

North Carolina Libraries

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Teen Agers in the Library

Problems and Solutions

It seems to be the style these days to study and write about and talk about teen agers in modern society. There are almost as many opinions as there are writers bold enough to submit copy to the press. Librarians undoubtedly have their own ideas about the causes and solutions of whatever problems they observe, and their comments are just as valid as those of any other commentator who bases his remarks on personal experience.

North Carolina librarians who have agreed to speak for publication have made points which might be entered on both sides of a teen ager's ledger. On one side there are reports of problems of discipline in varying degrees of seriousness, some of which have been solved, some have not, and some are on the verge of solution. On the other hand there is high praise for the outstanding work of the North Carolina High School Library Association and for smaller groups and individuals among the teen agers in our schools who take an interest in their libraries.

The suggestion that an issue of *North Carolina Libraries* be devoted to a discussion of teen agers in the library came from a public librarian whose long-standing problem of unruly young people after school hours is about to be solved. We felt that others must have similar problems and that an open discussion of both problems and solutions, as well as comments from librarians who have no serious difficulties along these lines, might be advantageous to many of our readers.

A request for comments for such an issue was sent to a selected number of librarians in various sections of the state. Those asked to comment were chosen purely on a geographical or population basis and not because of any known or suspected discipline problem or its absence. As might be expected, a number of them made no response. Replies came in from Asheville, Chapel Hill, Charlotte, Greensboro, Raleigh, Salisbury, and Winston-Salem, and the comments included in them will be reported in that order.

Asheville

Librarian Margaret H. Ligon of the Pack Memorial Public Library reports that “regarding discipline of public school students who use the Library in the afternoon after school closes, I am happy to say that I do not feel that we have any great problem. Naturally some students are noisier than others, and occasionally, it is necessary to speak to them. Our reference room is on the second floor of the Library, and I think that in itself makes for easier control. The greatest trouble we have is actually a reference problem because many students do not understand their assignments and do not know what they want. Our building is large and hard to control, but this does not cause any behavior problem.”

Chapel Hill

From the University of North Carolina Library, Reference Librarian Louise McG. Hall, says: “As a rule, the Reference Department has not been too concerned from the standpoint of the Library about the use of the Reference Room and the calls upon the Reference staff by local school students. Such use has been fairly sporadic, and seldom if ever, in recent years have the students come to the Library in large groups. The Reference Department is happy to give the students, as time allows, the same consideration it gives to any person not connected with the University who comes to the Library. But our concern is with service first to members of the University, and next to others who are doing serious research, or who have problems that cannot be handled in their own libraries. When a public school student comes to us, we are willing to give him some assistance; but we feel that it would be much better for him to consult his school librarian, whose job it is to give him special attention and instruction. For this reason, I feel that when a public school student comes to the University Library for assistance, he should present a note from his school librarian stating that she has consulted with him on his particular problem, and has exhausted the facilities of the school library. This should insure the student’s getting the best attention and instruction from the person who is qualified, and who has the time to render this service. Such a policy should not, however, apply to those students whose abilities qualify them to use a research library.”

Charlotte

The Director of the Public Library of Charlotte and Mecklenburg County, Hoyt Galvin, points out that “we have not solved the student discipline problem, but we have made progress, and will continue to make more progress now that we are learning some of the techniques, since the trouble is not caused entirely by students, but is partially caused by teacher assignment, some of which we call ‘impossible’ assignments. We have had wonderful cooperation from Dr. Elmer H. Garinger, Superintendent of Schools. We met with all the principals of the junior and senior high schools, and secured their suggestions and cooperation regarding a memorandum to teachers. . . . A copy of this memorandum, which went to all Charlotte and Mecklenburg junior and senior high school teachers with the endorsement of the Superintendent and the principals [is printed below]. “In addition, we have met with the presidents of the student bodies of the senior high schools, and they have been most cooperative. One student council established a monitoring system in

a branch library near the school. If these monitors observe misconduct, the student is called before the student council, which incidentally, they dread more than being called before the principal. If a student is reported three times by the student monitors, the principal will expel this student from school.

“Having just recently learned about the cooperation the student councils will extend, we intend to meet with the new presidents of the student councils in September, 1958, and thereafter to maintain the cooperation which they can provide. These student council representatives have also suggested the pressing need for students to have a better working knowledge of public libraries, and we hope to design a slidescript presentation which could be used in all junior and senior high school classes.

“Also, we have found it necessary, as most large libraries have found, to add a patrolman during the busy hours of the day. This would not be feasible in smaller libraries.”

[Reproduction of Letter follows]

To: Teachers & Principals, Charlotte and Mecklenburg County High Schools From: Public Library of Charlotte & Mecklenburg County January 1958

DISCIPLINARY PROBLEMS IN LIBRARIES CREATED BY STUDENTS.

The Public Library needs your advice and assistance with a discipline problem created by students in the public libraries. An unruly minority can cause enough havoc some evenings to ruin the study efforts of the majority. Library staff members do not know the students, and have real difficulty in getting names of unruly students. The types of incidents causing the problem are:

1. Loud and abusive noises and conversation in study areas.
2. Insubordination toward the librarians on duty.
3. Use of Library for parties and dates.
4. Taking books without having books checked out.
5. Occasional building damage.

The following is a tentative schedule of progressively stringent measures planned to bring the discipline problem under control:

1. Unruly students are being evicted by uniformed guard.
2. Uniformed guard is special officer, and will arrest unruly students.
3. If necessary, students will be admitted in evening only with identification pass issued by the school or parents.

We hope that you can help us to solve this discipline problem by discussing it with your students, and with the student council.

Teachers can aid the Library and its Staff by avoiding certain practices and assignments which indirectly cause some of the discipline problems.

1. Mass assignments to complete research theme on a uniform date: One teacher can cause havoc at the Library in the days just before assignment is due.
2. Mass assignments causing many students to use one book or at best a few books: While one or two students use the material, the remainder get noisy and unruly.
3. Mass assignments to read the same short story, or stories by a certain author: The Library never has enough copies, and both parents and students get upset and unruly.
4. Assignments to ‘bring pictures to illustrate’ tempt students to cut pictures from books and magazines at Library.
5. ‘Impossible assignments,’ as they are called by Library Staff, cause particular grief. The skilled reference librarians cannot find the answer, not to mention the students causing parents and students to get frantic, restless, and unruly. Supply bibliographies to Main Library in advance of assignment will help Staff.

The Director of Libraries for the Charlotte City Schools was given an opportunity to comment on Mr. Galvin’s remarks, but she declined to do so. She did, however, suggest that

the North Carolina Library Association set up a committee composed of both public and school librarians from sections of the state in which a problem exists. The proposed committee would be directed to study the problem and through cooperative planning make recommendations concerning discipline of high school students in public libraries.

The Chairman of the School and Children's Section, North Carolina Library Association, who happens to live in Charlotte, was also given an opportunity to reply to Mr. Galvin. While her letter was interesting and contained several worthwhile suggestions, she declined to comment publicly on the situation.

Greensboro

"Our library is full (literally, often with no seat left vacant in the reference room) each afternoon from school closing till 9:00, most of Saturday, and Sunday from 2:00–6:00," writes Librarian Olivia Burwell from the Greensboro Public Library. "At this time of the year the various periodical indexes get the heaviest use, and the library contains many bound periodicals.

"We have discussed [the matter of teen agers in the library] with the circulation and reference staff members, and no serious disciplinary problem has been reported. Just occasionally when several are working together, enthusiasm or forgetfulness may cause them to raise their voices, but a quiet word from a staff member to remember that others are working has proved sufficient. No one of us knows why, and we readily admit that an incident could occur at any time. Teen-agers are treated like other patrons.

"Occasionally we find pictures or even articles clipped from books and periodicals. These mutilations cannot be traced to any age group. I understand that no library is free from occasional thieving of this kind."

Miss Sara Jaffarian, Director of Libraries of the Greensboro Public Schools, knows of no specific problem relative to the use of the public library by school pupils which has come up during the five years she has been in Greensboro. "We have a central library and a trained school librarian in each of our 31 schools," she points out. "Our children begin the use of the library under supervision from the first grade on up. I would like to think that the training secured in our schools has had tremendous carry-over when our students make use of the public library. Perhaps this accounts for our local situation being different from that of most communities in the state."

Raleigh

Miss Clyde Smith, Librarian of the Olivia Raney Library in Raleigh reports that she has no problem with teen age users of the library.

State Librarian Elizabeth H. Hughey and State Superintendent of Public Instruction Charles F. Carroll together with members of their staffs and representative local school and public library personnel met early this year to re-examine school and public library relationships in the light of recent expansion of library services. Out of these conferences came a statement presenting points of view of those attending on the ways in which schools and public libraries may work together most effectively.

In a letter sending this statement to county and city superintendents of schools in the state, Dr. Carroll wrote:

"Over the years public libraries, especially through bookmobile services, have contributed well to the public school program and can continue to do so. It is the conclusion of all parties concerned that public library services can never replace the distinctive functions of the school library such as (1) providing books and other materials selected and organized to meet school needs, (2) providing library quarters for reference and research, (3) assisting pupils and

teachers in using the library, (4) teaching library and study skills, and (5) giving individual reading guidance. Essentially, bookmobile service to schools should be of a supplementary nature.

“Since part of public library service to schools is rendered through the use of the bookmobile, school personnel in cooperation with public library personnel might do well to re-examine policies and procedures involved in bookmobile services. It is recommended that school personnel take the initiative in arranging for this type of conference.”

The statement from Dr. Carroll’s office follows:

State Department of Public Instruction Division of Elementary and Secondary Education
Raleigh, North Carolina

SCHOOL AND PUBLIC LIBRARY RELATIONSHIPS

Bookmobile Services

North Carolina has long recognized the need for library service. Laws passed as early as 1897 and 1901 by the General Assembly, providing for the establishment of both *public* and *school* libraries, served as the foundation from which our present library services have evolved. Typically, both public and school libraries have developed earlier and faster in urban areas. In most rural areas of the state, the earliest form of library service to appear was bookmobile service from public library units. In these rural areas, the public schools have derived great benefit from bookmobile loans to supplement the meager book resources of the school, particularly preceding the development of central libraries in the schools. Public library service of this type has made an important contribution to our public schools.

In recent years, library services in North Carolina have expanded rapidly. Public libraries have experienced rapid growth, and impetus for their further expansion has been provided by the Library Services Act, recently passed by Congress to aid development of public library service in rural areas. The book resources of North Carolina public libraries now total almost 3.2 million volumes. The development of central libraries in North Carolina schools has been even more rapid, stimulated in part by accreditation standards. There are now more than 2200 central libraries in the public schools, and we look toward the day when every school, regardless of size, will have its own central library. Over 5.5 million library books are now owned by the North Carolina schools.

The rapid growth in library services indicates the need to reconsider existing patterns of relationship between public and school libraries. For this purpose, conferences have been held by staff members of the State Department of Public Instruction, members of the State Library staff, and representative local school and public library personnel. These meetings have focused attention on the distinctive purposes of public and school libraries, and on ways in which the two agencies may work together in developing lifetime users of books and libraries.

