (conversation, discussion, storytelling, and creative dramatics) and written communication (creative and functional) are extensively covered in this gem of a book which has been adopted as a college text in many institutions of higher learning. It ought to be a part of the professional collection of every elementary school library.

New North Carolina Books

By William S. Powell

Robert Arnold. *The Dismal Swamp and Lake Drummond. Early Recollections.* Norfolk: Evening Telegram Print, 1888. (Reprint by Johnson Publishing Co., Murfreesboro, 1969). [62]pp. Illus. \$3.75.

This is a facsimile reprint from an original copy in the North Carolina Collection in Chapel Hill. Arnold's little book relates facts and fiction concerning the Dismal Swamp in eastern Virginia and North Carolina. Stories which may have had some basis in fact when they were first recorded in 1888 must now be regarded as nothing more than interesting folklore. Tales of fish, snakes, bears, bees and other inhabitants of the swamp, including some bold humans, will provide a variety of interesting fare for the casual reader.

Thomas L. Connelly. *Discovering the Appalachians.* Harrisburg, Penna.: Stackpole Books, 1968. 223pp. Illus. \$7.95.

The subtitle, “What to look for from the past and in the present along America's eastern frontier,” suggests the purpose of this very useful book. In format it is too large to carry on a walking tour, but it can be an extremely informative source for planning a visit to the Appalachians anywhere between Canada and Alabama. There are several general chapters, but chapter 5 deals with the Southern Appalachians. Pennsylvania's highest mountain is 3,213 feet and Maryland's is 3,360, but in North Carolina and Tennessee there are 46 peaks over 6,000 feet.

Mountains and peaks are carefully described; native plants and animals are mentioned; and routes and highway numbers are cited.

In other sections of this book North Carolina features are also discussed: wildflowers, trees, highest peaks, Indians, hiking trails, animals, and others. Advice on camp and hiking equipment and a list of available guidebooks will be found helpful. The index is quite inadequate, but used with the rather full table of contents (and a dash of imagination) most of the contents of the book will be opened up for quick reference.

Raymond Allen Cook. *Fire from the Flint, The Amazing Careers of Thomas Dixon.* Winston-Salem: John F. Blair, Publisher, 1968. 255pp. Illus. \$6.00.

Thomas Dixon was born in Shelby in 1864. He died in Raleigh in 1946. Between these two dates he was acclaimed, highly praised, and, from some sources, condemned and damned through an interesting assortment of careers: lawyer, legislator, preacher, lecturer, playwright, actor, novelist, motion picture producer, and real estate entrepreneur. He made and lost vast sums of money. His pioneering efforts in many fields earned him a place in the annals of America. Dr. Cook's biography of Dixon is the first. It is readable, but apparently the time has not yet come when Dixon's place in American history can be clearly seen. The last sentence in the book tells us that "Thomas Dixon remains as one of the most versatile, remarkable men of his time, and he speaks to our own with a voice that is disturbing, challenging, and prophetic." His concern with Reconstruction, the Ku Klux Klan, and certain aspects of race relations may sooner be judged than his break with Franklin D. Roosevelt's "New Deal" and his concern over Communism in the United States. These may yet be found to have been prophetic.

This is a book which should be widely read in North Carolina, and by its very subject it should find a place in every library. It is documented, though I feel inadequately so. (The event at Wrightsville Beach which put Dixon on the stage for the first time is completely undocumented, though it may well be accurate.) Citations are annoyingly placed at the end of the book and arranged by chapter so that the reader must check back to learn the number of his chapter and then find the proper place for those chapter notes in the back of the book. A fact-filled book of this kind is incomplete without an index. This is a fault which many librarians and students as well as the general reader will regret.

Helen Copeland. *This Snake Is Good.* New York: Thomas Y. Crowell Company, 1968. 181pp. Illus. \$3.95.

Mrs. Copeland lives in Charlotte and this is her second book for boys. Duncan McKenna (who also appeared in his first book) is the main character. He is the composite of Mrs. Copeland's own three sons. He goes from Charlotte to a summer camp in Pennsylvania where he wants to swim, canoe, play basketball and tennis. But his secret hope is to collect some snakes as a surprise for his father who is director of the Nature Museum in Charlotte. Duncan's knowledge of snakes interested everyone at camp: the bully, the counsellors, campers, and Dr. Madison at the infirmary.

Burke Davis. *A Williamsburg Galaxy.* New York: Holt, Rinehart and Winston, Inc., 1968. 232pp. Illus. \$4.95.

