

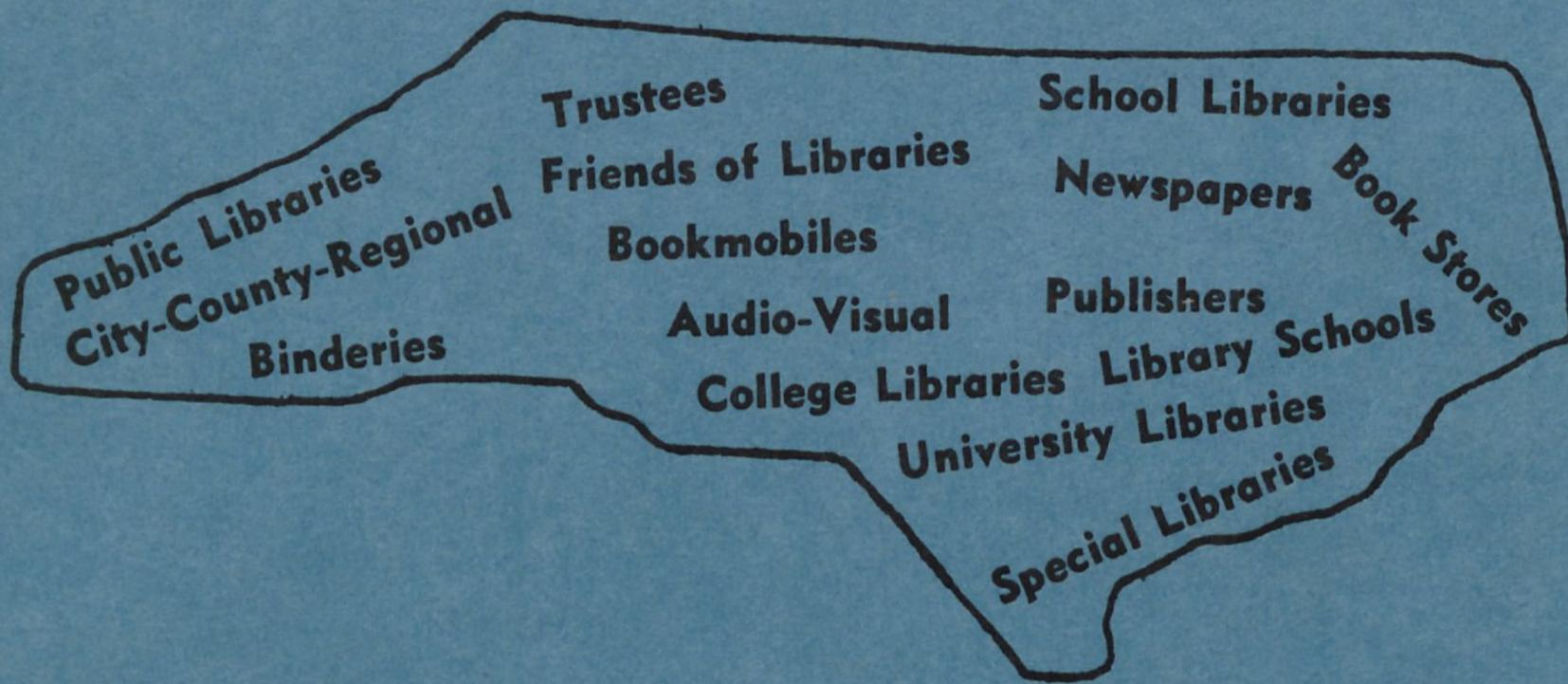
East Carolina University
College Library
Greenville, N. Car.

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NORTH

CAROLINA

LIBRARIES



Volume X, No. 2

February, 1952

OFFICIAL PUBLICATION
of the
NORTH CAROLINA LIBRARY ASSOCIATION



NORTH CAROLINA LIBRARIES

Volume X, No. 2

February, 1952

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NOTE FROM THE EDITORS

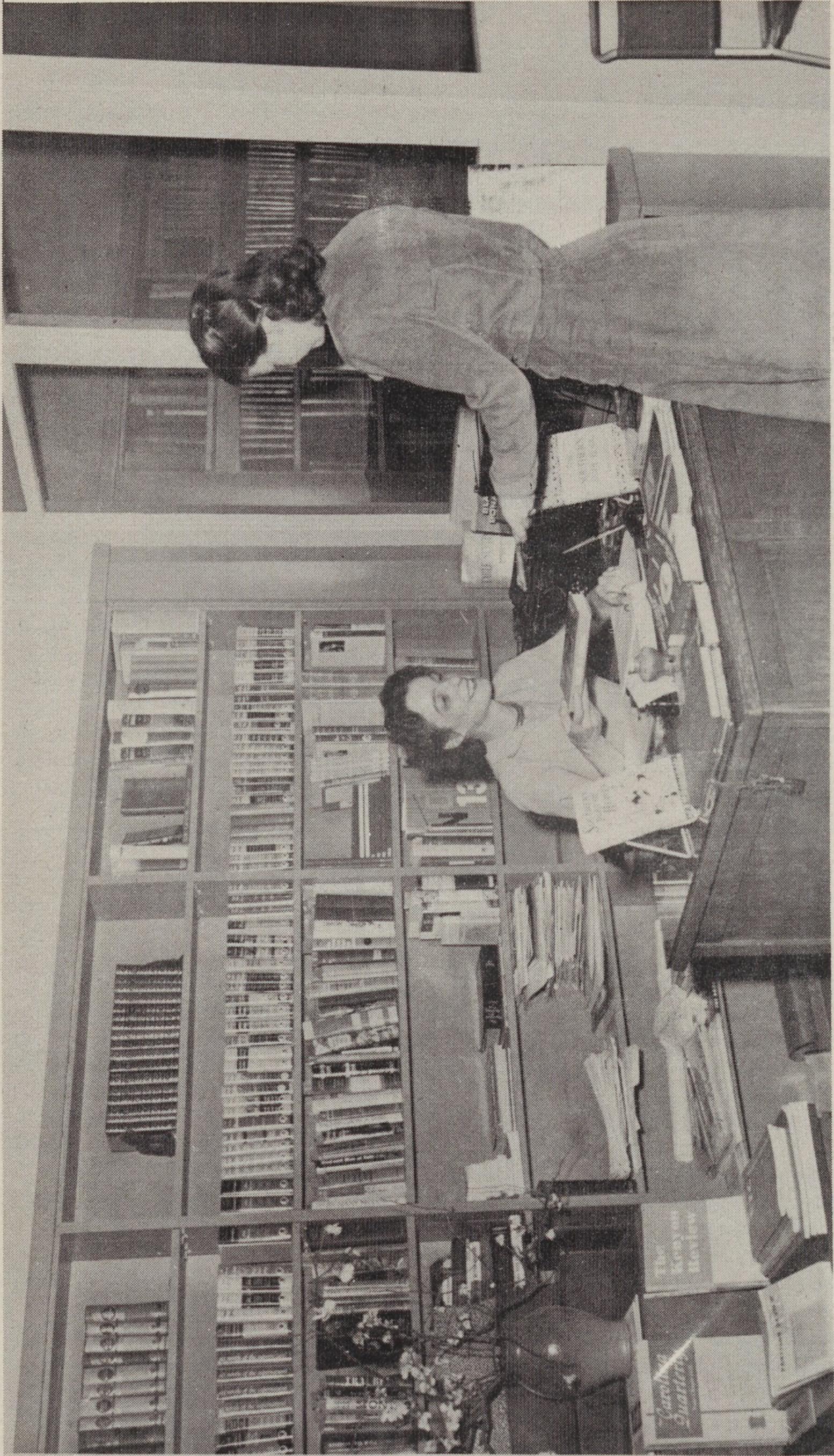
We, the present editors, feel that the NCLA should be congratulated on having published a bulletin for ten consecutive years. May we quote from the first issue, Volume I, Number 1, February 1942: "Your Association has at long last brushed aside the hand of procrastination and timidity. For a long time there has been talk at our meetings and in committee conferences of the need of an official publication of the Association. With this issue such a magazine starts life . . ." Issue 1 is worth re-reading for a statement of purposes of NORTH CAROLINA LIBRARIES.

