

North Carolina Libraries

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[Photograph: A few seconds after this picture was taken, Paul S. Ballance (left) of Winston-Salem cut the ribbon officially opening the 37th biennial conference of NCLA at the White House Inn in Charlotte, October 26-28, 1967. Arial A. Stephens (right) of Charlotte, exhibits chairman, hands over the scissors to Ballance, NCLA president during the 1965-67 biennium.]

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Contributors to This Issue

Patricia Ann Anders, a native of South Carolina, holds the B.A. from Furman University and the M.A. in library science from Florida State University. After teaching English language arts and supervising student teachers in the public schools of South Carolina, she came to Charlotte in July, 1967. Her present position is education and audio-visual librarian at UNC in Charlotte. She is the second contributor to the regular column Sounding Off.

Jane S. Howell, is librarian of Claude Kiser Junior High School in Greensboro. She served as leader of a panel of four librarians who discussed aspects of the Demonstration School Libraries Project in North Carolina at a session of the Association of School Librarians October 27. Her article on page 73 is a distillation of the remarks made by the four panelists.

Dan M. Lacy, is a native of Rocky Mount and a UNC-Chapel Hill graduate. He is senior vice-president of McGraw-Hill Book Co. and a member of the National Advisory Commission on Libraries. A condensed version of his address presented at the third general session of the NCLA conference October 27 appears on page 52.

Julian Mason, is a native of eastern North Carolina and holds B.A. and Ph.D. degrees from UNC-Chapel Hill, where he has also been a member of the faculty and administration. Since 1966 he has been a member of the English faculty at UNC in Charlotte. His specialty is American literature, especially the writings of American Negro authors. His speech to Beta Phi Mu members October 28 appears on page 75.

Leslie R. Morris, is head cataloger, East Stroudsburg State College (Penn.). He holds the M. Ed. L.S. degree from Rutgers University. His paper defending the use of the Dewey decimal system in academic libraries, presented October 26 at the NCLA conference, is printed in this issue.

William R. Pullen, is a former Wilson Library (UNC-Chapel Hill) staff member who has served as director of the Georgia State College Library since 1959. He holds the Ph.D. in political science from UNC. His paper arguing for reclassification of an academic library collection from Dewey to LC, presented October 26 at the NCLA conference, appears on page 62.

Nancy Roberts, is a native of Maxton, resident of Charlotte, and the wife of publisher, author, and photographer Bruce Roberts. She has acted in the capacity of joint author with her husband in the publication of several books, including *The Face of North Carolina*. Her address to the Junior Members Round Table breakfast meeting October 28 appears on page 81.

Walter A. Sedelow Jr., is dean of the School of Library Science, UNC-Chapel Hill, a position he has held since July, 1967. He holds a Ph.D. in history from Harvard University and had experience in teaching sociology and information science prior to assumption of the deanship. The 1967 NCLA conference was his first, but hopefully not his last, appearance at a state library meeting.

David Stick, is a realtor, out-of-print book dealer, and author who lives in Kitty Hawk. Late in 1967 he was appointed chairman of the Legislative Commission to Study Library Support, a position which demands much of his time. His address, presented to a joint session of the Public Libraries Section and Association of Library Trustees October 27, appears on page 84.

George M. Stephens, is president of Stephens Press in Asheville and a long-time friend of libraries. He served as a spokesman for library trustees in a panel presented at a joint session of the Public Libraries Section and Association of Library Trustees October 27. His remarks appear on page 66.

From the Editor's Desk

This issue of your state journal contains the major addresses delivered at the biennial conference of N.C.L.A. October 26-28, 1967 in Charlotte. The only major address not included in the following pages is the one delivered to the Association of School Librarians by Mrs. Augusta Baker, coordinator of childrens' services, New York Public Library. An effort was made to secure the text of this address from Mrs. Baker, but she did not respond in time to meet our deadline. All of the speeches make worthwhile reading, even if you did hear them delivered in person at the conference. Because of space limitations, it was necessary to condense several of the addresses. In performing this task, your editor made a deliberate attempt to retain the major points and essential message of each speaker.

A word of appreciation should be extended to L. C. Scarborough, assistant director of the Photographic Center at the Wilson Library (UNC-Chapel Hill) for his excellent photographic coverage of the conference. Three of his photos were used in the Winter issue, and several appear in this issue, including the cover photo. Our association is indeed fortunate to have the services of such able cameramen as Sam Boone and L. C. Scarborough.

A list of the chairmen of all N.C.L.A. sections and committees appears on the back cover of this issue. Space limitations preclude the inclusion of the entire membership of these groups. If you have any comments or questions relating to the activities of any section or committee, the chairman of the group in question would be happy to hear from you. The majority of these sections and committees held planning sessions at the annual N.C.L.A. workshop March 23 in Southern Pines.

The next two issues of North Carolina Libraries will be devoted to two types of libraries which serve thousands of Tar Heel young people throughout the year; namely, school libraries and academic libraries. The Summer issue will focus upon new academic libraries in the state, and the Fall issue will be devoted to recent trends and concepts in elementary and secondary school libraries. The guest editor of the former will be Joseph Dixon, librarian of Brevard College. Mary Frances Johnson of the School of Education at UNC in Greensboro will serve as guest editor of the Fall issue. Both guest editors are members of this journal's Editorial Advisory Board and are experienced in their respective areas of librarianship.

The 1968 American Library Association conference will be held in Kansas City, Missouri June 23-29. If you haven't already made plans to attend this conference, now is the time to act. Tar Heel librarians should be well represented at the sessions of our national professional association and participate in the making of policy which governs the activities of this association.

Speaking of conferences, let us remember this is the year for another Southeastern Library Association conference. The place is Miami Beach, and the time late October. Both the outgoing and incoming presidents of S.L.A. this year are North Carolinians, so Tar Heel librarians have good reason to attend the conference in large numbers.

The President Reports

Dear NCLA Members:

The first Executive Board meeting of the 1967-69 biennium was held in the Jackson Library of UNC at Greensboro, Friday, December 15. About thirty minutes before the meeting Board members enjoyed a coffee hour with librarian Charles Adams and his staff.

The report of the National Library Week committee which met December 14 was made by Mr. Paul Ballance. It was recommended that \$200 be placed in the budget for work by this committee in 1968. The report was accepted.

The treasurer gave his report and stated that the tentative figures drawn up for the 1968 budget included only items for operation, but did not include the salary of a possible Executive Secretary. Mr. Johnson stated that he would continue to work on the 1968 budget prior to presentation at the March Board meeting.

With reference to the association becoming stronger financially it was the general consensus that Herschel Anderson, membership chairman, explore all possibilities of increasing association membership. It was thought that school boards should be invited to participate as members of the Association.

Mr. Alva Stewart, editor of North Carolina Libraries, reported that the first 25 volumes of the publication have been microfilmed and are available from University Microfilms, Ann Arbor, Michigan.

The Executive Board for the 1967-69 biennium will strive to increase and strengthen the line of communication between itself and the membership it serves. Therefore the Board approved the suggestion that an invitation be extended to all N.C.L.A. section chairmen to meet with the Executive Board at any time during this biennium as non-voting observers.

It was noted that the edition of the N. C. L. A. Handbook now in use was a preliminary edition and had never been officially adopted. The Organization Committee has been asked to bring the Handbook up to date, including the recent amendments to the Constitution and By-laws, then submit it for official adoption.

Promotional ideas for strengthening the N. C. L. A. Scholarship Fund were explored. After some thought on this matter, the Board felt it timely to include a report in North Carolina Libraries on the importance of promoting the Scholarship Fund and include an article about the fund in future issues. Suggestions included: (1) alerting the membership to the importance of memorials as gifts to the Scholarship Fund, (2) approval of \$1.00 for the Scholarship Fund to be placed on the registration blank (which would be optional), and (3) reference to records on scholarship which are available.

A committee was appointed on "Time and Place" to explore for the Board concerning future N. C. L. A. conferences. Named to this committee were: Ariel Stephens, chairman; Leonard Johnson, Paul Ballance, Mrs. Pattie McIntyre, and Mrs. Mary Frances Crymes.

It was approved that a called meeting of N. C. L. A. be held at the spring workshop to delete one sentence from the By-Laws, Article 11, which reads: "Standing committees shall be appointed for the biennium." It was thought that if the committees could function into the year following the biennial conference, it would afford smoother operation of the association's activities.

The Board approved a motion that the committee on North Carolina Periodicals Bibliography and Union List be made a standing committee.

The President appointed a committee to explore all possibilities which would be feasible for the Board to undertake in making plans for employing an Executive Secretary. Members of the committee are Mr. Paul Ballance, chairman, Herschel Anderson, and Leonard Johnson.

Herschel Anderson has made arrangements for the Executive Board to hold the NCLA Spring Workshop at Sandhills Community College in Southern Pines. Mr. Lennox Cooper, librarian of the college, and Mr. Ned Durant, director of planning and development for the college, have agreed to handle local arrangements.

Mr. Charles Adams, librarian of UNC at Greensboro, has agreed to serve as deputy director for National Library Week (April 21-27) in North Carolina.

Members were appointed to several standing committees, and the remaining committee appointments will be made at the March 23 Board meeting.

Sincerely yours,

Mildred S. Council

“There is no progress possible anywhere where the differences of people are stifled, their voices are not able to be heard, and where they all speak as one voice.”

—Associate U.S. Supreme Court Justice Hugo J. Black.

“We are all involved in mankind and simply cannot take the kind of Olympian view of our country, our culture, our tradition, that habitually refers to ‘they’ and never to ‘we’.”

Sounding Off!

By Patricia A. Anders

The question of whether librarianship is a profession has been hashed and rehashed with amazing regularity and persistence. Although I would like to add a few morsels to the hash, my primary point is that it really does not matter so long as our attitudes about our work are sound in the context of the present manpower situation.

Recently I heard an advertisement for a periodical described as one “serving the trucking industry—as a profession.” This magazine was designed specifically for truck drivers. My first reaction revealed a bit of snobbery in my own attitude, “So driving a truck is a profession now?” On second thought, I came to the conclusion that a new evaluation of the word “profession” as it is apparently understood by many people, can apply to any kind of work from truck drivers to lawyers. If one views his work as a service, is alert to needs and problems, and does his best to satisfy those needs unselfishly, then one can be said to have a professional attitude regardless of his level of education.

As librarians we usually regard the “professional” as one having a master's degree in library science . . . period. The almighty sheepskin automatically transforms one from the ranks of the clerical drone to the omniscient master of library services and adds the privilege of supervising non-master's degree holders regardless of their experience, skills, or knowledge.

In the present organization of library services, we are far too aware of professional and non-professional jobs. We are taught to be aware of these differences in library schools, and rightly so. But if our supercilious attitudes cause us to hesitate to perform a “non-professional” task when that task needs to be performed, then we are not being professional people.

Steps in the right direction are programs offering certification as library technicians. In any library, there are many kinds of duties which are routine and clerical in nature: opening boxes, pasting labels, making duplicate cards, and typing, to name a few. These are not generally considered “professional” jobs. However, if the ratio of clerical assistants to master's degree holders is not sufficient, then the “professional” must be willing to perform “non-professional” duties without feeling that he is defiling his lofty position by doing so. The “professional” is a snob if he refuses to consider an original idea because it comes from a “non-professional” or if he summons an assistant to open a box when it would be faster and more efficient to do it himself.

Everyone who works in a library, whatever level of education or duty he has, should see himself as part of a team with each member having a necessary and valuable function. Each member of the staff should understand the functions of the other members as well. We are taught in library schools, and we read in the professional literature, that librarians should know the inside of books as well as the outside. Yet, if any part of any day is spent by the “professional” librarian in examining books to be added to the collection, the “non-professional” may believe that staff member is not doing his share — “He is reading a ‘BOOK!’” Library assistants and clerks need to understand that one need not be forever shuffling cards, typing, or talking to patrons to be performing a useful service for the library.

This kind of resentment from “non-professionals” and snobbery from the master's degree holder forms two opposing teams in a library. An understanding of the functions each performs and respect for the value of each function would help to eliminate the kind of explosive situations that may, and sometimes do, cause poor interpersonal relations in libraries. If each member of the team does his job happily and unselfishly and understands that his job is important and valuable to the performance of the team as a whole, better library service will result. Service is, after all, our most important product.

By Walter A. Sedelow, Jr.

Dean Sedelow describes the following statements as “some random propositions” from his address to librarians attending the first general session of the N.C.L.A. conference Thursday, October 26, 1967.

1. Our society is becoming vastly more knowledge-dependent.
 - a. The knowledge-action ratio is increasing at an accelerating rate; the knowledge-action ratio means the amount of knowledge necessary for any given unit act to be effectively performed.
 2. Research is becoming more important for practically all types of social organizations.
 3. We are moving toward becoming a whole nation of learners.
 4. The principal model for learning is, increasingly, the individual in the library/information center or laboratory (rather than in the classroom).
 5. The demand for scientific knowledge is going to grow even faster than the demand for other types of knowledge.
 - a. Hence, there is a particularly great need to provide more and better education for prospective science librarians and for the science-librarianship component in general library education.
 6. The trend toward total program planning/budgeting will increasingly include the relevant knowledge sub-systems.
 - a. The provision of library and information services increasingly will be a part of the long-term planning for all types of social units — including political entities of every level on the scale, institutions, and all types of productive and service organizations.
 7. Special librarianship will increase in both absolute and relative importance, as will every phase of academic librarianship.
 8. Not only will libraries of any given type increasingly develop communication networks among themselves, but there also will be increased reprographic interaction among libraries of diverse types.
 9. Technological developments will be of increasing pertinence to the work of librarians.
 - a. Present concern with computer applications is only a beginning toward the harnessing of technology for aid in the performance of library functions.
 10. An increasingly thorough-going understanding of communications hardware will be a persistent aspect of library science education.
 11. The span of administrative and managerial responsibilities for librarians, especially senior librarians, will spread very considerably during the next several decades.
 - a. The study of organization research and management theory will be a more heavily emphasized area of library science.
 12. Depth of knowledge in subject-matter fields will be progressively more sought after among librarians.
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Libraries and Their Role in the 20th Century

by Dan M. Lacy

It is real happiness to come back to North Carolina and to talk to North Carolina librarians. I owe a debt to the libraries of this state that I can never repay. I suppose it is hard for younger people today to realize how isolated and lonely life in a small southern town could be forty years ago, when very few people had radios, there was no television, there was no opportunity to visit art galleries, almost your only opportunity to hear any music, beyond the church choir, would be a scratchy three minute record on a hand-ground phonograph record, and only a few of the larger cities had libraries.