Tar Heel native Burke Davis has written this book as the sixth in a series of popular histories of Williamsburg and Tidewater Virginia in the eighteenth century. Mr. Davis has been a special projects writer for Colonial Williamsburg since 1960. Here he has drawn twenty delightful pen portraits of as many prominent Virginians from the late seventeenth and very earliest eighteenth centuries into the early nineteenth. Included are such stars as Francis Nicholson; Alexander Spotswood; William Byrd II; John Murray, Lord Dunmore; George Washington; Edmund Pendleton; George Mason; Thomas Jefferson; Patrick Henry; and George Rogers Clark. Each sketch contains the essential biographical data, but they all are much more than that. The subjects come through as active humans with wills of their own. The lives they led and the contributions they made to Virginia and to America are recounted in readable text.

Lura D. Dickson. *Great Smokies Wonderland for Boys and Girls.* Seymour, Indiana: Dickson's Inc. (P. O. Box 368), 1968. 134pp. Illus. \$3.95 cloth; \$1.75 paper.

The “wonderland” nature of the Great Smoky Mountains comes through clearly in Mrs. Dickson's book. It is generously illustrated with photographs and attractive drawings in black and white and in various sepia shades. Sections on different subjects are brief but well written, filled with facts, and followed (in many cases) by questions designed to lead boys and girls into further discussion of the subject. Although it probably will not be obvious to young readers, there is a logical arrangement to the book. Geography comes first with brief portions on the landscape: mountain building, erosion, bluffs, waterfalls, streams, and so on. Next are bits of interesting information on wildlife, both plants and animals. The different birds, animals, insects, trees, flowers, ferns, vines, and mushrooms are covered. The seasons of the year, pioneer settlers, old water-powered mills, and modern accommodations each have their place. Throughout the book there are readable little stories of the doings of animals and birds. This is a book to please teacher, child, and parent. And the moderately complete index will open some of its contents for use in quick reference in the library.

Mary Myers Dwelle. *A Sketch of the Life of Queen Charlotte.* Charlotte: Heritage Printers, 1968. 29pp. Apply.

Mrs. Dwelle has prepared a very pleasant little tribute to Queen Charlotte on the occasion of the bicentennial of the City of Charlotte. There is a sketch of the life of Queen Charlotte and some interesting “glimpses” at various aspects of her life. Other honors accorded her and a list of known portraits form other portions of this attractively printed and bound keepsake.

Orville L. Freeman and Michael Frome. *The National Forests of America.* New York: G. P. Putnam's Sons, 1968. 191pp. Illus. (many in color). \$12.95.

Numerous maps and illustrations, several lists of National Forests and other features, and a well organized text combine to make this an attractive and useful book. The text is readable, even inspiring in many places, and the subject one of wide interest. Conservation of natural beauty is the book's central theme, but use and enjoyment by the public are also featured. There is much pure history, natural history, and contemporary history (the results of Job Corps activity, for example) here, and it will interest a wide range of readers. Those who are seeking only the North Carolina information will discover that the Linville and French Broad Rivers and the headwaters of the Savannah River have received the attention of the Interdepartmental Scenic Rivers Study; that there are four National Forests in the state (Croatan, Nantahala, Pisgah, and Uwharrie) covering more than 1,124,000 acres; that there are two Wilderness Areas (Linville Gorge and Shining Rock); and seven areas designated for protection because of scenic, historical, or geological importance (Craggy Mountain, Ellicott Rock, John's Rock, Joyce Kilmer Memorial Forest, Look Glass Rock, Whitewater River Falls, and Glenn Falls). But in finding these bits of information the reader with even the slightest curiosity will discover many interesting facts about other areas as well.

Bernice Kelly Harris, editor. *Southern Home Remedies by the Creative Writing Group of Chowan College.* Murfreesboro: Johnson Publishing Co., 1968. 120pp. Illus. \$4.95.

Facts for these bits of folk medicine were collected by Mrs. Harris' Creative Writing Group and put in good style for practice and experience. They contain much interesting folklore and a good bit of humor. They will provide entertainment for the idle hour.

Fred T. Morgan. *Ghost Tales of the Uwharries.* Winston-Salem: John F. Blair, Publisher, 1968. 152pp. Illus. \$4.50.

