

North Carolina Libraries

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[Photograph: Cover photograph showing the interior of the UNC Library when it was located in Smith Hall, now the Playmakers Theater, during the period 1854–1907. The building was named for General Benjamin Smith, early 19th-century North Carolina governor. In 1900 the library contained 32,000 volumes and 12,000 pamphlets and received several hundred journals. Dr. Louis R. Wilson, former librarian for whom the present library is named, writes that "the large open reading room was inviting and well used by many students, especially by those who participated in the weekly debates of the Literary Societies." Photo supplied from the files of the North Carolina Collection, Wilson Library, UNC.]

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The President Reporting

[Note: The President Reporting article appeared on the inside front cover of the original issue and is not reproduced in this scan.]

Editorial

By Joan C. Durrance

It has been estimated that there are libraries in 10% of the nation's churches. Based on the total number of churches in the United States in 1966 — 332,344 — there may be over 32,000 church libraries in this country, and at least two denominations report libraries in over one-fourth of their churches. One can readily see that a large number of church libraries have been established. More librarians are finding themselves in the sometimes uncomfortable position of being asked to set up a church library. The librarian faced with this task does not always meet it warmly because the very basic question — How should one organize and maintain a church library? — may seem unanswerable.

The material which defines the church library and its purposes, organization, and maintenance is available through almost every major denomination in the country. These materials are prepared by the denominations for the inexperienced volunteer who assumes the office of church librarian. This service is usually provided through the church library department which is closely linked with the Christian Education Department or the Sunday School Board and with the denominational book stores. Although the philosophies and recommendations of the denominations differ, the services of the church library departments are similar. The department usually gives a small discount on all books purchased, provides church librarians with book selection lists, and furnishes them with book catalogs, promotional helps, and manuals for organization and maintenance of the library.

The materials are similar, but their content reflects the denomination's philosophy of church libraries. For example, the book selection policies of the denominations differ widely. Some denominations advocate building of general collections with strong religious sections while others mold church libraries to supplement the Sunday School curriculum. Still other denominations recommend a religious and denominational collection with a few secular titles, usually about social issues and/or recreation. To be of maximum assistance to the church, the professional librarian should know about these materials and guide the layman in organizing a library which conforms to the denominational philosophy. The writer has found that sometimes church members are not aware of their own denomination's program for church libraries.

The professional librarian who is confronted with the request to set up a church library need not hesitate to be of assistance. The librarian should suggest that there may be a denominational church library department which issues materials for the beginning church library. The addresses of these departments may be obtained through the Yearbook of American Churches. The inquirer may safely write the Sunday School Board or the Christian Education Department of the denomination, whose address is given, requesting information about the church library department. The professional librarian must see the church library as a special library with a purpose reflecting the philosophy of the denomination. Viewing the library from this perspective will enable the librarian when called upon to be of most assistance.

1. Mrs. Durrance holds the M.S.L.S. from UNC and has held positions on the professional staff of the Miami (Fla.) Public Library and the Wilson Library, UNC in Chapel Hill. The mother of two preschool children, she is presently a resident of Seattle, Washington.

The Church Library: An Aid to Leadership

By Claude U. Broach

1. Dr. Broach is senior minister, St. John's Baptist Church, Charlotte.

The Library at St. John's Baptist Church was started in 1948, and the initial thrust came through the gift of a number of books from the library of the former pastor of the church, the late Dr. Chauncey W. Durden. Many of these books are still in use, and the nucleus has grown through constant additions to the present total of 5,344 volumes. Books in the library represent many different categories, and enjoy a wide circulation among all ages in the church family.

The particular purpose of this article is to point out the value of a church library to the church staff and the active lay leadership of the church.

Staff members regularly make recommendations to the Library Committee concerning the purchase of new books which fall in the field of their particular interests — education, music, theology, youth work, child care, family life, church organization, church renewal, etc. In many instances, these books are given to the staff members to study before they are processed and placed upon library shelves for general circulation. This is a very helpful service, in that it relieves some of the financial strain upon staff members who would otherwise find it very expensive to secure and study the constant stream of books relative to specialized interests and concerns.

Through funds which are given to the church library as memorial gifts, it is possible for the church library to acquire a considerable number of outstanding and, sometimes, expensive books which would be beyond the reach of staff members' pocketbooks. Such books find their way to the reference shelves of the library and are frequently used by staff members in preparation for their particular responsibilities.

The church library is a valuable aid to the staff members' counseling responsibilities.

Many times, at the end of a counseling session, the staff member and the counselee will go into the library to find a suitable book which the counselee will read before coming to the next session. In this connection, we have carefully stocked our shelves with books dealing with marriage and the home, emotional and psychological problems, teenage conflicts and relationships, theological doubts and anxieties, and the like. It is helpful to place a well-chosen book in the hands of someone, saying, "Take this along and read it before you come back to talk again; make notes of things you think are important, or questions which arise in your mind — then we can talk about those things when you come in next time."

Finally, the library is a valuable adjunct to the staff in their responsibilities for training leadership. We are constantly setting up special reference shelves on different topics — church renewal, denominational history, current trends in theology, church and community responsibility. In working with Sunday School teachers, we regularly provide

a large number of books which offer supplementary material for lesson preparation and background study. These books are kept in use, and we provide multiple copies of those which are likely to be most in demand.

Adding a good church library is like adding another staff member — you multiply the effectiveness of the total ministry of the church.

Aim of Centenary Church Library: Greatest Facility, Maximum Use

By Fred H. Kight

[Photograph: Mrs. Robert L. Stevenson, librarian of Centenary Methodist Church, seated at a large worktable with books spread before her. Bookshelves line the walls in the background. Caption reads: "Mrs. Robert L. Stevenson, librarian of Centenary Methodist Church, helps to meet the reading and research needs of one of the state's largest churches. Membership at Centenary exceeds 3,000."]

1. Mr. Kight is minister of education, Centenary Methodist Church, Winston-Salem. The editor wishes to express his appreciation to Bishop Earl G. Hunt Jr. of the Methodist Church (Charlotte Area) for his assistance in securing this article.

For many years Centenary Methodist Church, whose membership at present exceeds 3,000, has had a library. Ten years ago the books were scattered, and a small group of volunteers gathered them together, processed them, and put them into circulation. In the intervening years we have moved from a crowded fifth-floor storage room to a bright attractive room on the sanctuary level, centrally located. We have also established four other branch locations. From a collection of about 1,000 rather old books, we grew to over four thousand, including many new and attractive volumes. Once comprising only books, the library now maintains an audio-visual department as well. Serving at first just members of the church, we now honor requests from all over our district, and some even from beyond its boundaries.

Because of the volume of work involved, it was necessary for the church to establish the position of part-time librarian. Volunteers still come from time to time to work on special projects, and they share the work of attending the library on Sunday. Duties of the librarian include: preparation and maintenance of the book collection, preparation of exhibits and displays, circulation duties, including the collecting and organizing of materials for special meetings and classes, reference work, informational services, reports, and work with volunteers.

In the selection of materials and services offered, our basic principle has been to provide teachers and leaders in the church with the best that is available and that we can afford, supplementing the teaching ministry in a way that makes for greatest facility and maximum use. Our library, however, is not limited only to teachers and leaders, but is available to any church member who wishes to use it, as well as to the whole community. We make an effort not to duplicate the services of the City-County Library, which is next door, but to augment it by expanding certain areas used most frequently by the church, and not covered sufficiently by the public library. In particular, we make good use of the public library's collection of 16mm motion picture films, since we do not

buy these for our audio-visual department. We reciprocate by honoring requests for filmstrips that are passed on to us by the public library.

Our criterion of greatest facility and maximum use implies a minimum of limitation and restriction. Consequently, only the audio-visual room is kept locked when an attendant is not on duty, borrowing is done simply by signing a card and leaving it in a box, membership files of church and church school serve as registration, no fines are imposed, but overdue notices are sent every two months, and there is no specified time limit or limit to the number of materials that may be borrowed, with the exception of children as borrowers. Losses are relatively few.

Branches are placed in locations of greatest convenience. The children's library is in the children's wing; curriculum materials are in the leadership classroom; a small portable collection, changed frequently, is in the adult church school area; and one of the adult classes maintains a collection of books of inspirational character. All branches are available to everyone. The main library and reading room houses a collection of various Bible texts; books about the Bible, Jesus, doctrines, devotional literature, Christian life, Christian art and symbolism, prayer, the minister, the church worship, missions, Christian education, church history, denominations, Methodism, comparative religion. These subjects cover three-fourths of the adult collection, the remainder representing the fields of social sciences, nature and camping, religious drama, family life, psychology, ethics, etc. A vertical file covering the same subjects is also kept in the main library. The children's library includes a collection of especially purchased for the Through-the-Week School Kindergarten.

Completing the procedure of processing, the librarian makes a shelf-list card, and an author card for the catalog, assigning a classification number to the book. Classification is precise only to small groups of books, not to exceed approximately one shelf. In other words, we do not use Cutter numbers, nor do we often carry the classification number beyond one decimal. Because of pressure of other duties, the typing of subject cards has lagged, a task that is sometimes given to a volunteer, when a good typist can be found. Information on the cards includes only the author, brief title, publisher, date, the accession number and inventory date on the shelf-list card. We find excellent aids to processing and cataloging in the publication YOUR CHURCH LIBRARY, and the periodical CHURCH LIBRARY NEWSLETTER, both issued by the Methodist Publishing House. The latter also serves as a guide to materials selection. We have supplemented these tools with the SEARS LIST OF SUBJECT HEADINGS, and an abridged DEWEY DECIMAL CLASSIFICATION. Eventually, it is our plan to have a master catalog that will include file materials and audio-visuals together under each subject.

The members of Centenary Methodist Church are very much aware of the contribution our library makes to our overall program. We receive the finest support, financially and otherwise. Our church paper, THROUGH CENTENARY WINDOWS, covers library news thoroughly. Many members donate books as memorials. A library committee composed of members of and working through the Commission on Education acts as a policy-making body. Scarcely a day goes by that someone does not make the comment, "Whatever would we do without the library!"

