

North Carolina Libraries

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[Photograph: A stainless steel free-form sculpture in a small garden near the front entrance to the Union County Public Library, Monroe, N.C., situated two blocks from Monroe's central business district. The artist commissioned to create this piece was George B. Jolley of Washington, N.C., currently a faculty member at Appalachian State Teachers College, Boone. Jolley has won prizes at the High Museum show in Atlanta. Miss Jane L. McDaniel is director of the Union County Library. Photo by Linn E. Joy.]

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National Library Week: An Editorial

By Arial A. Stephens

Mr. Stephens is assistant director, Public Library of Charlotte and Mecklenburg County. He served as Executive Director of National Library Week in North Carolina this year.

National Library Week has been successful in its ten years under the sponsorship of the National Book Council and the American Library Association. It was and is intended to culminate a year-long program designed to make the general public aware of libraries, their services, and their needs. It has brought the nation's libraries to the attention of Federal and state legislators with the results of additional support and funds for libraries.

The hierarchy as suggested by National Headquarters is for the Executive Director, Deputy Director, and the steering committee for the state program to be everyday working librarians representing various denominations of libraries — school, college and university, public, and special. The steering committee in turn suggests to the National Organization the names of several interested and influential citizens, one to be chosen as chairman of National Library Week for the state. The chairman then appoints, with the advice of the steering committee, a representative group over the state to act as local or county leaders for activities in their areas. On the state level there are various committees for news media, public relations, contests, etc.

Though the above does take place, much of it is lip service. Unless an extremely active and influential person is chairman, the local leaders may be inactive, and unless librarians in the area have a particular axe to grind at the time — the week which is culminating their year-long program — they are prone not to push National Library Week at all.

In correspondence with past Executive Directors, representing schools, colleges, and public libraries, the comments on National Library Week have been that school libraries usually observe and place their emphasis on Children's Book Week in the fall when they are cranking up their programs for the year, and NLW comes at the wrong time. They do use posters and other materials for bulletin boards, but the school library is directed toward the student and does not generally try to involve the outside community. The college and university comments were very similar — "play to a captive audience;"

"NLW comes during term paper time and we have more than we can say grace over without trying to stimulate outside business;" "we use materials for display."

The public libraries are therefore the producers of some publicity for the news media, programs, or projects. But many public libraries have found that they receive more publicity and public participation during the opening of a library or branch or during a bond campaign than for any special activities they may contrive for NLW, unless the two just happen to be concurrent.

National Library Week was conceived during a period when it was "in" to have a "national week." Since its inception, every group imaginable has put in a bid for national recognition during a week or for a day. A quick look at Chase's Calendar of Events will point up this fact with "Want Ad Week" in March, "National Newspaper Week" in October, and "International Tuna Week," "Tableware Week," and "Asparagus Week" in November. The national week, even though it has given national periodicals a hook on which to hang some very good articles, has been carried beyond the point of effectiveness with the result that very little attention is given to any of their efforts unless large sums of money are available to pay for the commercial space.

Therefore, as the National Book Council and ALA have suggested, that rather than celebrate a week with a spurt of concentrated and contrived effort, a state-level committee should be established for public relations and publicity that can work over the year to produce quality materials to promote libraries and librarianship in general; and that librarians strive independently for maximum coverage by local news media, and jointly for better understanding of all libraries in our area. We should know our library neighbors and work for greater utilization of all materials and publicity.

Thus National Library Week might become the year-long publicity campaign that we of the NLW committees have tried to make it, and all librarians and libraries would be involved in the year-round promotion of what we do, who we are, and what we need to do the job that is a way of life. Now that we have just observed another NLW, let us start working for a full year of publicity rather than for one week next April.

Trends in Recent Public Library Buildings

By Elaine von Oesen

Miss von Oesen is assistant state librarian, N.C. State Library, Raleigh.

The greatest impetus to public library construction, since Andrew Carnegie stopped giving money for buildings shortly after the turn of this century, has been the construction amendment to the Library Services and Construction Act of 1964. Since then, twenty-five projects, including new buildings, additions to buildings, and remodeling to convert unused space in public library buildings, have been approved by the North Carolina State Library. At this writing, the staff is involved with librarians, boards, governmental officials, and architects in various stages of planning for many other new buildings across the state.

The availability of Federal funds has materially accelerated library construction. Requirements connected with the funds have resulted in some new trends. Others reflect architectural, educational, and cultural trends.

Planning

Careful planning prior to designing a building for even the smallest library is a fairly recent trend. It has not been too long ago that the appearance of a benefactor with funds, or the legacy of them, was the signal to call in an architect to build the "best building possible" for the funds at hand. Only larger library buildings were professionally planned. Recent public library buildings of all sizes in the state have been built to provide functional space for a service program related to the community and the library system to which it belongs.

One of the first requirements for a Federal construction grant is a written building program. This statement, placing the library in the community it serves and spelling out in detail the services the library will offer, the nature and size of space required to do so, and the relationships of the various areas to each other, provides the architect with essential information. It has the added benefit of allowing the librarian, board of trustees, and city or county officials to look at the services their library is, or should be, offering. Since the program for LSCA projects must be approved by the State Library, the community has a further safeguard against an inadequate building.

Some libraries have employed building consultants to help with the planning. A consultant is helpful if he works with the librarian who knows the service and if he remains on the job throughout the planning and construction. But as the architect-librarian author of a recent article in *Library Journal* points out, unless the librarian is really incapable of doing the job, "Help should be provided, not by engaging a consultant to do the librarian's thinking for him, but by employing an additional staff member . . . to free the librarian for planning." It is unfair to the library and to the consultant to employ him for a quickie plan.

In North Carolina, planning teams have also included one or more consultants from the State Library staff. In many cases, the public library directors and the architect have brought preliminary drawings to the State Library to obtain the pooled experience of several Extension staff members on problems of relationships and priorities.

The participation of library trustees and interested citizens, many of whom also have special talents needed, has been helpful in many cases. However, when a major donor insists on veto powers in planning, the community's best interests are not always served.

Site Selection

The site of a public library is of primary importance. The expenditure of up to half the cost of the building for a site is a defensible one. Numerous studies have shown that a building in the heart of the retail business area, where pedestrian traffic is thick, is used by many more people than one further out, even though it provides free parking space. With shopping centers growing at tremendous speed and multiplying too, the situation with regard to location of the main library and branches may be changing.

As yet, there is no evidence to indicate a better site for the main library than downtown. But there are great changes in librarians' thinking toward the establishment of branch libraries. The old neighborhood branch is being replaced with various kinds of library units which may not all meet the statistical definition of a "branch." Some of our cities are experimenting with renting commercial space in shopping centers. Sometimes such

a facility will contain ready reference resources as well as circulating books and periodicals. In some cases, it will be a browsing center where "shoppers" will stop by to pick up the family's reading for the week on the same trip made to buy the groceries. There also will shortly be some renting of temporary facilities in poverty neighborhoods to introduce library services to those who need an intermediate step before they will enter "the big library" downtown. At present, city bookmobiles are being used for this purpose.

Now that most of our larger municipalities and counties have planning commissions and professional planners, site studies for public library systems are likely to increase. In a review of four such studies in the *Library Quarterly* (vol. 36, April, 1966, p. 155), Guy Garrison calls attention to the need for improved communication "among planners, librarians, and consultants and an increased sensitivity by all parties involved to the changing role of the public library in urban life." The Division of Community Planning of the North Carolina Department of Conservation and Development makes planning studies to help communities prepare for orderly growth. It provides professional help for towns which cannot afford to employ it. Sometimes such studies are inclined to put public libraries in a "cultural complex" rather than in the preferred foot traffic area. It is important that the librarian be involved when these studies are being made.

In smaller towns in North Carolina, many of the new libraries are being constructed several blocks from the retail business area. It is seemingly impossible to obtain land in the small area, and local leaders are convinced that "everyone drives everywhere" even though stops are little more than one block apart. Building teams for these libraries, which serve rural areas for miles around as well as townspeople, have decided that a site on a main thoroughfare a few blocks from the heart of town, with adequate parking and space for expansion horizontally, is the ideal site. Are small towns different from cities? Studies are needed to indicate the answer.

Architectural Design

Public library design in North Carolina has generally been toward flat roofs instead of pitched ones, sidewalk level access instead of stairways to the front door, and larger windows in place of residential or colonial church type windows. In general, architects have made form follow function in designing buildings, and they have tended to simplicity of line that may be more timeless than the ornate styles.

Brick of various color, size, and texture is generally used with glass. One architect has used cedar shingles for an effective note and another's use of glass brick gives a fairy tale aura at night. A few buildings have reflected continuing interest in the colonial roots of the state by more traditional styling or a combination of traditional and contemporary design.