Regardless of numerous errors and imperfections in the official publication, the bulletin has produced a feeling among members that it must exist and that the membership has the ability and confidence to produce an increasingly better publication.

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The Bull's Head Book Shop of the University of North Carolina Library has been enlarged and newly decorated. Mrs. Jessica Valentine, Manager, is shown exchanging a book for cash from a purchaser.

(Photo by Sam Boone, U.N.C. Library Staff)

BULL'S HEAD BOOKSHOP IN FAR-EASTERN ADVENTURE

A special project has carried the Bull's Head Bookshop of the University of North Carolina Library into far fields. Within the last four months hundreds of small packages of specially selected books have been dispatched from this corner of the Library in Chapel Hill, half-way round the world, to a number of university libraries in the Far East.

This exciting opportunity for the Bull's Head Bookshop to widen horizons and to participate in a new educational adventure was offered by the well-known Carolina alumnus, teacher, and writer, Paul Green. He and his wife were on a Far East tour sponsored by the Rockefeller Foundation. Mr. Green was traveling as a "cultural ambassador," speaking on American culture, particularly in the field of Drama, to universities and intellectual groups in Japan, Ceylon, the Philippines, India, and other Oriental countries. At his suggestion that preliminary gifts of books on the subject of Drama be sent to selected libraries, the General Education Board established a generous fund to be administered by the University and Mr. Green. Under Mr. Green's direction and inspiration the Library Extension Department and the Bull's Head Bookshop staff undertook the special project.

Since this was a new activity and a considerable undertaking for the Bull's Head Bookshop, special care and thought attended the initial planning, both for maximum efficiency on the project and for minimum diversion from the continuous bookshop routine. An outline of procedure was drawn up, detailed as to each phase; subject, of course, to revision as experience and expediency might dictate.

The first step was selection of the basic collections. Preliminary lists of titles were submitted to Mr. Green, and to Mr. Samuel Selden, Director of the University's Department of Dramatic Arts. Conferences with them and with members of the Department of Visual Education resulted (after amending and budgeting the lists) in the selection of a basic collection for Waseda University in Tokyo, and of a smaller collection for each of the other chosen libraries.

The basic collection includes the following: a full set of the Burns Mantle-John Chapman annual play collections; complete sets of the work of Eugene O'Neill, Maxwell Anderson, and Paul Green; anthologies of American Plays; illustrated material on the Carolina Playmakers; Samuel Selden's books on stage lighting, acting, production; several theatre annuals; histories of the Drama and of the Film; Nathan's volumes on criticism; and an interesting selection of free material on film and stage techniques, personalities and productions. The present budget limits the smaller groups of material rather sharply, but selections cover, at least superficially, not only actual plays but also books on play-writing, production and acting. Little Theatre, Regional Theatre, and Folk Drama, Broadway, Hollywood and grassroots theatre are also represented.

Once the lists had been checked for bibliographical details and research completed, search for o. p.'s initiated, an informal card catalogue was prepared and ordering followed. Shelves were cleared for the books which soon began to arrive from the publishers. After the usual checking against invoices, examination for imperfections and handling of business details for the first batch of orders, the books were classified informally and shelved in separate groups for shipment to each library—a continuous process which follows the routine of receipt, shelving, shipment, and replacement. The cachet of the Bull's Head Bookshop went into each book—a small black and gold sticker affixed to the Southwest corner of each inside cover. Each book also had a little presentation slip, carrying overseas the greetings of the University. These neat collections of new books and other materials on the American Drama were a pleasing sight to see.

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Next, this collection was sorted into suitably sized packages of no more than 6 lbs., 9 ounces. Each title was checked against the catalogue card, noting package number, date; separate lists for each library were made; labels in duplicate typed; duplicate filed; packages wrapped securely, stamped and dispatched to their destinations. Records of hours spent on these details were kept so a monthly report to the General Education Board could represent the actual cost of assembling and mailing the material bought through the Bull's Head Bookshop on a cost-plus basis. No profit accrues to the Bookshop. Planning has reduced to a minimum the charges for administering the project.