Books, pictures, records, puzzles, and films are in constant use by the lower grades in the day-to-day teaching program. In addition to the church school classes, there are four week-day kindergarten classes, which use materials and equipment daily. The

church school teachers make a point of spending a morning or afternoon a week at the church, making preparations for Sunday, and are in and out of the library frequently. The director of children's work holds quarterly briefing meetings in order to acquaint the teachers with the coming quarter's recommended resource materials, which we collect and place on display so that they may be examined.

The subjects covered by our filmstrips are approximately the same as those of the book collection. A catalog, AUDIO-VISUAL RESOURCES, 1966, recently issued, containing a subject list of all audio-visual materials with a short descriptive paragraph for each entry, has proved invaluable, particularly to a group of students from the Duke Divinity School who worked in churches in this area during the past summer. They used the catalog and our filmstrips in planning and carrying out their summer programs. This catalog is put into the hands of our teachers, who can see at a glance what we have, thus facilitating planning and obtaining of materials. A small fee is charged for rental of filmstrips and recordings outside the church.

We also try to encourage the use of pictures in the church by exhibiting from time to time those in our collection, particularly the fine prints of art masterpieces. A special dinner meeting for teachers introduced and featured these reproductions.

All these and many more have expressed appreciation for the services provided, and we who work with the library find it an especially rewarding experience. Truly there is a need, and we do our best to fill it.

"Are we to have a censor whose imprimatur shall say what books may be sold, and what may buy? And who is thus to dogmatize religious opinions for our citizens? Whose foot is to be the measure to which ours are all to be cut or stretched?"

—Thomas Jefferson
Letter to Dufief, a Philadelphia bookseller, 1814

All Ages, Interests Served by Library

By Susan C. Higgins

1. Mrs. Higgins is co-librarian of First Presbyterian Church, Charlotte. She was formerly employed as a member of the library staff at Queens College in Charlotte as well as Winthrop Training School, Rock Hill, S.C.

Believing that the church library should be the educational resource center of the church, the First Presbyterian Church of downtown Charlotte decided during its remodeling program in the early 1950's to provide an attractive room in a key location for a fine collection of books to supplement its teaching program as well as to provide carefully selected books in many fields. One of the dedicated ladies of the church gave the money necessary for renovating an area for the library in memory of her parents. By 1952 the room, though small, was ready for use with light green walls and shelves, carpet, a big table, and some chairs. Two professionally trained librarians willingly and enthusiastically set about to organize, classify, and catalog books which were already

available in a small library in the basement and various classrooms of the church. The books were classified by the Dewey Decimal Classification System, the same system as that used in the local public library and school libraries, but the numbers were kept simple.

For each book in the library there is an author, title, and, in many cases, one or two subject cards. These cards are filed together and arranged in alphabetical order. Some of the cards are ordered already printed from the H. W. Wilson Company, but others are typed by volunteer helpers in the library or at home. The younger users of the library consult the catalog frequently, but many of the older ones come in and ask if a certain book is in or they find a book by noticing the shelf labels or special exhibits.

The shelves are labeled with such headings as: Bible Study, Meditations, Christian Ethics, "How to Raise Your Children", For the Teen-ager, Game and Party Books, Religious Non-Fiction, etc. Reading interest is highest for books related directly to the church program of study, current religious, theological, and inspirational publications for adults, "how to raise your children" books for the young parents, and children's books. An annual budget of \$150 (only \$50 in 1950) is supplemented by gifts from individuals and organizations. Books are purchased throughout the year. Selection of books for the library is done mostly by the Director of Christian Education, a member of the adult council, and a co-librarian who select to meet the needs of the church school curriculum and other needs for the spiritual growth of its members. Choice of books is based upon need, demand, and value. Teachers, children, and adults know their suggestions for new books are welcomed. Cards are available in the library for persons to offer suggestions for new acquisitions. As new books are added to the library, notices appear in the church bulletin.

Giving memorials has proven a grand way of adding needed volumes to the library. Approximately 20 percent of our books each year come as memorials. A special display is prepared for memorial books saying "In memory of _____." A book plate is pasted in the front of each book giving the name of the person memorialized and the donor. A listing of some or all of the books appear in the church bulletin. Some books are given "In honor of _____" and are similarly treated.

The library keeps a list of "Books Wanted" so that when a person decides to donate a book a suggestion for a good book can be offered immediately. It is preferred that the donor give the money and let the books be purchased by the library because the Presbyterian Bookstore in the next block allows a 20 percent discount to church libraries.

Not all books donated to the library are added to the collection. The Christian Education Committee decides which books to accept and which to reject.

Volunteer helpers from the various divisions of the church have given endlessly of their time, ability, and zest to make the library mean something to the whole congregation. Once when a certain lady was asked to be a regular worker in the library on Sunday mornings, she replied, "Oh, I couldn't! I don't know a thing about numbers or books." The Director of Christian Education replied, "I am asking you to help because you know more people than anyone else. You'll gradually learn the books in the library and you can bring the two together." She finally agreed to help, and her aid was invaluable.

The library felt a lull in use when the new office and education building was built in 1961 because it was not as centrally located as before. However, with the books and

periodicals still attractively displayed, many with plastic covers, the library is still a magnetic center to those who pass its open door.

A large bulletin board just outside the library serves as a further drawing card, featuring forthcoming church events, special days, seasons, and interests. Boy Scouts and others in the church have planned and arranged attractive bulletin boards in the library and in other areas to point to the library.

Rules for the library are plain and simple, thus making it easy for people to read. The rules are prominently posted in the library. If a reader comes in when no one is on duty he checks out the books he chooses for himself by following the simple check-out rules. Because of limited space and lack of personnel on duty at all times, the audio-visual aids are handled by the Director of Christian Education. She is an avid user of the library, and when a need arises for audio-visual aids she recommends certain books to go along with the study.

At present the library is serviced mostly by the two co-librarians who work before and after Sunday School and after the worship hour. One librarian works during the Sunday School hour also, and the trained librarian works on Thursdays from 10 a.m. to 2 p.m., when it is convenient, to catalog books and help those who come for meetings on that day.

Plans for the future include appointing a library committee. The co-librarians will be co-chairmen of the committee and will be responsible to the Christian Education Committee of the Session. Other members of the committee will represent major organizations of the church and will be chosen because of a genuine interest in the library and an appreciation of the values that a library has in the church's educational ministry. A reading junior will be a committee member because children can keep a library staff "on its toes" and stir up much interest among associates. Members of the committee may change at the end of each church school year, but it is hoped that most of them will serve for a longer period of time. Ex-officio members will be the minister, Director of Christian Education, and superintendent of the church school.

The library is making a contribution to church library growth and interest in nearby areas. A clinic for church librarians in the Mecklenburg Presbytery was held in our church about two years ago for the exchange of ideas and experiences.

Other librarians in the area come to our library for help in classifying books and have asked us to visit them when they were starting libraries. Our chief advice to them in establishing a library is to have the whole church at heart and to choose a key location so that as people pass they will be motivated to stop, look, and read.

A Quaker Library

By Herbert Poole

1. Mr. Poole is director of libraries at Guilford College, Greensboro.

[Photograph: Part of the genealogy collection in the outer room of the Quaker Collection. A framed portrait at left is of George Cox, founder of the Society of Friends. The hat in the foreground belonged to Nathan Hunt, founder of New Garden Boarding School.]

Of all special collections in libraries on church-related college campuses throughout North Carolina, and indeed throughout the entire South, the Quaker Collection in the Guilford College Campus Library at Greensboro is probably unique.

The claim to such singularity stems from the nature of the college itself. Guilford College is the only college in the South which is affiliated with the Society of Friends, or Quakers, as members of the Society are known to many. In the nation there are less than a dozen colleges which have special Quaker collections similar to the one at Guilford College. These colleges are all Quaker institutions located in New York, Pennsylvania, Indiana, Ohio, Iowa, Kansas, and Oregon. "No denomination has been more careful of its records or more interested in preserving its literature than have Friends. Thus, the normal Quaker college has a large deposit of its own books and records to care for."

Despite its limited appeal through the many years since its founding, Quakerism has produced quantities of documents, manuscripts, monographs, and periodicals. It is mainly with these materials that a Quaker collection concerns itself.

Quakerism is an extension of the Puritanism which grew out of the turbulent era of the Long Parliament of 1640–60. The founder of the Society, which now has only 202,000 members in the world, was George Fox. Fox was considered an iconoclast and somewhat of a heretic in the England of his day, and for his preaching and beliefs he spent several years in prison. Despite such persecution, his teachings spread to the American colonies where followers of his doctrine met with persecution in New England and Virginia. Fox visited North Carolina in 1672, and records of the first Quakers in North Carolina date from 1671.

A primary concern of Quakers has always been the education of their children in the Quaker tradition. As the Quaker population of North Carolina grew after 1671 and spread across the state from the east into the Piedmont, so too grew the desire for a Quaker school to educate the children. By 1834 the concern for education led Friends to initiate plans for the founding of New Garden Boarding School close to New Garden Monthly Meeting, six miles west of Greensboro. In 1837 the school opened its doors. In 1888 the boarding school became Guilford College, the first degrees being granted at the 1889 commencement.

From the earliest days of the operation of the school, and later the college, efforts were made to collect writings published by or about the Society of Friends and its members.

By 1885 the collection of special materials had become quite valuable, either through purchase or donations. In the same year disaster struck when a fire destroyed the class building housing the vault in which the collection was kept:

[Photograph: The above photo shows a section of the shelves and cabinets in the inner room of the Quaker Collection. The chest in the center of the photo contains the card catalog.]

[Photograph: This view shows a section of shelving inside the vault which houses many valuable Quaker materials. Because of their size and delicate condition, volumes stored in the vault are placed on their side much like the codices of ancient libraries.]