It is recognized that public library services are directed toward meeting the reading needs of the general public, whereas school library services are concentrated upon meeting the curricular and personal reading needs of school-age children. There are many areas of mutual interest for public and school libraries, and promising practices can result from cooperation in such areas as book selection (sharing book reviews and identifying subjects and titles in demand); reading stimulation activities (book exhibits and fairs, displays, and other publicity); public library visits by students; and school visits by public librarians.

Since book loans to schools from the public library have been provided extensively in the past, this area of public and school library relationships has received much attention in our conferences. It was agreed that such book loans should be supplementary in nature—adding to, but not substituting for, resources provided by the school. Furthermore, since school

library service extends far beyond the provisions of materials, book loans from the public library can never serve as a replacement for school library service. It was further agreed that public library loans to schools become less useful as school library resources become more adequate. The schools, with their total book resources of 5.5 million volumes, must not exploit the resources of the public libraries, whose total of 3.2 million volumes must serve a much larger population of users.

In many past instances, public library service to schools has taken the form of bookmobile loans—frequently made by scheduling classes to visit the bookmobile. Conference participants have made several suggestions governing public library book loans to schools. Among the suggestions are these:

1. Book loans to schools should be made in the form of a group loan to the central library in the school, with a responsible person in charge, for extended loan periods.
2. Such loans should be carefully selected, by teachers, librarian, and principal working together with the public library staff in selecting titles to supplement the school's resources.
3. Policies and procedures governing loans should be developed cooperatively by public and school library staffs, in advance of the service.

A number of schools which receive public library book service are following these recommendations. They report that a group loan to the central library in the school has proved to be the most effective way the public library can supplement the school library's book resources.

Both public and school library personnel have recognized disadvantages in the practice of scheduling class groups or teachers to visit the bookmobile. Such scheduling creates a disruption in the school day. The bookmobile staff is unable to give students individual reading guidance, due to pressures of time and to lack of information concerning individual students. It is difficult for students and teachers to select books which will supplement, rather than duplicate, titles already available in the school library. One study of titles borrowed by students from the bookmobile found that over 90 per cent of the titles borrowed were already on the school library shelves. Handling scheduled class groups in the bookmobile constitutes a severe physical burden to the bookmobile staff, and the time required for this service tends to reduce time available for services to the general public.

If any school feels a need to supplement its library resources with loans from the public library, the following recommendations from the *Handbook for Elementary and Secondary Schools*, page 168, should be considered carefully:

1. "Bookmobile service to schools should be based on an agreement between the school board and the public library.
2. "Service to any school may *not* count as meeting any part of book requirements for accrediting the school.
3. "Loans from the bookmobile should be made to the school library, and the books should be placed on the shelves in the central library. These books should be circulated from the central library, just as the other books in the library are circulated."

January, 1958.

In commenting on the problem of discipline in public libraries, Miss Cora Paul Bomar, State School Library Adviser, commented: "Whenever a discipline problem arises, whether in a classroom, public or school library, it can only be corrected by getting at the causes which produce it. We believe that most discipline problems which arise in public libraries, as in school libraries, result from poorly made assignments, lack of cooperative planning for use of library facilities, and poor rapport between staff and users." As a first step towards solving

this problem Miss Bomar suggests “conferences at the local level where school and public library personnel may work together to solve their particular problem.”

Editor Bill Sharpe of *The State Magazine* is in a unique position in North Carolina. He is regarded as an outstanding authority on the state and as such receives thousands of letters each year from school children. “If the teachers of 7th and 8th grades in North Carolina would only tell their children to go to the library,” he remarks, “. . . it would save everybody a lot of time. . . . I know something about this because I have raised four daughters, and right at this moment my daughter in the 7th grade is going through this letter-writing business. It is appalling to realize how little our teachers are teaching children the technique of getting information.”

Mr. Sharpe speaks of “the inexpert groping that the teachers are stimulating in their classes” and suggests that “North Carolina school teachers could (1) give their pupils excellent training in learning, (2) save time and effort for hundreds of North Carolinians, (3) increase the volume and accuracy of information their students absorb.

“It could be done simply. In studying North Carolina history and other North Carolina subjects, pupils can be directed to more productive and cooperative sources. Much delay and confusion could be eliminated and annoyance to citizens reduced.

“Chamber of Commerce secretaries tell me they are flooded with requests for information already available in reference books in school libraries. I believe students should be taught to learn how to dig out this information themselves, rather than asking others to do so.

“Here at *The State*, we get hundreds of requests each year for back copies of the magazine which we cannot fulfill. We learn students are not interested in the bound copies in their libraries, because they want something they can cut up for scrapbooks.

“Excellent bibliographies are available and will lead students directly to sources. One of these is the University of North Carolina Library’s Bibliography of County Histories. Widespread use of this alone would go a long step toward solving the problem.”

Salisbury

“The Rowan Public Library staff finds that it has some problems which are becoming more difficult to handle in a manner most beneficial to students and to other patrons as well,” according to a joint statement prepared by Mrs. G. A. Palmer, Jr., Librarian of Boyden High School, and Miss Edith Clark, Librarian of the Rowan Public Library. It is the desire of the staff to encourage student use of library resources at all times and at all grade levels.

However, certain problems have arisen in Salisbury which are becoming progressively worse. Briefly these are:

1. Mass assignments requiring many students to use one book or, at best, a few books. As far as its budget allows, the Public Library duplicates important materials, but it is impossible to duplicate all just as it is impossible to replace some valuable reference works.
2. Assignments to illustrate themes and notebooks often tempt students to cut pictures and articles from books and periodicals.
3. Mass assignments to write research themes on a limited number of topics by a given date. The difficulties are further increased because these themes are contest essays and there is very little material available on the students’ reading level.

“Several conferences have been held in the past few weeks between school personnel and the public librarian which have revealed several things:

1. Many school people do not have a clear understanding of public library services, problems, and budgets.
2. More schools need to take advantage of the consignment plan of borrowing books from the Public Library. This will permit more work on mass assignments to be done

- during the school day under the supervision of the classroom teacher. Some Salisbury schools are following this plan very successfully, and it is being encouraged in others.
3. School personnel have become more aware of the fact that they should purchase more materials needed for contest themes.
 4. The possibility of staggering research theme writing among the participating schools has been suggested for next year.
 5. The Public Library staff should always be notified in advance of mass compulsory assignments. Our teachers are being encouraged to do this and to verify the availability of material at the public library before making assignments.

“We are hopeful that these school-public library conferences will solve our problem. One school has already taken positive steps to improve the situation. The teacher assigning contest papers arranged for mothers of his students to take small groups of six to eight students to the public library to work during the school day. This proved very satisfactory from the public library standpoint and, we hope, from the school’s point of view.

“We have been fortunate in Salisbury and Rowan County in having the spirit of cooperation over the years, and both the public library staff and school personnel are grateful for this. One definite boost to the cooperative spirit in recent years was the addition of a telephone in the high school library where the librarian serves as school library consultant for the city system. This has made it possible to give immediate attention to problems arising at either the school or the public library.”

Winston-Salem

Director Paul Ballance of the Public Library of Winston-Salem and Forsyth County remarked recently that he “certainly had a problem before we solved it.” He went so far as to write an article on his difficulties with teen-age users which was published in the March, 1956, issue of *Wilson Library Bulletin*. Response to the article was interesting and suggestions came from librarians in this country as well as abroad.

“We finally followed the suggestions made by Mr. Metcalf, Librarian, Public Library of Sydney, Australia,” Mr. Ballance reports. “He said that they were compelled to prohibit students from taking their own materials (text books) into their reading rooms.

“In the fall of 1956 we put into effect a rule prohibiting personal materials in our reading room, unless an excellent reason could be given. In order to enforce the rule we had to employ a ‘monitor’ to sit at the entrance to the reading room to enforce this rule. We employ this monitor four evenings each week (Monday through Thursday), and the reference department staff enforces the rule at other times. In addition to the students (high school, elementary school, and college) we were getting business men who were using the library as a private office and a conference room.

“The arrangement that I have outlined has solved our problem almost 100%. It is a pleasure now for persons to use our reading room where they are not annoyed by noisy persons constantly on the move, and our reference librarians can effectively perform their duties, and they do not have to spend half of their time being disciplinarians.

“We may have to add additional duties to those of the monitor. We are still losing a great number of books from our open shelves; we may eventually have to check all brief cases and zipper note books when a person leaves the room.”

School Library Assistants—Practicing What We Preach

By Vera B. Melton, Librarian, Needham Broughton Senior High School, Raleigh.

Educational literature stresses democratic living and development of responsibility in the public school; yet we fail to use the potential laboratory of experience in many areas of our program. The library is such an area. Although in so many instances, the use of student assistants may cause conflicts, discipline problems, and poor school-library relations, this important practice in the school program can be the very tool to bring about the atmosphere we want in our libraries. Forethought and organization are essential if such a program is to be successful. It can be.

Selection of school personnel, student participation in this selection, setting up detailed plans and procedure, close supervision, and vigorous promotion are all essential characteristics of such a program.

Once sufficient quantity and quality of student help is selected, the task is under way. Such students must have detailed instructions and guidance in using the library themselves and later in helping others to use it. A sound appreciation of the resources and the library policies and procedures must be instilled in the minds of the helpers. Once the assistants are educated, they can go a long way in creating the right attitudes among others.

This attitude of students toward the library and its resources is no little item. No adult can instill in students the proper library appreciation as well as a sound, intelligent student can. The student body will follow the leadership of its library leaders. Assistants accomplish this by their attitudes, their use of time in the library, the respect and familiarity they have for materials, resources, and the help they give students who use these resources.

Care of materials is directly related to students' knowledge and use of them. Student helpers encourage proper care through their assistance, the examples they set, and the efficient manner in which they perform assigned tasks. Sloppy and inefficient details will encourage similar student use of materials and conduct.

The detailed methods by which assistants put across such a program are many. Assistants first appreciate the library program and speak well of it. In this respect, they are public relations officers. They show the value of efficient library usage by the way they prepare assignments, do special class projects, and make class contributions. The effective manner in which they care for such detailed work in the library as stamping books, filing cards, finding materials, mending materials, replacing materials on shelves, and keeping house in the library work room contributes to a clean, efficient laboratory where students can effectively use the tools for specific purposes.

Of course, the behavior of helpers is conducive to good or poor behavior on the part of other students. The behavior pattern of the helpers will be determined by the degree of inspirational leadership and guidance given by the librarian.

Students, like adults, grow by doing and by being a part of their society. The school library society is improved and made meaningful when students become a vital part of the library work.

How does this help students? Students will be what they live. The training obtained by helping in the library will help them in their other school work. As an appreciation for responsibility and cooperative endeavor breeds more appreciation and broadens the students' outlook of life, this carry-over will extend into other school activities. Certainly, the familiarity with techniques and materials will encourage more use, more reading, broader interests, and more extensive use of other libraries.

