

# North Carolina Libraries

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**Cover note:** The bookplate reproduced on the cover is from a copy of Thomas Sherlock's *Several Discourses Preached at the Temple Church* (London: 1761) in the North Carolina Collection at the University of North Carolina. It belonged to Hugh Waddell (1734?–1773) and bears an inscription on the title page that it was a gift from Governor Arthur Dobbs. Waddell, a native of Ireland, moved to North Carolina as a youth and was an officer in the French and Indian War. He was an Indian fighter on the North Carolina frontier, a member of the Colonial Assembly, and friend of several colonial governors. In spite of this friendship, however, he defied Governor William Tryon on one occasion and was a leader in the resistance to the Stamp Act.

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## **National Library Week**

**April 25 – May 1, 1965**

*“Know What You’re Talking About — Read.”*

Promotion aids for 1965 National Library Week, sponsored by the National Book Committee, Inc., in cooperation with the American Library Association, are now available. Once again, money-saving pre-packaged kits of special promotional materials are offered. A descriptive brochure, with price list and order blank, may be obtained upon a postcard request to: Promotion Aids Brochure, National Library Week, P. O. Box 272, Church Street Station, New York City 10008. Deadline for all orders is April 5th.

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## **The Winchester Excavations; Or, A View From The Trenches**

*By Florence Blakely, Head, Reference Department, Duke University Library, Durham*

Winchester, a charming little city of 27,000 “sits like gorgeous icing on top of a rich layer-cake of history.”<sup>1</sup> Situated astride the Itchen River in the chalk downs of Hampshire, this ancient city was untouched by the industrial revolution, if not by Oliver Cromwell. Since 1953 Winchester has been undergoing a vast urban redevelopment program. Thanks to the intelligent farsightedness of the local authorities this unprecedented opportunity for simultaneous archaeological investigation into the city’s past has not been forfeited. Directed by Martin Biddle, Esq., Lecturer in Mediaeval Archaeology in the University of Exeter, the most ambitious essay in urban archaeology ever attempted in England will continue at least until 1970 as sites become available. All aspects of the city’s history from the latest pre-Roman Iron Age (about first century B.C.) down to the emergence of the Victorian city are being investigated. Sites all over the city are yielding information about the public building, private houses, the street plans, the commerce and even, hopefully, the health of the early inhabitants of this royal and ecclesiastical center.

How did Duke and the University of North Carolina get involved in this exciting project? By good luck. In the summer of 1963 Dr. Urban T. Holmes, Kenan Professor of Romance Philology at the University of North Carolina, visited the Winchester excavations and discussed possible American participation with the vigorous young excavations director. Through Dr. Holmes’ efforts Duke and U. N. C. set up Winchester Excavations Committees for the selection of 60-odd volunteers for the ten week season in the summer of 1964. Fortunately for most of the applicants, the basic requirements for archaeological spadework are a strong back and common sense, although some persons were chosen for special skills and knowledge. Duke’s group consisted of undergraduate and graduate students (not all enrolled at Duke), one physical therapist, one librarian, and two faculty members: Professor Katharine M. Banham, and Professor

Louise Hall, liaison officer of the delegation. My stay of one month on the dig was possible only because one member of the Duke group found it necessary to sign up for the first four weeks only, leaving a vacancy for the last several weeks. The American volunteers paid all their own travel expenses but were furnished lodging and subsistence on the dig. The American Council of Learned Societies and the two universities contributed substantial amounts toward excavation costs. These funds, plus generous help from British sources, supported the largest dig ever to take place in England, involving about 185 volunteers at peak period.

American support went primarily to two large sites: the Cathedral Green and Brooks Street. Just north of the 11th century Winchester Cathedral, notable for its uncommonly long nave, groundkeepers rolled up the fresh green turf for use elsewhere, and hardworking young diggers opened trenches to a depth of fourteen feet or more over an area of some 3000 square feet. What they found will cause the rewriting of the history of Saxon architecture. For this summer the foundation trenches have been traced of the two great churches of Anglo-Saxon England. The Old Minster, which might be called the Westminster Abbey of the Saxon kingdom, was built in the seventh century by King Cenwalh of Wessex, and enlarged and rebuilt in the tenth century by the Bishop Ethelwold. This magnificent structure, unique in England for its large Westwork, was demolished in 1093–94 by the Normans, who used its stones in the new cathedral which still stands. The New Minster, standing side-by-side and less than three feet to the north of the Old Minster, in places, was established by King Alfred's son Edward the Elder and dedicated in A.D. 903. This monastic center of learning might be compared to St. George's Chapel, Windsor, for here were buried Alfred, Edward the Elder, and other important late Saxons. Under Bishop Ethelwold's inspiration the scriptoria of the two Minsters played a major part in the great outpouring of manuscript illumination known as the Winchester School. Perhaps the site of St. Swithun's grave will be discovered as the Westwork is excavated in future summers.

Lower Brook Street, the second site sponsored and manned chiefly by Americans, lies to the north of the Cathedral near the River Itchen. The high water level in this area has served archaeology well in two ways. The dampness has prevented the digging of basements which would have destroyed earlier foundations, and it has preserved mediaeval timbers

*in situ*. This vast area of 29 acres, now being cleared of slum housing, presents a laboratory for tracing the development of a busy mediaeval street which was occupied continuously from the first quarter of the 10th century. A wealth of mediaeval leases in the city archives identify craftsmen and shopkeepers in this commercial quarter of the city. Mediaeval cess pits are providing material for a new science—paleomicrobiology—in which the isolation of strains of bacteria and viruses may inform us of the true nature of early epidemics. There was much joshing of diggers on “The Brooks” about importing the Black Plague into North Carolina.

Southeast of the Cathedral lies Wolvesey Palace, where the ruined walls recall its twelfth-century builder, Bishop Henry de Blois. On this third major site, excavations have disclosed beneath the Palace foundations an earlier building possibly related to a Saxon bishop's palace. Still deeper lie a Roman street and Roman house foundations.

Wolvesey will be opened to the public as a national monument under the Ministry of Public Building and Works when excavations have been completed.

Other sites available this summer were Tower Street, where a large Iron Age hut and Iron Age pottery were found, as well as evidence for the sequence and dating of the Roman defenses; and the Assize Courts, important for the succession of five streets (one on top of the other) which help to clarify street plans from Roman through mediaeval times. Both these sites and three emergency digs will soon be covered by new buildings, as will "The Brooks."

The Winchester Excavations workers were quartered at Bushfield, a British Army camp of pre-World War II vintage set on a hill three miles south of the city. A British army unit had recently vacated Bushfield, dismantling much of the equipment which the local arrangements committee had expected to be available for use through the summer. Although American diggers found the accommodations somewhat primitive, our British comrades rated the Winchester dig as plush. Frequently, volunteer diggers furnish their own lodging and food and receive no compensation whatever. "Roughing it" seems to be part of the archaeological tradition in England, where most digs operate on a shoestring.

Our workday began at 8 a.m. when our jeans-and-shorts-clad crew boarded a double-decker bus for the ride into town. By 8:30 wheelbarrows, buckets, picks, brushes and other impedimenta had been trundled from storage sheds to the various sites and the day's labor began. Work continued until 6 p.m. except for one hour for lunch and short morning and afternoon breaks. About 6:15 the weary crew again boarded the bus for the ride back to camp. We worked six days a week, and work on the seventh day was not discouraged. Back at Bushfield the diggers scrambled for priority in line outside limited bathing facilities, and woe to the last in line—no hot water. After supper some students (those on "rota") helped to clean camp and peel potatoes, our staple food item. After a long day of hard physical labor the young still had energy to burn. Some headed for the parade ground for a game of cricket, some climbed neighboring St. Catherine's Hill (site of an Iron Age fort), and some headed for "The Bell" pub for songs and revels. The less hardy among us watched the "telly" in the commons room, did chores, or just fell into our sagging cots.