The records, some deeds and other papers were in the safe. The leather backs were baked and peeled from the records, and the edges were so charred that they crumbled at the slightest handling. This experience taught Friends a hard lesson. They have since erected a fireproof vault on the campus . . .

After the fire of 1885, the new vault and its contents changed locations at least four times, ranging from one end of the campus, through a graveyard, to the present library building, which was erected in 1909. In 1964 an addition to the library building provided new and enlarged quarters for the collection.

Presently the Quaker Collection occupies two rooms, a fireproof vault, and a caged stack area, which together contain a total area of approximately 1,500 square feet. Entry to the collection is via the Main Reading Room.

The outer room of the collection serves as the entrance and contains a genealogical research collection comprising approximately 200 volumes. The keystone of this collection is the several volumes of William Wade Hinshaw's Encyclopedia of American Quaker Genealogy. In addition to the genealogies, the room contains a growing collection of distinctive volumes in Guilford's Library. This room also contains furniture of historic interest, pieces once used in the boarding school, as well as pieces given by interested friends. On the walls are two collections of framed pictures, one of pictures and documents relating to the North Carolina Yearly Meeting and the early history of the college, the other of a set of etchings made to illustrate George Fox's Journal.

The inner room of the collection houses the curator's office and the entrance to the vault. For many years, Mrs. Dorothy Lloyd Gilbert Thorne has served as the able curator of the collection. It is she and her assistant, Mrs. Treva Mathis, who are primarily responsible for the conspicuous growth of this collection during the past several years. Their solicitations, as well as those of the former college librarian, Katherine C. Ricks, helped insure the deposit in the collection of the records, manuscripts, and minutes of nearly all the Quaker Meetings in North Carolina. Around the walls of the inner room are shelves and cabinets containing rare Quaker books, miscellaneous papers and pamphlets, manuscript items, microfilms of minutes and letters dating from 1645, and pictures indexed by a card catalog which is also housed in this room.

The vault adjoining the inner room houses the college archives, early account books of New Garden Boarding School, and, as previously mentioned, materials from many Quaker Meetings throughout North Carolina, deposited here for maximum access and safe storage.

Beyond the inner room is a caged stack area housing biographical and topical works on Quakers and Quakerism, as well as printed minutes of Meetings in other states, bound periodicals, and senior theses written at Guilford College.

In storage in other areas of the Library proper are many costumes and artifacts of Quaker origin. These are also indexed in the card catalog in the inner room of the collection. In its entirety the Quaker Collection contains over 500 manuscript volumes and over 2,500 monographic and periodical volumes.

In addition to the materials indexed in the card catalog within the inner room of the collection, the main card catalog contains entries for all monographic and periodical items in the collection. Classification of the materials is generally in the area 289.6 and expansions thereof, a system devised by Earlham College, a Quaker institution in Richmond, Indiana.

Presently the collection has no full-time staff. The curator, who also recommends acquisitions for the collection, is present eleven hours per week and upon demand, in addition to serving as chairman of the English Department. Classification is performed by Mrs. Treva Mathis, who, in addition to duties as reference librarian, has tended this responsibility for the past decade.

Except for the monographs housed in the cage area, none of the materials in the collection may circulate. Admittance to and general surveillance of the collection is provided by the public services staff in the absence of the curator.

The collection is used by historical and genealogical researchers who come from all points of the globe. In 1965–1966, 214 people visited and performed genealogical research in the materials of the collection. Some theses are researched here. Presently, one faculty member is researching his doctoral dissertation in the collection.

Clerks and members from various Quaker Meetings often use materials which their meetings have deposited here. Nearly as numerous as the visitors to the collection are the research questions which arrive by mail. As far as possible, these are answered immediately unless they demand research too extensive to be handled by the staff.

If the rising interest in family genealogies and the increased use of the Quaker Collection at Guilford College in the past few years are indicative of any kind of a trend, this collection, though modest in comparison to many larger ones, will make a distinctive niche for itself during the next few years in any list of special collections in the southeastern United States.

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[Note: Footnote 4, cited in the blockquote above, is: Weeks, Stephen B. Southern Quakers and Slavery, p. 350.]

Church Library Has Many Purposes

By Howard L. Coleman

1. Mr. Coleman is minister of education and music at Memorial Methodist Church, Thomasville.

Webster defines "library" as follows: "A collection of books for reading or reference;" but a church library needs to be more than this. A church library should be founded to help the members of a definite religious body and the people of the community.

The primary purpose of a church library is to strengthen and enrich the education ministry of a said denomination or religious group. Its goal is to support the work of those who teach and to undergird the learning process of children, youth, and adults in their search for religious faith and life.

Let there be no misunderstanding. The church library must exist for all people; not for just those who teach, or for those students who find time in their busy schedules to study the lesson materials. We have failed to understand the nature of a church library, its intended purpose, and its resource strength for the local church. A church library should be provided, regardless of the size of the congregation, as a part of the essential equipment for teachers and other workers.

Today we are called upon to use many teaching methods. For this reason, the church library must contain many different resources. It cannot be filled with the cast-offs from mission studies, or from individuals who wish to clear their book cases. A church library must be kept up-to-date with volumes and other materials concerning current thinking in theology, biblical reference materials, and studies in the social and economic problems of our time. The church library, because it is interested in serving all, must keep abreast of current thoughts and needs. It is of no value to have a number of out-dated resources, when new situations are being sought and the current study must be supplemented. The person who can be of greatest assistance is the librarian. She will need to be informed of the church program and the needs listed in the curriculum. If she is willing to spend time investigating these areas, rewards will be in store for those who visit the church library.

To fulfill the purpose of the church library, more than books must be included. If adequate training of people in the church and community is to be achieved, the church library should provide films, filmstrips, pictures, maps, records, tapes, and periodicals. Since the church library exists to strengthen the education ministry, it must become a materials center. Additional resources should be available to supplement curriculum and programs. The church library should be more than a book depository. It should represent a "learning resources" environment.

When the necessary materials are provided you will find that many groups within the church visit the library. Their purposes will be varied. In our church the following groups make use of the library:

- a) Members of *The Woman's Society of Christian Service, the Wesleyan Service Guilds, and Circle Chairmen*. They are able to secure resource materials for programs, interpretation of Biblical passages, and sources for devotions.
- b) *Children in the Elementary Department* find help in completing assignments given them in their classes.
- c) *Methodist Youth Fellowships* discover background materials for programs dealing with all facets of society and church. They find it of great value in a study of their particular denomination and the history of the church. Some use it in writing themes for school. New means of recreation and themes for parties are investigated.
- d) *Chairmen of different Commissions* check periodically on new church trends and policies. This enables them to develop new and vital programs for their commission and the congregation.
- e) *Members of the Altar Committee* use the library in reference to correct liturgical colors, placing of altar ware, and flower arrangements.
- f) *Choir members* frequently find help in understanding words with Biblical background and terminology used in their anthems.
- g) *Boy Scouts and Girl Scouts* use it as they work on God and Country Awards and Curved Bar awards. Books which supply information necessary in earning merit badges are available.
- h) *Leaders of Cubs and Brownies* secure useful ideas for projects and crafts.

Not only do the laymen, women, youth, and children find the library of great assistance, but the church hostess has consulted references seeking new menus that will fit a certain theme given her by organizations which hold dinners at the church.

The church library must not be for teachers or laymen alone. It must also be used by the professional staff of the church. The minister in charge seeks help in references for illustrations, Biblical interpretation, and sermon materials. The minister of education, by using library resources, keeps informed of the current curriculum materials and newest methods of teaching. The secretarial staff finds assistance as they seek the correct terminology in bulletin copy, correspondence, and ordering materials.

The library is an integral part of the work of the church. Recognizing the importance of pictures, projected visuals, tapes, records, and programmed instructional tools, church leaders still realize that a reading program is one of the easiest and potentially most effective forms of Christian education to organize, guide, and promote.

A church library can provide endless enrichment of the curriculum for children, youth, and adults who have the curiosity and wide-ranging interest to make use of it. Notwithstanding efforts of the church staff, in the final analysis the success of a church library depends on members of the church.

"No worse thief than a bad book."

—George Herbert, *Jacula Prudentum*

Library Education in Perspective

By Doralyn J. Hickey

1. Dr. Hickey is Assistant Professor of Library Science at the University of North Carolina at Chapel Hill. This article is an excerpt from a paper presented at the meeting of the Rowan County Library Association, October 18, 1966.

The contiguity of several recent (or not-so-recent) library school graduates quite often eventuates in a discussion of "what is wrong with library education?" Much of the substance of these conversations contains what might be termed "standard library folklore": horror stories about the mountains of reference books whose titles had to be memorized, the dozens of tiny red marks which a pedantic instructor made on those carefully prepared catalog cards, the myriads of facts about library and publishing history which had to be regurgitated at examination time. The dreadfully dull readings and the miserably monotonous class sessions — all serve to remind the graduate that he is indeed fortunate to have survived the medieval marathon known as library school.

Many such criticisms prove to be, when analyzed, at least paradoxical, if not self-contradictory. Comments made by certain recent library school graduates suggest that they are — not surprisingly — somewhat confused about what library education ought to be. Newly employed, they lack the perspective necessary to evaluate objectively their recent experiences. At the other extreme are many of the graduates from former years who still rate library schools on the basis of experiences that are woefully out of date.

Criticism of library education is nothing new. Dating from Melvil Dewey's School (1887), we can trace the origination, stabilization, accreditation, and augmentation of programs in library education. Regularly, however, controversies in the field continue to be raised and discussed, often heatedly. Among these basic controversies are (1) practical training versus professional understanding; (2) academic versus professional undergraduate studies to support the master's degree in librarianship; (3) general versus library education; and (4) theorists versus practitioners as members of library school faculties. Out of the discussion of these four topics have grown many "new" developments in library education. For the purpose of analysis, five of these will be here represented: (1) articulated curricula, (2) "general special" degree programs in library schools, (3) continuing education, (4) training of library technicians, and (5) research in librarianship.

