

# North Carolina Libraries

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Guest Editor for the "School Libraries" issue, Spring 1962, will be Cora Paul Bomar, North Carolina Department of Public Instruction. Over ten authors, regionally and nationally known, have been preparing for this issue to which Miss Bomar herself has prepared an "Introduction."

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## GREETINGS FROM ALA

By MARY FRANCES KENNON

It's a strange feeling for a Tar Heel to be bringing greetings to NCLA from the American Library Association. But it's a nice opportunity to say "hello" to you all and to report that North Carolina is a very good state to be from! I mean this in the best sense: that my background of library work in North Carolina has been a letter of introduction to groups in other states. The word has spread that North Carolina has many good things to show — in its college, public school, and special libraries. Furthermore, the opportunities I've had in the past nine months—to travel in many states—have reinforced my own previous opinion that North Carolina is a leader in library development. I have, in fact, traveled so much recently that I may be bringing you stale news from ALA—having only stopped in Chicago briefly during August, September, and October on my way through!

My over-all impressions of ALA, as a new staff member, are these: First, that it's a very busy organization, involved in a broad and diversified program (see the September *ALA Bulletin* for proof of this statement). Second, that it has a dedicated staff with high standards of service.

Contributions of NCLA and from individuals are greatly appreciated. Those who have not contributed—see pledge cards in registration envelopes! Non-members of ALA will find a cordial welcome from Mrs. Hallie Bacelli, North Carolina Membership Chairman for ALA.

## RUZICKA SCHOLARSHIP

Last March the North Carolina Library Association was notified by Joseph Ruzicka, Inc. of Greensboro that a grant of \$500 had been established for a scholarship to be awarded to a legal resident of North Carolina for original or continued study in library science. The scholarship was to be administered by the Association through its Scholarship Loan Fund Committee. Applicants for the scholarship were carefully screened and the Committee made its recommendation which was approved by the Executive

Board. At the thirty-fourth NCLA Conference Joe Ruzicka (center) of Ruzicka, Inc. formally presented the scholarship to Mrs. Eva McArthur (left) a resident of Durham, who is working toward her degree in library science at the University of North Carolina. For the past 10 years she has been a teacher in the Durham City Schools. Mr. Carlton West, (right) President of NCLA, was in Durham for the award.





## ADMINISTRATIVE RELATIONSHIPS TO THE LIBRARY

By GUY R. LYLE, *Director of Libraries  
Emory University*

This talk had its beginning in a joint meeting of college librarians and presidents at an institute on higher education this past summer. That is, it was supposed to have been a joint meeting, but the invitations to the institute were extended through the president's office

and few seemed to have sifted down to the libraries. There were, however, a goodly sprinkling of deans and business managers in the audience. I had been asked to present the opening statement and took the opportunity to stress the need for close relationships between administrative officers and librarians. I was followed by a university president who expressed in no uncertain terms his dissatisfaction with librarians in general and with what I had to say in particular. While I am happy to say that his opinion was by no means shared by all those in attendance, nevertheless I detected an undercurrent of dissatisfaction in some of the discussion which took place. Although I am at a loss to say exactly what we could do to make dissatisfied presidents happier, I would suggest that at your next annual meeting you invite college presidents to be present and that you get two or three presidents and librarians in a panel discussion, and let them get their troubles off their mind. My remarks to-day may perhaps serve as a basis for such a discussion.

That the effectiveness of the library is greatly hindered or enhanced by the "administration"—the term commonly used on campuses for the administrative organization identified with the president—need hardly be mentioned. Libraries have to have books, and buildings to house the books. Librarians have to be selected, promoted, and paid. If, as one Texas president said about the faculty problems, these matters raise no eternal issues, they cannot be postponed and the eternal issues can.

If the relationship between librarians and the administrators is not all that is to be desired, we should frankly face up to the situation, discover the causes, and attempt to remedy them. I think there are three principal reasons for dissatisfaction:

The first is that the librarian has increasingly little opportunity to know the president personally. The president is a busy man. In recent years, an effort has been made to re-organize college administration so as to reduce the number of persons reporting to the president directly. The current trend seems to be to group all administrative functions under four high level officers who report to the president. These officers are the academic dean or vice-president on academic affairs, the director of student activities, the business manager, and the director of public relations. As a result of this type of re-organization, the librarian—long accustomed to going directly to the president to talk over his problems and to present his needs—now frequently finds himself reporting to the dean or vice-president. In saying this, I am saying simply that the librarian has less formal opportunity for conferences with the president than formerly and am not for a moment trying to disparage the contribution which each of the other administrators can make to the library.

A second reason why library-administration relationships are not always what we would like them to be is simply that unshakable academic notion that librarianship is a technique and that librarians are technicians. This is a view frequently held by faculty members. Without reference to its accuracy or fallacy, I think it explains why so frequently librarians are not taken into the councils of policy-makers and why administrators sometimes become understandably impatient of the amount of detail, not to mention the cost of the detail, involved in library work. I recall the remarks of a university president who said we probably needed to take a new look at the qualifications of librarians in the light of new developments in "information retrieval" and similar developments in technology applicable to libraries. Behind his statement was the implication that an "average person" could probably do the library job as well if not better than the present-day librarian provided engineers were brought in to work out systems for storing, coding, and retrieving information.

A third possible cause for disharmony in librarian-administrative relationships is the difference in approach between the librarian and the administrator to the library task. The librarian tends to look at everything in connection with his work from the point of view of what he thinks will improve library service to instruction and research without overtaxing the staff and finances of the library. The president, on the other, tends to look at everything in connection with library work from the point of view of the development and reputation of the college as a whole. One may suppose that there is really no essential reason for conflict here but there is and it cannot be wished away. Librarians and presidents look with different eyes at such library problems as hours of opening, the acceptance of gifts, and loans to alumni and non-campus users. What the librarian thinks should be done on such matters is often widely different from what the president thinks and often insists should be done. The librarian tends to want to settle most library problems on the basis of policy and efficiency. Is the granting of this or that request in line with the general policy of the library? If an exception is requested, can it be granted without sacrificing the interests of those who have a prior claim upon library resources? The president would prefer to settle nothing until its effect upon the reputation of the college can be assessed. If students pressure the library for longer hours and beef up their demands by resolutions, petitions, and editorials in the student paper, the president is likely to be sympathetic to the demands of a disgruntled student body regardless of the effects on the quality of real library service.

Perhaps a more subtle situation involving differences in viewpoint will serve to illustrate what happens in dozens of instances and on dozens of campuses. The library of a university located in a large city (not Atlanta) does its best to assist non-campus users such as visiting scholars, industries, and local citizens who have need of research materials not available in the public library. It does not feel, however, that it can reach down its extra-curricular hand to assist school children. The librarian fears that library service to the university's own students will suffer by the very effort to do too much. Moreover, he knows that school librarians are making a strong effort to build their own resources and that they are not likely to reach desirable standards if the school authorities feel they can always fall back on other local library resources. When a local teacher asked a desk attendant at the university library for permission for one of her brighter lads to use the library for a special project, the request was refused. The teacher was upset and spoke to a friend of the wife of the president who in turn placed the problem squarely in the lap of the president. The president was understandably

upset by becoming involved in another problem. Moreover, he could see no earthly reason for withholding library privileges from this high school youngster, particularly in view of the fact that the university was anxious to attract bright students to its campus. His discussion with the librarian suggested a tendency on his part to regard all library use as equal in their claims for attention. Defensively, the librarian said he would take the matter up with the library committee. There was naturally a good bit of feeling on both sides. Without reference to the merits of the issue, the attitude of both reveals the dominant and frequently different concerns of librarians and presidents.

What can be done to improve administrative relationships to the library? Several things — of which I shall mention but three under these headings: definition of authority, communications, and staffing.

#### *Definition of Authority*

The unique, as well as the most obvious, thing the president can do to promote good administrative relationships with the library is to define the librarian's authority and responsibility. The librarian does not need an *omnium gatherum* of laws but he does need a clarification of administration and faculty superstition and lore regarding the librarian's position. Is he responsible to the president directly or through the dean? Does the college library consist of all the collections of books in the possession of the college? Does the librarian have responsibility for the administration of library materials wherever they are located on the campus? Are phonograph records, music scores, educational film, and other audio-visual aids considered as library resources? What are the functions and duties of the library committee, what is the librarian's position on the committee, and how is rotation in office provided so that professors in English, mathematics, and physics can each in turn make their contribution to library progress? The absence of clearly defined policies on these and other matters will most certainly lead to a dispersion and weakening of library administrative strength, to departmental collections being sanctioned as acts of *fait accompli*, to restriction on the use of library materials, and, above all, to lack of efficiency. I use the word "efficiency" not with the connotation of bustling activity but to signify one's ability to meet situations, to solve problems, whatever they may be. The successful librarian must work closely with administrators, deans, departmental chairmen, faculty, students, and others. Each of these has his own way of exerting pressure, his own special needs, and his own idea on how the library should learn how to deal with all the varying groups on a college campus but here especially the librarian will be most grateful to the college president who defines some of the major issues which enable the librarian to assess his own position and to plan a program of library development. If this statement of issues is incorporated into the faculty handbook, or whatever other administrative device is used to inform the faculty, it will be of invaluable help to the librarian in rendering a distinctive and worth-while library service.