*[Photograph: Outdoor excavation at Cathedral Greens, Winchester, August 1964. Four people are visible near open trenches with earthen walls. Left to right: B. Rosalind E. Dunnett, Director of Excavation, Colchester, England; Nancy Capps, currently enrolled in School of Library Science, U. N. C. at Chapel Hill; E. Ann Smith, recipient of Honors Masters Award for 1964–65 in English, Duke University Graduate School; Martin Biddle, lecturer in Mediaeval Archeology, University of Exeter, Devon.]*

Cosmopolitan is the word for the summer's Winchester crew. Visiting diggers from France, Germany, Denmark, Norway, Sweden and the Netherlands drifted in and out of camp all through the summer. Archaeological digging is "in" as a way to vacation, and students move from dig to dig through the summer, staying a week or two, sometimes more, at one place. Some British students begin digging at the age of ten, are old hands at 17, and have become site supervisors at the advanced age of 19 or 20. Most of the site supervisors at Winchester were university students of archaeology. One young

supervisor on the Cathedral Green was awarded her degree from Cardiff in mid-summer and left us to become Director of Excavations at the Roman town of Colchester. Perhaps youthfulness accounts for the lack of formality on the sites. The use of surnames, even in addressing the Director, was practically unknown.

Working beside English teen-agers in the trenches at Wolvesey made me sharply aware of a serious strain beneath the constant banter. My ears soon became accustomed to the sound of picks thudding to the time of "We Shall Overcome" and "Where Have All the Flowers Gone?" In their passion for pop folksingers such as Pete Seeger and Bob Dylan these youngsters betrayed their concern for social justice and world peace. The English people's memory of World War II is strong (one Southampton lad commented, "My grandmother died under the stairs in an air raid") and the C.N.D. (Campaign for Nuclear Disarmament) counts teenagers among its committed members.

What do archaeological volunteers do? Mostly they dig . . . with pick-axe, hand-pick, spade and trowel. Neophytes usually swing pick-axes, tote buckets and push wheelbarrows to the damp pile. This kind of work is never finished, but as they learn necessary techniques, some diggers are assigned to finer trowelling and scraping jobs, and to such specialized tasks as "drawing sections," that is, measuring and plotting on graph paper the color and texture of layers in the earthen trench walls. By mid-summer the American students were drawing sections and excavating with delicate brushes and instruments such crucial areas as the unique bell foundry beneath the Old Minster. Those with a knowledge of anatomy were excavating, measuring and drawing

*in situ* fragile skeletons a thousand years old. After a few days on the site even the green digger speaks of taking down a balk, straightening a section, robber trenches and modern intrusions as casually as the librarian refers to CBI, NUC and the LC cat.

While the diggers man the front lines, or at least the trenches, of any archaeological expedition, the supporting corps is of first importance. Outside the trenches worked the photographers; the survey and drawing team (Dr. Hall and Professor W. P. Brandon of Lenoir Rhyne College); experts in anatomy (Dean George R. Holcomb of U.N.C.) and dendrochronology (Professor A. C. Barefoot of State College); and the pottery shed staffs (including Dr. Banham and Mrs. W. P. Brandon). Back at Bushfield the Herculean task of running the camp was accomplished by Professor John M. Schnorrenberg (leader of the U.N.C. delegation) and Mrs. Schnorrenberg in cooperation with Miss Charmian Gooch.

Into the pottery sheds were brought all the small "finds" from each site at the end of the day. Dr. Banham, assistant supervisor of the Wolvesey shed, estimates that in the first seven weeks she and Mrs. Brandon (with occasional help) categorized, washed, brushed with a toothbrush, labelled, marked, bagged and boxed some 9000 fragments of mediaeval glass, another 9000 fragments or sherds of coarse Roman and mediaeval pottery and many more pieces of glass bottles, tiles, Roman mosaic tessera, metal fragments and bones. At Brook Street and on the Cathedral Green many times this amount was processed. Few persons had the good fortune to turn up newsworthy items such as the two heavily gilt, chip-carved Saxon silver belt or harness plates, one of which was pictured in the

*Times* of August 4. There were other valuable finds such as early silver coins, an amethyst pendant and a fine carnelian intaglio. When a bulldozer working on a road just outside Winchester turned up two Roman burials late one afternoon, an emergency crew worked all night removing such fine pieces as a beautiful blue glass flagon and a bronze ewer. Next morning the bulldozer resumed.

By summer's end the American contingent was feeling nostalgic about Winchester even before leaving it. So warmly cordial were the citizens of the city that we came to refer to Winchester, and even to the Cathedral, as "ours". Shopkeepers took the mad Americans in stride, seldom failing to ask, as we made noontime purchase, "And what have you found today?" Mr. and Mrs. Farmer, owners of the tiny Caprice Cafe just off the Green, became so attached to their lunch and break-time patrons that in the last week of the dig they passed around an autograph book to collect names and addresses. Official Winchester was no less friendly. The Dean of the Cathedral personally invited the diggers on the Green to come inside for Evensong just as they were, be-jeaned and be-grimed. Some did go. On our last evening in Winchester, the senior members of the Excavations party and members of the local Excavations Committee were entertained at dinner by the Mayor and Mayoress of Winchester. Happily, Dr. and Mrs. Urban T. Holmes were present for this gala climax to the summer's work.

Our callouses have worn away now, and "troweler's cramp" no longer paralyzes the hand, but veterans of Winchester '64 will long gather to reminisce and listen to tapes of the "Ashley Terrace Five" singing their spontaneous worksongs, and to Duke's Marjorie Randolph, folk-singer and pick-axer *par excellence*.

Have trowel, will travel!

## References

1. Benier, Frank. "The Big Dig." 'The Daily Herald' (London), August 29, 1964, p. 6.

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## Mrs. Elizabeth Hughey to Leave N. C. State Library

Mrs. Hughey, one of N.C.L.A.'s former presidents, has resigned as Librarian of North Carolina State Library, effective March 1st. She will join the Library Services Branch of the U. S. Department of Health, Education and Welfare in Washington as library extension specialist. Her husband, A. Miles Hughey, is an information specialist with the U. S. Department of Education.

Librarian of the State Library since 1956 when the State Library and the State Library Commission were merged, Mrs. Hughey has given almost thirty years of library service to North Carolina. The first regional library in this state for Beaufort, Hyde and Martin counties was organized by Mrs. Hughey. She became supervisor of rural libraries for the State Library Commission in 1946 and director of the Commission in 1950.

Her activities in professional library associations have been numerous, and she will be sadly missed by her many friends and associates in our state.

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## **Robert B. House Undergraduate Library**

*By William A. Pease, Undergraduate Librarian, L. R. Wilson Library, University of North Carolina at Chapel Hill*

Structural planning for the Robert B. House Undergraduate Library at the University of North Carolina at Chapel Hill has been completed and work is continuing on interior design and equipment. This library, named for the former Chancellor, is part of a projected building complex which will include a new campus bookstore and a new student union building. The architectural style of all three buildings is contemporary. Groundbreaking is expected to take place this spring with a completion date of September, 1966.

*[Photograph: Architectural model of the Robert B. House Undergraduate Library, U. N. C. at Chapel Hill, viewed from above at an angle. The building is a flat-roofed modernist structure with rows of narrow vertical windows, surrounded by trees and adjacent campus buildings.]*

The Undergraduate Library has an ideal location immediately adjacent to Wilson Library. It is also central in the area of the new student union, the campus bookstore and Lenoir Dining Hall where it lies in the natural path of student traffic.

The planned building has a floor area of approximately 60,000 square feet and is 152 feet wide by 124 feet long. The site and architectural planning will permit expansion of 100 per cent at some future date.

A modular building, each of the three floors consists of twenty bays 28 feet square. Since the site is on a slope, the lowest level is below ground for half of its length. From the front the building appears to have two levels, but it is three stories high at the rear. The main entrance, centered in the front, opens on the middle level which is glass-walled from floor to ceiling with heat and glare reducing solar bronze glass. The upper level overhangs this glass by eight feet, giving additional protection from direct sunlight. The exterior of the upper level is of precast concrete panels alternating with narrow floor-to-ceiling windows.