Substantial efforts have been made in recent years, through the Association of American Library Schools and ALA's Library Education Division, to understand the variations in pattern among undergraduate and graduate programs, with a view toward

"meshing" them more effectively. The correct educational term for such an effort is "articulation." At present articulation is more readily apparent among the graduate library schools than between them and the undergraduate programs. Much isolation is still discernible, and articulation is notably more successful between undergraduate and graduate schools within the same institution. Nonetheless, educators continue to discuss wider articulation and in so doing help to lay the foundation for a more comprehensive program to be implemented in the future. The 1963 and 1964 midwinter meetings of the Association of American Library Schools focused effectively on the matter of content of the basic courses in librarianship: the so-called "core." While much diversity remains, it is surprising how much of the content is essentially the same from one graduate institution to the next. Such discussions also tend to foster standardization as instructors learn from each other which methods have been successful and which have not, what topics may be omitted and what should be retained in the core courses. Neither should the effect of a regular program of ALA accreditation be overlooked, for visiting teams of librarians often recommend similar corrective action at different universities, thus — over the years — imposing a subtle kind of standardization.

In order to meet the needs of neophyte librarians who want to specialize in a particular type of service, the library schools are developing a kind of "general special" approach (users of the Library of Congress classification will recognize this term). Where technical subject specialties are involved, the student is urged to take advanced courses apart from his library education; however, within the library science curriculum he may select special projects and tailor many assignments to fit his own interests. In addition, he may be provided with a seminar especially developed for his needs; or he may be permitted to enroll in a "Readings and Research" course which will allow him to pursue his specialty systematically. As a whole, library schools resist the establishment of multiple courses which have limited appeal. The staffing of such courses is difficult because part-time instructors must usually be sought, with all the attendant problems mentioned earlier.

To some degree, the needs of specialists for additional custom-made instruction may be met through the introduction of continuing education programs: institutes, seminars, colloquia, symposia, workshops, etc. A recent Earl Wilson column noted: "Today's technology is moving so fast that if a man takes more than an hour for lunch, he has to be retrained." Librarians occasionally appear to blame their alma mater for not teaching, for example, procedures for operating a new type of machinery which had not even been invented when they were in school. For reasons noted earlier, library schools cannot introduce a new course every time a new invention appears, although the instructors can discuss its implications within the existing course structure. This has, in fact, occurred in many library schools with respect to computer technology; information regarding the application of such a powerful tool can easily be incorporated into the regular courses in reference and technical services as well as those dealing with library administration. Such an "absorption" plan does not, however, solve the problem of the practicing librarian who needs to update his education.

Librarians have a tendency to heave a sigh of relief once their degrees are awarded and to relax under the delusion that they will never again have to submit to the formal classroom situation. Nothing could be less true, for librarians of today are severely

hampered by their failure to keep up with developments in their own and allied professions. Many of those, however, who are aware of their need for further education never make this need known to a nearby library school. With Federal funds in abundance, many schools would be both willing and financially able to undertake the sponsorship of institutes and workshops to bring practicing librarians up to date in their fields. Many teachers and businessmen know that they must attend at least one such institute each year if they are to hold their own in their respective disciplines. Librarians can hardly afford to do less.

An earlier emphasis upon the value of separating clerical training from professional education is mirrored today in the growing concern about the fantastic estimates of the shortage of librarians. Certain library administrators and educators have charged, however, that the shortage exists only because professional librarians are continuing to perform clerical tasks. One possible answer which is currently being explored is a type of "training institute" program to produce the so-called "library technician." Candidates for this position are given academic training in such basic subjects as English and history as well as practical education in acquisitions, cataloging, circulation, and reference routines. Emphasis is placed upon acquiring certain skills, under the assumption that the professional librarian will, in contrast, be more a planner than a doer and hence will require a different type of education which stresses thought and creativity. Some library educators fear this production of technicians because the general public has yet to learn that these people are not "librarians." Perhaps it is more important that the work force be sensibly augmented through all types of appropriate training than that effort be wasted in trying to protect the dignity of a title that is now — as it has always been — ambiguous at best.

A final development which merits attention is the systematic provision for library research. The U.S. Office of Education and the American Library Association, in conjunction with several of the library schools, have been fostering programs of research aimed at acquiring some basic data needed to assess the state of the profession today and plan intelligently for the future. Some of the research programs have been attached, with varying degrees of flexibility, to existing graduate library schools, primarily those which are already supporting a doctoral curriculum. As with any research unit, there is always the danger of the "tail wagging the dog," in that the emphasis upon securing funds and producing acceptable research reports may overshadow the educational purposes of the library school. For this reason, the most recently established units are essentially independent of the educational arm, although some of the researchers are drawn from students and faculty of the institution.

In addition to these developments, there are certain psychological gains which are favorably affecting library education. The first is the public's increasing identification of librarianship with the more glamorous field of information science and information retrieval. The man on the street views information control as important and thus affords higher status to the librarian whose work is so defined. Many library schools have either allied themselves with information science programs or have installed such programs themselves; in so doing, their prestige on campus and in the community has increased.

A second psychological advance is tied to the growing importance of education, particularly higher education, throughout the United States. Library educators are able

to achieve higher salaries and greater community recognition than ever before. Illustrative of this advance is the fact, discovered by Lennox Cooper in his research project at the UNC School of Library Science, that of the 292 full-time faculty in graduate library schools, 136 of them (or 46.6 percent) were not teaching in accredited schools in 1962. Such a rapid growth would not have been possible had the psychological climate and related fringe benefits not improved significantly within the last five years. Further advances along this line are to be expected.

Concomitant with the more elevated views of librarianship and of education in general is the higher quality of recruits to the profession. Whether this is to be attributed to the efforts of ALA or simply to the better spread of the "word" at the grass roots level, it is still to be applauded, especially since it spurs the library educator to develop curricula and course presentations which will challenge a new breed of student. The degree candidate who learns faster and thinks more serves as a goad to the instructor to keep his material fresh and to discard many of the outdated examples which have long since served their purpose. A number of the new students are more sophisticated in their library experience and can provide pertinent illustrations during class discussions — assuming that some time is protected for such discussions. As educators recognize these characteristics in their students, they are propelled to reduce much of the routine course content to "programmed learning," wherever possible, so that class sessions can become creative and developmental in nature.

The upsurge of professional consciousness among librarians has also had a salutary effect upon library education. There is talk of accrediting librarians as well as library schools, after the manner of the medical boards and bar associations. Although the accreditation of librarians — or their universal certification — may never materialize, such a discussion focuses attention upon the need to define clearly the role of the professional librarian in contrast to that of the technician or library assistant. As this role increasingly involves such qualities as creativity, ability to plan services and work flow, and depth of understanding of information sources and needs, library school courses will become more interesting and more demanding by virtue of the fact that they can eliminate many of the tedious "how to do it" elements.

These comments about brighter students and more professional consciousness suggest, perhaps, that the library world belongs to the young. If library education is to achieve its promise, however, it must draw heavily upon the services of librarians who are on the job today. There are, among others, three important areas in which practitioners can aid educators.

First, they can espouse "positive thinking" when they discuss library schools with prospective recruits. It is quite possible, for example, that the "washout" professor who taught you in library school has moved on since you left. It is even reasonable to hope that the course content has changed somewhat, so that the subjects which bored you may challenge a new generation of students. Thus, you can help significantly by avoiding expressions such as "everybody's got to get his union card, so you might as well get it over with" and "library school involves a lot of busywork which you'll just have to put up with" and "after all, it's only a year — you can stick it out for that long no matter how bad it gets." This type of prejudice infects a student body and sometimes requires the major part of a year to dispel. Perhaps such remarks are "in" or "smart," but they

have the unfortunate effect of reflecting not only upon library education but upon you as a member of a "mickey mouse" group.

Second, after you have acquired several years of library experience, offer your services as a summer school instructor. Many library educators cherish their summer freedom as a time of research and renewal. In addition, some universities restrict the amount of summer teaching which a regular faculty member can undertake. For this reason, supplementary faculty are always in demand. If you are willing to try, you will undoubtedly find the experience both rewarding and frustrating. In any case, you will certainly become more sympathetic to the problems of library educators once you have seen the field from the "inside."

Finally, you can proffer considered and thoughtful criticism. No library educator of any merit feels that he has solved all the problems presented by his courses or his students. He welcomes the fresh and less biased view of an outsider whose goals are the same as his own. He will not, however, respond cheerfully if he is always taken to task and never praised. Gentle criticisms, born out of warm friendship and mutual interest in achieving quality library education, will normally be prized and carefully appraised. Indeed, the library educator is still at heart a librarian, and as such he wants and needs to know in detail the situations which his students may face and for which he may not be adequately preparing them. Such "feedback" from the profession is essential to the development of a vital and exciting library educational program. And — given the context of today's world — excitement about library education is a distinct possibility.

Role of the Parish Library

By Mrs. Don A. Gallimore

1. Mrs. Gallimore has been chairman of the library committee at Christ Episcopal Church, Charlotte, for the past six years. A graduate of UNC at Greensboro, she has taught at Kings Business College and Central Piedmont Community College in Charlotte.

Christ Episcopal Church library began some 15 years ago under the guidance of a committee composed of parish members. They chose the library's first selections, which together with donations and memorial gifts, composed the 300 volumes which constituted the library nucleus.

The library operation continued in this manner until 1961, when it became a project of one of the women's guilds. They began an updating and revision which found Christ Church with an expanded library of some 1,200 books and a completely new system of cataloging and circulation.

Although the library had been originally set up under the Dewey system, the committee found that some slight adaptations and occasionally the creation of new categories made it easier for laymen to find books.

A system of "self-service" in check-out procedure was set up, along with a series of explanations on the use of the card catalog and shelves (it is amazing how many adults acquainted with the Dewey system in their school days seem to forget totally any part of the system in later years), and check-out procedure. These explanations are repeated to adult classes and other meetings (teachers and group leaders) at intervals so that potential readers will not be discouraged from using the library because they do not know how to find a book.

