

North Carolina Libraries

Volume 27, Number 4 — Fall 1969

[Note: The publication frequency statement from the masthead was not legible/present on the scanned title page provided for this issue and has been omitted rather than guessed.]

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- Printer: Fisher-Harrison Printing Co., Greensboro, North Carolina.

(Editorial correspondence and review copies should be addressed to the editor, Department of Library Science, Appalachian State University, Boone, N. C. 28607.)

The President Reports

[Photograph: Portrait of Mrs. Mildred S. Council.]

Dear N.C.L.A. Members:

This is the last time I will report to you as President of your Association. This has been a wonderful two years, and I want to thank each one of you for your support and cooperation.

We have had some changes during my term of office that I hope will benefit officers, section chairmen, committee chairmen, and members in the years ahead. One of the major happenings has been the establishment of a permanent office for the Association in the BB&T Building in Raleigh. Mrs. Evalyn Allen, Executive Secretary, is most anxious to serve in any way that she is needed, and I hope that you will call on her. The mailing address is P. O. Box 2414, Raleigh, N. C., 27602.

The N.C.L.A. officers for 1969-71 are:

- President: Miss Eunice Query
- 1st Vice President and President-Elect: Miss Elizabeth Copeland
- 2nd Vice President: Mr. I. T. Littleton
- Secretary: Miss Rebecca Ballentine
- Treasurer: Mr. David Vaughan
- Directors: Mrs. JoAnn Bell and Mr. William Wilson

I am sure that you will give the new officers your full cooperation and I am confident that the years ahead will be ones of real progress.

Sincerely,

(Mrs.) Mildred S. Council

President

N.C.L.A., 1967-1969

Editor's Plea

It is with regret that I am not able to include in this issue proceedings of the recent N. C. L. A. Biennial Conference. May I please receive such information from persons who have not submitted it?

Meet N.C.L.A.'s Executive Secretary

By David L. Vaughan

[Photograph: Portrait of Mrs. Richard N. (Evalyn) Allen.]

That pert redhead who helped register you at the Charlotte conference of NCLA last October is a mighty important lady to our association. She is Mrs. Richard N. (Evalyn) Allen, secretary of the Headquarters Office of the North Carolina Library Association as well as secretary for the office of North Carolinians for Better Libraries.

It had been apparent for years that the task of coordinating the activities of NCLA required more time than practicing librarians could spare from their jobs. So, as a result of efforts begun during the presidency of Mr. Paul Ballance (1965-67), this position was created.

Fortunately, the NCBL had established an office in Raleigh in October, 1966. It was natural that these two functions be combined. Meeting in June, 1969, the executive boards of NCLA and NCBL agreed to share the cost of this office and its secretary. Last August, Mrs. Allen began adding the NCLA responsibilities to her NCBL duties.

Mrs. Allen had been in the NCBL office since it was organized. Originally she was secretary to Mr. H. B. Rogers, executive director of NCBL. When Mr. Rogers left, approximately a year ago,

she stayed on and has been handling affairs quite well by herself. She does call in outside help when things get hectic, for instance, just before conferences.

During the 1969 General Assembly Mrs. Allen did effective service as clerk to the Senate Committee on Libraries. In this position she was able to remind legislators when votes on key legislation would be taken.

Mrs. Allen lives in Raleigh with her husband (who is an engineer with Great American Insurance Co.) and two children: Richard Jr., 11, and Claudia, 13. A full-time mother, with a double-barreled part-time job, makes for few idle hours. However, Mrs. Allen is still an avid reader and library user.

It was at the old Olivia Raney Public Library in Raleigh several years ago that Mrs. Allen became involved in all these library activities. Local citizens were trying to get a new building and Mrs. Allen joined the effort. One of the leaders was Mrs. Elizabeth Reid, the wife of a former mayor and a trustee of the local library. Mrs. Reid played a part in forming NCBL and getting Mrs. Allen for its staff.

Born and educated in Goochland County, Virginia, Mrs. Allen received two years of nurses' training in Richmond and New York City. She also studied dramatics for a year in Washington, D. C.

The office is still in its formative stage, Mrs. Allen says. Some of the association's functions and duties have not yet been transferred to her office. With characteristic modesty she wonders if she will have time for all the duties listed in her two-page job description. These duties include secretarial chores, membership records-keeping, public relations, financial bookkeeping, and assisting with registration and exhibits at conferences.

The NCLA office is in room 908 of the Branch Banking and Trust Building, 333 Fayetteville St., Raleigh. Mrs. Allen's mailing address is P. O. Box 2414, ZIP code 27602, and her telephone number is 828-5815. Office hours are from 9 a. m. to 1 p. m. Monday through Friday.

David L. Vaughn, Director

Greensboro Public Library

October 27, 1969

School Library Manpower Project Report

"The activities and progress of the first six months of the School Library Manpower Project have provided a sound foundation from which the project can continue to build."

With these words, the first quarter report to the Knapp Foundation of North Carolina, Inc. sums up the achievements of the project to date. The goals of the project are to help provide adequate numbers of well qualified personnel to supply quality library service in all schools and for all children in America. The Foundation awarded a grant of \$1,163,718 for the project to the American Library Association.

The project is focused on three parts of the problem of the development and effective use of school library manpower: task and job analysis, education for school librarianship, and recruitment. The American Association of School Librarians, a division of the American Library Association and an associated organization of the National Education Association, is administering the five year study.

Highlights of the report, prepared by Robert N. Case, Director of the School Library Manpower Project, are these:

1. A Task Analysis Survey in Phase I (two years) of the project was developed by the Research Division of the National Education Association to obtain "base data to identify and describe the tasks performed by all levels of school library personnel serving in unified service programs at the school building level."
2. In conferences with Dr. Glen Robinson, Assistant Executive Secretary of the NEA Research Division, and his staff, a criteria of excellence guideline was developed. The criteria emphasizes the performance of a variety of service activities as related to total staff function through utilization of a wide variety of types of library personnel. Using this criteria, the project succeeded in finding the best unified service programs known to be operating.
3. State agencies, with the aid of state school library supervisors, identified 294 public and private school systems which met the criteria of excellence.
4. Using the criteria of excellence statements, local administrators, with the aid of district school library supervisors, designated the specific building level programs which would participate in the actual Task Analysis Survey. The survey sample was adjusted down to 265 school systems, in which 947 building level programs will participate in the study.

The Task Analysis Survey Instrument, copyrighted by ALA, has three parts: Definition of terms, Status Profile Sheet and the Checklist of Duties. The Status Profile Sheet permits the Research Division to relate the findings from the Checklist of Duties to specific levels of training, size of staff and level of school in an identification and comparison of library duties performed. The Checklist of Duties will help identify the multiplicity of tasks performed by all school library personnel in building level unified library service programs.