We preach education for effective citizenship. What better way is there to practice this than by giving students an opportunity to know the resources of the library, which exist for them anyway, and by providing for them opportunities to help fellow-students to make more use of it? The more effectively this program is carried out the smaller becomes the so-called "discipline problem" in the school or public libraries.

North Carolina High School Library Association

By Mary Frances Kennon, Executive Secretary of N.C.H.S.L.A. (Assistant State School Library Adviser, Department of Public Instruction), and Sybil Ann Hill, State Reporter of N.C.H.S.L.A., Dover High School, Dover.

Highlights of the 1958 Convention

The eleventh annual North Carolina High School Library Association Convention was held in Raleigh, April 11–12, at the Sir Walter Hotel, with the Broughton High School Library Club of Raleigh serving as host. Attendance set a new record, with 533 students and advisers registering. Registration on Friday morning was enlivened by the arrival of the Boston Red Sox baseball team, and delegates who arrived early proudly displayed autographs of Ted Williams. Other attractions at registration were the exhibitions, including scrapbooks submitted by local clubs, official state scrapbooks from previous years, an exhibition of outstanding new books, and a display featuring careers in librarianship.

President Steve White of Broughton High School presided at the opening session on Friday afternoon which featured group discussions on such topics as programs for club meetings, bulletin boards and other exhibits, understanding your library, and the use of audio-visual equipment. Committee meetings and clinics for state and district officers were held simultaneously. After reports by the leaders of the discussion groups, nominations for 1958–1959 officers were presented, and campaign speeches were heard. Following the afternoon session, tours of the Capitol, the State Art Museum, the Hall of History, and the State Museum were conducted by students from the Broughton Library Club.

The Virginia Dare Ballroom was the setting of the annual banquet on Friday evening, with vice president Martha Harrison presiding. After a delightful meal, 360 delegates, advisers, and guests enjoyed musical selections by “The Skylarks,” a Broughton High School quartet, and Judith Morris of Thomasville. Dr. Amos Abrams, editor of *North Carolina Education*, spoke to the group on lessons *not* learned from books, such as “sharpening one’s axe,” “plowing to the end of the row,” and doing one’s share in creating a better world—and flavored his talk with humorous illustrations. Dancing to the music of the Broughton High School “Rhythmetts,” and viewing a spectacular floor show featuring calypso numbers, a chorus line, and harmony, rounded out a wonderful evening.

At the Saturday morning session on April 12, delegates heard treasurer Lamar Lutz of Hickory report the record 1958 membership of 2,088 students, representing 98 local library clubs. Awards were presented to the two outstanding scrapbooks submitted by local clubs: the Frank Driscoll Trophy to Thomasville High School and the International Relations Award to Durham High School.

The following officers were elected for 1958–1959:

- **President:** Karen Rawlings, Boyden High School, Salisbury
- **Vice President:** Robert Reid, Mineral Springs High School, Winston-Salem
- **Secretary:** Julia Richardson, Thomasville High School
- **Treasurer:** Frances Daniels, Goldsboro High School
- **Reporter:** Loretta Hardy, Broughton High School, Raleigh
- **Editor:** Sally Ann Smith, Broughton High School, Raleigh

[Photograph: Out-going President (1957–58) Steve White, Broughton High School, Raleigh, and In-coming President (1958–59) Karen Rawlings, Boyden High School, Salisbury, posed together at a table or podium. The two are shown from the waist up.]

[Photograph: North Carolina High School Library Association State Officers of N.C.H.S.L.A. for 1958–59, photographed at Boyden High School, Salisbury. Seated, left to right: Treasurer Frances Daniels, Goldsboro High School; Secretary Julia Richardson,

Thomasville High School; President Karen Rawlings, Boyden High School, Salisbury; Vice President Robert Reid, Mineral Springs High School, Winston-Salem. Standing, left to right: Reporter Loretta Hardy, Broughton High School, Raleigh; Editor Sally Ann Smith, Broughton High School, Raleigh.]

To President Steve White, members of his Broughton Library Club, and his adviser, Mrs. Vera B. Melton, go the thanks of the Association for making the 1958 N.C.H.S.L.A. Convention an outstanding success.

Highlights of 1957–1958 Activities

Magazine

The 1957 N.C.H.S.L.A. Convention voted to publish a state magazine for distribution to members of the Association and selected Bill Roe of Chapel Hill High School to serve as editor. The first issue of the new magazine, published in February, had an enthusiastic reception throughout the state. National leaders in school library service who received complimentary copies of the first issue have congratulated the editor and his staff for a job well done. During the 1958 Convention, Associate Editor Martha Summerfield announced the results of the contest to select a title for the magazine. Rebecca McCoy of Jasper High School, Route 1, New Bern, will receive the prize of five dollars for her winning entry, *The Tarheel Binder*. The Executive Board selected this title as most appropriate to the aim of the magazine, which is “to bind together into a strong fabric the many threads of our organization.” The second issue of the magazine, scheduled for publication in May, is to bear the new title.

Handbook

Barbara Burton of Thomasville High School was selected by the 1957 convention to serve as editor of the first N.C.H.S.L.A. handbook. Barbara and the many contributors have been working hard all year on materials offering suggestions to state, district, and local library clubs—concerning their functions, organization, officers, meetings, etc. The new handbook will be ready for distribution to local clubs and to state and district officers in the fall. A printing of 500 copies has been authorized by the Executive Board. Congratulations to Barbara and her contributors for their excellent work.

Scholarship

(Reported by Sandra Morse, Chairman, Hendersonville High School.)

A special committee was appointed for 1957–1958 to work out recommendations for a North Carolina High School Library Association scholarship. The following report, presented by the chairman of the Scholarship Committee, was accepted by the 1958 Convention on April 12:

A scholarship in the amount of \$100 will be awarded annually by the North Carolina High School Library Association, beginning in the spring of 1959. Funds for the scholarship are to be obtained from the N.C.H.S.L.A. treasury and from voluntary contributions, including memorial gifts.

Requirements for scholarship candidates will include: residence in North Carolina at the time of application, former membership in N.C.H.S.L.A., and intention to study library science leading to certification as a librarian.

The scholarship may be used in any college in the United States offering courses in library science, during the recipient’s junior or senior year in college. Following graduation from college, the recipient must work for one year in a North Carolina college or must refund the amount of the scholarship (without interest).

Application forms for scholarship candidates will be prepared during the 1958–1959 school year. Completed applications should include transcripts of the applicant’s high school and college training, and three character references. Applications must be filed with the State School Library Adviser by March 15, and the winning candidate will be selected by the N.C.H.S.L.A. Advisory Council during the annual state convention. Criteria for awarding the scholarship will include: genuine desire to train for librarianship, scholastic achievement, and financial need.

What Is a Library?

By Winston Broadfoot, Director of the George Washington Flowers Memorial Collection, Duke University, Durham. This paper was read before the Friends of the Library, Hendersonville, earlier this year.

Being in no way a librarian, I have brazenly picked as my topic “What is a Library?” I shall readily avail myself of the excuse of ignorance for whatever misinformation I dispense, and most assuredly shall plead prejudice for those comments that are even wider of the mark. In thinking about this topic, three kinds of libraries arbitrarily come to mind. First there is the library of the individual collector, frequently referred to as a private collector for reasons I have never understood. Most individual collectors make no attempt to read all they collect; indeed their most prized book will often be an unopened copy of some rarity. When Henry Folger was in his heyday collecting Shakespeare folios, he bought most of them that came on the market, regardless of duplication, and, frequently without as much as a glance, stuck them in his various storage vaults and safety deposit boxes.

Naturally rival collectors were angry at this wholesale pack-rat practice, though later scholars, visiting the magnificent Folger library in Washington, have been visibly charmed. The psychologists may be able to explain the drive of the individual collector, though I have never seen the attempt made. Dr. Rosenbach, the great rare book dealer, is supposed to have suggested to Henry Huntington that a great library was the surest way to immortality. With some collectors there is a pricking of the mind that carries over from childhood. Bruce Cotton, who formed the second best individual collection of North Carolina, spoke of his interest arising from the poor exhibit of North Carolina books at the Chicago World’s Fair in 1891, and by his later contact with the greatest of North Carolina collectors, Stephen B. Weeks. From the “why” of it we move to “what” and promptly founder. Collections are formed on every conceivable subject, from the sublime to the ridiculous, and they cost from peanuts to millions of dollars.

If trying to understand the individual collector is a waste of time, doubly so is trying to help him. He probably has already made his wife hate books by his extravagances, and his children are apt to be the ones with the well worn clothes. Even the millionaires like to slip books in the back way. We’ll whip the dope problem long before we find a cure for the book collector.

University libraries are vastly larger but more readily understood. Colleges need a quantity of books to be used in educating the student body. This requirement is considerably larger when the school also has a graduate program. Present estimates are that a university library doubles in size every sixteen years, and some interesting planning is now going on about ways to handle this mass of multiplying material.

Before mentioning the local public library, I want to suggest a common denominator between the individual collector and the university: each has a specific need and a goal to reach. For the individual this shifts at times, and it is purely personal and partly psychological in its

roots. There is less shift in the university library, just the constant headache of finding the money, the personnel, and the housing for the expanding output.

What, now, can be said of the local library in terms of need and goals. Your readers are not working against an assigned curriculum nor are they involved in the esoterics of graduate study, yet something better than the whim of the individual collector must be your guide. At the outset a basic problem of policy must be settled: will your library give the people what they want or what they should have? To go the first route is to be a politician, and the second amounts to playing God. The horns of this dilemma do not meet, and there can be no compromise. Let's be specific here. In the past six months your library probably has been unable to keep *Peyton Place* on the shelf while *The Brothers Karamazov* collected dust. Yet no amount of demand and no length of years on the best seller list will convince me that *Peyton Place* is the better book. While I'm on this pontifical pedestal let me say that neither is it obscene; it's just a piece of contemporary hack writing, here today, gone tomorrow. This problem of quantity versus quality is nothing new to librarians, though the stock answer is something less than heartening. A 1956 guide to library standards contains two successive sentences worth quoting: "The currently-useful books which form the bulk of material in a public collection are expendable or 'dead' within ten years. Annual withdrawals from the collection should average at least 5 per cent of the total collection." In effect we are being told that popular demand notoriously coincides with best seller lists, that the public library is a brief stopping point for books in transit from publisher to trash pile. You build nothing. Need this be so? One outstanding librarian answers affirmatively; she writes that it is "perhaps inevitable that a phase of democracy on its way up is mediocrity."

Systems of accounting show business men how much money they lose or make in a given period of time and statistics further show whether they are improving their lot and how their operation compares with similar business. Libraries try to use statistics for much the same purpose and in this, I believe, there is error. How many books per thousand population, per capita circulation figures, number of books added and discarded—these and many other quantity measurements go into evaluating the adequacy and effectiveness of library service. I say this is a mistake; quality is more important than quantity. Speaking symbolically, the day that a patron takes from your shelves and reads *The Brothers Karamazov*, the thousands of readers of *Peyton Place* will have lost to a better statistic.