The bulk of the Christ Church library is theological and related material; however, some related fiction and a number of biographies are also included. A separate reference section contains concordances, dictionaries and encyclopedias, and also serves as a repository for material used by some county-wide Episcopal groups, which use the library as their central meeting place.

A section of the adult library is devoted to young adults, ages 15 to 19, along with material helpful to advisers and workers with this age group. YA selections include "Campus Gods on Trial", "Facts of Life and Love For Teenagers", and the ever-popular Salinger books, once used as study material by youth groups.

The children's library is entirely separate from the adult library, being contained in a separate room. The committee believed that children might be discouraged from using the library if they felt they had to enter a room which would look to them large and confusing. Therefore, plans for the educational wing housing the library included a small, sunny room which is decorated with bright pictures and plants.

[Photograph: Rev. Marshall T. Ware, associate minister of Christ Episcopal Church, and Mrs. Don A. Gallamore, chairman of the library committee, are shown examining a book in the church library. These two individuals play a major role in the selection of books to be added to library shelves.]

Since there is no full-time librarian to help children find books, the committee made a complete break with the Dewey system and grouped books under categories which would be recognizable to even the youngest users. Such shelf guides as "Our Bible" (OB), "Stories of Jesus" (SJ), "God and Myself" (GM), "My Family and My Friends" (MF), "God's World Today" (GWT), "Prayers" (P), "Leaders Guides" (LG) and, of course, "Stories" (S) make selecting a book a quick delight to young readers. Teachers, too, have applauded this system, since most of their teaching materials are organized along similar lines.

An additional help to teachers and parents which is currently under development is the additional cataloging of books according to age group suitability. The file will be set up under headings as "3-year-olds", "4-year-olds" etc., with sub-headings under each for the different categories of Prayers, Songs, and all others. A teacher of the four-year-old group could then easily see how many and what books would be suitable for her group on a certain subject. This information is being compiled by a search of publishers catalogs and with the help of local book stores.

To promote general circulation and aid readers, shelves of special interest are set up in the adult library from time to time, featuring books on such subjects as the God-Is-Dead controversy, Lenten reading, and the most popular repeat subject — teenagers. A glass-cased bulletin board in the hall near the library is used for tie-in cover displays.

Additionally the library cart, accompanied by a member of the library committee, is taken to the adult classes during Lent to encourage a program of Lenten reading by church members. The same service is also available for special class sessions upon request by teachers or staff.

An extra service the library performs, at no profit, is the display of books for Christmas gifts. These volumes are selected at a local book store and displayed in the adult classes during Sundays in December, at which time they are available for sale.

Christ Church Library receives new books from several sources; however, the bulk comes from purchases through the library budget, gifts, and memorials. In the latter manner the children's library was extremely proud and fortunate to be the recipient of a complete set of World Book Encyclopedia, including dictionaries, atlas, and Childcraft volumes. The library is also a member of several church-sponsored book clubs, facilitating the purchase of new religious books at special rates.

Occasionally the library receives a number of duplicate copies of a certain book. An extra copy or two is placed in the library replacement file and the overage is given to a young Episcopal church which has a limited library budget. Gift books which are determined to be of insufficient interest to be included in the library are given to the public library or placed in a local orphanage if they are children's books.

The library's actual operation is now directed by a committee of five women — the chairman and four assistants who rotate annually. Each assistant is responsible for one week of library duty each month. During this week she reshelves books, sends out overdue notices, calls delinquent returnees, and is responsible for special library work, such as assembling a special interest shelf. Cataloging is shared by all committee members.

The library presently contains nearly 2,000 books. Each May a complete inventory is made; and surprisingly, for such a completely "self service" operation, the annual loss is only about 7 books, many of which are subsequently found and returned.

Looking forward, the committee is seeking new ways to increase circulation and make library use as simple and easy as possible — the two essentials for keeping and increasing the parish library as a vital part of the parish life.

"Books won't stay banned. They won't burn. Ideas won't go to jail."

—Alfred W. Griswold, Essays in Education, 1954

The Church Library: Your Church's Resource Center

By Graves Collins

1. *Mr. Collins is associational library work consultant, Sunday School Board, Southern Baptist Convention, Nashville, Tenn.*

"Try to build a reputation for service."

This challenge was recently given to a group of church librarians by a fellow library worker. He spoke from experience, for it was to the library in which he worked that a teacher came with an unusual request. Said the teacher, "I need a live horned toad for one of my conferences." Replied the librarian, "Could you give us a little time?"

Thanks to the efforts of a 14-year-old son, the toad was had and the teacher was glad — and the library enhanced its reputation for service.

This experience says a lot about the ministry of church libraries. It says that the *raison d'être* of a church library is to supply the resources needed by all workers in the church it serves. The term "library" is being replaced in many educational circles with "educational media center" or "instructional media center." Perhaps modern church libraries could more accurately be called "church resource centers."

This broadened concept is needed today because churches are trying now, as at no time in the past, to carry out an intensive program of Christian education. Churches are faced with the dual task of reaching the educated and educating the reached. Nothing can be done best without proper resources. The church library is the logical service to supply, maintain, and circulate them.

Just what are these resources? They can be loosely divided into two areas: (a) printed materials, and (b) audio-visuals. Printed materials can, in turn, be divided into two groups: (a) books, and (b) non-permanent printed materials.

The majority of books in a church library will be church or Christian oriented. As much as 75 percent of the total budget may be spent on materials directly related to the church's ongoing educational program. However, not all books need to be strictly "religious" in their outlook. They should not be anti-religious, but there is a real need for clean, well written books relating to the vocational and recreational interests of those whom the church serves.

Many church libraries have also discovered the vast wealth of material which, through printed, does not appear in book form. This includes magazine and newspaper articles, denominational and government pamphlets, letters from missionaries, and many similar loose-leaf materials. If this material is clipped, saved, and filed under appropriate subject headings, it can offer current data on any number of subjects. In many cases such printed matter is pasted on 8½ by 11" sheets of paper, identified as to source and subject matter, and filed by subject in manila folders in an office-type file.

In addition to the handling of these printed materials, the practice of including audio-visual materials and equipment in the church library is becoming increasingly popular. When these materials are cataloged along with the printed resources, a person who is looking for resource material will find all available materials indexed in one card catalog.

Whatever his area of interest or need, he knows from one visit to the library what his church has to offer.

Audio-visual resources of a church library will also include the learning aids which, in many churches, lie unused for periods of time and are often wasted or misplaced because no one in particular feels responsible for them. Included are flat pictures, maps, portable chalkboards, cling boards (felt and others), spotlights, flip charts, sentence strip charts, and objects such as globes, candles, miniature church buildings, and strips of cloth for table draping.

When all of these materials are properly housed and cataloged, anyone who wishes to get resource materials soon learns to turn to his church library for whatever he wants (even for horned toads).

But a library ministry is more than materials. Materials and shelves make a library. Materials and shelves and dedicated workers make a library ministry. Sad indeed is the case of a church who must say "Resources, resources everywhere, but not a drop of interest in persons."

Any library of any size should try to have at least three workers. There is a tremendous amount of work in maintaining an effective library ministry, and one person will find himself either giving up or giving out in the face of an impossible task. A church library staff may vary in size from three to thirty or more persons. Work loads can be delegated according to interests and abilities. In a large library, not all workers will be involved in the actual circulating of materials when the library is open. The jobs of making catalog cards, pasting, marking, accessioning, and repairing can all be done in the "off hours" and behind the scenes.

The qualifications for church library workers should be the same as for any other church officers. Too often the question "Does he like to read?" is given more weight than, "Does he love God and his neighbor as himself?" A worker who is more interested in neat shelves and clean books than in the lives of persons who come to the library is out of place in a church library.

A church library should be an integral part of the church's educational organization. It should be provided for in the church operating budget, and the librarian should feel a stewardship obligation to make regular reports to the church.

The membership of a church will have greater respect for the church library if there are definite rules and specific hours by which it operates. Who may use the church library? Will fines be charged for overdue materials? Who is responsible for lost or damaged materials? How long can an item be kept out? All of these questions need to be clearly answered and the church membership should be made aware of the answers.

In addition to these administrative matters, a church library must decide what system of classification it is to use. Most church libraries will find the Dewey Decimal system of classification most adaptable to their use.

Moreover, for consistency in assigning subject headings to all material, a library will want to follow some recognized authority. Sears List of Subject Headings (9th ed.) published by the H. W. Wilson Company is excellent for this purpose. Whatever system of classifying or cataloging a library uses, consistency is a virtue not to be abandoned.

One further matter of consideration for church libraries is community relations. How will the church library relate to other institutions and libraries in the area? The answer to this will vary with the size and location of the church. A large church in a busy metropolitan area, especially an inner-city church, will find many opportunities in a reading room ministry. Some church libraries are able to relate to college students by offering material not found in abundance in state-supported libraries.

A church in a rural or small community may be the only library available to residents of the area. In other locations the church library can make known its willingness to work with small public libraries in meeting requests not usually directed to public libraries.

The church is primarily interested in meeting the needs of individuals. The church library is the means of providing the resource material which will meet these needs most effectively. The material may be used to train workers, to extend the teaching-learning process beyond the classroom, or to offer helps in meeting everyday problems of church members. A church that cares will provide through its church library materials to match the multiple needs of its people.

Two Theses Written at UNC

Two theses treating church libraries in depth have been written by students in the School of Library Science at UNC in Chapel Hill since the opening of the School in 1931.

The authors and titles of these theses are as follows:

1. Durrance, Joan C., *A Survey of Church Libraries*.
2. Whitehurst, Lillonteen, *A Survey of the Purposes and Trends of Church Libraries in the Southern Baptist Convention in North Carolina*.

Both theses were written in 1964.

