

# North Carolina Libraries

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### 1959 Convention to Be in Durham

The North Carolina Library Association will meet in Durham on October 8, 9, and 10, with headquarters at the Washington Duke Hotel. The hotel will serve banquets, luncheons, and breakfasts as requested. The armory will be available for meetings if needed. Dr. Benjamin Smith has assured President Vernelle Palmer that North Carolina College will furnish housing facilities for all Negro members attending the conference. A list of hotels and motels in and near Durham will be given in the Summer issue of

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list of hotels and motels in and near Durham will be given in the Summer issue of *North Carolina Libraries*.

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## **The Art of Supervision**

*By Robert B. Downs, Director of Libraries, University of Illinois.*

*Address delivered at the annual meeting of the College and University Libraries Division of the Oklahoma Library Association on April 12, 1953. Reprinted through the courtesy of the Oklahoma Librarian.*

*[Photograph: Head-and-shoulders portrait of Robert B. Downs, facing slightly left. He is wearing a suit and tie.]*

When I was first asked to talk on the art of supervision, my immediate reaction was that I couldn't think of any subject about which I know less. In the course of writing various and sundry books and articles, and preparing speeches on a multiplicity of subjects, I did not recall ever having previously mentioned the word "supervision." It had always seemed to me to be a term reserved for high-powered personnel officers, superintendents of large school systems, and civil service executives — all of whom I hold in great awe.

But then it was pointed out to me that for the past twenty-nine years, as a college and university librarian, I have been engaged in the practice of supervision. The idea struck me with as much surprise as did the revelation to Molière's bourgeois gentleman that he had been speaking prose all his life without realizing it.

Anyway, it was hinted that if I hadn't learned something about supervision after more than a generation of practicing it, there could be some question as to how my time had been spent. So, as the celebrated detective, M. Hercule Poirot, is accustomed to remark, perhaps the "little gray cells" should be put to work.

In the process of cerebration, I have reviewed in my mind both my own experience and observations of the work of other administrators. I have tried to sort out principles of effective supervision — what contributed to the success of the organization's operations, and what had proven undesirable, or even downright injurious, in practice.

The primary purpose of supervision, as I interpret it, is to accomplish certain ends. In order to achieve those objectives, one must, for better or worse, work through people. That's where the complexities begin, for as Charles Darwin discovered in studying the origin of species a century ago, no two individuals in the animal kingdom are ever exactly alike. If some way could be found to function without people, life for supervisors and administrators would be vastly simplified. But in that event, it is likely the supervisors wouldn't be needed either.

Assuming, then, that people are here to stay, and we shall have to learn to live with them, and perchance even to like them, let's examine some of the trade secrets, the important principals of supervision that may help to make the job easier.

### **1. Availability**

Key-word number one in my book is *Availability*. A top-notch supervisor should never tuck himself away behind closed doors in an office, to be seen only on formal appointment, made two weeks in advance. As a minimum, he ought to maintain an open-door policy, allowing anyone who thinks he has business important to bring to the boss' attention to walk right in and get it off his chest. Inevitably, some of your time will be wasted by bores, by people who stay too long and talk too much, but I am convinced of the essential soundness of the principle.

Even better than the open-door policy is a circulation policy. How easy it is to become bogged down in office routine, correspondence, and committee meetings, and never stir out of one's office. I know, because I am often guilty. Either your staff must come to you, like Mahomet to the mountain, or you never lay eyes on them. Soon you are virtually strangers, a gulf of misunderstanding may grow up between you, and the staff will be persuaded you have no interest in getting acquainted with it or in its activities. Circulation involves some wasted hours, as does the open door, but it also pays rich dividends. Get out and visit the various divisions of your organization as frequently as possible, get to know what individual members of the group are doing, be able to call them by name, and observe operations at first hand. You will, as a consequence, be a far more intelligent and efficient supervisor.

In making yourself available, please forget the sacred cow called "channels." If a member of your staff wants to talk to you, presumably he or she wants "you," and not one of your assistant supervisors. I am not implying you should go over the heads of other persons in a chain of command, but I do insist on the inalienable right of everybody in the organization to discuss his problems with any administrative officer. The matter of decisions is another question. "Channels" is a term we have taken over from government and military circles, and it is an administrative convenience. We should not, however, allow it to become a straightjacket, with the Lowells speaking only to the Cabots and the Cabots speaking only to God.