It would appear that the newer buildings may have a more limited use of glass than those built five to ten years ago. One librarian referred to the earlier ones as "libraries in glass boxes." Some large expanses of glass were found to create problems in glare, heating, and cooling. Many recent buildings have featured long narrow panels of glass, sometimes tinted, to avoid the above-mentioned disadvantage and still invite passersby to enter.

Most public library buildings with less than 20,000 square feet have been built on a single floor. They can be operated with smaller staffs. Sometimes at slack periods one person is on public duty in smaller libraries. When a building goes to two stories, it might as well go to three or more since elevators, stairs, and access halls become necessary. Interior walls are kept to a minimum so that different areas can be expanded, contracted, moved, or eliminated as the service program changes. Areas are set off by shelving, rugs, and other equipment. Color in walls, bookstacks, and furnishings lend accents where needed. Two of the new libraries have sculpture near the entrance identifying the library with creative as well as recreative activity.

Other Trends

Most public libraries being constructed today contain one or more rooms for meetings, film programs, story hours, and other group activities provided or co-sponsored by the library. Of varying size, these rooms have access both from the reading area and from the outside. Rest rooms are placed so that they are accessible to either the library or the meeting room when the other is closed. General purpose rooms are wired and equipped for projection of films and for the display of paintings and other art expressions. Other libraries have used access halls for the display of local and borrowed art. Exhibits do not then interfere with meeting room activities.

Loading areas for bookmobiles and other vehicles are provided by outside or inside docks. Usually some cover is provided especially when vehicles are parked overnight. Mild climate in most of the state makes the expense of garages questionable where funds are limited.

Since it is a requirement for the receipt of Federal construction funds, new libraries are being constructed for access by the handicapped. This means ground level entrances or ramps not too steep for wheelchairs. It means wide doorways, exterior and interior (including rest rooms). The comprehensive American Standard Specifications for Making Buildings and Facilities Accessible to and Usable by the Physically Handicapped gives detailed information. (Free from the National Society of Crippled Children and Adults, 2023 West Ogden Avenue, Chicago, Illinois 60612.)

As suggested earlier, the new buildings today are being planned to take care of 10 to 20 years' growth and capable of expansion. As new buildings go up, more people use them and they are soon too small unless immediate growth of service is allowed for. The availability of Federal funds administered through the State Library has created the hope of a new library in many areas. It is the responsibility of librarians and trustees to see that the importance of the facility is not placed before the other two requisites of library service: (1) books and other resources, and (2) adequate staffs. All are needed to provide good library service to Tar Heels.

New Buildings Under Construction as of February 15, 1967

Name	Place	Completion Expected
**Moss Memorial	Hayesville	February 1967

*Lawrence Memorial	Windsor	March 1967
*Whiteville Public	Whiteville	March 1967
*Johnston County-Smithfield	Smithfield	April 1967
*Stoneville Public	Stoneville	May 1967
*Chapel Hill Public	Chapel Hill	June 1967
*East Branch	Raleigh	July 1967
*Scotland County	Laurinburg	July 1967
*New Bern-Craven County Public	New Bern	January 1968

**Constructed with L.S.C.A. assistance*

***Constructed with L.S.C.A. and Appalachian Regional Commission assistance*

New Public Library Buildings Constructed Since January 1964

Name	City	Opened or Dedicated
Northwest Branch	Charlotte	February 1964
MacMillan	Red Springs	April 1964
Richard H. Thorton	Oxford	May 1964
Greensboro Public	Greensboro	May 1964
Randolph Public	Asheboro	June 1964
Mooneyham Public	Forest City	October 1964
Given Memorial	Pinehurst	November 1964
Reynolda Manor Branch	Winston-Salem	November 1964
*Southeast Branch	Greensboro	February 1966
*Gunn Memorial	Yanceyville	March 1966
*Davie County Public	Mocksville	April 1966
*Montgomery County	Troy	April 1966
*Union County Public	Monroe	May 1966
*Shepard-Pruden Memorial	Edenton	May 1966
*Liberty Public	Liberty	September 1966
*Pender County	Burgaw	October 1966

**Constructed with L.S.C.A. assistance*

Building Libraries in Randolph County

By Charlesanna Fox

Miss Fox is director of the Randolph County Public Library, Asheboro.

From 1938 until May, 1964 the Asheboro Public Library was located in one room in the City Hall and the headquarters of the Randolph County Public Library System was in the basement of the Court House six blocks away. The changes that come during a 25-year period in the life of a library do not need to be described. It became all too obvious by 1950 that one corner (910 sq. ft.) of the City Hall was totally inadequate to provide library services to the citizens of Randolph County. Plans were started for securing a new building which materialized 14 years later.

In January, 1963 the voters of Asheboro approved a \$300,000 bond issue by a vote of 695-60 to raise the necessary funds to build a new city library which would also house county library headquarters.

Randolph County's plan for library service provides for municipal ownership of facilities with county appropriations for operating expenses. All libraries are open to all residents of the county. The first building designed for library service in the county was a gift of Mr. M. E. Johnson for the town of Ramseur, with a population of 1,258. It was opened for service in May, 1961, and plans for the Asheboro building were in process at the same time. Before the move was completed to the new Asheboro building Federal aid grants were available for construction, and library boards in both Liberty (pop. 1,438) and Randleman (pop. 2,232) applied for grants. The Liberty project was carried through to completion, and the new building was opened for service in September, 1966. The Randleman Board of Trustees proceeded with their project through the preliminary plans stage and will renew their planning in the near future. In the meantime, both the Randleman and Franklinville libraries have been moved to remodelled buildings. As a result, all five libraries in the system are now in new or remodelled quarters.

[Photograph: Interior view of the Randolph County Public Library, Asheboro, showing a spacious reading area with open shelving, reading tables, and artificial lighting fixtures in the ceiling. The advantageous use of artificial lighting is well illustrated.]

The Asheboro building was planned over a two-year period by the architect, a committee from the Asheboro Library Board, and the county librarian. This group attended institutes and workshops on buildings, visited other libraries, examined available studies, listed special local needs, and finally wrote a basic building program which somehow was never polished off as a literary piece because the group worked so intensively with the architect that there was a meeting of the minds. Since offices of the architect and the general contractor were across the street from the library, conferences were easily arranged by anyone needing an answer. The architectural firm of J. Hyatt Hammond Associates was selected as architect and C. H. Wood, Inc., as general contractor.

As the floor plan developed the building became a large square of approximately 110' x 120' with the bookmobile garage attached. The floor space is 18,000 square feet — all on one floor except for the furnace room in the basement. The construction was of

interest to laymen and librarians alike. After the foundation was in place, 18 concrete columns were erected upon which 12 steel trusses spanning approximately 55' each between columns are supported. The green clay tile and anodized aluminum roof with a seven-foot overhang was balanced on the columns, then the terrazzo floor was poured throughout the building, after which the brick exterior walls were laid. Having no load-bearing walls allows for changes anywhere in the building in case of revision of library service or expansion of the headquarters area.

The depth of the trusses above the ceiling is used for space for all electrical and mechanical services. Outside light is provided by a few glass window walls and a glass ribbon under the eaves throughout the building. In addition, eight coffers in the reading room with skylights above provide both daylight and artificial light as well as heat and air-conditioning.

The brick is pink antique with flecks of beige and black. In all public service areas maintenance-free materials were used — panelling, brick, or plastic covering. Earth colors were preferred in decoration, so that the library is rich in shades of brown, green, rust, red, and gray.

The reading room is open with high shelving to the side and rear and counter-height shelving free standing in the center area. The room is a spacious 60' x 110' with the circulation desk and children's room at one end and the reference desk at the other. The other room open to the public is across the hall; this is the Randolph Room devoted to local history and furnished with gifts. The library is also headquarters for the Randolph County Historical Society and has been designated a Garden Center.

The meeting room area is composed of a large room panelled in redwood which will seat approximately 100 persons, rest rooms, storage rooms, and a small kitchen which may be used for light refreshments by request.

The office area is for the headquarters staff of the Randolph County Public Library System and is divided between administration, technical services, and extension services. There is a bookmobile garage and loading zone which will house two bookmobiles. A parking lot at the rear of the 150' x 266' lot will accommodate 25 cars.

No new services have been provided in the new buildings except for the meeting rooms, but all services have been extended and improved. All libraries have shared in the improvements because the headquarters staff has been able to coordinate services more effectively.

The Ramseur and Liberty Libraries each have approximately 3,200 square feet with 52' x 30' reading rooms, meeting rooms seating approximately 40 persons, rest rooms, storage rooms, and offices. Both are heated electrically. There are ample parking areas. Architect for the Ramseur Library was John James Croft, Jr. of Asheboro, and the Liberty Library had J. Hyatt Hammond Associates as an architect. Contractor for each was J. E. Allred of Asheboro.