Of course we cannot ignore the contemporary scene. After all, for better or worse, it's our moment in time, and we had better know something of it, from best sellers to motivation research. But the contemporary scene is not all there is to it. If our head is in the clouds watching sputniks, so is our tail tied to the tree of history and, in a given era, we aren't going to move too far. We need remember that from history we get perspective, and in books we can find the better part of all recorded events and thoughts of our past. In fact it is only because of books that we have been able to pass on the accumulated information from generation to generation and experience what we dubiously call progress. So make your library go back. Have in it much of man's history and most of the milestones of great authorship. Budgetwise and spacewise this is not as large an undertaking as you might suppose.

In this do not misunderstand me as saying the housewife and her contemporary reading are to be frowned upon. Who are we to say that reading should be for profit and not for pleasure? Sometimes this question gets answered by an abortive attempt to show that pleasure is in reality profit. The argument might go something like this: the kids were late for school and the morning mail brought a nasty note about an overdue bill. So she sits down for an hour or two and lets her fancy take flight as she follows the fictional adventures of some hoyden or bogus cavalier, thereby saving her sanity, making her glad to see her husband at the end of the day, and supper tastes wonderful. All this may be true enough, but let's call that profitable

reading; the lady has found a therapy for her woes. That's not what I'm talking about and the distinction may be difficult. There is a kind of reading that doesn't increase our knowledge, doesn't save us from anything—it just gives pleasure. In poetry it may be an idea beautifully expressed or it may be the exquisite harmony of the lines. Either way, there is a tingle, a sensate response to mere words. What's it worth? I don't know, but the people who experience it are furthest removed from our animal ancestors. While we're pushing progress we would do well to cultivate this essentially aesthetic quality. It isn't poetry alone that comes within this nebulous realm; fine fiction does, and the lost art of essays. Traces of this aesthetic quality can be found in outstanding writing on almost any subject.

There is another, more dangerous piece of folklore that is compatible with but does not rise from the statistical approach. I refer to the insistent attempt to consider individuals as though they were so much homogenous mass or, at best, large identifiable groups within the mass. In 1948 there appeared a weighty statement on library objectives bearing the stamp of approval of the American Library Association. One objective was to promote "democratic attitudes and values," among which was "understanding the democratic processes of group life." Let us have a brief look at the democratic processes of group life.

In our schools virtually nothing is done for the child with the superior mind, the so-called gifted child; he atrophies as he moves along at a pace far below his capabilities in work that is less than challenging. It is considered undemocratic and might hurt some feelings, even of parents, if we establish sections of a grade and place children according to their capabilities. Democracy as a way of political life is the best yet devised, but it has little to do with educational processes or the world of fact. The *News and Observer* carried as a joke several Sundays ago a story that comes too close to being true. Johnny brought a small rabbit to his first grade teacher. Appropriately enough, the teacher took time to explain to the class something about rabbits. A small hand went up in the back of the room and one moppet wanted to know whether it was a boy or a girl rabbit, no mean question when you're talking about a small rabbit. The teacher blushed and tried to carry the class back to the land of carrots, but the little fellow persisted till the teacher gave up and said she didn't know. "I know how we can tell," said the little boy, "we can vote on it."

Those of us who have a concern about this waste, this destruction, of our more intelligent youngsters, face an up-hill fight. The idea that democracy should submerge the individual in the group is curious fallacy. It appears to me plain enough that democracy, properly conceived, exalts the individual, not the group, and I would think an educational system which challenged each child to the maximum of his capabilities was not at odds with that concept.

The connection between our schools and our libraries is obvious. Below the high school level do not look for too much from book reading. Though the manufacture of children's books is at an all time high, there is precious little of lasting value in it. Today there are no great authors of children's books and no classics for children. Authors like Lewis Carroll, Mark Twain, Louisa Alcott, and books like *Black Beauty*, *The Land of Oz*, and *Peter Pan*. This is a partial list of the greatness that was in the latter half of the nineteenth century. The present century is more than half over, yet we have not a single author or title comparable to those named. Booth Tarkington is a possible exception, but he had his roots deep into the nineteenth century. The real stuff isn't being written any more and I think I can say why. The young peoples' books today preach and moralize so much there isn't room left for a good story. What we used to call tracts now account for almost the total output. I'm sure that moralizing is good for the soul, but it makes for lousy literature. In the early years, therefore, settle for the child acquiring the reading habit and hope the powers that be are right, that each book takes junior a step away from unkind thoughts.

By the time most youngsters are in high school they are off this diet of pap, whether we like it or not. These are the green years that count most. You may have seen figures released by the State Superintendent of Public Instruction a few weeks ago, figures showing that only 25% of our high schools offer both physics and chemistry and that last year only about 20% of the white high school students took a mathematics course beyond elementary algebra. In part this is the result of the elective system, another example of democracy in education. Adolescence is still the time for guidance, for imperatives if need be. It is a time when the nettling urge takes hold and one begins to awake to life. So, too, the nestling urge. The response to space travel and Elvis Presley can be frighteningly vigorous. Each generation makes for itself a new world, and these adolescents, as always, are out to show us what old fogies we are. Let them. Encourage them. The schools must make a better beginning but your library must go further. Fill your shelves with every conceivable book on science that can catch their fancy. The issues that hang in the balance on what captures the imagination of our young people are terribly important.

While I am at it let me take another sidwinder at this business of juvenile fiction. In pulling Alice out of the Rabbit's hole and bringing Peter Pan back to earth to make room for moralizing, who can estimate at what cost this stunting of the imagination? New ideas, even in science, have their beginning in dreams of impossible things. We are living in a world where reality is whatever happened yesterday. We can never vote ourselves into a better one, but it should be quite apparent that, technologically, we may lose this one.

Ailing with this emasculation of our youthful potential, there is a kind of apology for serious pursuits by adults. The librarian who was quoted on the mediocrity of democracy reluctantly admits that democratic mandate covers the intellectual. "Library services," she writes, "are democratic only if offered to all, in terms of opportunity, of individual recognition, and of richness of appeal. . . . The library's duty is to serve the ill-educated or the economically underprivileged does not release it from a similar obligation to other groups, with a richer background, perhaps, or with more trained and cultivated tastes. . . . This intellectual need must be served, and the service constitutes as much of a democratic process as the classes for the ignorant and illiterate."

In our rush to equate all things, we have evacuated the seat of judgment, and I suppose there will come a day when the most that can be said, to paraphrase George Orwell, is that "all things are equal but some are more equal than other." Library services, I readily grant, should extend as far as they can go in both directions, though I have my reservations about what books might have "richness of appeal" for the "ill-educated." Are we afraid to come right out and say which is the more meaningful job, nursing the dolt or stimulating the genius? Let's do both, but heaven help us, let us not say there is the same achievement, the same statistic, if you will, in each. "From the social point of view" is a favorite phrase these days and, though it is not the perfect test of all our actions that some would have us believe it can be used to justify whatever attention we choose to bestow on brains. From the rest of us, the keen, dedicated mind is due all honor and perhaps a few prayers. Concerning so serious an issue it is ridiculously inadequate to speak with apology and in terms of "taste," as though the library were some sort of delicatessen.

Sometimes I think library purposes have been too greatly extended when films, art exhibits, musical recordings, lectures, children's stories, and a welter of semi-related activities are corralled under one roof. There's no telling where modern gadgetry will take us and even legitimate cultural interests can be alarmingly manifold. I'll stand with the proposition that a library means books, that all else is an adjunct, an accommodation. This is in no way meant to assign a lesser value to the other pursuits; to me they are not legitimately part of a library, and I'd be willing to swap them all off for one good talking room. You can't prove that white wine goes with fish, and I can't prove that good conversation goes with good books, but I

believe it does. As a place of enlightenment, the general store with its cracker barrel and potbellied stove hasn't been equalled by all the post office steps and corner drug stores in America. Maybe it's time for the library to try with an out-of-the-way room where coffee is a nickel a cup.

Much of what I have said so far amounts to little more than stepping on the toes of your librarian and the board of trustees. Policy decisions are theirs and if, as Friends of the Library, you are to remain their friends, these things must be left to them. With the post-war expansion of libraries, competent personnel is hard to get. Having this economic point in mind plus the far greater one of the importance of their job, I say "treat 'em right." Do all you can to help them. Permit me a suggestion or two.

There never was a library with an adequate budget. Friends of the Library can and do contribute money. A little politicking never hurts, tactful reminders to the city and county fathers not to forget the library in their rush for civic improvement. However, you should not concentrate too much on money; I would think it properly belongs at the little end of the horn.

Many of you belong to some sort of book-of-the-month club. The selection comes in and you read it, after which it sits on the shelf alongside an accumulation of similar jewels. Why not give it to the library? You aren't going to read it again, God forbid, and if you do you can check it out of the library. Thus you enable the library, without cost, to have plenty of best sellers to circulate during the brief period of high demand. Tight budget money is released for more permanent needs. If your library is one that puts these heavily demanded books on reserve at a few cents a day, your gift will even make money.

Between annual meetings you might try a news letter. It need be only a mimeographed sheet every month or two. A variety of things can go into the sheet: state and national news affecting libraries, staff changes, books purchased, important gifts, and, last and not least, statistics.

For all that's been said about profit and pleasure in books, nothing avails unless your library has membership and that membership checks out books. If the staff is too busy, some of your members could volunteer to go into the city and county schools to explain about the library and make a determined drive for young readers. In some places school busses bring them in, classroom at a time, to see the library. When this is done a heavy proportion of students are inside the building for the first time. I cannot emphasize enough, by hook or crook, get these children signed up and see that they take out at least one book each when they join. You might try National Book Week for adult membership. Use that week to get before civic groups and whatever social clubs might be interested. I'm going commercial just enough to say that a library can and should be sold to a community.

Tonight I have said much in argument against the statistical approach, against the criterion of quantity instead of quality. Now comes the time for a confession: much of what I said was based on information gathered by librarians, statistics, no less. Here are a few:

Almost half of the adult population of the United States reads no books at all in a given year. Of those who do read one or more books a year, 75% read mostly fiction. The figure is 50% for those who read only fiction. If we limit the statistic to public library use on the same basis (those who check out at least one book a year) then 18% of the adults and slightly less than half the children are public library users. For adult and child alike, the public library furnishes only 25% of the books read. Children get a higher per cent of their books from school libraries and adults a higher per cent from purchase and home libraries.

The smaller the town, the higher the per cent of fiction circulated to adults by the public library. In Hendersonville probably 75% of total adult circulation is fiction. "What kind of fiction?" is a question worth asking. If we classify fiction into three quality grades—(1) high: classics, standard titles with an established literary place, (2) moderate: significant

contemporary novels, and (3) low: popular stories, including mystery, western, and love stories—some startling facts appear. Five per cent of the fiction read is of high quality, 7% of moderate quality, and 88% of low quality.

Children present a brighter picture. Those under 15 years of age make up about one-sixth of the total population, yet they account for one-third of library membership and almost half of library circulation. In a typical library, children's books account for only 25% of the library holdings. We have little break-down on what kind of books children check out, but we do have good news about what kind of children are library users. They average about six months in advance of their grade, the best guess being that the child was already more intelligent when he came into the library. In any event, the brighter children use the public library. Lawyer-like, let me suggest the case is made against mass evaluation, against trying to show achievement by producing any quantity of total books or total readers.

