

North Carolina Libraries

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COVER PHOTO — Mrs. Mary Peacock Douglas

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EDITOR'S COMMENTS

Instantaneous consideration for all types of libraries is the immediate result of one's assuming the editorship of a state library association journal. And when the state is North Carolina the responsibility accompanying the assignment is excessive. Having been actively engaged in librarianship and library education programs in three other states prior to becoming a part of North Carolina's library education program I became well aware of the superiority of this state's towering achievements in librarianship and the respect with which it is viewed by members of the profession in other states. The challenge presented by the duties accompanying the editorship of NORTH CAROLINA LIBRARIES will be met with the cooperation of members of the Association, I am sure, and the responsibility upon the editorial staff and editor will be less excessive. I am pleased to have as associate editor Gary F. Barefoot, librarian of Mt. Olive Junior College. Gary and I want NORTH CAROLINA LIBRARIES to be responsive to the needs and interests of North Carolina librarians and we earnestly seek your advice and contributions.

Paying tribute to a North Carolinian who has contributed so much to the advancement of librarianship in general and school librarianship in particular, MARY PEACOCK DOUGLAS, in the first issue of NORTH CAROLINA LIBRARIES I edit is a highlight of my professional career. Leaders in the library profession representing 15 states and the District of Columbia have responded enthusiastically to an opportunity to honor Mrs. Douglas for her contributions as she retires from the position of school library supervisor for the Raleigh, North Carolina, public schools. We wish you well, Mrs. Mary Peacock Douglas.

The spring 1969 issue of NORTH CAROLINA LIBRARIES will have as guest editor Mr. Henry Belk. Assisting Mr. Belk will be Mrs. James M. Harper, chairman of National Library Week for the State of North Carolina and vice president of North Carolinians for Better Libraries. The focus of the issue will center around National Library Week. The copy deadline for the spring issue will be February 10.

MB

IN MEMORIAM

Richard David, Special Libraries representative of the *North Carolina Libraries* Editorial Staff died recently. Mr. David was with Liggett & Myers Tobacco Company of Durham and had served as guest editor of the Summer issue of *N. C. L.* which was devoted to special libraries.

THE PRESIDENT REPORTS

Dear N.C.L.A. Members:

The biennial Southeastern Library Association was held at the Americana Hotel, Miami Beach, Florida, October 31 - November 2. I attended the conference as your representative. The program was well planned and the tours were most worthwhile. Tour I included Miami-Dade Junior College (North Campus) — a two year state institution — and Barry College — a four year Liberal Arts College. This tour made it possible for the members to see many new innovations in operation on the campuses of these two institutions.

Mr. Charles Adams, Deputy Director of National Library Week, is making plans for the 1969 program in North Carolina. He has scheduled a workshop meeting of the N.C.L.A. Committee of NLW for November 20th at Walter Clinton Jackson Library in Greensboro. Objectives and programs for the year will be presented at a luncheon which will be attended by Mrs. James Harper, NLW lay chairman.



Mrs. Ethel K. Smith, Chairman of the N.C.L.A. College and University Section has appointed Mrs. Helen Brown, Librarian of Saint Mary's Junior College, to serve as Chairman of the Junior College Committee to fill the vacancy caused by the resignation of Lennox Cooper.

The Committee to Study Possible Establishment of a Headquarters Office will have another report to submit to the Executive Board at the next meeting. We hope that we are nearer this goal than we have been and you will be informed of any action taken by the Board to this forthcoming report.

The Scholarship Committee, Mrs. Vernelle Palmer, chairman, has revised the application form so that the same form can be used as applications for N.C.L.A. Memorial Scholarship Award of \$300 and the Joseph Ruzicka Scholarship Award of \$500.

The North Carolina Association of School Librarians Section of N.C.L.A. held its conference at Jack Tar Hotel, Durham, October 3-5, 1968. I attended the banquet on Friday night and Mebane H. Burgwyn, author of juvenile books, was the speaker. On Saturday morning, Frances Henne, of Columbia University, spoke. The entire program was most interesting.

Sincerely yours,

Mrs. Mildred S. Council

TRIBUTE TO MRS. MARY PEACOCK DOUGLAS

By

EUNICE QUERY



I'd like to thank the executive board of the North Carolina Library Association for giving me a great privilege — the privilege of bestowing tribute upon one who has meant so much to so many of us professionally and just as much to some of us personally.

When we honor Mrs. Mary Peacock Douglas, we honor ourselves. It is not really necessary to recapitulate her many accomplishments and contributions to school libraries, not only to school libraries in North Carolina but to school libraries of the world, because the youngest librarian in this room has heard of

Mrs. Douglas and feels the great debt to her. There are some very interesting things that have happened to young people, I think, in regard to Mrs. Douglas. Louise Plybon says that a young man in one of her library science classes at The University of North Carolina at Chapel Hill a couple of years ago crossed himself everytime Mrs. Douglas' name was mentioned. Several young people in our institute at Appalachian State University this past summer said it was wonderful to see a legend come alive. It isn't many people who become legends in their lifetime, and of course, we don't feel that this is any indication that the person has lived too long; it is just an indication that the person has lived well. And so we look forward to many more years of inspiration and leadership from Mrs. Douglas.

However, in case someone might need reminding, Mrs. Douglas was a teacher before she became a librarian. She received her professional library education at Columbia University and The University of North Carolina. She was the first state School Library Adviser in North Carolina, a post in which she served for 17 years and blazed the trail which all of us have followed since so gladly and proudly.

She has just retired from her position as Supervisor of the School Libraries of Raleigh, North Carolina, an experience which was crowned by having a school named for her.

Outside North Carolina Mrs. Douglas' influence has extended far through her extensive writings, through her teaching at many colleges and universities, the numerous workshops, and lately her assistance in library institutes.

In 1958 this association nominated Mrs. Douglas for the Grolier Award and was gratified but not at all surprised that it was given to her in recognition of her contribution to the stimulation and guidance of the reading of children and young people.

The citation reads in part:

Mary Peacock Douglas' contributions to the school library profesison have influenced, directly or indirectly, the lives of many boys and girls throughout the nation; moreover, her signal devotion to the profession has benefitted each of us. Such dedication deserves recognition, and to this end the school and children's librarians of North Carolina nominate Mrs. Douglas to receive the 1958 Grolier Society Award.

Mrs. Douglas has contributed beyond measer to the stimulation and guidance of reading among children and young people, by



- Devoting a lifetime to realizing the vision of school library service for all children
- Enriching the school curriculum by judicious selection of worthwhile books and other materials
- Preparing book reviews and selective bibliographies for local and national publication
- Promoting a planned, continuous read-aloud program in the elementary grades, to insure a literary heritage of good books for all children
- Helping children to develop appreciation for artistic illustrations, through a developmental program of presenting and interpreting outstanding picture books and well-illustrated editions
- Sharing favorite stories and poems with boys and girls of her community, in storyhours at special seasons of the year
- Interpreting the needs of children to publishers
- Working with librarians, teachers, and administrators to develop and improve techniques for reading guidance, in areas such as storytelling, book talks, reading records, guiding book selection, and many others
- Working with Parent-Teacher Associations and other civic groups, by means of talks, articles, and bibliographies relating to children's literature and reading in the home
- Participating in programs, conferences, and study groups of schools, colleges, and professional organizations
- Writing books, pamphlets, and articles concerning many areas of library service



- Serving as a leader to state, regional, and national organizations working to develop and implement school library standards
- Helping to develop a basic course of study in library education for school librarians
- Teaching courses and workshops at colleges and universities in many states
- Encouraging the establishment of library schools at Appalachian State Teachers College and at North Carolina College.

It will be no surprise to you to know that in response to the question suggested by the U. S. Office of Education for our library institute participants, "What is the most significant thing that happened to you during this institute?" the almost unanimous answer was "Mrs. Douglas." This was because she is one who walks with her head in the clouds but with her feet on the ground — a gymnastic feat possible only through sheer genius.

So, on behalf of the members of the N.C.A.S.L., it is my privilege to present to you, Mrs. Douglas, the *first* Mary Peacock Douglas Award for outstanding contributions to North Carolina School Libraries.

* * *

Even though she may be retiring from her position with a regular salary, Mary P. Douglas will never be retired from the profession of school librarianship nor from the hearts of school librarians throughout these United States and even farther in the world. Her pioneer leadership in a state school library supervisory position gave to the nation and, in particular to North Carolina, high standards of excellence that have continued for many years and have kept her own state in a leadership role. Above all she will be remembered by thousands of librarians as a workshop leader who was easily able to combine practicality with inspiration and good fun. There are few states that have not felt her influence nor enjoyed her personal warmth and humor. On behalf of hundreds of school librarians in Washington State who have known her I send our greetings for her future happiness.

ELEANOR E. AHLERS, *Associate Professor,*
School of Librarianship, University of Washington

In the early 1930's when, as a very raw neophyte, I first began my career as a school librarian, the name of Mary Peacock was the very first I heard of as a leader in the field. Later when I undertook advanced study at Columbia University's School of Library Service, she was the first state supervisor of school libraries whom I interviewed for my own study of state supervision. Her generosity in sharing her experience and wisdom with a very presumptuous "youngster" undertaking to evaluate the work of her colleagues in state leadership was evidenced during that hot summer and later as I had to besiege her for further help.



Later, when our paths were geographically a bit more distant, I continued to admire Mary Peacock Douglas' contributions to the literature of librarianship — her *Teacher-Librarian's Handbook* as well as the UNESCO booklet on *The Primary School Library and its Services* and, of course, *The Pupil Assistant in the School Library*, each of them filling a serious gap at the time of publication.

Always in her career, Mary Peacock has forged ahead in what she felt was right, has been outspoken in stating her opinions, generous to newcomers and to her students in many states, and a leader, especially in the development of that educational innovation the elementary school library. And of course it was highly fitting and peculiarly gratifying that a new school in Raleigh should be named for her.

For all these reasons, and for many little personal kindnesses, I am gratified to be able to add my word of salute to Mary Peacock Douglas. Long may she reign!

MARY VIRGINIA GAVER, *Professor,*
Rutgers Graduate School of Library Service and,
Past President, American Library Association and
American Association of School Librarians.

* * *

In trying to pinpoint the unique quality that accounts for Mary Peacock Douglas' vibrant personality, the thought struck me that it is her tremendous capacity for anticipation.

At the outset of her retirement, she looks forward to new ventures and opportunities with an excitement seldom met in anyone except small children. The brilliance and sophistication of her zeal is hardly matched today except in our crusading young adults. However, she is not vulnerable like a child nor condemning like a youth. Rather, she combines with her zeal and enthusiasm a grace and elegance derived from rich cumulative experience.



values and her intrigue with creative living, we can all anticipate with her a grand adventure in her retirement.