The Research Division has received a 91% response to the instrument from the survey schools. Responses are now being edited and coded by the Division staff. The Division will publish the final report of the Task Analysis Survey in October, 1969. This 100-page report will be written in a popular style to provide as much impact as possible at all levels of education. Copies of the final report will be distributed widely. In addition, summaries highlighting specific interest areas will be written to reach specialized audiences: administrators, school library supervisors, library educators, building librarians and state departments of public instruction. Copies of the Task Analysis Survey Instrument will be made available to school districts nationally and will be distributed, along with related materials, to more than 400 higher education programs now offering library training in the nation's colleges and universities.

Plans are being made and time tables being established for stage II of Phase I to begin operation. In-depth analysis of tasks and recommendation for the curricular content of future training programs will prepare the profession for new concepts in training and utilization of school library personnel.

The Task Analysis Committee will be made up of eight members from these fields and disciplines: two personnel consultants representing the general and library personnel fields, one library educator, one building librarian, one school library supervisor, one technical person, one building principal and one high level clerical person. This committee will be re-structured into two committees, one to be concerned with task analysis and the other to relate new job definitions to the content of curriculum in library training programs. The Project Director will begin to implement the work of the Task Analysis Committee in the fall of 1969. This committee's report will be submitted in December, 1969 and will serve as a working paper for the Curriculum Content Committee, which will have responsibility for developing guidelines for the proposed curriculum of the experimental training program in Phase II.

The results of the Task Analysis Committee and the Curriculum Committee work will be formally presented at five regional conferences. These conferences will be held in April and May, 1970 in New York City, Dallas, Atlanta, Chicago and San Francisco. The final report of Phase I will be published in August, 1970, and will cover the activities and findings of the first two years of the School Library Manpower Project.

After careful study by the Project Director and the Advisory Committee, and a nation-wide search in the field of school librarianship, Mrs. Anna Mary Lowrey, Library Program Specialist with the Sacramento, California City Schools, has been selected as Associate Director.

"The School Library Manpower Project has continued to receive excellent direction from the members of the Advisory Committee. Mr. Leslie H. Janke, chairman, has successfully led the committee in shaping the policies and guiding the Project toward achieving the goals of the five year study," Mr. Case said. He added that the project "has been able to build upon the high reputation of the Knapp School Libraries Project whose outstanding achievements were realized under the direction of Miss Peggy Sullivan. The manpower study is recognized nationally to be a natural extension of the earlier demonstration school libraries program."

The Knapp Foundation of North Carolina, Inc. and the Knapp Foundation of New York were established by the late Joseph Palmer Knapp, prominent business and civic leader, publisher and for many years a director of the Metropolitan Life Insurance Company.

In announcing the receipt of the funding grant for the study, David H. Clift, Executive Director of the American Library Association, said, "This project helps meet an urgent need for recognizing and defining the many areas of responsibility and the varieties of tasks performed in school libraries and for developing educational opportunities appropriate to these tasks. The entire profession will benefit from this study of manpower."

Education for the Twenty-First Century

By John Tebbell

(Professor of Journalism, New York University)

The twenty-first century may turn out to be something of an anti-climax. The writers and artists and motion picture makers have led us to expect a great deal of it, and the poor old thing — or, more properly, the poor new thing — may not be equal to what is expected of her — or him, as the case may be. We are prepared for marvels, for super-lives, for the ultimate products of technology, for the best that men, money and machines can produce. I suggest that one quick-

acting ingredient has been left out of this 21st century product, and without it we will not get the fast, fast relief from all our problems that the scientists have been promising. The ingredient is quality. Without it, quantity will not have much meaning.

Perhaps that is one of the things Stanley Kubrick is trying to tell us in "2001 — A Space Odyssey," in glorious Cinerama and 70 mm. Panavision, and to the total befuddlement of those of us who thought we were going to see an updated version of Tom Swift and His Electric Rifle. The critics have set us right, of course. What we thought were space ships were really Significance, and that lovable old computer, Hal 9000, with whom the audience seemed to be identifying most, was up to his electrodes in Symbolism.

Although I am supposed to be a communications expert, and possibly could be stripped of my transistors for making such a confession, I will have to admit that I lost Mr. Kubrick just this side of the Fourth Dimension. However, before I drifted off into another orbit, I got the impression that the director and his writer, Arthur Clarke, were distinctly saying that in the bright new world of the 21st century, man was somehow going to be little more than a less glossy machine. In the world Kubrick had so carefully created, there was, for example, not even the suggestion of sex. No one appeared to be in love with anyone else. No one, in fact, seemed to hate anybody else. When the hero, if he is one, is in deadly combat with Hal the Computer for control of the spaceship, he doesn't attack the soulless monster in a fine frenzy of morality, but calmly disconnects his memory centers with a screwdriver, until all poor Hal can do is sing the song his laboratory makers first taught him, "Daisy, Daisy, give me your answer true." And if you have never heard a computer sing "I'm half-crazy, all for the love of you," in a slowly-running-down baritone, you have missed one of the great moments of the modern cinema.

Earlier in the picture, people in a space station on the way to the moon — operated, naturally, by the Hilton interests — exchange platitudes with even less conviction than they do now in casual social encounters. A Russian talks to the American Scientists, asking him some pointed questions, and the ghost of James Bond rises dimly, but in the end they are terribly polite to each other and nothing whatever comes of it. The scientist talks by space television with his little girl at home, but mother isn't there. Kubrick doesn't say where she is, but he leaves us with the idea that things are not going to improve during the next 32 years in the Great American Home. Later, aboard the space ship enroute to Jupiter on a secret mission, one of the crew members gets a pre-recorded message on his television screen from mom and dad, back on earth. Their false heartiness would not fool even the most family-oriented child, and this offspring nearly goes to sleep listening to them.

The theatre where I saw "2001" was nearly two-thirds full of children. The rest of us were passing ourselves off as film buffs and science fiction writers. I hope Mr. Kubrick won't mind if I say that there were times during the picture when it was more rewarding to watch the children. My generation would have gaped open-mouthed in innocent awe at the flying spaceships and all the superb technical gimmickry the producer had summoned up. But not the television generation. They sat there, gloomily munching their popcorn, and stared at the screen with cold, critical eyes. In my newspaper days, I used to see the same look on the faces of movie critics assembled in a cold projection room at 10 o'clock in the morning to see the latest Hollywood extravaganza.

What were these children thinking, I wondered? I know it's all too easy to read more into the juvenile mind than is there, and sometimes it is even easier to read less, but momentarily I had a terrifying vision of my own of the 21st century. I could picture myself arriving there, a spanking 88, filled with enough transplanted organs to assure me another quarter-century of survival at least, and there would be these children, now in their forties and presumably efficiently running

things. What would they be like, I wondered, after they had emerged from the schools of the next three decades, and what would their children be like?

The generation gap, I surmised, would have disappeared because, in a society organized by technicians, everyone would have the same values and there would be nothing to revolt against. On the television screen filling one wall at home, we would expect to see Dean Rusk talking about the American commitment in Antarctica because the Russian-American masters of the world would have ended the possibility of revolution, under the threat of instant annihilation. But undoubtedly there would be some other dedicated public servant on the screen talking about the shortcomings of the electorate in defying the government's efforts to save them from themselves, since presumably human error would not yet have disappeared from the world, particularly at the lower social levels.