I grew up in a town very much like that, and I remember the thrill it was when I was about ten or twelve, and the Rocky Mount Public Library opened in two rooms upstairs over a drugstore on Main Street. Later, thanks to the generosity of the Braswell family, it moved into a very handsome building, and the hours that I spent there under the guidance of Mrs. Battle and later Mrs. Jeffries were a turning point in my whole life. I know the services that all of you render are the turning point in the lives of thousands of young men and women, boys and girls, in the state today. Certainly the library of the University of North Carolina, where I got all of my professional training, is another institution to which I owe an unrepayable debt.

A great deal of my time, and that of many other people, this year has been spent in work on the National Advisory Commission on Libraries, appointed just about a year ago by President Johnson. Sometimes I wonder if the "N.C." in the initials of this National Commission don't really stand for North Carolina. Its chairman, as all of you know, is Dr. Douglas Knight, the distinguished president of Duke University. Four of its other members are alumni of the University of North Carolina, including Herman Fussler, director of the University of Chicago Library; Bill Hubbard, Dean of the Medical School of the University of Michigan; Emerson Greenaway, director of the Philadelphia Free Public Library; and myself. We may not do very well in some things, but when it comes to cigarettes and libraries . . . !

This has been an extraordinarily hard-working commission. It has a fascinating range of membership that includes some very distinguished librarians like Dr. Fussler and Mr. Greenaway, and Mildred Frary, Director of School Libraries at Los Angeles, and Marian Gallagher, Law Librarian at the University of Washington; and Estelle Brodman, Director of the Medical Library at Washington University. It includes a number of scholarly leaders, such as Fred Burkhardt, President of the American Council of Learned Societies, and Carl Overhage of M.I.T. It includes distinguished citizens who have had an active role as laymen and trustees in public libraries — Mrs. George Wallace of Fitchburg, Mass., Bessie Moore of Arkansas, for example, and Carl Elliott, a former member of Congress who saw through the House most of the important library legislation of recent years. It has had a broad range of membership from highly specialized professionals to the very broad-gauged laymen.

All of us on the Commission have received a liberal education. I think no member of the Commission, not even any of its librarian members, had really perceived as a whole the enormous range and the diversity of library problems that have been brought to the attention of the Commission. It has been meeting in full Commission two to three days a month, and in subcommittee meetings for another two or three days a month, and it has accumulated a mass of papers, reports, and studies that would itself constitute a quite substantial library. Witnesses have been heard from almost every area of the library profession; sub-committees of the Commission have held local regional hearings all over the United States, as far afield as Fairbanks, Alaska, and Bismarck, North Dakota, Lubbock, Texas, and Pikesville, Kentucky. Seventeen major research studies have been commissioned, the reports of which will in themselves constitute a very interesting collection. The Commission is just now beginning to come to serious grips with the drafting of its report. As a matter of fact, a drafting committee is meeting in New York today and tomorrow, and that's where I spent the morning and first half of the afternoon today.

It would be premature to try to discuss with you what the recommendations to the Commission are likely to be. Many of them, indeed, are hotly debated within the Commission, and even if I were free to discuss them, I don't know what I could say with confidence as to what the Commission will conclude. In any event, the recommendations will go to the President for his consideration and initialing. However, I would like to talk with you about one member of the Commission's impressions and his re-education in librarianship during the course of this year's work, and to give you some purely personal reflections.

Impressions of a Commission Member

In the first place, it has been borne in on me, and I'm sure on all other members of the Commission, how tremendously wide is the diversity of libraries and the services they perform in the United States. They stretch over an enormous extreme from the Library of Congress and the great research libraries such as New York Public and Harvard, down to rural libraries that are open, perhaps, only two or three hours a week with volunteer staff, and with a budget of a few hundred dollars a year. They include libraries of great corporations, like the Bell Telephone Labs or the Esso Standard Library, which are models of the intense development of a specialized field of knowledge. They include the library activities of such agencies as the Atomic Energy Commission and NASA, which lie on the border between librarianship and some new world of information storage and retrieval and budding modern technologies.

There are libraries that come in contact with the citizens of the United States in every conceivable aspect of their lives, from work with pre-school children and in headstart programs with children who have come from bookless homes, and perhaps, from semi-literate parentage and who are being given their first contact with the world that children's books can open, to the sort of library that is sustaining the intensive investigation of Russian studies in space medicine at the other extreme. There are libraries for every conceivable profession, every conceivable educational level, every conceivable kind of problem. No one really, I think, no one even in the profession gets an opportunity to stand back and look at this enormous complexity as a whole, as we've been forced at least to try to do this year.

In the second place, I think that all of us are tremendously impressed with the dramatically growing importance of libraries to American life. There are many reasons why this importance has grown so dramatically in the post-war decades. Perhaps the most significant ones are changes in population and changes in the organized development of research and its impact in American life. All sorts of increases in productivity have occurred in American life in the post-war years, but the most dramatic single increase in productivity was achieved by the mothers of America with, it's true, the enthusiastic cooperation of several million returning soldiers at the end of the war, when the output of babies in the United States rose from three hundred an hour in 1945 to five hundred an hour by 1947! In one 18-month period, our annual birth rate went up something like two and one-half million, where it has been for the better part of two decades, to approximately four million a year, and stayed there until just the last two or three years when it has begun to show a slight decline.

This population impact, of course, has affected our lives in a great many ways. It has overflowed our schools at the elementary and high school level; coupled with a dramatic increase in the percentage of children of college age who go to college, it has multiplied our college enrollment approximately eight-fold over pre-war levels. But until now there have not been any more adults in our life as a result of this population explosion. As a matter of fact, that is one of our problems. There are fewer adults in their mid-thirties now than there has been for the last twenty years, because the people of that age were the generation of the depression, when relatively few children were born. The dramatic need for more teachers and more librarians that we have experienced to cope with this horde of children has fortuitously come at just the period when we have many fewer people at the middle level of the professional age group than we have had in a long time. But this year the post-war generation will begin to turn twenty-one. Ten years from now, there will be forty million people in the United States in their twenties. Of that forty million, about fifteen million will have gone to college. They are going to have an enormous impact on all of our social institutions, including our libraries.

At the same time that we have been increasing this youthful population so greatly, we've been shoving the population around. Millions of Americans have been moving off the farms into the cities, and out of the cities into the suburbs; out of some south-central states and some middle-western states to both coasts; into the southeast and the southwest, in what is undoubtedly the greatest mass migration of population in history. This migration is producing all sorts of impacts on all of our institutions, including libraries.

But what may be an even more dynamic influence than this series of population changes is the impact of organized research on our lives. The dramatic results of organized massive attack on scientific problems in World War II, particularly in the discovery of atomic energy and the invention of the atomic bomb have led us in the post-World War II years to devote sums of from ten to fifteen billion dollars a year to scientific and technological research and development activities. For the first time in history, a society has devoted a major segment of its total resources to transforming itself, and has put these transformations immediately into effect in applications that reach through the whole society and affect everybody in it.

When scientists like Maxwell or Faraday or Lavoisier made their discoveries, generations might pass before they had any particular effect on the everyday life of the times. Today, when such a device as the transistor is discovered, within only three or four years the whole electronic industry is transformed by the introduction of this new technology.

One of the consequences of this enormous application of energy and resources and money and skill to research and development is, of course, a tremendous multiplication of the quantity of information published. The number of scientific journals has increased explosively as has the amount of scientific publication in book and monograph form.

But there are many other ways than the mere increase in the material to be dealt with in which this scientific revolution is affecting libraries. It means that we are an information-based society as no other one has ever been. Where a century or two ago our society was essentially agriculture-based, where in later times it could be described as coal and steel-based, today it is essentially information-based. The new industries consist not of great steam engines and smoking factories, but of quite simple buildings in which people transmute information and deal with it. Every occupation, every industry today floats on a river of scientific and technical knowledge.

Our swift scientific progress has also resulted in the rapid obsolescence of any given body of information. There was a time when a man got his medical education, or his engineering education, or his training as an economist and was essentially done with it. Though he might add to that information from time to time, his professional training was well-rounded when he finished his professional school. Certainly that is not the case today.

Information-Based Society

One result, of course, of this transformation of our society from an industrial or factory-based society to an information-based society, a revolution at least as important as the Industrial Revolution of the last century, has been an enormous increase in the quantity of formal education we give. Not only do people have to stay in school much longer. Not only do most youths finish high school now, but nearly half of the high-school graduating classes today go on to some form of further education — to college or to technical school of one sort or another. A very high proportion of college graduates is now going on to post-graduate school or professional school. And while they are in school, they study much more intensively and more broadly than ever before and demand a much greater variety of library services.

Now, this whole demand of our society, this absolute necessity of a constant flow of information to which everyone has access has, of course, produced enormous demands on librarians at every level. You cannot give the kind of elementary education we all demand today without a good school library. You certainly cannot give any kind of respectable high school education without an excellent high school library. The demands placed on college and university libraries today to meet the much broader curriculum than was offered a generation ago are enormous in every institution. These demands also reflect, of course, the enormously increased enrollment and the great increase in the number of institutions. Public libraries are having to deal with a citizenry which has much greater and more complex informational needs to carry on their daily lives than did citizens of an earlier day. The research libraries of major corporations have become an indispensable component of their operations — something that was hardly known a generation ago. On every front the demand for library services has become enormous.

From the attack on poverty and illiteracy at one extreme, to supporting the most advanced scientific research on the other, enormous problems are laid on libraries.

These problems have been accompanied by two kinds of difficulties, one in personnel and one in financial support. I mentioned the fact that the oscillation of generations, waves and troughs in the birth rate, have had the effect of producing a maximum demand for adult services to children and young people as teachers, as doctors, as nurses, as librarians, at precisely a time when the adult population and the younger professional group was at a low level. Moreover, it has produced that demand at a time when employment opportunities in private industry and in other areas of civil service have been at their maximum, so that there has been an acute shortage of trained persons not only in librarianship, but in education, medical and health services, and everywhere else. This has been one major limiting factor we must attack.

The other problem is financial. The economics of the service industries of the country is such that in a period when productivity in the nation is increasing rapidly, the cost of social services goes up radically. As long as the society remains prosperous, the cost of all social services is going to rise rapidly, and we need to brace ourselves for it.

One of the problems of schools and libraries has been that they are financed from tax resources that do not necessarily increase with the general productivity of the society. That is, they are mostly financed out of real estate taxes which are not elastic at all, or relatively inelastic tax resources like sales taxes. What we need, and what is essential, is to identify the type of social service cost which goes up rapidly as the gross national product goes up, and to tie it to sources of support that also increase as the gross national product increases. Almost the only source of support that answers to that, as a matter of fact, is the federal income tax. Hence, regardless of one's social philosophy, one of the things that is simply going to happen is that the proportion of the support of schools or libraries and of medical services coming from federal tax funds is going to continue to increase.

Now there are important social questions involved in how this happens. On the one hand, there is the tremendous social advantage that comes from local initiative, local guidance, and local control in these social services, and hence a need to devise means that can provide Federal support without Federal stifling, or straitjacketing of services of this sort. On the other hand, Federal funds can be a source, not of straitjacketing or denying local initiative; they can be a source for the stimulation of innovation, of change, and progress. How to manage the granting of Federal funds so that it avoids the danger of stifling local initiative, and on the other hand manages to take advantage of this opportunity to stimulate initiative by being fed into those areas in which progress is possible: this is one of the kinds of problems that the National Commission will be concerned with.

Public Support of Libraries

I think there is no question that the tremendous increase in public support at all levels — state, federal and local — that libraries have been experiencing will continue. The task of statesmanship will be to devise the most constructive and helpful ways to have it continued. But librarians and the library profession are going to have a corresponding kind of responsibility to answer to the increased support it will receive. One part of this responsibility, for example, is to make the most imaginative use of the new technology that is opening up to libraries. One needs to avoid, on the one hand, the sort of foolishness that has led some college trustees to feel that there was hardly any point in building a new college library since all knowledge would be imbedded in the memory cores of computers in a few years. Although it is necessary to avoid that extreme, one doesn't bury one's head in tradition and refuse to recognize the remarkable opportunities that the new technology may offer.

Librarians have something of a reputation which I think is not at all deserved, for being traditionalist, resistant to the introduction of new ideas. It was not the banks and the documentation companies and the super-duper government agencies that developed microfilm as a documentation device, it was libraries. It was not any of the newer documentalists groups that developed the basic concepts of subject headings and subject classification that are used by everybody who tries to control knowledge. Almost every major pioneering introduction of technology in information control in our society, as a matter of fact, has received its realistic applications first in libraries, and I have no reason to doubt that will continue to be the case. But the magnitude of the technical revolution before us is going to require the most imaginative thinking from the library profession that we have ever given. This will be a professional challenge at least as great as the evolution, around the turn of the century, of the basic cataloging codes and classification systems on which we all now rely.

A second major challenge that the profession is going to have to face is the manpower problem. I think there can be no question that we need a great many more library schools, and we will have to have the money to create and administer them, but we must also be much more flexible in our conception of levels of library training appropriate to various kinds of occupations in libraries. It is simply not going to be humanly possible to produce full-fledged fifth-year masters' degree graduates for every opening in libraries that will exist in the next decade. This problem is going to have to be dealt with in the way the similar problem in medicine and health services has been dealt with — by developing a whole spectrum of professional services, just as it runs down from a master surgeon to a nurse's aide in a hospital, with each trained for his or her own professional capacity. There is no doubt too, that we will need to re-examine the curricula of library schools in terms of the kinds of challenges that libraries are going to be facing in the next decade. For example, considerably more training will be needed in informational technology, and in areas such as social psychology.