The major portion of the study by Mrs. Durrance is devoted to a discussion of the 22 church libraries in the cities of West Palm Beach and Lake Worth, Florida as revealed through questionnaires and interviews. The writer attempts "to present an overall picture of the church library" coupled with "a picture of denominational church library service and its influence on and relationship to the local church library." In the final chapter of this thesis, the writer raises the question, "What is the responsibility of the library profession toward the church library?" Her answer is "the dispensing of accurate information both through professional literature and on the local level concerning the church library." She contends that "the professional librarian should become familiar with the materials and services made available to the local church library by the denominational church library departments."

The Whitehurst study is an analysis of the responses to a questionnaire sent to 83 church libraries which are members of the Southern Baptist Convention in the Tar Heel state.

In her thesis, Miss Whitehurst describes "the purpose of these libraries, their organizational framework, qualifications of the librarians, the nature and size of the book

collections, and the preparation, organization, and use of the book collections in 32 of these churches." She concludes her study by offering suggestions "in an attempt to delineate the unique purposes of the church library and to relate these purposes to the facilities and services which this type of library should provide."

Both theses are available to librarians through Interlibrary Loan from the School of Library Science at UNC.

In addition to the two theses described above, three other theses relating to church libraries were listed in Library Literature during the period January, 1957–June, 1966.

North State News Briefs

Members Approve Dues Changes

By a margin of 7-1, N.C.L.A. members approved a change in the association's dues structure effective January 1, 1967. The vote, taken by mail ballot in the fall of 1966, was 657 for the changes proposed by a special study committee and 94 against.

The new dues are as follows:

- Individual members — \$5.00 per year.
- Retired librarians, trustees, "Friends of Library" members, library school students, and other non-librarians — \$3.00 per year.
- Institutional membership (based upon operating income):
- Under \$50,000 annual income — \$5.00; \$50,001–100,000 — \$10.00; and \$100,000 up — \$15.00.
- Subscription to North Carolina Libraries for non-members of N.C.L.A. — \$3.00.

A special study committee chaired by Dr. Merrill G. Berthrong, director of Wake Forest College Libraries, recommended the dues increase, and the N.C.L.A. Executive Board endorsed the recommendation at its October meeting.

Tar Heel Librarians Represented at SELA

Several Tar Heel librarians participated in section and committee meetings as well as general sessions at the Southeastern Library Association conference held at the Marriott Motor Hotel in Atlanta October 26–29.

Dr. Doralyn J. Hickey, assistant professor, University of North Carolina School of Library Science, introduced Miss Kathryn R. Renfro, Director of Technical Services, University of Nebraska Library, who spoke to librarians attending the October 28 general session. The following morning, Dr. Hickey presided at a breakfast meeting of the Resources and Technical Services section, which she chaired during the 1964–66 biennium.

Charles M. Adams, Librarian, University of North Carolina at Greensboro, presided at a meeting of the Southern Books Competition Committee October 27. On the same day three North Carolina librarians led discussions at the College and University Librarians Section meeting. These individuals, and the subjects discussed in their groups were: Clifton Brock, acting associate director of libraries, UNC at Chapel Hill, documents; Dr.

Jerrold Orne, director of libraries, UNC-CH, Federal support; and Dr. Ben E. Powell, University Librarian, Duke University, interlibrary cooperation.

Miss Cora Paul Bomar, library supervisor, State Department of Public Instruction, assumed duties as acting president of SELA pending the probable resignation of President John Hall Jacobs, director, Atlanta Public Library. Jacobs underwent brain surgery during the conference. In beginning the duties of her office, Miss Bomar stated: "I accept this responsibility with humility and with faith in the membership of SELA as well as appreciation for the confidence you, the members, have expressed in me."

Fifty-eight men and women attended the reunion dinner of the UNC School of Library Science October 27. Mrs. Grace Farrow, assistant librarian, UNC at Greensboro, presided at this meeting and introduced Miss Margaret Kalp, acting dean of the Library School, who presented a report on the School's current and projected activities.

According to Mrs. Ann W. Cobb, executive secretary of SELA, a total of 152 North Carolina librarians registered during the October conference. This number exceeded that of registrants from every other state represented with the exception of Georgia, the host state. Total conference attendance was 1,446.

The next SELA conference is scheduled for Miami Beach and will be held at the Americana Hotel October 30–November 3, 1968.

Asheboro Librarian Elected

Miss Charlesanna L. Fox, director of Randolph County Public Library in Asheboro, has assumed her duties as the North Carolina representative on the Executive Board of Southeastern Library Association. In this position, Miss Fox replaces Charles M. Adams, librarian at the University of North Carolina in Greensboro.

Miss Fox was elected as a Board member by a vote of Tar Heel librarians who are members of SELA in the fall of 1966. The vote was by mail ballot. By virtue of her position on the SELA Executive Board, Miss Fox is an ex-officio member of the N.C.L.A. Executive Board. Well known among librarians in this state, Miss Fox has long been an active member of N.C.L.A. She is currently serving as chairman of the association's archives committee.

Miss Fox will serve as a member of the SELA Executive Board for four years.

North Carolina Libraries Plans Special Issue

The history of library development in the Old North State during the 20th century, with particular emphasis on the past quarter century, will be featured in the Fall, 1967 issue of North Carolina Libraries. This issue, which hopefully will be extraordinary in both quality and quantity, will commemorate the twenty-fifth anniversary of N.C.L.A.'s official publication, which began in 1942.

The decision to devote a special issue to library development in this century was made by members of North Carolina Libraries Editorial Advisory Board at a recent meeting following a suggestion to this effect by Board member Richard David. Prominent librarians representing academic, school, public, and special libraries throughout the state will be asked to contribute articles to this issue, which will probably be mailed to

members late in October, 1967. Among the contributors will be several former presidents of N.C.L.A.

Issues of North Carolina Libraries during the coming six months will feature new public libraries in the state (Spring) and special libraries which serve members of a particular profession such as law, medicine, and journalism (Summer). Increased coverage of library news developments, as opposed to appointments and other personal notes, will be stressed in future issues.

Suggestions for material to be included in the Fall, 1967 issue of the periodical will be welcomed by the editor or any member of the Advisory Board. Suitable photos for this issue are also being solicited.

Mecklenburg Group Meets

Promotion of the beginning of a library education program at UNC in Charlotte will be the major project of the Mecklenburg Library Association during the coming year. A resolution encouraging the association to undertake this project was adopted at the Fall meeting of MLA held October 20 in the library of West Charlotte High School.

Discussion of the project by James D. Ramer, head librarian at UNC-C, and Dr. Seth H. Ellis, assistant to the academic dean at UNC's newest campus, indicated that one or two courses in library science might be offered as early as the spring semester of the 1966-67 academic year. Any courses which are offered during the next year would carry undergraduate credit, with graduate level courses a possibility during the 1967-68 year. Members of the special projects committee, chaired by Mrs. Millie Morrison, librarian of Garinger High School in Charlotte, will conduct a survey among librarians in Mecklenburg and adjoining counties to determine the degree of interest in such courses and will coordinate their activities with Ramer and other UNC-C officials who will be responsible for determining the courses offered.

The principal speaker at the meeting was Dr. Ellis, who is assistant professor of English as well as assistant to the academic dean at UNC-C. Speaking on the topic "Modern British and American Fiction," Ellis expressed the view that an ability to read well is more important to the college freshman than familiarity with the works of Shakespeare, Chaucer, Swift, and other eminent authors. Only a small percentage of high school students are capable of understanding the works of these authors, he observed.

MLA president Mrs. Dorothy Crawford, librarian of Second Ward High School in Charlotte, presided at the meeting, attended by approximately 50 librarians. Mrs. Doris Riddick, librarian of West Charlotte High School, acted as hostess and encouraged those present to suggest possible speakers and/or workshop topics for the Spring meeting of the association.

Reed Scholarship Established

Scholarships to undergraduates who plan careers in librarianship will be available to Catawba College students as a result of the benevolence of the late Dr. Lulu Ruth Reed, who served as librarian of Catawba College from September, 1943 until her retirement in July, 1965. Dr. Reed, a native Kansan, died at her home in Salisbury August 16, 1966.

Dr. Reed's will reads as follows: "At least one \$300 Reed Scholarship shall be awarded annually . . . to a junior student who wishes to prepare for the profession of librarianship. It shall be used to help defray the expenses of the senior year at Catawba College. Preference shall be given to women students."

In addition to this particular scholarship, Dr. Reed's will also provides for several other scholarships to be awarded at the discretion of the college.

Dr. Reed received her Ph.D. from the University of Chicago and held membership in Phi Beta Kappa and Order of Eastern Star.

Guilford Librarians Meet

The Southeast Branch of the Greensboro Public Library was the scene for the fall meeting of the Greensboro Library Club October 12, 1966. Approximately 30 Guilford County librarians attending the meeting toured the new building, which was dedicated February 20, 1966.

Mrs. Darlene Ball, assistant manager, Technical Information Services at Burlington Industries, spoke on "Technical Libraries for Industries."

The speaker joined Burlington Industries in September, 1964, with a degree in chemistry and two years of experience in organizing information services at Dan River Mills.

She began her remarks with a brief background of the growth of Burlington Industries from the purchase in 1929 of many small textile mills to its development as a multi-divisional company.

The Technical Information Services Division, established in January, 1964, is housed in one small room. However, when the Central Research and Development Laboratory is completed, a place will be provided for the division, with space for at least 8,000 volumes.

Mrs. Ball described how a staff of four serves Burlington employees in the following areas: (1) current awareness; (2) library services; (3) information storage and retrieval.

In the area of current awareness the Technical Information Services Division has four publications. "Textile News Digest," published weekly and circulated to 370 people, is an abstract of articles from weekly periodicals and includes reprints of patents from the Patent Gazette.

Another publication, a monthly, abstracts articles in "Textile Technology Digest" which are in areas of interest to Burlington Industries. A third publication is the monthly "Calendar of Events," listing meetings for the convenience of department heads. The fourth publication, a "Technical Services Log," is published for management and lists work done by the Central Division.