The patrons respond to the beauty of the three buildings and are using them happily and successfully. All of the buildings have space and provision for expansion. So far no tragic errors in planning or construction have been evident. The heating systems in all three have required occasional adjustments, but time seems to work out engineering problems. The building adapts, or the heat improves, or the staff becomes

philosophical. A few light switches could be somewhere else, but the furniture arrangements do interfere with logical switch placements at times. All in all, the staff has found the buildings to work out much as they were planned. The architects for the Asheboro building must be happy with the results, for they won a Merit Award for their efforts.

A New Library for Davie County

By Mrs. Paul B. Blackwelder

Mrs. Blackwelder, director of the Davie County Public Library until December, 1966, is now a reference librarian at the Public Library of Charlotte-Mecklenburg County.

[Photograph: Interior view of the Davie County Public Library in Mocksville, showing the circulation desk (left center), local history room (center background), front entrance (right background), and card catalog (right center).]

Cooperative effort is reflected in the growth of the Davie County Public Library. In continuous operation since 1943, the library began in a rented room containing 150 square feet of floor space. Income was a local appropriation of \$400 and a State Aid grant of \$1,484. In 1945 it moved into two rooms in the basement of the Courthouse. In 1955, the library proudly moved into the Davie County Office Building, where ground floor quarters were designed for library use and planned to accommodate 10,000 volumes. The budget that year included \$2,622 in local appropriations and \$3,786 in State Aid. By 1960 the hubbub of activity in this 1,665 square feet of space with 16,000 volumes, three staff members, and several volunteer workers was maddening. The library trustees, staff, and the county commissioners soon realized that the rapidly expanding program which the library sponsored required more space. The Library Services and Construction Act (1964) funds provided the stimulus for action. With the promise of this assistance, library trustees and county commissioners agreed that a new building was finally attainable.

In June, 1963 the visits of the librarian to other new buildings and the notes she made of space requirements and relationships were organized into the first draft of a building program. By the time the third revised program had been written, the trustees asked the librarian to interview representatives of various architectural firms and to present for the board's approval the firm she found most sympathetic with the problem of providing maximum space for the library's expanding program at minimum cost.

Finances now became a primary consideration. The library building fund consisted of \$200 contributed by patrons in lieu of memorial books. The general consensus of community leaders was that a library bond issue would not pass. With no wealthy benefactor on the scene, the only alternative was a local fund-raising drive.

The confidence of the library board, staff, and interested citizens that Davie County residents would respond was based on their knowledge of the community and the esteem in which the library was held by the people of the county. This fact was evidenced by the substantial increases in the library budget which raised total local appropriations no less than 400 percent between 1960 and 1965.

The enthusiasm about the proposed library building was contagious. This enthusiasm encouraged the county commissioners to purchase a building site of adequate size for

both building and parking space. It persuaded Charles Morrison Grier and Associates of Charlotte to take a chance on the fund-raising ability of Davie County citizens and to prepare preliminary drawings which interpreted the building program in elevations, floor plans and areas that the public could understand. This firm proved most helpful, cooperative, and attentive to every desired detail in the building program.

The library building team, armed with the preliminary drawings, was then able to enlist the assistance of the man they had identified as best qualified to serve as fund-raising chairman — a local banker.

A key worker was named for each of the 43 communities or sections of the county and the solicitation began in December, 1964.

In March, 1965 the fund-raising chairman announced that the library drive had reached its goal. A total of \$92,879.10 was contributed, representing 1,953 contributions. Citizens did not ask, "When will the new library be open?" but, "When will our library be finished?"

February 21, 1966 was a signal day — the Davie County Public Library opened her doors. The 10,000 square foot building with its 20,000 volumes is providing Davie County citizens with many new services. During the first eleven months since moving, there have been 106 library-sponsored programs and meetings in the 100-chair capacity multi-purpose room with an audience totaling 2,915. The four art exhibits (North Carolina Museum of Art, Associated Artists of North Carolina, and two private collections) have been a distinct contribution to the cultural life of the county.

The library is now open one night a week. Instead of two reading tables, there are adequate tables and chairs for 91 and beautifully upholstered occasional furniture for 12 persons. An attractive local history room, where Davie County memorabilia is acquired and filed by a volunteer worker, has enticed many citizens into the library and continues to be a center of interest for visitors. Other new facilities and services provided include adequate shelving for 40,000 volumes, more reading space, a 16 mm. projector and a filmstrip projector, storage for back issues of periodicals accessible to the staff, and adequate office and workroom space. A paved parking lot provides space for 52 cars, and the grounds have been landscaped and planted in a most attractive way. The two sculptures in the open court yard in front of the library were carved by Ogden Deal from Balfour pink granite. They are simple yet sensitive depictions of the artist's three children.

So far the only error found in the building plan is that the utility storage room is not adequate in size for the needs of the library. Even now it barely houses the extra folding chairs and tables.

Future expansion was provided by enclosing the multi-purpose room, the history room, and the librarian's office with non-load-bearing walls which can be removed. The children's area, presently set off by book stacks, can provide expansion for adult stack area when necessary.

The citizens of Davie County are justly proud of the seeming miracle which they have accomplished and seize the opportunity to schedule programs at the library and to show it to friends and visitors. Our county officials and representative persons and groups take justifiable pride in the compliments they receive at meetings throughout the state.

The Union County Library Story

By Jane L. McDaniel

Miss McDaniel is director, Union County Public Library, Monroe.

A day like no other; that was Jan. 25, 1964. Matching funds for public library building might possibly become available by law within hours. Yes, the trustees would build. In its 34 years of history the Library had offered books and services from one second-floor room in the courthouse; more recently from a 1904 residence, turned hospital nurses home, turned public library in 1956. The old lady was active but increasingly cramped for traditional services as well as those newer ones (lending art, film strips and slides, more and more recordings) which were drawing people.

By October a number of trips had been made to other libraries for building ideas — trips involving trustees, Friends of the Library, and others — and a program had been written for a headquarters building to serve Union County's library needs. Shortly the trustees retained Charles Morrison Grier and Associates of Charlotte, even then building a library for Davie County. A plan was drawn for a site in the next block, utilizing proximity to the old site and, by count, Monroe's most-traveled thoroughfare as strong points in a favorable location. Relationships with the architects were well established even prior to February, 1965, when county voters approved the expenditure of \$270,000 to match Library Services and Construction Act funds. There were times when a locally-based architect might have added assurance, but there was complete rapport between the architectural organization and the local planners. Communication was extraordinarily good considering the not-so-vast experience in building libraries.

Various citizen committees became involved in the planning and furnishing of the library, spending many hours in investigations and meetings. The color scheme, the commissioning of a sculpture for the front garden, the choice and purchase of lamps and accessories, landscaping — all this was done by small groups of interested citizens, working with the librarian and trustees.

The exterior is of grey-beige ripple brick with aggregate panels, and effective brick wall offsets which afford an interesting as well as constantly changing pattern of shadows. The interior service area is in tones of grey, bringing inside the greys in the aggregate, in the terrazzo, and more especially the stainless steel free-form sculpture in the entrance garden. These become the background, with endless interpretation of light and shadow from the Armstrong ceiling, for warm cinnamon wood, gold chair cushions, and the dramatic effect of well-placed Chinese red accents. Everywhere the color of books, recordings, and magazines points up the role of the floors, walls, ceilings, and furnishings.

[Photograph: Interior view of the Union County Public Library in Monroe showing the current periodical reading area (left foreground), circulation desk (right foreground), and reference desk (right background). The library was formally opened to the public in May, 1966.]

Built to within 4,000 sq. ft. of minimum standards for a projected 1980 population, the building brings forth frequent comments on its spaciousness. Miss Phyllis Snyder,

consultant from the North Carolina State Library, commented that the patrons had been well-served in the planning, the staff less so. But, since office "walls" are double-faced shelving, areas may be extended. As a "showcase" for books and other materials the building leaves little to be desired. Only built-in features, such as public desks and cabinets, are nailed down. Every other item can be rearranged. For the present the building is set up for control at two points, with one entrance-exit. Low furnishing and diagonally placed stacks permit full overview of the entire service area from circulation and reference desks.

Service records have been broken every month since the library settled in the new building. Adult services have shown more growth, but at this time (December) the after-school mobbing has scarcely begun. The panting hordes may well be more easily served by photocopying, by instant service with back issues of periodicals, to say nothing of space in which to work.