The principle of availability, of course, includes the willingness to lend an ear. One of the supervisor's most essential duties is to be a good listener. Be prepared to hear sympathetically grievances of any kind, to listen to expressions of opinion as to how the organization might be improved, and to ideas for new projects. And I mean "listen." It is extremely irritating for a person with a definite problem to discuss to meet with his superior officer, and then to have the conversation monopolized, with little opportunity to present his point of view. Some administrators are so enraptured by the sound of their own voices that a conference with them is likely to turn into a lecture. If a staff member is allowed to open his mouth in such cases, there are so many interruptions, contradictions, and questions that he cannot tell a connected story. I have found, personally, that it is much more rewarding to listen than to talk. There is always a possibility one will learn something of value.

## **2. Recognition**

The second key-word, after *Availability*, is *Recognition*. The most concrete form of recognition, naturally, is an adequate salary, with suitable merit increases, whenever the budget permits and with status suitable to responsibilities of the position. But, important as those things are, they are not enough. The staff member almost invariably craves

appreciation and praise for a job well done. No salary check can ever fully take the place of a sincere expression of commendation for one's accomplishments. The knowledge that your work is valued by your superiors, that they realize your performance is top-notch, and are grateful for your contributions to the success of the organization, is worth more than money can buy. I do not mean fulsome and meaningless flattery, but genuine and intelligent appreciation, with evidence that the supervisor understands what and why he is commending. Properly used, praise is the most powerful tool at the supervisor's command for getting a job well done, and for maintaining high morale. People are important to themselves, and should always be considered as individuals, not as cogs in a big machine. It is never amiss to build up their egos, and to increase their pride in themselves and their work. A word of praise brings a lift, a feeling of happiness, and a brightness to days that might otherwise be dark and discouraging.

A basic side of recognition, of course, is to give credit when credit is due. The administrator or supervisor who attempts to claim sole credit for new ideas, successful innovations, a smooth-functioning organization, and all other achievements, is probably nursing a large inferiority complex. He certainly will not win the esteem or loyalty of his associates. After all, he is only one member of a team, and a successful team requires the cooperation of every player.

I have known cases of administrators who deliberately refused to employ persons with educational or other qualifications superior to their own, for fear of being overshadowed and outshone. Such an attitude seems to me completely ridiculous. In my view, the more outstanding people one can have in an organization, the more brilliant it will appear to the world at large, and the more glory will be reflected on the persons at the top. My theory is to go out and find the very best staff members procurable, to stimulate them to produce their best work, encourage them to be fertile with ideas, to use their talents to the utmost advantage of the organization, and then to give private and public recognition of their contributions.

One of the greatest university librarians we have ever had in the United States scarcely ever, I believe, had an original idea. He was extraordinarily skillful, however, in surrounding himself with able colleagues and building upon their ideas. He could sort out the sound from the faulty, or we might say "screwball," proposals, and then bring his administrative ability to bear to put the good ideas into effective operation. Thus by full utilization of the talents of capable associates, he not only developed a great library, but in the process established an international reputation for himself. Because he never hesitated to accord full credit to everyone associated with him, the widespread respect, loyalty, and devotion among those who have worked with him are truly remarkable.

### **3. Responsibility**

After *Availability* and *Recognition*, the third key principle in supervision, I think, is *Responsibility*. In an organization of any size, it is a physical impossibility for any one person to keep tab on every detail of operation, no matter how efficient or hard-working he is, or how many hours he spends in his office. Even to attempt such perfect control is inviting a nervous breakdown, not only of the supervisor but also of his staff members, for he will drive them crazy, too.