Towering over everything in the future world, so it seemed, would be Organization, with a capital O. Man would program the machines and the machines would serve man — swiftly, efficiently, leaving him with only a few hours of work per week and all the rest of the time to do — what? This has been the vision of the world's future since H. G. Wells began to write about it, and it struck me that the reason the children in the theatre were accepting so calmly the vision of a time only a scant 32 years away was that so many of the things it projected were clearly visible, if only in embryo, now. These children, I had to remember, were growing up in a controlled wonderland of computers, space travel and electronic gadgetry of every kind, and possessed an increasing conviction among themselves that they were entitled to everything provided by a world whose values they otherwise rejected. The familiar image of the adolescent boy who confidently expects his father to finance his alienation is a symbol of the times.

If the plastic world of 2001 is governed by emotions equally synthetic and technologically controlled, it will be a clear-cut victory for the killers of the dream. And there is the, by now, familiar dichotomy of our era: the scientists produced by our educational system, creating a society of almost unimaginable ease and comfort, potentially, while at the same time the society itself and its educational system are proceeding in almost exactly the opposite direction, producing whole masses of people who increasingly find themselves unable to adapt to the twentieth century let alone the twenty-first.

One can understand the frustration and anger of millions of people in this country, and I don't mean entirely the black masses of the ghetto, by any means. The crisis in that particular segment of society engages much of our attention, but the malaise in these United States, and in other countries as well, is not composed entirely of racial discrimination and other kinds of bigotry. It has to do with the condition of man, and his inability to understand and govern himself.

No wonder so many young men and women find themselves alienated from the world they live in. And yet I would remind them of the futility of accepting alienation as a way of life, something they can't avoid because the world is the way it is. As Andre Maurois observes in his "Open Letter to a Young Man," "... You have been told that the world is absurd. But what, exactly, does this mean? A proposition is absurd when it is contrary to reason; a law is absurd when it offends common sense. But to say that everything is absurd is of itself an absurdity. The World is what it is; it has nothing to do with either common sense or reason; it is simply a fact, a point of departure. What do you expect? That the World should have been made for our pleasure? That would be a sheer miracle. The World wishes us neither well nor ill."

And Maurois adds these brave words: "The catastrophes that hang over us are of man's own creation, and by an effort of man's will they can be averted. Even if we are on the edge of a precipice we are not obliged to leap."

But the danger beyond the precipice is real enough. Maurois believes that a society is doomed to perish if its citizens live only for their vices and ambitions, if they tolerate violence and injustice, if they have no confidence in each other, and if they have lost their will. I need not belabor the fact of how perilously close we are to that condition in America today. It is obvious to any concerned and informed citizen.

The question, then, is how we are going to live in the technological paradise of the twenty-first century without first succumbing to the possibly fatal illness of the twentieth. I feel sure that, like me, you have been brought up to believe education is the ultimate answer to our problems. We have heard it, read it, spoken it thousands of times. It is an article of faith in this country, which believes in education for everyone. But education for what? When that question is asked, reason and logic are suddenly in short supply. We believe everyone ought to have an opportunity to go to college, but what is supposed to happen to him there? Is he presumed to emerge a better and wiser man, one more able to live intelligently in this century and prepare his children to live even more intelligently in the next? Not at all. In spite of the lip service given to cultural ideas, the college degree has become quite frankly a union card, without which it is extremely hard to get a good job.

One of the most shabby deceits in the American business structure is the pious declaration, heard over and over, that what business wants is bright young liberal arts graduates who can be trained. The bright young B. A.'s themselves have come to know better. Their future employers are profoundly uninterested in their affinity for the humanities. Their knowledge of history and love of English literature are not marketable commodities. The employer simply wants to know what they can do. Graduates of the professional schools are in no such panic when June comes. The newspaper business alone could use five times the number of graduates we turn out, and with some sadness we try to accommodate students who have no abiding interest in communications but who understand that an English major is not going to get them a job.

These same businessmen see no inconsistency in the common complaints which fill the days and nights in suburbia. A perpetual cry rises from harassed Americans, "How am I going to get the car fixed?" "Why does it take a week and a half to get a plumber?" "Doesn't anything in this house ever work?" I'm sure you could add a few more keenings from your own experience.

Service is one of the most serious manpower lacks in this country in an increasingly serious manpower shortage situation. The secretarial shortage in itself is a continuing headache to businessmen. Repairmen of every kind seem to be a vanishing breed. Yet the increasing use of machines demands more of them, just as the rapid proliferation of our population creates a demand for services, which there are simply not enough people to perform.

Where are they going to come from? Certainly not from our present educational system, growing though it may be. Who wants a service job after he has been awarded — I won't say earned — a B. A. or B. S.? Well, then, some people argue, since everybody isn't qualified to go to college, and since so many people are dropping out of college anyway, we'll always have a reservoir of people to perform these jobs — people who can't get anything better. Yes, and they will be people without pride or skill in what they are doing, frustrated and discontented, a multiplying, ticking time bomb in the society.

I believe it can be fairly argued that education is failing to produce the people who are needed to do the jobs that have to be done, and are instead turning out more and more prospective misfits, whose social and financial expectations are beyond the ability of society to supply.

Our educational system has what I regard as an even more serious defect. In subject matter it teaches such a mixture of illusion and reality that products of the curricula find themselves unable to understand or cope with the real world when they are compelled to confront it, and so perpetuate institutions and ways of living which are incompatible with the real demands of society.

Let me cite an example. It will be no news to this audience, I'm sure, that American history is the most hated subject in education, both among high school and college students. It is also the worst taught. This is not, to be sure, entirely the fault of the teachers. It is the fault of school boards, trustees, parents and all those entrusted with control of the schools, who will not permit history to be taught in any other way except according to the duly certified clichés about our past. The student learns a flash-card response. George Washington? Father of his country. Abraham Lincoln? Freed the slaves. McKinley? Fought for high tariffs. Wilson? Led the nation in the first World War. Then it begins to get sticky. Harding? Well . . . Coolidge? Again, well . . . Hoover? The depression was not his fault. Roosevelt? He introduced a great deal of controversial social legislation. By the time we get to Mr. Johnson in the classroom, the caution is thick enough to cut with a knife. As for the American wars, it appears that it was necessary to clear the Indians from the land, chase the Mexicans back into Mexico, protect Cuba and the Philippines from the Spaniards and chase off the Mexicans again before we could save the world for democracy — twice. Then, of course, there was that messy business at home in the 1860's, but how to deal with that is determined by what part of the country you live in, and which textbook you use.

Nor will it do us any good to blame the textbook publishers, as some do. They, too, are the victims of a vast, silent censorship which dictates what children are taught about their country. We hear more about censorship based on obscenity because it gets the most publicity in a press which seems to treat sex with adolescent sniggers. We hear far less about a much more serious kind of censorship, which is the self-serving protection of a certain segment of society from having anything adverse directed against it. In plain words, the preservation of the "image," which has become the new American religion.