Paul Green wrote, after visiting some of the libraries, of the enthusiastic response to the gifts. Waseda University had made, previous to Mr. Green's arrival, striking displays of the Drama material received. Translators are now busy on some of the books. Mr. Green's mercurial messages fluctuated between high hope and some despair, sustained by his staunch faith in friendly people around the world.

Though Waseda University has now received practically all the titles shipped, letters from other Oriental libraries show that it takes the packages as much as three months to reach their destinations. Airmail correspondence kept the Bookshop in close touch with Mr. Green and the recipients of the books. From them come specific suggestions for additional shipments. For instance, Waseda is particularly interested in the technical side of the motion picture industry, information on salaries, production problems and costs. The Library in Ceylon needed books on puppetry. A few were selected and added to their allotment. The Philippines seem to need much more than the present budget will allow. The response from all quarters is both touching and inspiring.

The Bookshop reward lies in the satisfaction of meeting the challenge and in the inspiration of participating, in a practical way, in such a stimulating adventure. Miss Roberson, of the Library Extension Department, has contributed her remarkable energy and experience and has led her three assistants in the labor of research, typing, labelling, and dispatching. In the Bookshop the clerical work was carried along with the regular duties and routines. The project has been a valuable and exciting experience to the members of the staff, who hope the project will prove useful enough to inspire continuing effort.

—Mrs. Jessica Valentine, Manager,
Bull's Head Bookshop,
University of North Carolina Library,
Chapel Hill, N. C.

* * * * *

DIRECTORY

Editors are collecting information for the May 1952 DIRECTORY OF MEMBERS of NCLA. May 1950 DIRECTORY listed 669 names of library personnel, of which only 248 were also listed in the May 1946 DIRECTORY, (plus 48 listed with married names or changes in position) which would indicate 421 changes in personnel in 4 years. 1946 DIRECTORY listed 699 names. 406 of the 1950 names were listed as members of the NCLA. The revised list of NCLA members adds 63 names of librarians to the May 1950 list, and subtracts 64 names. Most of the new names are replacements of those members lost. Editors plan to list only members of NCLA for the next DIRECTORY, since most changes have been of trustees, clerks, teacher librarians, etc. Lists of all working personnel can be obtained from the North Carolina Library Commission and the State School Library Adviser.

* * * * *

LIBRARY SERVICES BILL

Read January 1952 issue of ALA BULLETIN, pages 21-24 to see that North Carolina would benefit most from the Library Services Bill. Take the action suggested that you write and get others to write and actively work for the passage of the Bill. For further information write Ben Powell, Duke University, Durham, N. C.

PUBLIC LIBRARY FILM PROGRAM

Plans for the development of a state-wide public library film program has been released to public librarians of North Carolina. These plans, recommended by the Audio-Visual Committee of the Public Libraries Section of the North Carolina Library Association and unanimously approved by the North Carolina Library Commission Board, make it possible for 10 qualifying libraries to participate in a film circuit which will provide from 5 to 10 films per month. In addition to public library films, participating libraries and any other libraries may book films from the Bureau of Visual Education at the listed rental rate. This service has been made possible by the cooperation of the Bureau of Visual Education of the Extension Division of the University of North Carolina, with the North Carolina Library Commission.

To assist in the development of this film program, public libraries will have the professional services of Kenneth M. McIntyre, Head of the Bureau of Visual Education, who has been engaged by the North Carolina Library Commission as a consultant. Mr. McIntyre and his staff will also service, store, handle, inspect, schedule and distribute all public library films through the Bureau of Visual Education.

To initiate the project, the Library Commission Board voted to allocate \$500, from State Aid funds for 1951-52, to each of the 10 qualifying counties. These allocations will be deposited in a Special Trust Fund for the use of the public library film project. The participating counties must provide adequate facilities for the use of films within their areas, promote the use of films and serve as a clearing house for film information.

This is another step toward strengthening the resources of North Carolina Public Libraries and will be an outstanding contribution in the field of Adult Education.

* * * * *

PUBLIC SCHOOL PERSONNEL STUDY NEW TOOLS OF LEARNING

The Audio-Visual Education Department of the North Carolina Education Association held its first State Conference for the study of the new tools of learning. Representative teachers, school librarians, school supervisors and administrators met at Brooks School, Greensboro, in November to evaluate programs in service.

The program consisted of lectures and demonstrations of the relative importance and usages of various type of audio-visual tools: Production of color slides, The opaque projector, The selection and use of filmstrips, Selection and use of 16mm films, Community resources, Tape recording, Radio, and Television. Greensboro school pupils demonstrated classroom use of 16mm film with Film Readers, a school FM radio program, and a local TV school program.

* * * * *

GREENSBORO LIBRARY CLUB

The Greensboro Library Club had its first meeting of the year in October. At this time, plans were made for the November Book Week Dinner meeting. Straughans' Book Store supplied the speakers for the occasion, Mrs. Elizabeth Chesley Baity, author of *Americans Before Columbus*, and Miss Mary Gould Davis, children's editor for *Saturday Review of Literature*. Two more meetings are planned for the year; a meeting in March with an interesting program, and a May picnic with a brief business session for electing officers.

Membership includes college, public and school librarians from Burlington, Greensboro, Guilford College, and High Point. The contributions and experiences of the members from such a variety of departments is enlightening and broadening for all. The purpose of the club is professional fellowship and social benefits rather than technicalities that a detailed organization might make burdensome.

—Jane S. Howell, President,
Librarian, Lindley Junior High School,
Greensboro, N. C.

A MOTTO IN ACTION

East Carolina College — "TO SERVE"

"Please send me all the books you have on Education," was a request made of a teachers college library by a high school student.

"I have been appointed teacher-librarian of our school, but I have never studied library science. Please write me a letter, telling me what to do," wrote a teacher to the Librarian of East Carolina College.