The alternative is for the supervisor to assign as much authority and responsibility as may be needed. If one has followed the policy recommended of appointing the most highly qualified people one can find and can afford, it would be an injustice to them not to give them free rein to get their work done in their own way. Perhaps I can illustrate the point by citing two horrible examples. At one time, I worked with a university librarian who had an insatiable love of detail and routine. He would go into the catalog department and personally inspect every card being produced. He went to the marking division to check on bookplates and call numbers. In the order department, he ran through the records of books being ordered and examined those received. Similar procedures were followed in the circulation, reference, periodical, and other departments. Staff members soon gained the impression that he was spying on them, and lacked faith in their judgments. They lost respect for him as well as confidence in themselves.

Another illustration is the case of the director of one of the nation's principal university libraries, with a large staff, a book collection of more than a million volumes, and an annual budget well in excess of a million dollars. He, likewise, was convinced that this great organization would fold up and collapse if he didn't keep a finger on everything that went on. Books requested by departmental librarians for transfer from the main library, for instance, were rolled in on a truck for the director's personal inspection, to decide whether the transfer would be approved. He regularly worked twelve to fourteen hours each day, trying to stay on top of the mountain of routine that constantly threatened to engulf him. Meanwhile, there was no time left for important faculty contacts, for getting acquainted with his staff, for the formulation of broad plans for the library's future development, for participation in the activities of professional associations, or for filling the leadership role expected of a person in such a major position.

So we come back to the alternative: Find the right person and make him responsible for getting the job done. It is probable that he will need direction and guidance, especially at first, but if he is competent, he should be able to carry on without minute checking. Force him to stand on his own feet, to make routine decisions without taking the supervisor's time, develop his self-confidence. Like an orchestra, every member has an instrument or a part to play, while the supervisor's job is to wield the baton. If there is a sour note, it will soon be evident where it is coming from and corrective measures can be taken. Much more disastrous it would be for the director to take over and attempt to play all the instruments by himself. There will be much noise, but little harmony.

In my estimation, the best library system, or any other type of organization, is the one which requires a minimum of supervision. This condition can be brought about by proper delegation of authority and responsibility. Where it exists, it is a sign that we have found the right people for the right jobs.

#### **4. Information**

The fourth key-word in my supervision vocabulary is *Information*. "Communications" is a term much in vogue these days, and it has some very practical applications to supervision. All of us like to feel that we are on the inside and that we know what is going on. We want to have a sense of belonging, to feel that we are partners in an

important enterprise, that we belong to an institution, and it belongs to us. Therefore, we have a keen desire to be kept informed of its progress.

Actually, this is a two-way street. Not only should staff members know about policies, plans, changes, new programs, and other matters which may affect their own positions; it is equally essential for the supervisor to learn about the problems and needs of staff members. Without such two-way communication, misunderstanding, misinformation, false rumors, and poor

Actually, this is a two-way street. Not only should staff members know about policies, plans, changes, new programs, and other matters which may affect their own positions; it is equally essential for the supervisor to learn about the problems and needs of staff members. Without such two-way communication, misunderstanding, misinformation, false rumors, and poor *esprit de corps* are inevitable.

The practical machinery for getting information back and forth may take various forms. If the supervisor makes himself available as much as possible, a great deal of communication will take place through individual conferences. Individuals can also be given urgent messages by form letters. To reach larger groups, frequent staff meetings are desirable, providing there is ample time for give-and-take discussion. Staff committees to deal with matters of concern to the organization serve a similar purpose. Another medium I like is a staff news organ, preferably run by the staff rather than by the administration. A well-edited, newsy staff bulletin will be read by everyone. It can be used for official notices and announcements, but its principal function is to carry news of staff activities—for example, any honors received by members, offices to which they have been elected, participation in professional societies, and such personal items as births, marriages, vacations, and anniversaries. There should be a reporter or correspondent in every division or department to make certain no one gets overlooked.

## **5. Loyalty**

My fifth key-word is *Loyalty*. If we expect loyalty from our associates, we must be loyal to them. Nothing, I think, will win the support and cooperation of your staff faster than the knowledge that you have their interests at heart. When the members deserve salary raises or promotions, I believe it is the supervisor's responsibility to go all out to obtain them. If the staff's status is unsatisfactory, work to get it changed. Whenever possible, try to improve working conditions, such as providing adequate light, ventilation, comfortable furniture, pleasant rest rooms, staff rooms, and coffee breaks. Be prepared to fight for liberal vacations, holiday allowances, sick leaves, study leaves, and generous retirement arrangements.