#### *Communications*

Another important factor in library-administrative relationships is communication. I sometimes feel that the most important factor in good library-administrative relationships is adequate communication and personal acquaintance. The manifestations of the lack of communication are, in my opinion, innumerable and inescapable. New courses and curricular programs are introduced without special provision in the book budget to take care of the library materials needed to support them. New library build-

ings and new academic buildings with library quarters in them are planned without proper consultation with the librarian. Gifts are accepted by administrators without adequate space to house them, without funds to catalog them, and sometimes with commitments which are educationally unsound and which may prove to be a financial burden. One of the basic functions of administration is the facilitation of good communication. It becomes a travesty when what should be a real assist to the library turns into a barrier.

How can the library keep itself from being physically and psychologically isolated from the college? There are both formal and informal channels of communication. The college president bears the chief burden of responsibility for opening up the formal channels. It is his responsibility to see that the librarian is represented, along with the chief administrative officers of the college, on the administrative council, the academic council if there is one, and on the library committee. There are institutions where the librarian is not on any of these committees and the library administration is not in touch with the mainstream of administrative activity. One observes the symptoms as soon as one puts foot on the campus. Library support is meagre, faculty interest in the library is latent, and staff morale is low.

I do not think librarians can fight their way into the inner circle of administration by themselves. The first job is to identify the library with the faculty, the library's objectives with teaching, and to transform faculty interest into active resolve. When the faculty speaks, administrators hear and heed. The librarian needs to take a careful look at the library's way of doing things. He should welcome new ideas — that is, other peoples's. Few things perplex and annoy administrators more than our common habit of reacting against suggestions just because they mean change. We must learn to be flexible and to consider suggestions with an open mind instead of an immediate rejection. When in doubt, try the new. Too many librarians isolate themselves by seemingly acting on the rule "when in doubt, do nothing." If someone suggests opening the stacks they say the library was not designed for open stacks and the stack stairways are too narrow. If someone suggests opening a smoking room, they say the fire-laws forbid it. This may be quite true, of course, but everyone on the campus knows the fire-laws forbid smoking in classrooms and offices but no one pays any attention to them. If the library gets a reputation for letting faculty suggestions drop like a wet mop on the pavement, there is little likelihood that the president will see any real advantage in bringing the librarian into his advisory councils.

In the second place, I think it may be necessary in some colleges for the librarian to show why it is important for the library to be represented on administrative and faculty councils. Surely such representation is not important simply to give the librarian a listing in the Catalogue or merely as a status symbol. It is really not too important as a means of finding out what actions were taken on certain matters because sooner or later these things are reported through the grapevine or in the campus paper.

The important point is that in taking part in these meetings the librarian hears the arguments pro and con, understands better the reasons why the particular decisions were reached, and learns something about the characteristic methods of operation and thinking of the administrators and faculty members who make the policies of the college. As a participant in discussion, he may not be voluble and he may not exert a great deal of

influence but he can inform the participants of the library implications of matters which come up for discussion.

These formal channels of communication are not the only means of keeping in touch with faculty and administrators. If anything, the librarian should make an even greater effort to know administrative officers and faculty personally. I have already mentioned negatively some examples of failure in library-administrative communications; let me now suggest positively several examples of the importance of personal acquaintance with the faculty. In the allocation of book funds, a knowledge of the nature of course programs and of individual faculty research is most helpful in reaching a fair proportioning of the funds. In order to select books, the librarian contributes most who, in addition to reading book reviews widely and critically, knows something about the courses which professors offer. This is true in selecting books of a general nature as well as books which cut across departmental lines. The librarian should keep minutely posted on the current curriculum so as to have a sharp concept of the specific ways in which library support is possible and desirable. Whether or not I should allude to it, I do not know, but it must be remembered that library-faculty communication is a two-way affair. I have a strong personal conviction that faculty members reduce library effectiveness in instruction by being themselves so ignorant of library resources and the means of using them, by being lazy and indifferent with respect to their responsibilities in keeping the library informed, and by wanting to thrust upon the undergraduate library the burdens of research resources and services which are inappropriate to it.

Opportunity must also be sought for meeting administrators, faculty, and students as a group as well as individually. We are adept at helping individual readers in the library; we tend to shy away from group instruction. Consider, for example, the questions that really need to be answered in informing graduate students about the use of study carrels in the stacks. To understand the library's policy of assignment and use, the graduate student needs to know about such matters as the purpose of carrels, the demand for them in relation to the number available, the reason why there are restrictions on use, the importance of "charging materials" which are held in the carrels, and the rules of use. Rules can be posted in each carrel and regulations can be published in the library hand book. These tried methods are important, but how much better it would be if the head of the circulation department were to supplement them by arranging with the graduate dean to talk with the graduate students about carrel assignments at their first meeting for the year.

### *The Staff*

The third factor I wish to mention in the improvement of library-administrative relationships concerns the library staff itself. Some mention has already been made of the contribution of the staff in the important matter of communications but the crucial position of the staff deserves a further word.

Even though the president is quick to recognize the importance of securing a first rate person to head up the library, he is less likely to understand the need for an adequate staff. Yet one of the most serious weaknesses in college library administration to-day is understaffing and inefficient staffing. Adequate staffing is important in library-administrative relationships for two reasons. The first is that the librarian must get the work done properly if the library is to be useful. The second is that the librarian must extricate

himself sufficiently from detail to be able to plan the library's work, to keep in touch with administrators and faculty, and to gain some perspective on the aims of the college and of the library's part in fulfilling those aims. Library-administrative relationships begin to deteriorate when arrearages pile up, when library staffs are overtaxed, and when negative decisions become monotonously wearisome.

As I have already stressed, the library needs a great deal of information to operate at a high level of effectiveness—information about course and special curricular programs, new buildings, accommodations outside the library for study, salary and wage prospects for students and clerical helpers on the campus, methods of purchasing and accounting, research interests of individual professors, photo-copying facilities, and the like. Not all this information can be piped down through the person of the head librarian. Accordingly the staff has an important part to play in keeping the channels of communication open.

All this means is simply that each staff member has a responsibility for keeping the library informed so that it can be sharply responsive to faculty and student needs. It does not imply that each staff member is expected to be equally at home in all the special situations which bring him into contact with administrative officers and faculty members but rather that he should exercise whatever special talents he has to keep the library in touch with the mainstream of college activity. A staff member may be efficient in dealing with technical problems in the library yet his efforts may be futile in handling students. He may be a master of dealing with faculty on a personal basis and yet be ineffective in talking to a faculty group. The ideal, then, is the synthesis of all staff effort in forming close personal relationships with the administration, faculty, and students.

At the risk of creating a very unfavorable impression, I am going to mention briefly two other matters concerning the staff and library-administrative relationships. The first is that I think it is important to have both men and women on the library staff and men in more nearly equal proportion to women. I think that more men on the staff, more manly men, that is, will help to improve library-administrative relationships and will contribute also to staff morale. If you ask why I believe more men on the staff is important to library-administrative relationships I shall have to dodge the question by saying that I always espouse the cause of the underdog.

In the second place, I think it would help library-administrative relationships if we showed less concern than many of us do about matters of status. I am for the head librarian seeking the highest salaries, a remuneration for librarians which makes librarianship as attractive financially as a career in college teaching, leaves of absence for scholarly study after a reasonable period of service, tenure, the right of a librarian to be appointed to a faculty committee in the same way that faculty members are afforded the opportunity to be appointed to library committees, and, of course, retirement and all the fringe benefits which normally apply to all University employees. I am all for the head librarian asserting the rights and privileges I have enumerated above and for the staff staying out of it. Library staffs which become deeply involved in problems of their own status tend to become obsessed with matters which have a strong personal flavor. Librarianship is tyrannical enough without adding to it the strain of having to act like a professor. I feel that staff members should apply their time, energy, and initiative in ways which will earn them status as a by-product. The challenge should always be for librarians to identify the library's opportunities for educational effectiveness and then to seek solutions instead of waiting for someone else.



## TRUSTEES' AWARDS



To Mr. J. H. Rose (left) of the Sheppard Memorial Library Board serving Pitt County and to Mrs. J. Robert Campbell, (right) Chairman of the Pettigrew Regional Library Board serving Chowan, Tyrrell and Washington Counties presented by Mrs. Joe Taylor (center) at the Trustees' Luncheon on October 27. The citation reads, "in recognition of superior leadership, outstanding service, devoted interest and sincere dedication to the cause of better libraries . . ."

All text and editorial material in *North Carolina Libraries* is under the supervision and control of the Editorial Board. The Editor is invited to sit with the Executive Board of NCLA and consults with them and with the President on general policies. Guest Editors and fields of interest to be presented are selected by the Editor in consultation with the Editorial Advisory Board (see Biennial Reports Issue, Fall 1961, for program as outlined for 1961-1963). All materials, comments or suggestions should be submitted to the Editor.

## TRENDS IN SCHOOL LIBRARY DEVELOPMENT

By MARY FRANCES KENNON, *Director*  
*School Library Development Project, ALA*

## Trend One: Focus on Program of Services

Our schools exist for one purpose, subdivide it as we may. That purpose is the education of children and young people. School libraries are no different. Their purpose, like that of the schools of which they are a necessary part, is the education of children and young people.