Another challenge the profession is certainly going to have is developing really integrated patterns of service of the whole gamut of materials — printed, computer-based, audio-visual — that will be employed in all of our school and academic libraries. Another is solving the problem of cooperative relationship among educational libraries (those of schools and colleges) and public libraries, especially in large cities, and especially as more of the students enrolled in college are not residential students, but are living at home and using primarily public library resources for their studies.

One of the most challenging problems of all is making the library a meaningful institution to the disadvantaged residents of the ghettos of large cities. This is the same sort of problem that churches, schools, and all other social institutions are having to face: to redefine their functions, their concepts, their purposes in ways that provide a meaningful relationship to attacking this problem.

The profession itself, I think, needs to grow to a dignity, an imagination, a vitality, a stretching-out of endeavor that will correspond to the responsibilities that lie before it.

It seems to me that it is tremendously important that we accomplish both of these aims. First, our society should understand how seriously it needs libraries and provide the financial support they require, and secondly, the library profession should respond to this by a corresponding broadening and deepening of its own professional capacity.

A Liberating Institution

Everyone of the great technological developments and social developments in the field of communication during the past few centuries has progressively had the effect of increasing the range and influence of the communicator — of the speaker or the writer. The printing press, the mass circulation magazine and newspaper, radio, television, each of them in turn has enormously multiplied the audiences available to any one speaker, so that one person can now command simultaneously an audience of tens of millions of people. There has been a steady subjection of a larger and larger audience to a smaller and smaller number of speakers.

But where the television network's function is to deliver twenty million listeners to a speaker, the library's function is to deliver a million authors to a reader, if he wants them. It is the one of all of our social instruments that is at the user's, the listener's, the reader's command, rather than the speaker's command. It is the one of all of our media of communication that by and large is on your and my side, the individual's side. In a society that is almost overwhelmed by forces that compress, that unite, that bind, this is the one of our great institutions that individualizes and liberates. God bless it, and I hope our Commission can help it.

The Argument for Dewey

by Leslie R. Morris

I hope, during my brief talk, to outline to you why you should fight, not switch. I am against reclassification. I am against switching from Dewey to LC, or LC to Dewey. I will not argue that one is better than the other. My principle point is that if you can not find a better place to spend the enormous amounts of money required to reclassify your collection, yours is a very unusual library or you are a very unusual librarian.

One of the major points in favor of the LCC is that all LC cards have an LCC number that may be used without even being perused by a cataloger. You have the card with a number. The clerk begins to type. Sounds glorious. I am afraid that the system doesn't work quite that easily. In the Fall, 1967 issue of *Library Resources & Technical Services* there is an article by William Welsh, Associate Director of LC's Processing Dept., who is responsible for both classification systems; consequently he may be presumed to be unbiased:

“There are two aspects to the unquestioning use of the LC call numbers found on LC printed cards, expressed by one writer as ‘any title which has an LC card and LC classification number (i.e. ‘call number’?) could be handled by a clerk.’ Apart from any general departures from LC provisions decided on by the adopting library, it is evident from LC's practice in reclassification that as far as the class number proper is concerned the quoted observation could be accepted only for titles currently cataloged by the Library and not for the card stock as a whole, unless the library in question were prepared to accept the obvious consequence of placing material on the same subject in separate classes or even schedules, e.g., air transport in both T and H. As far as the author and book number parts of the notation are concerned, if the statement means that LC cards can be ‘dropped in’ the shelf list it should be borne in mind that as soon as any titles without LC call numbers are shelf-listed, the possibility exists that the library, even though following the LC book number system, may arrive at a call number that will duplicate one assigned later by the Library of Congress.”

In a letter to the editor of the *Library Journal*, Phyllis Richmond of the University of Rochester Library, not regarded as anti-LC, commented on this point in the following elliptical but vivid terms: “Think you can take the LC call number right off the card and use it without checking? Ha, ha.”

Some people collect coins, others stamps, still others antiques. I collect LC errors. I have an LC card with the hole punched at the top, another with the famous author Mark Twain used as a main entry and spelled C-L-E-M-E-N-T-S. I have many more. I have heard catalogers complain that the quality of the work done by the DDC people is inferior to that work done by the LCC people. The simple fact is that most librarians will recognize errors in the

DDC, but are not well trained enough to recognize these same errors in LCC. If you can use the LCC number directly from the card, you can use the DDC number directly from the card. Use the DDC with equal trust.

It is my feeling, without the benefit of a survey, that more libraries use DDC than LCC. It is also my feeling, that more books in this country are cataloged by the DDC than by the LCC. When we are just becoming standardized, why must we go off in another direction? Elementary school and high school libraries have improved immensely in the last 10 years. They will become, with the help of federal money, increasingly better in the next few years. As the new independent research methods are taught in grade schools and high schools, students will arrive at college with a pronounced familiarity with libraries and the DDC.

There aren't many school libraries using LCC. Students will graduate to public libraries largely cataloged by the DDC. Why insist on a 4 year break for LCC? Let's use the familiarity that people have and build on it. Do the patrons really care which system we use?

Sunk costs are the amounts of money already committed to a program. Add up all the money ever spent on classifying in your library, including the salaries of every classifier that ever worked for your library and the rent for the space that they used. When you have this enormous figure, explain to a layman why you are going to throw it out.

There have been complaints recently that both the gross number and the percent of DDC numbers on LC printed cards is falling. In rebuttal to that argument, I would like to read an official LC directive dated Oct. 13, 1967:

TITLES TO BE FORWARDED TO DECIMAL CLASSIFICATION OFFICE

I—All publications from all sources no matter what in English language, Danish language, Dutch language, Flemish language, French language, German language, Italian language, Norwegian language, Portuguese language, Spanish language, Swedish language except:

- PZ 1, 3, 4, 7
- Rare books

II—All titles of any date in any language received through Title 2 except:

- PZ 1, 3, 4, 7

III—All works published in U.S.A. in any language except:

- PZ 1, 3, 4, 7
- Rare books

This coverage seems quite complete to me, it is 99% of the books that most libraries buy and classify.

The DDC number on the 1967 printed cards is divided into segments. The official explanation of the segmentation by LC states:

“DC numbers on LC cards are now printed in from one to three segments. This new service will enable those libraries that find some DC notations excessively long for their purposes to cut the numbers meaningfully without assigning professional talent to the task, yet will enable those libraries that find detailed classification useful to pick up from the cards the full numbers provided by the latest unabridged edition of the Decimal Classification. It is one of the virtues of the DC's hierarchically expressive notation that any number of more than three digits can be reduced to any degree desired, with loss of precision but not of correctness. A work on damage to cherry trees by hail can be classed in 634.23914, 634.2391, 634.239, 634.23, 634.2, 634, depending on the degree of closeness in classification required. Each library makes its own decisions as to reduction, but the new service will suggest reasonable places in the notation at which libraries of various sizes may make their cuts.”

It will be more reliable to have a clerk copy DDC number than an LCC number. The clerk will be able to cut the number meaningfully.

Although not many titles require original classification, the problem does arise. Many monographic serials are classed together by LC, while your library may scatter them. Books cataloged by cooperating libraries are often

without classification. When the classifier gets down to work I feel sure that Dewey is cheaper, easier and therefore clearer to the patron. The lack of an overall index and necessary complications of LC make Dewey a better choice. Neither I nor anyone else, as far as I know, has done a comparative cost study on the relative costs of applying LCC or DC, but I have worked with both and feel that Dewey is easier and cheaper to apply.

LC Classifiers

How often I have looked at an LC card and wondered who in the world did this. Who are the classifiers at the Library of Congress? Are the workloads of the DC classifiers similar to the workloads of the LC classifiers? Are the rates of pay equal? The only way I could get an answer to these questions was by writing to LC. Following is part of the answer I received from the DDC office at LC:

“I want to assure you that the workloads of the Decimal classification specialists on the one hand and of the Library of Congress subject catalogers on the other are approximately equal. I can also assure you that the rates of pay are the same.

If one wants to be precise, some qualifications must be made with respect to training. There are far fewer DC classifiers than LC, although each group must cover the whole field of knowledge; consequently, each LC person is responsible for a much narrower segment, and is, therefore, likely to be somewhat more a subject specialist than are we. On the other hand, because of the need to acquire the subject specialization, the LC classifiers are recruited with less emphasis on graduate training in librarianship, and many of them have no library degrees, whereas the DC people all have graduate library degrees or are well on their way toward finishing the work for them.”

Will librarians tend to favor the library school trained Dewey classifiers more than the subject specialist LC classifiers?

As all informed librarians are aware, LC is driving forward into catalog card automation and hopefully, information retrieval. What are the futures of the two classification schemes on the machine readable tapes? LC has promised that neither classification will be neglected in any attempts at automation.

DDC has many faults, and these have been pointed out in library journals with amazing frequency in the last few months. However, LCC also has its flaws. LCC was never designed for adoption by other libraries and LC itself does not recommend itself over DDC. LCC has no combined index. With all the complaints about the index for the 17th edition of Dewey, how could classifiers get along without any combined index at all? There is no manual or directions for use of LC. In Leo LaMontagne's *American Library Classification*, Shoe String Press, the most authoritative book on LCC, LaMontagne says:

“The problem of revision and expansion is ever present, accentuated manifold by the bewildering developments which are taking place in this mid-twentieth century. Two of the earliest classes developed, the experimental Z (Bibliography and Library Science) and E-F (American History), need extensive revision and perhaps even replacement by new schedules which will more adequately reflect today's thinking and the experience gained in a half century of classifying and classification making.”

All is not perfection in the LCC garden. Crabgrass does grow there. However desperately LCC needs some general revisions, don't be led to believe that LCC does not make any changes. The changes in LCC are not compiled and suddenly burst upon the catalogers in a new edition. The changes are made day by day. In the three-year period from 1963 to 1966 LCC established 6,254 new numbers and changed 919. Dewey may seem to be a shaky foundation to build a collection on, but LCC has many geological faults of its own.

I wanted to know how other libraries were faring in their reclassification projects. One such published account in the Spring, 1967 *Library Resources and Technical Services* was of the University of Maryland.

“The reclassification of the collection on the College Park campus has been under way for nearly three years. During the past several months, procedures have been sufficiently standardized to permit one to discuss them and be reasonably sure that they will not have changed by the time he has finished talking. These, however, have been years of experimentation and change.”

It took three years to go from first gear to high. After three years the University of Maryland has gotten the cost down to \$5.77 per title or \$1.97 per volume.

It was originally planned to spend three years on reclassification. From the same article:

“At its present rate, the Project has another dozen years to run to completion. Costs will rise, trained staff will leave, and new staff will have to be trained — an expensive undertaking. In the meantime the collection is split, staff and patron must concern themselves with several locations, and the collection continues to grow.”

Conclusion

In conclusion, I want to say that if I were starting a new academic library I would use LCC. But I would think long and hard before changing classification schemes. To spend \$2.00 or even 50¢ per volume is a high price to pay to get some possible benefits. As long ago as the 16th century Richard Hooker said, “Change is not made without inconvenience, even from worse to better.”

We'd Rather Switch Than Fight

by William R. Pullen

On November 1, 1959, the Georgia State College Library adopted the Library of Congress Classification System for incoming new books and began the reclassification of the existing collection. Today, I should like to discuss why we decided to adopt the LC System and to reclassify, to describe briefly the procedures we used in the reclassification, and to evaluate the effectiveness of the LC System in our institution.

At that time, the College had some 93,500 volumes classified according to the Dewey System, plus approximately 17,000 volumes of unclassified bound periodicals which were arranged alphabetically by title.

The instructional and research programs of the College were expanding both horizontally and vertically at a very rapid rate. It was evident that the book collections would have to be developed rapidly until we had a true research library if we were to serve adequately the needs of the institution. It was in this setting, then, that our decisions were made.

The first consideration was whether or not we would adopt the new system. A number of factors entered into this decision:

1. The LC is a finer and more detailed classification system, and we felt that it would serve a research library better than the Dewey. As an illustration of this point, we took 10 titles in the collection which were classified under the Dewey number 326, interpreted as “SLAVERY”, and assigned LC numbers to them. We found that these 10 titles fell into eight separate LC categories as follows:
 - a. E 185—General Works on Negroes in the U.S.
 - b. E 441—General Work on Slavery in the U.S.
 - c. E 443—Slavery; Duties of Masters
 - d. E 449—General Works on History of Slavery in the U.S. during the Period of Abolition Agitation
 - e. E 450—Fugitive Slaves
 - f. HT 867—History of Slavery in Modern Times
 - g. HT 987—General Works on Slave Trade in Modern Times
 - h. HT 1162—Slavery in Great Britain or Colonies
2. The LC System is being continually revised and brought up-to-date by highly trained scholars so that you do not have the drastic periodical revisions which seem to plague catalogers with each edition of Dewey. For example, not too long after the assassination of President Kennedy, the Library of Congress had assigned a number for this. The library using Dewey had to wait until the next edition of Dewey.

3. The expandability of the LC System recommends itself to classifiers who have tried to cram new knowledge into the crowded schedules of Dewey. It should be noted that Melville Dewey invented his classification scheme a whole generation before the classifiers at the Library of Congress began to compile their scheme. The Dewey System is a classification of knowledge, not just a classification for books. The LC, on the other hand, is designed specifically for books. The committee at LC had 20 years to observe weaknesses in the Dewey System and to consider a more adequate scheme for dealing with a research collection. Because of this inadequacy in Dewey, you may find as many as 13 numbers following the decimal and generally longer and more involved Cutter numbers.
4. Finally, cost was a deciding factor. For all these titles for which we could obtain LC cards, we had the call number all prepared for us.