In connection with promotions, it is excellent policy, in my opinion, to promote from within, insofar as practicable. When vacancies occur, why save the choicest plums among staff positions for newcomers from the outside, if you have equally competent persons in line for promotion already in the organization? We have doubtless come to know the weaknesses of those with whom we associate regularly, and are not always so conscious of their strong qualities. The outsider doubtless has some weaknesses, too, that we do not learn about until later. Of course, one ought to guard against

excessive inbreeding on a staff, and an infusion of new blood from time to time is wholesome. But the principle stands.

## 6. Flexibility

Number six might be termed *Flexibility*. The supervisor's or administrator's backbone does not have to be made of rubber. A certain amount of compromise or flexibility, however, in one's makeup will accomplish wonders in oiling the administrative wheels. Too much rigidity, too many arbitrary rules, the insistence that there is only one way to do a thing, kills ambition and initiative, paralyzes new ideas, and may easily cause a staff to go dead. If a staff member wants to reorganize a reading room, prefers to take a vacation in January instead of July, asks for a leave of absence for further professional study, try to see his point of view, and if it appears reasonable, feasible, and for the good of the organization, try to arrange it. Some supervisors seem to get hardening of the mental arteries early in life, and become increasingly uncompromising and inflexible. In a way, the maintenance of the *status quo* is the easiest, simplest kind of administration, but I'll guarantee it won't bring any growth or progress.

## 7. Decisiveness

Number seven might be called *Decisiveness*. This is the place where starch in the spine is essential. The successful supervisor must have the ability to arrive at a decision. The supervisor who procrastinates and vacillates, who blows hot one day and cold the next, who never seems able to make up his mind, is likely to be completely ineffective in leading and directing other people. A general with that attitude would never win a battle, regardless of the quality of his army. I have known administrators for whom it was excruciating to have to act, who struggled for days over a minor decision, and then having made it, lay awake nights wondering whether they had decided correctly. That's the way ulcers are born. These individuals should never have been given supervisory responsibilities in the first place.

You may recall the story of the soldier who was given the assignment of separating the little potatoes from the big potatoes. After several days, on the verge of a nervous breakdown, he came to his commanding officer and asked for a change of assignments. "What's the matter?" asked the officer. "You have an easy job." "I know," replied the soldier, "but these decisions are killing me."

I am not suggesting that everyone should play the big-shot executive, making decisions with split-second, machine-gun rapidity, under terrific pressure. What I am proposing is sensible, reasonable decisions, made with a fair degree of promptness, on the basis of sound information, advice from one's colleagues, and such study as may be indicated. If one cannot operate in that fashion, the probabilities are that he is misplaced as a supervisor.

Personally, the decisions I have most often regretted are those made hastily, without consultation and without fully informing all concerned. Those are the decisions most apt to be half-baked and to bring a kick-back. Generally, I have found the advice of good committees helpful, unless they are too much dominated by persons with axes to grind. And, by the way, if the administrator makes a bum decision, he shouldn't attempt to

place the blame on subordinates. He is the boss, and is being paid to use his judgment and to take responsibility.

### **The Good Boss**

There are, of course, other aspects of supervision worthy of discussion, but the seven mentioned I think are among the most fundamental, that is: *Availability, Recognition, Responsibility, Information, Loyalty, Flexibility, and Decisiveness.*

Recently, I came across a definition which seems to me to describe the ideal toward which every administrator and supervisor should aim. It is entitled "The Good Boss."

*You will know the good boss by the pleasant atmosphere throughout his office, his division, or his section. He gives credit ungrudgingly, frankly, and openly where credit is due. He inspires his employees with his own enthusiasm. Anyone under him can come with a problem, business or personal, with the feeling that he will be encouraged or helped. He knows how to give out the work fairly and how to value it when completed. He does not drive his people; he leads them. He knows the job thoroughly and the ability of his workers. He is alive to new methods and is eager to try out those presented by others. He makes careful progress reports on employees. He keeps nothing secret that, within limits of company policy, he can reveal to stimulate interest. He trains conscientiously, promoting as soon as he can. When employees deserve it, he fights to get them more money. He upgrades with pleasure and demotes with sorrow. He is genial and friendly, but at all times conscious that the command and responsibility are his. He keeps himself free of routine that he may cope promptly with the unexpected.*

Such a paragon may seem unattainable in this imperfect world, but I know there are such people, and all of us with administrative and supervisory responsibilities should do our best to emulate them.