This capacity for anticipation stems partly from rare sensitivity to persons and ideas; from well established habits of preparing rigorously for coming experiences; and from a fine sense of the dramatic. She has learned to see the relevance of persons and ideas, to engage in plans for the future with skill and fervor, and to use each bit of action as an instrument to achieve a satisfying effect. Perhaps, the crucial factor, however, is a fine set of values which enables her to decide what effect is desired.

DORIS COX, *Chairman*,
Department of Library Science
Appalachian State University.

* * *

Mary Peacock Douglas: Leader, Teacher, Friend.

My most satisfactory pictures are those in my mind; I have several such pictures of Mary Peacock Douglas. The first one is dated October 13, 1944. She is standing before a fiery session of the ALA Council, asking approval of the new standards for school library programs. Objections raised ranged from frivolous to ignorant. She incisively disposed of each, approval was voted, and *School Libraries for Today and Tomorrow* became a reality. It is reasonable to believe that the 1969 *Standards for School Media Programs* would not have been possible if Mary had been a less vigorous advocate twenty-four years ago.

Another picture is a kaleidoscope made up of teachers, librarians, school administrators, students; group size varies from one to a thousand, but Mary is teaching them what they need to know about school libraries, and teaching with the enthusiasm and expertise that promote understanding and acceptance.

My favorite picture, however, is of her as my personal friend, giving me an encouraging wink across a crowded room.

MAE GRAHAM, *Assistant Director*,
Division of Library Extension,
Maryland State Department of Education.

Through long years of professional association and friendship with Mary Peacock Douglas I have admired and loved her for many qualities. Her vision and creativity have been expressed in school library programs and buildings as she has used the best of the present to project a better future. Service with a flair has been the result of her planning.

A master at spotting leadership potentialities in young librarians, she has encouraged them to make the most of their abilities. She has inspired and informed thousands through college classes, workshops and institutes, and through her *Teacher-Librarian's Handbook*, other contributions to professional literature, and addresses to hundreds of groups.

Always she has maintained the personal touch with administrator, teacher, fellow librarian, and especially the boys and girls. The gleam in her eyes is sharpest when she is sharing with them a favorite story or poem. A lifetime of sharing her knowledge, her skills, her dreams has been the real source of her wonderful contributions to school libraries throughout the world.

NANCY BURGE, *Chairman*
Library Science, School of Education,
University of South Carolina.

* * *

For more than a generation, Mary Peacock Douglas has inspired and guided the development of school libraries in this country and abroad. There has been no phase of the school library program in which she has not played an important part: in the formulation of standards; in the interpretation and implementation of standards; in the improvement of school library facilities; and, perhaps most important of all, in the encouragement and guidance of administrators and librarians working for quality school library programs. Through her work in North Carolina, through her writing, and through her participation in meetings and workshops all over the country, Mrs. Douglas had defined the role of the library in the school and has provided inspiration and practical help in the achievement of excellent programs.

So, it is with pleasure that I join hundreds of others in wishing Mrs. Douglas — far-sighted professional, wise counselor, generous friend, gracious lady — a happy and interesting retirement.

ELIZABETH HODGES, *Supervisor*,
Library Services, Retired,
Board of Education, Baltimore County, Maryland.





Mary Peacock Douglas is a legend in her own time. She has been a forthright, energetic, and imaginative leader in the school library field on the state, regional and national levels. School librarians in the South will be forever grateful to her for work with Dr. J. Henry Highsmith in their successful efforts to establish and improve the school library standards of the Southern Association of Colleges and Schools. She was editor of *School Libraries for Today and Tomorrow*, the 1945 school library standards of the American Library Association. The philosophy and general principles on which these standards were based are still valid.

She has never been too busy to extend a helping hand to the new, the timid, or the experienced librarian. She has shared generously her wisdom, her ideas, her enthusiasm, her knowhow, and the many materials she has produced. As one who has been the recipient of this kindness and help I welcome the opportunity to say again, "Thank you, Mary Peacock Douglas."

SARAH JONES, *formerly Chief Library Consultant,*
Georgia State Department of Education.

* * *

How does one characterize that human dynamo, Mary Peacock Douglas, so long one of our most effective spokesmen for school libraries and school librarians? The words tumble over and sometimes seem to belie one another when one tries to describe this many faceted personality, and assess her many contributions to the library profession. She has been both practical and idealistic in setting her goals and striving to realize them. She is always delightfully feminine and yet professionally aggressive in the pursuit of her objectives. She is ever tactful and charming yet totally honest and frank in the expression of her beliefs and objectives. She is strong in leadership qualities, yet always a superb team member. She is innovative and forward looking, yet appreciative of past achievements and keen in historical perspective.

Standing out above all her many fine attributes which have made possible her significant contribution is her ability to communicate with the leadership of the educational community with which she has served as liaison for the library profession.

FLORRINELL F. MORTON, *Director,*
Library School,
Louisiana State University.

There is no one who through the years has made a greater contribution to school librarianship than Mrs. Mary Peacock Douglas. Her writings have helped not only librarians to do a better job but also laymen to realize what good library service means and to make a beginning of such service in their own schools. *The Librarian's Handbook* has made it possible for teachers or PTA members with no education in librarianship to start a school library collection and to demonstrate what such a collection can mean to the educational program of the school and what could be accomplished if a fully qualified person were available to give real library service. This same publication has been valuable to school library supervisors attempting to give inservice education to people trying to run elementary school libraries without the necessary educational background. Many of Mrs. Douglas' writings have also helped many teachers in library schools to enhance their own programs.



Mrs. Douglas also deserves our sincere appreciation for her sizable contributions through the years to ALA and AASL. She's always been very willing to play whatever professional part needed to be played and her performance was always above and beyond the call of duty.

I'm sure that Mrs. Douglas will still be making contributions to librarianship in her retirement. I hope the years to come will be as interesting for her as the years past must have been.

DOROTHY A. MCGINNISS, *Associate Professor*
School of Library Science,
Syracuse University.

* * *

One of the most rewarding professional experiences I have ever had was becoming acquainted with Mary Peacock Douglas while we were attending a workshop for prospective workshop directors at Florida State University in 1947. As her writings had inspired and helped me in performing my work as a school librarian, I was delighted to have the opportunity to know Mrs. Douglas personally. During the ensuing years I have treasured her friendship, respected her advice which has been graciously given, and admired her leadership in the development of school library services throughout the nation.

ELENORA C. ALEXANDER, *Director*,
Instructional Materials Services,
Houston Independent School District,
Houston, Texas.



I am very glad to add my words of appreciation to Mrs. Mary Peacock Douglas for all that she has contributed over the years to the development of school libraries in her state, in the nation, and through her writings that are found throughout the world. Her leadership has been evident in the pioneer work she did as a state school library supervisor in establishing and strengthening school libraries in North Carolina; in her role in the development of our national standards for school libraries in 1945; and in her continued activities in AASL. Her vision and far sightedness have gone hand in hand with practical commonsense. She has helped to keep our profession on an even keel as well

as to chart a course for future progress.

I personally cherish the many years of friendship with Mary P. Douglas and wish her many years of happiness in her retirement.

ALICE LOHRER, *Professor,*
Graduate School of Library Science,
University of Illinois.

* * *

Will Mary Peacock Douglas retire? Never!

My first glimpse of her was at the 1931 ALA conference in New Haven. She was in action then; and in the ensuing years she has never been far from the scene, whenever the cause of good school library service was being championed. We at the grass roots have developed better programs because of her *Handbook*, her qualitative standards of 1945, and her wise counseling. For two weeks in 1950, Mary and I worked side by side at a USC workshop and I remember well the pace she set for me.

No, I do not believe that Mary Peacock Douglas is retiring. Her thousands of friends, her many professional contributions, and her own enthusiasm and vision will never permit her to be idle. But just because she *thinks* she is, I congratulate her, I salute her, and say a heart-felt "thank you" for many, many things.

ALICE BROOKS McGUIRE, *Professor,*
Graduate School of Library Science,
The University of Texas.

The name Mary Peacock Douglas brings vivid memories to those who have been privileged to know and work with her through the years.

She has been a strong leader, yet one who enjoys creating opportunities for others. She is intellectual by nature, yet she can talk effectively about school librarianship to the uninitiated as well as to the very learned. She is known for her fine publications, yet she has a fine reputation as a stimulating and interesting lecturer. She has spoken courageously for school librarianship within the library profession, yet she has noted ability to help teachers, administrators and parents appreciate the significance of the school library.



When I became a State library supervisor, it was Mary Peacock Douglas who was well on the way to demonstrating how effective state school library supervision could be. I know from experience that she was demanding of those she worked with, as she was of herself, but that she was kind and helpful to all who sought her aid.

Those who saw and visited with Mary Peacock Douglas at the ALA conference in Kansas City are quick to testify that her mind is keen, her sense of humor intact, her interests broad, and her enthusiasm high for school library development. Retired she may be, but we have reason to believe — and hope — that in the years ahead she will continue to contribute to school librarianship through her writing and speaking and by just being Mary Peacock Douglas!

SARA KRENTZMAN,
Professor of Library Science,
Florida State University.

* * *

I am certain that I speak for an untold number of librarians and the children with whom they have worked when I say, "Thank you, Mary Peacock, for the inspiration you have given us."

Your life as a librarian, teacher and administrator has been a labor of love. If we have captured a little of your spirit we are among the privileged.

We are grateful to you for all you have contributed but mostly for what you are.

God love you,

LEILA A. DOYLE, *Library Consultant,*
Gary, Indiana, Public Schools.



Retiring? Says who?

They tell me Mary Peacock Douglas has retired. I have known her since 1937 when we met at a conference on school library work in the South sponsored by the General Education Board. Later I was often in conferences in which she participated. One of a sizable group who had entered school library work on a wave of activity resulting in standards for high school libraries of the Southern Association (1927), she was already known outside the region.

Her career has been a busy one: teaching, doing and later supervising school library work, directing workshops and conferences, teaching summer school

classes, writing, holding offices in educational and library organizations on the state and national levels. She dominated any group with her enthusiasm, was always eager to share what she had learned, and offered practical suggestions for school library problems — sorely needed in the early days.

She may have retired but I doubt that she ever slows down!

AZILE WOFFORD, *Associate Professor Emerita*,
Department of Library Science,
The University of Kentucky.

* * *

Mrs. Mary Peacock Douglas, the first State Director of School Libraries in the North Carolina Department of Public Instruction, had the vision, the drive, and the know-how to instill in the minds of the school superintendents, the PTA's and the general public the concept that school libraries are essential to good teaching and learning. She traveled across the state interpreting school library service and encouraging schools to establish libraries. She gave leadership to the development of state and national standards; to the publication of handbooks, planning guides, recommended lists of library books; and to the library education programs for training school librarians. The climate for school library development created by Mrs. Douglas during the seventeen years (1930-1947) she was on the staff of the Department of Public Instruction set the stage for the accelerated growth of school libraries which began to blossom in the 1950's and has continued in the 1960's.