It is now unsafe, or at least unwise, for anyone to imply that any political party, corporation, business, minority group, or in fact any group of individuals likely to write letters, is anything less than exemplary, or that it ever acts from any except the noblest motives. This includes the United States itself. Organized censors all over the country are constantly busy hunting out in school libraries any history or social studies book which dares to imply that America has ever been anything but imperishably right in the conduct of its foreign or domestic relations, or that the North really won the Civil War, or that there was such a thing as a robber baron.

The trouble with censorship is that there is no such thing as a little, or controlled censorship. It's like being a little pregnant. What starts out as a campaign against newsstand smut, will if it is not restrained, continue until the censorship group's particular idea of moral conformity is achieved. The urge to control other people's minds and activities progresses easily from sex to political ideas, and when it invades governing bodies, it not only distorts reality but becomes pervasive, and in the end authoritarian and destructive of all freedom.

Where textbooks are concerned, it is not simply a matter of teachers inadequately prepared in the subject matter, teaching one of the world's great stories as though it were a collection of dry-

as-dust facts. It is the textbooks themselves too often, these victims of silent censorship by elected and appointed officials of a nation which, like the authoritarian states it professes to despise, wants only the official, laundered, stereotyped and often wholly inaccurate history of the country taught to its children.

The facts of the matter are simple enough. Textbook publishing involved, often, millions of dollars spent on a new series of books, or many thousands of dollars to procure and launch a basic book in a particular discipline. All textbooks involve substantial financial investment and consequent risk. The only way publishers can recoup their investment and make the profit which keeps them in business is to get their books adopted. Everyone in the business knows the sometimes extraordinary lengths to which publishers must go for adoptions. In any case, it means deploying men and money to persuade state superintendents, particularly, to adopt texts. The result is one of the most massive censorships in the country. It is the kind of censorship which makes us feel a certain kinship with Dr. Owen Sheehy-Skeffington, of Trinity College, Dublin, who remarked that Irish education was the most successful in the world because, as he said, "It has succeeded in its aims, which are to prevent children from thinking for themselves."

The melancholy truth is that we can fill our adult grade books with four-letter words these days, and discuss anything we want to in them, but we cannot tell the true story of this country and the men who made it in our history textbooks. The image of America and the world which appears in these textbooks has little relation to reality. Everything is carefully designed to offend no one. Some states, of course, are worse than others. People who think a great victory for freedom was won in 1925 when John T. Scopes was acquitted on a charge of teaching evolution in Tennessee schools may be surprised to know that evolution is still not taught in Tennessee, and the biology texts adopted there must reflect that incredible fact. A similar dismal picture could be drawn from the records of any state in the union, varying only in degrees.

Our carefully laundered history depicts Washington in the dreadful winter of Valley Forge plodding through the snow and kneeling in it to pray for Divine aid. Yet the reality was not snow — there was only two inches of it that relatively mild winter — but cold rain and mud, and there is not the slightest evidence that Washington ever knelt there or anywhere else to pray. He was, in fact, a Deist. In all the 39 volumes of his letters and six volumes of diaries, the words "Christ" or "Jesus" do not occur and "God" is used only in official documents. He customarily referred to the Deity as "Providence."

Does this detract from Washington's greatness? Not when we consider that Deism was a respectable doctrine in those days, and that in religion, as in everything else, Washington put principle first above expedience. In his first term as President, when Congress sat in Philadelphia, he suddenly stopped going to church when the rector complained that he did not take communion. To the rector's letter of inquiry, Washington explained that his personal beliefs did not permit him to take communion, but he believed the President should set an example to his countrymen, and rather than dishonestly submit himself to the Sacrament or simply sit in his pew while others went to the altar, he would stay home. What a lesson in character! I doubt if any President of our time would dare to do as much. Yet, when I told this story to a D. A. R. luncheon — of all places — one good lady told me she was certain the Kremlin had paid me to circulate it. It is sad truth, I'm afraid, that most people prefer the historical lie, the historical public relations presentation, if you will, to the truth.

The essential unreality of American history teaching in our schools is matched by the failure to teach world history in anything like adequate, let alone realistic, terms. We are called upon to make large decisions in Asia, decisions affecting the lives of all the world's peoples, yet how

many college graduates, not to mention high school students, have anything but the most fragmentary knowledge, if that, of the political, social and economic history of the Asian continent.

I am afraid we are all caught up in that expediency which Washington so studiously avoided. Today the end justifies the means. Publishers are in business to sell textbooks, and sell them they must to stay in business, and if what is in the books conveys a mythology perpetuated by ignorance and fear — and history is only one example — and if it is maintained by the power of pressure groups — well, what can be done about it?

Something, obviously, will have to be done. The complete alienation of a part of the present generation, the partial alienation of an even larger segment, and student unrest around the world which can only be described as the beginnings of a revolution — all these are the symptoms of education's sickness in this century, and a warning that things are going to be different in the next, whether we like it or not. We can no longer console ourselves with the comforting cliché that youth is always in revolt, that there is always a generation gap.

At the root of student revolt in Europe, no matter what demonstration banners say, is a profound dissatisfaction with the medieval, tradition-bound structure of education. In England, the new redbrick universities have shown young men and women that other possibilities exist in life than joining the elite at Oxbridge, and in Oxbridge itself there is revolt against hoary tradition.

In America, the banners may talk of Vietnam, the draft, or pot, and these are all honest issues, with the students, but underneath there is a profound dissatisfaction with the quality of education they are getting. When students talk about having more of a say in the administration of universities, what they are really seeking is some means of changing traditional ways of doing business. They resent the bureaucracy, the depersonalization of large institutions, whether educational or not, and they don't like the corporation approach which most of these institutions take toward education. This approach is hardly surprising, since American universities have, in effect, become large business enterprises.

But deeper than depersonalization and the corporation approach is the feeling that university curricula, and the university itself, are not dealing with the realities of the world outside. There may be less of this feeling among students in the physical sciences, or in law and medicine, or in the other professional schools. These disciplines have been able to adapt to changing times much more easily, just as in the lower schools the benefits of new developments in teaching technology have been far more apparent in the science and language classes.

But in some disciplines, change is not easy. The classics professor complains that teaching his subject is not amenable to change. The English literature professor wants to know if, in the teaching of Elizabethan poetry, there is any real substitute for a sensitive reading of it in class, followed by discussion, and a setting of the poem in its proper social and literary context. Aside from using professional recordings to do the reading, and updating his discussion with contemporary parallels, there is not much he can get the new technology to do for him. His success, now as always, depends on how much of that indefinable quality he possesses which has always separated good or great teachers from mediocre or bad ones.

Yet change in the whole structure of education is inevitable as we approach the twenty-first century. This is true if for only one reason — the explosive growth of knowledge in our time, and its continuing expansion. It is becoming increasingly impossible to cram everything into a single curriculum in the old way. To take history again as an example, students certainly ought to know a great deal more about the country they live in than they do, but already American history is

reduced to a freshman survey course in most colleges, with other courses available as “electives” in schedules so crowded only history majors are likely to be able to take them. But students also ought to know something about the rest of the world, too. They should know a good deal about the rise of dictatorships of all kinds in this century; they ought to know about contemporary political situations in major countries outside the United States. How can they possibly have informed opinions about American foreign policy, which they as voters help to shape, if they do not possess such basic knowledge? Some of our policy makers in Washington seem to have skipped a few fundamental courses themselves.