The only real test we have for measuring the school library, therefore, is this: What does the school library *do* for boys and girls? What does it offer them that makes a difference in their lives? What does it provide that no other part of the school program offers?

I believe we can show that the good school library makes four unique contributions to the total educational program—contributions made by no other part of the school:

1. Serving as a center for all types of instructional materials to support the teaching program and to meet individual needs
2. Providing a planned, continuous program of instruction in library and study skills to equip each pupil to use library resources effectively
3. Serving as a classroom laboratory for reference and research
4. Providing individual guidance in the use of materials (reading, listening, and viewing) to meet individual needs and interests and to develop and extend those interests.

It is clear this focus on the school library's program of services attracts support. Witness the fact that nineteen national organizations helped to produce *Standards for School Library Programs*. They were concerned with providing the important services a school library should offer.

The School Library Development Project was established by the American Association of School Librarians to encourage and assist states in implementing the 1960 national standards for school libraries, set forth in *Standards for School Library Programs*.

The Project (SLDP) began work February 1, 1961, and will continue through July of 1962. On November 1, it will be 9 months old—the half-way mark in its life of 18 months.

Serving as director of SLDP has brought many opportunities to observe first-hand efforts being made for school library development throughout the country. In April, 1961, at the SLDP leadership conference, we were able to confer with representatives from each of the 50 states and the District of Columbia. By the deadline of June 1, 1961 (for applications for grant funds from SLDP), we received 48 applications for grant funds—outlining proposed plans of action for most of the states. We have corresponded with school library leaders in each of the 50 states. We have visited 18 states—and have many more trips coming up.

From these experiences, I'd like to discuss with you several trends which seem to be significant in school library development.

## Trend Two: Team Approach to School Library Development

No school librarian can afford to be a lone wolf. There are too many advantages in working together:

First, there is strength in unity. Our individual voices carry farther when combined.

Second, some problems must be solved on a school system or state basis. At the state level, adequate minimum state standards are needed to back up efforts to improve elementary school libraries. At the local level, we have the example of Groton, Connecticut, where the work of a PTA Reading and Library Services Committee in a single elementary school led to a system-wide advisory committee for school libraries, whose efforts have produced increased library staff and increased budgets for all schools.

Third, all persons concerned with providing quality education for children and young people have a stake in improving school libraries and a potential contribution to make. This includes: school superintendents, school principals, school teachers, school boards, public and college librarians, and citizens' groups.

What are some ways of working to get help from others? At the individual school level, librarians are informing their administrators and teachers by making regular reports of their progress and needs, serving on curriculum committees, and setting up faculty advisory committees for the school library. They are reaching community groups by working through their local PTA Reading and Library Services Committee and by working with community organizations to which they belong.

At the school system level, we have many good examples of school systems which have used lay advisory committees to support school library development: Groton, Connecticut, described above; Newark, Delaware, where the local AAUW chapter has worked with the school board in intensive evaluation of library programs; Minneapolis, Minnesota, where a Citizens' Committee for Better Schools surveyed elementary school libraries and recommended improvements; and Washington, D. C., whose Action Committee for D. C. School Libraries has produced dramatic improvements.

At the state level, several SLDP grant projects have held state leadership conferences for representatives of key educational and civic groups, with noteworthy results. Georgia held two conferences during the week of September 18. By October 15, these results were reported: Recommendations by Conference participants were translated into tentative standards for approval in October by the Georgia Accrediting Commission and the Georgia Library Association. Indiana held a leadership conference on September 23. Results to date: The following groups will devote program time to the study of school libraries: secondary school principals, Farm Bureau, PTA, B & PW, Delta Kappa Gamma, and Altrusa. The state AAUW board has voted to adopt school libraries as a major project for the next few years—subject to membership ratification.

## Trend Three: Emphasis on Long-Range Planning

Long-range planning provides a guide to direct efforts to improve school libraries. A long-range plan for school library development serves as a road map, showing persons working to improve the school library where they are now, where they are going, and steps along the way (intermediate points.)

The School Library Development Project is urging each state to develop its own long-range plan, tailored to meet local needs. Each of the 22 states involved in the 21

SLDP grant projects is required to develop such a plan by June, 1962. But long-range planning is needed also at the school system level and the individual school level.

A basic guide for developing a long-range plan, *Ten Steps in School Library Development*, is available upon request to SLDP. So are several examples of long-range plans for individual schools or school systems.

#### Trend Four: Action Steps on Five "Fronts"

In spite of definite gains in recent years, there is much work to be done to improve school libraries. National statistics for 1958/59 show that almost two-thirds of our elementary schools lack central libraries and many high schools provide inadequate library services, due to shortages of librarians, materials and/or quarters.

To reach the goal of providing good school library programs for all children in all schools, we must work on five "fronts" — or areas in which action is needed. First and foremost among these is program-planning. Other areas which represent the quantitative aspects of school library service include budget, personnel, materials and quarters and equipment. Since each of these quantitative areas bears a direct influence on the quality of library service, let's begin with them. What are groups around the country doing in these areas?

##### 1. *Budget*

We must find adequate sources of financial support for school libraries. To quote a school superintendent in Arizona: "Money helps — look at the schools which have tried it!" Another point of view worth repeating is this: that money spent for the school library strengthens all areas of the school programs, all subject fields, all grade levels.

First, a look at the *national level*. Some support for school library materials is available from the National Defense Education Act, which has recently been extended for a two-year period. We must take full advantage of the opportunities provided by NDEA. A needed source, nationally, is direct aid for school libraries through a general aid to education bill. Efforts to pass such a bill were defeated in the last session of Congress. All of us must work if such legislation is to be successful in the next session of Congress.

At the *state level*, many states are attempting to provide or increase state aid for school libraries through funds for personnel and for materials. The value of state aid is demonstrated by the new state aid program in North Carolina, which provides salaries for special service personnel. Of the 1,700 plus positions thus established, 474 are being used in the 1961-62 school year to employ school librarians.

At the local level, efforts are being made to increase support for school libraries from two sources; operating funds and capital outlay funds. There is widespread need to provide capital outlay funds to purchase basic collections of instructional materials for new schools. There is widespread need to provide adequate annual budgets for school library materials and supplies from operating funds allocated by the school district — rather than to depend upon gifts and fund-raising ventures. Two trends worth noting: the practice of cooperative budget-making, by librarian, teachers and administrators, based on needs: and the practice of providing step-by-step increments — such as \$.50 more per pupil per year — in order to reach desirable levels of expenditure.

## 2. *Personnel*

The greatest shortage in school libraries across the country is personnel. We employ only about 17% of the school librarians we need to provide good school library programs.

Two needed steps are being taken to improve this situation:

- a. Finding adequate space for library quarters. In too many states, new elementary free school librarians to *be* librarians, by releasing them from assignments not related to their professional library duties — such as assigned study halls, home rooms, classes and bus duty. We must also find ways to relieve librarians of clerical tasks — by providing clerical assistants and by centralizing technical processing services for the school system or for a group of school systems.
- b. Adding professional staff as rapidly as funds will permit. A starting point, for school systems of seven or more schools, is the employment of a school library supervisor. Several states which have many small school districts are exploring possibilities for multi-district supervisory programs, on a contractual basis. A next step, in school systems which lack elementary school librarians, is the employment of itinerant or traveling librarians to serve two or more elementary schools.

How can we “sell” the need for more library staff? Administrators and librarians in school systems which have expanded their school library staffs point out that we need to demonstrate and interpret the professional services performed by the school librarian.

## 3. *Materials*

A cold, hard look at school libraries across the country reveals needs with respect to providing materials and utilizing materials effectively.

The utilization of library resources depends in large part upon teacher “know-how.” Teachers who have been exposed to good programs make heavy demands, while those who haven’t may not know what they are missing.

Two approaches are needed to improve use of library resources; improving pre-service education of teachers and administrators in the use of libraries, and providing in-service training experiences. Here the leadership role belongs to school librarians, who must seek active participation by teachers in book selection, membership on curriculum committees, and opportunities to demonstrate library services. These methods are not new, but they are basic.

An outstanding example of long-range planning for expansion of school library services comes from Evanston Township High School, Evanston, Illinois. Margaret Nichol- sen’s report of steps by which this library assumed responsibility for all types of instructional materials, beginning in 1952, will be published in the proceedings of the conference on “Audio-Visual Services and the School Library Program,” held at Columbia University in June 1961.

## 4. *Quarters and Equipment*

The needs include:

- a. Finding adequate space for library quarters. In too many states, new elementary schools are being built without a central library. In other cases, library quarters

are swallowed up for classrooms. In still other cases, library quarters are shared by study halls, classes, etc. — limiting their use for library purposes.

- b. Making adequate provisions for the varied purposes for which school libraries should be used. Space is needed for large — group work: instruction, reference and research, book selection and reading guidance. Provisions must be made for use by small groups and individual for such purposes as reading, listening, viewing and previewing conferences and production of materials.
- c. Making library facilities accessible to every pupil and every teacher, for use by class groups and by individuals. We must make sure that library facilities are available throughout the school day, before and after school, and, wherever possible, for extended hours.