Factors Considered

The following factors were considered in our decision to reclassify the existing collection:

1. The convenience of the patron is, of course, self-evident, since he would have to cope with only one classification system.
2. The level of cataloging at our institution had been very low. The card catalog was incomplete, particularly in its indication of serials and series. Too often if the book and the LC card did not match, no effort had been made to adapt the card to the book. Cards for the tracings were not always made, and sometimes tracings were not indicated for cards which were made. Occasionally, the catalog card did not truly reflect the holdings of a particular title. In other words, considerable revision of the catalog and recataloging would have been necessary regardless of the decision to reclassify.
3. In addition to this, the major factor was that the books classified under the Dewey did not have unique or distinctive call numbers. The call number consisted of the class number on the top line and the name of the author on the second. It was evident that if we continued with the Dewey classification, it would have been necessary to add Cutter numbers to all of these existing books. This would have meant the handling of all the cards for each title and we felt that the cost of reclassification would actually be less than merely adding the Cutter numbers, since, as already pointed out, the Cutter numbers would be given for those volumes for which we had LC cards.

So, with these decisions made, on November 1, 1959, we began using the LC system of classification for all incoming new titles and added editions, and began our reclassification project. In the beginning we used the Dewey for the added copies and added volumes for serials which time would not permit us to reclassify. By the end of the second year, however, very few items were being added to the Dewey, except in the law category. (LC did not have a law schedule at that time.)

We accept LC cataloging and classification unless there is an obvious error. We, of course, at times may decide to classify a volume as a separate that LC has classified in a series, or vice-versa. In other words, we use the complete LC call number as given, unless the Cutter number might have already been used for another title given original cataloging by us.

In our reclassification we worked directly from the shelf. In this way we did not have to worry at the time about missing books or books charged out to patrons. If and when such books appeared on the shelf, we reclassified them. The books that could be handled in a day were collected from the shelf and taken to the Catalog Department. There the shelflist card was pulled and a "Cards Temporarily Out" slip was typed and filed in place of the main entry when all cards were pulled from the catalog. (Now we merely copy the shelflist card with the Thermofax.) The book with all its cards was then given to the cataloger. The cataloger examined the volume and either accepted the entries as correct and indicated a new call number, or rejected the entries, prepared new and correct ones, and indicated the new call number. The book was then ready for the usual final stages of preparation. We found that we could save considerable time by adopting certain short cuts. One of these was by marking through the Dewey call number on the book card with a magic marker and typing a new call number on another place at the top of the card. Another was by using pressure sensitive labels over the call number on the book pocket rather than removing the pocket and retyping it.

It has now been eight years since we adopted the LC system and began the reclassification. With this experience behind us, there are a number of questions which we can answer and some which we cannot. We can at least make observations on most questions.

Has the new system lived up to our expectations? We feel that it has. Knowing what we do now, we would definitely decide to adopt the LC—if we were faced with this decision today. Is the LC less costly than the Dewey? We feel that it is, although I cannot present statistics to support this statement. In the first place, I would hesitate to compare production figures in our Catalog Department before and after the change because of the previous low level of cataloging and because of the difference in the administration of the department. In like manner I would hesitate to compare our cataloging statistics with those of another library because of the many factors which might be involved. I can say, however, that it is not unusual for one of our semi-professionals to turn out between 50 and 60 titles with LC cards per day. We doubt that any of you using Dewey can make that statement. Also, we feel it stands to reason that a semi-professional using the LC system can handle a wider range of material than if he were using Dewey and had to classify some of the material himself. If you don't think this last is an important point, then you haven't tried to fill a professional cataloging vacancy lately. In stressing the semi-professional here, let me hasten to say that I am not one of those people who believes that the professional cataloger is becoming obsolete—extinct, perhaps, but not obsolete.

What has been the patron's reaction to the LC system? After a brief period of orientation the new student and faculty member can find their way around in it. We have had some complaints from faculty members, but some people will resist any change. The major complaint has been from a faculty member who wanted all the books even remotely connected with his field to be placed on a shelf together.

How far have we progressed with our reclassification? To begin with, our catalogers worked on this project through the years, as they had time over and above the cataloging of the incoming material. It was not until two years ago that we had additional personnel for this purpose. We now have only the 300's, or approximately 15,000 volumes left to reclassify.

What has been the unit cost on the reclassification? Again, I have no figures on this, since the reclassification and the recataloging have necessarily gone hand in hand and it has been impossible to keep the two statistics separately. Also, as I already mentioned, the same personnel who handled the current material also handled the reclassification.

Would it have been better to have had a special labor force for the reclassification, rather than the regular staff, as we did? We feel that ours was the best system for us, since it allowed a more even flow of material through the Catalog Department.

Conclusion

In summary, I should like to say the following to the people who are considering changing to the LC system and reclassifying: Find out, if you can, where your library is going; that is, to what size it will grow and of what nature the collection will be. If you feel you are going in the direction of a large collection of a research nature, you should seriously consider the change to the LC system for the following reasons:

1. It is a more detailed and finer classification system.
2. It does not have the drastic periodical revisions which are brought about with each new edition of Dewey.
3. Its expansiveness and timeliness will allow the addition of books more easily than the Dewey.
4. It is a less costly system to use.

Now the decision to reclassify, on the other hand, I feel is more difficult. The size of the existing collection certainly is to be a determining factor. Even had it not been for the two factors already mentioned; that is, the low level of cataloging and the lack of unique call numbers, I feel we would still have reclassified, since we had less than 100,000 volumes. Had we had a half million volumes instead, we might have decided to reclassify only part of them.

I must concede that two classification systems in use in one library are an inconvenience to the patron and the staff, but I should like to point out that two systems can be used. Also, I should like to point out that there is no time limit, other than inconvenience, on reclassification. I feel that we owe a great deal to the patron of today, but I also feel equally as much to our successors and the patron of tomorrow. When I leave my present position I will be able to

say with reference to the classification system that I have not dug the Georgia State College Library so deeply into a hole with a Dewey shovel that my successors will have a difficult time getting out.

Public Libraries and the Knowledge Explosion

by George M. Stephens

When we explore public library service we are talking about the heart of the state's education system, as the 1967 General Assembly recently affirmed.

After twelve years in public school, citizens in most North Carolina counties must turn for further learning during their remaining forty or fifty years to their public library. Moreover, when we talk education we are exploring North Carolina's major endeavor. Neither manufacturing, agriculture, nor service jobs outnumber the total number of workers in education.

Of our five million population, fully one citizen in four is at work in some form of education—student or teacher, trainee, or self-directed learner. Probably no state in the Union has such a high proportion of its citizens at work learning or teaching. And no form of industry yields such returns. Years invested in school and in college, as well as in most other learning programs, have the effect of doubling income for those who learn well in this age of rising technology.

When available tax funds are considered, North Carolina's education effort ranks high among the 50 states. And its schools show a good value for the taxpayer's money. Striving for a full generation to build statewide basic support for schools, we have risen to about two-thirds of the national average. North Carolina aims to provide in its schools training to learn how to prepare by further learning for today's better jobs. North Carolina invests over \$400 per pupil each year to operate its public schools. Considering the total income of our people and what they can spare for taxes, this is a heavy investment in each young citizen.

Once out of school, how much safeguarding of this investment does each new citizen have spent on him by a state so concerned with education to earn a better living? Approximately 16¢ per year, unless he is in a county favored with a college or a technical institute. Almost the only learning materials open to him in most counties are in public libraries, pitifully small and understaffed.

Now let us explore North Carolina's education beyond the twelve school years. Here is where we drop from the \$400-plus per student per year to sixteen cents for the citizen who must turn to public libraries for further learning materials and guidance. To meet the needs of our citizens facing today's knowledge explosion, \$3.50 per capita can be used for operating public library service as a realistic national standard.

Compared to this, where does North Carolina stand? At just barely one-third of this \$3.50 for each citizen, for library operating funds from all sources. For schools, we have passed the two-thirds level by national standards. For public libraries to continue this education, we have met only one-third the standard, and far below this in many counties. States with whom we would like to compete have three and four times the per capita library support we have. Twenty states show two or more times our per capita support.

North Carolina has followed for a generation the wise policy of basic statewide school support. But with libraries the inequalities are sad and surely unwise. From local sources my home library system gets \$1.94 per capita, while a neighboring county starves on 41 cents.

A saying of the good old days was "What you don't know doesn't hurt you". But in today's world of technology what we don't know hurts us terribly. Consider these stark facts:

In a nationwide ranking, North Carolina is about 40th in expenditures for education and 42nd in estimated teacher salaries. In library operating funds per capita latest available figures place us about fortieth. Does this undernourished state of knowledge hurt us? Well, the 1965 total income per capita list ranks us 44th. The industrial hourly wage rate rank was even lower.

Thus the angel of a fuller life is not sparing our first-born, or our second or third — and will not until we relieve the appalling famine on knowledge resources in most of our 100 counties.

Seeking a way out, we can find on two pages of our recent history a beacon to guide us. Half a century ago Tar Heel roads were a sorry patchwork. Like the journey through life today for many, a journey across the state was on roads depending upon local taxes for maintenance. Then as a state we got the facts, formulated a practical financial plan, and became a model for good roads. Half a century ago our public schools were a pathetic patchwork. Into the jaws of the depression of the thirties we marched, resolved to build a soundly financed statewide school system. And we have. The sound tax source and the statewide quality of staff have done this. Three more hopeful vistas can be raised in the form of questions:

1. Is it realized that in counties which have pushed library service near national standards the people do use this as the heart of our public education system? Registered library borrowers appear to outnumber the families with children in public school, and hours of library use show ten times the average use in poorly supported libraries.
2. Is it realized that by adding to public library support only one percent of the state's total budget for public education, that the quality of books and library service can soon be doubled?
3. Is it realized that for the first time in history our General Assembly has shown its concern by authorizing a Legislative Commission to study library support? Here lies the knowledge and the leadership to grasp the opportunity to work as a team with the Governor's Commission on Study of Public Schools, and with the Commission on Local Government.

The education bandwagon is rolling. I have been heard to say, "Let's get on it". I now change my admonition to "Let's get out and push".

Conference Photographs

[Photograph: Academic Librarians — Members of the Resources and Technical Services and College and University Libraries sections of NCLA held a joint session at the October conference. Major speakers were Leslie R. Morris, head cataloger, East Stroudsburg State College (Pennsylvania), and William Pullen, director, Georgia State College Library, Atlanta. Shown left to right: Morris, Doralyn J. Hickey, president of Resources and Technical Services section, Pullen, and Merrill G. Berthrong, president of the College and University Libraries section.]

[Photograph: Librarians and Trustees — This quartet participated in a panel at a joint session of the Association of Library Trustees and Public Libraries Section October 27. From left to right: James D. Blount, Jr. of Rockingham, and George M. Stephens of Asheville, both trustees; state librarian Philip S. Ogilvie of Raleigh, and Charlotte librarian Hoyt R. Galvin. The fifth panelist — David Stick — was absent when this photo was taken.]

[Photograph: Ex-Dean and Successor — Principal speaker at the first general session of the conference was Dr. Walter A. Sedelow, dean, School of Library Science, UNC at Chapel Hill, who attended his first NCLA conference. Shown above with Dean Sedelow is Margaret Kalp, faculty member and acting dean of the School of Library Science until Dr. Sedelow's appointment in 1967.]

[Photograph: Book Dealer-Librarian Confab — The future of libraries might well be the subject under discussion by the two men shown above. Author and book dealer David Stick (left) of Kitty Hawk confers with Ray L. Carpenter (right) of the UNC-CH School of Library Science between conference sessions. Stick was a panelist at the joint meeting of the Association of Library Trustees and the Public Libraries Section.]

Modern Library Service for 5,000,000 Citizens

by David Stick

North Carolina is plagued by a mass epidemic of functional illiteracy — the inability of hundreds of thousands 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 which we sometimes prefer to overlook when we brag about the prevailing climate of progress in North Carolina. I refer to (a) Our high percentage of school drop-outs, (b) Our even higher percentage of military rejections, and (c) Our distressingly low per capita income.

Is there a cure for this mass epidemic of functional illiteracy? Or are the sceptics 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 sceptics 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” or “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.

By now have you seen through my strategy? Is it now clear that I am trying my best to rouse your anger, smother your pride, and prick your ire? And do you yet know why? It is because you are librarians and library trustees, and your libraries almost without exception have not coped with the demands of the declining decades of nineteenth century North Carolina. More important, as librarians and trustees you form the nucleus of a small hard core of library supporters who not only have not been doing the job, but are incapable of doing it — unless and until you become angry enough, and ashamed enough and aroused enough to go back home and start fighting for the kind of library and library services which are already providing the cure of knowledge in other communities in other states.

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 school drop-outs, and 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 competent assistance in finding almost anything you want to know, and the post-war 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 loan you the textbook and study aids. In short, the modern library is truly “The People's University”.

Unfortunately, in the great majority of our North Carolina communities, the modern library is nothing more than a dream locked in a librarian's mind, and in cities, towns, and counties throughout this great state the libraries — your libraries — still are little more than 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 our more than 330 public libraries add up to approximately one book for each of our nearly five million residents. If you eliminate the old encyclopedias, the obsolete reference books, and the other old dog-eared volumes there would be only half a book for each citizen.

Though income of public libraries has more than doubled during the past ten years, the average 1966 per capita income of \$1.31 is less than half the amount considered necessary to provide adequate modern library service.

Through determined effort on the part of a relatively few individuals, new libraries are being built annually; yet the need for additional new libraries, and expansion of existing facilities, increases at an even greater pace.

The failure to attract an appreciable number of young 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.

The Downs Report

North Carolinians have an excellent guidebook for public library improvement in the Downs Report on Resources of North Carolina Libraries. As a member of the Governor's Commission on Library Resources I was privileged to have a hand in preparing 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 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’.”

Less than three years after these recommendations were prepared they are being implemented.

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 Association of Library Trustees, which sponsored it initially, and the North Carolina Library Association, which provided funds for its organizational expenses.

In addition, at the request of the Association of Library Trustees and other concerned groups and individuals, the 1967 General Assembly created a five-member “Legislative Commission to Study Library Support in the State of North Carolina, particularly as regards the financing of Public Libraries, and to make recommendations to the General Assembly of 1969.” These are major steps toward providing modern libraries and modern library service for all North Carolinians.