And history is only one example. Science is changing our world, and in a sense ruling it, but students who are studying science subjects feel it slipping beyond their grasp. The social sciences fairly bulge with knowledge these days. The sheer amount of knowledge in print is so staggering that a new science of information storage and retrieval has had to be invented to try to find ways and means of organizing it and making it available.

A student going to high school and college in 1900 could graduate with the comfortable intellectual feeling that he had at least some kind of overall grasp of the world's knowledge, with a specialization in one subject. Today's graduate has the uncomfortable sensation that he has gone on a very fast ride in a roller coaster, and gotten off with the conviction that he would have done better to take the pony ride.

The big job in planning education for the 21st century, it seems, to me, is to find new ways of organizing the world's knowledge, and then find other ways of building individualized, selective curricula for students — curricula adapted to their individual needs and interests, keeping in mind that we must also educate people who will mind the machines as well as those who will create them and program them. The present system, based on the idea of an overall view of everything, is giving students intellectual indigestion, and in my opinion, they are actually learning very little. There must also be a heavy injection of realism into the curriculum, from the bottom up, especially in the humanities. In fact, I believe that the 21st century calls for nothing less than a complete rebuilding of the whole educational structure, from kindergarten to the last terminal degree.

If this is done — and I must add that I have only a slender hope that it will be, unless the most destructive events compel it — there is a major pitfall I hope will be avoided. In my business, communications, the magic word these days is “information.” Book publishers are said to be coming into the age when they will be rather organizers and presenters of information, through their amalgamation with the big electronics companies and the makers of audiovisual devices and duplicators. Information banks, or memory banks will store all knowledge and make it available at home or in the classrooms at the push of a button. But nothing much is said about what information is to be transmitted, nothing about the quality of what is transmitted. Is it going to be the same old propaganda, the same old whitewash, the same old public relations presentations, the same ways of doing things we now use a less developed technology to disseminate? I don't think those kids who were watching “2001” with me are going to stand for it if we do. Long before the turn of the century, I think, they will have taken matters into their own hands, and it may not be a pleasant thing to see. Because they are not tolerant people, and as is already evident, they do not suffer opposition gladly.

They have one hopeful common denominator, however. They are, everywhere, looking for something, for someone, to believe in. Senator McCarthy's attraction for the young is a highly visible example of this almost desperate searching on the part of young people everywhere. They yearn for the truth, and they do not find it in our society, its present leaders, nor in its educational system.

What they believe in, at bottom, is contained in an obscure passage from one of those books which is widely admired and little read, "Dr. Zhivago." Boris Pasternak's work may not have been a great one, and I don't doubt that most of those who loved the movie would have hated the book, but it contained one passage well worth remembering now, in our time of trouble — in our time of transition to that century we all hope will be the doorway to a new freedom.

"If the beast who sleeps in man could be held down by threats," Pasternak wrote, "any kind of threats, whether of jail or of retribution after death — then the highest emblem of humanity would be the lion tamer in the circus with his whip, not the prophet who sacrificed himself. But don't you see, this is just the point — what has for centuries raised men above the beast is not the cudgel but an inward music, the irresistible power of unarmed truth, the powerful attraction of its example."

This, I believe, must be our watchword in educating for the twenty-first century.

American Library Association News Releases

Carroll R. Powell, Director of Library Services, Fayetteville Public Schools, Fayetteville, North Carolina, has been elected secretary of the American Association of School Librarians.

Philip S. Ogilvie, State Librarian, North Carolina State Library, Raleigh, North Carolina, has been elected vice-president and president-elect of the American Association of State Libraries.

Doralyn J. Hickey, Associate Professor, School of Library Science, University of North Carolina, Chapel Hill, North Carolina, has been elected vice-chairman and chairman-elect of the Serials Section of A. L. A.'s Resources and Technical Services Division.

Cora Bomar, Assistant Professor, School of Education, University of North Carolina, Greensboro, North Carolina, has been appointed to the jury for the 1970 fifth semi-annual Library Buildings Award Program which is sponsored by A. L. A. in cooperation with the American Institute of Architects and the National Book Committee. The awards recognize excellence in the architectural design and planning of libraries.

In accordance with action taken by the Executive Board of the American Library Association at its annual conference in June, the Office for Library Education announces the appointment of a new, permanent standing committee to replace an ad hoc committee which has served as advisers to the office during its first two years. The Advisory Committee consists of nine persons selected from both the library field and outside it, to represent different kinds of library service, professional education in general, library education, student concerns, and professional accreditation.

The new members of the nine-man committee are

- Charles D. Churchwell, Director of Libraries, Miami University Library, Oxford, Ohio;
- Philip H. Ennis, Professor of Sociology, Wesleyan University, Middletown, Conn.;
- Paul C. Janaske, Chief, Library and Information Science Branch, Division of Library Programs, Department of Health, Education and Welfare, U. S. Office of Education;
- Helen F. Schmierer, Doctoral Candidate, Graduate Library School, University of Chicago;
- Joseph J. Semrow, Assistant Secretary, North Central Association of College and Secondary Schools;

- Wesley Simonton, Professor, Library School, University of Minnesota.

Three members of the ad hoc committee have been reappointed to provide continuity. They are:

- John Frantz, Director, Brooklyn Public Library;
- Frank H. Hurley, Dean of Graduate Studies, Case Western Reserve University;
- Raynard C. Swank, Dean, School of Librarianship, University of California, Berkeley.

Dr. Swank is chairman of the committee for 1969-70. The committee will hold its first meeting during the midwinter session of the American Library Association in January.

A new folder entitled "Is Anybody Listening?" has been prepared by the Young Adult Services Division of the American Library Association. The folder lists 23 titles which present a broad coverage of ideas, interests, and problems which express the social and personal concerns of today's teenagers.

The new list can be ordered from the Young Adult Services Division of the American Library Association, 50 East Huron Street, Chicago, Illinois 60611; 100 copies for \$3; 500 copies for \$10; 1,000 copies for \$15. Orders under \$3 should be prepaid.

A total of 43 schools in the United States and 5 in Canada now make up the official list of graduate library schools opening programs accredited by the American Library Association. This is the largest number of schools opening accredited programs yet recorded under the Association's current standards. The list also reveals another record in the growth of library education: 15 schools now offer the Ph.D. in Librarianship.

The Library Technology Program of the American Library Association has appointed Shannon Troy to the newly created position of project monitor and has named Howard White assistant editor of Library Technology Reports. The Library Technology Program explores ways and means by which modern technology and the principles of scientific management can be used to solve some of the administrative problems of libraries. The Reports is a bimonthly subscription service which provides evaluative information on library supplies, equipment and systems.