Such requests would seem to indicate that the time when the college served as an ivory tower for scholarly recluses, if there ever were such a period, has passed. Colleges, especially those preparing students to become teachers, are concerned with what is going on in the world, and faculty members and students are participating in community affairs. The library in such institutions is not the secluded, topmost room in the mythical ivory tower; and the librarian, like others of the faculty, is interested in community needs.

East Carolina College is ambitious to make its motto, "To serve," felt over as wide an area as possible; especially is the College eager to serve eastern North Carolina. In its program of training school librarians the Library feels a close relationship with the public school libraries of the area.

Many of these schools are small and have a staff which does not include a librarian; even the teacher-librarians have less than half time to devote to library work. In fact some teachers, who have been asked to serve as librarians, have as heavy a teaching load as any other teacher in the school, and time given to the library is entirely extra-curricular. A number of these teacher-librarians have never had even one course preparing them for the work. To the library science faculty at East Carolina this seems to be a field demanding their service; therefore they have offered to go to the schools and help organize the libraries or to help improve those already organized.

The schools themselves have called attention to their difficulties in this field, for they have asked the Librarian to provide members of his staff to help with workshops. Some schools asked for a lecturer or a discussion leader for one meeting. Others wanted more service.

For example, in two successive years one member of the department participated in a workshop of county teachers where she acted as consultant for the group interested in the school library. In the first of these the group wanted to get a general picture of all the work of the school librarian; the other stressed principles and materials of book selection. Each of these groups met at night for two hours a week for six weeks. One of the results of these two workshops was requests for further help from the librarians of East Carolina College.

In that county two schools asked that some one come to help organize their libraries. In one elementary school a teacher-librarian had been appointed and the teachers had been asked to help organize the library. The instructor from the college was asked to direct the work. A substitute was hired to teach the grade of the teacher-librarian for three days. The assistant from the College spent a large part of the time classifying the entire collection with the help of the librarian whom she taught to find classification numbers in available catalogs and bibliographies. After school hours each day a committee of teachers came and accessioned books. At a faculty meeting the college teacher explained what other steps should be taken to prepare the books for circulation and to make shelf list cards so that the work of organizing might be completed.

In the other school of the same county, which asked for similar help, a teacher-librarian and a library committee had been appointed. Five teachers accepted the responsibility of organizing the library as their special project. The procedure was much the same as at the first school except that less time was given to it by the representative

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from the College because part of the book collection had been classified and because the smaller group of workers was able to proceed faster. Here, as is often the case, discarding of worn out and unsuitable material was an important part of the preparation of the library for use.

To be able to serve the school libraries the librarians of the College have needed to know the library situation in the schools; so whenever possible they have visited school libraries in this section of the State. Sometimes these visits have been in the nature of follow-up work; the teachers of library science have visited the schools in which were librarians who had studied at East Carolina College. At other times the visits have been made at the invitation of the principal or the librarian of the school. Always the purpose is to learn what is needed and to give as much help as possible.

Personal contacts are not always possible; so the Library tries to extend aid through the mail and the parcel post. Teachers and pupils write for bibliographies so that needed books may be added to the collection of the school library. They request copies of the long list of sources of audio-visual aids compiled by a member of this faculty. At times they request packages of books which are not available in their local collections. Fortunately the subjects are not generally so broad and inclusive as that of the request quoted at the beginning of this article.

Letters asking that the writer be taught school librarianship in one easy lesson are answered as sincerely as they are written. Such an answer lists the essential book tools for school library service, outlines the initial steps of organization, refers the person to the State School Library Adviser, and offers the help of some one from the Department of Library Science of the College if the school is not too distant. The one who answered the letter of the teacher quoted above often wondered whether the answer was satisfactory or whether the teacher-librarian was as overwhelmed as the instructor who received the request.

A young man, who had served as student assistant at the circulation desk of the College Library, was pressed into service as school librarian. He wrote, "I have been asked to serve as school librarian. We have a new school building, including a library and a work room, and there is a collection of about six hundred books. I cannot find an accession book, a shelf list, or a card catalog. I want to ask you just one question: What shall I do?" Though his note was humorous throughout, he seriously wanted help. The reply was much the same as has been previously indicated; he followed it up with further correspondence and with a visit. He has a full schedule of classes in English and French, he coaches dramatics, and he is adviser to the staff of the school annual. Even with all the help he can get and with his sense of humor and very real ability, he probably has not been able to give the library service that he would like to render; but the teacher who tried to help him feels sure that he will make some real progress in library service to that school.

These are only a few examples of the kind of field service that is being done. It is such young people and such school libraries that the faculty of the Department of Library Science of East Carolina College wants to help.

—Elizabeth S. Walker, Assistant Librarian,
East Carolina College,
Greenville, N. C.

* * * * *

Davidson College Library has been given a collection of unique material pertaining to North Carolina's mysterious Peter Stuart Ney, by the family of the late Dr. James Edward Smoot of Concord, author of "Marshal Ney—Before and After Execution," published in 1929.

* * * * *

Durham Public Library reopened on January 17th after extensive repairs.

ROBERT WILSON CHRIST

1909-1951

The death of Robert W. Christ on Sunday, December 23rd after an illness of a few weeks, removed from our midst an unusually capable librarian especially sensitive and talented in his understanding of others. Since his appointment in 1948 as Assistant Librarian at Duke University, he had done much for the advancement of the profession on the local, state and national levels and when he came to North Carolina he brought with him a reputation for a well balanced understanding of the aims and needs of librarianship in its many phases. As Assistant Librarian at Duke University, his duties included administration of reader's services and the departmental libraries.

Bob Christ, as he was known to most of us, was a native of New Britain, Connecticut, and obtained his college education at Amherst receiving the B.A. degree *cum laude* in 1930. His M.S. was conferred by the School of Library Service, Columbia University, in 1948. His experience embraced positions with the Mount Holyoke College Library, The Grosvenor Library, Columbia University Library, and the Information Section, Reference Division of the Department of State.

Included among his publications were contributions to *Papers of the Bibliographical Society of America*, *American Notes and Queries*, and the *New York Times Book Review*, and he collaborated in the compilation of *Fifty Years of Moliere Studies: a Bibliography, 1892-1941*. He was also editor of *Library Notes* a publication of the Friends of Duke University Library.