### **References**

1. Tootle, H. K. *Employees Are People*. New York: McGraw-Hill, 1947. pp. 95–96.

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## **Reference Service in the Junior College Library**

*By Sara N. Crittenden, Head Librarian, St. Petersburg Junior College.*

*This article first appeared in the March, 1958, issue of Florida Libraries.*

The Junior College as a form of higher education is gradually finding itself firmly implanted within the educational pattern of America, and of our own state. This has not been a chance happening. It is an outgrowth of a deeply felt need for the unique contributions which a good junior college program is equipped to bring to the educational system. The uniqueness is summed up very appropriately in the name

which is now commonly given to the junior college, that of “community college,” which best describes the clientele forming the student body of the junior college.

First of all, there are the lower division preparatory students who are attending junior college as a springboard toward a four-year degree, and will later transfer to a senior college or university. This naturally necessitates a strong “university parallel” curriculum in the junior college to meet transfer requirements of the four-year universities. The next group of students served by the junior college are those enrolled in what is called “terminal education.” For these people the junior college represents their last formal educational contact. Some of this group enroll in the regular general education courses, but particularly suited to the terminal education program are such semiprofessional curricula as business education, secretarial, nursing, commercial art, and various technical offerings.

Then there is the opportunity for continuing education offered to the adult population of the community by the junior college. In this group we find people returning to college because of change of vocational objectives, interest in new technological developments, or because of the urge for mental stimulation and enrichment. This continuing education phase of junior college development has experienced an almost phenomenal growth in the past few years, and has brought into being strong evening programs within the junior college, offering a wide variety of practical and enrichment curricula.

These, then, are the primary functions and clientele of the junior college. If the modern ideal of a college library as the “heart” of the institution is to be realized, it follows, therefore, that the nature of the library found within the junior college must complement these aims and objectives. The junior college library is in an excellent position to fulfill this role, for, in the main, it is more closely supervised, has closer integration with the curriculum, and can provide more individualized attention for the students than is possible in a larger institution. For this very reason it is somewhat difficult to categorize the reference services of the junior college library, since they permeate throughout all of the library’s activities.

## **Services**

Typical of this type of service is the teaching function of the library. Here, as in any undergraduate division, come students with varied cultural and educational backgrounds. Some have already had good basic training in library skills, and others are neophytes in the book and library world. The paramount job, then, is to try to bring them all within a certain level of understanding. Consequently, much time is spent instructing in techniques which make for effective use of library resources. Much of this instruction is done informally as questions are brought to the circulation or reference desk—for example, inquiries concerning card catalog interpretation, or the use of the *Reader’s Guide* and various other indexes and catalogs. Some sort of formal library instruction and orientation should also be a part of this teaching function of the library. It is difficult to say which of the various methods devised for presenting such instruction is the most beneficial. It is largely a matter dependent on local situation, the ingenuity of the librarians, and the relationship between the librarians and the faculty.

The more conventional type of reference service offered by the junior college library involves the location of sources for research papers, and class assignments requiring the use of library materials. Here it should be emphasized that nothing will aid both the librarian and the patron as much as the librarian's complete familiarity with the reference collection at hand. It may also be noted that reference questions have a way of reappearing at certain times each year. It is prudent, therefore, to keep a file of the most difficult-to-trace items, indicating the sources where material can or cannot be found.