General information about Federal aid programs from which libraries might benefit is available from the American Library Association's Washington office. Librarians of all types — college, school, public, etc. — who are striving to improve their facilities and collections, but who need help in financing these projects, may write to the Washington Office for information on requesting aid from the Federal government, including where to write for detailed eligibility requirements and application forms. (In many cases, Federal library programs are administered through an official agency of each State.)

The Washington Office cannot answer questions about individual State plans, the status of a submitted application, or similar inquiries that are the province of official agencies.

Librarians wanting to know where to seek Federal funds to help alleviate their problems should write to:

Miss Clem M. Hall

Assistant Director

ALA Washington Office

200 C Street S. E.

Washington, D. C. 20003

The Isadore Gilbert Mudge Citation Committee invites nominations for the citation to be given at the 1970 Annual Conference of the American Library Association in Detroit. Nominations can be submitted up to March 15, 1970, to the chairman of the committee, Ruth Erlandson, Consultant, Library Research, Ohio State University, Library, Columbus, Ohio 43210.

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 requested. A nomination consists of a brief statement of the contribution which the person has made, a listing of recent activities, and basic biographical information. There are no restrictions on who may submit a nomination.

In Memoriam

Carroll Raymond Powell, July 14, 1927 – November 21, 1969

The untimely death of Carroll Powell comes with a deep sense of loss to the library profession and to school librarians in particular. It comes as a personal loss to those of us who knew Carroll, to those of us who taught him and shared ideas in class, to those of us who were his co-workers in promoting school library service in North Carolina.

He was a young man of the highest ideals and of the utmost integrity. There was a depth and a sensitivity in his communication with others. Carroll had a broad vision of school librarianship and his potential for leadership in this field was great and his efforts untiring. He would have gone far in the library profession and we shall see its problems more clearly because of his activities. His death is a loss we can ill afford. To Mona, his wife and our colleague, we extend our heartfelt sympathy and our love.

Bomar Joins University of North Carolina at Greensboro Faculty

Cora Paul Bomar, former Director of the Division of Educational Media, North Carolina State Department of Public Instruction, has accepted appointment to a faculty position at the University of North Carolina at Greensboro to be effective September 1, 1969. In her new position Miss Bomar will teach library education and will be involved with the development and implementation of a program for the professional education of school media personnel.

A graduate of the University of Tennessee, Miss Bomar, received the B. S. in Library Science from George Peabody College for Teachers and the M. A. from the University of North Carolina at Chapel Hill. In addition she has done advanced study in her professional field. She has had experience as a classroom teacher, school librarian, college reference librarian, instructional

supervisor, and has been a visiting faculty member at the University of North Carolina at Chapel Hill and at the University of South Carolina.

In 1951 she joined the Department of Public Instruction as State School Library Supervisor. At that time funds were limited and qualified personnel nonexistent in many areas of the State. The concept of school libraries had already been well established by Mrs. Mary Peacock Douglas and the climate was right for expanded programs and services. Miss Bomar worked tirelessly for increased State and local appropriations for School libraries, and for passage for Federal legislation which gave a tremendous boost to library and media services. On several occasions she testified in support of Federal legislation before House and Senate committees of the U. S. Congress.

Under Miss Bomar's leadership a phenomenal growth of school libraries has taken place. Today, all secondary schools and over ninety-eight percent of the elementary schools in North Carolina have a central library. During her term of service, the number of school librarians have increased from 318 to more than 1700, library supervisors from 18 to 102, volumes per pupil from less than five to more than 10, and library expenditures per pupil rose from \$1.37 to \$6.32. Total expenditures for school library materials and supplies increased from \$1,250,000 to over \$7,630,000, including State, local, and Federal funds.

With the expansion of State media services in 1966 Miss Bomar was appointed Director of the newly created Division of Educational Media in which capacity she has directed a comprehensive educational media program including five major areas: school libraries, audiovisual education, Federal programs for instructional materials including administration of Title II of the Elementary and Secondary Education Act, learning resources and textbooks, and instructional television.

Cora Paul Bomar is active in many professional associations at the State, national, and international levels. She has been elected to three honor societies: Delta Kappa Gamma, Pi Gamma Mu, and Beta Phi Mu, the international library honor fraternity, in which she served as president 1965-1966. Miss Bomar also served as president of the American Association of School Librarians, national chairman of the State School Library Supervisors, president of the Southeastern Library Association, and is currently president of the Library Education Division of the American Library Association. She has been a member of numerous advisory boards and commissions and is currently serving as a member of the National Catholic Educational Association Advisory Council on Educational Technology.

Miss Bomar looks forward to becoming actively involved in the preservice and in-service education of school librarians, school library supervisors, and audiovisual education personnel who will serve as instructional media specialists.

New North Carolina Books

By William S. Powell

F. Roy Johnson. *Witches and Demons in History and Folklore*. Murfreesboro: Johnson Publishing Company, 1969. 262pp. \$7.50. Illus.

Roy Johnson has done a splendid job of collecting traditional tales of witches and devils in North Carolina, and they are related in a very readable style. Many of the occurrences he relates are

set in identifiable places, and they will be of considerable local interest. Extensive chapter notes credit the sources for the information given, and a good index reveals the variety of matter to be found in the text. This is a book which will delight a wide variety of readers.

Thomas C. Parramore. The Ancient Maritime Village of Murfreesborough, 1787-1825. Murfreesboro: Johnson Publishing Company, 1969. 96pp. \$4.95.

Combining local history, tradition, and scholarly research, Dr. Parramore has produced a book of the Hertford County Town of Murfreesboro which must have something for everybody. The thread of the history is woven about the lives of three men of the Murfree family, but there are other characters as well. As a center of trade and commerce, Murfreesboro attracted people from distant places and much of this book is devoted to the connections of local residents with people of importance elsewhere. An adequate index makes it easy to find the references to people and subjects in the text.

Jane Corey. Exploring the Seacoast of North Carolina. Raleigh: The Provincial Press, 1969. 40pp. Illus. by Claude Howell. \$2.50 pa.

The recent decision of The University of North Carolina Press to let the old stand-by North Carolina Guide go out of print would not be so sad if we had a dozen or so regional guides like this one for the seacoast. In a very attractive paperback format with delightful drawings by Tar Heel artist Claude Howell and map illustrations by Jeanette Shirley, the text by Jane Corey is concise yet adequate. A dozen and a half places up and down the coast from Shallotte to Elizabeth City are included. The maps are detailed enough and the hints in the text complete enough that this little book will serve a real need in the hands of all coastal travellers. It deserves to be promoted widely and authors with any interest at all in using this as a model for application to other regions should be encouraged to set to work.

Manley Wade Wellman. Frontier Reporter. New York: Ives Washburn, Inc., 1969. 148pp. \$3.95.

Manley Wellman's latest book for young people tells the story of a young North Carolina lad from Northampton County who goes to southwestern Kansas as a newspaper reporter in the 1890's. Local events included the choice of a town as county seat, the finding of prehistoric bones, and legal and political matters. One of the characters, Judge Campbell, is based on an old friend of the author.