A combination meeting room, board room and art gallery, with access to public rest rooms and staff kitchenette, and its own outside entrance is a frequently enjoyed community service. A film projector and tape recorder are available for use in this room, and specially designed moldings, serving both decorative and picture-hanging purposes, are a feature. Magazine, map, and pamphlet storage is in a "closed reference" bay in the general reference area equipped with a microreader. Wall space adjacent to the public desk was prepared for the promotion of the library's collection of lending art; pull-out receptacles built into Myrtle Desk low double-face shelving furnish both display and storage space for the growing collection of recordings, further enhanced by a specially designed "well" cabinet for the record-player, with earphones. A 1966 Gerstenslager bookmobile is housed in the back of the building, surrounded by ramps with wall shelving. There is parking at the rear for 30 cars and a drive-in book depository on one side of the driveway.

Aside from relating the building to function, and the grace of eye-appeal, three facts distinguish the Union County building program. (1) It was one of the first LSCA building projects approved (prior to June 30, 1965). (2) It was built for the least money among all those built so far in North Carolina (\$11.04 sq. ft. for the building, \$14.69 sq. ft. furnished). (3) Perhaps the most astonishing of all is the fact that because of the low bids, some \$80,000 in bonds were not sold, nor the matching funds applied for.

North State News Briefs

Major Speakers for NCLA Named

Dr. Louis Shores, dean of the Library School, Florida State University, and Dr. Douglas M. Knight, president of Duke University, will deliver major addresses at the biennial conference of North Carolina Library Association October 26-28 in Charlotte.

Dr. Shores will speak at the first general session Thursday night, October 26, and Dr. Knight will address librarians at a banquet the following night. Nationally prominent in the library profession, Dean Shores plans to retire from his present position in June, 1967.

Dr. Knight has served as the president of Duke University since 1963 and was appointed chairman of the National Advisory Committee on Libraries in 1966.

Mrs. Mildred S. Council of Boone, president-elect of NCLA, is conference program chairman. Chairmen of various sections of the association have not yet announced plans for section meetings at the conference but are expected to do so in the near future.

A complete agenda for the October conference, to be held at the White House Inn, will appear in the Summer issue of *North Carolina Libraries*.

Six North Carolina Libraries Receive Grants

Six academic libraries in North Carolina are among the 82 college and university libraries in the United States to receive grants from the Association of College and Research Libraries during the 1966-67 academic year.

Tar Heel libraries selected as grant recipients are as follows: Belmont Abbey College, Belmont; Campbell College, Buies Creek; Greensboro College and Guilford College, Greensboro; Johnson C. Smith University, Charlotte; and Warren Wilson College, Swannanoa.

The Guilford College Library plans to use its \$400 grant to acquire volumes of the National Union Catalog needed to fill a gap in its collection. The \$500 grant awarded to Greensboro College will be used to purchase books to support a medical technology program recently begun by the college. The Johnson C. Smith Library received advice from a consultant in planning a new building.

Grants received under the ACRL program will be used to acquire books, periodicals, and other library resources as well as equipment. The grants committee, chaired by Helen M. Brown, librarian of Wellesley College, gave special attention to the needs of emerging institutions in southern states.

Total funds awarded to the eighty-two libraries amounted to \$62,500. The U.S. Steel Foundation Inc. provided the major support, but contributions were also made by McGraw-Hill Company, Olin Mathieson Charitable Trust, Pitney-Bowes, Inc., Time, Inc., and H. W. Wilson Foundation. The Library Bureau of Remington-Rand made a substantial contribution for the purchase of equipment.

North Carolina Libraries Competes for Award

The official journal of the North Carolina Library Association has been officially entered in the competition for the 1966 H. W. Wilson Library Periodical Award. This award, which will be presented at the 1967 ALA conference in San Francisco this June, is given annually to a periodical published by a local, state, or regional library or library association in the United States or Canada which has made an outstanding contribution to librarianship.

Copies of each of the 1966 issues of *North Carolina Libraries* were submitted to the jury which will select the winning periodical. Chairman of the jury is Richard K. Gardner, lecturer in the School of Library Science, Western Reserve University. The award consists of \$100 plus an attractive certificate.

UNC to Offer Course in Law Librarianship

The School of Library Science of the University of North Carolina will again offer the course in law library administration in the first term of the 1967 Summer Session, June 9–July 15. Intended for those who are preparing for careers as law librarians and for others who may now be working in law libraries, this course augments the curriculum in law librarianship which the School has been developing since 1958. Following an introduction to the Anglo-American legal system, course content will be concerned with the objectives, characteristics, services, and development of law libraries in the United States, special problems in the selection and acquisition of law materials and their organization for use, the administration of law library services, and law librarianship as a profession. The course will carry three semester hours' credit. Associate Professor Mary W. Oliver, Law Librarian at UNC, will be the instructor.

Enrollment for the course will be limited, and applications to register for it must be submitted by May 15. Application forms and further information may be obtained from Miss Jean Freeman, Assistant to the Dean, School of Library Science, University of North Carolina, Chapel Hill 27514.

NCBL Reaches Full Membership

North Carolinians for Better Libraries (N.C.B.L.) has achieved full statewide representation — a voting member in each of the State's 100 counties. Voting members act as liaison between library-interested citizens in the separate counties and Raleigh headquarters of the non-profit organization.

President David Stick of Kitty Hawk declared, "Our gaining a full statewide membership of volunteer workers in so short a time is a good reflection of popular support for our organization's aims." N.C.B.L. was incorporated in 1966 by citizens interested in helping improve local libraries.

The N.C.B.L. membership includes several state legislators, former legislators, local elected officials, and members of local library trustee boards. Most members, however, are lay citizens concerned with improving libraries in their own counties and across the state.

Mrs. James W. Harper of Southport served as chairman of the membership committee, which sought out, invited, and confirmed voting members.

Billy Boy Selected as Notable Book

Billy Boy, a selection of verses by Watauga County author Richard Chase, is included among the Notable Children's Books of 1966, the list selected annually by the Book Evaluation Committee, Children's Services Division, American Library Association.

The book, illustrated with drawings by Glen Rounds, another Tar Heel author and illustrator, is one of 55 titles in the 1966 list, which includes 14 titles of folk tales, retold legends and myths, folk songs, or folk tales. *Billy Boy* was published by Golden Gate Junior Books of Los Angeles, Calif.

A nationally known folklorist, lecturer, and author, Chase has written several juvenile books, among them *Wicked John and the Devil* (1951) and *The Complete Tales of Uncle Remus* (1955). Rounds is the author of *Lone Muskrat* (1953) and other children's books.

School and children's librarians in 50 libraries aided members of the Book Evaluation Committee in choosing the notable books of 1966.

The Library World at Large

Medical Library Training Available

A training program in medical librarianship and communication in the health sciences will be initiated by the School of Library Science of Western Reserve University in July, 1967 with the support of a five-year grant of \$377,915 from the U.S. Public Health Services through the extramural program of the National Library of Medicine. The program, leading after one year to the degree of M.S. in Library Science, will provide training in both traditional and automated methods of information processing and dissemination within the context of medical libraries, organization of health care, and medical research.

In addition to courses in information retrieval systems, library automation, and information centers and services, trainees will be offered a specialized sub-curriculum in which they will be introduced to the objectives, organization, and functions of the several types of health science libraries. The program will utilize the resources and facilities of the School of Library Science and its Center for Documentation and Communication Research, the School of Medicine, and the Cleveland Health Sciences Library on the Western Reserve University campus. Further information is available from the program director, Professor Alan M. Rees, School of Library Science, Western Reserve University, Cleveland, Ohio 44106.

SLA Sets Convention Dates

An estimated 2,500 members, exhibitors, speakers, and others concerned with special librarianship are expected to assemble at the Hotel Commodore in New York City for the 58th Annual Convention of Special Libraries Association May 28–June 1. The theme will be the association's slogan, "Putting Knowledge to Work."

Convention chairman James Humphry, III, Chief Librarian, Metropolitan Museum of Art, and Elizabeth Ferguson, Librarian, Institute of Life Insurance, and program chairman, will oversee the details of the extensive general and division programs, registration, publicity, hospitality, exhibits, meals, and transportation. The Third Forum on Education for Special Librarianship will be a pre-convention feature.

The Southern California Chapter will host the 1968 SLA Convention at the Statler-Hilton Hotel in Los Angeles, June 2-7, with John M. Connor, Librarian, Los Angeles County Medical Association, as chairman. This convention program will be built around the theme "Special Libraries — Partners in Research for Tomorrow's World."

The North Carolina chapter of S.L.A. received its charter in April, 1966 and is headed by Richard C. David, research librarian, Liggett & Myers Tobacco Co. in Durham.

Summer Computer Seminars Scheduled

Two seminars on computer-based systems for libraries will be held on the University of Illinois campus in Urbana this summer. The seminars are being sponsored by the Graduate School of Library Science at the University.

Instruction in the two seminars will be based on a similar course which has been offered each year since 1964, with changes reflecting experience and a rapidly changing technology. The first session of the seminar will be held July 17–August 4, with the second session beginning August 9 and ending August 30.