Christ was an active member of his professional library associations. He had served as president of the Western New York chapter of the Special Libraries Association; chairman of the Reference Section of the Association of College and Reference Libraries; national chairman of the Public Relations Committee of the Special Libraries Association; on important committees of the North Carolina, Southeastern, Special, and American Library Associations; and at the time of his death was a member of the Council of the American Library Association. He taught in the library school of the Florida State University in the summer of 1949 and at Syracuse University last summer.

Colleagues and acquaintances among librarians in North Carolina were saddened by the news of Bob Christ's untimely death. The North Carolina Library Association will miss his generous acceptance of committee appointments, assignments and counsel.

—George F. Bentley, Assistant to the Librarian,
University of North Carolina,
Chapel Hill.

JOSEPH VERNON RUZICKA

1901-1952

“By light from eye and from
That greater source—the Soul—
He led us forth to watch again
The Master Craftsman working through the Man.”

Man progresses through the efforts and energies and ideals of the few who live with imagination, courage, and vision. Yet how much greater is the accomplishment of those who labor with affection since with it present, there appears a glow—a spirit—that enriches and magnifies the simple ends that one man is able to achieve in a lifetime.

Through such a spirit—this accompanying intangible—Joseph Vernon Ruzicka was enabled to encourage both individuals and organizations to attain great stature through service.

He was born in Baltimore, July 3rd, 1901, and represented the fifth generation of book lovers and fine craftsmen in book collection and book preservation. His talents were developed through study at the Baltimore Public Schools, the Baltimore Polytechnic Institute, and Johns Hopkins University. In 1928, Mr. Ruzicka opened a branch office of the Joseph Ruzicka Company of Baltimore, in Greensboro, North Carolina.

During the following years of this career, Vernon was a member of the Board of Directors of the Library Binding Institute; a member of the Joint Committee of the Library Binding Institute and the American Library Association, and a member of the Southeastern branch of the Binding Institute. He was well-known through the southeast and middle west where he exerted great influence in both his professional and business connections.

He was Chairman of the Finance Committee of the Boy Scouts of America in the General Greene Council in North Carolina; he held offices in the Greensboro Rotary Club; was a member of the First Presbyterian Church; an active member of the Salvation Army, and past president of the Sedgefield Country Club.

Entertaining his friends at home—insisting that his beloved “Miss Lou” was as eager as he to share their happiness—was perhaps his greatest pleasure.

This constant and sincere friend to libraries throughout the United States and to the librarians was a source of help and strength. While he will be mourned at the time of his death, he will be remembered always since it was he who inspired others to work cheerfully and effectively; to work with artistry and affection.

—Jane B. Wilson,
President, NCLA.

WHO IS A NORTH CAROLINA WRITER?

Frankly, I do not know how so simple a question can become so complex, but indeed it can. Nor do I quite understand how heated arguments can arise over just who is a North Carolina writer and who is not, but they do. Is O. Henry, born in Greensboro, a Tarheel, and is Wilbur Daniel Steele, born in the same place, not? Do we claim Inglis Fletcher, for only eight years a resident of Chowan County, but disdain Carl Sandburg, who resides near Flat Rock? We Tarheels are indignant when New Yorkers speak of Thomas Wolfe as belonging to them, but they do; indeed, there is as much in his novels of Manhattan as there is of the Old North State, and truly he did most of his writing in New York. Mississippians have a fit, perhaps with justification, when we call James Street ours; but we go right ahead calling him ours just the same. As I said, this simple question can become very, very complex.

The question is, after all, of only academic importance until librarians and English teachers start getting together book collections, literary maps, and handbooks of writers. At those times, decisions must be made; and the arbitrators are very much aware that there will be little agreement by those who inspect their products. Custodians of large collections of North Caroliniana generally get around the decision by putting everybody in. If the writer was born in the state, lived in the state, or wrote about the state, IN he goes. Map compilers do not have so easy a time, as the North Carolina English Teachers Association found out when its own map was being prepared. Fearlessly, however, the map was produced and issued. Then the clamor started.

Apparently nobody was happy about the names chosen for the map. One Raleigh columnist opined that a North Carolina writer was a native who had lived in the state long enough for its life to have influenced his literary development and who preferably, though not necessarily, had expressed some aspect of North Carolina life in his work. Now, those are beautiful sentiments, but entirely unworkable. Half our most influential, our most prominent writers would be eliminated. For instance James Boyd would be consigned to Pennsylvania, Inglis Fletcher to Illinois.

The problem of choosing North Carolina writers was an even more hazardous one when the North Carolina Library Association joined with the North Carolina English Teachers Association to produce a Handbook of North Carolina Writers. Actually, as it turned out, the Handbook was not to consist of North Carolina writers at all—but a “select list of writers who have been significant in the North Carolina literary scene, whether or not they were native born.”

Since the Handbook was originally designed as a workable tool for use by librarians and English teachers, all attempts toward inclusiveness were abandoned in favor of those writers about whom information might be needed. Major figures were certainly to be there—including, for example, Gerald Johnson, who now lives in Baltimore. North Carolina “firsts” were planned for inclusion, like Lemuel Sawyer, the first Tarheel dramatist. Authors of juvenile books were to be copiously represented—Arah Hooks, the Corydon Bells, the Latrobe Carrolls, and so on. There were to be a few historians and other writers who, even though more technical than literary, were those about whom data might be sought by the librarian and the teacher—Hugh Lefler, Howard Odum, Jonathan Daniels, and others.

The listings in the Handbook about these 150 writers will be made up of three types of information: (1) a biographical or autobiographical sketch of from 100 to 500 words; (2) a bibliography of all titles (exclusive of textbooks, magazine articles, and similar materials), the date, and the place of publication if in North Carolina; and (3) references for extended study.

—Richard Walser, English Department,
North Carolina State College, Raleigh

NORTH CAROLINA LIBRARIES

JOIN OR RENEW NOW! A.L.A.!