## Collection

Thus far, emphasis has been placed on the types of reference service offered by the junior college library. It is evident, however, that this service must be supported by a strong, well-balanced collection of reference materials. The reference collection need not necessarily be a large one to be most useful. The prime consideration is wise selection, keeping always in mind the aims of the parent institution, the content of the courses offered in the curriculum, and the teaching methods of the faculty members. The library staff should be responsible for seeing that the best and most current general tools are available. This may be accomplished through perusal of current book selection aids, and such basic reference book lists as are found in Bertalan's *Books for Junior Colleges*, Shores' *Basic Reference Sources*, and Winchell's *Guide to Reference Books*. In the various specialized subject areas where there may be some doubt as to the value of adding certain items, we should rely heavily on the suggestions of the teaching faculty.

In addition to the good general encyclopedias, yearbooks, dictionaries, and indexes, it has been our experience that the most frequently used reference materials in the junior college library are those biographical in nature. We lean heavily on such tools as *Biography Index*, *Current Biography*, *Who's Who in America*, *Twentieth Century Authors* and its *First Supplement*, *American Men of Science*, and many other biographical aids. Other reference items frequently used are *Short Story Index*, *Essay and General Literature Index* and *Book Review Digest*. It should be pointed out, however, that these indexes are of little value unless there is on the library's shelves a goodly representation of the books and magazines indexed therein. The list of books covered by such indexes can also serve as a buying guide in building up the reference collection in needed areas. We recently found *Biography Index* an invaluable aid in purchasing volumes of collected biography.

A good junior college reference department of course does not rely entirely on books and periodicals to meet demands. A well-organized vertical file containing articles of current and local importance can be of great help, as can files of maps and pictures. Modern reference practice also presupposes that there will be available equipment for projecting such non-book materials as films, filmstrips, and slides, as well as machines to be used for phonographic and tape recordings. If used properly such media can greatly enrich the regular teaching procedure.

We should not leave the discussion of the reference functions of the junior college library without mention of vocational guidance. There is a great demand by counselors and students for a readable and usable collection of occupational informational material.

This might well grow into a separate collection within the reference department, readily available to all.

Since there is very little advanced research activity in the junior college library, we do not often find it necessary to request interlibrary loans, but there are occasions when the use of interlibrary loan is a great boon in supplying material for faculty members on specialized subjects, or in filling some rather unusual student request which is not available in the local library.

The junior college reference department should also be familiar with the content of other reference collections available within the community, in the event it should be necessary to refer a request to one of these sources.

The relationship between the library staff and the faculty is another important factor contributing to good reference service in the junior college library. We cannot overemphasize the value of cooperative contacts with faculty members in all subject areas, so that the library staff may have firsthand knowledge of the content of courses, teaching methods, and what is expected of the students. This pays dividends many times over in both efficiency and public relations, when the librarian is able to supply just the right book at the right time.

The role of the junior college administration in efficient library service also comes to our attention. It is through close cooperation with administrative officers that mutual understandings are reached which culminate in strong support for the library, as well as in the establishment of library policies compatible with the functions and philosophies of the institution as a whole.

From the foregoing description it seems evident that the reference services of the junior college library are many and all-encompassing, but at the same time richly rewarding. This philosophy is aptly expressed in the motto which has become a watchword at St. Petersburg Junior College, "Life is worth learning." We should like every one of our students to cultivate a knowledge of library materials and habits of reading and research which will carry over pleasantly and effectively into all phases of life.

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## **Report Issue Planned**

The Fall issue of *North Carolina Libraries* will be a "Report Issue" similar to the October, 1957, issue (Vol. 16, No. 1). The Chairmen of all Sections and Committees are urged to have their reports in the hands of the editor *not later than July 15*. This early deadline is necessary if copies of the journal are to be mailed to our members in advance of the October meeting. Copy should be typed, double-spaced, and in final form for printing. In the case of Committees the chairman and the names of all members should appear at the head of the report. For Sections, the names of the chairman and all officers should appear in this space. The name of the person making the report should be given at the end.

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## Joseph Ruzicka Scholarship Announced

The Scholarship Loan Fund Committee of the North Carolina Library Association announces a \$1000.00 Scholarship which is being made available to North Carolinians for studies in the area of library science. The award, being made by the book-binding firm of Joseph Ruzicka, Inc., of Greensboro and Baltimore, Md., is designed to encourage college graduates to enter the library profession and to assist present librarians in furthering their studies and academic standings. The scholarship will be administered by the North Carolina Library Association through its scholarship and loan fund committee. Notices of the new scholarship are presently being circulated to colleges and universities as well as to libraries throughout the state.