Insofar as possible, the first session will be directed to the needs of public, school, and junior college librarians and the second session to needs of academic and special librarians. However, if an applicant cannot attend the appropriate session, due consideration will be given his request to participate in the other session.

Tuition fee for each session of the seminar is \$125.00. Interested librarians should direct their inquiries to the following person: Timothy W. Sineath, Seminar Supervisor, 112b Illini Hall, Champaign, Illinois 61820.

New Selection Tool Available

Books for College Libraries, published in March by the American Library Association, is a significant list of more than 53,000 books designed to support a college teaching program which depends heavily on the library. *Books for College Libraries* is a project developed by the ALA Editorial Committee in close cooperation with librarians at the University of California, San Diego. It fills the long-recognized need of college libraries for a book selection tool geared specifically to their needs.

Receipt of a \$45,000 grant from the Council on Library Resources, Inc. made it possible for ALA to prepare and publish the list. The list itself has been developed from the initial selections made for three new undergraduate libraries by the University of California's New Campuses Program under the direction of Melvin J. Voigt, University Librarian, University of California, San Diego. Joseph H. Treyz, formerly head of the New Campuses Program and now Assistant Librarian, University of Michigan, directed the development and preparation of the list for publication by ALA.

Books for College Libraries includes classics, important scholarly titles, and definitive works on all subjects to the undergraduate community. By including only titles published prior to 1964, *Books for College Libraries* has been deliberately and directly related to ALA's current-book-reviewing service for college libraries, Choice, launched in March, 1964. The list is indexed by author and subject.

Educational Media Institute Announced

Applications are currently being accepted for an NDEA Institute for Advanced Study in Educational Media to be held at the University of Oklahoma beginning June 12 and ending July 28, 1967.

Teachers, supervisors, administrators, librarians, and media personnel from both public and non-public elementary and secondary schools will be selected to participate in the Institute program. Regular participants will attend the entire seven weeks, with librarians attending during the week of July 17-21.

Major purpose of the Institute is to prepare teachers to work as educational media specialists in elementary and secondary schools in such a way as to result in the improvement of instruction. Selection of participants will be guided by the principle that individuals of special promise, ability, and imagination will profit most from the program. The Institute will be directed by Dr. William R. Fulton, professor of education, University of Oklahoma.

Requests for applications to attend the Institute should be directed to Dr. Fulton at the following address:

NDEA Institute in Educational Media
University of Oklahoma
Norman, Oklahoma 73069

Medical Librarians Plan Miami Meeting

The 66th annual meeting of the Medical Library Association will be held at the Americana Hotel, Miami Beach, June 11-16. Approximately 500-700 members of the association are expected to attend. Mrs. Mildred C. Langner, Head Librarian, University of Miami School of Medicine, is serving in the role of chairman of the convention committee and as president of MLA during the current year.

Miss Christa Marie Sykes, librarian, LSU School of Medicine in New Orleans, is chairman of the Southern Regional Group of MLA.

Several Tar Heel medical librarians will attend the convention.

Radio, Television, Film Festival Scheduled

To encourage wider and better use by libraries of radio, television, and films and to recognize outstanding programs in these areas, the public relations section of the American Library Association will sponsor its first radio, television, and film festival and seminar during the Association's annual conference to be held in San Francisco June 25-30, 1967.

In making the announcement, Miss Catharine Heinz, festival chairman, said, "The purpose of the festival is to make known the on-going programs in library radio-television-film public relations, and to stimulate further achievement in the field."

During the festival, awards will be presented for those radio, television, and film productions of libraries which, in the opinion of the judges, represent the best use of the three media. Miss Sarah Wallace is chairman of the rules subcommittee for the festival.

Any library or library system is eligible to enter the competition, provided their entries were produced and used between June 1, 1964 and December 1, 1966.

School Library Services for the Educationally Deprived Child

By Alice C. Rusk

Alice Rusk is Head, Bureau of Library Service, Baltimore City Public Schools, Baltimore, Maryland. This address was delivered to the annual work conference of the N.C. Association of School Librarians in Greensboro October 1, 1966.

My topic for consideration today, "School Library Services for the Educationally Deprived Child", is most provocative. Educational deprivation can occur at many levels and in many places. It can occur in school in terms of curriculum or out of school in terms of environmental experiences or lack of them. It can occur in the heart of the city, in the suburbs, or in the most rural area. It can occur with the mentally gifted, the average, and the retarded.

For our present consideration we need to determine, also, who or what is causing the educational deprivation. I am reminded in this regard of a statement by Dr. Nancy Arnez in a recent issue of *School and Society*, "Too many of our schools are like tailors trying to fit the boy to the pants instead of the pants to the boy." It may well be that we are prodding our pupils along curricular avenues which are unsuited to their needs and unreconstructed in terms of their weaknesses.

Increasingly large numbers of boys and girls are coming to our public schools the products of unstable and arid backgrounds in terms of middle class standards and middle class mores. They have been categorized by many terms, not one of which I intend to use today, because it is my feeling that each of the phraseologies has "had it." It is high time that we look at our educational charges simply as children, assay their strength and weaknesses, and plot a course that will steer them through the troubled waters to a safe harbor of some educational progress.

To continue this rather weak metaphor, the school library can play a significant part in the cruise. Although it may not be the whole boat, as the learning resource center of the school it certainly may be the mainstay. Because my greatest experience has been with inner city children, I am going to discuss school library services for the educationally deprived in terms of the inner city child of a large urban area.

Most large urban areas are experiencing the same growth pains. As technological advances revolutionize their industrial economies, they are beset by the problems of migration to the city of many rural persons. Simultaneously there is a withdrawal to the suburbs of a large portion of the economically stable citizenry. The remaining populace represents a diversity of cultural and ethnic backgrounds and socio-economic levels. These are the people whose children challenge our schools.

The standard of the school, in spite of attempts to meet the needs of pupils, is essentially middle class, dedicated to education, books, and formal language. Many of the negative attitudes of these children are directed, not toward education, which by and large they desire, but toward the school which overlooks and underestimates their particular skills and mode of intellectual functioning.

In spite of great technological advances and increasing emphasis on the visual and auditory, ours is still a highly verbalized society. The person whose culture places little emphasis on the verbal is, therefore, at a great disadvantage when he comes up against the accepted norm of the American way of life. Many of our inner city children, particularly those newly arrived from rural sections of our country, function poorly when they are thrust suddenly into an urban environment.

Something relevant to this occurred to me one day. Always I have had a secret desire to be bilingual. How satisfying it would be to be able to live in a country long enough to learn the language by speaking it every day. This would really be the way! But suppose

I had settled in a less favored section of town and learned the vernacular around me. Proudly I would speak forth, assuming that I had mastered the tongue, just like a native. But I would not be very impressive on the right side of the tracks. They would think me educationally deprived and, probably, mentally deficient because of my poor speech and because I did not understand theirs. This is akin to what happens to many of our inner city children when they come to school.

Typically we find these children lacking in the communication skills of reading and writing. Listening skills may be poor because they are strangers in a strange land, listening to a strange tongue. They are often reluctant to talk in school because they find themselves speaking in ways which are unintelligible to persons spoken to and because they may be ridiculed about their unorthodox speech habits.

To say that these children are non-verbal, however, is to lack perception. They are non-middle-class verbal. But outside the confines of the school, theirs is the speech which abounds with the rich imagery of the language of the streets. We have a definite obligation to these children, and it is our responsibility as educators to take these children at the level where we find them and go on with them from there. We must "accent the positive."

In one of his thoughtful books about such children, Frank Riessman emphasizes again and again that we must search for the hidden IQ's which are not revealed by tests based on middle class experiences and which are not evidenced by the characteristic performances of these children which are slow, deliberate, cautious, and more stimulated by provision for physical activity in response. (Frank Riessman, *The Culturally Deprived Child*. New York: Harper and Row, 1964.)

These children need respect, friendship, and help. When they see that these are forthcoming, they will respond. Most of my teaching experience has been with such children and I have found that one finds among them the same normal variety of abilities. They have the same basic needs of all children, needs so well expressed by May Hill Arbuthnot:

(From May Hill Arbuthnot, *Children and Books*. Chicago: Scott, Foresman and Co., 1957, pp. 3-11.)

1. The need for security
2. The need to belong — to be part of a group
3. The need to respect and be respected
4. The need to achieve — to do something worthy
5. The need to know
6. The need for change — play
7. The need for aesthetic satisfaction

A little while ago I said that this child may be positive in his attitude toward education and negative in his attitude toward school. Some of this negativism is encouraged by the blind, well-intended, but insidious ways in which we discriminate against such children by assuming that they cannot learn and setting up for them inferior standards. Transitional techniques may be needed, but these should not necessitate a capitulation

to their deficiencies. Don't use tests to tell whether the children are teachable; make the assumption that they are and push it to the limit — teach!