### 5. *Program-planning*

When we have done these jobs — obtained adequate budget, personnel, materials collections, and quarters — we are equipped with the quantitative requirements for a good school library program.

But all the recommended books, staff, budget, and space will not necessarily produce a good program. Providing a good program of services to pupils and teachers requires “know-how” on the part of librarians, teachers, and administrators, plus cooperative planning and team teaching.

We cannot wait until we have everything we need to develop a good program! Children need services now. So do teachers. This means that we must start working on our programs, doing the best job possible with what we have, then seeking more quantitative support in order to do a still better job. For suggested action steps in the area of program, see the recent publication, *Developing a Good School Library Program* (Raleigh, N. C., State Superintendent of Public Instruction, 1961. \$.50).

All of the friends of Mr. O. V. Cook who have been justly concerned for his health and security will be happy to learn that he has recently been added to the rolls of those members of the State of North Carolina personnel who have qualified for disability retirement under the due provisions of the law. Many have been aware for a long time that Mr. Cook's health was not in good state and that he found his work an increasingly arduous burden. It will be a comfort to all who should know that his future is now secure.

Those of his friends who may wish to communicate with him may reach him at the following address: Putnam Hotel, Deland, Florida.

## THIRTY-FOURTH NCLA CONFERENCE MINUTES

By DOROTHY E. SHUE, *Secretary*

## First General Session

The thirty-fourth Conference of the North Carolina Library Association was opened by President Elizabeth H. Hughey on Thursday evening, October 26, 1961, in the University Ballroom of the Jack Tar Hotel in Durham.

Mrs. Hughey presented Durham Mayor E. J. Evans, who welcomed the Association, expressing pleasure that Durham was chosen for the Conference site and the hope that the Association would come again for future meetings.

The President then introduced Miss Mary Frances Kennon, formerly Associate Supervisor of School Libraries, N. C. Department of Instruction, and now Director, School Library Project, ALA. Miss Kennon brought greetings and news from ALA Headquarters.

Miss Cora Paul Bomar was then presented, and in turn introduced the speaker for the session, Miss Jewel Drickamer, Director, Library Service Center, Connecticut Department of Education. Miss Drickamer's talk entitled, "Are Today's Libraries Ready for Tomorrow's World?", was spoken enthusiastically and pungently, challenging librarians to face and meet the changing needs of "tomorrow's world".

Following announcements, Mrs. Hughey adjourned the session.

## Second General Session

President Hughey opened the second general session at two-thirty, Friday afternoon, October 27th, 1961. She introduced Joseph Ruzicka, Jr., who presented the Ruzicka Scholarship Award to Mrs. Eva McArthur.

Mrs. Hughey then recognized the following people, who gave reports in the order given:

Mr. Carlton P. West, President-elect and 1961 NLW Director, reported on the activities of National Library Week and introduced Mrs. Mildred Council, 1962 Director of NLW. Mrs. Council spoke briefly, asking for the cooperation and help of NCLA members in making next year's National Library Week a success.

Miss Jane Wilson, who reported on the work of the Council of Librarianship, stated that ALA had charged the Council to continue beyond the initial three-year period in order to carry out some of the Council's recommendations. Miss Wilson challenged librarians to consider themselves a vital part of the recruiting effort.

Mrs. Hallie Bacelli, Chairman ALA Membership, announced that 529 NCLA members are ALA members, and spoke of the various associations within ALA. She presented NCLA members who are representatives of each association.

Miss Beatrice Holbrook read the results of the election of officers for the 1961-1963 biennium.

In the absence of Miss Irene Hester, Mrs. Hughey read the list of new Honorary members.

The President introduced Mr. Thad Stem, Jr., who urged NCLA members to work for the passage of all issues in the November 7th Bond Election.

The following resolution, as adopted by the Executive Board on October 25, 1961, was read by Carlton P. West:

*Whereas*, Olan Victor Cook has made significant contributions to the development of libraries and librarianship in North Carolina, the Executive Board of the North Carolina Library Association spreads the following resolution upon its minutes:

*Resolved*, That we recognize the enthusiasm which Olan Victor Cook displays for any library project and the vigor and understanding with which he approaches it; that we recognize the important part he has played in the growth of the libraries at the University of North Carolina in Chapel Hill, beginning in documents work, serving in the circulation department, and later promoted to Associate Librarian; that we note his special interest in rare books and in the Hanes Collection of which he has acted as Curator; that we applaud his teaching of the history of the book in the School of Library Science at the University; that we express our most sincere thanks for the many services rendered to the North Carolina Library Association as a member of the Executive Board for two terms, as President during the biennium 1955-1957, and subsequently as the representative of the Association to the American Library Association; and that we recognize, in small part through this resolution, these many contributions to librarianship.

Mrs. Edith Cannady, Legislative Committee Chairman, read the following resolution:

*Whereas*, we live in a world which demands a rededication to the enduring intellectual and spiritual value essential to the progress of a free people in a free society; and

*Whereas*, informed and enlightened citizens are the greatest natural resource upon which the social, economic, political, and cultural growth of a democratic commonwealth depends; and

*Whereas*, the library and the services which it provides are indispensable in the educational program of our schools and colleges and in the continuing education of all our citizens throughout the whole of our lives; and

*Whereas*, North Carolina's growing library service offered through its university, college, public and school libraries is still inadequate to support the state's educational program and to provide for the continuing education of its citizens; and

*Whereas*, the library facilities of the State's institutions of higher education are inadequate to meet the demands of increasing enrollments and expanding curricula; and

*Whereas*, the State Library, enriched through an interlibrary loan relationship with other libraries, is now lending books to citizens of the state through a network of public libraries; is providing professional services to libraries and people interested in library development; is administering State and Federal Aid funds to advance library activities; and is providing talking book service for the blind, and

*Whereas*, the State Library has for the past 124 years, and the Department of Archives and History for 58 years, moved from building to building planned for other uses and now have neither room in which to house their collections adequately, nor to function



effectively in discharging duties, nor in expanding services to all of the people; now therefore

Be it *resolved* that the North Carolina Library Association in meeting assembled in the city of Durham this twenty-seventh day of October, 1961, do commend the Librarians, Trustees of libraries, and Library Friends for their loyal and faithful efforts in promoting library growth in the state and in interpreting and extending its service to all of its citizens; and urge all to manifest this continuing interest by giving their best to all measures proposed in the Bond Issue of November 7 for the material, humane, educational, and cultural development of the state; to reconsider that the essential growth of the state depends upon an educated and enlightened people; to appreciate the fact that cultural agencies are a necessary adjunct to an academic system in providing a continuing education for all of the people of the state; and to realize that the Department of Archives and History and the State Library need a specially designed building to care for the cultural records and inheritance of the state and to expand their services to all of its people; and to recognize the need for improved library facilities at the State Educational Institutions; and that a copy of this resolution be spread on the Minutes of the Association and distributed to the communication media of the state.

Following motion by Mrs. Cannady, the resolution was unanimously adopted.

After brief announcements, Mrs. Hughey declared the session adjourned.

#### Third General Session

The Conference banquet was held in the University ballroom of the Jack Tar Hotel at 7:30 P.M., October 27th, Mrs. Hughey presiding. Invocation was by Mr. Richard C. David, librarian of the Liggett-Myers Tobacco Company. Mrs. Hughey presented guests at the head table, and the three honorary members in attendance seated immediately in front of the head table. These were Miss Georgia Faison, Miss Mary Lindsay Thornton and Dr. Louis R. Wilson. Other presentations included two University of North Carolina Library School Students from abroad, student library association presidents, Dr. Alphonso Elder, President of North Carolina College at Durham, and members of the present and incoming Executive Boards.

Mr. Carlton West, President-elect and librarian of the Z. Smith Reynolds Library at Wake Forest College, introduced the banquet speaker, Dr. James T. Cleland, Dean of the Chapel, Duke University. Dr. Cleland, whose topic was "Random Reflections of a Rambling Reader", spoke delightfully of his lifetime love for reading, and charmed NCLA members as he recalled, with wit and liveliness, a number of books which were especially memorable to him.

#### Fourth General Session

The fourth general session was opened by President Hughey, who dedicated this program to the memory of those members of NCLA who died during the biennium.

Mrs. Hughey noted that the morning's program was experimental, in that it was a change from the customary one. The School and Children's Section, she said, had relinquished its Book Review Breakfast in order to share the Book Reviews with the entire membership. She then introduced Miss Margaret E. Kalp, Moderator of the Book Review Panel. Members of the panel were introduced by Miss Kalp.

Interesting and informative book reviews were presented by the panel, in the following order and in the indicated categories:

Miss M. Elizabeth Lassiter .....	Children's Books
Miss Eunice Query .....	Grammar Grades and Junior High
Mr. William Powell .....	North Carolina Authors
Miss Susan Borden .....	Books for Adults

President Hughey, resuming the chair, read greetings from Miss Marjorie Beal, former Secretary and Director of the North Carolina Library Commission.

Mrs. Hughey reported that the Executive Board had voted to spend one hundred dollars for books to go in the Governor's Mansion, especially for the reference collection within the study.