CORA PAUL BOMAR, *Director*,
Division of Educational Media,
North Carolina Department of Public Instruction.

Mary Peacock Douglas, noted practicing school librarian as well as respected author, consultant, and lecturer, is a loved friend of school librarians in many parts of the country. Her practical, helpful approaches combined with words of inspiration have always given encouragement, direction, and vision to the many persons working in school libraries. With her special qualities and abilities, Mrs. Douglas has contributed to the building of a growing professional organization, the American Association of School Librarians.



The membership of the American Association of School Librarians joins me in expressing appreciation of Mrs. Douglas' years of service and in extending best wishes to her in the years ahead.

PHYLLIS HOCHSTETTLER, *President*,
American Association of School Librarians.

* * *

To have had the privilege of working with and knowing Mary Peacock Douglas is one of the highlights in my professional career. Those of us who were introduced to her *Teacher-Librarian's Handbook* early in our efforts are grateful. Those of us who had the privilege of working with her in AASL committees and boards, have experienced a professional strength and enthusiasm which is all too often a rarity in the field. The breadth of interest in school library development — national and international — the concern for all from the youngest student to the most erudite patron, have made Mary Peacock Douglas a giant in the profession and a warm friend of all.

JEAN E. LOWRIE, *Head*,
Department of Librarianship,
Western Michigan University.

* * *

Mary Peacock Douglas made a great contribution to the development of school libraries in the United States. Her enthusiasm, wise judgment and good will made her very effective both in her work and in her association with professional colleagues. I wish her happiness in her retirement.

MARY HELEN MAHAR, Chief, Western Program Operations Branch,
Department of Health, Education, and Welfare, Office of Education.

Webster has the word for Mrs. Douglas: charisma, "a personal magic of leadership arousing special popular loyalty or enthusiasm" (*Webster's Seventh New Collegiate Dictionary*). Mary Peacock Douglas' personal magic of leadership has been a guiding force in school library development, extending in space from North Carolina throughout the South, the nation, and the world, and in time from the 1920's on. No terminal date can be fixed, for she has made her mark on all of us who follow her. Her warm concern, her practical judgment, her positive approach, her total commitment are indelible impressions. We are indeed blessed to have had such a leader when we needed her most.

FRANCES K. JOHNSON, *Chairman*,
Library Education Program, School of Education,
The University of North Carolina at Greensboro.

* * *

It was my good fortune to know Mary Peacock Douglas by reputation and through her writings and to meet her once in person before I came to North Carolina. How seldom the reality of an individual fits the picture one has formed, sight unseen. In this case, reality and ideal coincided smoothly. When I came to Chapel Hill, Mrs. Douglas had just become Supervisor of School Libraries for the Raleigh Public Schools. Looking back, the things I remember best are her practical, incisive comments which could cut through the fogs of half-formed, imprecise ideas; her sense of humor, dry yet kindly; her love of youth and the joy she found in bringing good books to them; her loyalty to her friends and her work; the way she always kept her "cool" under pressure. We all owe her much, and she has set a high standard for each of us.

MARGARET E. KALP, *Associate Professor*,
School of Library Science,
University of North Carolina at Chapel Hill.

* * *

The influence of Mary Peacock Douglas on the development of school libraries is immeasurable. Not only has she laid a foundation on which we could build, but she has continued to give invaluable advice and inspiration. She has a rare combination of vision, determination, and practicality in planning and carrying forward a program both in the school and in the education of librarians.

Her appreciation of literature, her ability to analyze a situation or problem, to weigh the possibilities and come up with sound recommendations, and her genuine interest in librarians as individuals have meant much to us.

Rarely do we find in a single individual so many varied abilities used so successfully over an extended period, in combination with the inspiration and challenge to keep us moving forward.

Truly, Mary Peacock Douglas is a remarkable leader who has won the love and respect of us all.

LOUISE MOORE PLYBON, *Librarian*,
Eastover School Library, Charlotte, N. C.,
and former *Chairman*, Department of Library Science,
Appalachian State University.

WHERE'S THE REALITY?

By

VERA AND BILL CLEAVER

The opinion has been ventured that perhaps good writers do not write children's books and the author of this goes on to offer his judgment as to why. He points to the lack of tradition in children's books upon which today's writers can draw and measure themselves against. He acknowledges the fact that some very good books for children have been written but suggests that there haven't been enough of these which offer style, sensibility and vision to constitute tradition. He declares that we ourselves, once upon a time, read all those books and that our reaction to them was only a quiet smile or a noisy laugh and that things have not changed. Writers, it appears, still continue to serve the publishing world large, painless doses of innocuous pap, stubbornly condescending to children.

I don't believe that any of this should offend those of us who write children's books. It should, I think, provoke us to grave, spotlight self-examination. It could be true.

Perhaps we *have* abdicated our responsibility to the little people. It is possible that our causes have become too personal. Maybe we have become too concerned with our own advancement — God knows we need to be concerned about our own advancement — for a writer of children's books desperately needs sanction and in the main he isn't getting it. Notwithstanding the fact that there aren't any handicaps or chances of environment that can hold the real writer down, still he has made a large investment in himself and, like other professionals, he should be able to expect a return. This doesn't always happen. Some very fine books for children have been written and ignored. Some very awful books for children have been written and acclaimed. Maybe this is the system. I don't know. But I do know that there are those of us who might possibly be forgetting our real beneficiaries — the children.

I am talking about reality in children's books. I don't believe we are offering enough reality. This is not to say that I think a child should have tragedy and suffering and violence and all the errors in this world and its people rammed down his throat every time he opens a book. It *is* to say that I think children are human and therefore capable of all the human responses. They are attuned to the earth and the flesh and they want to respond — they cannot *wait* to respond. They are alive and lusty. They have their own passions. They can be cruel, tender, sympathetic, indifferent. Sometimes they are lonely. They have their ambitions. They delight in humor. They revel in outrage and indignation. They don't like palliatives any more than adults like palliatives. And yet, in most of our books for them, we continue to dish up to them the same old placebos woven into and around the same old, simple-minded themes devoid of purpose and dimension, scarecrow of artistic integrity and inner resonance. The devotion to detail,

the big, universal values, the pride in the production simply isn't there in most of these books. I believe that they are too unconnected with life.

I don't see why this has to be. There *are* some children who live in a world without sweet, hard working parents who would rather be hung from a rafter than utter even a mild swear word. Some parents are mean and lazy. Some of them have been known to say damn and hell. The ears of children aren't painted on and neither are their eyes.

Kids are wise to adults whether we like the idea or not. We aren't hiding anything from them. They are excellent physiognomists, shrewd in their people calculations. They know when we're lying to them. They know that in this life there just isn't that much sentimentality, that many brave dogs waiting around to snatch them from the teeth of peril, that many adorable, talking animals, that much buried treasure. As an author of some moderate success people come to me with these cutely contrived, sometimes delightful, always patronizing little tales and ask for my opinion. I am always tempted to ask where is the reality? But seldom do. I am not an educator. No doubt preliterate children enjoy these foolish, unreal stories. Just what they would prepare a child for is beyond my focus however.

I believe that books for children should have a purpose, should provide the experience of reality, hopefully in good taste and with enough complexity in them to create the habit of critical reading. I think books for our little people should reveal ideas of lasting value, should concern themselves with the big, universal truths. It is true that in books like these there may not be immediate comprehensibility but the healthy, curious mind will return again and again to them until all of the questions have been satisfied.

I don't see how we can settle for anything less if ever we are to establish a tradition in children's books. The adults have their tradition. Why not children have theirs?

Editor's Note: The Cleavers are newcomers to the children's book field, having made a lasting impression with their first for children, *Ellen Grae*, published by Lippincott in 1967. It was selected as one of the best books of the year for children in 1967 by *Library Journal*, was more recently included in the Library of Congress list of best books of the year for children, and has received favorable editorial comment from the new editor of *Horn Book Magazine*. More recently it and its sequel, *Lady Ellen Grae*, were acclaimed in the December issue of *Atlantic*.)

What is new is new not because it has never been there before, but because it has changed in quality. — *Educators Guide to Media and Methods*, December, 1968.

NCASL CONFERENCE SUMMARY

The North Carolina Association of School Librarians began its conference in Durham with *Dr. J. Lloyd Trump* as the first major speaker. Dr. Trump's provocative address included his definition of independent study and his ideas about who should pursue independent study, where it should take place, the role of classroom teachers, and the types of library facilities necessary for such study.

The orations of Quintilian, Roman rhetorician, provided Dr. Trump with his definition of independent study, the concept involved being that independent study begins when the teacher stops talking. He stressed independent study is for all pupils, regardless of talents, achievements, ability, age, or interests. It is two dimensional in that it consists of that which the school requires of everyone in every subject plus that which allows the student to follow his own special interest, going into greater depth OR being creative. To be creative one does not go into depth since not knowing so much about a subject allows one to be more creative.

According to Trump some of the study should take place on the premises of the school, other away from the premises of the school, in libraries in the community, museums, art centers, offices, shops in the community, social agencies, governmental agencies, making the transition from full-time school to full-time work hardly noticeable.

The Trump Plan would have teachers meet with students in groups twice each week in each subject for thirty-minute periods. During these thirty-minute periods the teacher would provide necessary motivation and supply materials which might not be found by the students, and students would be taught how to discuss, how to get along with each other, and how to communicate. Teachers would spend time planning, developing materials, overseeing the general program and occasionally visiting areas where students are pursuing independent study. Teachers would not supervise independent study.

Dr. Trump does not advocate the large type library resource center, which he indicated overwhelms people because of its tremendous size. He advocates resource centers for every subject, resource centers containing the tools of the trade in every subject field.

In a very inspiring speech at the banquet North Carolina author *Mebane Burgwyn* revealed the secret of her high standards of craftsmanship in writing for children by stating her writing must allow her to do three things: (1) Share experiences, incidents, places, people with others, (2) Be creative, (3) Answer questions children and young people ask wherever she goes. Her craft, she indicated, is concerned with the covering up of these three motives.

Mrs. Burgwyn indicated she is concerned *with* rather than about youth of today.

She added, "Young people are going through difficult days. Some of it, I believe, is the result of a lack of discipline and the need for strong authority figures. Many children have grown up without these figures of authority in their lives. And, adults are so impressed with young people, with how much they know, with how poised and secure they seem that we are all inclined to relax and to pull back the boundaries of discipline which might offer some degree of security. And we all this maelstrom of opportunity to crowd in on our young people and it is pretty bewildering to them sometimes. Such a lack of discipline leads to weak patterns of self discipline, I think, and somehow our young people have to search for their own patterns which will offer discipline."

Dr. Frances Henne's report concerning new media standards for school media programs concluded as she quoted from an intended portion of the new media standards, penned by her, which fell on the cutting room floor. It was, she indicated, a tribute to school librarians, a sign of appreciation from her as a citizen.