Our goal is clear enough. Beginning from our present position, we must work in two directions. Years ago the psychologists proved that the peak of our ability to learn is not reached until we are about 25 years old, that it holds level for many years, and diminishes only gradually in the twilight of life. As adults we need to be more ambitious and, as Friends of the Library, you can have a hand in this up-grading of our reading habits. The frequently heard cry of alarm against the best seller, often stemming from stuffy pretentiousness, is not the answer. Whether we read the best seller or not, we must go beyond it and read more in the field of fact and more in realms of really creative writing.

But whatever we may do, the real hope is in our children. We may become intelligent observers in this new world of science, but the present generation of children will be the creators of it and the master pilots. The suggestion that you drag them by the heels into your library bears repeating. And be sure their multitudinous book wants are amply supplied through good counsel and encouraging atmosphere.

This is a mission freighted with more urgency than ever before. Your real triumphs you may never know. Some day there will be a man, eminent in a field of critical importance, who recalls his beginning, perhaps only to his wife by the fireside at evening: "Once I had a friend." Let the mundane statistics pile up, but take no notice of them. Use your imagination, encourage the young—and you shoot for the moon. You and I will never make it, but they might.

Early Libraries in North Carolina

By Jean Freeman, Assistant to the Dean, School of Library Science, University of North Carolina.

Those who know that North Carolina's first public library, in the modern concept of that term, was opened in Durham in 1897 will think it strange to read that North Carolina had a public library by 1700. This is true, however, for the collection of books which was to make up the first public library was sent from England to Bath in December, 1699, by the Rev. Dr. Thomas Bray. In a letter dated October 21, 1703, Henderson Walker, governor of the colony, wrote the Bishop of London that:

. . . Dr. Bray some time about four years ago, [did] send in some books of his own particular pious gift, of the explanation of the Church catechism, with some other small books, to be disposed of and lent as we thought fit . . . and about a year after, did send to us a library of books for the benefit of this place, given by the honorable the Corporation for the Establishing the Christian Religion, by one Mr. Daniel Brett, a minister appointed for this place.

This collection sent to Bath included the customary large number of theological works but in addition “there were eleven works of history and travel, two geographies, five dictionaries, three works each on mathematics, natural history, heraldry, biography, and law, four ancient classics, the same number of works on grammar and language, three books of essays, two books on sports, and one each on medicine, mythology, and poetry.”

One may well ask who was this Rev. Dr. Bray and why did he send such a collection of books to Bath. The Rev. Thomas Bray was one of the most farsighted and energetic Churchmen in England during the last of the seventeenth and early eighteenth centuries. He was well educated, having graduated from All Souls College, Oxford, in 1678 and having received the degree of Doctor of Divinity from Magdalen College in 1696. During the last decade of the seventeenth century the Bishop of London appointed Bray to be commissary for the colony of Maryland as that province had been divided into parishes and had requested a commissary. Bray was delayed in sailing, however, as the first act regarding the establishing of the Church there had not been approved and a second one had to be submitted. During this delay he was asked to help find missionaries to be sent abroad. While doing this he discovered that those willing to go were usually poor men unable to purchase books. This concerned him greatly for he was convinced of the close connection between learning and practical religion. He had even been unwilling to accept the position of commissary for Maryland until the Bishop gave him permission to organize his library plans; and this problem of providing overseas parishes with adequate libraries took the greater amount of his time while he remained in London. He wrote several articles showing the need for such libraries. His first was issued in 1696 and explained the help a library would be in the colonies and gave information as to how they should be cared for. “From start to finish the work revealed a practical, sane, realistic approach to the problem,” a recent writer has commented. Bray’s several other articles on the same subject were larger in scope and contained many useful suggestions for organizing and administering the libraries.

His efforts met with some success and his first library was founded at Annapolis and was the first lending library in the British colonies. The books in this library show that they were chosen for the use of the public and not for the clergymen alone.

Securing financial aid for his libraries was, of course, a great problem for the Rev. Dr. Bray. He put into it all of his personal funds and sought government aid but was refused. He realized then that his only hope was the founding of a voluntary association. Thus, the Society for Promoting Christian Knowledge came into being and grew into the “oldest and possibly the greatest of Anglican missionary societies,” it has been said. This accomplished, Bray went to Maryland and after examining the state of the Church there and the needs of the English colonies, he returned to England. At home he found that the work of the Society which he had founded had increased so much that it was necessary to make one of its departments the work of a separate society. A charter was obtained from King William for the incorporation of a society for propagating the gospel throughout the English colonies. It was this Society which sent most of the lending libraries to colonial America.

In 1723 the Rev. Dr. Bray became ill, and to insure the continuance of his work he named certain persons to carry on with him and to follow after his death. They were called “Dr. Bray’s associates for founding clerical libraries and supporting negro schools.”

Since Dr. Bray’s ideas were so far in advance of his times he met difficulty in carrying them out. His remarkable energy, keen intelligence, and unusual executive ability, however, meant eventual success.

It is not known exactly why the first lending library in North Carolina was established at Bath. It was not the capital of the colony; but perhaps at that time it did have the greatest concentration of population, and there was no other town in the colony. Bath was incorporated in 1705 and grew very slowly. The people there were proud of their library,

however, and resisted the efforts of the Rev. John Urmstone, a colonial missionary, to remove it. Urmstone tried to persuade them that the books had been given for the use of the missionaries in the colony and that he was entitled to them.

In 1715 a second act of incorporation was passed for Bath and the importance of the library to the people is shown by the preamble which gives the two objects of this act—to increase the settlement of the town and to protect the library.

This second act of incorporation for Bath made detailed provision for the preservation and proper use of the library. It provided for a board of “Commissioners and Trustees” headed by the governor and including other prominent officials. It provided that the Commissioners should appoint a Library-Keeper and gave detailed instructions as to his duties. The Library-Keeper was to remain in office until removed by the Commissioners or until a minister was established in the parish. This act was the only one relating to libraries passed in North Carolina before the Revolution.

There were other parish libraries besides the one at Bath in eighteenth century North Carolina. Records indicate that all missionaries sent over by the Society for the Propagation of the Gospel had books; and while some of these libraries were intended primarily for the use of the clergymen, they were lent to the people, became public property, and as in the case at Bath were protected by law.

The early settlers of North Carolina had little time for intellectual pursuits, but they were not indifferent to literature, as might be expected considering the conditions under which they lived. Even John White brought books with him when he came to Roanoke Island with the colony of which he was governor in 1587. In his account of the search for the lost colony in 1590 he wrote that when he reached Roanoke Island he found his “books torn from the covers.”

As early as 1676 books are mentioned in Carolina wills, and a number of really good private libraries were owned in the colony. One of these private libraries was owned by Edward Moseley who was an educated, wealthy, and prominent citizen. His will indicates that his library contained about 400 volumes. Included in this number were probably the 76 volumes which Moseley had offered to the Society for the Propagation of the Gospel to be established as a library in Edenton. The Society did not accept the gift of these books, however, and it is assumed that they remained in Moseley’s collection. The 76 books, we are told, consisted “largely of scholastic philosophy and divinity, but with some works of a more general interest and permanent value. . . .” They were for the most part in Latin, Greek, and Hebrew. There has been much speculation as to where Moseley secured this collection which he offered to give away, and Stephen B. Weeks believed that he secured them from several sources: (1) from missionaries who had brought books with them to America, (2) from books he had brought when he came to the colony, and (3) perhaps some from the Bath library. By his offer of this collection of books to establish a public library in Edenton, Moseley became the first private citizen to offer a private collection for public use in North Carolina.

Another private library in colonial North Carolina was that of Gabriel Johnston, a governor of the colony. After his death his nephew, Samuel Johnston, also a governor of North Carolina, made this private library into perhaps the most complete library in the state. By the end of the eighteenth century it contained 535 books and represented a very cultured taste. It is through the Johnston library that we have evidence of other private collections. This is in the form of bookplates showing prior ownership. We can assume that no one would have had a special bookplate unless he possessed many books.

There were a number of private libraries in eastern North Carolina during the colonial period as shown by the wills of the period. One of these, large enough to be cataloged, belonged to Thomas Jones of Edenton. In western North Carolina the library of Waightstill Avery who settled in Charlotte is said to have had the most extensive and best selected collection in that

area. There are records to indicate that even during the Revolution he added to his library. It is doubtless true that there were not as many private collections of books in the west as in the east, but a number of the Presbyterian ministers there had good private libraries. The library of the Rev. Samuel E. McCorkle was quite good. The Rev. David Caldwell also had an outstanding library, but it unfortunately was destroyed by the British during the Revolution. A number of private collections throughout the state suffered a similar fate.

Immediately prior to the Revolution a group of men in Wilmington organized a library which was known as the Cape Fear Library, but it fell victim to the war. Towards the end of the eighteenth century several circulation libraries were formed, among them being the library of the Centre Benevolent Society. This Society, chartered in 1789, was designed “to encourage literature,” among other purposes. It became one of the earliest donors to the University of North Carolina Library.

When the charter for the University was being written the Library was not overlooked, and it was designed to be an essential part of the institution. This indicates that early leaders of the state were aware of the value of libraries to education. Although the Library was begun with the offering of instruction, it grew very slowly with collections coming primarily from private donations. Besides the Centre Benevolent Society many individuals donated books to the new University. The fact that the Library did not grow was undoubtedly due to the organization of two literary societies on the campus and the establishing of a library by each. These societies—the Dialectic and the Philanthropic—were organized in 1795 and immediately began the collection of books for their libraries. These society libraries were more important to the students than the University Library. It was not until 1886 that these two libraries were added to the University Library.

Although we realize that libraries in colonial North Carolina were not numerous, it is apparent that quite a few did exist and that they were greatly valued.

Library Fauna

[Illustration: A pen-and-ink sketch labeled “Pack Memorial Library (Memory Sketch) Carbon Pencil” by Charles Manley Eatmon, Jr. The sketch depicts a male library patron seated in a chair, leaning forward to examine a document or pamphlet held close to his face, his legs crossed.]

[Illustration: Page of four pen-and-ink sketches titled “Library Fauna — 5 Minute Sketches from Life at Pack Memorial Library.” Upper left: a man in a cap seated, reading. Upper right: a man in a jacket leaning over a surface, reading. Lower left: a young woman seated at a table with books, smiling. Lower right: an older woman in a patterned dress seated, reading. The page is dedicated: “To Miss Margaret Ligon and all the very nice ladies of the library staff.”]

[Illustration: Page of five pen-and-ink sketches titled “Pack Memorial Library — 5 min. studies — To Miss Ligon & Staff.” Left: a woman viewed from behind, browsing shelves of books, a step stool visible at her feet. Upper right: a woman seated in a chair by a window, reading, an umbrella leaning against the chair. Lower center-left: a man with glasses seated and reading, leaning back. Lower center-right: a person seated in a chair from behind, reading a newspaper or magazine.]