The main esthetic feature of the interior will be an open central stairway with large landings doubling as lounge areas at each half-level. Behind the stairway on the second and third levels there will be large openings through which one may view the garden and lounge area on the first level. Thus, apart from serving as the main artery of traffic, this airy stairway will assure the esthetic and physical unity of the three levels within the building.

Carpeting is planned for all levels to provide better acoustic treatment, for esthetic appeal and even certain economic advantage. In an area provided for students who must smoke while reading, the floor surface will be finished in ceramic or stone.

A large percentage of the seating will be designed as individual study spaces. These have proved to be the most effective and desirable type of library reading space. Lounge furniture will also be sprinkled liberally throughout the building.

The building will be all library. There are no classrooms, faculty offices, or space-eating auditoriums. The main concessions to advancing library technology will be a record listening area and adequate wiring and conduits to handle anything our machine-haunted profession may devise in the future.

The book capacity is estimated at 75,000 volumes in open stacks carefully designed to make the most of wall spaces available and to provide for separations in reading areas. It is felt that a well selected and constantly weeded collection of this size in the Undergraduate Library will fulfill 85 per cent of undergraduate needs with maximum convenience while the Wilson Library, only one hundred feet away, will supply the remaining undergraduate needs. \$1,315,000 has been appropriated for the library.

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## **“New Libraries”**

Prize-winning entries in the Library Buildings Award Program of the American Library Association, the American Institute of Architects, and the National Book Committee are featured in a new photo exhibit, “New Libraries,” available from the American Institute of Architects.

The exhibit, costing \$30, consists of 24 panels, 30 by 30 inches in size, mounted on heavy card stock. A total of 122 photos and plans are shown together with explanatory text. Accompanying the exhibit are six copies of a folder providing general background material and listing the names of the architects and buildings. A bibliography, suitable for developing an extended program centered on library design, is included in the folder.

The exhibit visually presents: Relation of buildings to surroundings, organization of interior space, the interior environment, the use of architecture in administrative control areas for increased services and technical material, reading rooms with special facilities for children, expanded community use (meeting rooms, exhibit, galleries, music rooms and auditoriums), special libraries, building expansion, addition to existing structures, and additional features. The exhibit should be ordered from: The American Institute of Architects, Department E, 1735 New York Ave., N.W., Washington, D. C. 2006.

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## **Granville County’s New Library**

The formal opening and dedication of the new Richard H. Thornton Library, serving Oxford and Granville County, was held on May 10, 1964. It is little wonder the citizens there are so very proud of this new building since it is one of the state’s most attractive public libraries.

*[Photograph: Exterior view of the entrance to the Richard H. Thornton Library. The façade features tall rectangular concrete columns, a recessed entryway, and a sign*

reading "Richard H. Thornton Library." A bare tree and parking area are visible to the right.]

The dedication program featured an address by Gerald Johnson which we are pleased to publish in this issue of *North Carolina Libraries*. Other speakers on the program included Mrs. Elizabeth Hughey of North Carolina State Library and Thad Stem of Oxford. The gratitude of the community to the library's greatest benefactor was reflected in the welcome given by Tom W. Johnson, Chairman of the Library Board of Trustees:

*"Some three years ago, when the library personnel were actually in danger of falling from cracks in the floor, when our patrons were figuratively baking on one side and freezing on the other from the old style heaters in a big drafty room, windows were so full of books that no daylight, not even a breath of fresh air could come through, we had in Oxford a small band of hopefuls. They hoped and prayed that they would live to see in Granville County a library facility in keeping with this county."*

*"At that time in Oxford a radiant, erudite, white-haired gentleman and his scholarly wife were frequenting the library. They came daily, often twice, to study, to read, to help organize adult education classes and to attend those classes."*

*"The Library Board had thought of every possible solution to the problem of space and building. Best friends advised against going to the people with a bond vote. Public school needs were many, the court house was bulging, and our county commissioners were striving to cope with the problem of meeting the cost."*

*"And then this scholarly friend, a retired book publisher, said he knew of no county anywhere that needed a library more and he knew of none that would appreciate it as much, so he offered to pay on a matching basis up to \$75,000.00 of the cost of a new library building."*

*"The dark clouds began to turn to silver. It was this challenge, this inspiration, that set up and set off the undertaking that you see here today in its completed form."*

*"I can't say too much about, and for, Dr. Richard H. Thornton and his wife Nina. They have given and they continue to give to the public library of Granville County."*

Dr. Thornton responded with a short speech from which excerpts are here included.

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## **A Dream Come True**

*By Richard H. Thornton*

It was just thirty years ago that the library department of the Oxford's Woman's Club, working under the direction of the North Carolina Library Commission, inaugurated a movement for public library service in Granville County. Two years later the people of

the county voted a three cent tax on the hundred dollar evaluation, and thereby established the first county-wide, tax-supported library in the Southeastern States. This is a record to be proud of.

From these simple beginnings the Granville County Library was born. It has now developed into a community institution, efficiently serving the town and the county, with an excellent collection of something over 30,000 volumes, well catalogued and displayed. The usefulness of the library has been increased by its several branches in the county, and the travels of the bookmobile into less populated areas. The library has kept abreast of modern trends in providing records, films, and other accessories to study, and will now be able also to further interest in the fine arts.

The library has afforded a fine example of a community working together for instruction and enlightenment. It has become a center for many types of activities; several worthwhile study courses have been undertaken, and in this new building such facilities for instruction can be greatly expanded. The library can now provide a public forum for the discussion of important questions, and a gathering place for various cultural groups. It can be a center for the discussion of civic problems and be an aid to business groups. It can bring together both the young and the old for meetings of many kinds.

The Board of County Commissioners deserves special praise for the fine way in which it has supported the library, and ministered to its financial needs. Without their enthusiastic backing the library would never have attained its present standing. I am sure they will be equally interested in its future growth, and provide means for deriving maximum benefits from its operation . . .

Until now this library had been housed in a very inadequate building. It had far outgrown its physical plant, and had been limited for lack of space in doing many things it might do, and wanted to do, but had no means. Two years ago this spring, some of us who made extensive use of the library and appreciated what the librarians were trying to do under severe handicaps, came to feel that it was time to do something about the situation, and work toward plans for a new library building, one adequate to future as well as to present needs, and worthy of the city of Oxford, and Granville County, which it was trying to serve.

Representatives of both the city of Oxford and the County of Granville came together to confer on plans and procedures. From the beginning there was an enthusiastic response, and steps were soon taken for a fund-raising campaign that would reach every one in the county, both young and old. In fact, it was the very early encouragement and support from school children that gave us courage to proceed with all possible speed. We had visions of a new library that would attract every citizen of the county, young and old, to come in to read, to study, and perhaps to meditate.

It would be impossible here to list the great number of individuals who help to bring the project to fruition. If any one person should be singled out for praise, it would be Tom Johnson, chairman of the Library board. From the first he kept the idea of the library before the public and worked endless hours on special matters that needed attention. "Moo" Yancey was unusually effective in getting contributions from important citizens,

and Kennon Taylor played an important role in getting help from citizens of the county and of Oxford.

My own part in making the library possible has been a very simple one, but my contribution has brought me very great satisfaction, and a feeling that I am helping to provide facilities for the training of future citizens of the county, as well as recreation and enjoyment for the older members of the community. It is my hope that the library will attract many new readers, and become a center for the cultural life of the people to whom it belongs.

No word of mine can give adequate praise to the work of Edith Cannady and Sophronia Cooper, and their library staff, in assisting and furthering all our efforts to make the dream of a new library come true. I hope the pleasantness of their new surroundings will be some compensation for the many hours of devoted work they have contributed over the years in making the library the success it now is.

. . . It is my hope that this new building will be a mecca for all groups and individuals who wish to take advantage of the opportunities offered them. The building is ample to take care of our library growth for many years to come, but growth will come more rapidly than we think. In this building we have something in which we can take pride—it has already attracted the attention of many visitors passing through Oxford. The town can have no finer advertisement.