The second area of service is the library, which is small, but includes books and pamphlets collected from the origin of the Central Research and Development Division. The library contains about 1,000 volumes and 1,500 bound periodicals. As a part of the third area of service — information storage and retrieval — the staff will do literature searches, providing abstracts or full copies of work done in subject areas.

Mrs. Ball emphasized that the TIS Division uses all available sources, including resources of other libraries, especially the new Technical Information Center at the D. H. Hill Library in Raleigh. She spoke enthusiastically of future hopes for the special library to serve as a clearinghouse for all Burlington Industries divisions. Staff members are now taking a course in data processing, and increased use of computerized information storage and retrieval is in the offing.

The Library World at Large

Library Management Subject of Institute

The Emory University Division of Librarianship will sponsor a four-week Library Management Institute July 24–August 18, 1967. The Institute will be conducted by Jewel C. Hardkopf, library management consultant.

Designed for librarians with supervisory responsibilities, the Institute will give attention to analysis of library processes, efficient use of personnel, and application of management principles and techniques from business and industry. Application will be open to professional librarians in supervisory positions from public, school, academic, and special libraries and will be limited to 30 full-time registrants.

The registration fee for those who do not seek academic credit will be \$150. If academic credit (5 quarter hours) is desired the fee is \$195. Campus housing will be available at a cost from \$1.50 per night. Inquiry, including request for application forms, should be addressed to Director, Division of Librarianship, Emory University, Atlanta, Ga. 30322. May 1 is the deadline for making applications. Notification of acceptance as an Institute participant will be completed by June 1.

NCBL Members to Hear Downs

Dr. Robert B. Downs, dean of library administration, University of Illinois, will be the keynote speaker at the first annual meeting of North Carolinians for Better Libraries March 17 at the Voyager Inn in Raleigh.

NCBL president David Stick will preside over the noon luncheon which will open the meeting, with workshop and discussion sessions scheduled for the afternoon. In addition to NCBL officers and directors, the 10 voting members of the recently-formed organization will participate in the sessions. The meeting is open to librarians, trustees, and any interested citizen in the state.

Inquiries concerning the meeting should be addressed to H. B. Rogers, NCBL Executive Director, 910 Branch Banking & Trust Building, Raleigh.

Executive Board Visits Conference Hotel

Members of the N.C.L.A. Executive Board met in Charlotte December 1 and inspected facilities of the White House Inn (formerly Queen Charlotte Hotel), site of the 1967 N.C.L.A. conference.

The White House Inn Convention Hall can accommodate a maximum of 3,000 conference registrants and has a total of 14,000 square feet available for exhibits. Free

parking is available for registered guests of the Inn both underneath the convention hall and directly across the street from the front entrance. The hall itself can be divided into four separate rooms, three rooms containing 3,000 square feet each and the fourth room containing 6,000 square feet. All rooms in the Inn, including its 42 suites, have recently been remodeled.

Chairman of the local arrangements committee for the conference, scheduled October 26–28, is Mrs. Mary Frances Crymes, a member of the reference staff, Public Library of Charlotte and Mecklenburg County. Ariel Stephens, assistant director of the same library, is exhibits committee chairman.

A tentative agenda for the conference will appear in the Summer issue of North Carolina Libraries.

School Library Institute Planned

An NDEA Institute for Advanced Study for School Library Personnel will be conducted at Appalachian State Teachers College in Boone, July 13–August 16, 1967.

The institute is designed for beginning supervisors (those just entering the field and those with little experience). Miss Elizabeth Hodges and Mrs. Eloise Camp Melton will be full-time instructors. Other lecturers and consultants will be Mrs. Mary P. Douglas, Dr. Richard Darling, Frances Hatfield, Leonard Johnson, Mrs. Hallie Bacelli, Gertrude Coward, Mrs. Pauline Myrick, Mrs. Doris Rusk, Cora Paul Bomar, and David Hunsucker.

Participants must have had at least 18 semester hours of library science or certification in their states, and a bachelor's degree. Those who desire may receive six semester hours of graduate credit.

Requests for application forms and detailed information should be made to:

Miss Eunice Query, Director

NDEA Institute for Advanced Study for School Library Personnel

Appalachian State Teachers College

Boone, North Carolina 28607

Applications must be post-marked not later than March 20, 1967.

Greensboro Librarian Is Author

Miss Alice Straughan, librarian of First Baptist Church in Greensboro for the past twenty years, is the author of a book entitled *How to Organize Your Church Library* published by Fleming H. Revell Company in 1962.

Approximately 5,000 copies of this 64-page book were sold. The book is currently out of print, and no plans for reprinting it have been announced.

Miss Straughan has assisted in the organization of more than 100 libraries in churches of all denominations.

Newsletter Has 22 Tar Heel Subscribers

The Newsletter on Intellectual Freedom has 22 individual and institutional subscribers in North Carolina as of January 1, 1967, according to Newsletter editor Leroy C. Merritt of the University of Oregon Library.

The Newsletter is published bi-monthly by the Intellectual Freedom Committee of the American Library Association. It has a total circulation of approximately 1,750, a figure which editor Merritt regards as "phenomenally low."

Correspondence concerning subscriptions to the Newsletter should be addressed to Subscription Department, A.L.A., 50 East Huron St., Chicago, Illinois 60611. Subscription price is \$3.00 per year.

Mudge Award Nominations Invited

The Isadore Gilbert Mudge Citation Committee invites nominations for the citation to be given at the 1967 ALA annual conference. Nominations may be submitted any time before March 15 to the chairman of the committee. Mrs. Roberta B. Sutton, Chief, Reference Department, Chicago Public Library, 78 East Washington Street, Chicago, Illinois 60602.

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 services; or other noteworthy activities.

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.

Book Buying Procedures Being Studied

Improved procedures in the purchase of library books which will correct certain abuses arising under the competitive system are the objectives of a study jointly sponsored by the American Library Association and the National League of Cities, with assistance from the Council on Library Resources, Inc.

The study, for which the Council has made a grant to the American Library Association in the amount of \$21,593, began in October, 1966 and will be completed in March, 1967.

Objectives of the study are:

1. "To describe the nature, extent and background of the problem, the types and characteristics of the libraries involved, and to identify and evaluate the main procedures for book purchasing now in use . . .
2. "To develop criteria, standards or guidelines by which the qualifications of prospective jobbers on library book contracts may be evaluated . . .
3. "To develop model procedures for the relationships between the library and the purchasing agent and between purchasing agent and vendor.
4. "To develop model purchasing procedures, model bidding documents and contracts, and any necessary forms, procedures, and recommendations,

including recommended statutory amendments, ordinances and regulations, that will encourage uniformity among jurisdictions while providing the optimum advantages of price competition without neglect of, or discouragement to, the level of service necessary to permit optimum library service . . .

5. "To make recommendations regarding continuing monitoring and updating."

Drexel Sponsors Church Library Confab

The Fifth Annual Church Library Conference will be sponsored by Drexel Institute of Technology Saturday, March 11. This has become the leading church library conference in the United States and has been attended by 900 persons in its five-year history.

All church library assistants, from beginners to the most experienced, ministers, directors of Christian education, Sunday School teachers and superintendents, religious bookstore proprietors and publishers, are invited to attend. Joyce L. White, librarian at the Penniman Library, University of Pennsylvania, will direct the conference. The one-day conference will include workshops in organization, administration, book selection, cataloging and circulation and will feature discussion groups covering children's books, audio-visual aids, and book exhibit ideas.

Individuals desiring further information should write Margaret D. Warrington, Graduate School of Library Science, Drexel Institute of Technology, 33rd and Lancaster Avenue, Philadelphia, Penna. 19104.

New North Carolina Books

By William S. Powell

F. Roy Johnson. *Legends and Myths of North Carolina's Roanoke-Chowan Area.* Murfreesboro: Johnson Publishing Company, 1966. 124 pp. \$3.75.

While this book is marked a second edition of one which appeared under a similar title in 1962, it is almost completely rewritten. The contents are grouped into a general classification of Indian tales, the mysterious, the marvelous, the supernatural, folk tales, and names and their origins. These legends and myths have been collected by the editor from old residents of northeastern North Carolina.

Hugh T. Lefler. *North Carolina; History, Geography, Government.* New York: Harcourt, Brace & World, Inc., 1966. Revised Edition. 561 pp.

Although it was designed as a textbook for North Carolina history courses in the public schools, this volume will be of interest to anyone seeking a full yet readable history of the state. Its numerous illustrations (some in color), maps, charts, factual tables, and lists will make it useful in libraries for ready reference. This newly revised edition contains over 30 pages more than the 1959 edition, bringing both facts and statistics up-to-date. New pictures have been added and captions revised for some of the old ones.

Charles Harry Whedbee. *Legends of the Outer Banks and Tar Heel Tidewater.* Winston-Salem: John F. Blair, Publisher, 1966. 165 pp. \$3.75. Illustrations by Anne Kesler Shields.

Fascinating folk tales, true but almost unbelievable incidents from the past dating from the days of Indians until the 1940's make this an interest-holding little book. A number of the tales have been related by other writers, but perhaps not in better style. Many of the pieces here, however, have been collected from oral tradition and printed for the first time. The "booshyot" of the 1930's and "Wordr from the Sea" will surely find their place in anthologies of the future.

Roy Z. Kemp. *Shining Tower of Faith and Other Poems.* Murfreesboro: Johnson Publishing Company, 1966. 83 pp. \$2.50.

Subtitled "Poems of Affirmation and Inspiration," this book contains 75 poems of varying quality. Many of them have appeared in nearly two dozen publications which are listed on one of the first pages. We do not know Mr. Kemp, but judging from his thoughts as expressed in these poems he must be a very observant man and one who is concerned over the fate of his fellow humans. A native North Carolinian, he is employed by the Social Security Administration in Baltimore where, among other things, he is an "earnings disagreement examiner." We think he must be very pleasant and considerate in examining disagreements.