As chairman of the Legislative Commission to Study Library Support, however, I would be remiss if I did not offer words of caution and clarification. The fact that North Carolinians for Better Libraries has a voting member in your county does not mean that some layman has relieved you librarians and trustees of your responsibility in this matter of educating the public on the current status of your library and on what must be done locally to make it 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 your 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 solving 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, good examples being right here in Charlotte and Mecklenburg County, where there has been a valiant and continuing effort to provide modern library services, and my own little county of Dare, with the highest per capita local expenditure for libraries of any county in the state. In many other counties and cities, however, there has been a marked reluctance on the part of local governing bodies 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.

Obviously the Legislative Commission to Study Library Support, created by the North Carolina General Assembly, will be looking closely at the responsibility of the state in this connection. But lest some of you are already entertaining thoughts that the state is now going to take over your local financial responsibilities, I want to emphasize my belief that the Legislative Commission must also work closely with the North Carolina Association of County Commissioners and the North Carolina League of Municipalities as well as with library groups such as yours, and agencies of the Federal Government, in the hope that it can come up with a workable, acceptable, and understandable formula for local-state-federal financing of our public library program.

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. In the final analysis it is largely up to you — the public librarians and the library trustees — to spread the facts, generate the interest, and lead the fight for modern library services in your home towns.

New Vistas for School Libraries

by Jane S. Howell

In 1966 the State Department of Public Instruction initiated the Demonstration School Libraries Project as one of the activities undertaken under ESEA Title II. The purpose of the project was to supplement library funds with a special allotment in order to enlarge collections for libraries in all media of learning, including books and audio-visual materials.

Superintendents and supervisors were asked to apply for the appropriations. As a result of applications and careful screening, ten schools at three levels were chosen. Selections were made on the basis of existing programs, probabilities of expansion, potential for growth, and accessibility to other schools and communities for observation by interested citizens and school personnel.

Miss Cora Paul Bomar, Director of Educational Media and ESEA II, had done an excellent job of challenging librarians throughout the state with the possibilities and opportunities for establishing a materials center in their schools. As a result, it was with great anticipation and the desire to see what could be done that librarians of the ten schools began the two-year program.

Administrators, supervisors, principals, faculty members, P.T.A., civic organizations, and interested citizens as well as students helped to launch a program that has, in many situations, opened a new world of learning with the materials center as the focal point of newer media.

Careful planning and direction at the state level with guidelines from the Federal offices have been provided by both Miss Bomar and David Hunsucker, State Library Supervisor.

An important phase of the program has been the publicity. This has been done through the medium of talks, announcements, and visuals presented to civic organizations, teacher groups, principals, advisory councils, boards of education, parent groups, and students, individually and in class groups and organizations.

The newspapers have been cooperative and helpful. Daily newspapers, periodicals, and professional journals have given emphasis to the program. Radio and television stations have been a valuable means of communication.

Brochures published at the state level and from local school systems have been auxiliary avenues of reaching the various school systems and presenting the purposes and programs of the various materials centers.

Teacher involvement is one of the most significant aspects of the project. An awareness of broader experiences of learning and teaching enrichment has come about in many instances. Teachers are happy to share in selection of books and materials. Their knowledge of the curriculum and their understanding of the needs of the children according to individual levels of maturity make their help indispensable. Faculty meetings, grade level meetings, and meetings with department heads help in projecting the purpose of the program and the role of the teacher in the various units. As materials have grown, equipment becomes more varied, services expand and interest increases. In-service workshops are increasing, in many situations at the request of the teacher.

As the project has grown, so has the pupil participation and interest grown. An awareness that the project is for them — the books and other materials are for their use — has stimulated enthusiasm. Reports need no longer be just note-taking from one reference source, but can be a transparency, tape, sound-strip, or other media. Visitors come and pupils take pride in showing their materials center, demonstrating the use of materials and equipment, or taking them to the classroom to see how it is done. Students are the best publicity agents. As a result, parents want to come, tour, and help with the program. Volunteers for conducting tours, providing art exhibits, setting up forums, obtaining additional furnishings, equipment, or that special “objet d'art,” have come about as a result of librarian, teacher, pupil, and parent communication and understanding.

A survey of the projects was made at the end of the first year. Mrs. Jackie Morris, who conducted the survey, found that teacher participation and pupil use had been outstanding. The foundation has been laid by the first ten schools participating in the projects. Fifteen additional schools were selected in 1967. As the number increases and the project grows this may be the significant service and new dimension in “education on the move.”

Charles W. Chesnutt: Tar Heel and Southern Author

by Julian D. Mason, Jr.

This article is a considerably abbreviated and slightly adapted version of a paper entitled “Charles W. Chesnutt As Southern Author,” read first at the Southeastern American Studies Association meeting held at the meeting of the South Atlantic Modern Language Association in Charlotte, Nov. 12, 1966, subsequently printed in the Spring 1967 issue of The Mississippi Quarterly, and then read in slightly adapted form, but in full length, before the luncheon of Beta Phi Mu Fraternity Oct. 26, 1967, at the conference of the North Carolina Library Association in Charlotte.

It is not my purpose to contend that Charles W. Chesnutt was a great writer who deserves our persistent attention and high acclaim. It is clear to all that Chesnutt's place is among the second rank of American prose writers, even though his best work admirably rewards one's attention and received substantial and encouraging praise from respected critics of his own times. Instead, my purpose is to call attention to the curious fact that Chesnutt is very seldom treated as a Southern writer and, by focusing on his “Southernness,” to contend that such a situation inappropriately does a disservice to Chesnutt, to his fiction and its concerns, to the South, and to the integrity and accuracy of histories of Southern literature.

Ironically, Chesnutt has been included in many of the accounts of North Carolina writing even though he has usually been omitted in accounts of Southern writing which do include others whose works are less distinguished; and the State of North Carolina has erected an historical marker honoring him in Cumberland County.

Chesnutt's mother and father were both North Carolinians who had moved to the then Northwest in 1856 in order to escape the oppressiveness of the Southern slavery system. Therefore, Charles' birthplace in 1858 was not the South,

but Cleveland, Ohio. However, after the Civil War, Charles' father felt a strong pull to return to Fayetteville, North Carolina, where Charles' grandfather still lived; and the Chesnutts did move back to Fayetteville in 1866. So for seventeen years, from 1866, when he was eight years old, until 1883, when he was twenty-five, Charles W. Chesnutt lived in the South, growing up, serving his apprenticeship years of life, going to school, working, marrying, and beginning a family. During these important, formative years Chesnutt sank deep roots into the South, roots which were to live and to nourish his ambition, concerns, spirit, conscience, manners, his understanding of life, and (most important here) his writing for the rest of his life.

However, it is important to remember that the experiences of this particular young Southerner were distinctly different from those of most other young Southerners who were to become writers, for he was a Negro and these were the days of Reconstruction. It is also important to remember that these experiences did not keep Chesnutt from developing a deep and very real love and respect for the South and its best aspects, a love and respect which therefore even demanded of him that he use his abilities and the understanding gained from his particular experiences to do what he could to try to help the South.

From the biography which Helen Chesnutt wrote of her father, we learn a good bit about his experiences as a young man in North Carolina and how these affected him.

She reports: "Charles was learning all that could be taught him in . . . School. After school he helped his father in the store . . . and reflected upon everything he heard. The store was the natural meeting place for all the people of the neighborhood."

Young Charles not only absorbed such raw materials for his future fiction, but his eager mind also devoured all the books and formal instruction he could obtain, early giving rise to dissatisfaction with what was available to him in this regard in North Carolina, which would ultimately lead him to move from the South in search of better opportunities and less restricted cultivation for both himself and his family. However, long before that difficult decision was forced upon him, at age fourteen Chesnutt began helping to teach in the Howard School in Fayetteville; and at fifteen, he moved to Charlotte, where he taught and became principal of a school, also teaching in surrounding North and South Carolina counties during the summer months. After three years in Charlotte, he returned to Fayetteville to take a position in the new Normal School which the state had just established to train teachers for colored schools. While there, he married one of his fellow teachers; and soon his old ambitions and frustrations, abetted by his new family responsibilities, burned stronger than ever.

However, his firm intention to leave was postponed by his becoming principal of the Normal School, a post which he held until, at the end of the spring term of 1883, he found that he could finally take shorthand at the rate of 200 words per minute and should be able to use this self-taught skill to support a family well while he attempted more literary pursuits in his spare time. Taking his fate in his hands, Chesnutt resigned as principal and left for New York, soon moving on to Cleveland, the city of his birth, where he began to establish himself and where his small family joined him almost a full year after he had set out from Fayetteville. He was to live in Cleveland until his death in 1932, constantly enhancing a well deserved reputation as stenographer, author, court reporter, lawyer, interested and prominent citizen, and model husband, father, and host. Here he was able to enjoy the greater degree of freedom, equality, and cultivation which had not been possible for him in the South.

However, Chesnutt remained in touch with the South through correspondence, reading, visitors, and a few visits there; and he remained in touch because he wanted to. There can be no doubt that he had strong opinions about the South and the Negro which he felt to be quite personal and which he tried to keep up-to-date so that they could be used in any way possible to help to improve the situation in the South. He was always delighted to make the acquaintance of or to have a compliment from other Southern writers who were also interested in a more realistic and/or critical presentation of the South, and especially of the Southern Negro.

Chesnutt's second Atlantic Monthly story, in 1888, attracted the favorable attention of George Washington Cable, with whom Chesnutt shared many convictions and interests. Their correspondence and friendship flourished, and Chesnutt offered his assistance in the work of the Open Letter Club, a project of a number of Southerners to help the race situation by making more readily available various clarifying "information of every sort, and from every direction, valuable to the moral, intellectual, and material interests of the South." Cable encouraged Chesnutt in writing fiction and offered him good advice and criticism.

Another Southern man of letters who encouraged and helped Chesnutt very much was Walter Hines Page, who also felt a sympathetic interest in what Chesnutt was trying to do. Page's position with Houghton, Mifflin and Company was several times beneficial to Chesnutt's early literary career as he submitted stories for *The Atlantic Monthly* and proposals and copy for books; but Page helped only when he deemed the quality of the work submitted justified his doing so, often offering good editorial and critical advice. Chesnutt was delighted to learn eventually of Page's having been reared very near the site of his own boyhood and the setting of most of Chesnutt's fiction and of their having mutual concerns about, understandings of, and interests in the South. It was Page who passed on to a grateful Chesnutt, James Lane Allen's praise of one of his stories. Throughout Chesnutt's career as writer of fiction, Page was his always interested and helpful friend.

Chesnutt consciously wrote stories of the South which he intended to be more realistic and better than those of others using similar subject matter, and he purposefully dealt with topics regarding the race problem in the South, such as miscegenation, which he felt other Southern writers were avoiding or were mistreating. If he could not write realistically, he preferred not to write at all; and what he knew best was the South.

When he was fourteen, Chesnutt wrote his first story, which was published in a small Negro weekly newspaper; and the urge to write was whetted as he became more aware of what others were doing in the field of fiction concerning the South and the Negro. His journal entry for March 16, 1880, concerned Albion W. Tourgée, also a native of Ohio, who had become a Superior Court Judge in North Carolina during the Reconstruction period. The entry read in part:

Now, Judge Tourgée's book [A Fool's Errand] is about the South — the manners, customs, modes of thought, etc., which are prevalent in this section of the country. Judge Tourgée is a northern man who has lived in the South since the war, until recently. He knows a great deal about the politics, history, and laws of the South. He is a close observer of men and things, and has exercised this faculty of observation upon the character of the southern people. Nearly all of his stories are more or less about colored people, and this very feature is one source of their popularity . . . And if Judge Tourgée, with his necessarily limited intercourse with colored people, and with his limited stay in the South, can write such interesting descriptions, such vivid pictures of southern life and character as to make himself rich and famous, why could not a colored man, . . . if he possessed the same ability, write as good a book about the South as Judge Tourgée has written?

A few months later, when he made his journal entry for May 29, 1880, he began: "I think I must write a book." That same entry spoke not only of using Southern materials gathered from his rich experience of living in the South, but also of a purpose for his writing which showed his concern for improving the South and all her people, including both colored and white.

Chesnutt's first real break as a writer came with the acceptance in 1885 of one of his stories for publication by the new McClure newspaper syndicate, the first in the United States, providing publication in New Haven, Boston, Cleveland, Chicago, and Pittsburgh. From this point on, he was to publish at least forty stories and many articles in over twenty different magazines and newspapers, including *The Atlantic Monthly*, *The Overland Monthly*, *The Outlook*, *Family Fiction*, *Puck*, *The Critic*, and *The Southern Workman*. The majority of both his stories and his articles dealt with Southern subject matter and Southern concerns. Even though his periodical publications gave Chesnutt his first national attention as a writer and continued to be of importance, it is through his five books of fiction that I want especially to focus on him as a Southern writer.

Chesnutt's first book, *The Conjure Woman*, was published by Houghton, Mifflin in 1899. All seven of the stories in the book have a Southern setting and use Southern materials in depth. Indeed, they are nothing, if not Southern. All of them are told in dialect by Uncle Julius, a former slave who uses his stories of conjuring among the Negroes around antebellum Patesville, North Carolina (based on Fayetteville), to help achieve his own desires or to enforce his contentions. However, each of his stories is enclosed in an envelope structure by which it comes to the reader through a Northerner who has moved to and has bought the old plantation where Julius had worked as a slave and where he still lives after the war has given him his freedom. Through the comments of the Northerner we also occasionally get his views on the South.

Walter Hines Page was not surprised at the success of the book, for he had earlier written to Chesnutt of the conjure stories: ". . . I know of nothing so good of their kind anywhere." In fact, in retrospect they seem to have been almost too successful, and Chesnutt is known too often by these stories alone. The fact that this was the only one of Chesnutt's books to be republished (in 1929) until this year and that these are the stories that are usually used for anthologies of local color material (when Chesnutt is represented at all) have helped to lead too many people into a

somewhat flippant and wrong evaluation of Chesnut's fiction. It is true that his first fame came from these and that his interest in them and their subject matter continued (as witness his article in *Modern Culture* in May, 1901, on "Superstitions and Folk-Lore of the South"). However, his fiction progressed from the conjure stories to something better and more worthy of consideration.