The media center can be a paradox. It is humdrum for some students because they are required to use it. Foremost, its resources are a never ending fount of information and imagination. To some only tedious facts are obtained for a stipulated requirement. To most there is the perennial adventure of probing, comparing, exploring. To many comes the thunderous impact of finding a great idea, a whole new world, or all the images and mysteries of man self-revealed. To each his own, and the media center neither belittles the one nor makes grandiose the other. It is a span of all the world's horizons encompassed in the breadth of the records of man that makes the media center a truly educational force — educational in the right sense, not pedestrian, not coercive, not forced, not superimposed, but alive, intriguing, stimulating, leading the young to realms in as well as beyond the domains of the classroom, making him aware of the blazing thoughts surrounding the world, of the many avenues for his individual endeavor and of the quieter moments of appreciation. Who can assay the wonder, peak curiosity, stimulation, and excitement that open to the child or young adult, when he comes upon one, several or many avenues that present and illumine the thoughts, aspirations, or records of man? The immensity of the concept of the media center is too often overlooked. That seemingly static space in the architect's blueprint is alive with its tremendous actuality and potentiality. Everything that man has thought, imagined, reported, stormed against, prayed for, dreamed and lived, to each young person the responses are manifold, not only in shared, already experienced belief but also in the opening, exciting vistas of the unknown. And *you* are there to help it.

PUBLIC LIBRARY DECLARES ONE-DAY MORATORIUM ON FINES

In order to recover its overdue books and stimulate borrowing the High Point Public Library decided to let bygones be bygones on its birthday, November 11, by omitting all overdue charges that day. Handy book bins were placed at several convenient locations throughout the city for the convenience of overdue borrowers. Reminder cards were sent to known borrowers with overdue books, asking them to take part in No Fines Day and wish the library a happy birthday.

NORTH CAROLINA PUBLIC SCHOOL LIBRARIES STATISTIAL REPORT 1967-1968

These figures were taken from library reports submitted from North Carolina public elementary, junior high, and high schools. Some schools failed to report statistics for all categories.

NUMBER OF SCHOOLS, Elementary, Junior High, High School	2,117
*NUMBER OF SCHOOL LIBRARIES	2,450
NUMBER PUPILS ENROLLED	1,218,188

PERSONNEL

Number librarians engaged in library work full time or major portion of time 1,755

Number city and county library supervisors or coordinators 100

MATERIALS — SCHOOL OWNED

Number library books 12,208,527
 Added 1,357,131
 Volumes per pupil 10.27

Number magazine subscriptions 83,693
 For pupils 67,281
 For teachers 16,412

Number filmstrips 1,249,223

Number recordings, disc and tape 694,273

CIRCULATION

Books 47,004,942
 Per pupil 38.71

Filmstrips 2,781,632
 Per school 1,313

Recordings, disc and tape 2,401,688
 Per School 1,134

EXPENDITURES

Total \$7,629,926.00
 Per pupil 6.32

Books \$4,141,177.00
 Per pupil 3.49

Magazines, pamphlets and newspapers \$ 708,067.00
 Per pupil 0.71

Library supplies and binding \$ 484,817.00
 Per pupil 0.48

Audivisual materials \$1,958,474.00
 Per pupil 1.74

*Most union schools (grades 1-12) maintain separate libraries for the elementary and high school grades. Some large elementary schools have two libraries, i.e., one for primary grades and one for grammar grades.

NORTH CAROLINA LIBRARY SCIENCE CERTIFICATION

Requirements for School Librarians

Any individual applying for certification in Library science whose training has been at a North Carolina college or university (1) must have completed an approved program in library science from an institution approved by the State Board of Education to prepare school librarians and (2) must be recommended by that institution or (in unusual and extenuating situations) must meet the State's minimum legal requirements of courses taken in state approved programs.

On May 2, 1968, the State Board of Education adopted new guidelines relating to the preparation of school librarians beginning with the 1968-69 school year. It will be observed that there are two levels of preparation. The requirements that will be used by the State Certification office for programs that are classified as irregular (teachers from out of state, those adding another field, or those that did not go through any approved program) will be as follows:

<i>Teacher-Librarian</i>	12 sem. hrs.
• Organization, including the organization and administration of school media centers and their collections	3-6
• Materials, including selection and use of materials for children and/or young people, reference materials and audiovisual media	6-9
<i>School Librarian</i>	18 sem. hrs.
• Organization, including the organization and administration of school media centers and their collections; cataloging	6
• Materials, including selection and use of materials for children and young people, reference materials, and audiovisual materials	9
• Electives in library science	3

The above 18 semester hours must include only library science work. Audiovisual courses are not recognized unless they carry library science titles.

Graduate Certification

If a teacher-librarian ("A" certificate level) wishes to qualify for the graduate certificate, he must complete a minimum of 12 hours of graduate credit in library science and at least the same amount of graduate credit in his teaching field. This assumes that the person involved meets the requirements for the Master's Degree. One qualifying for the "A" certificate as a school librarian (18 semester hour program) may or may not qualify for a teaching certificate in some other field. When a teaching field is not involved, a minimum of 18 semester hours of graduate credit in library science must be completed to qualify for the graduate certificate as a school librarian. If a teaching field is involved with the 18 hour undergraduate program, then there must be at least

12 semester hours of graduate credit in both the teaching field and library science. This program would lead to the graduate certificate in both fields.

*North Carolina Colleges and Universities Offering Library Science
Programs Approved by the State Board of Education*

Appalachian State University, Boone, North Carolina. Dr. Doris Cox, Chairman, Department of Library Science

Bennett College, Greensboro, North Carolina. Mrs. Barbara Hunt Bryan, Librarian

East Carolina University, Greenville, North Carolina. Mr. Gene Lanier, Chairman, Department of Library Science

North Carolina College at Durham, Durham, North Carolina. Miss Evelyn B. Pope, Acting Dean, School of Library Science

Pfeiffer College, Misenheimer, North Carolina. Dr. Lloyd G. Lowder, Chairman, Department of Education

University of North Carolina at Chapel Hill, Chapel Hill, North Carolina. Dr. Walter Sedelow, Dean, School of Library Science

University of North Carolina at Greensboro, Greensboro, North Carolina. Mrs. Mary Frances Kennon Johnson, Chairman, Department of Library Science

Western Carolina University, Cullowhee, North Carolina. Mr. Donald N. Bentz, Chairman, Department of Library Science

NORTH CAROLINIANS FOR BETTER LIBRARIES HOLD THIRD ANNUAL MEETING

Report of Legislative Commission to Study Library Support from State Discussed

Four members of the Legislative Commission to Study Library Support in North Carolina (Senator Hector MacLean of Lumberton, Representative Thomas E. Strickland of Goldsboro and Charles W. Phillips of Greensboro, and Commission Chairman David Stick of Kitty Hawk) and approximately 140 librarians, trustees, and friends of North Carolina libraries attended the third annual meeting of North Carolinians for Better Libraries (NCBL) in Raleigh October 4, 1968.

Chairman David Stick, representing the Commission, commended the Institute of Government at UNC-CH, League of Municipalities, Association of County Commissioners, State Library Staff, and several public librarians for their assistance and guidance to Commission members in drafting the report. He noted the state appropriation to public libraries during the current fiscal year is \$650,000, considerably less than the amount of state aid recommended by the Commission in years to come. (The Commission's report, released last August, proposes that the State of North Carolina immediately increase appropriations for public libraries by \$1 million a year as a first step toward gradually assuming equal responsibility with local governments for library support.)

Those present at the meeting were urged by Chairman Stick to contact their legislators prior to the convening of the 1969 General Assembly in January and encourage them to support the Commission's recommendations for increased state aid to public libraries.

The majority of those present for the meeting participated in five discussion groups led by Mrs. James M. Harper Jr. of Southport, Mrs. James W. Reid of Raleigh, J. Allen Adams of Raleigh, James D. Blount Jr. of Rockingham, and George Stephens of Asheville, during which time questions concerning the Commission's work were answered.

During the general session which followed NCBL officers of last year were re-elected for another year. They are:

<i>President</i>	Senator Hector MacLean
<i>Vice President</i>	Mrs. James M. Harper, Jr.
<i>Secretary</i>	Vivian Irving
<i>Treasurer</i>	James D. Blount, Jr.

Four candidates for seats in the 1969 General Assembly were present at the meeting and introduced themselves. Both Scott and Gardner were invited to attend, but both declined due to previous commitments.

The Address for NCBL is: North Carolinians for Better Libraries, Inc.
 P. O. Box 2414
 Raleigh, North Carolina 27602
 B B & T Building — Phone: (919) 828-5815.

DEVELOPMENT PROGRAM TO BE HELD

The School of Library and Information Services, University of Maryland, is planning the third annual Library Administrators Development Program to be held July 20 to August 1, 1969. Dr. John Rizzo, Associate Professor, School of Government and Business Administration, George Washington University, will serve as the Director. As in the past two summers, participants will include senior administrative personnel of large library systems — public, research, academic, and school — from the United States and Canada. The faculty is made up of well known scholars, educators, management consultants and lecturers drawn from universities, government and consulting fields.

Seminar sessions will concentrate on the principal administrative issue which senior managers encounter. Leadership, motivation, communication, personnel policy, decision-making, problem solving, financial planning and control, performance appraisal, the impact of technology, and the planning of change are among the issues considered in lecture, case analysis, group discussion and seminar.

The two week resident program will again be held at the University of Maryland's Donaldson Brown Center, Port Deposit, Maryland, a serene twenty acre estate overlooking the Susquehanna River and offering a variety of recreational facilities and an informal atmosphere conducive to study, reflection and discussion. Those interested in further information are invited to address inquiries to the Library Administrators Development Program, School of Library and Information Services, University of Maryland, College Park, Maryland, 20742.



L-R (Seated) Jane Wilson, Mrs. James M. Harper, Eunice Query, Grace B. Farrior, (L-R Standing) Mell Busbin, Jane McRae, Charles M. Adams.

NATIONAL LIBRARY WEEK COMMITTEE MEETS

The University of North Carolina at Greensboro was the recent site of a meeting of the North Carolina National Library Week Committee for 1969 chaired by Charles Adams. The committee set as its general goal: To promote the interest of all North Carolina citizens in the activities and needs of their libraries. It was decided to devote a part of the next issue of NORTH CAROLINA LIBRARIES to National Library Week articles under the editorship of Mr. Henry Belk and Mrs. James M. Harper, chairman of the North Carolina Committee for National Library Week, 1969. A list of possible speakers is being drawn up by Mr. Adams and Mrs. Harper. Anyone who needs a speaker for a local National Library Week program may contact Mr. Charles Adams, Walter Clinton Jackson Library, The University of North Carolina at Greensboro, Greensboro, North Carolina 27412. The complete list of possible speakers will appear in the next issue of NORTH CAROLINA LIBRARIES. Mell Busbin, editor of NORTH CAROLINA LIBRARIES, met with the group as a guest.