You have heard so many times that membership in A.L.A. gives you:

The A.L.A. Bulletin

Individual listing in the directory of libraries and librarians

Affiliation with one divisional group of your choice at no additional cost

Advantages of the Association's non-profit, cooperative publishing program in behalf of library progress

Annual national or regional conferences held in different parts of the country

Information and advisory services from a headquarters office and staff

Direct benefits from the work of over seventy committees dealing with specific problems

Opportunity to participate in a sound retirement plan designed especially for librarians

But, to get down to brass tacks, let us recall the many times we have written or wired A.L.A. for:

A list of libraries having collections of phonograph records and film strips

Blue prints of library buildings

Plans and layouts of library for a new school building

Salary scales of libraries in places of comparable size and income

All this service and more for the asking; however, "the advantages that can be shared and the aims that can be accomplished depend directly upon membership support. Join or renew now!"

—Clyde Smith, Librarian,
Olivia Raney Library, Raleigh

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PUBLIC LIBRARY IN-SERVICE WORKSHOPS

Part II of the In-Service Training Workshops for public library staff members, sponsored jointly by the North Carolina Library Commission and the Public Libraries Section of NCLA, will be held in the Spring at the following places:

Wilson—March 31-April 2, 1952

Salisbury—April 7-9, 1952

Asheville—April 21-23, 1952

The topic will be "Selection and Use of Books." This will be presented from the staff point of view and will include work with adults and children.

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SCHOOL AND CHILDREN'S LIBRARIANS

Would you like a "get-together" meeting before our next biennial meeting in 1953? Would you participate in a workshop? What would you like as programs for a workshop? Send your suggestions to Margaret McIntyre (Chairman of Section), Librarian, Junior High School Library, High Point, N. C.

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EMORY TO OFFER SUMMER LIBRARY INSTITUTE

A Library Institute for practicing school and public librarians will be held at Emory University, Georgia, August 4-9, 1952. Attendance will be limited to 80 librarians. Program will be flexible, with librarians working on individual problems under the guidance of consultants. Mrs. Gretchan Knief Schenk will be director. April 1 is closing date for preregistration. Fee is \$12.50. For a tentative program, application blank and additional information write: Miss Tommie Dora Barker, Director, Division of Librarianship, Emory University, Emory University, Georgia.

NORTH CAROLINA HIGH SCHOOL LIBRARY ASSOCIATION NEWS



Author Frances Gray Patton speaks to the Durham High School Library Club. Mrs. Patton is shown here, center, with Sally Gray, President of the Durham High School Library Club, left, and Miss Emily L. Loftin, Librarian, right.

The South Piedmont District of the NCHSLA held its annual meeting on October 26, at Boyden High School, Salisbury. June Dixon, President presided over the meeting. Dr. A. R. Keppel, President of Catawba College, guest speaker, talked on "Library Tools and Character." Miss Edith Clark, Librarian of Rowan County Public Library, spoke on "Why a Librarian?"

* * * * *

The Fayetteville High School Library Club members are being trained as operators of the school Audio-Visual machines. East Mecklenburg Library Club assists in the Audio-Visual program by distributing equipment to the class-rooms. Greensboro High School Library Club members are Audio-Visual "specialists." Machines are scheduled, taken to the class-room, and operated by the Library Assistants.

* * * * *

The Pleasant Garden High School Library Club is sponsoring the Elementary Library. More than 450 children were made happy when the Elementary Library was opened the middle of September. Pupils visit the Library twice a week on schedule and once a week for reference. The room has new blond tables and 35 chairs, a librarian's desk, a variety of old shelves, and 1500 books. Children from grades four through eight check out their own books; primary teachers select class-room collections for their pupils. Circulation for the first twelve days was 1346. An added attraction for the primary children is the "Story Hour" conducted by the High School Library Club members; and the bulletin boards supplied by the members attract all the pupils.

* * * * *

Mecklenburg County Library Clubs are making plans for a county-wide organization, which will include the combined memberships of East, West, and North Mecklenburg Senior High Schools. The purpose is to stimulate interest in the club work and to provide some social activities and fellowship.

—Eddie Dwyer,
East Mecklenburg High School,
Matthews, N. C.

NORTH CAROLINA LIBRARIES

"WHAT THE LIBRARY MEANS TO ME . . . OR TO MY FAMILY"

"Friends of the Library," Greensboro Public Library, is conducting a contest to boost interest in the library. A \$25 cash prize will be given to the child and the adult who submits the best paper in 200 words or less on the subject "What the Library Means to Me . . . or To My Family." Winners will be announced at the 50th Birthday Anniversary Open House on February 4th.

Central School P.-T.A. offered a book prize to the pupil at Central who wrote the best paper about the Public Library. More than 850 pupils wrote on the subject at school, during a school day. Winning letters from the Primary, Grammar Grades, and Junior High School divisions are quoted:

The library means a lot to me and my family. We have interesting books to read that are filled with lovely pictures, which help me to understand the story better.

I like to read books and study. I like the quiet of the library. It helps me to read.

It is a lot of fun to go in the library and look around and bring home any book I like.

Now I would like to say something about all the children's magazines. There are the kinds about the news, something like our WEEKLY READER, and others that help us with our school work like HIGHLIGHTS.

I am glad we have a good library that I can use every day.

—Nina Duke Haney, 8 years old, grade 3

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My favorite pastime is reading and I like to do this reading in the library. There I can read or study quietly. It has books that I can read for pleasure or for information. Best of all I like the ones about famous people. Some tell of other countries, their people, and habits. These help me to become better acquainted with our world neighbors and for me to make many new friends.

In the library I may study famous portraits, pieces of antique furniture, and dolls dressed in costumes of many lands which help me to find out about the people themselves. Its maps also help me in locating many important places that I may want to visit when I am older.

If I go to the library I may get any number of books free of charge and in a few minutes be living a thousand years ago. I can be close to home or on the other side of the world. The only place anyone is really able to do this is in the library. I love to spend my spare time there making friends with good books.

—Nan Hedrick, age 11, 6th grade.

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In answering the question "What does the library mean to me?", I think the biggest thing is our freedom. Libraries are a symbol of freedom, for there I can go and without being told what material to read, I can select any book on any subject from how governments and politics work to a joke book.