Ghost tales seem to have a special fascination for Tar Heels. Several volumes of them have been published in recent years, and they are much in demand in libraries around the state. This new contribution to the field contains twenty carefully written stories, highly polished to sustain the suspense to the very end. I suspect there must be more than a grain of truth and fact in many of them. I doubt that a living human being could create some of these stories as pure fiction. Their setting is the Uwharrie Mountains of Montgomery, Randolph, and Stanly counties, interesting and mysterious remains of ancient peaks higher than the Alps which have been worn down through thousands of years. Thinly settled and with vast uninhabited tracts, these mountains suggest many of the remote areas of England where ancient ghost tales have been handed down for centuries. Like ballads which crossed the Atlantic, some of these tales must have their counterpart in the Mother Country. But the Uwharrie impression on them is unmistakable.

Charles Norman. *Discoverers of America*. New York: Thomas Y. Crowell Company, 1968. 322pp. Illus. \$7.95.

Aside from its North Carolina connections, every library in North Carolina should have this book on its general merits. It is a delightful account of the discovery of the American continent, told largely in the words of the discoverers. Incorporating their distinctive phrases and careful (or careless) comments with his own linking narrative, Mr. Norman presents us a charming book of discoveries from 1492 to the mid-1600's with a nine-page epilogue picturing the country in the 1750's when the Ohio Country and the Mississippi Valley were being explored. A chapter on "Florida of the Indies" contains material on Spanish explorations in and near the Carolina area, but his nearly 100 pages on "Raleigh's Virginia" will probably be of greatest interest to Tar Heels. This section sets the Elizabethan explorations of the North Carolina area in their proper perspective in the whole range of American discovery. Raleigh's Amadas and Barlowe, Ralph Lane, and John White expeditions and colonies are interestingly discussed. The site of Jamestown which lay within Raleigh's Virginia and England's first permanent American colony are also discussed in this chapter. Contemporary illustrations throughout the book add greatly to its interest.

William S. Powell. *Raleigh-Durham-Chapel Hill, A Students' Guide to Localized History*. New York: Teachers College Press, Columbia University, 1969. 41pp. .75c.

Directed to students and teachers at about the eighth grade level, this pamphlet contains a chapter devoted to generalities concerning the Raleigh-Durham-Chapel Hill region of the state followed by separate chapters on each of the three cities. These contain historical information and facts about the current activities in each. An annotated bibliography and "Objectives for Field Trips" are also given. Finally, there is a chapter on The Research Park with a brief annotated bibliography.

Lou Rogers Wehlitz. *Memory Is A Star*. Philadelphia: Dorrance & Company, 1968. 62pp. \$3.00.

This volume is designed as a memorial to Mrs. Wehlitz's husband who died in 1964. It contains a brief story of his life and nearly fifty original poems by the author, his wife. Some of them have appeared previously in The Fayetteville Observer, The News and Observer, and other newspapers and magazines. Her friends will remember Mrs. Wehlitz as the former Lou Rogers whose book, Tar Heel Women, is often consulted in many libraries throughout the state.

North Carolina Library Association Treasurer's 1968 Annual Report

Leonard L. Johnson, Treasurer

Checking Account

Balance Brought Forward, January 1, 1968: \$12,932.17

Receipts:

Description	Amount
Receipts from Memberships	\$6,603.95
To the Association	5,934.95
Section Memberships	669.00
Resources & Technical Services	38.50
College & University	93.00
Public Libraries	63.00
School Libraries	351.00
Trustees	107.50
Junior Members	16.00
North Carolina Libraries, subscriptions & single copies	279.75

Description	Amount
1967 Conference	197.50
ALA contribution to Trustee section	40.00
Miscellaneous	.25
Total Receipts	\$7,121.45

Total Receipts and Balance Brought Forward: \$20,053.62

Total Expenditures: — \$5,296.17

Balance in Checking Account: \$14,757.45

Investments — Savings Accounts

NCLA General Fund in Home Federal Savings and Loan Association

Description	Amount
Balance Brought Forward, January 1, 1968	\$5,436.24
Interest	235.71
Balance	\$5,671.95

NCLA Scholarship Fund in Home Federal Savings and Loan Association

Description	Amount
Balance Brought Forward, January 1, 1968	\$5,558.75
Deposits	667.50
Interest	276.39
Subtotal	\$6,502.64
Withdrawal for Scholarship Awards	— 600.00
Balance	\$5,902.64

NCLA Legislative Counsel Fund in Home Federal Savings & Loan Association

Description	Amount
Balance	\$545.06
Interest	23.53
Balance	\$568.59

Total in Savings Accounts, December 31, 1968: \$12,143.18

Total Resources, December 31, 1968: \$26,900.63