The sketch on the first Library Fauna page and those on the two following pages were made in the Sondley Reference Room at Pack Memorial Library, Asheville, by Charles Manley Eatmon, Jr. Sondley Reference Librarian Elizabeth Shepard writes that Eatmon was born in Durham in 1916. “His art training was self-acquired except for special training in engineering drawing at Asheville-Biltmore College. He specializes in commercial art in the field of

illustration and cartooning, and uses various media—water color, oil, pen and ink. He works for three publishing companies in New York: Crestwood, Enterprise, and Humorana, in addition to doing free-lance work. He illustrated the book *Hunting and Fishing in the Great Smokies* by Jim Gasque, published in 1948 by Knopf. While employed as a draftsman for the Postal Accounts Office in Asheville, from the inception of the agency in January, 1943, until its close, he helped organize and served as staff artist for a departmental publication. His special interest aside from his professional work is in wood carving, which he pursues as a non-commercial hobby. He resides at 11 Arborvale Road, Asheville.”

Personal News and Notes

Pierre Berry joined the staff of Duke University Library last fall as Serials Cataloger. Before coming to Duke he was Bibliographic and Research Assistant at the William L. Clements Library. Mr. Berry has a master's degree in anthropology from Michigan and received his M.L.S. degree there in 1957. During 1950–51 he studied at the Université de Paris on a Fulbright Scholarship and returned to the Université de Rennes in 1953–54 for additional study.

Miss **Betty Wah Wong** joined the Duke University Library staff recently as assistant Serials Cataloger. She was graduated from the University of Hong Kong and received her M.L.S. degree from Simmons last year.

The Supervisor of the Raleigh school libraries, Mrs. **Mary Peacock Douglas**, has accepted appointment for a two-year term on the Committee on Accreditation of the American Library Association.

Two recent assignments for Miss **Cora Paul Bomar**, State School Library Supervisor, have been announced. She is serving on the committee to edit the next *Your Reading*, the junior high booklist published by the National Council of Teachers of English and the American Library Association, and she has accepted appointment to serve as North Carolina's representative on the American Library Association Recruiting Committee of the Library Administration Division.

A number of appointments and changes in faculty have been announced by the School of Library Science at the University of North Carolina. Miss **Susan Grey Akers** will teach during the Fall Semester, 1958. Miss **Louise McG. Hall**, Head of the Reference Department at the University of North Carolina Library, will teach a course during the same semester. Mr. **Ray Carpenter**, presently on the University Library staff, will be Visiting Instructor for the year 1958–59. Associate Professor **Carlyle J. Frarey** will be on leave for the Fall Semester to complete work on his dissertation for the doctorate at Columbia University. Assistant Professor **Robert A. Miller** will be on leave for the academic year 1958–59 to begin work on the Ph.D. degree at the Graduate Library School of the University of Chicago. Miss **Charlesanna Fox**, Librarian of the Randolph Public Library, Asheboro, was elected president of the Southeastern Adult Education Association at the recent conference which was held in Richmond.

Serving as Librarian in two counties—Vance and Warren—**Helen Rosser** divides her time between the H. Leslie Perry Memorial Library, Henderson, and the Warrenton County Memorial Library, Warrenton.

The Pack Memorial Library, Asheville, announces that **Elizabeth Shepherd** has joined the staff as head of Sondley Reference Library.

Mrs. **Rosalie Massengale**, formerly cataloger at the Law Library, University of North Carolina, has joined the staff as head cataloger of the Division of Health Affairs Library in Chapel Hill. Mrs. **Mary Frances Simmons** joined the Division of Health Affairs Library

staff as secretary and Mrs. **Carol Purgason** as typist. Miss **Katherine Freeman**, formerly of the University's Institute of Government, became Pharmacy Librarian for the Division of Health Affairs replacing Miss **Alice Noble** who retired.

Mrs. **Catherine Maybury**, formerly Documents Librarian at the University of North Carolina, becomes Librarian of the Institute of Government on the same campus on July 1. Recent resignations from the staff of the University of North Carolina Library have been Mrs. **Jessica Valentine**, head of the Bull's Head Bookshop for twenty years, who becomes manager of the Bryn Mawr College Book Store, Bryn Mawr, Pennsylvania, on July 1; and Miss **Beatrice Montgomery** of the Catalog Department who is taking a position as Head Cataloger and Assistant Professor at Baylor University, Waco, Texas.

Miss **Joyce Lansdell**, who will receive the degree of M.S. in Library Science from the University of North Carolina on June 2, will become Medical Librarian at the United States Army Hospital, Fort Bragg.

WANTED: Names and addresses of prospective librarians for the N.C.L.A. Recruiting Committee's new person-to-person recruiting program. North Carolina librarians are urged to send names and addresses of persons who have expressed an interest in librarianship to Miss Cora Paul Bomar, Chairman, N.C.L.A. Recruiting Committee, Department of Public Instruction, Raleigh, North Carolina.

The Division of Health Affairs Library of the University of North Carolina has received two outstanding gifts. Dr. and Mrs. Warner Wells presented to the Library as a memorial to Dr. Deborah Leary Welt a first edition of Richard Bright's *Reports on Medical Cases* (London: 1827), one of the most important and exceedingly rare items in the history of medicine. Dawson of London reports that this book appears in the hands of specialists about once in twenty years. The Library also has received a collection of Sanitary and Civil Engineering volumes valued at about \$1,200 from Dr. George C. Bunker, retired engineer in Panama. This is a useful and valuable file of the outstanding periodicals in the engineering field.

Miss **Katherine McDiarmid**, Librarian of the Textile Library, North Carolina State College, Raleigh, left for Lima, Peru, at the end of May to spend approximately two months. Under the auspices of the International Cooperation Administration she will organize a textile library at the Instituto Textile of the Universidad Nacional de Ingenieria of Peru. The Textile School of State College has cooperated for the past three years with the Universidad Nacional and during that time twelve members of the staff of the Textile School have gone to Peru to assist in the work there. Since the project, which is under government sponsorship, is drawing to a close the faculty members of the Universidad Nacional de Ingenieria have shown the need for a library. Miss McDiarmid will organize this library, catalog the 400 books already there, and train someone to carry on the work after she returns home. The Textile Library will also continue to cooperate with the library in Lima in the years to come. Miss McDiarmid, who is traveling by air, plans to return by way of Mexico City and will spend a week's vacation there.

Changes and additions to the committee appointments for the North Carolina Library Association announced in the February issue of *North Carolina Libraries* include:

Mrs. **Dorothy H. Avery**, Canton, Membership Committee; Miss **Mary Frances Kennon**, State Department of Public Instruction, Raleigh, Recruiting Committee; Mr. **I. T. Littleton**, the University of North Carolina Library, Chapel Hill, Committee on Cooperative Library Resources. Mr. Edmund Ramsaur has left the state and is no longer a member of the Recruiting Committee or an officer for the Junior Members Round Table. Mrs. **W. J. Highsmith, Jr.**, Hamilton, a member of the Beaufort-Hyde-Martin Regional Library Board, is Secretary-Treasurer of the Trustees Section instead of Mrs. James E. Davenport, Mackeys.

A new program in law librarianship has been inaugurated within the University of North Carolina's School of Library Science, in cooperation with the School of Law. Dean **Lucile Kelling Henderson** announced the program, which is designed to meet the demands of the library and law professions for training personnel for professional positions in law libraries. It is being offered within the graduate curriculum of the School of Library Science and leads to the degree of Master of Science in Library Science with a minor in law. The program consists of 30 semester hours of graduate work, nine of which will consist of course in the School of Law. The thesis, for which three semester hours credit are earned, may relate to law librarianship.

On May 20 of last year the staff of the Public Library of Charlotte and Mecklenburg County met and decided to organize. Mrs. **Dot Nahory** was elected temporary chairman and a committee was appointed to draw up a constitution. On October 23, 1957, the staff met and completed its organization for the purpose of uniting and developing its members through social contact and practical educational work and to promote the welfare and mutual understanding of the staff through educational programs, social activities, and related methods. The constitution was adopted unanimously and the following officers were elected: President, Mrs. Dot Nahory; Vice President, Miss Allegra Westbrook; Secretary, Mrs. Barbara Asbury; Treasurer, Mrs. Lola Infinger. Miss Doris Ann Bradley is chairman of a project to compile an up-to-date staff manual.

The Eighteenth Biennial Conference of the Southeastern Library Association has been scheduled for October 23, 24, and 25 at Louisville, Kentucky, with main headquarters at the Kentucky Hotel which will handle most meetings and the exhibitions. Co-headquarters will be the Sheraton-Seelbach Hotel which will handle most meal functions of sections and special groups. The latter hotel will accept reservations from all races. Approximately 1,000 are expected to attend the meetings. Mr. Randolph W. Church, Virginia State Library, Richmond, is president. Miss **Elaine von Oesen**, North Carolina State Library, Raleigh, is the Executive Board member from North Carolina.

Since April 1, 1958, all Oxford University Press, Inc., juvenile titles have been the publishing property of a new publishing firm—Henry Z. Walck, Inc., 101 Fifth Avenue, New York 3. Books with North Carolina settings by Lois Lenski and Ruth and Latrobe Carroll are included in those transferred to the new firm.

The United States Civil Service Commission is accepting applications for Archives Assistant and Library Assistant positions which pay \$3,175 to \$3,670 a year. The positions are in various Federal agencies in Washington and the nearby area. Full information may be had from the United States Civil Service Commission, Washington 25, D. C.

Mr. **I. T. Littleton**, Assistant to the Librarian, the University of North Carolina, is teaching for the first summer session in the Peabody Library School of the George Peabody College, Nashville.

Schedule of Issues

In response to a number of requests for information about the deadline for the receipt of copy for future issues of *North Carolina Libraries*, the following schedule has been prepared. The Editor will be pleased to receive articles, news, and pictures for possible use in any of these issues.

Volume	Number	Date	Deadline
XVII	1	October, 1958	August 15, 1958
	2	January, 1959	November 15, 1958
	3	March, 1959	January 15, 1959
	4	May, 1959	March 15, 1959

Volume Number Date Deadline
XVIII 1 October, 1959 August 15, 1959

It should be noted that the October, 1959, issue will be devoted to biennial reports. Chairmen of the various sections and committees should bear in mind that copy should be in the hands of the editor not later than August 15 of that year.

New Carolina Books

Augusta Stevenson. *Virginia Dare, Mystery Girl.* Indianapolis: Bobbs-Merrill, 1958. 192 pp. \$1.95.