Only the library can furnish detailed material so cheaply on almost any subject we wish. It supplies us with this material not only to enlarge our vocabulary and general knowledge, but to help unload the mind's burden and allow us to relax.

The function of the library is vital in our democracy since it represents freedom of the press and reading, which is the greatest engine human genius has evolved. Remember an informed public is a free one.

—Jimmy Turner, age 13, grade 8.

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The Public Library means to me a place where I can study in fields beyond those taught in school. It means a place set up by the City of Greensboro for the enjoyment of the public, a place where men and women can come to study after they have finished school. The Public Library is a collection of the knowledge of men to be had for the asking. It is a monument to the hard work and freedom of the people of the City of Greensboro.

Its quietness and silence are as refreshing as the brooks, mountains, rivers and dales that its books tell about.

The building is a monument to God who works in harmony with the people for the advancement of many to the ways of peace and security. Its books tell the story of the wonders He has created on this earth and in the Universe. They tell the history of nations and men from ages past.

To sum it all up, the Greensboro Public Library is truly a wonderful place.

—Robert Willet, age 12, grade 7.

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Quote from 3rd grade paper:

"I would rather do without radio and television than without a library because I like to read interesting books."

GREENSBORO CITY SCHOOLS CENTRAL LIBRARY DEPARTMENT

The Central Library Department of the Greensboro Public Schools is more than a central cataloging department. It is the library co-ordinating agency for 25 schools (plus the Polio Hospital library), 17 full-time professional school librarians, 460 teachers and 12,292 pupils. The Department was created in June 1941 for the following reasons:

1. As a time-economy measure—to permit professional school librarians to work more closely with pupils and teachers:
 - a. Giving reading guidance and remedial reading motivations.
 - b. Correlating library materials, book and non-book, with the varying school curriculum.
 - c. Giving instruction in the use of the library as a tool of learning.
 - d. Stimulating interest in reading, and the formation of life-time good reading habits.
 - e. Arousing in pupils a growing knowledge of good books and an appreciation of types of reading materials.
2. To provide an adequate card index and a good central library in each school.
3. To provide a union catalog of total library holdings, to insure each school of a good basic library collection, and accurate, complete insurance inventories.
4. To cut the cost of mechanics and professional services in cataloging and processing books and materials.
5. To gain better discounts on books, magazines, professional binding, supplies and equipment through centralized buying.
6. To simplify bookkeeping and elimination of duplication in record keeping, correspondence, ordering, etc.
7. To provide supervision, guidance, and coordination of all library activities of the public school system.

When the Department was created only two senior high schools and four junior high schools had central libraries with card catalogs. Less than ten years later, the two high school collections had been weeded and catalogs revised; seven junior high schools, and 16 elementary schools had well-organized, standard central libraries, fully cataloged (including books, films, filmstrips, slides, and recordings).

In June 1950, the Greensboro Public School Libraries had the following materials: 67,950 books, 665 magazine subscriptions, 5023 phonograph records and albums, 334 films, 496 filmstrips, 557 slides, 250 transcriptions and a beginning collection of ten art masterpieces (framed for classroom walls).

(Excerpts from a detailed description of the work of the Department)

—Hallie S. Bacelli, Librarian,
Central Elem. and Jr. High School,
Greensboro, N. C.

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PLANS FOR UNC LIBRARY SCHOOL SUMMER TERMS OF 1952

The School of Library Science at the University has notified *N. C. Libraries* that the two terms of summer school in 1952 will run from June 10 to July 15, and July 16 to August 20. Applications are now being accepted for all four programs offered by the School: 1. Basic courses for school librarians meeting the state requirements of 18 semester hours in library science. (Although designed to meet school needs, public library assistants wishing basic courses in cataloging, reference, and young people's book selection will be admitted to these courses.) 2. Courses leading to the degree of Master of School Librarianship. (Prerequisite, 18 semester hours of library science.) 3. Courses leading to the B.S. in L.S. degree. 4. Courses leading to the M.S. in L.S. degree. (Prerequisite, 20 semester hours of library science or equivalent experience.)

The following visiting faculty members have been secured for the Summer Session:

Miss Jimmie Deck, Cataloger, Technical Library, TVA, Knoxville, Tenn.

Mrs. Carolyn Wicker Field, Librarian, Newcastle (Delaware) County Free Library.

Miss Norris McClellan, Assistant Professor of Library Science, Louisiana State University Baton Rouge.

Howard F. McGaw, Librarian, University of Houston, Houston, Texas.

Mrs. Louise Moore Plybon, Librarian, Eastover Elementary School, Charlotte.

Miss Jane B. Wilson, Supervisor of Elementary School Libraries, Durham.

PEN NOTES: REVIEW

Inglis Fletcher of Bandon Plantation

To seeke new worlds, for golde, for prayse, for glory
to try desire, to try love severed farr
when I was gonn shee sent her memory
more strange than weare ten thousand shippes of warr

Sir Walter Raleigh: *The Ocean to Scintbia*

North Carolina librarians, with book club programs and high school book report requests always on their minds, will welcome Richard Walser's *Inglis Fletcher of Bandon Plantation*, recently published by the Extension Department of the University of North Carolina Library (Chapel Hill. 79pp. Paper-bound \$.75, clothbound \$2.00). This is the fourth volume in a series of biographical sketches, written to meet constant requests sent to the Extension Department for information on Tar Heel writers. The earlier books, Agatha Boyd Adams' studies of John Charles McNeill, Paul Green, and Thomas Wolfe, have found a large and enthusiastic public. Mr. Walser's portrait of the first woman to achieve this literary roster is a worthy addition to the list.

To people who have seen Mrs. Fletcher on the lecture platform, or as the guest of honor at a literary tea, it will come as something of a shock to learn that this beautifully dressed, elaborately hatted woman lived as a bride in western mining camps, where the scenery was superb but the living conditions painfully primitive. Here she did her first writing for pay, a story synopsis that was bought by a small motion picture company and filmed with a long-forgotten star of the early Westerns, Neil Hart, as hero.