Books can certainly point the way, particularly in providing vicarious experiences for children who lack necessary first-hand contacts with certain settings and situations. What books? Basically the same books of any well-rounded children's collection, but perhaps in a different ratio, weighted in the direction of the existing problems of a particular situation, and always in the hands of a capable librarian who gauges at what level a book will best be used in her situation. The going may be slower, but progress can be made.

I assure you that I am realistic enough to realize that all children who lack the verbal aptitudes that are considered essential will not blossom forth overnight, in some miraculous way, as readers. Nor do I pretend to bring to you today a magic formula for instant education for children who fall in this category. We say these children are lacking in terms of certain middle class arbitrary rules and ideals. Maybe these rules and ideals are the best and maybe they are not, but they represent the present terms on which society accepts or rejects these children. If they are expected to achieve the desirable norm, they must be inspired to rise to and above the normal level of conformity. They cannot do this if motivated by lowered and adjusted standards.

In discussing these children many educators and sociologists point out the advantage of posting pictures and articles which illustrate that persons of the same racial and ethnic backgrounds are in the mainstream of national and international life, participating successfully. This has much to do with the attitudes of these children toward school. Their activities no longer seem futile when the possibility of occupational advancement appears as something possible. They take on new meaning and the children learn better.

Large groups of inner city children come to school with many deficiencies. We often decry this and question how many roles it is feasible for the school to accept without jeopardizing its basic responsibility. Some things it could not do if it wanted to. The school cannot supply money or better housing. It can make only feeble attempts at providing food or clothing — a few free lunches here or there or refurbished hand-me-downs. It cannot change significantly home conditions or adult attitudes. But one thing the school can do and has an obligation to do. That is to provide standards and to interpret these standards as being meaningful and possible of achievement.

These children should not be motivated by lowered and adjusted standards. The school can and must promote the best in each child. And so, the "howness" rather than the "whatness" of library materials emerges as the dominant factor.

As has been pointed out in many studies, the academic downfall of these children often occurs because the school is not getting through the academic block that separates. When we really understand how these children learn and adapt our methods without compromising content, the true breakthrough will have been accomplished.

The present trend toward the functioning of the school library as a learning resource center, in which books and other instructional materials are used in a purposeful and functional program to undergird and extend the curriculum of the school may provide

part of the key to this breakthrough. Let us constantly explore those possibilities inherent in a school library which functions as such a learning resource center.

The New Look for School Librarians

By Richard L. Darling

Richard Darling is director of instructional materials, Montgomery County Public Schools, Rockville, Maryland. This article is the keynote speech he delivered to the N.C. Association of School Librarians work conference in Greensboro September 29, 1966.

It may seem pretentious and premature to talk about a new look for school libraries or school librarians. Critics of the school library find little new about them and much that they would change. In 1962 J. Lloyd Trump said that "Today's libraries and librarians are too much on the fringes of education." In January, 1966, he still described the school library as a "sideshow," not a part of the main attraction, though he predicts a time when it will be otherwise. A Florida secondary school principal, whose name slips my memory at the moment, would like to put his librarians in cages, hardly evidence of a new look — although a caged librarian may be somewhat unusual.

In fairness, it must be said that these critics are bitter about school libraries not because they fail to perceive their value, but because the libraries they know have not achieved their potential in supporting instruction and in improving the education of boys and girls. But their recent experience with school libraries must be limited. To judge otherwise is to accuse them of shortsightedness, or of willful disregard of a mounting body of evidence contrary to their opinions. For there is a new look in school libraries, a new ferment of ideas, a new excitement. To the challenge of the past decade of change in education, school librarians have responded by providing new services and by making the materials of instruction more accessible to students and teachers than ever before.

The first standards for school libraries issued by the American Association of School Librarians — *School Libraries for Today and Tomorrow* — stood for 15 years, from 1945 until *Standards for School Library Programs* appeared in 1960. Last year the AASL president appointed a committee to revise the 1960 standards. Dr. Frances Henne, chairman of the 1960 National Standards Committee and of the new committee, made the following significant comment in a recent article:

"It is perhaps indicative of the tenor of the times that requests from the field for up-dating of the standards are coming within a period of time that is approximately one-third of that which elapsed between the first version of the national standards and the 1960 revision."

The requests for revision of the standards, to which Dr. Henne refers, are coming, not because all, or even a majority, of school libraries have achieved or surpassed the 1960 standards, but because school libraries have changed and are changing so rapidly in unforeseen ways that some elements of the standards are no longer relevant. In other important elements of today's school library service, the standards provide no guidance at all, or very little.

How have school libraries changed? What are the elements, newly initiated or expanded, that make it possible to talk about a new look? Do school library programs actually exhibit new characteristics and demonstrate altered relationships with the instructional programs of the schools? The answer is an emphatic yes. School libraries have changed and continue to do so. They have collections of a different size, scope, and variety. They offer services of a different nature, and they are administered by school librarians who have had the imagination to create flexible organizational structures to accommodate the needs of students and teachers for materials and services.

Change in Education

Changes in education itself have influenced school library service. With radical shifts in the nature of our society, educators have revised and improved curricula to meet the needs of our times. Since World War II new and improved methods of transportation and communication have reduced the cultural gap between the nations. Both television images and conversation between individuals are transmitted between continents by satellite. Soon men will be traveling by supersonic jet planes, and already our astronauts have flown far beyond earth's atmosphere preparatory to a manned moon flight. Modern medicine and improved agriculture have contributed to a population explosion and to a great migration from the countryside to the great urban centers. The schools have responded to this brave new world by adding new courses to the curricula, by altering and revitalizing old courses, and by creating new ways of teaching that are appropriate to the educational times.

Not least among the factors affecting the schools have been the vast increase in knowledge and the technology which has accompanied it. It has been repeated to the point of triteness that 90% of the scientists who ever lived are alive and active today. But even that fact does not begin to indicate the increase in knowledge. In 1965 nearly twice as many books were published in the United States as in 1960 — 20,234 new titles and 8,361 new editions of older books. To that flood must be added 20,373 titles from the periodical presses and about 80,000 technical reports.

Technology has also influenced the schools. Developments in technology related to communications, in particular, have made possible new ways of teaching and of learning. Closed circuit television has made it possible to bring master teachers into every classroom. The videodisc, still barely more than a rumor, gives promise that television — today the least flexible of media — may soon be better adapted to curricular needs. Teaching machines, 8mm cartridge-mounted film loops, and other new media have proven useful to the teacher and learner. The same kinds of developments which have altered society have also altered the schools.

Change in the School Library

The school library has been at the heart of change in the school. As society has become more complex, we have recognized the need for multiple approaches to understanding it. Educators, first recognizing that the textbook with its single point of view was inadequate, soon began to suspect that even the resources of the traditional school library could not supply adequate support for good instruction.

Librarians were in the vanguard of those who began to plan instructional materials services appropriate to today's education, and to broaden the program of the school library to include all materials of teaching and learning.

It was almost a decade ago, at the Miami Beach conference in 1956, that the AASL adopted its policy statement that the school library should be administered as an instructional materials center. In 1966 many school libraries have fully implemented that philosophy, providing all instructional material required to support the curriculum, equipment needed for their use, and related services. Others have moved beyond, functioning as a nerve center with impulses reaching into every part of the school. In a few cases, the school, in a vital sense, has become a school library. Let us look more closely at some of these developments.

The School Library — A Materials Center

The most striking characteristic of the new school library is the diversity of its collections. Librarians have accepted new media and others not so new into an integrated program in which each medium is accepted for its own integrity and for its value in education. Materials for reading, materials for viewing, and materials for listening are all a part of the library, used for the contribution they can make to study of a topic or to the learning needs of a particular child. A look at the collections found in the new school library reveals the extent of change.

The largest portion of the collection consists of various kinds of printed materials. The book collection, in fact, is larger than in traditional libraries, but it is weighted far more heavily to materials directly related to units of instruction. With the aid of teachers, librarians select advanced materials for rapid learners, easy materials for the slower, special books that will be used only in research, government documents, and pamphlets, all concerned with a single subject, or a closely related group of subjects. The old idea of a balanced collection has no place in a school library whose function is instructional support. Each item justifies its place in the collection by its role in the curriculum.

The book collection has many more special and advanced reference books. It includes advanced indexes and bibliographies so that students and teachers may have more ready access to the contents of the collection.

Periodical collections, particularly in secondary schools, have more titles and, to support individual study and research, long runs of back issues. Many school libraries are providing back volumes by purchasing them on microfilm, thereby eliminating the need for vastly increased storage space.

A few school libraries have gone even further in the use of microfilm, purchasing rare books, early magazines, and newspapers on microfilm in order to provide history students with original source material published in the period they are studying. Some schools and school systems have purchased microfilm cameras so that they could microfilm teacher-prepared materials, rare items of state and local history, and other uncopyrighted materials for student use.