G. Walton Williams. The Best Friend. Dunwoody, Ga.: Norman S. Berg, Publisher, 1969. 53pp. Illus. by John Kollock. \$3.50.

The author is a member of the English faculty of Duke University while the illustrator divides his time between Atlanta and the Blue Ridge Mountains. Together they have produced a little book which will delight both adult and child. The attractive, humorous illustrations contribute greatly to the story, but the story is so cleverly written that the reader rushes along like "The Best Friend" running with the wind. "The Best Friend" was the first locomotive built in America for service on a railroad; the line on which it ran lay between Charleston and Hamburg, S. C., and this is an account of some interesting events in the early history of the railroad.

Blackwell P. Robinson. The North Carolina Adventure. Durham: Moore Publishing Company, 1969. 210pp. Illus. \$5.95.

Prepared, hopefully, for adoption as a textbook when North Carolina history is dropped from the seventh to the fourth grade, this book is reminiscent of an early candidate for a like post. It deserves the same fate unless author and publisher revise it. The late Jule B. Warren in 1941 wrote a book that was so filled with errors as to be ridiculed into oblivion. Dr. Robinson's book does not have quite the same number of errors, but it has enough to warrant its dismissal from serious consideration for the purpose for which it was designed. A page-by-page citation of errors would serve no useful purpose except perhaps to convince librarians in no uncertain terms of the truth of my accusation. A few rebuffs will suffice: John White's surviving pictures depict more than Indians, not just Indians as this book tells us. Sir Richard Grenville did not remain with the Ralph Lane colony for nearly a year. Dr. Robinson has given an incorrect name to the company which founded Jamestown; he has given an incorrect date for the Comberford map; he is unaware of the most recent discovery of a land grant earlier than Durant's; there were five towns in North Carolina by 1729, not two as the author tells us; the Battle of Alamance was fought in May, not April; North Carolina had three colonial newspapers, not just one as Dr. Robinson relates. In addition to factual errors, there are grammatical or typographical errors (it is difficult to determine which), and some inappropriate illustrations, apparently just stuck in for decoration as they are neither mentioned nor described in the text; an illustration of a mirror, for example. A chapter entitled "The Black Man Progresses" appears to have been added as a sop to those who demand that textbooks treat of "black history." This chapter is woefully inadequate and, I would judge, insulting to those with any interest at all in the subject. The inclusion of a full-page picture of the incumbent Superintendent of the Department of Public Instruction and of Governor Scott, we suspect, were intended to serve a purpose which can be easily guessed.

Elton Greene. The Tuscarora Language. Murfreesboro: Johnson Publishing Company, 1969. 16pp. \$1.00 pa. \$3.75 hard cover.

Chief Greene of the Tuscarora Indian Nation, Sanborn, N. Y., has prepared a 372-word vocabulary of his native tongue, and he has also written the Lord's Prayer in Tuscarora. There is a brief introduction, and by way of conclusion a one-page sketch of the Tuscarora has been supplied. This little book can do little more than serve as a curious piece to satisfy a bit of the curiosity some North Carolinians may have about the language of one of the most powerful tribes of Indians ever to live in North Carolina.

Thomas Hariot. A Briefe and True Report of the New Found Land of Virginia. Murfreesboro: Johnson Publishing Company, 1969. 46pp. \$4.50.

Only seven copies of Hariot's little book, first published in 1588, are known, but it has been issued in facsimile a number of times. With this reprint an opportunity is again afforded those who do not own a copy to acquire one. It is a foundation stone of any collection of North Caroliniana as it contains an account of Hariot's discoveries and observations while a member of the Ralph Lane colony based on Roanoke Island in 1585-86. This printing, in hard covers, contains an introductory note prepared for a 1903 facsimile. It is a book on an important period in American history, and it should be in every library in North Carolina. It will appeal to the scholarly reader for its authoritative tone, but the general reader with even the slightest interest in the subject will find it pleasantly written.

[Editor's note on this digitization: the sentences above beginning "It is a book on an important period..." appeared, in the scanned original, ahead of this review's heading rather than after its final paragraph — evidently a column-order artifact of the original two-column page layout. Based on their content, they have been placed here as the concluding sentences of the Hariot review, where they fit the subject matter.]

Robert M. Bender, editor. Five Courtier Poets of the English Renaissance. New York: Washington Square Press, 1969. 671pp. \$1.45 pa.

This paperback might well merit inclusion in North Carolina libraries without any reference to its special interest to the state. The fact, however, that Sir Walter Raleigh is one of the five Renaissance poets included should assure it a place. Pages 597-651 are devoted to an introductory survey of Raleigh's life and his poetical works. The selections here printed are interesting in that they serve to represent Raleigh as a writer of the times in which he lived; his rank with others is established.

Guy Owen. The White Stallion and Other Poems. Winston-Salem: John F. Blair, Publisher, 1969. 67pp. \$4.50.

These are good, understandable, readable poems, mostly on North Carolina subjects. They say what many Tar Heels feel but cannot say. They are moving, descriptive, honest. They should be widely read. They will be enjoyed and appreciated. They are timely. Witness:

Soldier's Return

I saw them shun my face's scar
And I saw as I searched the street
Not one man worth the dying for
Nor one worth living to meet.

Thad Stem, Jr. PTA Impact, 50 Years in North Carolina, 1919-1969. Raleigh: North Carolina Congress of Parents and Teachers, Inc., 1969. 267pp. Illus. \$3.00.

Thad Stem is such a skillful and understanding writer that he provides a sparkle and interest to any report, prose or poetry, to which he turns his hand. To any parent who has survived several years of local PTA, one of the bright prospects of the future is "no more PTA." The accomplishments of this organization, however, can be appreciated best by an examination of this fifty year history. While it is not a book for "light" reading it will, nevertheless, prove enlightening. The treatment is chronological — probably no other scheme would be practical. There is no quick, convenient way to get to the *subject* of the book, the many contributions made by the PTA to the betterment of North Carolina.

David Leroy Corbitt. The Formation of the North Carolina Counties, 1663-1943. Raleigh: State Department of Archives and History. Second Printing, 1969. 323pp. \$5.00.

This work first appeared in 1950 and has been out of print for a number of years. It is a standard reference work, essential to every North Carolina library. This facsimile reprint has many new entries, additional information, and some corrections included in a seven-page supplement. It is printed on better paper and is more substantially bound than the first printing, and the older copies might well be discarded and replaced by this one.

Avery Craven. Reconstruction, The Ending of the Civil War. New York: Holt, Rinehard and Winston, Inc., 1969. 330pp. \$3.95 pa.

Prof. Craven, a native of North Carolina, has long been recognized as one of the nation's leading historians of the Civil War and Reconstruction. This book is the culmination of a lifetime of study and thought; it was written because Prof. Craven "just wanted to know why Reconstruction failed and was abandoned."

Department of Library Science, Appalachian State University

The Department of Library Science at Appalachian State University reflects some interesting changes and trends. The freshmen advisees have increased in number since last fall and a number of transfers from other colleges have increased the size of the junior class when professional courses are first taken.