Chesnut's second book of fiction was another collection of stories, published in 1899 as *The Wife of His Youth and Other Stories of the Color Line*. Chesnut had already shown his interest in the problems of the Negroes of obviously mixed blood, especially those of very light color (as he was himself); and he thought their problems to be very complex and full of pathos for both the Negro and the non-Negro. All of the stories of his new book dealt in one way or another with such problems of the color line; and although only six of the nine stories have definitely Southern settings, all but one deal with problems clearly identified by Chesnut as having their roots in the Negro's unfortunate situation in the society of the South.

Most Southern reviews did not favor the book. However, they were more than offset by the many favorable reviews, which usually especially praised Chesnut's skillful presentation of the Negro in other than primarily comic or pathetic stereotypes and his making his Negro characters of real interest as human beings. Foremost among the critical pieces praising Chesnut was that of William Dean Howells in *The Atlantic Monthly* of May, 1900, in which Howells gave high praise to the realistic aspects of Chesnut's fiction, pointing out that he was doing so not because Chesnut was Negro, but because he was a good writer.

The House Behind the Cedars, Chesnut's first novel, was published by Houghton, Mifflin in 1900. In this novel Chesnut once more focused on the fictional Patesville, North Carolina; but this book dealt with the problems of the South in a much more realistic and straightforward manner than had the conjure stories set in the same locale. The subject of the book is the difficulties brought about by miscegenation for its sibling products, John and Rena Walden, the children of a colored woman and a wealthy and cultured white man, who had good intentions toward his children but who died before carrying them out. Walter Hines Page knew well the area of the North Carolina setting of the story and wrote to Chesnut: "I congratulate you on the local color and the accuracy of your description of the town and country. You seem to have caught the very spirit of the whole community. Then, too, the story of Rena herself is most admirably and dramatically unfolded."

Chesnut's next novel was definitely the direct result of his strong and quite personal interest in what had been taking place in North Carolina, and especially in the race riot in Wilmington in 1898. Chesnut received information about the Wilmington troubles in letters from friends and relatives who lived there. In addition, during a Southern reading and lecturing tour in February, 1901, Chesnut visited Charlotte, Fayetteville, and Wilmington, where he gathered more information for the novel he had already begun with the expressed hope of helping the position of the Negro in the South.

The Marrow of Tradition was published in October. It is a story which much more than Chesnut's previous books put the white light of his criticism directly and strongly on the Southern white populace of the times. In this book the focus is more interracial. Its setting is contemporary Wellington, a thinly disguised Wilmington; and the main characters are white, with a focus on them because of their misguided attitudes and actions toward their fellow citizens who are colored, especially a well educated Negro doctor and his family. The simmering cauldron of Wellington is finally brought to a tragic boil by a political situation made intense by the fact that the Negro population outnumbers the white. The majority of the reviews in this country and abroad were favorable; and some saw the novel as a modern *Uncle Tom's Cabin* in importance, pointing out its realistically treating head-on a new subject for fiction, the problems of the cultivated Negro in the South.

However, the controversy stirred up by *The Marrow of Tradition*, especially among Southern reviewers, probably generated more heat than light. Therefore, it is not surprising that Chesnut's next book was rather different — just as concerned for the South, but less intense and harsh, and not only revealing problems, but also proposing solutions for them. This last book, his fifth volume of fiction and his third novel, was *The Colonel's Dream*. Chesnut had been disillusioned about the South's apparent lack of progress, but he still had faith in and hope for the land of his youth, as is reflected in the dedication for what was to be his last book.

To the great number of those who are seeking, in whatever manner or degree, from near at hand or far away, to bring the forces of enlightenment to bear upon the vexed problems which harass the South, this volume is inscribed, with the hope that it may contribute to the same good end.

If there be nothing new between the covers, neither is love new, nor faith, nor hope, nor disappointment, nor sorrow. Yet life is not the less worth living because of any of these, nor has any man truly lived until he has tasted of them all.

This could also stand as a summary dedication to Chesnutt's whole literary career. Note that the focus is on the South and its people as a whole, not just on the Southern Negro.

Walter Hines Page had left Houghton, Mifflin and Company to help form Doubleday, Page and Company; and he actively sought Chesnutt's new book for his firm, which published it in September, 1905. Chesnutt was realistic enough to know that social and economic changes require not only effort and will, but also time. This novel is about a dream which for the moment fails — that is, within the plot of the novel; but by posing it, Chesnutt was suggesting a practical and desirable dream for the future of the South also. The setting is again southeastern North Carolina, but in a different community this time, which he called Clarendon and which was also patterned after Fayetteville. Chesnutt's approach to the problem of Clarendon is forthright and economically sound, but it is also loving and sentimental. Again all of the major characters are white, and Chesnutt is just as much concerned about them and their places in the South as he is about the Negro characters in the novel. Unfortunately, Colonel French finds that his sound analysis and willingness to invest his own energy and capital in Clarendon are not enough to bring his admirable dream to fruition, because he cannot dispel the greed and prejudice which keep alive there various socio-economic evils. Although the Colonel finally abandons Clarendon in disillusionment, Chesnutt ends the novel with hope for the future.

I believe that this novel, more than any other of Chesnutt's fiction, shows his love and genuine concern for the South and her people. Especially good are its backward glimpses of the old, but non-plantation, South and Chesnutt's thorough understanding of the economic plight of the entire region around Clarendon (that is, of the non-urban South at the turn of the century). However, the Southern reviewers lambasted Chesnutt again, as if the sting of *The Marrow of Tradition* had infected them too much to allow any praise of Chesnutt's work. He was not being heard by those whom he most wanted to reach, and he virtually ended his literary career.

I believe that Chesnutt deserves the honorable label of “Southern Writer” because of his biography, his concerns, his intentions, the things which influenced and motivated him most, his subject matter, and his writings themselves, especially his five books of fiction, and among them especially his three novels. Chesnutt was not a major writer, but why has he not been claimed by the South along with the many even less illustrious Southern writers who have been claimed, including some with fewer reasons to be called Southern than his? There are probably many answers to that question, but among them must certainly be his race and the realistic and critical boldness of most of his subject matter in the eyes of much of the South, despite the benevolent intentions behind it. At any rate, the fact remains that he has been so ignored, except for an occasional inclusion here and there, and then usually only as one whose conjure stories show some North Carolina folklore and local-color, never with emphasis on his novels or whole career.

I have not put my emphasis on Chesnutt the leader in a national cause, the realistic writer per se, the outstanding American citizen, the delightful human being, all of which the record shows him to have been; but I have emphasized Chesnutt the North Carolinian and Southern writer, which the record also shows him to have been. I believe that he was a Southern writer in the best sense of that term — one concerned for the South, and not one merely exploiting it. In that regard I know of the works of no other author which Chesnutt's works remind me of more than those of William Faulkner — not in quality, breadth of scope, or method, but in intention, concern, and boldness of theme. There is cause to, and we should, claim Chesnutt as a Southern writer — not to limit him, but to understand him even better.

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1. Chesnutt, Helen M. Charles Waddell Chesnutt: Pioneer of the Color Line. Chapel Hill, N.C., 1952. (Primary source of biographical material concerning Chesnutt.)
2. Quoted in Helen Chesnutt, p. 43.
3. Helen Chesnutt, pp. 19-20.
4. *Ibid.*, p. 21.
5. Helen Chesnutt, p. 92.

Preserving the Past for Future Generations

by Nancy Roberts

I feel that it is a singular privilege to be invited to talk to you today. Not only have I been told that this is a most stimulating group, but I believe this group has the potential to be highly influential in the development of our state's human resources. We are often told of the importance of school and home to the future citizens of North Carolina. I think our librarians should certainly be included along with these two influences.

Some of you are interested in library administration, some in the field of reference material, others in book selection. The importance of all three fields in developing good libraries is so interrelated that I hope I can make at least a few comments encompassing the role of each.

In doing our North Carolina books, my husband and I owe a great debt to those of you who are in reference work. Your help on innumerable occasions has led me to the discovery of North Carolina folklore sources such as the Frank C. Brown collection, the WPA Writers' Project material, and many other resources. However, I do not plan to enumerate a list of folklore sources with which you are far more familiar than I. I can only say that your enthusiasm and help in tracking down background material has been invaluable to me on countless occasions and that without your help my own books could not have been written.

I am sure that your guidance has also successfully led thousands of other library users down trails of intellectual exploration. While the facts you are daily engaged in finding for these people may never reach publication, there is no way of estimating the personal help and enrichment you are in a position to give.

Those of you who plan a career in administration, I think, have a real challenge before you. It is not only the challenge of finding personnel who share your desire that the library serve the general public as well as writers and researchers, but in order to operate with as small a staff as some of our libraries have, you have decisions to make on how to arrange library material so that the person coming to your library will be better able to find what they are seeking without assistance.

For example, in doing reading on retardation, I have often wished that there might be several clearly marked shelves devoted to this subject as I know how many parents and relatives of these children are interested in this field. Sometimes these books are so scattered that the average person experiences real difficulty in finding them. Without doubt there is much overlapping in the material some of these books cover and a variety of classification possibilities. However, as my husband keeps saying to me in our work, "Don't give me problems, give me solutions". I think it is all too easy to run our libraries for the librarian just as we have heard that our hospitals are run for the doctors and nurses rather than the patients. Undoubtedly, running a truly successful library will require an administrative staff which is both flexible and imaginative.

Acquisition of Visual Aids

I think the need for this flexibility is particularly necessary in the area of library acquisitions. A relatively unexplored acquisition area for most libraries is the field of photo files and negatives. Although we are living in a period in which visual education is given ever increasing importance, most of our libraries are going to wake up twenty years from now to the fact that they have no photographic record of their area as it looked in years past. Historic homes and public buildings are torn down and replaced, presidents and vice-presidents as well as other history-making people pay visits to our communities, but all too frequently no systematic effort is made to keep a photographic record. How valuable it would have been, for example, if Brady had been here in Charlotte to photograph the last meeting of the Confederate Cabinet or take pictures of some of the figures of the day as they gathered on the street to talk following the news of Lincoln's assassination and the negatives had been preserved.

My husband is extremely grateful, now, that he had the privilege of covering President Kennedy's campaign tour through Charlotte and that these negatives are in our files. Actually, these negatives should be carefully preserved for future generations in a collection at one of our libraries.

For a library wishing to begin a collection like this, the finest source of photographic material is generally the local newspaper which, instead of periodically discarding their negative and print files, could contribute these files to the library. Naturally, this material would have to be screened carefully by a library staff member with the ability to make decisions on the basis of future historic significance as to what pictures and negatives should be kept. This would require a person with a broad knowledge of our times. Klan meetings, for example, will some day become a thing of the past. One library we know of is busily engaged in collecting all of the Klan literature and pictures they can find.

The importance to me of this visual record has probably been brought home even more by my husband's work as a magazine photographer and book illustrator. For example, on an assignment for LOOK, he did a picture story on the training of the first VISTA Volunteers. This first VISTA group was trained right here in North Carolina, but I know of no library which has a visual record of it.

Although my own background before my marriage had been primarily with word books, our venture into books which were a combination of both words and pictures has sold me on what a rich experience for the reader this blend of words and pictures can become. National publishers such as American Heritage, McGraw-Hill, and Time-Life Books are utilizing this concept more and more. My own knowledge of the development of our state was certainly enhanced considerably by my husband's book *The Face of North Carolina*. Somehow the blend of pictures and text left me with a more complete idea of how our state developed than any history text alone.

Naturally, picture books should be purchased by a library with somewhat the same criteria as word books. It is my opinion that too much art for art's sake has resulted in an abundance of high priced picture books which many bookstores are forced to mark down for their sales. A picture book or a book which is a blend of words and pictures has no less responsibility to communicate than any word book, and on the whole, should be selected on this basis.

This is not to discourage the selection of beautiful books, but I am thoroughly aware that most libraries have a limited budget which they wish to spend as wisely as possible. Happily, picture books are no longer as expensive to produce as they once were, thus making them more readily available to all of us.

In summation, I might say that I think every good librarian must look outside the doors of his own library at the methods of communication and teaching as the multi-media approach makes its impact on our society.

In closing, I think every librarian should be concerned about two things: the past and the future. The present is passing and everything that is today is a result of what was said and planned and done by men yesterday. Everything that will be in the future must be planned today.

When a hundred years from now a child at the John F. Kennedy Library actually sees and hears President Kennedy say "Ask not what your country can do for you, but what you can do for your country," he will, in the library of the future, have in a sense met the man — seen his face and heard his voice, not just read words.

Would that today we could show our young readers the real Jefferson or Lincoln. But this is not our task. I think a hundred years from now historians will look back upon this time as one of great change, an exciting time in American history when many forces were at work in our democracy to shape the future. We do not know what that future will be, but as librarians let us gather up today the history about us—the pictures, the words, the voices — both the good and the bad of our time — so that future generations will never say that we did not preserve for them what we were capable of saving.

I think this is the great task before all of us. In the midst of a complex and confusing society you are the people who must pick up the pieces of history and save them.

"The lock on the door of the legislature, the parliament, or the assembly hall by order of the King, the Commissar, or the Führer—has historically been followed or preceded by a lock on the door of the printer's, the publisher's, or the bookseller's."

—*John F. Kennedy.*

"The demands of this new world are first of all demands that we think, and learn. We face them ill prepared."

—*Robert M. Hutchins.*

A Commission Studies Libraries

by David Stick

The Legislative Commission To Study Library Support, created by the 1967 General Assembly, has scheduled a series of public hearings during the spring for the purpose of hearing the views of local officials, librarians, and other interested individuals on the question of how public libraries should be financed.

Members of the Commission are State Senators Mary Faye Brumby of Murphy and Hector MacLean of Lumberton, Representatives Charles W. Phillips of Greensboro and Thomas E. Strickland of Goldsboro, and Chairman David Stick of Kitty Hawk.

Hearings have already been held in the following cities: Greensboro, February 23, Representative Phillips in charge of local arrangements; Elizabeth City, March 15, Chairman Stick in charge of arrangements; and Goldsboro, April 5, Representative Strickland in charge of arrangements. Two additional hearings are scheduled as follows: Lumberton, April 26, Senator MacLean in charge of arrangements; and Asheville, May 17, Senator Brumby in charge of arrangements.