Librarians have also added new and different printed materials. Paperbound books, often less expensive than casebound ones, are used to expand collections quickly and relatively inexpensively when the school introduces new courses, and to provide

extensive duplication. Independent study and remedial study in the school library have created a place for programmed books and programmed materials for use in teaching machines.

In addition to a more varied collection of printed materials, the school library includes a variety of auditory and visual materials. A partial list of new media administered by the school library provides a picture of the scope of its program:

8. 16mm motion picture films, which are still used primarily for group instruction, but which may be used equally effectively for individual study in the library
9. Cartridge-mounted 8mm film loops which are ideal for individual use by students
10. Filmstrips, which teachers use in the classroom, and students use with individual viewers
11. Slides and slide sets related to the curriculum
12. Disc recordings to support instruction in music, literature, and the social studies
13. Tape recordings and blank tapes for students and teachers to make recordings. Useful in many subjects, tape recordings have proven to be of special value in foreign and English language arts
14. Transparencies and overlays, and supplies and equipment to create them locally
15. Maps, charts, and globes, some of which may be permanently placed in classrooms, but all of which are inventoried in the library
16. In elementary schools, which do not usually have science laboratories, simple science equipment, exhibits of rocks and similar realia

In order to provide services with these kinds of materials, the library supplies the necessary equipment. The modern school library inventory includes projectors, tape recorders, record players, bioscopes, listening stations, individual and small group previewers, radio and television receivers. The library provides materials, equipment to use them, and knowledge of their use.

Services of the School Library

Patterns of school library use have also changed. The traditional interpretation of the library as one of the teaching stations in the school has rapidly given ground to the idea that the library is a service agency supporting the whole curriculum. One result of this new idea is the abandonment of rigid scheduling of classes to the library. In today's school library program teachers encourage pupils to use the library individually and in small groups whenever the need for materials arises, and bring whole classes to the library only irregularly and for specific purposes.

With students seeking the library for identified study and research needs, the librarians are able to give them the close individual guidance in reading, listening, and viewing that is essential for maximum benefit from their library activities. The time formerly used for extensive, and often wasted, library lessons for entire classes is devoted to helping students locate materials, or finding materials for them, to assisting them in assessing the value of materials for their assignments, and to teaching them the value, strengths, and limitations of each media.

To meet student needs for a variety of materials, librarians have developed more flexible procedures and extended services. Lengths of loans are geared to student assignments, and to classroom units. It is not uncommon for students to check out materials for use at home or in library study carrels for long periods of time, and for teachers to borrow materials to keep in classrooms or laboratories. Because so many types of materials require equipment for their use, school libraries are open for service in the evenings, on Saturdays, and during holiday periods. A few libraries have had successful experiences in circulation of instructional equipment for home use by students.

Perhaps the most significant change in the library program, however, is in the way librarians work with teachers. A far greater amount of their time is spent in assisting teachers in planning units of instruction so that instructional materials may contribute effectively to teaching and so that they can do follow-up work with students in the library. Librarians cooperate in the instructional program also by serving on curriculum committees. In other words, they play an enlarged role in the educational program as a vital member of the instructional team, their services closely related to curriculum.

The School Library Staff

The new look in school libraries demands a new kind of school librarian. He must know curriculum and teaching methods. He must know educational media and their value and use in education. He must have the ability to bring administrative techniques and creative imagination together to develop library services that meet the needs of today's schools.

Library education institutions have begun to provide programs appropriate for modern school librarianship, but many of them have failed to perceive the ways in which school libraries have diverged from other types of libraries. A few schools, in their regular programs, and a number of the NDEA Title XI Institutes for School Library Personnel are doing a good job of preparing librarians to administer school libraries as comprehensive instructional materials centers. We need more radical changes in pre-service education of school librarians, and more daring short courses and workshops to update the education of librarians already in service. Library education for school librarians should exhibit more methods of using materials in instruction that are commonplace in elementary and secondary education.

The evolving new school librarian is only one element in the new look in school library staffing. Schools have more librarians, and more clerks and technicians to support them. Though few schools have achieved the standard of one librarian to 300 pupils, many of them have increased the size of their professional staff and have enabled them to function in a more professional role.

Library aides perform many important tasks in the new school library. Under the supervision of librarians, they prepare materials for use, assembling collections identified by teachers and librarians, prepare slides and transparencies, handle the instructional equipment, and do many clerical jobs related to ordering, circulation, and use of library materials.

Many school systems have also initiated centralized ordering, cataloging, and processing services to relieve local school staffs of routine duties related to procurement and preparation of materials.

Experimental Programs

Vital as the program we have been describing is, several experimental and pilot projects are currently underway which hold promise of accelerating the rate of change in school library service. Everyone in education has heard of the exciting demonstrations of school library service under the Knapp School Libraries Project. But did you know that the Oak Park and River Forest High School in Illinois has received a Title III grant under the Elementary and Secondary Education Act of 1965, to develop its library instructional materials program through the use of modern technology? A number of school systems have developed model school libraries in deprived areas using allocations from Title I. Both Maryland and Washington state report such programs. Under Title II, the school library title, demonstration school library programs have been funded in Kansas, Maryland, New York, North Carolina, and other states.

Not all the exciting new ventures in school library services result from federal largesse. The Toronto Public Schools have conducted an interesting experiment in providing materials to students and teachers from a central source. The Toronto program raises several questions to be sure, such as the delicate issue of copyright and the basic educational issue of pre-selecting all materials for student assignment. But it faces one problem, the student's lack of time to search for everything he needs. Though few, if any, schools may want to adopt Toronto's method, they will find ideas in it worth adapting to sounder services.

The Montgomery County (Md.) Public School system has on the drawing boards an elementary school with a library sure to arouse interest. Calverton Elementary School will have a communications center as part of the library, equipped with a 120-cartridge tape deck. By dialing from a study carrel in the library or from a classroom, the student can activate any one of the 120 tape recordings in the console and listen to it either by earphones or through a speaker system. The school will have a conduit so that visual materials may be similarly transmitted at a later date.

Another project with implications for school libraries is the City of Columbia, Md. Columbia, a wholly-planned new town of 115,000 people, will rise from what are now rolling farmlands midway between Baltimore and Washington. The Council on Library Resources financed a study of library service appropriate for a new city. The report, *A Library Program for Columbia*, presents a plan for library service which coordinates different types of libraries and makes maximum use of new technology — television, both closed circuit and community antenna, and computer services.

A few school systems have begun to use computers in library central services. Port Huron, Michigan, and Albuquerque, New Mexico, prepare catalog cards through the use of data processing. The Library of Congress has included one school system in its MARC project, a pilot program to determine the feasibility of selling catalog information on computer tapes instead of on printed cards. This project opens the possibility not only of cataloging by computer, but of machine-generated bibliographical services for schools.

These are only a handful of the projects opening new doors for school libraries. What their significance may be, finally, for the individual school, it is too early to say, but that they have a significance is evident. As school librarians struggle to make materials and information available to pupils and teachers at all levels wherever and whenever they are needed, they should use all the mechanical help and all the new ideas available, for the new look in school libraries is vital and exciting support for instruction. The new look for school librarians is an educational role in which the highest premium is placed on their professional ability.

In Memoriam

The entire membership of the North Carolina Library Association has been saddened by the death of Joseph Ruzicka, Sr., who passed away November 30, 1966 at the age of 91.

A long-time friend of libraries and librarians, Mr. Ruzicka was associated with library binding during his entire adult life. His name was, and is, synonymous with high quality binding of books and periodicals.

New North Carolina Books

By William S. Powell

POCAHONTAS WIGHT EDMUNDS. *Tar Heels Track the Century.* Raleigh: Edwards & Broughton Company, 1966. 355pp. Illus. \$8.95.

Ten Tar Heels of national importance since the Civil War are discussed in very readable biographical sketches: Andrew Johnson, Zebulon B. Vance, Matt W. Ransom, C. B. Aycock, O. Henry, James B. Duke, Walter Hines Page, F. M. Simmons, Josephus Daniels, and Thomas Wolfe. Mrs. Edmunds understands North Carolinians of the present as well as of the past, and she writes with sympathy and confidence. Each sketch is adequately documented, and the full bibliography under each entry will prove useful to librarians in their efforts to provide additional material for students writing term papers on these interesting North Carolinians.

SUZANNA CAMERON LINDER. *William Louis Poteat, Prophet of Progress.* Chapel Hill: University of North Carolina Press, 1966. 217pp. Illus. \$5.00.