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## **Address On The Occasion Of The Dedication Of The Richard H. Thornton Library**

*By Gerald W. Johnson, native North Carolinian and former Greensboro journalist, now lives in Baltimore, Maryland*

*Address at the Dedication of the Richard H. Thornton Library, Oxford, N.C., May 10, 1964.*

*[Photograph: Interior view of the reading area of the Richard H. Thornton Library. Open shelving lines the rear and side walls. Reading tables with molded plastic chairs are arranged across the open floor. The space is bright and uncluttered.]*

It is more than a polite formula when I say that it is a pleasure to be here today. To be sure, for many years I have always found pleasure in a visit to Oxford, but on this occasion the delight is reinforced by two factors.

In the first place, a few days before I came down I accepted Mr. Thad Stem's invitation to "Light and Rest." The evening I spent with that book was as refreshing as anything I have experienced in a long time; for it bathes Oxford in a shimmering light that will be a blessing to tired eyes long after Mr. Stem and I have gone our way.

In the second place, this time I have the privilege of sharing your pleasure in as pleasant an event as has marked the history of the town in many a day. I am happy to add my tribute to Dr. and Mrs. Thornton. Such generosity is uncommon, but far more rare is the judgment that directs generosity into a channel so profitable to the

beneficiaries. The building is of inert materials—brick and wood and glass—but the institution it houses is a living thing, like a young fruit tree, valuable now, but nothing to what it will be when it comes into flower and then fruit, offering to the town beauty and fragrance and flavor through years that no one can calculate.

Finally, I hope you will bear with me while I, a veteran newspaper man, say a word for Tom W. Johnson, the editor who has fought the battle of the public library, never faltering, never wearying, year in and year out. It is a record honorable to him, but it also does honor to our craft.

Perhaps you may have noted how often the words “pleasure” and “pleasant” have recurred in this introduction. It is not by accident. It happens that this is the fourth time in the last year and a half that I have talked on some subject connected with libraries—twice to librarian associations, once in connection with Library Week, and now here. On the other occasions I have discussed the problems facing librarians, their civic duty, and the cultural influence of the public library on the community it serves—all very serious subjects.

But as I was preparing to come here it occurred to me that I had never given serious consideration to the library as an amusement resort. So I began to study it from the angle and the subject unfolded in a way that astonished me. But why should I have been astonished? Wise men have always admitted that they were impelled to the pursuit of learning by the sheer joy of the thing.

I suspect that the very fact that people are startled, not to say shocked, by a reference to the public library as a fun house is one of the things wrong with this country. It suggests that we are beginning to regard joy as subversive and laughter as an un-American activity; and if that is indeed the case, we are in a very bad way indeed, for love of life is a necessary condition of survival.

So I deliberately turn away from the cultural aspect and the civic aspect, important though they are, and instead congratulate Oxford on acquiring today an endless source of amusement. I did not say hilarity. Noisy mirth is not permissible in a library. It is one of three places where one speaks softly and walks, if not on tiptoe, at least as quietly as may be. The other two are a funeral parlor and a church.

Yet although one acts the same way in all three, how different are the motives! At the undertaker’s one is restrained by respect for death, in church by respect for religion, but in the library only by respect for other people who are trying to read or study and who would be justly irritated by any unnecessary noise. That is to say, in the library one is concerned with the living, and with the pursuit of happiness in this world.

I am aware that this is not true of all libraries. I have been in more than one where the atmosphere was like that of a mausoleum and the books ranged on the shelves reminded one of the niches in each of which are stored the ashes of the dead. In such a place the visitor feels that to take down a book would be almost as shocking as rifling a tomb. But to admit as much is no more than to admit that libraries can be, and some are badly managed. Let us waste no time on them; let us confine our attention to the library that is properly built and properly run.

I submit that it ought to be the pleasantest place in town because the most thoroughly alive. Notice, I didn't say "lively." There is a difference between being alive and being lively. Every first-year biology student knows that if you apply an electric current to the leg of a dead frog it will jerk spasmodically; but it isn't alive. This world swarms with people whose bodies are very much alive, but who in mind and spirit are dead frogs. Their brains will respond to nothing but a shock, and even then they don't think, they merely jerk.

These are the people who most need a library, but they are also the people hardest to get into one. You can't classify them by any known standards. Some are paupers, but some are millionaires. Some belong to the rag-tag-and-bobtail elements, but some consider themselves among the Upper Ten. Some are obviously idiotic, but some are gifted with great shrewdness along certain lines. Some are failures, but some have achieved positions of power and influence.

One thing they have in common—each of them in his youth somehow missed the right kind of introduction to the wealth of our intellectual heritage. The cause may have been poverty, but more often it was either bad teaching in school, or parental neglect at home, or both. When that is the case, the answer to the question, Why can't Johnny read? is that Johnny has too much sense to try to read. All he knows of reading is that it is a laborious exercise to no apparent purpose, or none that compensates him for the effort.

Yet this same Johnny regards no effort too great in doing something that it is fun to do. There are few, if any, more violent expenditures of energy than that involved in playing a game of football, yet Johnny frequently breaks a collar-bone, or an arm, and sometimes his neck trying to make the team. If anyone, parent, teacher, librarian, anybody, had convinced him that reading a book may be one-tenth as much fun as playing football, he would have mastered the art of reading or died in the attempt.

Oh, without doubt somebody told him. The chances are that everybody told him. But between telling a boy, and convincing him, there is a great gulf fixed, and crossing it is not easy. I suspect that one of the reasons for our failure in this matter is that we assume a too moralistic tone. We insist that it is Johnny's duty to read good books, without remembering that no book is either good or bad in and of itself. Good for whom? Good for what? Until we answer these questions "good" is a meaningless word.

Newton's *Principia Mathematica* is accounted one of the world's great classics, but is a bad book for me because my early education was sadly deficient in mathematics and to this day I am unable to follow a mathematical argument of any intricacy. On the other hand, one of the best books, for me, that I ever read was a paper-back edition of "King Solomon's Mines," by Rider Haggard, a concocter of blood-and-thunder tales about Africa. Intellectually, the novelist was not in the same world with Isaac Newton, but in his book I discovered that there may be tremendous excitement in a page of print, and excitement, not culture, made reading worth while. It is for this reason that I am only mildly interested in the recurrent crusades against the so-called "comic books" that are actually distillations of horror. The grown man that reads them is, of course, a case of arrested development; but in the child, oftener than not, they represent a phase of growth that will lead into a wider rationality.

It is a truism centuries old that the beginning of a man's education is the boy's discovery that there is charm, as well as instruction in books. Once that discovery is made, it is inevitable that the individual, if he lives long enough, will acquire at least the rudiments of a liberal education. Even our official documents acknowledge it, for the Declaration of Independence lists "the pursuit of happiness" as one of the inalienable rights of man; and if books offer a road to happiness, it is our inalienable right to follow that road.

Yet in all the many years that we have known this truth, we have not devised a formula of introduction to the charm of literature on which we can rely. Nevertheless, I suspect that, as far as Americans are concerned, the formula has been right under our noses since 1776. That formula is to maintain what the Declaration calls "a decent respect to the opinions of mankind" remembering always that the boys and girls in our own houses are as definitely part of mankind as the Burmese and the Brazilians.

If Dad considers "Treasure Island" vastly more delightful than the adventures of Superman, I agree with him; but if Junior thinks otherwise, I submit that a decent respect to Junior's opinion may be maintained without accepting it. I am aware that we have the highest possible Authority for it that it is a father's duty to give good gifts to his children; but I am also aware that it is a wise father indeed who knows precisely what gifts are good for his particular child.

Even when he knows that a gift is good—and I am immoveably persuaded that a taste for reading is one of the best—there remains the problem of discovering an effective way of conferring that gift; and that problem, to date, has defeated all philosophy. I suppose the basic reason is that it calls for an impossibility. To know infallibly what is the best book for a boy one would have to put himself in that boy's place, thinking his thoughts, feeling his emotions, knowing his needs; and that can be done at best very imperfectly.