NORTH CAROLINIANS WELL REPRESENTED AT SELA IN MIAMI BEACH, FLORIDA

Tar Heel librarians were very much in evidence at the general and special sessions and in the exhibit area during the 23rd biennial conference of Southeastern Library Association in Miami Beach October 30 - November 2, 1968.

At the final business session of the conference Miss Cora Paul Bomar, Director of the Educational Media Section, North Carolina Department of Public Instruction, turned the president's gavel over to Assistant North Carolina State Librarian Elaine von Oesen who is serving as SELA president during the 1968-70 biennium.

Other Tar Heels who participated in the conference sessions were Miss Emily Boyce, East Carolina University, outgoing chairman, School and Children's Librarians Section; Charles Adams, UNC-Greensboro, outgoing chairman, College & University Section; Dr. Doralyn J. Hickey, UNC-Chapel Hill, outgoing chairman, Southeastern Regional Group of Resource & Technical Service Librarians; Miss Margaret Kalp, UNC-Chapel Hill, who presented the report of the Resolutions Committee; Philip Ogilvie, N. C. State Library, who presided at the Joint ALA-SELA membership committee meeting; and Vince Anderson, Sandhills Regional Library, incoming chairman of the Public Library Section.

Two other North Carolinians recognized at the final business session were Dr. Jerrold Orne, UNC-Chapel Hill, editor of *Southeastern Librarian*; and Miss Charlesanna Fox, Randolph County Public Library, state representative on the SELA Executive Board.

Approximately 950 librarians, including several from Canada, registered for the conference at the Americana Hotel.

Significant actions of the conference included the decision to change individual membership dues from a fixed amount to a scale based on one's salary.

Membership correspondence for Southeastern Library Association should be addressed to: Mrs. Henry H. Cobb, Georgia Institute of Technology Library, Atlanta, Georgia 30332.

LIBRARIES "FOR WHAT"

By

B. C. CREWS, JR. AND VIVIAN ROBINSON

It is a known fact that many college and university libraries are used for activities for which they were not established. Hence, we wanted to know how common this problem was, and for what purposes libraries are being used outside the realm of regular

library activities. By regular activities we mean the selection, storage and utilization of books, periodicals, films, film-strips, micro-films and other non-book library materials.

Robert Lightfoot in his article, "Put It In The Library," mentioned that libraries he had encountered were used for dining halls, rifle ranges, dance halls, biology laboratories, presidents' offices, business offices, church publication offices, for conventions and for school registration purposes.¹

The Lightfoot investigation revealed many uses of the library, but our survey which was made about eight years later indicated libraries were used for many additional activities, such as testing centers, television stations, post offices, general assemblies, movie theatres, alumni offices, faculty coffee lounges, museum and experiment station storage purposes.

This survey was limited to college and universities with enrollments between 2,000 and 4,000 students. Schools were picked at random from each section of the country. *American Universities and Colleges*² was the source used to select the list of colleges and universities to which our questionnaire would be sent.

The questionnaire consisted of eight major questions phrased in such a manner as to establish a valid use of the library building. The following questions were asked:

1. Are the facilities of the library reserved for library (study, research, etc.) purposes only?
2. Are there facilities provided within the library for activities other than those that are regularly carried on within the library?
3. Are meetings and conferences held that utilize facilities in the library other than those provided for such purposes?
4. Are reading rooms and other facilities provided for study and research closed to the student body for any of the following reasons: Meetings, Tests, Displays, Classes?
5. Indicate the total number of days the library was closed for the above reasons.
6. Do you feel that library facilities should be used for purposes other than library activities?
7. Are library staff members ever called upon to work in other areas of the campus?
8. Who is responsible for scheduling the use of the library facilities?

The questionnaires were sent to 200 colleges and universities throughout the United States in April 1966. One-hundred eleven returns were received (55.55 per cent). All returns were analyzable. Many replies were received with explanations.

FINDINGS

The survey revealed 57% of the reporting libraries' facilities were used for library purposes only. Forty-three per cent indicated there were facilities within the library

which were used for other purposes, such as those indicated in the introduction. Many of the facilities, according to the respondents, were included in the original plans of the libraries. In other cases space was needed for certain activities and such space was available in the library. Twenty-three per cent said their library facilities are used for such activities as meetings and conferences. Eleven per cent indicated the entire library was closed at certain times for meetings, registration purposes, or displays. One library was closed for 10 days, another 6 days, for these purposes.

Sixty-nine per cent of the respondents felt the library should not be used for any purpose other than library use. Of the 31% that felt otherwise, 10% of those qualified their answers with such statements as, "We schedule an occasional examination in the reading room," or, "When convenient to library schedule," or, "One has to be reasonable about this, after all the library is a part of the college."

Twenty-one per cent of the respondents revealed their staff members are called upon to perform such duties as those of relief telephone operators, proctors for examinations, instructors and lecturers. Seventy-one per cent of those reporting indicated scheduling was done by the librarian or by his designated assistant. Twenty-nine per cent revealed scheduling for use of the library was done by a dean, superintendent of buildings and grounds, or some other officer of the school.

CONCLUSIONS

It is unfortunate, but nevertheless true, that some libraries are being closed for meetings, tests and registration purposes and that libraries by design, or otherwise, are being used for such things as radio stations, presidents' offices, post offices, experiment stations, storage, etc.

This survey was made to determine how library facilities are being used outside the sphere of regular library activities. What was discovered was indeed surprising.

We do not contend the library building should never be used for non-library related activities, but we do feel that to deny students the use of a library for extended periods of time because of a conference or test is undesirable.

Academic excellence is what all students should be seeking and the chance for study and research should not be denied students under any circumstances. Libraries exist to serve present and future readers and that should always be the foremost thought in the mind of every librarian and administrator.

FOOTNOTES

¹Robert Lightfoot. 'Put It In the Library,' *Library Journal* 83:3123-25, August 1959.

²*American Universities and Colleges*, 9th ed. Washington, D. C.: American Council on Education.

(B. C. Crews, Jr. is Acting University Librarian, N. C. A. & T. State University, Greensboro, North Carolina. Mrs. Vivian Robinson is Librarian, Lincoln Jr. High School, Greensboro, North Carolina.)

WHAT EVERYONE SHOULD KNOW ABOUT THE MOTION PICTURE CODE AND RATINGS

The motion picture industry announces a voluntary film rating system which will guide the public in their selection of movies. Under this system certain films will be restricted for children. This reflects a special concern for young people, as well as a serious effort to be of direct help to *parents* in the fulfillment of their responsibilities.

The Motion Picture Association of America, the National Association of Theatre Owners and the International Film Importers and Distributors of America fully endorse and are cooperating with this plan.

Here are the Rating Symbols . . .

easily recognized . . .with their meanings:

- (G)** Suggested for *GENERAL* audiences.
- (M)** Suggested for *MATURE* audiences (parental discretion advised).
- (R)** RESTRICTED — Persons under 16 not admitted, unless accompanied by parent or adult guardian.
- (X)** *Persons under 16 not admitted.* This age restriction may be higher in certain areas. Check theater or advertising.

And, here are the answers to expected questions, explaining how these symbols serve today's movie-goer in the U.S.A.

These ratings apply to films released after November 1, 1968.

1. EXACTLY WHAT DO THESE RATINGS MEAN?

All ratings given by the Code and Rating Administration represent the considered opinions of a competent and experienced staff with broad and lengthy backgrounds in film appraisal.

The film rating symbols indicate the following:

- (G)** Suggested for *GENERAL* audiences. These movies are considered to be suitable for patrons of all ages.
- (M)** Suggested for *MATURE* audiences (parental discretion advised).

Films rated **(M)** are considered to be suitable for *adults* and *mature young people*. Each parent should obtain information regarding the content of **(M)** films, and then guide members of his own family according to each one's maturity, experience, stability and special interests. No one understands each child's capacities and needs better than a parent!

- (R)** RESTRICTED — *Persons under 16 not admitted*, unless accompanied by parent or adult guardian.

Again, the parent must decide whether the young members of his family should patronize

a film which deals with an adult subject in an adult way. This too requires that he obtain information regarding the content of the film, and then determine whether or not it is one to which he wishes to *take* his child or children. By attending **(R)** films together, parents and young people can discuss them together.

(X) *Persons under 16 not admitted.*

A rating of **(X)** on a film indicates that because of the subject matter or treatment of the subject matter, persons under 16 will not be admitted. This rating will be enforced at the box office of each theater. (In certain areas this age restriction may be higher.) Film companies that do not choose to voluntarily submit a film for rating by the Code and Rating Administration self-apply an **(X)** rating to that film.

2. HOW CAN ONE FIND OUT WHAT RATING A FILM HAS BEEN GIVEN?

The quickest and easiest way to locate the rating of a movie is to look in the movie advertisement in your local newspaper. Or, you can obtain this information by phoning the theater box office. These symbols can also be noted in previews of coming attractions, in the box office window, and on posters in theater lobbies.

3. IF PARENTS WISH TO LEARN MORE ABOUT THE CONTENT OF MOVIES SO AS TO MAKE WISE DECISIONS FOR THEIR OWN CHILDREN, WHERE CAN THEY FIND THIS INFORMATION?

Movie advertising is only one of many sources which describe the nature of a movie. With a little effort, parents can easily locate film commentary in newspapers (reviews by film critics and in movie columns); in certain family magazines which discuss motion pictures (including the PTA Magazine" and "Parents' Magazine"); in the free monthly film information service provided by the Film Board of National Organizations (FILM REPORTS), made available through movie theaters, public libraries and many daily newspapers; in the ratings of the National Catholic Office for Motion Pictures posted in all Roman Catholic churches and printed in most Catholic Diocesan newspapers; in the reviews in other religious magazines; and in the information on movies which appears in most popular magazines.

Or . . . phone the theater and inquire. Theater personnel can provide the descriptive information contained in FILM REPORTS.

4. WHY WAS 16 CHOSEN AS THE BASIC AGE FOR RATINGS R AND X?

There are a number of reasons why 16 is the best of several alternatives as the age at which ratings apply. Though chronological age is only one of many measures of maturity, the vast majority of educators and parents agree that today's young people have, by age 16, an abundance of factual information and an understanding of life previously considered possible only at an older age. Most states require school attendance only up to age 16; most states grant work permits at age 16. In most states drivers' licenses are granted at age 16. One of the oldest film classification systems is British which uses age 16 for similar categories. All of these factors and others were considered carefully in making this decision.

5. WHO WILL ENFORCE THE RATINGS (R) AND(X)?

The ratings are enforced, voluntarily, by the manager in each motion picture theater.