These hearings will begin at 2 p.m. and will include the showing of a special film on modern library service entitled "The Fifth Freedom" prior to the open discussion on library support.

The Commission is charged with the responsibility "to study the pattern of financing public library services in North Carolina and to determine the sources of this support and the limitations placed upon them by the bases of revenue and the legal restrictions on levying taxes for library support." The Commission is also responsible "for reporting its findings, identifying possible additional sources of public library support, and making recommendations for more equitable and adequate financing of public libraries to the General Assembly of 1969."

Since its organizational meeting early in December, 1967, the Commission has met regularly, and has initiated studies in a number of areas affecting the financing of public libraries. Members have received the active support of the State Library and the Institute of Government.

A special advisory committee, which has already met with the Commission, is composed of State Treasurer Edwin Gill representing the N.C. Local Government Commission; Mrs. Davetta Steed, N.C. League of Municipalities; Mr. John Morrissey, Sr., N.C. Association of County Commissioners; Mr. Samuel Poole, President, N.C. Association of Library Trustees; Dr. Mark Lindsey, Chairman, State Library Board; Mr. J. Allen Adams, Chairman, Executive Committee, North Carolinians For Better Libraries; Mr. Philip Ogilvie, State Librarian; and Representative Donald Stanford, co-chairman of the Joint Library Committee of the 1967 N.C. General Assembly.

Because of time limitations, the availability of the 1965 Downs Report on "Library Resources in North Carolina", and the nature of public library organization in North Carolina, Commission members are undertaking the study themselves instead of employing outside consultants. By holding the five public hearings in different parts of the state the Commission will be able to sample sentiment on the question of library financing in all 100 counties, and will then combine this information with extensive additional data now being assembled before preparing its final report. With the assistance of the State Librarian information on how library financing is handled in each of the other states is also being secured.

The Commission hopes to complete its study and begin preparing its report by late summer of 1968.

Commenting on the work of the Commission, Chairman Stick declared: "The methods of financing public libraries in North Carolina have evolved through the years on a piecemeal basis. It is our hope that the work of this Commission can result in the formulation of an understandable and practical plan whereby all echelons of government — state, federal, and local — would assume their proportionate share of financing a system of libraries which in time would provide all North Carolinians with first class public library facilities and services."

North State News Briefs

College Libraries Receive Grants

Eight academic libraries in North Carolina have been awarded grants of funds and/or equipment by the Association of College and Research Libraries, a division of A.L.A., during the 1967-68 academic year. The Grants Committee of ACRL selected 90 libraries as grant recipients from 405 applications submitted by 366 institutions.

Major support for the grants was furnished by U.S. Steel Foundation. Other contributors were McGraw-Hill Publishing Company, Olin Mathieson Charitable Trust, Time Incorporated, and H. W. Wilson Foundation. The major portion of funds were allocated for the purchase of books and periodicals to support the improvement of library collections. Special attention was given to the needs of "emerging" institutions in the southern states. Several grants were made as contributions toward consultants' fees; these ranged in amount from \$500-1,000.

Tar Heel libraries which received grants were as follows: Atlantic Christian College, Wilson; Belmont Abbey College, Belmont; Catawba College, Salisbury; Elon College; Greensboro College, Greensboro; High Point College, High Point; Johnson C. Smith University, Charlotte; and Meredith College, Raleigh.

Bomar Elected to Council Office

Miss Cora Paul Bomar, state supervisor of school library services and president of Southeastern Library Association during the current biennium, was recently elected first vice-president of the North Carolina Legislative Council.

At its annual meeting in December, 1967, the Council voted to accept the recommendation of its Study Committee that the following issues be endorsed during the 1969 session of the General Assembly which convenes in January: licensing of day care facilities for children, abolition of the death penalty, and a truth-in-lending bill.

Membership on the Legislative Council is held by approximately 25 educational, religious, health, and social welfare organizations in the state, including the North Carolina Library Association. One member of each organization serves as a member of the Study Committee.

Miss Christine Vick of Durham, representing the N.C. Federation of Business and Professional Women, is president of the Council. Officers serve one-year terms.

State Library Plans to Move

The North Carolina State Library expects to move again this summer. Since leaving the old State Library Building on Capitol Square in May, 1967, it has been occupying a former garage, restaurant, billiard parlor, and bowling alley on West Hargett Street in Raleigh. The old State Library Building is being renovated for use by the State Utilities Commission, former tenants, and the recently created Appellate Court.

The new Archives-Library Building is now under construction on East Jones Street between the Legislative Building and the Executive Mansion. Approximately 40% of this building will be for State Library occupancy, and State Library occupation of that portion is considered temporary.

The new building is designed for total occupancy by the Department of Archives and History in time. This ultimate intent "obliges some awkward arrangements of space which will be somewhat detrimental to efficient performance for the State Library," state librarian Philip Ogilvie observes. Space limitations (51,000 sq. ft.) preclude any possibility of moving the Special Services Division of the State Library from its present Hillsborough Street location into the new building.

The North Carolina State Library Board of Trustees already has a request for a separate State Library Building of approximately 130,000 sq. ft. before the Advisory Budget Commission. "Hopefully, the Commission will recommend the separate building to the 1969 General Assembly," Ogilvie declares.

Wake Voters Reject Library Tax

Voters in Wake County expressed their opposition to a proposed special tax to finance an expanded and improved countywide library system by defeating the tax in a special election January 23. Unofficial tabulations showed the vote to be 10,285 against and 4,301 for the proposed tax.

The outcome of the election was disappointing to the League of Women Voters, Raleigh Citizens Association, Wake Citizens for Better Libraries, and other supporters of improved library service for Wake County. The vote was a victory for proponents of a hold-the-line policy on taxation, including several members of the county board of commissioners. A favorable vote would have authorized the county board to levy a tax up to seven cents per \$100 property valuation for library support.

The total vote of 14,586 was the largest ever cast in a special tax election in Wake County. In June, 1961, a similar proposal was defeated by a margin of 4,373-3,793.

Following the vote tabulation, H. William O'Shea, Wake County director of libraries, declared, "I still think the time must come when we will have good public libraries in Wake County. We will continue to give the best service we can with funds that are available."

N.C. Libraries Entered in Contest

For the second consecutive year, North Carolina Libraries has been entered in the competition for the H. W. Wilson Library Periodical Award. Copies of the four issues for 1967 are in the hands of the awards committee chaired by Mrs. Lillian M. Bradshaw, Director, Dallas, Texas Public Library.

The Wilson Award is given annually to a periodical published by a local, state, or regional library, library group, or library association in the U.S. or Canada which has made an outstanding contribution to librarianship. Issues are judged on the basis of sustained excellence in both content and format, with consideration being given to purpose and budget. The award consists of fifty dollars in cash and a certificate. The 1967 award recipient was British Columbia Library Quarterly, official publication of the British Columbia Library Association.

Presentation of the 1968 award will be made at the annual ALA conference in Kansas City June 23-29.

German Librarian Visits Charlotte

Miss Heidi Schnoor, reference librarian of the Hamburg Public Library in Hamburg, Germany, spent approximately six weeks in the fall of 1967 as a member of the staff of the Public Library of Charlotte and Mecklenburg County. During her stay in the Queen City Miss Schnoor spent several days in each department of the Main Library and visited selected branch libraries in the city-county system. In addition, she visited academic libraries in the area, including Davidson College, Queens College, and UNC at Charlotte.

Miss Schnoor was a guest at several sessions of the N.C.L.A. biennial conference in Charlotte October 26-28 and attended an all-day meeting of the Public Library staff in November. According to Eugene Neely, chief reference librarian at the public library, "members of our staff learned as much from her as she learned from us."

Miss Schnoor was one of 12 librarians from ten countries who visited American libraries last fall. Their visit was sponsored by the U.S. State Department and administered by the American Library Association.

Wilson Scholarship Program Renewed

Foster E. Mohrhardt, president of the American Library Association, has announced a fourth 4-year program (1969-1972) of H. W. Wilson Scholarships, intended to help meet the recruitment crisis in the library profession. The program will have a minimum value of \$84,000 over the four years.

Under the terms of the program a scholarship grant of \$2,000 will be made to each of the 42 American and Canadian graduate library schools currently accredited by A.L.A. "to be awarded by the receiving school as and when it deems most suitable (including dividing the amount if that seems best) but preferably in such a manner as to further recruitment for librarianship." The grants will be made to the accredited schools at the rate of not less than ten a year, and any graduate schools which may newly achieve accreditation during a calendar year will receive grants the following year. The first grants under the program will be made in January, 1969. The UNC School of Library Science will receive a grant in January, 1971.

The granting agency is The H. W. Wilson Foundation, Inc., of New York City, a non-profit charitable and educational foundation established by the late Mr. and Mrs. Halsey W. Wilson.

Since January 1957, when the first of the H. W. Wilson Scholarships were made available, more than 150 students have been beneficiaries of the award.

Bond Issues Fail in Durham, Fayetteville

Voters in two Tar Heel cities defeated proposed library bond issues in March referendums.

In a March 5 referendum, Durham voters rejected a bond issue to finance construction of a proposed \$2.5 million, three-story library by a vote of 5,035 for and 6,588 against issuance of bonds. In a separate vote, Durham residents rejected a ten cent per \$100 valuation permissive tax levy to finance library operations. The vote on this question was 3,916 for, 6,157 against.

Commenting on the outcome of the referendum, the Durham Morning Herald observed that the voting "plainly shows there is a credibility gap in Durham as well as in Washington."

In a March 12 referendum, Fayetteville voters disapproved issuance of bonds to finance construction of a new library by a large margin — 667 for, 3,309 against.

Mrs. Dorothy Shue, director of the Cumberland County Public Library, assessed the outcome in this way: "Everyone agrees that a combination of taxes, frustration, and depressing world conditions caused our defeat."

S.L.A. Chapter Hears Dana Lecture

The Spring meeting of the North Carolina chapter of Special Libraries Association was held Friday, April 5, in Chapel Hill in conjunction with the John Cotton Dana Lecture sponsored by the University of North Carolina School of Library Science.

Following a dinner meeting at The Pines Restaurant, chapter members heard the Dana Lecture presented by Miss Elizabeth Ferguson, Librarian, Information Division, Institute of Life Insurance, New York City. A former president of S.L.A., Miss Ferguson spoke on the topic "Special Libraries and Cooperative Library Systems in New York."

In the business session immediately preceding the lecture, chapter members took action on several proposed amendments to the by-laws and heard a report from the nominating committee.

Church Librarians Meet

The annual North Carolina Church Library Convention will be held in Charlotte April 19-20, according to Rev. Ray W. Benfield, of Winston-Salem, president of North Carolina Church Librarians.

The conference will include sessions on classification, book selection, the achievement guide, book mending, book reviews, and ideas for promoting library use. Participants include C. Keith Mee, director of field services, Church Library Department, Baptist Sunday School Board; Miss Jo Gwyn, manager, Baptist Book Store, Charlotte; Miss Mary Ayscue, manager, Baptist Book Store, Raleigh; and Frederic Marble, representative of Gaylord Brothers, a library supply firm.

Principal speaker at the convention, sponsored by the North Carolina Baptist Convention, will be Dr. Claude W. White, superintendent, Sunday School Department, North Carolina Baptist Convention.

The opening session at 7 p.m. April 19 will be held at the Baptist Book Store, with subsequent sessions scheduled at Pritchard Memorial Baptist Church.

The Library World at Large

Junior College Library Center Opens

A Junior College Library Information Center, established by a \$15,000 grant from the J. Morris Jones-World Book Encyclopedia-ALA Goals Award for 1967, began operation at the headquarters of the American Library Association March 1. Serving as director of the information center on a half-time assignment for twelve months will be Peggy Anne Sullivan, who concluded her appointment as director of the five-year Knapp School Libraries Project February 29. Miss Sullivan also will be studying library science at the University of Chicago. The project will be under the supervision of the Association of College and Research Libraries, a division of A.L.A.

The information center has been funded as a crash program to collect and disseminate information on a variety of subjects of concern. Recommendation for a center of this kind was part of a 10-point program developed in 1965 by the American Association of Junior Colleges/ALA Committee on Junior College Libraries, librarians, junior college administrators, and instructional personnel.

Materials on such topics as standards for junior college libraries, innovative programs, surveys, budgets, and annual reports will be sought out and organized for reference and loan to individuals, colleges, and other agencies interested in this rapidly growing and indigenous American institution, the two-year community college.

School Library Awards Presented

The American Association of School Librarians recently announced the first winners of the newly established Distinguished Library Service Award for School Administrators, who have made unique and sustained contributions toward furthering the role of the library in elementary and secondary education. The recipients are Dr. M. G. Bowden, Professor of Education, Trinity University, San Antonio, Texas, and former Principal of Casis and Dill Schools, Austin, Texas; Dr. Wesley Gibbs, Superintendent of Skokie School District 68, Skokie, Illinois; and Dr. James A. Sensenbaugh, Superintendent, Maryland State Department of Education, Baltimore, Maryland.

Dr. Bowden was cited for his significant work in promoting elementary school libraries for more than twenty years. His work at Casis was largely responsible for that school being selected for a Knapp Foundation grant to demonstrate the effectiveness of quality library service.

The unique contribution of Dr. Gibbs has been his extensive development of instructional materials centers including professional libraries, his testimony before the Senate Subcommittee on the importance of school libraries in education, his speeches at NDEA institutes, in workshops and library schools, and his more imaginative and creative approach to total library service. Dr. Sensenbaugh gave dynamic and visionary leadership for eighteen years to the school library programs of Baltimore and Frederick Counties before becoming State Superintendent in 1964.

Sixty-two candidates representing 27 states were nominated for the award.

Human Rights to Be Observed

Libraries of all types and sizes are urged by the Council of the American Library Association to observe 1968 as International Year for Human Rights. It is suggested that they establish special programs and plan displays on this theme throughout the year.