But Dad can, and he most emphatically should maintain a decent respect for the child mind, even when it passes his understanding. To be either shocked or scornful is not to maintain a decent respect. It is not easy, I know, to maintain one's poise when Junior, at the age of eight, seems to have acquired the ethics of Captain Kidd rather than those of a Christian martyr, and when his seven-year-old sister reveals the mentality, not of the little angel she resembles, but of Lady Macbeth. But it must be done if the children are to escape psychological distortion.

Thus when we try to determine what kind of book will give the child an abiding thirst for literary adventure, we are necessarily fumbling in the dark, and if we hit upon the right thing, it is more likely to be a happy accident than the fruit of our wisdom.

Would you, for instance, choose snakes as a means of introduction to "the glory that was Greece and the grandeur that was Rome?" Hardly—and yet it can happen, as I know by experience. As a small boy I happened upon a book that cannot have been of any great merit for I long ago forgot even its name. It was a work on Grecian mythology and it was open at an illustration—a photograph of the famous sculpture now in the Vatican museum portraying the fate of Laocoon — which I pronounced Lay-oh-coon—and his sons, destroyed by huge serpents that the angry goddess Athena caused to come up from the sea. That marble is regarded as the supreme example in sculpture of

the combination of physical agony and physical beauty; but what it conveyed to me was, that about such snakes there must be a blood-curdling story which I was bound to know. So I labored through it, and went from that to another story, and so through the book; and from that book to Tanglewood Tales, and from that to Bulfinch.

Years later in college I gained much prestige as a student by breezing through a course that was considered tough—one on Cromwellian literature based on “Paradise Lost.” Milton’s innumerable allusions to such names as Hermes and Persephone and Tiresias and the like had the other boys sweating prodigiously, but they were old stuff to me, for I had discovered them in the search, not for learning, but for excitement. Yet who could have planned it that way?

This brings me to what I consider the most important negative virtue in a well-run public library. That virtue is, not too much guidance. A wise librarian will, of course, steer a small boy away from a shelf of works of sociology, or higher mathematics. But if he brings up before a shelf of good fiction, let him alone. What he chooses may startle you, but if so, the best comment is no comment. The fact that he has taken down a book is evidence that something about it attracted him, and the attraction is the fragile plant that should be most carefully cultivated.

Certainly the librarian must come to the rescue when asked, but only on request. Sometimes it requires fast thinking. I was told by a librarian at Asheville that she was almost stumped when two small girls asked her, one for a book on friction, the other one on biology. But she rose to the occasion by supplying one with a book of fiction, the other a biography. And there was the one in Baltimore who faced a round-eyed ten-year-old who asked for something by a poor man about a crow. She met his request with Poe’s “The Raven.”

But this is but the reverse of the public library’s great positive virtue, which is liberty. What is the institution, after all, but a fortress defending freedom of the mind? It has no higher duty than to maintain Jefferson’s “eternal hostility against every form of tyranny over the mind of man.” Hence its atmosphere should be the air of liberty which, after all, is linked with the pursuit of happiness. It means liberty under law, of course. Reasonable precautions must be taken to prevent damage or loss of the books. A library book wantonly defaced is a disgrace to any community; but one falling to pieces from constant use is a badge of honor.

Thus the well-managed library, it seems to me, always meets three requirements. It should be the easiest place in town to get to. It should be the place where every visitor, regardless of his identity, is assured of a cheerful welcome. It should be the place where some other person’s opinions or tastes are least likely to be thrust upon you.

It is not every community that can maintain such a library. I am not thinking primarily of the money cost, or even of public patronage; I am thinking, rather, of the spirit of the town, of the intellectual climate it has developed. It is the grim truth that America, this land of freedom, is strewn with towns, and even some large cities, that walk in deadly fear of ideas, that are slaves to prejudice and superstition. How else can one account for the stories constantly appearing in the newspapers of self-appointed censors, of snooping committees raiding the library shelves, of librarians persecuted, and

sometimes actually prosecuted, for the crime of trying to inform their people of the best that is being thought and written in the world today?

I do not know how to characterize these places, but it is clear that they are not a part of free America. Never have their hearts responded to the prayer,

*Long may our land be bright, With freedom's holy light,*

for they regard freedom's light as anything but holy. Truth is for them the Gorgon's head, which they dare not face for fear of being petrified.

Such places are not worthy of the name of towns or cities. They are slave-pens, whose denizens are lashed by the bullwhips of ignorance, superstition, and prejudice, the most terrible of slave-masters. To expect such a community to maintain a public library worthy of the name is to expect what never has been and never will be. Oh, they may erect huge and costly buildings, containing miles of shelves loaded with thousands of volumes of triviality and trash, they may hire flunkeys by the score and the hundred, they may squander millions; but they will never maintain a library.

It is for that reason that I rejoice to see the library in Oxford properly housed, for this town can maintain it. You have here a long tradition of respect for learning, in part derived from educational institutions some of which have vanished, but not without leaving their mark upon the town. I do not think there are many communities in North Carolina—and I include everything from the city of Charlotte to a hamlet of three houses and a cross-roads store—that are more completely free of the fear of intelligence, less inclined to stamp upon any idea that comes in from the outside world.

I rejoice that you have a new library because you can use it, and above all, you can enjoy it. "There is no frigate like a book, to bear us lands away," sang Emily Dickinson. I know that within these walls, for years and years to come, Oxford people, boys and girls, but grandfathers and grandmothers too, without moving from their chairs will voyage through the realms of gold, from Oxford to Xanadu, to silken Samarcand, to Circe's isle and the garden of the Hesperides; and so voyaging will

*look on life And find it brave and splendid.*

Can man attain to higher enjoyment in this world? Certainly you will learn, too. You will enrich your culture, you will broaden your horizons, you will profit in countless ways; but above all you will enjoy, and it is for this that I consider you most enviable; for when you open a really great book you will capture something of the rapture of the poet on first looking into Homer:

*Then felt I like some watcher of the skies  
When a new planet swims into  
his ken; Or like stout Cortez when with eagle eyes  
He star'd at the Pacific  
— and all his men Look'd at each other with a wild surmise —  
Silent, upon  
a peak in Darien.*

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## Report of the Governor's Commission on Library Resources

A 287-page report has been completed by the Governor's Commission on Library Resources after a six-month study by a survey staff and consultants. In this report the current resources and the needs of North Carolina's libraries of public schools, colleges and universities as well as special collections, public libraries and the State Library are summarized and recommendations for continued improvement are made.

John V. Hunter III served as the chairman of the Commission, comprised of thirty-nine citizens of the state. The survey staff was headed by Dr. Robert B. Downs of the University of Illinois.

Copies of this report, in its final printed form, will be distributed in the near future to all libraries which participated in the statistical survey. It will also be possible to obtain a copy of this report upon request from the Governor's Commission on Library Resources, c/o North Carolina State Library, Raleigh, N. C.

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## **The Use of Student Assistants at Wingate College Library**

*By Ethel K. Smith, Librarian, Wingate College, Wingate*

Through the years one of the most outstanding features of Wingate College Library has been its fine student librarian program. It has been based on two major factors: The student assistants have been carefully chosen, and they have known and accepted their responsibilities and job assignments so that they can work with minimum supervision.

Wingate College Library serves a student body of more than thirteen hundred. Three professional librarians and sixteen student assistants offer full adequate library service to these students. Approximately three thousand volumes are processed each year. All clerical work is done by the student assistants. Since Wingate College is a junior college, the number of students taking a given subject such as freshman English is larger than it would be in a senior college with the same enrollment. Therefore the use of reserve books is quite heavy. Also the fact that the girls must be in their rooms four nights a week for closed study hour except for going to the library could create a discipline problem for the library. The fine manner in which the student assistants who are responsible for discipline in the library keep this under control is a tribute to their ability and to the respect in which they are held by their fellow students.