On a prospecting trip to Alaska, where only payroll personnel were allowed, Mrs. Fletcher signed on as cook. Her struggles to pick the feathers from a ptarmigan became a standing joke in the camp. But the experiences of those early years among men who were struggling to conquer the land, far away from home and the centers of civilization, helped her later to interpret the settlers of another place and an earlier day.

In 1928 Inglis Fletcher took a long-dreamed-of trip to Africa, where for five months she travelled through the Lower River country of Nyasaland, studying native customs, and visiting the plantation homes of European settlers as well as the tribal villages of jungle and veldt. It was on this trip that she gathered material for *The White Leopard*, a 1931 Junior Literary Guild selection that is still in print and still extremely popular with Junior High School boys. And it was on her way from Africa, during her brief stay in London, that the idea of writing a novel on early days in the Carolinas first crossed her mind.

Inglis Clark Fletcher, who was born and grew up in Illinois and who spent most of her adult life in the West, is a direct descendant of the Chapmans of Devonshire. Members of this family followed their famous cousin, Sir Walter Raleigh, to the New World; John and Alice Chapman were members of the Lost Colony; Richard came down from the James River area in the Albemarle region, and a later Alice married the Cromwellian governor of Virginia. In Mrs. Fletcher's family tree there are other familiar North Carolina names, such as Davenport, Caswell and Spruill, and perhaps it was the pull of racial memory that inspired her when she settled down at last to her real life's work, the recreation of Carolina history from the first attempt at colonization in 1585 through the years of the Revolution.

In addition to the biographical study Mr. Walser, who is a professor of English at North Carolina State College and a frequent contributor to *North Carolina Libraries*, gives a full resumé of Mrs. Fletcher's novels, and discusses her researches in the historical background of each book. A bibliography of Inglis Fletcher's books and other writings, and of material about her is a useful addition to this most useful little volume.

—Mary Cutler Hopkins, Current Affairs Librarian,
University of North Carolina Library,
Chapel Hill, N. C.

THE PRESIDENT'S CORNER

Dear Folks:

Under the head of "public relations," let's take a minute to congratulate Hoyt Galvin, Librarian at the Charlotte Public, on his good and attractive Annual Report, **UP FROM THE CELLAR**; to wish success and good sales to our friend and almost-colleague, Richard Walser, on publication of his **INGLIS FLETCHER OF BANDON PLANTATION**; let's offer appreciation to the **SOUTHEASTERN LIBRARIAN** for dedicating its Fall issue to Dr. Louis R. Wilson and for Dr. Tommie Dora Barker's lead article about him; congratulations to Dr. Wilson upon the completion of his latest title, **THE LIBRARY IN COLLEGE INSTRUCTION**, which he wrote with the Misses Reed and Lowell. We should like to offer "thank you's" to Dr. D. K. Berninghausen for his contribution to the program and work centered on intellectual freedom. Let one of your New Year's resolutions be to say "Hello" to Paul Ballance in his new work over in Winston-Salem.

Internationally speaking, the praises of the good librarians in North Carolina are filling the ears of all Japanese. You have become as well known among statesmen and teachers, as you have to the librarians of that country. Since the visit of seven Japanese librarians to North Carolina, last February, North Carolina has certainly taken the spotlight with Japanese librarians! Would you write an article for their revived All-Japan School Library Association publication? Will you help find some students in both Junior and Senior High Schools who would like to have a Japanese "pen-pal"? Many of these letters are already in this country waiting distribution. The Japanese youngsters are eager to have the opportunity to write again—the next time their letters (if some young American agrees) will be addressed to someone special!

Your budget committee is making plans; it wants estimates from Section and Committee Chairmen. These requests may be made to Marianna Long, Treasurer, Marianna wants to remind you, gently, that it is time to pay dues! SELA dues are also payable; so are ALA dues! Come on, join up. We have added Miss Martha Crowell, Cabarrus County Library to our Committee on Recruitment. A telegram of greeting was sent to the Kentucky Library Association at the time of its Fall Conference. Charlesanna Fox, Randolph County Public, Chairman of the Legislative Committee, is preparing suggestions and studying possible inclusions to the Legislative Program for 1953 of the State Legislative Council. You also have been busy helping promote the Library Services Bill.

The Constitution Committee meets—with much work already done—in February. Plan now to take off some time during 1952 to read the new parts you requested, to study it, change it, and then accept it. That powerful Public Libraries Section has done it again. More excellently planned Workshops are arranged for March and April. You have added your strength in the making of many intelligent inquiries and suggestions relative to the proposed—but now rejected—plan for the establishment of a North Carolina Prison bindery.

On Christmas Eve you bowed your head at the passing of your good friend and exceptional colleague, Bob Christ. You were there with his family and friends; you sent them a comforting greeting.

You've been busy, but you will go on working because sharing books and sharing the joy of reading is a high calling. Not a Happy New Year do I wish for you, but a year of good thinking, a year of successful planning, and full 366 days of friendly service to your State and its people. Does that add up to: A Happy New Year?

Cordially,
JANE B. WILSON, *President*

NORTH CAROLINA LIBRARY ASSOCIATION

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- President:* Miss Jane B. Wilson, 822 Third Street, Durham.
1st Vice-President: Miss Mildred Herring, Senior High School, Greensboro.
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Director: Mr. Olan V. Cook, Assistant Librarian, University of North Carolina Libraries, Chapel Hill.
Past President: Mr. Harlan C. Brown, Librarian, Hill Library, State College, Raleigh.

REPRESENTATIVES FROM THE NORTH CAROLINA LIBRARY ASSOCIATION:

- A.L.A. Council:* The President; Alternate: Miss Antoinette Earle, Librarian, Davidson County, Lexington.
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N. C. Library Commission Board: Mrs. Ford S. Worthy, Washington High School, Washington, N. C.; Mr. Spencer Murphy, *Salisbury Post*, Salisbury.
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Advisor: Miss Julia Fowler, Librarian, Statesville High School Library, Statesville.
Representative on Board of North Carolina Libraries: Ed Dwyer, Press Reporter, East Mecklenburg School, Matthews.

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