The President thanked all who had helped with the Conference, particularly recognizing the following: Mr. Carlton P. West, Chairman of the Program Committee; Miss Marjorie Hood, Chairman of the Registration Committee; Mr. Elvin Strowd, Chairman of Exhibits; and Sam Boone, Photographer.

Miss Lottie Hood, Chairman of the Resolutions Committee, was recognized by the President, and read the following resolution:

*Whereas*, The biennial Conference of the North Carolina Library Association is coming to a close after a most successful and profitable meeting; and

*Whereas*, The Mayor, the Honorable E. J. Evans, extended a most cordial welcome and warm hospitality from the City of Durham to the Organization, and

*Whereas*, The Jack Tar Hotel Manager and entire staff have given generously of their time in helping to plan the meeting and have graciously assumed the duties and responsibilities which in past Conferences devolved upon the local host librarians; and

*Whereas*, The Exhibitors have rendered an outstanding educational service and fellowship, while working with Mr. Elvin Strowd, Exhibit Chairman; and

*Whereas*, The Public has been kept informed about the progress of the Conference through the local means of Communication, namely, newspapers, radio, and the television stations; and

*Whereas*, Dr. Benjamin F. Smith and Dr. Alphonso Elder gave of their time to assist with the housing of delegates; and

*Whereas*, Joseph Ruzicka, Inc. willingly donated programs for the Conference; and

*Whereas*, The Pepsi Cola Company supplied refreshments; and

*Whereas*, Liggett Myers Tobacco Company supplied cigarettes for the Banquet; and

*Whereas*, the E. P. Dutton and Remington Rand Companies furnished envelopes for registration and other materials; and

*Whereas*, the membership of the North Carolina Library Association feels that the Executive Board, Association Officers and Committee Chairmen have given time and thought to plan a Conference of lasting value; and

*Whereas*, The Conference of the North Carolina Library Association is now preparing to adjourn, it wishes to spread the following resolution upon the minutes:

Be it *resolved* that the North Carolina Library Association in a meeting assembled in the City of Durham this the twenty-eighth day of October, 1961, does sincerely thank with heartfelt gratitude and commendation of all parties concerned for contributions to

the welfare and success of this Conference, realizing that without the support and co-operation of said persons, the Conference could not have been a success, one filled with inspirational, educational, challenging and pleasant experiences; and that a copy of these resolutions be spread on the Minutes of the North Carolina Library Association and distributed to the various communication media of the Association.

Miss Hood moved the adoption of the resolution, and the motion passed unanimously.

Mrs. Hughey expressed her appreciation for the support given her by the Association membership throughout the biennium, and handed the gavel to the new President, Carlton P. West, who following remarks, pronounced the thirty-fourth Conference of the North Carolina Library Association adjourned.

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NCLA EXECUTIVE BOARD FOR 1961-1963



Seated: Mrs. Louella Posey, *Recording Secretary*; Margaret E. Kalp, *Vice-President and President-Elect*; Mrs. Elizabeth Hughey, *Past President*; Carlton West, *President*; Mrs. Pattie McIntyre, *Treasurer*.

Standing: Benjamin F. Smith, *Second Vice-President*; Evelyn Parks, *Director*; Mrs. Louella S. Posey, *Recording Secretary*; Elvin E. Strowd, *Director*; Carlyle Frarey, *ALA Representative*.

## THE TRUSTEE FOR TODAY'S LIBRARIES

*By* MRS. LOLETA D. FYAN

It is a great pleasure for me to be here. I have come to North Carolina with a high interest in the study of Anson, Stanly and Union counties and a desire to produce a survey that will be useful to trustees and librarians. The people responsible for the county libraries in the Rocky River area share in this objective. We all believe that this effort is important. We hope it will be significant not only for these three counties, but for the state as a whole.

I never come to library meetings such as this without getting my enthusiasm recharged. This is for two reasons, the trustees and the librarians. I think of the number of people who are willing to act as library trustees in communities all over this state and every other state in the union. Adding up the interests and the influence of all the trustees in this country, we have a valuable asset for the libraries and for America. This volunteer activity is characteristic of a democracy at work; it always gives me new courage to go on.

The other inspiration is the quality of the librarians, the people whom you appoint. Time and again when I go to a library meeting I am impressed with the competence, the sincerity, the devotion to public service of the people who make up the library profession. You have probably noticed that almost never do you find a person in the profession who is there only for self-seeking. This again is encouraging and inspiring and one that recharges our interest and our energy to go on with the many problems that we have to face.

The topic given me is The Trustee for Today's Library. I want to talk about a few points, which I am sure will be familiar to you, points that are characteristic of today's world, and the problems of today's world. I hope you will think with me, for a few minutes, about the application of these problems to library situations. So often we do not take the problem in the community or the problem in government and apply it to the library. This is of course one of your responsibilities.

Point one: When you accept the trusteeship of a public library, you become a public official. You are responsible both for a department of government and for an educational institution. This is a rather unusual combination. You need to learn how to work as a public official operating a department in relation to a particular type of government. You will learn first your legal powers and how you operate in relation to other departments of either the city or the county or region or the state and you will begin to think in terms of that governmental unit. This is your responsibility. You no longer think in terms of the area in which you live but of the whole city or the whole county, the whole region or the whole state. In "the good old days" this was the limit of trustee responsibility, but those days are over and now the responsibility of trusteeship is much broader.

The first problem is—What should the governmental unit be today? Think of how our patterns of living have changed. I suspect that I could give a description that would be typical of everyone in this room. You live in the suburbs, you work in the city, you probably go to Raleigh, or Chapel Hill, or Charlotte, for the symphony and the ballet. You may go to California to see your children and grandchildren on vacation. You may fly over to Europe for a vacation or on business. This is a far cry from living in one village or city and being responsible only for that. I thought nothing of driving alone from

Michigan to North Carolina over areas that I have never traveled before. The automobile club gave me a map with explicit directions. They told me how long the trip took to drive. They gave me the route numbers. The roads were well marked and good. I have a card that allows me to buy gasoline any place in the United States or Canada. Had I run into any trouble there were either the State Police or the A.A.A. to help take care of it.

But what implications do these experiences have for government? Are our present units of government fitted to this kind of a life? Are the types of units for library service fitted to this kind of a situation? I think the answer is, "No." You know that government officials are groping with this problem just as you, the trustees, must grope with it. We know the unit should be larger, that the very minimum should be 100,000 people. There is plenty of experience to show that the unit should be larger and can be very large. We have units operating successfully that are as large as whole states.

We recognize that the state has certain functions in this picture. The Federal Government has certain functions and so one of the responsibilities facing you today is to study these relationships. What are the proper responsibilities of local, state, and federal governments? What should the local unit be? It doesn't really make sense for a bookmobile to drive up and give books to people on one side of the road and say, "No, you people on the other side can't have any. The county line runs down the middle of the road." This certainly doesn't fit the way we live and our other patterns and habits. John Donne expressed our responsibility very well, "No man is an Iland intire of itselfe; every man is a peece of the Continent, a part of the maine; if a clod bee washed away by the Sea, Europe is the lesse, as well as if a Promontorie were."

Problem number two is almost bromidic, that the world is changing rapidly and the rate of change is increasing all the time. It is a familiar truth that the world is shrinking with new means of communication, the swiftness of travel, the rapidity with which we get our news, the population explosion in the world, in the United States, and in North Carolina. After facing these facts, which I know you have accepted in your thinking, have you applied them to the library? What is the significance of these changes in the way you decide policies for the library, and the way in which your library should be run? Yesterday we needed to know more about Tunisia, day before yesterday it was Africa, today it's Albania. How does the librarian get material on these new developments into the library fast enough? How much more work does it take to get up-to-date information to satisfy the interest of the people who are trying to learn about these countries and their problems. Are we going to travel to the moon pretty soon? The world has shrunk to a tiny bubble in the universe. There is the whole field of science. Sputnik went up and the next day our outlook on the world changed. Did this change your library? It is almost impossible to get enough books on science for those ten or twelve year old boys who are so eager and demanding and probably know more about it than most of us.

Speaking of the population growth, we can take the triangle here at Raleigh, Chapel Hill, and Durham as an example. I wonder if a stranger knows where one city starts and another ends. It will soon be one big community. What implication does this have for the library? Then there are the new values of living in suburbia. There is the shift of business, with many small, very specialized, industries going into the smaller communities. You can go on and on with other examples.

This means, then, that one of your responsibilities is to plan ahead for 5 years, 10 years. First of all, you need to bring the library up to today's conditions, then to keep trying to keep up with new changes and the rapidity of change. This requires an open mind and the willingness to work and to struggle. Most of us don't like to change. It takes breaking old habits and this is always difficult. But unless we do, we and the library are going to be stranded. If we fail to keep the public library a useful institution in the world as it really is, someone else will step in and take over the functions the library should perform.