*[Photograph: Three female students working at a library cart stacked with books. Caption reads: On the Job: Jimmy Allred—lettering; Betty Maddry—filing; Ruth Williams—Typing catalog cards.]*

The success of the student assistant program begins with the selection of the student assistants. Many students are recommended to the library by former assistant, by high school librarians, by high school counselors, and by Mr. John A. Cox, Wingate's Director of Admissions. From those who apply for a work scholarship, sixteen students with good native ability, good high school records, especially in English, and an interest in library work are assigned to the library. Only freshman students interested in working two years are accepted for the library.

Obviously the cooperation of the administration is necessary for a satisfactory student assistant program. This cooperation is provided in at least four areas: First, the pay for student assistants is enough to make it worth a student's time to work; second, only good students who can work and keep up with their studies are assigned to the library; third, the dean's office is most cooperative in the class scheduling of all work students at Wingate; and last and most important, the library is protected against raiding by other departments who want the library assistants their sophomore year by a school wide policy of increased pay for the second year's work in the same job.

After the students have been assigned to the library by the scholarship committee, the responsibility for training them rests with the librarians. A very careful study of the complete folder in the registrar's office is made by the head librarian before job assignments are made. Each student is trained for both the main circulation desk and the upstairs reserve desk. In addition, he is assigned one major job. Usually a sophomore and a freshman are assigned the same job, and the sophomore teaches the freshman much that he needs to know. For example, students do all the filing above the rod. Usually the freshman with the highest potential is assigned to filing, for it necessitates a learning of filing rules and an exercise of judgment. Immediately after the opening of school, that student is given library time to read Akers'

*Library Cataloging and A. L. A. Rules for Filing Catalog Cards*. Then she works with the sophomore filer, doing simple alphabetizing. Only during the second semester will the freshman actually file in the catalog. The same method is used to teach the typists who work on the catalog cards.

This kind of student assistant program requires of the librarian much time and patience. The jobs that the students do are clerical and even semi-professional in nature, with many questions to be answered and many "whys" to be explained. There will be questions, questions, and questions until the jobs are learned. But once the student understands the process and its relevance to the rest of the library process, the librarians are freed from routine tasks to devote their time to professional duties. The librarian has to be willing to teach.

It is possible for a book to be chosen, received, accessioned, L. C.'s ordered or cataloged locally, prepared physically, listed on the new book list, cards filed, shelved in the faculty reading room for a period, and placed in the regular collection without any conversation relative to it. Our thanks go to Dr. Susan G. Akers, who taught the head librarian to organize library work so that the work would be done by location (when a book is on a given shelf a given process is indicated) and so that every five minutes can be used for productive work.

Perhaps the tracing of a book through processing might best illustrate the methods used in Wingate College Library. When a new edition of *Essay and General Literature Index* arrives, it is received and the bill verified by Miss Susan Crane, assistant librarian who receives everything for which there is a bill. It is then accessioned by Lynn Jones who divides all accessioned books into divisions according to the cards or slips in the book.

This index is then given to Nina Helms or Brenda Hardin, each of whom works at Desk #1 during slack periods such as the noon hour. They look up each book in the section

labeled "List of Books Indexed" and write by that book the call number for each book which the library now owns. Then *Essay and General Literature Index* is returned to Mrs. Smith's desk. In studying all items not owned by the library, she uses her accumulated knowledge of the library requirements of each course offered at Wingate, of the present holdings of the library, and of authors, editors, and presses, and checks all additional books in the bibliography which look promising for Wingate College and places the book in the box for the student order assistant.

This assistant, Doreatha Cooley, then writes out the order cards for all books checked and crosses the check mark to show that the order card has been made. With the help of other assistants, she carries the order cards through the card catalog, the "Received" and "Books on Order" cards to be sure that it is not a duplicate. She must initial the back of the cards so that if any error is made, she will be requested to trace it back to see why the error was made. This is a very important factor in using student assistants.

From this point the process will be the same for all books whether selected by the faculty or by the librarians. However, information missing on the faculty request cards must be supplied through *Books in Print* or *C. B. I.*

When a goodly number of order cards have accumulated in the "To Be Ordered" drawer, they are brought to the head librarian who approves those to be ordered. After separating them into direct orders, 35 per cent discount books, and regular books, the order assistant types each order in accord with a standard form.

Before the orders are mailed, Cynthia Mangum rechecks them through the catalog by title so that the possibility of ordering a duplicate is eliminated. This is especially important in the case of edited books or series.

The order cards are then placed at the *C. B. I.* table where Wanda Baker looks up all L. C. numbers and orders the L. C. cards. She has made so few mistakes that no adult rechecking is necessary. If a book has been published since 1947, the L. C.'s are ordered immediately.

*[Photograph: Four women at a library circulation desk, with open shelving and books visible in the background. Caption reads: Teaching new assistants library tools, l. to r.: Brenda Hardin, Carol Fair, Mrs. Smith, Wanda Baker.]*

Above the *C. B. I.* are books for which the L. C.'s were not available at the time of ordering the book. Miss Baker checks them automatically. When she finds the L. C. number, she orders cards, writes in the front of the book the L. C. number and the date ordered and shelves the book in a separate section to await the cards. Books for which L. C. cards are definitely not available go on a special shelf for Miss Crane, who catalogs locally all such books in English, or on another shelf for Mrs. Smith, who catalogs all foreign language books.

When the books are cataloged, they are placed on a book truck by the cataloging typewriter. Four girls, Betty Pressley, a sophomore and head typist, Sarah Paschal, Ruth Williams, and Carol Fair type all catalog cards. Careful and painstaking effort has gone into training them.

All books for which cards have been typed are placed on another book truck. Brenda Hardin verifies all call numbers on the catalog cards, on the cards and pockets, and in the book itself, as well as all accession numbers. She removes the book jacket and prepares it for filing.

Jimmy Allred, a pre-engineering student, does a beautiful job of lettering. After the books are shellacked, they are placed in the faculty reading room. Mrs. Louise Blackwelder, reserve and records librarian, is responsible for shelving all books out of the faculty reading room.

The reader will notice that the work is so arranged that each adult librarian has an opportunity to handle all new books at one point or another so that she adds to her knowledge of new books.

When a drawer of completed catalog cards accumulates, the head librarian proofreads them by sets. Since the yellow L. C. slip or "P" slip has been left with the cards and has been initialed by the typist, the cards needing correction are given back to the original typist. She is expected to find the error and retype the card. This is a part of the teaching process. Maxine Gaddy, now a student in library science at Appalachian, typed catalog cards for two years and two summers until she could do whole drawers without having a single card sent back for corrections.

The catalog cards then go to Jean Metelli, who sorts and alphabetizes them preparatory to filing in the card catalog. Later Betty Maddrey, a sophomore, files them above the rod. Of course, a professional librarian proofreads the filing before the cards are dropped.

Suppose some of these books are to be placed on reserve. Don Helms and Geary Kent on the reserve desk get these books from the special shelves where the faculty place either books or lists of books to be placed on reserve. They also keep a constant inventory of the reserve books. A simple but very helpful addition has been made for reserve books. A short blue book card (long blue cards are placed in the book on reserve) is made for every book placed on reserve. These are filed by course at desk #2 and are available for student patrons to see what books are currently on reserve, as well as for inventorying reserve books. As a book is taken off reserve, all blue cards go into an inactive file ready to be used whenever the book is again placed on reserve. The regular white book cards for all books on reserve are filed by shelf-list at desk #1. Reserves are especially important in a junior college with a large enrollment and a limited collection.

Students also carry much responsibility for other important jobs in the library. The student who keeps the library statistics is scheduled in the library for first period every day. Jerry Strum who checks in all periodicals and keeps the periodical files in order is likewise scheduled for an early morning period daily.

During 1964–65, an effort is being made to get all music and poetry recordings properly cataloged. While the cataloging is done by one of the professional librarians, Carol Fair is rapidly typing the catalog cards.

Overdue books give little problem, for an assistant writes overdue notices only once a week with the notices being sent through the campus mail for boarding students and through the regular mail for day students with the price of the stamps being added to the fine.