Augusta Stevenson has made another real contribution to the Childhood of Famous Americans Series. Not only does she tell a good story, but she gives reality to a well-known mystery story in history that will probably never be solved. The story opens with Virginia Dare's christening, one of the few facts known about her life. When hostile Indians attack the colonists, Manteo takes the baby and hides until the fighting is over. When he returns, the white people are gone; so he gives Virginia Dare to the friendly Chowanoc Indians to keep until he can find her parents. Since he never returns to get her, Osocan and New Moon adopt her and rename her White Flower. She has a happy childhood with the Indians, learning all their customs and skills, and she is readily accepted by the tribe until an Indian girl grows jealous of her superior talent. White Flower saves the life of the chief's son, escapes from thieves in time to warn the other Indians, learns to shoot a bow and arrow, leads the dancers during the corn-planting festival, tells wonderful stories to the other children, learns to walk on mud flats, wins favor of a visiting Indian queen, and has many other exciting adventures. The book has lively silhouette drawings by Harry H. Lees and lives up to the usual standards of the series.

Maria Leach. *The Rainbow Book of American Folk Tales and Legends.* Cleveland: World Publishing Company, 1958. 318 pp. \$4.95.

While this is a book of general American interest it does deal in part with North Carolina. "Daniel's Dear" is the story of young Daniel Boone's deer hunt on the Yadkin River when he first met Rebecca Bryan, whom he later married. "Lovers' Leap" reports that a high cliff at Hot Springs, North Carolina, is claimed to be the "first Lovers' leap to be so called in America." In the state-by-state section the report on North Carolina leaves much to be desired. It is obvious that research for this article was conducted in outdated secondary sources. For example, among the nicknames for North Carolina we find "Turpentine State," and the reader is informed that the people are sometimes called Tuckoes or Tuckahoes. Equally surprising is the statement that "in North Carolina, as elsewhere in the South, people still bury their dead so that the corpse faces east." And completely erroneous is the note that "the division into North and South Carolina came in 1665."

If the material on other states is no more reliable than that on North Carolina (a fact which we cannot verify), this book must be used with extreme care.

Kitti Frings. *Look Homeward, Angel.* New York: Charles Scribner's Sons, 1958. 186 pp. \$2.95.

Miss Frings' play is based on Thomas Wolfe's novel of the same name. She has succeeded in bringing to the stage the work of a novelist who yearned to write drama and whose earliest training was in that direction. Eugene Gant, Eliza and W. O. Gant, and Ben are recreated through a careful selection of material from Wolfe. The setting, of course, is Altamont, North Carolina, in the fall of 1916.

William P. Cumming, editor. *The Discoveries of John Lederer*. Charlottesville, Virginia: University of Virginia Press; Winston-Salem, North Carolina: Wachovia Historical Society, 1958. 148 pp. \$5.00.

In 1670 John Lederer left the site of modern Richmond, Virginia, to explore the Carolina Piedmont and the Blue Ridge Mountains. He made a circular trip down into central North Carolina passing slightly to the south and east of modern Greensboro, east of Charlotte, and then headed back by way of Fayetteville, the vicinity of Rocky Mount, and back to Petersburg. This is a reprint of his own account of that journey as it was published in London in 1672. Professor Cumming of Davidson College has prepared very interesting notes to accompany the text and he and the late Dr. Douglas L. Rights are the authors of an "Essay on the Indians of Lederer's Discoveries." Also included are some hitherto unpublished letters by and about Lederer to Governor John Winthrop, Jr., of Connecticut. The book is handsomely printed and illustrated with several interesting and useful maps. Bibliographical data on the original volume, a bibliography of material concerning Lederer, a list of maps, and an index all add to the value of this book for reference purposes. It is to be regretted that Carolina explorer Francis Yearley has been confused with his father, Governor Sir George Yearley of Virginia, and that the two copies of the original edition of Lederer owned by the University of North Carolina Library were omitted from the "Checklist of Copies."

Enid La Monte Meadowcroft. *Holding the Fort with Daniel Boone*. New York: Thomas Y. Crowell Company, 1958. 147 pp. \$2.75.

For the most part this is a story of life in Boonesborough, Kentucky, during the early part of the American Revolution. The Boone children and their friends in the fort live an exciting life and have to work very hard helping the grown-ups be prepared for an Indian attack at any time. Three young girls are kidnapped by an Indian scouting party, and are carried far off before Daniel Boone and some of the other men rescue them. When the Indians start causing a lot of trouble, many of the settlers decide to go back to the Yadkin Valley in North Carolina. However, a few of the families, including the Boones, decide to stay and defend their homes. The children really prove their courage when Daniel Boone disappears with some of the men while getting salt at the springs at Blue Licks. They prove their ability as full-fledged citizens of the wilderness when they help withstand the Indian attack on the fort. There are numerous black and white illustrations by Lloyd Coe to dramatize the author's tale based on authentic incidents.

Inglis Fletcher. *The Wind in the Forest*. Indianapolis: Bobbs-Merrill, 1957. 448 pp. \$3.95. This is Mrs. Fletcher's ninth novel in a series dealing with early North Carolina history. With her usual skill for weaving history and fiction into a vital, living pattern she gives us here an entertaining story of the bitter conflict between the frontier farmers of the western counties and the conservative planters of coastal North Carolina which culminated in the Battle of Alamance on May 16, 1771. Governor William Tryon, Harmon Husband, Edmund Fanning, and other historical characters appear together with fictional characters in a volume which can give the reader a good yet painless lesson in the pre-Revolutionary history of North Carolina.

American Heritage, The Magazine of History. New York: American Heritage Publishing Co. Vol. IX, No. 3 (April, 1958). 112 pp. \$2.95 single copy; \$12.50 for six issues per year. Now in its ninth volume, *American Heritage* is an attractive and readable magazine in hard covers. Handsome colored illustrations quickly catch the eye of the casual browser, but maps, black and white illustrations, a neat format and readable type, and interesting contents nearly

always hold him. It is evident that the editors strive to maintain a balance between recent and early history (in fact, even between history in the strictest sense and other facets of the American heritage) and to spread the coverage around the country and the world as America's past had influence elsewhere. In nearly every issue, however, there is something with special interest for the Tar Heel. This most recent number brings us "The Elusive Swamp Fox" by George Scheer of Chapel Hill. One of the colored illustrations is from the collection of Preston Davie and shows General Francis Marion and his men crossing the Pee Dee River on makeshift rafts. This article is an authoritative account of Marion's role in the Revolution and is particularly valuable for the detail it contains about the locale of the fighting in the Carolina swamps.

Desmond Clarke. *Arthur Dobbs, Esquire, 1689–1765.* Chapel Hill: University of North Carolina Press, 1957. 232 pp. \$6.00.

At last we have a full-length biography of colonial governor Arthur Dobbs whose term of office between 1754 and 1765 was an important one in North Carolina. The author, librarian of the Royal Dublin Society and president of the Library Association of Ireland, had access to manuscript material which has never before been used in a study of Dobbs. From it and from other sources he has produced a detailed yet readable account of Dobbs' varied interests which included a search for the Northwest Passage and American colonization schemes. He was a friend of Swift and Walpole and was governor of North Carolina when troops from the colony took part in one of the French and Indian wars. Scottish-born Dobbs was an Irish Protestant and he lies buried in St. Phillips Church, Brunswick County, North Carolina. Mr. Clarke's ample notes and full index add to the value of this book. He has given his research notes and typed and photostat copies of many of the documents which he used in writing this book to the Southern Historical Collection at the University of North Carolina Library.

Ina B. Forbus. *The Secret Circle.* New York: Viking Press, 1958. 160 pp. \$2.50.

This is a delightful story for children ages 7–10 about 9 year old Nellie who lives on a farm with her grandfather and her Aunt Jiminy. Because of a magic pin she inherited from her grandmother, she can talk with all the animals. It is almost Christmas, and Nellie has just received her very first letter. Her Great Aunt Amanda sends her a five dollar gold piece to buy what she wants most in the world, and Nellie has her heart set on a pair of patent leather dancing slippers. Soon after Nellie hides her "golden penny" in a wooden pig, it disappears. She tries not to worry about getting it back but eventually finds that her kindness not only gets it back but helps an unhappy boy believe in himself again. Nellie and her animal friends have many exciting adventures before she finally decides how to spend her gift money. A boy falls through the ice on the farm's pond. There is a kidnapping and a rescue of two of Nellie's favorite animal friends. The mailman comes in an automobile one day instead of on his horse and causes a great deal of confusion and excitement. There is a fire at a neighboring farm, and it causes Nellie to use her "golden penny" in a wonderful way. Because of her generosity Nellie is able to join all the animals at their secret circle on Christmas Eve. In this book, illustrated by Corydon Bell, the North Carolina author cleverly mixes fantasy and real life.

H. H. Cunningham. *Doctors in Gray, The Confederate Medical Service.* Baton Rouge: Louisiana State University Press, 1958. 339 pp. \$6.00.

Author Cunningham is professor of history and dean of Elon College and holds the Ph.D. degree in American history from the University of North Carolina where he wrote his dissertation on this same subject. The over-all history of medicine in the army constitutes a major chapter in the history of any war, but this book is the first to tell in a comprehensive

way the story of the Confederate medical service in America's bloodiest conflict. Here we can read about Confederate doctors and the problems they faced in a time of few drugs, inadequate food, understaffed hospitals, and frequent moves which they were forced to make in the field. But the Confederate Medical Department from the beginning performed daily miracles of improvisation, organization, and sacrifice. Many of its triumphs were permanent advances in the history of medicine, however, and the knowledge gained by Confederate doctors served to alleviate the suffering of all mankind. The story of dental service to Confederate troops is particularly interesting, and the recognition it received served to give the postwar dentist a firm place as a professional man of his community. Throughout the book references occur to North Carolina doctors, hospitals, and troops. A "General Appendix" lists doctors, medical inspectors, and other personnel, and gives the location of principal hospitals in the Confederate States.

Elizabeth Amis Cameron Blanchard and Manly Wade Wellman. *The Life and Times of Sir Archie.* Chapel Hill: University of North Carolina Press, 1958. 232 pp. \$5.00.

For once we have a biography that admits frankly to being of the "life and times" variety. The subject left no letters and the usual sources for writing a biography do not exist. Sir Archie was a horse; he was America's greatest thoroughbred. Foaled in 1805 on the south side of James River in Virginia, Sir Archie lived through 28 years of America's great racing age. He was a race horse, and as winner and sire outshone everything in the ante-bellum South, where the breeding and racing of fine horses was an inspiring and satisfying activity, and when Virginia and North Carolina horses dominated tracks throughout the nation. Most of Sir Archie's life was spent in northeastern North Carolina, and among the notables associated with him were William R. Davie and his son, Allan Jones Davie, William Ransom Johnson, the "Napoleon of the Turf," John Randolph of Roanoke, and Robert Potter. There is much here of life at Mowfield Plantation, Northampton County, and of the Amis family in ante-bellum days. Mr. Wellman's delightful style gives us a most readable account of life in those times. The handsome colored illustrations are unusual, and they as well as the black and white illustrations add to the book's appeal. Appendices, notes, and a bibliography carry additional information and explanatory matter, and there is a general index and another one of just horses.

William S. Powell, editor. *North Carolina Fiction, 1734-1957. An Annotated Bibliography.* Chapel Hill: University of North Carolina Library, 1958. 189 pp. \$3.00 cloth; \$1.50 paper. Annotations of up to fifty words describe the contents, setting, date, and report similar information about the more than 700 titles of fiction having their setting wholly or in part in North Carolina which have been published since 1734. Full bibliographical information is given and in cases where fewer than ten copies of a book are known location symbols are included. The contents of this book are the results of the combined efforts of the North Carolina Library Association and the North Carolina English Teachers Association. A joint Committee composed of members of both organizations spent several years compiling information for it.