6. HOW CAN THE PUBLIC BENEFIT MOST FROM THIS SYSTEM OF FILM RATINGS?

Because the *public* is ultimately responsible for the success or failure of this system, here are some tips:

- a. *Learn* to identify the rating symbols and what they mean.
- b. *Learn* the sources of film content information, and *use* them.
- c. *Help* your children to understand what the symbols mean and why they are important. (Parents are ultimately responsible for their own children's movie-going practices.)
- d. *Urge* the young members of your family to *respect* the ratings in their movie selections, making it unnecessary for a theater manager to turn them away at the box office.
- e. *Urge* the editors of your local newspapers to publish the symbols and their meanings along with movie advertisements. (The Motion Picture Association of America has provided every daily and weekly newspaper in the country with this information.)
- f. *Support* in your theaters the types of films you say you want, and you will thereby encourage the production of more of them.

7. DOES THIS NEW VOLUNTARY FILM RATING SYSTEM MEAN THAT THE MOTION PICTURE CODE OF SELF-REGULATION NO LONGER FUNCTIONS?

Not at all. In fact, most movie-goers see films which carry the Code Seal. The Seal indicates that the film has been submitted voluntarily by the producer or distributor to the Code and Rating Administration, and that it has complied with all requirements set forth in the Code Standards for Production, Advertising and Titles. Pictures rated **(G)**, **(M)** or **(R)** may carry the Code Seal, if the producer or distributor so desires. Pictures rated **(X)** do not receive the Seal.

8. WHAT ARE THE "STANDARDS FOR PRODUCTION"?

The Standards for Production are a set of principles based on standards common to most communities in the U.S.A. These standards serve as guidelines by which to measure the acceptability of films for American audiences. Although the standards are stated in broad terms, they are applied thoughtfully to each film.

9. DOES A CODE SEAL OR RATING INDICATE THE QUALITY OF A MOVIE?

No. It is not the responsibility of the Code and Rating Administration to judge the artistic, aesthetic, or entertainment quality of a movie. Their responsibilities are limited to judging whether or not films meet the requirements of the Standards for Production, and to applying film ratings.

10. CAN MOVIES BE DISTRIBUTED AND EXHIBITED IN THE USA . . .

. . . *without a Code Seal?* Yes, this is a voluntary system. But, the great majority of movie-goers view films which have been granted a Code Seal.

. . . *without a film rating?* Yes. However, it is estimated that well over 95% of the films exhibited in this country, both domestic and foreign, will now carry a rating, applied either by the Code and Rating Administration, or a self-applied rating of (X).

11. WHY IS IT IMPORTANT THAT THE FILM INDUSTRY VOLUNTARILY PROVIDE FILM RATINGS FOR MOTION PICTURES, AND ALSO CONTINUE TO PROVIDE a PRODUCTION CODE?

It is vital in a democracy that the media regulate themselves and assume responsibility for informing the public. The only alternative would be to abandon this responsibility to government, a practice most thoughtful citizens would oppose. The First Amendment of the Constitution of the United States is a guarantee that freedom of speech and artistic expression be protected.

12. WILL EVERYONE AGREE WITH THE RATINGS GIVEN BY THE CODE AND RATING ADMINISTRATION?

No, of course not. There will be times when some patrons will disagree with these judgments. This is to be expected. In the USA we enjoy a society with many opinions so peoples' responses will vary. Just as there are varying cultural, religious and political views, so will there be diverse personal opinions about movie ratings.

(Reprinted from *Film Reports*, November 1968)

AMERICAN LIBRARY ASSOCIATION NEWS RELEASES

The Book Catalogs Committee of the Resources and Technical Services Division of the American Library Association is compiling a directory of on-going book catalogs. Libraries who presently have book catalogs are asked to send their name and address as well as the name of the person responsible for the book catalog to Paula Kieffer, Coordinator, Technical Services, Baltimore County Public Library, 25 West Chesapeake Avenue, Towson, Maryland 21204

* * *

Three appointments in the Library Technology Program of the American Library Association have been announced by Forrest F. Carhart, Jr., LTP Director. Herbert L. Hanna, former Editorial Assistant of the Library Technology Program, is now Technical Editor. Robert J. Shaw has been named Editor of *Library Technology Reports*, succeeding William Cole, who resigned to accept a position as head of Readers Services at the St. Louis University Library. Mrs. Nancy Knight succeeds Mr. Shaw as Technical Information Specialist.

The LTP, which was founded May 1, 1959 as the Library Technology Project has four principal objectives:

1. To test and evaluate library equipment, supplies, and systems, and to conduct systems studies.
2. To develop new or improved items of library equipment and to stimulate manufacturers to improve existing equipment.
3. To develop performance standards for library equipment and supplies, to improve quality of library products and to furnish purchasing guidelines to librarians.
4. To provide individualized information services to the library profession.

* * *

A Margaret Scoggin Scholarship has been established by the Board of Directors of the Young Adult Services Division of the American Library Association, in honor of the late Margaret C. Scoggin, a distinguished librarian and widely-recognized authority in the field of service to young adults, who died last July. The scholarship will be awarded to a librarian or prospective librarian working with youth.

All persons interested in contributing to the scholarship fund may send checks, payable to the American Library Association, and should indicate that they are for the Margaret C. Scoggin Scholarship. Gifts should be directed to the Young Adult Services Division, American Library Association, 50 East Huron Street, Chicago, Illinois 60611.

The Scholarship will be administered by the president of the Young Adult Services Division, Julia M. Losinski, Young Adult Services Coordinator, Prince George's County Memorial Library, Hyattsville, Maryland; vice-president, president-elect, Elaine Simpson, Graduate School of Library Science, Rutgers-The State University, New Brunswick, New Jersey; and past-president, Mary L. Woodworth, Library School, University of Wisconsin, Madison, Wisconsin.

* * *

J. Donald Thomas, since 1960 associated with the University of Chicago Library, has been named executive secretary of the Association of College and Research Libraries of the American Library Association.

He assumed his new post on October 1, succeeding George M. Bailey, who has become head librarian at York College of the City University of New York System.

* * *

Dr. J. Periam Danton, Professor, School of Librarianship, University of California, Berkeley, has been named director of a study of sixth year specialist programs in library education. The study is a special project of the Committee on Accreditation of the American Library Association, and was awarded one of the two 1969-70 J. Morris Jones-World Book Encyclopedia-ALA Goals Awards of \$12,000 each.

The study will survey existing programs of post-Master's study in the library schools accredited by the American Library Association, to determine their aims, content and methods. It will also attempt to evaluate the success of these programs to date, and to recommend appropriate directions for planning of future programs. Collection of the data will begin in December 1968, and it is hoped that the study will be completed by July 1969.

Dr. Danton is widely known in the profession for his interest in library education

and research. He was Dean of the School of Librarianship, University of California (Berkeley), from 1946-1961, a Fulbright Research Scholar, 1964, and has served as a consultant to the U. S. Department of State, the Ford Foundation, and other agencies concerned with libraries, education, and the dissemination and use of books. He has been active on many American Library Association committees, and was president of the Association of American Library Schools (1949-50). Among his many publications, the following are of specific relevance to the present study: *Education for Librarianship: Criticisms, Dilemmas and Proposals*, 1946; *Education for Librarianship*, a UNESCO publication, 1949; and a survey of "Doctoral Study in Librarianship in the United States", College and Research Libraries, November 1959.

The J. Morris Jones-World Book Encyclopedia-ALA Goals Award is an annual grant of \$25,000 to ALA made by the Field Enterprises Educational Corporation, Inc., intended to encourage and advance the development of public and/or school library service and librarianship through recognition and support of programs which implement Goals for Action adopted by the Council of the American Library Association.

* * *

Appointment of chairmen for three committees authorized by those who attended the organizational meeting of the Library Research Round Table of the American Library Association has been announced by James Krikelas, chairman of the Executive Committee.

The three chairmen are: Guy Garrison, Constitution and Bylaws Committee; John Rather, Program Committee; and William V. Nash, Nominations Committee. Garrison is Dean, Graduate School of Library Science, Drexel Institute of Technology; Rather is Assistant Chief, Descriptive Catalog Division, Library of Congress; and Nash is Assistant Director, Library School, University of Washington. Krikelas is Assistant Professor at the Library School of the University of Wisconsin.

* * *

Two new members have been added to the Advisory Committee to the Office for Library Education, American Library Association, according to an announcement from David H. Clift, Executive Director of the ALA. They are Alice Rusk, Director of Library Services, Baltimore City Public Schools, and Lee G. Burchinal, Director, Division of Information Technology and Dissemination, U. S. Department of Health, Education and Welfare. These appointments bring the membership of the Advisory Committee to ten.

Present members of the Committee are John Frantz, Director, Brooklyn Public Library, Chairman; Norman Burns, Executive Secretary, North Central Association of Colleges and Secondary Schools; Verner Clapp, Consultant to the Council on Library Resources, Inc., (and formerly its president); Ralph Conant, Associate Director, Lemberg Center for the Study of Violence, Brandeis University; Frank Hurley, Dean of Graduate Studies, Case Western Reserve University; Jean Lowrie, Head, Department of Librarianship, School of Graduate Studies, Western Michigan University; Raynard C. Swank, Dean, School of Librarianship, University of California (Berkeley); Don R. Swanson, Dean, Graduate Library School, University of Chicago. Lester Asheim, Director of the Office for Library Education, is the ALA staff liaison to the Committee.

The Office for Library Education, established in 1966 with support from a grant

from the H. W. Wilson Foundation, is charged with responsibility for coordination of all Association activities related to the education and training of librarians and library staff. It acts as the secretariat for the ALA's Committee on Accreditation, and works directly with the Library Education Division. The Advisory Committee is the successor to the Commission on National Planning for Library Education and provides advisory and supportive services to the Office.

* * *

For Storytellers and Storytelling: Bibliographies; Materials and Resource Aids, prepared by the Storytelling Materials Survey Committee, Children's Services Division, ALA, is available from the office of the Children's Services Division, American Library Association, 50 East Huron Street, Chicago, Illinois 60611. Single copies, \$1.50; 10 or more copies, \$1.00 each.

Content includes *lists* of: Complete Books Related to the Art of Storytelling; Excerpts from Books; Books to Build Background; Poetry and the Art of Storytelling; Biographies and Indexes; Pamphlets; Periodical Articles; Multimedia Aids, including lists of Recordings, Tapes, Films, Filmstrips. Material was evaluated and included only when it could be recommended for consideration and use.

* * *

The Isadore Gilbert Mudge Citation Committee invites nominations for the citation to be given at the 1969 Annual Conference of the American Library Association. Nominations can be submitted up to March 15, 1969, to the chairman of the committee, Wayne M. Hartwell, Librarian, Encyclopaedia Britannica, 425 North Michigan Avenue, Chicago, Illinois 60611.