The student assistants are expected to work efficiently in a business-like manner. They may never study on library time, but they may be absent without advance notice if they have a test or are behind in their school work. Their class schedules and their heavy courses are considered in making their library schedule. If they want to miss any night or weekend work, they must exchange hours with another assistant. The tradition at Wingate College is politeness on both sides of the desk.

Many factors would indicate that the student assistant program at Wingate College Library is at least satisfactory and perhaps even very successful.

First, the student body enjoys the library. On many days the total student attendance in the library is more than the total enrollment. Even with so large an attendance, the student assistants control the discipline very well.

Second, three adult librarians are able to give satisfactory service to a student body of thirteen hundred.

Third, the books are processed immediately. There is no backlog of work. The student assistants relieve the professional librarians for professional work.

Fourth, the student assistants learn from their library experience. It has often been said that their work in the library is worth at least two courses: one for their increased knowledge of books and one for their experience in dealing with people and in accepting responsibility. Every student who has worked two years in Wingate College Library has been able to get a job either in the summer or at a senior college if he wanted it to help with his senior college expenses.

Fifth, two assistants who graduated last year are now studying to become professional librarians. One this year plans to be a librarian. The secretarial student assistants have been hired for good jobs, partly on the basis of their experience here.

Sixth, members of the same family often work in the library. Three of this year's assistants had older brothers or sisters who were also assistants. Two others are from the Oxford Orphanage and had been recommended by a former assistant from there.

Seventh, the grades and the honors received by the library assistants have been outstanding. This year Betty Maddrey is secretary of the student body and Jimmy Allred is B. S. U. president. Several are members of the honor societies, and many are in the choir and on various councils.

Last year the visiting committee from the Southern Association commented in their report:

*"The student assistants are chosen with great care, then thoroughly trained to do many intricate operations not usually associated with student help. This program has been unusually successful. There is a remarkable*

*‘esprit de corps’ that carries over from the professional staff to the student assistants.”*

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## **The Librarian and Insurance**

*By Michael G. Allen, Executive Secretary of the Charlotte-Mecklenburg Insurance Advisory Committee*

### **Foreword**

The library insurance article which follows was written at my request. After more than twenty years of serious effort to maintain adequate insurance coverage for a public library system, I found Mr. Allen to have made the most effective, serious and dedicated study of library insurance problems in my experience. As a result, I am prone to believe that our library system has as fine an insurance program as has ever been developed for a library.

In his article, Mr. Allen urges librarians to work with their local agents to determine the insurance needs of the library. I am impelled to add that the librarian will need to check on the diligence of the agent to be selected in an effort to find one willing and able to develop the needed insurance program. Librarians should insist, for example, that the agent read the new A.L.A. book, **Protecting the Library and Its Resources**.

Finally, there is the recurring problem of dividing the library's insurance among several local agents. It would be a rare case if a good insurance program could be developed with several agents working independently on several aspects of the library's insurance. The local agents should agree that one and only one agent will be responsible for the library's insurance.

Hoyt R. Galvin, Director  
Public Library of Charlotte and Mecklenburg County

Surely you would think it is ridiculous for me to suggest that you leave the front door of your library open all night. But when you have an inadequate insurance program, you are subject to more financial loss than if you were to do this and your book stock and other items of value were to be carried off. An inadequate out-of-date insurance program is of little value to your library.

The librarian is charged with the operation of the public library, but in addition to that, he is also charged with the responsibility of protecting the resources of that library. Proper and sufficient insurance is a must for the public library. An insurance program that was updated five or ten years ago is not adequate, unless, that is, you have not added one additional book for the past five years or employed one additional employee.

To begin with, each librarian should seek the advice and services of a competent insurance agent. This agent should be well versed in the insurance business and since the majority of them are members of your community, they are also vitally concerned with the operations of their public library. This agent can keep you abreast of the

changes in the insurance industry and aid you in evaluating your property and upgrading your insurance program.

Now let's talk about reviewing your insurance program. This is an annual project. It should be done at a minimum of once a year. And whenever any change, no matter how minor you may feel it is, takes place in your library, you should contact your agent. Discuss it with him, and he will advise you whether or not it will effect your insurance program. The first duty of the librarian and his agent in this review is to make a study of the entire operation of the public library and determine where the exposures to monetary loss are. Then determine what coverage is available to best protect these exposures from the standpoint of cost and coverage.

Cost should not be the prime consideration, for we all know that we get only what we pay for. We should make certain the insurance policy purchased provides other facilities, such as prompt claim service and engineering service to aid you in preventing losses, for the insurance company like yourself, does not want these losses to occur on your premises.

After the exposures to loss have been determined, you will find that these exposures will fall into four major categories; physical loss (such as fire damage to the building itself), third party loss (such as exposure to suit from a person injured on the premises), honesty coverage (dishonest acts of your employees) and miscellaneous coverage (such as workmen's compensation). Let's take these four major categories and briefly discuss some exposures that may exist and how these exposures could best be covered. Please bear in mind that some of these may not apply to your particular situation and also these will be discussed in general terms. More specific discussion of these can be had with your local insurance agent.

### **Physical Loss**

To begin with, all of us realize that a fire in your library could cause serious financial loss, not only to the building itself but to the stock of books and other items housed in this building. To properly determine the amount of insurance to adequately protect this exposure, we would first need to know the value of the building. If a building burns today it would have to be replaced at today's cost, not the cost of the building when it was constructed ten or twenty years ago. We all realize that construction costs are increasing yearly at a considerable rate. Any insurance agent would be more than happy to assist you in having an appraisal made of your building to determine its insurable value. And again, the fact that this building might have been appraised ten years ago should not lull you into a sense of security. The appraisals and values should be brought up to date annually. In addition, particular attention should be paid to any alterations or additions to your existing plan. These also increase the value of the building and without it being adequately insured, you could be greatly penalized in the event of loss.

The most important thing to you in a public library is its stock. As you know there are considerable values in books and card records housed in the public library. But in addition to this, there are quite a number of pictures, pamphlets, maps, film, micro-film and sound recordings to mention a few.

If you will refer to your last state library annual report, you will see that this form breaks down the various classifications of books and other items, and would give you an exact number of the items housed in your library. After arriving at the number of books by classification, such as fiction, non-fiction, adult, juvenile and the number of miscellaneous items on hand, we then have to determine what each of these items in these categories would cost your particular library to replace. The American Library Association has recently published an excellent book entitled *Protecting the Library and Its Resources*. This book would aid you in determining a value for each of the items mentioned. In this book, you will see that they have set some approximate values of these items. These values would have to be tailored to the local situation.

After the various items have been evaluated, bear in mind that there is considerable value in your card catalogues. These values should also be included. The easiest way to arrive at the value of the card catalogues is to use the total number of volumes housed in the library times the average cost of one set of cards. The total of all of these values we have arrived at would be the values of the contents of the public library (excluding your furniture, fixtures and shelving). This value is the value of what you might call the stock-in-trade of the public library.

The library's furnishings (desks, files, tables, chairs, shelving and similar items) will have to be evaluated from inventory records of cost.

Let's discuss the best methods to protect the library against the exposure to loss from various contingencies. The building and its furniture, fixtures and equipment are subject to various types of exposure; the major one is obviously fire and lightning damage. In addition to fire, however, such things as windstorms, tornadoes, hail, and automobile damage. How do we protect ourselves against these exposures? First, the best method is the basic fire and extended coverage policy. Public libraries, as all public properties, are eligible for what is called the public and institutional property policy. This policy is only available to public properties and carries various discounts, thereby making it more economical. This policy can be written for the perils of fire and extended coverage. There are other coverages that can be added.

The contents of the library or so called stock-in-trade, even though they can be protected by a normal fire and extended coverage policy, are subject to additional exposures. In addition to the exposures previously mentioned, your contents are greatly subject to exposures from theft, water damage, vandalism and numerous other things. In addition to being subject to these exposures, the values of these contents greatly fluctuate, thereby making it very hard to keep up with under the basic fire insurance policy. Your local agent can design a policy for your particular library. This policy is called inland marine and can be tailored to meet your needs.