A number of interesting "firsts" in the field of North Carolina fiction are pointed out. The first to mention Carolina was published in 1720; the first with a North Carolina setting appeared in 1734; the first by a native of the state bears the date 1847; and the first children's book by a North Carolinian was printed in 1859.

The books described in the body of the bibliography are arranged in alphabetical order by author. However, there is an index which includes titles and subjects. Pseudonyms are entered in the bibliography with *see* references to the authors' names.

Officers of the North Carolina Library Association

Officers

- **President:** Mrs. Vernelle G. Palmer, Librarian, Boyden High School, Salisbury.
- **First Vice President:** Mrs. Elizabeth H. Hughey, Librarian, North Carolina State Library, Raleigh.
- **Second Vice President:** Margaret E. Kalp, Associate Professor, School of Library Science, University of North Carolina, Chapel Hill.
- **Recording Secretary:** Myrl Ebert, Chief Librarian, Division of Health Affairs Library, University of North Carolina, Chapel Hill.
- **Corresponding Secretary:** Gladys Johnson, General Services Librarian, North Carolina State Library, Raleigh.
- **Treasurer:** Marjorie Hood, Head Circulation Librarian, Woman's College of the University of North Carolina, Greensboro.
- **Director:** Carlyle J. Frarey, Associate Professor, School of Library Science, University of North Carolina, Chapel Hill.
- **Director:** Mrs. Nell B. Wright, Branch Librarian, East Winston Branch Library, Winston-Salem.
- **Past President:** O. V. Cook, University of North Carolina Library, Chapel Hill.

Representatives from the North Carolina Library Association

- **American Library Association Council:** Harlan C. Brown, Librarian, North Carolina State College, Raleigh. Term expires 1959; alternate: the President.
- **Joint Committee** (with North Carolina English Teachers) *of North Carolina Literature and Bibliography:* Grace S. Dalton, Librarian, Garner High School; Mildred C. Herring, Librarian, Greensboro Senior High School; Cornelia Love, Chapel Hill; Rosalie Massengale, University of North Carolina; William S. Powell, University of North Carolina; Mae Tucker, Public Library of Charlotte and Mecklenburg County.
- **North Carolina Legislative Council:** Evelyn Bishop, Johnston County Public Library, Smithfield; Mrs. Ray N. Moore, Stanford L. Warren Public Library, Durham; Mrs. Vera Melton, Needham Broughton High School, Raleigh; The President.
- **Public Library Certification Board:** Elizabeth Copeland, Sheppard Memorial Public Library, Greenville.

Committee Appointments

- **Archives:** Charlesanna Fox, Chairman, Randolph County Public Library, Asheboro; Elaine von Oesen, Extension Services Librarian, North Carolina State Library, Raleigh; Mrs. Hallie Bacelli, Supervisor, Guilford County School Libraries, Greensboro; Myrl Ebert, Chief Librarian, Division of Health Affairs, University of North Carolina, Chapel Hill; Mrs. Leola Ross, Librarian, Winston-Salem Teachers College, Winston-Salem.
- **Conservation of Newspaper Resources:** John P. Waggoner, Jr., Chairman, Assistant Librarian, Duke University, Durham; Marianna Long, Librarian, Law Library, Duke University, Durham; Gladys Johnson, North Carolina State Library, Raleigh; Mary Canada, Circulation Department, Duke University, Durham; H. G. Jones, State Archivist, Raleigh; Mrs. Jane Bahnsen, University of North Carolina, Chapel Hill.

- **Constitution and Codes:** Mrs. Mary P. Douglas, Chairman, Supervisor of School Libraries, Raleigh; Mrs. Ann Johnson, North Carolina College, Durham; Elizabeth Berry, Veterans Administration Hospital, Salisbury.
- **Cooperative Library Resources Committee:** Hoyt R. Galvin, Chairman, Director of Libraries, Public Library of Charlotte and Mecklenburg County; Mrs. Elizabeth H. Hughey, Librarian, North Carolina State Library, Raleigh; Mrs. Dorothy E. Shue, Librarian, Cumberland County Public Library, Fayetteville; Myrl Ebert, Chief Librarian, Division of Health Affairs, University of North Carolina, Chapel Hill; Jerrold Orne, Librarian, University of North Carolina, Chapel Hill; Margaret Ligon, Librarian, Pack Memorial Library, Asheville; Miss Clyde Smith, Librarian, Olivia Raney Library, Raleigh; I. T. Littleton, University of North Carolina, Chapel Hill.
- **Education for Librarianship:** Elizabeth S. Walker, Chairman, East Carolina College Library, Greenville; Margaret Allman, School of Library Science, University of North Carolina, Chapel Hill; Evelyn Parks, Librarian, May Memorial Library, Burlington; Charles M. Adams, Librarian, Woman's College of the University of North Carolina, Chapel Hill; Mrs. Mary D. Ring, Mecklenburg County School Libraries, Charlotte; Evelyn Pope, North Carolina College, Durham; Eunice Query, Appalachian State Teachers College, Boone.
- **Federal Relations:** Mrs. Louella Posey, Chairman, Librarian, Kinston Public Library; Elaine von Oesen, North Carolina State Library, Raleigh; Helen Stroupe, Lincolnton High School, Lincolnton; Benjamin F. Smith, Librarian, North Carolina College, Durham; Wendell Smiley, Librarian, East Carolina College, Greenville; Miss Clyde Smith, Librarian, Olivia Raney Library, Raleigh.
- **Intellectual Freedom:** Thomas M. Simkins, Jr., Chairman, Duke University, Durham; Harlan C. Brown, Librarian, North Carolina State College, Raleigh; Mrs. Martha E. Young, East Winston Branch Library, Winston-Salem; Mary Frances Kennon, State Department of Public Instruction, Raleigh; Mrs. Lilian B. Buchanan, Librarian, Western Carolina College, Cullowhee; Ruth Stone, Central High School, Charlotte.
- **Legislative Committee:** Evelyn J. Bishop, Chairman, Librarian, Johnston County Public Library, Smithfield; Mrs. Ray N. Moore, Stanford L. Warren Public Library, Durham; Mrs. Vera Melton, Needham Broughton High School, Raleigh; Spencer Murphy, Salisbury; William L. Eury, Librarian, Appalachian State Teachers College, Boone.
- **Membership:** Elvin Strowd, Chairman, Duke University, Durham; Margaret McIntyre, High Point Junior High School, High Point; Marjorie Hood, Woman's College of the University of North Carolina, Greensboro; Gloria Whetstone, N. C. State College, Raleigh; Mary Louise Phillips, Public Library of Charlotte and Mecklenburg County, Charlotte; Mrs. Millie H. Lee, Richard B. Harrison Library, Raleigh.
- **Nominating:** Olivia Burwell, Chairman, Librarian, Greensboro Public Library, Greensboro; Katharine McDiarmid, North Carolina State College, Raleigh; Mrs. Constance H. Marteena, Bennett College, Greensboro; Jane Wilson, Supervisor, Elementary School Libraries, Durham; Mrs. Georgia Cox, High Point Public Library.
- **Publications:** Carlton P. West, Chairman, Librarian, Wake Forest College, Winston-Salem; Paul Ballance, Director, Public Library of Winston-Salem and Forsyth County; Dorothy Long, Health Affairs Library, University of North Carolina, Chapel Hill.
- **Recruiting:** Cora Paul Bomar, Chairman, State Department of Public Instruction, Raleigh; Mary Lee Crouse, Thomasville Public Library, Thomasville; Mrs. Grace

Farrior, Woman's College of the University of North Carolina, Greensboro; Mrs. Mildred Council, Librarian, Mount Olive Junior College, Mount Olive; Lottie Hood, Vale; Edmund Ramsaur, East Carolina College, Greenville; D. Eric Moore, North Carolina College, Durham; Mrs. Betty Jo Litaker, 2212 Spring Garden Street, Greensboro.

- **Scholarship Loan Fund:** I. T. Littleton, Chairman, University of North Carolina, Chapel Hill; Susan B. Borden, Librarian, Goldsboro Public Library, Goldsboro; Mrs. Betty Frickhoeffter, Harding High School, Charlotte; Mrs. Callie G. Siler, Greensboro; Walter Gray, Atlantic Christian College, Wilson.

Section Officers

- **Catalog:** Vivian Moose, Chairman, Woman's College of the University of North Carolina, Greensboro; Miss Foy Lineberry, Vice Chairman, North Carolina State College, Raleigh; Mrs. Elizabeth Crawford, Secretary-Treasurer, Public Library of Charlotte and Mecklenburg County, Charlotte; Benjamin Smith, North Carolina College, Durham, and Carlyle Frarey, School of Library Science, University of North Carolina, Chapel Hill, Directors.
- **College and University:** Mrs. Lilian Buchanan, Chairman, Western Carolina College, Cullowhee; J. P. Wagoner, Vice Chairman, Duke University, Durham; I. T. Littleton, Secretary-Treasurer, University of North Carolina, Chapel Hill; Mrs. Constance Marteen, Bennett College, Greensboro, and Mary Lou Lucy, University of North Carolina, Chapel Hill, Directors.
- **Junior Members:** Violet Caudle, Chairman, Greene County Public Library, Snow Hill; Virginia Harris, Vice Chairman, Public Library of Charlotte and Mecklenburg County, Charlotte; Mrs. Vera Melton, Secretary-Treasurer, Needham Broughton High School, Raleigh; Edmund Ramsaur, Director, East Carolina College, Greenville.
- **Public Libraries:** Mae Tucker, Chairman, Public Library of Charlotte and Mecklenburg County, Charlotte; Evelyn Bishop, Vice Chairman, Johnston County Public Library, Smithfield; Jane McDaniel, Secretary-Treasurer, Stanly County Public Library, Albemarle; Joyce Bruner, Caldwell County Public Library, Lenoir, and Elizabeth Copeland, Sheppard Memorial Library, Greenville, Directors.
- **School and Children's:** Elizabeth Williams, Chairman, Myers Park Elementary School, Charlotte; Mrs. Vera Melton, Vice Chairman, Needham Broughton High School, Raleigh; Mrs. Jacksie Cumby, Secretary-Treasurer, Gastonia Elementary Schools, Gastonia; Eunice Query, Appalachian State Teachers College, Boone; Mrs. Sara Carr, Lincoln High School, Greensboro; Mrs. Margaret Farley, Greenville High School, Greenville; Margaret McIntyre, High Point Junior High School, High Point, Directors.
- **Trustees:** Mr. Tommie Gaylord, Chairman, Swan Quarter; Nena DeBerry, Vice Chairman, Lilesville; Mrs. James E. Davenport, Secretary-Treasurer, Mackeys; H. C. Bradshaw, Durham, and Mrs. F. W. M. White, Halifax, Directors.