Although service courses for education majors were offered in the summer session, the requests for class admission to these courses was greater this fall than last fall.

At the graduate level, the Department has a group of twenty students from various places in the U. S. studying the Learning Resource Center in the Two Year College Institute, under a HEA Title II B grant. Mrs. Mayrelee Newman, formerly director of El Centro College District Libraries, Dallas, Texas, has joined the faculty to work with this group. Miss Jennie Adams is a student assistant for the institute.

In addition to the institute participants, two students in the school librarianship program are holding fellowships under other HEA Title II grant awards. The two fellows are Miss Mary Settle and Miss Connie Underwood. Mrs. Miriam Cason and Miss Vivian Carter were selected as graduate assistants for this term.

Miss Eunice Query was installed as NCLA president at the recent conference in Charlotte. Mrs. Mayrelee Newman and Mell Busbin also participated in that program. Mrs. Ila Justice and Dr. Doris Cox also attended this meeting.

The faculty is now engaged in: joint planning with faculty in Audio-Visual Education for a more effective media specialist training for school personnel who will be staffing educational media centers; refinement of the two year college librarianship program; developing plans for the transition of the professional library into a learning resource center; and preparing proposals for HEA Training Institutes for fiscal '70.

The Library Science Club has sponsored a number of events with good attendance and participation.

A total of 32 students received their master's degrees after completing the programs in library science in June and August. Several of these had outstanding academic records.

Department of Library Science, East Carolina University

After a busy summer, the Department of Library Science at East Carolina has begun another activity-filled fall. Enrollment records were broken during the summer with 573 class enrollments during the two terms. Visiting professors during the summer included Miss Elizabeth Copeland, Mrs. JoAnn Bell, and Mrs. Jane Johnson. Faculty activities during the summer included the teaching of regular classes; a workshop in media for elementary school librarians, teachers, and supervisors; an institute funded by the U. S. Office of Education involving the school media

program and the disadvantaged child; consultant work in schools around the state; visits to libraries in four states; and one faculty member participated in the Oklahoma State University's European Study Tour in Children's Literature.

For the fall quarter, there are 210 regular class enrollments with 1194 students enrolled in the Research Skills course taught through the Department. New on the faculty this fall is Miss Judith A. DeBoard, a native of Charleston, West Virginia. Miss DeBoard holds degrees from Morris Harvey College and the University of Pittsburgh. New teaching fellows for this year in the Department include: Carolyn R. Cobb, Farmville, North Carolina; James R. Hurdle, Elizabeth City, North Carolina; Mark J. McGrath, Lowell, Massachusetts; Elizabeth C. Seagle, Nashville, North Carolina; and Peggy C. Seiling, Gates, North Carolina. Steve Howell of Garysburg, North Carolina, is serving as president of the local chapter, Alpha Eta, of Alpha Beta Alpha, national undergraduate library science fraternity. They are in the process now of rushing new members for this honorary group. Mrs. Lois T. Berry serves as advisor to this group.

A student advisory group to the chairman of the Department, Dr. Lanier, has been created in order to get the students more involved in the internal workings of the Department. This group will advise the chairman in matters concerning curriculum building and changes, student experiences, and student placement. Representatives on the advisory council include a junior, a senior, a graduate student, and a student working toward certification.

New graduate courses approved by campus curriculum committees include Library Administration and Management, Research Techniques in Library Science, and Independent Study. The course, New Media for Information Storage, has been revised and is now called Automated Processes in Libraries.

Other fall activities have included consultant work in schools remodelling or building new media centers, development of government proposals under the Higher Education Act, conducting short-term workshops for library aides, and attendance at the North Carolina Library Association Conference in Charlotte.

School of Library Science, The University of North Carolina at Chapel Hill

The School of Library Science of the University of North Carolina at Chapel Hill announces the following additions to its faculty for the academic year 1969-70.

Martin Dillon has joined the faculty of the School of Library Science, University of North Carolina at Chapel Hill, as Assistant Professor. The author of reports and articles in the field of linear programming, Dr. Dillon will teach courses related to information processing and management science. He is also affiliated with the "Reduction of Inter-Disciplinary Discourse Barriers" research project within the University's new NASA-supported "Sciences in Interaction" program.

Gerald Anton Fisher, Jr. has been appointed Assistant Professor jointly in the School of Library Science and the Department of Computer and Information Science. His teaching responsibilities at the University of North Carolina relate to matters of data representation, verbal data processing, and data manipulation in a computer-controlled system.

Gertrude London is a newly appointed Associate Professor of Library Science. At the University of North Carolina, she will be teaching courses in the literature of the sciences, in technical services, and in comparative librarianship.

The School of Library Science also announces the following changes in faculty status:

Myrl Lua-Frances Ebert and Mary Wilhelmina Oliver have been named to the regular faculty of the School of Library Science on joint appointments. Miss Ebert continues in her position as Librarian of the Division of Health Affairs, while more fully formalizing her affiliation with the School of Library Science as Associate Professor of Library Science. Similarly, Miss Oliver continues as Law Librarian and Professor of Law, jointly with her appointment as Professor of Library Science. Both Miss Ebert and Miss Oliver will teach courses in their special fields of interest for the School of Library Science.

Kenneth Decker Shearer, Jr. has been promoted from Lecturer to Assistant Professor of Library Science. In June, 1969, he was awarded the Ph.D. in library service from Rutgers — The State University of New Jersey. The topic of Dr. Shearer's dissertation was "A Comparison of the Contents of Book Selection Lists Produced Nationally and Locally for Public Library Use."

The following new courses have been approved by the University of North Carolina at Chapel Hill to be offered through the School of Library Science, beginning in the 1969/1970 academic year:

Library Science 108. History of Libraries. A three-credit semester course in history of libraries and librarianship from ancient times to the present. The instructor for the course will be Dr. Budd L. Gambee, Associate Professor of Library Science.

Library Science 204. Comparative Librarianship. A three-credit semester course on library and information system characteristics in selected European and developing countries. Emphasis will be placed on world trends and international cooperation in library organization and service. The instructor for the course will be Dr. Gertrude London.

Library Science 246. Librarianship and the Law. A three-credit semester course offering an introduction to the various areas of law relevant to librarianship. Particular attention will be given to current legislation relating directly to libraries and librarians. The instructor for the course will be Frances H. Hall, M.S.L.S. and J.D., Assistant Professor of Library Science.

Arlington

Thus, we comfort the beloved dead;
with voiceless flowers, and a crooked cross.
Thus, we hush them to their bed
beyond the path of tears and sense of loss.
Now, we leave them — and they sleep
while impervious guard
their rows of crosses keep.

Eulogies and prayers are all said —
A lullabye for their dreamless sleep.

—Mary Alice Thomas

[The scanned pages provided for this digitization run through page 192 of the original issue. The table of contents lists an "Index to Vol. 25, No. 4 – Vol. 27, No. 3" on page 193, but that page was not included among the pages supplied and has therefore been omitted rather than reconstructed.]

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