The year-long observance will call attention to the 20th Anniversary of the adoption of the Universal Declaration of Human Rights by the United Nations on December 10, 1948. The ALA, in cooperation with the United States National Committee for UNESCO and other professional, civic, and service organizations, is cooperating in the observance of the International Year for Human Rights.

New School Library Project Begins

More than \$1,000,000 will be spent on a school library manpower project to help provide adequate well qualified personnel to insure quality library service in every school and for every American child. A grant of \$1,163,718 has been awarded for this project by The Knapp Foundation of North Carolina, Inc. to the American Library Association.

This project, which is expected to last five years, is designed to attack three aspects of the problem of developing fully and utilizing properly school library manpower — task and job analysis, education for school librarianship, and recruitment from specific manpower pools. The project will be administered by the American Association of School Librarians, a division of the American Library Association and a department of the National Education Association.

The proposal for the manpower project was developed as a part of the 1966-67 program of the American Association of School Librarians.

A previous grant to the American Library Association by The Knapp Foundation set up a five-year project to demonstrate the value of school library services to the program of a school. That project, which is also being administered by the AASL, was concluded in February, 1968.

The new project will be administered by a project director, who will serve for five years, an associate director who will serve two and one-half years, and a field consultant, whose term will also be two and one-half years. Additional staff will be appointed as needed. In the first phase of the manpower project, a study of the tasks now performed by all types of personnel in school library programs, to determine knowledge and skills needed to perform them, will be carried out.

Continuing Education Directory Issued

Continuing Education for Librarians, a listing of workshops, seminars, institutes, and short courses in librarianship and related fields for the year 1968, has just been published by the American Library Association. The list is intended for librarians, teachers, information scientists, and personnel officers interested in identifying opportunities for continuing professional education in librarianship.

The directory is arranged to permit the user to locate a continuing education opportunity by place, by subject, or by date. Information given for each entry includes the title of the meeting, place, sponsoring agency, and director or instructors, whether academic credit is given, tuition and registration charge, deadline for registration, and the source of additional information. Over 60 conferences and other continuing education opportunities are listed covering the period from early January through the end of the year.

The Office for Library Education of A.L.A., which compiled the directory, plans to issue supplemental listings throughout the year in the publication Library Education Division Newsletter.

Continuing Education for Librarians is available without charge by writing to Continuing Education for Librarians, American Library Association, 50 East Huron Street, Chicago, Illinois 60611.

New North Carolina Books

by William S. Powell

MARSH, BLANCHE. Charlotte, Carolinas' Queen City. Photographs by Kenneth F. Marsh. (Columbia, S.C.: The R. L. Bryan Company, 1967.) 206pp. Illus. \$10.00.

WAUGH, ELIZABETH CULBERTSON. North Carolina's Capital, Raleigh. Raleigh: (The Junior League of Raleigh, Inc., and the Raleigh Historic Sites Commission, Inc., 1967.) 216pp. Illus., bibliography. \$8.00. (Order from Bookshop, N.C. Museum of Art, Raleigh.)

North Carolinians are fortunate to have such handsome books about two of their most important cities. Every library should have at least two copies — one for reading room browsing and one for circulation.

Both books contain handsome illustrations of old buildings and new: homes, churches, schools, public buildings, and industries. There are new pictures and old ones, some close-up shots showing details, and some drawings. Captions in every case are adequate, and in most cases they are detailed.

The book on Raleigh is arranged chronologically with a table of contents, a list of illustration credits, a bibliography, and an index. It is printed on coated white paper with several illustrations in color. The binding is a two-piece black-and-white linen. The end papers reproduce two old maps of Raleigh. The book is divided into three main parts with an excellent introductory chapter to each. These, plus the detailed picture captions, provide a most enjoyable history of the city from 1760 to 1967.

The Charlotte volume is less well organized. It has no table of contents but does include an alphabetical "Index of Photographs." With the exception of a drawing and a few old photographs, all of the illustrations are recent ones made by Kenneth F. Marsh. The subject is not limited to Charlotte; there are a number of pictures from other towns and from rural Mecklenburg County. The frontispiece is a color picture of Queen Charlotte in her coronation robes. Two pages of introductory text provide an inadequate summary for the volume. This may be just as well since the pictures seem to follow no logical order. The cloth binding is less substantial than most libraries would desire, but the color is appropriate. It is much the shade of red piedmont clay which abounds in the Charlotte area.

JOSEPH L. MORRISON. W. J. Cash: Southern Prophet. New York: Alfred A. Knopf, 1967. (320pp.) \$6.95.

Professor Morrison of the School of Journalism at the University of North Carolina has written an objective, though necessarily brief, biography of W. J. Cash, author of *The Mind of the South*. Cash's book, a landmark in the literature of the South, was published in 1941 and is still in print. In the first 174 pages Dr. Morrison gives us a readable biography and interpretation of Cash based on careful research and a thorough understanding of Cash's writings in newspapers and periodicals. "A Reader," with a separate table of contents, gives 130 pages of assorted minor writings of Cash. Cash's single book was important enough and his brief life interesting enough that this study of him is past due. Morrison's knowledge of his subject and his own good writing style combine to make this a book which will appeal to a wide range of adult readers.

MANLY WADE WELLMAN. Jamestown Adventure. New York: Ives Washburn, Inc., 1967. 194pp. \$4.95.

Chapel Hillian Wellman, whose books of adventure for young people have often been based on historical research, has moved back in time for his latest book to the days of Captain John Smith at Jamestown. A young colonist, the product of the author's imagination, associates with the neighboring Indians and contributes much to the mutual understanding of native and colonist. Historical characters appear in their proper setting, and the dialogue is in the language of the time. The story will appeal to young people at the same time it gives them a painless history lesson.

HELEN COPELAND. Duncan's World. New York: Thomas Y. Crowell Co., 1967. 221pp. Illustrated by Harold Berson. \$4.50.

Mrs. Copeland lives in Charlotte, and Duncan in her book is a composite of her three sons. Duncan's father is director of the Nature Museum in Freedom Park (in Charlotte?) and various animals play a part in the story. There are good boys and bad boys, mud and blood, hamburgers, and peanut butter and jelly. The boys in the story do things that real 12-year-old boys do, and this story (with rather large type) may even suggest new escapades to young readers.

RALPH EDGAR BAILEY. Guns Over the Carolinas, The Story of Nathanael Greene. New York: William Morrow and Co., 1967. 224pp. Maps, bibliography. \$3.75.

This is a good factual biography of General Greene for the 12 to 16-year-old. It was Greene's action at the Battle of Guilford Courthouse in March, 1781, which so weakened Cornwallis that he was obliged to surrender at Yorktown. With a minimum of contrived conversation and a maximum of straightforward historical exposition (yet in a readable style), the author gives a good account of the American Revolution as a background to his study of Greene.

GEORGE BROWN TINDALL. The Emergence of the New South, 1913-1945. Baton Rouge: Louisiana State University Press, 1967. 807pp. Illus., Critical Essay on Authorities. \$12.50.

Current events which many adults recall vividly have now become history. The election of Woodrow Wilson, the first Southerner elected since Lincoln; World War I; the revival of the Ku Klux Klan; hookworm; the Scopes trial; Southern writers, poets, novelists, playwrights, and writers of non-fiction; labor unrest and numerous strikes, cotton mill villages, and "paternalism;" widespread suffering during the Depression; agricultural problems and the AAA, TVA, resettlement, and REA; Southerners in national politics; and the effects of World War II on the South with the defense industries, training camps, and dislocation of people.

Professor Tindall, a historian at UNC-CH, bases his splendid survey of this interesting, depressing, promising, hopeful period (in turns) on research in both original sources and hundreds of monographs, theses, interviews, and general accounts. His book is one to be read for information and guidance. It can be a good reference source for librarians, a basis of information for action by political leaders, supplementary reading for students of history, and a source of nostalgic recollection to many. It is well organized and readable.

Carolina Marine, Jud Spainhour. (Charlotte: Heritage Printers, Inc., 1967) Unpaged. \$2.95.

Walter Judson Spainhour, Jr. (1940-1966) from Lenoir was graduated from the University of North Carolina in 1962 and accepted a commission in the U.S. Marine Corps in July of that year. This little book contains letters he wrote his parents and family between 1963 and his death in Vietnam. They contain the typical references to his car, members of the family, money in the bank, hunting on leave, gifts for friends, and post-service plans, all of which will be familiar to thousands of men who have been in a similar position. His devotion to the tasks at hand, his faith in God, his love for his family, and his concern for the civilians encountered in various parts of the world are all very moving. A feeling of pride that such a young man grew up in our midst will fill the heart of any sensible person who reads these letters. Tears of sorrow for his fate will come easily. Those who stand in so-called "peace vigils" should be required to read this to aid them in understanding the attitude of those who stand in different lines.

Total proceeds from the sale of this book will go to the Jud Spainhour Memorial Scholarship at the University of North Carolina at Chapel Hill.

WESLEY FRANK CRAVEN. The Colonies in Transition, 1660-1713. New York: Harper & Row, 1967. 363pp. Illus., bibliographical essay. \$6.95.

This excellent book qualifies as a new North Carolina book because the author is a North Carolinian as well as from the fact that it contains material about the colony. A volume in the "New American Nation Series," it is a distillation of numerous works on the American colonies together with the results of many years of study and research by the author. The style is readable and the book can be recommended to the general reader with even the slightest interest in the subject. Students of the history of North Carolina will find the chapter on "The Restoration Colonies" especially interesting for the relations it points out among the six of England's thirteen American colonies which came into her possession at this time.

J. BRYAN GRIMES. Abstract of North Carolina Wills. Baltimore: Genealogical Publishing Co., 1967. 670pp. \$12.50.

J. BRYAN GRIMES. North Carolina Wills and Inventories. Baltimore: Genealogical Publishing Co., 1967. 587pp. \$12.50.

Originally published by the State of North Carolina in 1910 and 1912, respectively, these volumes contain wills, abstracts of wills, and inventories of estates originally filed in the office of the Secretary of State in Raleigh but now in the State Archives. The documents date from the late seventeenth through the middle of the eighteenth century. Prominent people and ordinary men and women are represented. There are signs of tremendous wealth with interesting possessions listed. There are signs of concern for human welfare with gifts to churches and schools, old people and youth. These are sourcebooks for genealogy and North Carolina history in general which should be in every library in the state. These facsimile volumes are on better paper than the original, but copies of the original were still available (at a lower price) at the State Library as recently as January, 1968.

LYMAN C. DRAPER. King's Mountain and Its Heroes. Baltimore: Genealogical Publishing Co., 1967. 612pp. Illus., maps. \$12.50.

It is to be regretted that there is no national clearing house with which publishers of reprints can establish priority to titles. In July of last year The Reprint Company of Spartanburg, S. C., issued this book. In December the Genealogical Publishing Company's issue appeared. We prefer the paper stock in this edition which is off-white to the dead white of the earlier one. The illustrations here come through better, and the binding seems to be more substantial. The text is the same, of course, and should be in every library in the state in one edition or another.

CHARLES KNOWLES BOLTON. Scotch-Irish Pioneers in Ulster and America. Baltimore: Genealogical Publishing Co., 1967. 398pp. Illus. \$10.00.

This is an old standard study which first appeared in 1910. There are more recent books on the Scotch-Irish (James G. Leyburn's, for example, published in 1962 by the University of North Carolina Press), but this one obviously is useful to genealogists for the lists of ships and the home towns of Ulster families in the appendix. The index is largely one of names which genealogists will delight in checking and, most likely, correcting in ink if they are not closely supervised in its use.

“We cannot permit Congress in any way to censor our own reading or that of our children. What we may care to read is no concern of Congress. Congress has no power and no authority to control it.”

—*Bernard DeVoto, “The Case of the Censorious Congressmen,” 1953.*

“The microbes which assail men's minds are as mischievous as those which attack their bodies. One wishes they would fight and neutralize each other, allowing Man to walk off unharmed.”

—*John Mason Brown, “Wishful Banning,” 1949.*

“The intellectual element must always be basic to a society. The moral element is essential, integral, but not enough.”

—*John J. Wright.*

North Carolina Library Association — Treasurer's Report

April, 1968

Checking Account

| Description | Amount |
|---------------------------------------|-------------|
| Balance Brought Forward, Jan. 1, 1968 | \$12,932.17 |

Receipts:

| Source | Amount |
|--|-------------------|
| Receipts from Membership | \$2,610.00 |
| To the Association | 2,311.00 |
| Section Memberships | 299.00 |
| Resources & Technical Services | 22.50 |
| College & University | 58.00 |
| Public Libraries | 37.50 |
| School Libraries | 111.00 |
| Trustees | 62.00 |
| Junior Members | 8.00 |
| North Carolina Libraries — subscriptions and single copies | 91.75 |
| 1967 Conference | 115.25 |
| Total Receipts | \$2,817.00 |

| Description | Amount |
|--|--------------------|
| Total Receipts and Balance Forward | \$15,749.17 |
| Total Expenditures (see itemized list) | – 1,997.98 |
| Balance in Checking Account | \$13,751.19 |

Balance in Checking Account, by Unit

| Unit | Balance |
|--------------------------------|----------------|
| The Association | \$8,360.55 |
| Sections (total) | 5,390.64 |
| Resources & Technical Services | 114.85 |
| College & University | 403.95 |
| Public Libraries | 1,029.44 |
| School Libraries | 3,422.12 |
| Trustees | 357.91 |
| Junior Members | 62.37 |

Expenditures (Checking Account)

| Item | Amount |
|--|-------------------|
| President's Expenses | \$77.43 |
| Treasurer's Expenses (clerical) | 103.39 |
| Treasurer's Expenses (supplies) | 241.94 |
| North Carolina Libraries | 4.40 |
| A.L.A. (Exhibits Round Table) | 3.00 |
| A.L.A. Dues (Annual) | 25.00 |
| Expenditures for Sections (School Librarians) | 562.61 |
| Committee Expenses (Education for Librarianship—Printing of Booklet) | 810.89 |
| N.C.L.A. Council Representative to A.L.A. | 169.32 |
| Total Expenditures | \$1,997.98 |