The citation honors a person who has made a distinguished contribution to reference librarianship. This contribution may take the form of an imaginative and constructive program in a particular library; the writing of a significant book or articles in the reference field; creative and inspirational teaching of reference service; active participation in professional associations devoted to reference services; or other noteworthy activities which stimulate reference librarians to more distinguished performance.

Nominations are welcome from anyone who wishes to submit a name with a brief statement of the contribution which the person has made, a listing of recent activities and basic biographical information.

* * *

New publications available from ALA's publishing department include: *Books for Children 1967-1968: As Selected and Reviewed by The Booklist and Subscription Books Bulletin*, September 1967 through August 1968. \$2.50. *Book Bait: Detailed Notes on Adult Books Popular with Young People*, 2nd edition. \$2.00.

IN MEMORIAM

Miss Marjorie Kanable died last July after having served Pembroke State College twenty-six years, during which time she served as head librarian.

RECENT APPOINTMENTS

New State School Library Supervisor Named

Mrs. Judith Garitano was named State School Library Supervisor by Dr. Charles F. Carroll, State Superintendent of Public Instruction, on November 29, 1968.

Mrs. Garitano holds the B. A. Degree from Wake Forest University with majors in English and mathematics, and the Master of Science in Library Science from The University of North Carolina at Chapel Hill. She earned the Phi Beta Kappa key as an undergraduate and was elected to Beta Phi Mu, the international honorary library science fraternity, while a graduate student at The University of North Carolina.

She has had teaching and library experience at junior and senior high school levels. Before joining the staff of the North Carolina State Department of Public Instruction as Associate Supervisor of Federal Programs for Instructional Materials in September, 1966, Mrs. Garitano held the position of librarian at the North Carolina Advancement School.

In her new position, Mrs. Garitano will direct the staff of the School Libraries Section in the Division of Educational Media of the North Carolina State Department of Public Instruction. This section assists school administrative units in extending, expanding, and strengthening school library programs. Since 1930 there has been a continuous program of State level supervision of school libraries, beginning with the appointment of Mrs. Mary Peacock Douglas as the first State School Library Supervisor. Mrs. Eloise Camp Melton, Cora Paul Bomar, and more recently David L. Hunsucker have held the position. Mr. Hunsucker is now on the library staff at Gaston College, Gastonia, North Carolina.

Bomar Receives New Appointment

Cora Paul Bomar, Director of the Division of Educational Media, North Carolina Department of Public Instruction has been appointed to a two-year term on the Advisory Council on Educational Technology of the National Catholic Educational Association. The Council consisting of eight members representing education and educational technology will advise with the National Catholic Educational Association on utilization of educational technology in improving instruction. Dr. Garbiel D. Ofiesh, director of the Center of Educational Technology at Catholic University, is chairman of the Council.

The first meeting of the Council was held in Washington on November 20 in conjunction with the seminar on "Individualized Learning for the Inner City" sponsored by the National Laboratory for the Advancement of Education and presented by the Aerospace Education Foundation in cooperation with the U. S. Office in Education. Dr. Ofiesh and Miss Bomar previously held appointments on the U. S. Office of Education Advisory Committee on New Educational Media.

New Director of N. C. Department of Archives and History Appointed

Dr. H. G. Jones for the past 12 years State Archivist of North Carolina, succeeded Dr. Christopher Crittenden as Director of the North Carolina Department of Archives

and History on November 1. Crittenden, who had served as Director since 1935, has accepted a new appointment as Assistant Director. Jones also serves as Adjunct Professor of History at North Carolina State University and as President of the Society of American Archivists.

High Point Public Librarian Honored

Neal F. Austin, Head of the High Point Public Library, has recently received two literary awards for his new book, *A Biography of Thomas Wolfe* (Rober Beacham, Publisher, 1968).

The North Carolina AAUW Award is to be given to Mr. Austin for the most creatively written book in Juvenile Literature for the year. The author received an inscribed cup for this award which was presented at the annual AAUW luncheon in Charlotte on December 6, 1968.

The other literary prize was the 1968 Thomas Wolfe Literary Award presented by the Western North Carolina Historical Association for "a work of high literary merit." Mr. Austin received that award in October.

NORTH CAROLINA LIBRARY EDUCATION NEWS

Appalachian State University. Department of Library Science

Fall quarter at ASU has brought many changes in the Department of Library Science. Announcement of long range plans for a Library School came at the first general faculty meeting in a speech by a member of the State Board of Higher Education on projections for the future of this university.

Students found quarters in the process of being renovated and new additions to the staff. Dr. Doris Cox has joined the faculty as chairman of the department, and Mr. James Smith is assistant director of the HEA Institute for School Librarianship being directed by Miss Eunice Query. Miss Mabel Brister has returned to ASU as the librarian of the Library Science Professional Library.

An academic year HEA Institute for Training in School Librarianship is being conducted for twenty school librarians and library supervisors. Fall consultants for the institute have been Miss Louise Southerland of the USOE, Peggy Sullivan of the Knapp School Libraries Demonstration Project, Dr. Fred Cyphert, Dean of the College of Education at the University of Virginia, and Elnora Portteus, Cleveland, Ohio, School Library Directing Supervisor. Institute members and faculty have also made field trips to observe innovative school library uses in experimental schools in Charlotte, Lexington, Salisbury, and Lenoir.

Six undergraduate courses and five graduate courses were offered in the fall for Library Science majors and three service courses for Elementary and Secondary Education majors.

An active Library Science Club hosted a district meeting of student library assistants with guided tours of the New ASU Library, sponsored a field trip to the Thomas

Wolfe Memorial and the library at Biltmore Estates, and held a lively discussion of library services in technical schools with the librarian of Catawba Technical Institute.

Several faculty members and institute members participated in the NCASL conference in Durham. Mell Busbin, Assistant Professor at ASU and new *North Carolina Libraries* editor, spoke at the Northwestern North Carolina District Meeting of NCEA in Elkin.

The faculty is engaged in curriculum study and planning relative to the new state guidelines and reevaluation and self-study for NCATE. The junior college program is developing rapidly.

East Carolina University. *Department of Library Science*

The Department of Library Science at East Carolina University began the fall quarter with 156 students enrolled in their regular program and 1196 students enrolled in their Research Skills course which is taught in conjunction with English composition. The fall schedule includes 15 sections of Research Skills, eight undergraduate courses, and three graduate courses in library science. New teaching fellows in the department this year include Barbara C. Clark, Greenville; Carolyn R. Cobb, Farmville; Emma Gail Dobbins, Charlotte; and Janet R. Linville, Kenly. These teaching fellows are all enrolled in the graduate degree program in library science.

Due to the new changes in the North Carolina Approved Program in Library Science Education, several courses have been revised, dropped, or added to the curriculum. New courses under proposal now by campus curriculum committees include *Foundations of Librarianship*, *Administration of School Media Programs*, *Organization of Book Materials in Libraries*, *Methods and Materials in Media Programs* and *Automation of Library Processes*. Courses that will be dropped from the curriculum are *Administration of School Libraries*, *Cataloging and Classification*, and *New Media for Information Storage*. Student teaching also will be available in library science.

The entire teaching faculty of the department attended the NCASL work conference in Durham and two representatives attended the SELA conference in Miami with Emily S. Boyce serving as Chairman of the School and Children's Section.

Faculty members in the department are currently working on government proposals for a workshop in elementary media programs, a summer institute geared toward librarians in Title I schools, a teaching fellowship program, and a matching funds equipment grant.

The University of North Carolina at Chapel Hill. *School of Library Science*

132 students are currently enrolled (fall semester 1968) in the School in the program leading to the degree of Master of Science in Library Science. In addition, there are five special students. Twelve of these students already possess a fifth-year degree. Of the students, two are foreign: one from Hong Kong and one from Korea.

Fourteen of our students are studying under fellowships awarded under provisions of the Higher Education Act of 1965, six under scholarships awarded by The University

of North Carolina, and eighteen under Library Assistantships awarded by the School of Library Science in cooperation with the University Library.

Additions to the faculty of the School include:

Frances H. Hall, Assistant Professor, with teaching responsibilities in basic reference sources and methods, and government documents.

Gary G. Koch, Assistant Professor, with teaching responsibilities in advanced library administration and management.

Kenneth D. Shearer, Jr., Lecturer, with teaching responsibilities in the selection of library materials, and the organization and operation of library service.

Faculty promotions were awarded to:

Ray L. Carpenter, Jr., who became Associate Professor,

Doralyn J. Hickey, who became Associate Professor,

Walter A. Sedelow, Jr., Dean of the School of Library Science, who became Professor.

The University of North Carolina at Greensboro.

School of Education. Library Education Program

Analysis of enrollments in the Library Education Program, School of Education, from September 1967 through August 1968, shows a total of 128 students, the majority of whom were enrolled in M. Ed. degree programs with a concentration in library education. The remainder were school librarians enrolled for certificate renewal purposes. These students took 1-8 library education courses during the twelve-month period. Fifteen students completed requirements for the M. Ed. degree. In addition, 104 students in other programs elected one or more courses in library education during 1967-68.

Michael H. Molenda joined the faculty of the School of Education in September 1968. A native of Milwaukee, Wisconsin, Mr. Molenda holds the bachelor's degree from Marquette University, where he majored in radio and television. He has completed all course work for the Ph. D. degree in Instructional Communications, Syracuse University, and is presently writing his dissertation. During 1965-66, Mr. Molenda served as a Washington Intern, assigned to the Division of Educational Technology, National Education Association. At UNC-G, he serves as Director of the Center for Instructional Media and as a faculty member in instructional media, with responsibility for developing program specializations in this field.

Architectural drawings have been completed and bids are to be let in December for the School of Education addition, a new building which is to house the Center for Instructional Media. The facilities will include a materials library (the present Curriculum Materials Center), graphics production laboratory, preview and conference rooms, audio and television studios and control rooms, model classrooms, offices, workrooms and storage areas, and administrative suites for the School of Education.

Mrs. Ellen W. Day joined the faculty in September as instructor in the School of Education and Director, Curriculum Materials Center. She holds the bachelor's degree from Iowa State University and the M. Ed. in school librarianship from UNC-G. Mrs. Day was formerly media specialist, Lawsonville Avenue Elementary School, Reidsville.

Western Carolina University. *Department of Library Service*

The department is submitting to the State of North Carolina a proposed program

leading to a Bachelor of Science Degree in Education with a major in Library Services. Some Education and Psychology courses will be taken by the student enrolled in this program, and that student will be certified as a School Librarian, not as a Teacher.

Mrs. Deane Rager has been full-time Library Services Librarian since July, 1968. The Library Services Library, which now has some 3,913 individual books in its collection, is being built up rapidly.

The department now occupies new quarters on the second floor of Hunter Library.