The author maintains that William Louis Poteat, President of Wake Forest College from 1906 until 1927, together with Charles B. Aycock, did more to modernize North Carolina than all her industrial magnates. They upheld the cause of truth and freedom and in doing so advanced the cause of education. Poteat helped defeat anti-evolution legislation in the state, and on the liquor question of the 1930's he was an active dry leader. Mrs. Linder provides us with a scholarly and informative account of these years during which the foundations were being laid for much of North Carolina's greatness today.

EDWARD L. PINNEY, ed. *Comparative Politics and Political Theory.* Chapel Hill: University of North Carolina Press, 1966. 215pp. \$6.00.

The nine essays in this volume were written to honor Prof. C. B. Robson of the political science faculty of the University of North Carolina in Chapel Hill. They are designed "to reveal the diffuseness of comparative and theoretical political study and to present the major dimensions of comparative politics: normative, conceptual, institutional, behavioral, and methodological." Each of the authors of the nine essays is indebted to Professor Robson as teacher and colleague. Several of them are North Carolinians. Perhaps the essay most related to the state is "Negro Political Participation in the South: An Overview" by Donald R. Matthews and James W. Prothro.

STURGES F. CARY. *Arrow Book of Presidents*. New York: The Four Winds Press, 1966. 103pp. Illus. \$2.95.

Written for the 9 to 13-year-old reader, this worthwhile book begins by introducing the office of President. A concise statement on the origins of the office, its requirements, the selection of candidates, elections, inaugurations, duties, and so on, introduces the text, which deals with each president from Washington to the present. The sketches are not fully biographical; instead, they relate to the problems which each man faced, what was going on in the country at the time, and interesting and important information about what they did. North Carolina's three presidents — Jackson, Polk, and Johnson — are included, of course, as is Tar Heel-born Dolly Madison.

JOSEPH L. MORRISON. *Josephus Daniels, The Small-d Democrat*. Chapel Hill: University of North Carolina Press, 1966. 316pp. Illus. \$7.50.

Much has been written about Josephus Daniels, but this is the first full-length biography of him. Daniels' influence in the state as editor of *The News and Observer* from 1894 until 1948 (with time out for other duties) and his service at the national level in the administration of every Democratic president from the Civil War until World War II make him a man of much interest to North Carolinians. Dr. Morrison, a professor of journalism as well as a trained historian, gives us a full factual account which is at the same time very readable.

A Time for Poetry, An Anthology of The North Carolina Poetry Society, 1966. Winston-Salem: John F. Blair, Publisher, 1966. 185pp. \$4.50.

Thirty-seven Tar Heel poets are represented by from one to eight poems in this anthology. Contributions were selected on a competitive basis, judged by an impartial panel. There is an interesting biographical sketch of each poet before his selections and an introduction to the book which explains the aims of the North Carolina Poetry Society as well as how the competition was conducted. Interesting ideas, unusual feeling, and even something of a story will be found in many of the poems. The work is good, and the Poetry Society is to be commended for the encouragement it is giving to such worthwhile work.

RICHARD WALSER. *The Black Poet*. New York: Philosophical Library, 1966. 120pp. Drawings by Claude Howell. \$3.50.

George Moses Horton was a slave who lived near Pittsboro who was permitted to sell vegetables in Chapel Hill. University students discovered that he was also a poet, and they paid him for poems to send their sweethearts. Horton's field of interest broadened, and four volumes of his poems were published between 1829 and 1865. Drawing largely on an unpublished autobiography, Professor Walser has prepared a biography

of one of the few Negro poets of the early nineteenth century. This is, of course, a book which should be in every library in the state.

ERNST and JOHANNA LEHNER. *How They Saw the New World.* New York: Tudor Publishing Company, 1966. 160pp. Illus., maps. \$7.95.

No one is likely to deny that this is an interesting book to look at. It consists mainly of reproductions of woodcuts, maps, title pages, and other illustrative material concerning America from 1436 to 1818. A brief introduction and captions explain the pictorial material and give its source. Among the categories covered are people, fauna, flora, and "the promoters." Sir Walter Raleigh, Thomas Hariot, deBry engravings of John White drawings, and some plants are among the bits of North Carolina interest. An explanatory caption, however, locates Roanoke Island in Virginia, and an easily identified woodcut of 1629 is described as being a "fanciful picture" of the passion flower which grows in the tropics. Almost any Tar Heel hiker would recognize this plant as one which grows along our roads and in the fields. Many of the reproductions are greatly reduced, others are poor copies, and many are so enlarged as to be unattractive. The idea for such a book was splendid, but it leaves much to be desired as it was produced.

REED SARRATT. *The Ordeal of Desegregation, The First Decade.* New York: Harper & Row, 1966. 374pp. \$7.50.

Reed Sarratt, Charlotte native and former newspaperman in the state, recently was executive director of the Southern Education Reporting Service in Nashville, Tenn. He has written an objective history of desegregation in the South from 1954 to 1964. The role of governors, legislators, schoolmen, lawyers, judges, editors, clergymen, businessmen, and others is discussed in separate chapters. The amount of detail from local situations throughout the South is impressive, and taken together these local situations are employed by the author to fill out the picture he paints. Although the author is careful not to "take sides," it is clear to the reader that too little integration has taken place to please the integrationists and too much has taken place to please the segregationists. From this factual history of a decade of turmoil, however, both sides will find reports of events to which they may point with satisfaction.

MARGARET CULKIN BANNING. *I Took My Love to the Country.* New York: Harper & Row, 1966. 250pp. \$4.95.

Dedicated "to my neighbors in North Carolina with great affection," Mrs. Banning's novel is set in part in "DeSoto, North Carolina," which is recognized by many as being Tryon, where the author spends a part of her time. The story deals with the effect of DeSoto on a New York couple when they occupy the family estate there. The setting is authentic and the people are real. The story for adults is interesting and entertaining.

Yankee Rebel, The Civil War Journal of Edmund DeWitt Patterson, edited with an introduction by John G. Barrett, and a biographical essay by Edmund Brooks Patterson. Chapel Hill: University of North Carolina Press, 1966. 207pp. \$6.00.

Although this journal contains a few references to North Carolina and to North Carolinians, its main North Carolina interest lies in the fact that John G. Barrett, a Tar Heel historian, has edited it. Edmund DeWitt Patterson, the "Yankee Rebel," was a native of Ohio who was teaching school in Alabama in 1861 when he joined the

Confederate Army. His journal is a fascinating account of his experiences during the war. As a Union prisoner for a time he was held only a few miles from his family in Ohio, yet they ignored him even though he was on the point of starvation. Patterson's devotion to the South is very moving. His description of military action is unusually vivid. The journal he left makes extremely interesting reading. Professor Barrett's introduction and notes explain much of the text. We wish that the author's grandson had written a fuller biographical essay and that the book had been indexed.

WILLIAM H. AMOS. *The Life of the Seashore*. New York: McGraw-Hill Book Company, 1966. 231pp. Illus. (many in color), diagrams, maps. \$4.95.

This book is only incidentally a North Carolina book, but inasmuch as the state has a lengthy shoreline and most Tar Heels sooner or later visit the seashore, it will be of interest to many residents of this state. Professor Henry J. Oosting of Duke University was one of the consultants who assisted in its preparation. The water and the land of the seashore, the plants and animals are clearly and accurately discussed and illustrated. While the text is scientifically accurate, it is by no means dull. It is written for young people as well as adults. A glossary, a bibliography, a section on seashore areas in the National Park System (including Cape Hatteras), and an index combine with the excellent text and handsome illustrations to make this a "must" for all school and public libraries.

CARRIE L. BROUGHTON. *Marriage and Death Notices from Raleigh Register and North Carolina State Gazette, 1799-1825*. Baltimore: Genealogical Publishing Co., 1966. 178pp. \$15.00.

Since Miss Broughton first published this index in the Biennial Report of the State Library in 1944, it has become quite popular with historical and genealogical researchers. This is the third printing. Much useful and heretofore obscure information has been gained from Miss Broughton's work, and it is good to have it in print again. We hope, however, that this will be the last printing in this form. It only indexes those papers available in the State Library at the time it was compiled. More complete files of the newspapers are now available on microfilm, thanks to the State Department of Archives and History. All issues should now be indexed, and the index should be published in alphabetical order for all years and not just year-by-year as it was originally arranged.

WORTH S. RAY. *The Mecklenburg Signers and Their Neighbors*. Baltimore: Genealogical Publishing Co., 1966. 245pp. \$7.50.

This is the third printing of a genealogical work which first appeared in 1946. Like the original, it is reproduced from typewritten copy, and although much of it is difficult to read because of blurring and smallness of type, it is as legible as the original. The author defends the so-called Mecklenburg Declaration of Independence of May 20, 1775, and his volume contains brief notes and compiled data on the presumed signers as well as on other citizens of the Mecklenburg County area in the late 1770's. Numerous tombstone inscriptions are included.