The public library is a unique institution and this is a point the country needs to think about, to analyze, and to understand. The library is an educational institution and it should be recognized as such; but it is an educational institution of a certain kind. It is not a school. It does not conduct classes. Usually the word education is used to mean just schools, so we are likely to be misunderstood when we say the library is an educational institution. Actually the library's functions are much broader than those of any other institution, because it is for all the people, of all ages, with all interests. It is broader than any one school, even than a college or university. The library begins to offer its services the minute the child can look at a picture book. It tries to serve him all the way through life, through school, through college or the university, through his business life, through the middle years, through the aging years, and up until he may need the talking book because of failing eyesight. The library is supposed to serve all human interests, not only recreational, but cultural, informational, educational, inspirational. Suppose you think of the number of interests of all the individuals in your community and the number of subjects in which they are interested; it is practically endless. Now, is your library growing in relation to this breadth of interest and is it growing in relation to the other institutions in your community? Go back home and take a look at it. Check up on your budget in relation to the budget of the other departments in your municipality or county. I would be willing to predict that in 99 cases out of a 100, you will find that the library budget is probably the smallest proportion of any in the unit under which you are working.

Another consideration is that the demands on the public library are more varied than they ever were before, and that this is a condition that is going to continue to grow. This is due to the spread of education. We all know with what rapidity this is happening. I notice here, as up in my country, you are turning away students from the colleges and universities; you cannot meet the demand. We know from library studies that there is a direct relationship between the level of education and the use of the library. As we get more people who have a higher education we will have more and broader demands upon the library. New inventions and the growth of scientific knowledge can be considered. Here is another "explosion," a popular word, which goes with bomb. Certainly there are a number of things that are exploding. Mr. Rosenall referred to the "cultural explosion" that is happening in this country. This too is part of the library problem. More people have more leisure, more time to explore new subjects and new interests and new cultural avenues. The whole area of problems of the aging is very much to the forefront now. The problem of how to get information that is needed by all the specialist groups, all the different types of businesses, or all the different types of interest. What does all this mean to your library staff? What kind of people do you have on your library staff? Are you going to have to begin adding specialists? This will probably have to be done on a state-wide basis. It cannot be met by any single town or county.

How are we going to get enough money to put in the materials that people are asking for? Now the library must provide more services than ever before. Have you studied your library problem as trustees and in relation to all these changing conditions? It is your responsibility as a trustee to get the money for the library, to present the case for the library to your appropriating body and to try and convince them that the library should have a certain share in relation to other services. I have come across some very interesting figures in drawing up the Rocky River study, ones which have state-wide application. I understand that now your elementary and high school libraries are getting a dollar per student from the State, and that local student library fees vary from 25 cents per student up. This means that the elementary and high school libraries have a minimum of \$1.25 per pupil, annually for materials in the school library. A person connected with schools told me recently, "Of course I know that we won't have adequate service until we have \$4.50 per student for library materials." Yesterday it was announced that the average amount available to the public libraries for books is .17 per capita. Another comparison, in 1954, just 7 years ago, the entire support of college libraries in North Carolina ran like this: The public colleges \$47.28 per pupil, the private colleges \$43.39 per pupil. You may react like one of the folks that I mentioned this to yesterday who said, "I don't believe it; you must have the figures wrong." To check the facts, we went over and talked to a couple of college librarians. They said the figures are not too high; the cost is now at least \$50 per pupil. The average expenditure for public libraries in North Carolina in 1960-61 was 77 cents per capita. What is the matter with the public library income? This is your responsibility. Haven't we had too small a view? I'm afraid we've just taken a worm's-eye view of it. If we act like a poor relation, we will be treated like a poor relation. We need to recognize the library as an educational force, to be developed at the same pace as the rest of education. Remember we have an even bigger job to do in the public library than even any particular other educational institution. I understand that the state has upped teachers' salaries 23 per cent. What's happened to your library salaries? How do they compare with the teachers' salaries for people of comparable education?

To summarize, it is the responsibility of the public library trustee today to study and apply the following factors to the operation and support of the library: (1.) Changes in the patterns of government and public services are necessary to meet the new social patterns. (2.) The ability and flexibility to adjust to changes and to react to an increasing rapidity of change is required. Like Alice in Wonderland, we must move faster and faster to stay where we are. (3.) Trustees must be continually planning for community needs, 5 to 10 years ahead. (4.) It is necessary to understand the unique functions of the public library, so it will fulfill its proper role, and will not duplicate the services of other institutions. The demands upon the library are more varied and more specialized than ever before. (5.) The cost of library materials and services is rising rapidly.

Here are heavy responsibilities for trustees and librarians. If you flinch from the size of the task, or rationalize that someone else can do it some other time, ask yourself two questions. If not me, who? If not now, when?

Here is opportunity unlimited for a person who wants to perform a valuable public service, in a time of great need. You can rise to a great opportunity or you can leave your library where it is today. If you fail, and if the public library fails to meet its full growth, then "never send to know for whom the bell tolls. It tolls for thee."

## COLLEGE AND UNIVERSITY SECTION MINUTES

By HAZEL BAITY, *Secretary*

The College and University Section of the North Carolina Library Association met in the University Ballroom at the Jack Tar Hotel, Durham, on Friday, October 28, 1961, at 10:00 A.M. Approximately 186 members were present. The Chairman, Mr. John P. Waggoner, Jr., presided.

After a few brief remarks Mr. Waggoner recognized Miss Jane Wilson, Chairman of the Council on Librarianship. She made an announcement in regard to recruitment for the library profession. All librarians were urged to participate in recruiting activities.

Dr. Louis R. Wilson, Dean, Emeritus, Graduate Library School, University of Chicago, an honorary member of the North Carolina Library Association and one of the foremost librarians of this century was recognized and was given a standing ovation.

Following the recognition of the officers of the Section, Mrs. Treva Mathis, Chairman of the Program Committee, introduced the speaker, Mr. Guy R. Lyle, Director of Libraries, Emory University, who spoke on "The Librarian's Relations With the College Administration". (Full copy of this speech is printed elsewhere in this issue. Ed.)

The meeting then turned to the routine business of the day. The minutes of the 1959 meeting were read and adopted. The report of the Junior College Librarians' Committee was given by Mrs. Ethel K. Smith, Chairman of the Committee. (A copy of the report is attached hereto.)

Mrs. Grace Farrior, Chairman of the Nominating Committee, which included Mr. William S. Powell, Mr. L. A. Bennett, and Miss Hazel Baity, presented the following slate of officers for the biennium, 1961-63:

Chairman: Mrs. Treva Mathis, Guilford College; Vice-Chairman: Mr. Walter Gray, North Carolina Wesleyan College; Secretary-Treasurer: Mr. Theodore Perkins, Elon College; Directors: Miss Marcella Carter, High Point College; and Mr. Benjamin Powell, Duke University. These officers were elected by acclamation. The meeting was adjourned.

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## REPORT OF THE EXHIBITS COMMITTEE

By ELVIN STROWD, *Chairman*

Thirty-five publishers, book dealers, library supply firms, and library furniture concerns were represented in the exhibit area at the 1961 NCLA Conference. These exhibitors, who bought thirty-seven exhibit spaces, contributed to the overall success of the 1961 Conference, and the Association is indebted to them for their support.

All but three of the exhibitors have participated at past conferences and most of them have attended for many years. Several of the representatives at the Conference have represented their companies for a long time and their support and friendship for the association and its individual members is deeply valued.



A considerable portion of the N.C.L.A. budget is covered by the charge for exhibit space at the biennial conferences. At this conference each space was sold at \$40.00 for a total of \$1,480.00. Exhibit committee expenses totaled \$40.02.



*Elizabeth Hughey, President of NCLA, cutting the ribbon to open the exhibits area and Elvin Strowd, Chairman of Exhibits Committee, standing on the far right, Carlton West, President for this Biennium, is standing in the background.*

During the course of its preparation for the Conference the Exhibits Committee sent one hundred and twenty-five preliminary notices to prospective exhibitors. Following this first notification in April 1961, one hundred and twenty-five formal invitations, along with application-contract forms, were mailed in early June. By the end of August thirty-five applications were received and acceptance notices were returned. Three applications were rejected for lack of space.

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## REPORT OF JUNIOR COLLEGE LIBRARIANS' COMMITTEE OF THE COLLEGE AND UNIVERSITY SECTION

*By* ETHEL K. SMITH, *Chairman*

The Junior College Librarians' Committee has had several projects during the biennium. A newsletter has been sent to all of the Junior College librarians on several occasions, discussing topics of general interest.

At the Invitational Junior College Workshop held at Chapel Hill, North Carolina, June, 1960 there was a section devoted to the library. This section met as an informal discussion group, with Mildred Councilll presiding. There were eight participants: Jane Burris, Gardner-Webb; Betty Jo Litaker, Mitchell College; Mildred Councilll, Mt. Olive Junior College; Emily Eustis, Asheville-Biltmore; Neva Campbell, Chowan College; Ethel K. Smith, Wingate College; Eleanor M. McArver, Gaston Technical Institute; Mary Clare Sanders, Gaston Technical Institute. A report of this has been given to each of the Junior College librarians.

Most of the problems discussed were technical in nature and were concerned primarily with internal practice. Perhaps the portion of the discussion which had the widest application dealt with scheduling both of professional staff and student as-

sistants. The student assistants need to be so scheduled that they have more than one period at a time in the library. The use of a local high school librarian for some of the night duty seemed most practical both from the standpoint of the service provided for the students and from the most economical use of professional staff since little can be done in the library at night except supervision — especially of courting couples. Night work by the professional staff must be compensated for by time off during the day. The group wishes to thank Dr. Budd Smith, president of the workshop, for making this meeting possible.

