

LETTERS TO THE EDITORS ...

To: Dorothy Hodder
editor, North Carolina Books

I note your comment in the [spring edition of *North Carolina Libraries*] that "the stuff of fiction fills *Too Rich; The Family Secrets of Doris Duke*, by Pony Duke and Jason Thomas." Perhaps that is true and it is indeed a gossipy biography but I regret it even getting a mention and any resulting publicity. It is totally devoid of any attribution of sources in preface, footnotes, or bibliography. The authors' refusal to be judged by such common standards renders the book as pure unsubstantiated gossip in my opinion. I find it very much in error most of the time on subjects or themes with which I am acquainted.

Thank you for your contribution. I enjoy the book section very much.

William E. King
University Archivist
Duke University

To: Harry Tuchmayer
editor, Point/CounterPoint

I would like to thank you for your Counter Point article [spring issue] on why public libraries should be school libraries! Before my tenure at Stough Elementary School in Raleigh started about 5 years ago, I put in almost 15 years in public libraries. I worked for Wake County Public Library, Cumberland County Public Library, Craven-Pamlico-Carteret Regional Library, and Alamance County Library. I guess at heart I still see myself as a public librarian. But finding myself in a small elementary school library now, I dislike the attitude that students should not expect to find help on school assignments in the public library!

Another article in the same issue of *North Carolina Libraries* expressed some of my concerns for students. The article by Cindy Levine gave an academic librarian's perspective on what they would like college students to know. Her interest focused mainly on attitude, rather than skills. She closed her article with a reference to another academic librarian who said the focus should be on students not going to college. "The use of libraries is not about getting through college, it is about getting through life."

I started out in my elementary school being very insistent that students become proficient in library skills. As I have become more comfortable in the school setting, I have changed my focus to one where I hope students feel comfortable and think about the library as a place to go for all kinds of information. However, if my students go to the public library and are not helped because they are working on a school assignment, how will they feel comfortable or even think to go to the library as adult?

Thank you for your understanding of some of the difficulties we face in the school. And thank you for reminding us that "librarian" is not a bad word we should completely ditch in favor of media coordinator!

Sincerely, Peggy Hickle

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