NEW NORTH CAROLINA BOOKS

By

WILLIAM S. POWELL

Three books for children merit the attention of both librarians and young lookers-and-readers. Ruth Carroll's *The Chimp and the Clown* (New York: Henry Z. Walck, Inc., 1968 (30)pp. \$3.50.) is an interesting change from easy-to-read books or books to be read to pre-schoolers. It consists of thirty pages of colorful, delightful pictures each of which is full of meaning by itself, but taken together they tell the story of a baby chimpanzee which escapes from the circus to spend a day in town. There are no words. Children may supply their own explanation of what happens to the mischievous chimp.

Monkey See, Monkey Do (Camden, N. J.: Thomas Nelson & sons, 1968; (44)pp., \$3.25; illus.) by Tar Heel-born Ellis Credle, is based on an old folktale for which she also did the illustrations. The story tells of the experiences of a family on the Carolina coast after they are given a pet monkey. He upsets the routine both in their log cabin home and in the yard among the animals and chickens. When Pa returns Monk to Uncle Bill everybody is sad, even Pa who wanted to be rid of Monk. Nor did Monk like the idea of leaving, and he makes the story end happily.

Gladys Conklin's *Lucky Ladybugs* (New York: Holiday House, 1968; (23)pp., \$4.50, illus.) is handsomely illustrated by Tar Heel Glen Rounds. Pictures and words together tell the true facts about the life of ladybugs. They make an interesting book for children and informative — even for adults.

* * *

Two Tar Heel writers of fiction, one of them new to the scene, have produced true-to-life stories for boys. Manly Wade Wellman, tried and true, tells an interesting tale of piracy in the North Carolina of the 1740's in *Carolina Pirate* (New York: Ives Washburn, 1968; 167pp., \$3.95). Obviously based on extensive research, the story is told against a background of history with which no one can quarrel. Terminology and fictitious dialogue are both excellent. Nineteen-year-old Ranald Blaikie, sailing his father's schooner from Bath to Edenton, is forced into piracy. Excitement and adventure mark his experiences and the final six chapters (out of 16) have titles to suggest the course of events: Who Shall Be Captain, Settlement by the Sword, The Chase, Rovers to the Rescue, The Sea Fight, and Safe Return. The author's loyal following both among readers and librarians will welcome this new book.

The second author, Mary A. Hancock, was born in Wisconsin but lived in various places before moving to the North Carolina mountains. Her story, *Menace on the Mountains* (Philadelphia: Macrae Smith Company, 1968; 175pp., \$3.75), is set in West-

ern North Carolina in 1864. It deals with a subject very real in that area: Yankee sympathizers during the Civil War. Young Jamie McIver, son of a Confederate soldier, has his hands full in protecting the family's 300 acres from deserters and bushwackers. The scene and the events are authentic, and the story is believable. Walt Disney Productions has a contract to film the story; we hope their setting and dialogue are as authentic as those in the book.

* * *

PHILIP MAGNUS. *Sir Walter Raleigh*. Hamden, Connecticut: Archon Books, 1968. 158pp. \$4.00. Maps, ports.

Raleigh has been the subject of numerous biographies and specialized studies of many kinds, but this is perhaps the best and most readable of them all for the general reader. It has none of the trappings of a scholarly work. In a simple yet quite entertaining style, it tells the life of Raleigh from his birth in Devon about 1554 to his death in London in 1618. The intrigues at court, the jealousies of men around Queen Elizabeth and King James, the hopes and ambitions of Raleigh, and his interests in the New World are all told. Handsome portraits of Raleigh and many of his contemporaries illustrate the work. This volume in the "Makers of History" series was first published in Great Britain in 1956, but this is the first American edition. It will provide an instructive and entertaining evening's reading.

* * *

HELEN BEVINGTON. *A Book & A Love Affair*. New York: Harcourt, Brace & World, 1968. 183pp. \$4.75.

Mrs. Bevington, a native of a small town in New York, is now an Associate Professor of English at Duke University. She and her husband and two sons moved to Durham in 1942. Mrs. B. describes herself as a "rememberer," and she shares some of her experiences beginning as a graduate student in New York in the 1920's and 30's. She was in love, but didn't know it. The Depression, a trip to England, life in New York, school for the boys, and finally the move to Durham are small parts of the numerous interesting, trying, inspiring pictures from life that she draws. Woven throughout are delightful quotations, comparisons, and references to books which Mrs. B. knows and loves. This very personal autobiography will delight those who have lived through the same years but under different circumstances. To those who have come on the scene since, it will be a revealing account of the way things were then. The author's skill in the use of words will please the careful reader who pauses to note them.

* * *

WILLIAM S. POWELL. *The North Carolina Gazetteer*. Chapel Hill: The University of North Carolina Press, 1968. 561pp. \$12.50. Maps.

This geographical dictionary of North Carolina contains about 20,000 entries. With the county as the basic unit, municipalities, named communities, rivers and other streams, lakes, mountains, and numerous other geographical features are located. In many cases origins of names are discussed, and there is a variety of other information to be found in many of the entries. Much history, folklore, geography, biography, and even some gen-

ealogy may be gleaned from these pages. Fifteen years in the making, this gazetteer is one of the most complete for any of the states, and it is hoped that it will become an indispensable and standard source of reference.

* * *

LATELY THOMAS. *The First President Johnson*. New York: William Morrow & Company, 1968. 676pp. \$12.50. Illus.

Subtitled "The Three Lives of the Seventeenth President of the United States of America," this is an objective yet at the same time sympathetic biography of Raleigh-born Andrew Johnson. Johnson was active in local politics in Tennessee, a United States Senator, and President following the death of Lincoln. He afterwards returned to the Senate. We have here an excellent biography of an interesting man who has often been maligned. North Carolinians should be encouraged to read this biography of one of the "three presidents North Carolina gave the nation." It's a factual account but never boring. Much of it reads like a good novel.

* * *

FRANK H. LATHROP. *The Old Naturalist's Notebook, Wild Flowers of the Appalachians*. Asheville: Asheville-Biltmore Botanical Gardens, Inc., 1968. (62)pp., \$1.50 pa., illus. (Order from E. L. Demmon, 241 Old Toll Road, Asheville, 28804.)

Sixty common and rare, but attractive and interesting, wild flowers are described here. Each is illustrated by a careful drawing of foliage and blossoms so that it can be easily identified. A blank page for the observer's notes as he finds these plants (or new ones) for himself in their native habitat is opposite each page of text-and-drawing. The text contains a description of the plant, its scientific and common names, facts about where it might be found, and often some traditional stories about its name or use to man. Several copies should be in every North Carolina library, and readers interested in wild flowers should be encouraged to buy copies for themselves so they can add their own notes.

* * *

JOHN K. TERRES. *Songbirds in Your Garden*. New York: Thomas Y. Crowell, 1968. 256pp., \$6.95, illus.

John Terres, who lives in Chapel Hill, is former editor of *Audubon Magazine* and other publications and author of hundreds of nature articles for national magazines. This is a new expanded edition of a book first published in 1953. In addition to being an entertaining account of the author's experiences over many years of feeding and caring for birds, it also is a how-to-do-it handbook for the novice as well as the old-time bird watcher. There are drawings of birds to help in identification, plans and diagrams for bird houses and feeders, and tables of plants, vines, and shrubs which will attract birds. It is packed with other useful information for those who would like to attract birds to their garden.

* * *

JOHN ROBERT MOORE. *Senator Josiah William Bailey of North Carolina, A Political Biography*. Durham: Duke University Press, 1968. 255pp., \$8.25, illus.

To many readers this will seem to be a history of their own times. Josiah Bailey was

a Baptist leader in North Carolina and long-time editor of the influential *Biblical Recorder*. He was United States Senator from 1931 to 1946. From 1895 to 1930 he was regarded as an influential spokesman for liberal reform; as a Senator he was a leader of Southern conservatives. Many people applied labels to Bailey. They are all explained in this well written biography and are carefully documented. The extensive bibliography and the full index will make this a useful volume for both reading and research on North Carolina in the twentieth century.

YOUNG ADULT BOOK REVIEW

By

CEIL STEWART AND SARA SPURLING

English Majors, Appalachian State University

HENTOFF, NAT. *I'm Really Dragged but Nothing Gets Me Down*. Simon and Schuster, 1968.

In Nat Hentoff's *I'm Really Dragged but Nothing Gets Me Down* all the pressures and problems of today's teenager — from the generation-worn conflict between parents and offspring to the current issue of the moral question of the United States' involvement in the Viet Nam War — are vividly depicted. In addition to these problems, Jeremy Wolf, the protagonist, experiences other problems peculiar to his generation, pot and free love, and current modern controversial issues in our society, such as black racism.

Each time Jeremy tries to escape his problems in one area of his life by attempting new experiences in another one, he simply finds larger problems awaiting him. In his home the chief conflict is merely an opposition of opinions. He moves outward to find escape through social contact with those of his own generation and finds himself facing the issue of drug use and free love with seemingly logical arguments in support of each. After failing to find complete fulfillment with his friends, he attempts to broaden his scope by undertaking a position of civic responsibility. The spirit with which he begins this task through a tutorial program is dampened by the realization that some of the young Negroes he hopes to aid plan to use the help they receive as a weapon against the white race as soon as they get the chance. While involved with this tutorial program Jeremy realizes that a great part of the hostility is caused by the Negroes' knowledge that they have no choice in the matter of being drafted due to unequal economic and educational opportunities. As a result of this observation, Jeremy begins to consider the greater part of the U. S. fighting forces as victims of circumstances beyond their control, and, therefore, he begins to question the moral aspects of the war in Viet Nam. This gives rise to the main issue of the book: his attempt to decide his responsibility toward registration for the armed forces.

The book gives accurate presentation of all the problems familiar to the younger generation of today. However, it is a bit farfetched to assume that any one teenager would become so personally involved in all of them to the extent of Jeremy's entanglements. Despite this one weak point, it would be possible for almost any young reader to find a suggestion of a solution to many of the problems he faces.

NORTH CAROLINA LIBRARY ASSOCIATION TREASURER'S REPORT

SEPTEMBER 28, 1968

By

LEONARD JOHNSON

I. Receipts from Membership:

1966	\$ 3,133.89
1967	6,202.00
1968 (to date)	4,901.95

II. Number of Members:

1966	1,557
1967	1,405
1968	993

III. Treasurer's Expenditures:

1966	\$ 1,135.96
Clerical	\$500.36
Supplies	635.60
1967	1,461.33
Clerical	\$827.38
Supplies	633.95
1968 (to date)	417.01
Clerical	\$165.07
Supplies	251.94

IV. Amount in Association checking account:

December 31, 1966	\$ 5,668.36
December 31, 1967	7,277.92
September 28, 1968	7,139.22

V. Total Resources — September 26, 1968:

Checking Account	\$13,287.97
(Association and Sections)	
Scholarship Fund	6,262.96
General Fund	5,436.24
Legislative Council Fund	545.06