At the Biennial Conference this group had an informal meeting with 21 present. Miss Martha Linney, chairman of the English Department of Wingate College, gave a delightful paper on "A Faculty Member Looks at the Library". She illustrated her points from Salinger's "Catcher in the Rye" in a most entertaining manner.

At the business session Mrs. Carl Litaker, Mitchell College, Statesville, was elected chairman of the committee for the biennium 1961-63. Mrs. Ethel K. Smith was chosen as a representative to meet with officers of the College and University Section to request clarification of the status of the Junior College Committee.

*Martha Linney, Chairman of the English Department at Wingate College (standing) talks to the Junior College Librarians.*



*Mrs. Ethel K. Smith, (seated on the right) is presiding. Her theme was "J. D. Salinger: The Man and His Shadow," and she concluded, "Salinger is no doubt serious. He may even be as deep and mystical as his critics claim him to be. One thing seems certain, however; creative writing students for the next decade have their pattern cut out for them. No longer will their heroes sit in bars and swear manly oaths, or flex their muscles in prize rings, or be gored to death by bulls in the afternoon. Instead their heroes (and heroines, too) will carry thin volumes of poetry and philosophy, and they will argue brightly about the 'essence of nothing' either sitting in poses reminiscent of the Thinker, or lying on couches, waiting to be psychoanalyzed."*

#### SCHOOL AND CHILDREN'S SECTION MINUTES

By LOUISE G. HENDERSON, *Secretary*

The School and Children's Section of NCLA held two sessions during the 1961 Biennial Conference. The first session consisted of a business session and a panel discussion.

During the business session the following persons were elected to serve as officers of the section for the next biennium:

- Miss Mary Guy Boyd — Chairman
- Mrs. Peggy Lyons — Vice Chairman
- Miss Irene Rumble — Secretary
- Mrs. Louise Moore Plybon — Director
- Miss Martha Riddick — Director

Miss Boyd announced tentative plans for the second annual workshop conference which is a project of the section. The general theme of the conference will be "The Use of New Media in the School Library."

The program for this session was composed of a panel discussion on the new Standards for Evaluating Library and Audio-Visual Services in the North Carolina Schools. Copies of the tentative standards were distributed to the members of the section. Members of the panel were Miss Cora Paul Bomar, moderator, and Miss Emily Boyce of the State Department of Public Instruction; Mr. Leonard Johnson, Greensboro City Schools; Mrs. Hallie Bacelli, Guilford County School; Miss Mary Frances Kennon, ALA. These panel members discussed different phases of the standards with members of the group making suggestions and asking for explanations.

The second session of the School and Children's Section was a luncheon meeting with Miss Mary Frances Kennon, Director, School Library Development Project, American Library Association, Chicago, Ill. as the speaker. Miss Kennon spoke on "Trends in School Libraries." She brought out four major trends which have become apparent to her in her work with the ALA project.

1. The focus is on a program of library services.
2. The library program in the school is a co-operative action or team approach with the librarian, the teachers, and the administration working together.
3. The emphasis is now on long range planning.
4. Actual steps toward improvement are being taken on five fronts: program planning, budget, personnel, collections of materials, and quarters.

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## PUBLIC LIBRARIES SECTION MINUTES

By DOROTHY THOMAS, *Secretary*

The Public Libraries Section of the North Carolina Library Association met on Thursday, October 26, 1961 at the Jack Tar Hotel in Durham, N. C. with Mr. Paul Ballance, Chairman of the Section, presiding.

The scheduled speaker, Mr. Peter J. Rosenwald, business manager of the American Heritage Publishing Company, was unable to be at the Section meeting in person as a result of urgent business in Europe, but his lively comments on "Libraries and the New Wave of Publishing" were presented by tape recording. Suggesting that libraries offer "the greatest cultural bargain available," Mr. Rosenwald recommended that libraries advertise and promote their wares to reach the ever-growing market for culture.

Reports of committee work during the biennium were made in a 4-page "Committee Activities" report which was distributed at the meeting. Brief summaries of committee work were given by: Mrs. Martha Barr, Adult Services; Miss Charlesanna Fox, Audio-Visual; Mrs. Lou Posey, Buildings; Miss Kathleen Gilleland, Development; Miss Edith Clark, In-Service Training; Miss Elizabeth Copeland, Personnel; Mr. Richard Cole, Resources; Miss Charlesanna Fox, the cooperative reading study project with Home Demonstration Clubs.

Mrs. Elizabeth H. Hughey, State Librarian, introduced members of her staff, and reminded the Section that public library progress was "limited only by our imaginations and our willingness to work." Miss Elaine von Oesen stated that North Carolina libraries were giving superior library service with inferior financial support. The concept of library systems is gradually being grasped by trustees and will eventually be understood by local public officials. A study of state public libraries standards was urged, together with study of the state and federal aid programs.

Recruiting for librarianship was reported by Miss Jane Wilson, with the recommendation that "librarians must be recruiters."

Mr. Ballance summarized the "work by committees" programs of the Section, and urged every member to serve on one of the hard-working committees. He reported that the Section now has 223 paid members, with 36 institutional memberships.

The Nominating Committee's report was presented by Miss Helen Thompson: Chairman, Mrs. Dorothy Shue; Vice-Chairman, Mrs. Dorothy Thomas; Secretary, Miss Joyce Bruner; Directors, Miss Mae Tucker and Miss Margaret Johnson. The officers, as presented, were unanimously elected.

The gavel was presented to Mrs. Shue by Mr. Ballance, and the meeting adjourned.

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## COOPERATIVE COMMITTEE ON LIBRARY RESOURCES REPORT

By VIRGINIA TRUMPER, *Chairman*

At the request of the President of NCLA, the Cooperative Committee on Library Resources sponsored a panel discussion on the problems of inter-library service in North Carolina at a pre-conference meeting on Wed., Oct. 25, 2:30-5:00 P.M. Approximately 75 people attended.

Miss Dorothy Kittel, Adult Services Consultant at the State Library, served as moderator of a panel consisting of the following: Miss Myrl Ebert, Chief Librarian, Division of Health Affairs, University of North Carolina; Miss Gladys Johnson, Head, General Services Division, North Carolina State Library; Dr. Jerrold Orne, Librarian, University of North Carolina Library; Miss Mae Tucker, Head, Main Library Public Services, Public Library of Charlotte and Mecklenburg County.

Since the purpose of the meeting was to identify the interlibrary service problems in North Carolina, the following items were discussed:

- (1) The interlibrary service problems of the borrowing libraries
- (2) The interlibrary service problems of the lending libraries
- (3) Problems encountered in serving commuting, extension and TV course students
- (4) The Union Catalog as a tool for implementing interlibrary services.

Cards were distributed at the beginning of the meeting with the request that the audience write any questions or comments that occurred to them during the discussion. These were collected before the 15 minute intermission at 3:45 and considered during the last hour when the meeting was thrown open for discussion from the floor.

Because of the limited time, no attempt was made to solve the problems. However, it was obvious from the large attendance and the questions raised, that this is a field which needs further study. The Committee met briefly after the session and agreed to recommend to its successors in the new administration the joint sponsorship with the State Library of a workshop on interlibrary services in North Carolina. The replies of North Carolina librarians to a questionnaire on this subject, recently issued by the Southeastern Library Association, are now being tabulated and, in the opinion of the Committee, should prove helpful in planning such a workshop.

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## RESOURCES AND TECHNICAL SERVICES SECTION MINUTES

By MRS. ERMA WHITTINGTON, *Secretary-Treasurer*

The Catalog Section of the North Carolina Library Association met in the University Ballroom of the Jack Tar Hotel in Durham at 2:30 o'clock on October 26, 1961, with Miss Foy Lineberry presiding.

After greeting members and guests, Miss Lineberry introduced Mr. Carlyle J. Frarey, who, in the absence of Mrs. Elizabeth Rodell, Executive Secretary of RTSD, spoke on "What Does Catalog Code Revision Mean to Us?". He explained that the Committee on Revision had established a basic philosophy of code development and had then drawn up certain principles inherent in that philosophy to guide in the revision. The Committee adhered rigidly to these principles, departing only when such departure made better sense and could be explained. The major concern to us as catalogers, however, is how much work adoption of the revised code will mean and how much it will cost in both time and money.

After reading excerpts from the minutes of the Code Revision Committee meeting held in June pertaining to specific problems of Corporate entries and Serial publications which have had numerous name changes, Mr. Frarey led in a discussion of the problems facing the cataloger in the adoption or rejection of the code and of the extent to which consistency is necessary for the user of the catalog.

At the conclusion of the discussion, Miss Lineberry thanked Mr. Frarey for his interesting and inspiring coverage of the topic.

The minutes of the 1959 meeting were then read and approved as read. Miss Lineberry commented that the Membership Committee had no report to make, but that the sending of letters to key persons in the state asking for help in recruiting members had resulted in increasing membership from 51 to 68.

Mr. James Baker of the Chemstrand Research Center, Chairman of the Nominating Committee, reported the nomination of the following officers for the 1961-1963 biennium: Mr. Carlyle J. Frarey, University of North Carolina Library School, Chairman; Jane Greene, Meredith College, Vice-Chairman, Chairman-elect; Mrs. Elizabeth F. Ledford, Charlotte Law Library, Secretary-Treasurer; Mrs. Ann McAden Johnson, N. C. College Library School, and Elizabeth S. Walker, East Carolina College Library, Directors.