### **Third Party Liability**

The second broad category would be third party liability. This is known as your exposure to legal suit from an individual who might be injured through the operations of the public library, someone tripping and falling in the library or your exposure to suit from an automobile accident. The normal exposures would be your exposure on the

library premises, the operation of the library, and automobile operations, both owned and non-owned automobiles.

First, your automobile exposure can best be covered by the basic automobile policy, and if the number of vehicles warranted, a fleet automobile policy. In addition to covering the automobiles you own, bear in mind that non-owned automobiles exposure is also great. This is in the event any library employees use their personal automobiles on library business, the public library is exposed to suit. Members of the library board using their own vehicles on library business could expose the library to loss. This exposure should definitely be protected. All of this can be done by one automobile policy.

The premises of the library can best be covered by a comprehensive general liability policy. This policy provides coverage for bodily injury and property damage exposures at various limits; the increase in cost to obtain higher limits of liability is not as great as you might think. Please investigate adequate limits of liability. The awards granted by courts today are becoming very expensive.

Your local agent will explain to you and determine if you have any exposure from additional liability exposures that can be covered by this comprehensive general liability policy such as independent contractors, contractual liability, elevator liability, products liability or numerous other forms. Each would be specifically applicable to your library.

### **Honesty Coverage**

The third category would be honesty insurance. Surely we would not want to think that we would employ a dishonest employee; however, the losses under this type insurance are climbing.

The major exposure would be from the infidelity or dishonest acts of your own employees and this exposure can best be covered by a public employees blanket bond. Blanket bonds are written covering all employees of a public library system and automatically covering any new employees when employed. In addition to this bond granting honesty coverage, it also serves as a good check for the public library when a new employee is hired. The individual is asked to complete a bonding application which will give the bond company some information regarding the background of that employee. The insurance company will then further check that employee, and you will be assured that there is nothing detrimental in that employee's record.

Blanket bonds can be written a number of ways. One particular point to remember is that the premium for the blanket bond is based upon the total number of employees on the date that the bond is effective. As I previously mentioned, the bond covers any new employee that you employ without any additional premium during the term of the bond. With this in mind, it is best to purchase this bond for a four year term. This means that the bond can be written for four years; however, you make annual payments on an installment basis. This would mean that any new employees you employ during this four year period would be covered at no cost to the library during that time.

Another exposure for the public library under this honesty section would be burglary, robbery and theft. Adequate inland marine coverage can be tailored to provide burglary

and theft insurance on your books and other stock items; however, bear in mind that additional items are exposed, such as office equipment, machines and money. You should determine the exposure from loss of money on the premises and decide if it is equitable to cover this exposure. Some libraries do not keep much money on hand. It may be better to assume this risk yourself. There is a money and securities broad form policy which can best protect this small money exposure. This form is the broadest burglary insurance available today. It grants all risks coverage (the only form available that will cover money lost from fire). It can be purchased in small amounts at most economical premiums, and money is covered whether it is on the library premises or off the premises. In addition to covering money, it covers checks and securities owned by the library. This form should be investigated if it is felt that there is enough exposure.

### **Miscellaneous Coverage**

Another category of insurance would include special forms. Under this category would fall workmen's compensation exposure. This coverage is statutory in the State of North Carolina. The law requires an employer, who employs five or more people (with certain exceptions), to purchase workmen's compensation insurance. Even though you may not have five employees, it is best to consider this coverage. The coverage is statutory and will reimburse the injured employee if he is injured in the course of his employment. The amounts of the recovery granted the employee are determined by the Industrial Commission.

Another exposure under this classification would be your exposure to loss from explosions of boilers and machinery. The boiler and machinery policy will reimburse the library for damage to its own premises, adjacent premises and injury to persons in the event of an explosion of an insured object. You should determine if there is this type of exposure on your premises.

In writing this article, I have tried to create an interest in studying insurance programs periodically. This study should be, as I have stated, made in cooperation with your local agent. It is not my suggestion that every known minor exposure be insured. The library should evaluate the size of each exposure and determine if it is economically feasible to purchase insurance against each. Remember that if the exposure is minor, it might be best for the library to assume this themselves.

I have mentioned briefly various individual policies available. There are also available today the so-called package policies that are applicable to your situations. These package policies simply combine various individual policies into one with various additional credits granted. These should definitely be investigated to determine if they will meet the needs of your library as they are more economical and in most instances, broader coverage is afforded.

To aid you in determining what types of policies might best suit your individual needs, I am including a chart of exposures and policies. This chart lists the exposures and some types of policies that could cover that exposure.

### **Exposure and Policy Chart**

Exposure	Policy
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Building and Contents	Fire and Extended Coverage Public and Institutional Property Form Package Policy
Books, Cards, and etc.	Inland Marine Policy Burglary Policy
Plate Glass	Glass Policy
Automobile Liability	Comprehensive Automobile Policy
Automobile Physical Damage	Comprehensive Automobile Policy
All other Liability	Comprehensive General Liability Excess Liability Policy Schedule Liability Policy
Money, Checks, and etc.	Money and Securities Broad Form Safe Burglary Policy Office Burglary Policy
Employee Honesty	Public Employees Blanket Bond Individual Bonds Schedule Fidelity Bond
Boiler & Machinery	Boiler & Machinery Policy
Workmen's Compensation	Workmen's Compensation Policy

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## New North Carolina Books

*By William S. Powell*

**Carroll, Ruth.** *From the Appalachians, A Portfolio of Drawings and Paintings.* New York: Henry Z. Walck, 1964.

Four of Ruth Carroll's lovely paintings in color and five in black and white are included in a portfolio with a 12-page biography of the artist and description of the pictures by her husband, Latrobe Carroll. They're all suitable for framing or for exhibition, and many a young reader will recognize something from *Beanie* or *Tough Enough* or another of the Carrolls' books.

**Downs, Robert B.** *Famous Books, Ancient and Medieval.* New York: Barnes & Noble, Inc., 1964. 329 pp. \$3.95 cloth, \$1.95 paper.

Dr. Downs, Lenoir native, is Dean of Library Administration at the University of Illinois, and the author of a number of books both professional and literary. This one, however,

is a happy combination of the two categories. He has selected 108 books which have exerted a profound influence on history, culture, civilization, and scientific thought from the ancient Egyptian Book of the Dead to Chaucer. Each of them is described, summarized, and appraised in highly readable essays which will tempt many readers to widen their field of knowledge by examining the whole book which Dean Downs describes so temptingly.

*East Carolina College Publications in History*, Volume I, Essays in American History. Greenville: Department of History, East Carolina College, 1964, 182 pp. \$1.50.

Six scholarly and well documented studies in American history, three of which deal with North Carolina subjects, make up this first volume in a promising new series in the field. Written by members of the faculty at East Carolina College, the essays deal almost entirely with the nineteenth century. Those dealing with Tar Heel subjects are: "The Railroad Schemes of George W. Swepson," by Charles L. Price; "Progressivism and Agitation for Legal Reform in North Carolina, 1897–1917," by Joseph F. Steelman; and "Piedmont and Mountain Political Newspapers of North Carolina, 1850–1859: A Compendium," by John C. Ellen, Jr.

**Harris, Bernice Kelly.** *Southern Savory*. Chapel Hill: University of North Carolina Press, 1964. 256 pp. \$5.00.

In nearly forty delightful little essays, most of them under a dozen pages, Mrs. Harris depicts many aspects of country and small town life in North Carolina, generally for several years on both sides of 1900 but some are more recent. There are stories of childhood games and visiting neighbors, of food, of weddings, of death and funerals, of white people and Negroes who knew and loved each other as individuals, and stories about the everyday life of North Carolinians. This is a good bedside book or one to be kept handy to the breakfast table for reading with the last cup of coffee before rushing off in the morning. It's guaranteed to make a modern Tar Heel yearn for the good old days or to remember with affection (or some other emotion) something that happened in his youth or in the 1940's. Mrs. Harris writes equally well of both periods.

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