Rosser H. Taylor. *Carolina Crossroads, A Study of Rural Life at the End of the Horse-and-Buggy Era.* Murfreesboro: Johnson Publishing Company, 1966. 172 pp. \$4.95.

Dr. Taylor recently retired as head of the Department of Social Sciences at Western Carolina College. He is well qualified to write on the social history of rural Piedmont North Carolina, and the book he has produced is both readable and interesting. To anyone who remembers the 1920's (or a bit earlier) much of what he has written will sound like a diary. It is good to have the everyday events of North Carolina, those which made no impression on history at a higher level, recorded for the education and pleasure of Tar Heels of the future. Food, clothes, schools, preaching, fishing, swimming, bathing, hunting, hair cuts, patent medicines, and hundreds of other common subjects are discussed.

Jonathan Daniels. *The Time Between the Wars, Armistice to Pearl Harbor.* Garden City, N.Y.: Doubleday & Company, Inc., 1966. 372 pp. \$6.50. Illus.

Reading this latest book by Jonathan Daniels, editor of the Raleigh News and Observer, revives memories of events almost forgotten. It also puts many remembered facts into proper perspective with reference to happenings not remembered. Newspaper headlines of the period, given proper historical settings, take on new meaning. To those who can remember none of the pre-World War II years, of course, the experience of reading about them will be quite different. Even so this surely cannot be regarded as just another history — it contains too much feeling and interpretation which grew out of the author's close involvement in many of the events which he discusses. How fortunate we would be today if someone (Dr. Hugh Williamson, for example) had written a history of the period of the American Revolution which he knew well. "I have not found in history the absolute heroes and the certain villains I once knew in life," the author writes.

Many books which proved useful in arriving at his new evaluation of many people and events are listed in a bibliography. A random sampling of the index should convince any reader over 50 that this is indeed a diary of his time. To the younger reader many names of people and places still frequently mentioned in the daily newspaper will be encountered.

J. K. Rouse. *North Carolina Picadillo*. Salisbury: Rowan Business Forms, Inc., 1966. 112 pp. \$5.95. (Order from author, 1100 Brantley Road, Kannapolis.)

As its name implies, this book consists of an assortment of little pieces. They all relate to the Davie-Rowan-Cabarrus County area, and some were written by Mr. Rouse, while others were merely collected by him from various sources. Many attractive pictures, particularly some of old waterwheels at mills and of covered bridges, illustrate the work. From poems by Peter S. Ney, biographical studies of pioneer settlers, church histories, through stories of old houses, lost creeks, to extracts of land grants, it is likely that everyone with an interest in history or genealogy will find something appealing here.

H. G. Jones. *For History's Sake: The Preservation and Publication of North Carolina History, 1663-1903*. Chapel Hill: The University of North Carolina Press, 1966. 319 pp. \$7.50.

Dr. Jones, State Archivist of North Carolina, has written a splendid book which must be read by every Tar Heel concerned with the historical records of the state. He not only discusses the history of the records themselves, but also many of the histories which have been written (or planned) based on those sources. Here is told the full and interesting story of the publication of the much-used Colonial and State Records of North Carolina. The formation and work (or death) of several state historical societies and official agencies are recounted.

Heads of Families at the First Census of the United States Taken in the Year 1790, North Carolina. Baltimore: Genealogical Publishing Company, 1966. 292 pp. \$17.50.

This first census of North Carolina lists names of heads of families and indicates the number of males and females in his family as well as the number of slaves which he owned. It was first published in 1908 by the Bureau of the Census. The present facsimile is the latest in a number of reprints of this interesting historical source. It is a clear reproduction and certainly should be in every college and public library in the state.

John H. Wheeler. *Reminiscences and Memoirs of North Carolina and Eminent North Carolinians*. Baltimore: Genealogical Publishing Company, 1966. 478 pp. \$15.00.

First published in 1884, clear facsimile reproduction has been prepared from a rare perfect copy in the North Carolina Collection at the University Library in Chapel Hill. Wheeler's name has long been a household word in North Carolina and his other history is cited frequently to settle historical disputes. This history is less well known but is equally useful. It reprints several historical essays and some genealogical material by way of preface. The main body of the work is arranged by county with historical sketches of varying length and completeness in each case. As a concluding section for each county there is a selection of biographical material. Many of the people about whom Wheeler wrote were his contemporaries, but in other cases his information could

have come only from research or from descendants of the men discussed. The original edition of this work has long been out of print, and the rare copies offered in recent years have brought high prices for their owners. No library with an interest in North Caroliniana should miss this opportunity to acquire a facsimile.

James A. Felton. *Fruits of Enduring Faith, A Story of Racial Unity.* New York: Exposition Press, 1965. 969 pp. \$3.50.

The author, a native of Hertford and a graduate of Elizabeth City State College, is a teacher in his native county. While his purpose in writing this novel is to be commended, the research on which it is based leaves much to be desired. The story relates the experiences of a young Georgia couple (of which the husband and father had been saved by a Negro Marine during World War II) as they tour the eastern United States beginning a trip around the world. They see segregation at home and the lack of it abroad, and they return to join in supporting civil rights activities. This book, I think, is evidence that the Negro can no more understand the white point of view than can the white man understand the Negro's. It fails to "ring true" and the errors of fact (that Richmond is on the Skyline Drive; that Negroes are much in evidence as guests in Australian hotels, in restaurants, and elsewhere) detract greatly from its authenticity. Mr. Felton's book could have been acceptably good with proper editorial assistance.

Mountain Men, George Frederick Ruxton's Firsthand Accounts of Fur Trappers and Indians in the Rockies. Edited and illustrated by Glen Rounds. New York: Holiday House, 1966. 278 pp. \$3.95.

Ruxton, an English soldier and adventurer, lived, travelled, hunted, and fought with fur trappers in the American West of the 1840's. His account of the experiences which he faced is told with a great deal of sympathy for the Indian. It is an interesting account which will be read with profit by both the adult reader and by the mass of "young people." Its North Carolina connection lies in the fact that Glen Rounds is a resident of Pinebluff. His drawings, which appear at the bottom of almost every page, add greatly to the worth of the book. They are attractive, very pertinent little drawings which can be enjoyed by themselves by those who would simply flip through the book page by page.

Billy Boy, verses selected by Richard Chase, drawings by Glen Rounds. San Carlos, California: Golden Gate Junior Books, 1966. (43) pp. \$3.27.

"Billy Boy" is an American folk song almost two centuries old. Richard Chase has taken it down as sung by old timers in the southern Appalachian mountains, and Glen Rounds has provided suitable, often humorous, drawings in color on every page. This is a book which adults will delight in reading to children and, for those who feel inclined to sing it, a simple piano arrangement is included. No North Carolina library should count its children's section complete without Billy Boy.

Thad Stem, Jr. *Spur Line.* Charlotte: McNally and Loftin, Publishers, 1966. 84 pp. \$4.00.

Those who have enjoyed Thad Stem's regular editorials in the News and Observer will be delighted to find here more of his picturesque descriptions of youthful activities of earlier years in this century. There are 38 sections to this little book, and each consists of a poem and a prose piece. Generally, there is some relation between the two if only

that both are satirical. Either can be enjoyed alone for the picture it calls to mind, the feeling it brings back from years gone by, or the idea that comes to mind only when prodded by something read, like this. Although it is a short book, it is recommended for slow reading and thoughtful consideration.

Phillips Russell. *North Carolina and the Revolutionary War.* (No place, no publisher.) c1965. 323 pp. Illus. \$6.75. (Order from Intimate Bookshop, Chapel Hill, N.C.)

The subject of this book will make it one to be in every library in North Carolina, but it is far from being the history of North Carolina's part in the American Revolution. True, the subject is covered, but little or no new information is added which is not available from standard histories. Traditional stories are repeated. Secondary sources are generally cited. Throughout the text the author too often takes the reader aside to tell him what will be discussed later in the book. Too much extraneous information is added, frequently in square brackets much of which does not relate to the subject at hand. On the other side of the ledger, it should be mentioned, Professor Russell's very readable style is often in evidence.

Audio-Visual Materials

Masterpieces in the North Carolina Museum of Art (Slide Lecture) by Charles W. Sanford, Jr., Raleigh, North Carolina Museum of Art Book Shop, 1966. Illus. 86 p. 40 color slides. \$8.00.

A well printed guide for prospective group or class visitors to the Museum of Art in Raleigh, ostensibly to be used as an introduction to the museum prior to a visit. There are forty lectures for the layman, with both an illustration and a slide provided for each. All slides are in color, as are some of the illustrations. The color is quite good considering that the slides are duplicates. Some cropping of the picture frames in the slides is a little messy, but the work on the whole is a very nice production. The slides are enclosed in an attractive binder which is separate from the guidebook. The whole set is highly recommended for all school and public libraries; some colleges might find good use for it.

North Carolina Filmstrip Series (Filmstrips), National School and Industrial Corporation, 14 Glenwood Avenue, Raleigh, 1965. 8 filmstrips, one 33 $\frac{1}{3}$ rpm recording, and guide. \$64.50.

Eight filmstrips of from fifty-one to sixty-nine frames each, entitled "Natural Resources of North Carolina," "Government in North Carolina," "Industry and Agriculture in North Carolina," "Transportation in North Carolina," "North Carolina — Its History," "Religion and Education in North Carolina," "Things to See in North Carolina," and "The Interesting and Unusual in North Carolina." The recording is an introduction to the whole series by Carl Goerch, who has also written the annotations inscribed below each frame. The guide is a pamphlet which expands the annotations. These filmstrips were obviously developed for use in the primary classroom and are, as a result, not generally applicable to all libraries. They are very broad and general in information. The reproduction of some pictures is not of the highest quality, and the art work is not especially stimulating. They do provide a good introduction to the various aspects of

North Carolina mentioned in their titles and are, therefore, quite useful in the public schools. Public libraries may wish to buy them for their children's collections.

"A good book is the precious life-blood of a master spirit."

—*John Milton, Areopagitica, 1644*

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