The nominees were elected unanimously.

Miss Lineberry then introduced Vivian Moose, Chairman of the Constitution and By-Laws Committee. Miss Moose explained the need of a revision of the Constitution

and the desirability of enlarging the scope of the Section to include all of the Resources and Technical Services. She stated that the Constitution, copies of which had been mailed to all members, had previously been approved by the NCLA Executive Board and the Constitution and By-Laws Committee of RTSD. After discussing it briefly, the membership adopted the Constitution as presented.

Mr. Frarey declared the meeting adjourned.

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### LIBRARY TRUSTEES MINUTES

The North Carolina Association of Library Trustees sponsored a luncheon program for trustees and public librarians at the biennial meeting of NCLA in Durham on October 27. Miss Nena DeBerry, Chairman, welcomed guests and introduced Mrs. Elizabeth Hughey, President of NCLA. Mrs. Hughey brought greetings from the Association and introduced the guest speaker, Mrs. Loleta D. Fyan. Mrs. Fyan, Library Consultant, East Lansing, Michigan, spoke on the subject "Trustees For Today's Libraries." She discussed the trustees' responsibility for the library as a department of government and educational institution. She spoke of the mobility of today's citizen, and his expanding needs and interests. She suggested that larger units of service and cooperation with State and Federal agencies are a way of meeting the increased demands put upon the local library. Mrs. Fyan said that the public library is an educational institution of a certain kind. Its functions are broader than those of any other educational institution because it serves all ages, all people and all interests. The public library has more demands for service than ever before and rising costs present problems. Mrs. Fyan said that a more adequate income for libraries is needed for books and salaries so that librarians' salaries in North Carolina can compare more favorably with the increased salaries for teachers.

The Citations and Awards Committee granted two citations to trustees for distinguished service to public libraries. Mrs. J. Robert Campbell, Chairman of the Pettigrew Regional Library Board serving Chowan, Tyrrell and Washington Counties and Mr. J. H. Rose of the Sheppard Memorial Library Board serving Pitt County, received awards. Mrs. Joe Taylor, Chairman of the Committee, read from the Citations and presented them to Mrs. Campbell and Mr. Rose "in recognition of Superior leadership, outstanding service, devoted interest and sincere dedication to the cause of better libraries" not only in their own counties but throughout the entire State of North Carolina.

The biennial business meeting of the Trustees Association followed this program. Minutes of the last meeting were read and a report of the Membership Committee was made by Chairman Tommy Gaylord. The following officers were elected for the next biennium: Mrs. Joe Taylor, Sanford, Chairman; Mr. James D. Blount, Jr., Rockingham, Vice-Chairman and Chairman Elect; Mrs. J. Robert Campbell, Plymouth, Secretary; Dr. Alton W. Parker, Murfreesboro, Director; and Mr. Harvey Morrison, Jr., Monroe, Director.

Mrs. Taylor, newly elected Chairman, urged trustees to invite all members of their library boards to join the Trustee Association and announced that plans would be made for another series of Trustee-Librarian Institutes in the Spring of 1963. These Institutes are sponsored by the Trustee Association, the Institute of Government and the State Library.

## NEW NORTH CAROLINA BOOKS

By William S. Powell

JOHN EHLE. *Lion on the Hearth*. New York: Harper & Brothers, 1961. 406 pp. \$4.95

Author Ehle, Asheville native and University of North Carolina professor, has given us an intriguing novel depicting the personal ambitions and the varied experiences of an American family. Set in Asheville and dealing for the most part with the first quarter of the present century (although the effect of the Depression is an important aspect of the story), it might almost be said that there is something here for every reader. There are snatches of a ballad sung by a bar maid. There are moving descriptive passages and thought-provoking observations. There are accounts of native trees and plants of the mountain region. There are keen insights into human nature and reports on the reactions and interactions of people from different backgrounds.

In brief the story tells of the struggles within a single family, how the different personalities of its members affect and change the course of the lives of others. Caleb King, who moved to town from the mountains, owns a successful retail store. His sons eventually try to take his business away from him. His wife is determined that at least one of her sons shall be a preacher; her efforts to mould the life of first one son and then another to her will present a number of interesting character studies. The various prospects for marriage of a niece who lives with the King family bring into the novel another aspect of human behavior. A happy-go-lucky son who deserts the family and later returns only to leave again is the vehicle for presenting still another facet of humanity.

RUTH BLACKWELDER. *The Age of Orange*. Charlotte: William Loftin, Publisher, 1961. 216 pp. \$4.95.

Ruth Blackwelder's *Age of Orange* is a happy combination of county *and* regional history. She writes of a time when Orange County, much larger then than now, was the heart of North Carolina both geographically and politically. Sub-titled "Political and Intellectual Leadership in North Carolina, 1752-1861," this book must join other regional histories to fill in the fine points of our history which the general accounts of North Carolina frequently pass over with a casual reference.

RICHARD WALSER, editor. *The Poems of Governor Thomas Burke of North Carolina*. Raleigh: State Department of Archives and History, 1961. 69 pp. \$3.00.

Thomas Burke, governor of North Carolina in 1781 and 1782, has the distinction of having been captured by the Tories during the Revolution. As a strong advocate of states' rights while serving in the Continental Congress he opposed the Articles of Confederation. Earlier he had served as a member of a committee appointed to prepare a temporary civil government and draft a constitution for the new State of North Carolina. The contributions and the tribulations of Thomas Burke are all set forth in Professor Walser's introduction and notes. The type and format are designed to give the modern reader a close approximation of a book which might have been published in the eighteenth century. It is, indeed, a handsome work of typographical art.

Burke's poems have survived in manuscript or in contemporary newspapers and of them the editor says they "ring with the sincerity of one whose heart was ever on display."

J. K. ROUSE. *Some Interesting Colonial Churches in North Carolina*. Kannapolis: The Author, 1961. 123 pp. \$4.95.

Thirty-seven historic North Carolina churches dating from the colonial period are discussed in this attractive and fully illustrated book. Each sketch is concise yet ade-

quate, and there are footnotes to direct the reader to primary and secondary sources for further information. In addition to the ancient Episcopal Churches whose stories are told in many places, we find here accounts of early Baptist Churches in the Albemarle; Presbyterian, Lutheran, and Evangelical and Reformed Churches in the Piedmont, Quaker and Moravian Churches in the Greensboro-Winston-Salem area; and old Hebron Methodist Church in Davie County.

HAMILTON COCHRAN. *The Dram Tree*. Indianapolis: The Bobbs-Merrill Company, 1961. 286 pp. \$3.50.

Author Cochran, native of Philadelphia and a Curtis Publishing Company executive, is a student of the Civil War with a special interest in Fort Fisher and the Cape Fear River. In this novel he tells an exciting story of blockade-running between Wilmington and Bermuda. The descriptive details of Civil War ships and battles, and of North Carolina's bustling port city are based on careful research. The story will appeal to adult Tar Heels who like action and suspense. The bloody details of the battle at Fort Fisher will make a deep and lasting impression. A burning warehouse, an escape from jail, negotiations with the woman who owns the *Banshee* all occupy Captain Jeff Ryall ashore. Yankee gunboats, stowaways, a fire aboard ship, and other adventures are his lot at sea.

DONALD J. SOBOL. *The Wright Brothers at Kitty Hawk*. New York: Thomas Nelson & Sons, 1961. 143 pp. \$2.95.

In this slightly fictionalized biography of the Wright Brothers and their struggle to perfect an airplane, young people will find an accurate and readable account of one of man's greatest feats. The story, at least that part of it which took place in North Carolina, is faithfully told in good style. Attractive black and white drawings are obviously based on original photographs or careful research. Of several recent books on this subject written for young people, this one tells the story with least fictional embellishment, yet it is a well-told account in attractive format.

JOHN R. ALDEN. *The First South*. Baton Rouge: Louisiana State University Press, 1961. 144 pp. \$3.50.

Professor Alden, of the Duke University Faculty, delivered the most recent Walter Lynwood Fleming Lecture in Southern History at Louisiana State University. This book is developed from the lecture. Here he elaborates upon a thesis which he first mentioned briefly in his *The South in the Revolution* — that the South as a section appeared during the period 1775-1789 instead of about 1820, as heretofore maintained. Carefully marshalling his facts, the author makes a convincing case which undoubtedly will result in a new interpretation in the general histories. Economic and geographic factors, of course, were important. The first North-South contest developed over non-exportation in a session of the First Continental Congress in 1774. The following year the North Carolina legislature voice disapproved of Franklin's plan for confederation because it gave New England larger representation than the North Carolinians were willing to permit. Sectional struggles followed both in the Continental Congress and in drawing up the Federal Constitution. A Virginian even declared in January, 1789, that the Southern states should not elect young bachelors to Congress for fear they would marry Northern belles and cease to defend Southern interests. Professor Alden's thought-provoking book will present many new ideas to literate Tar Heels and, indeed, surely will prove an eye-opener to many on both sides of the Mason-Dixon line.