The rules governing the award are as follows:

2. Applicant must have been a legal resident of North Carolina for at least two consecutive years.
3. The scholarship will be awarded for the purpose of original or continuing studies in library science: to a student entering library school for the first time; to a student currently enrolled in a library school program, or to a practicing librarian who wishes to continue his or her studies.
4. Awards will be made by the Executive Board of the N.C.L.A. upon recommendation of the Scholarship Committee, based on consideration of the applicant's need for financial assistance, ability, character and purpose of study.
5. Applications should be made to the Chairman of the Scholarship and Loan Fund Committee of the N.C.L.A. (Mr. I. T. Littleton, D. H. Hill Library, State College, N. C.)
6. Applications should be submitted by July 1, 1959. Applicants are urged to submit applications as early as possible.
7. Notification of recipient of award will be made August 15 or shortly thereafter.
8. The award for August 1959 will be \$1000.00.

Loans in the amount of \$500 also are available to residents (2 years) of North Carolina for graduate study in the field of library science.

Application forms for the scholarship and the loans are available from the chairman of the Scholarship Loan Fund Committee of the North Carolina Library Association. Address: Mr. I. T. Littleton, D. H. Hill Library, N. C. State College, Raleigh, N. C. Applications for both scholarship and loan should be submitted by July 1, 1959.

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## Research, Resources, and Librarianship in the Southeast

*By Benjamin Edward Powell, Librarian, Duke University.*

*This paper was given at the Southern College and Research Libraries Workshop at Florida State University last June. It was published in The Humanities, the Sciences and the Library in the Southeast, Proceedings of the First Southern College and Research*

*Library Workshop (Tallahassee: Florida State University Library School, 1958), pp. 1–12.*

If Walter Hines Page could look upon the South today he would see much that would restore his faith in his “old home land.” Three-quarters of a century ago the voice and pen of this North Carolinian, a brilliant editor and statesman, were active in behalf of education for the masses in the South, of university training for all who had the ability and aptitude for it, in behalf of industrial training, industry, libraries, and all the other good things he saw possessed by Americans outside the South. Twice he came back to the South to make it his home and help it overcome the depression into which it had fallen during the Civil War and Reconstruction, but it was not ready for him and received cordially neither him nor his ideas.

Page was acridly bitter and critical of his own and other southern states for not shaking off the effects of the war and moving ahead more rapidly. He was impatient of a South whose people did not read, whose libraries were scarcely worthy of the name, and whose universities supported little, if any, research. He had outgrown, by this time, his Southern bias with which he must have started life. Many of the things he saw in the South now irritated him: the atmosphere of shiftlessness that generally prevailed; the tobacco-chewing loafers; the plantation houses in need of repair; the unpainted and broken-down fences; and the rich soil so wastefully cultivated with a single crop. The young philosopher found himself comparing these vestiges of a half-moribund civilization with the vibrant cities of the North, the beautiful villages of New England and the fertile prairie farms of the West. And the comparison was odious.

The South of that day remained the country where the old fashioned Southern gentleman was the controlling social influence, where knowledge of Greek and Latin made its possessor a person of consideration, where Emerson was a Yankee philosopher, and therefore not important, where Shakespeare and Milton were regarded almost as contemporary writers, and where the church and politics and the matrimonial history of friends and relatives formed the staple of conversation.

Here and there in the 1880's and 1890's a Ph.D. was offered; but organized graduate programs were not to come for twenty years or more. The region lagged behind the remainder of the country in industry. Its manufactured products in 1880 were valued at \$295,000,000, while those of the remainder of the country were worth \$5,369,000,000. In 1900 the ratio was about the same, \$979,000,000 to \$13,039,000,000.

Page was remembering a South that once was more industrial than New England; that had supplied much of the country's leadership; whose per capita value of property in 1860, including the slave population, was higher than that of New England; that was spending in education three times as much per capita as the North; a region with fewer than half the population of the North, but with more colleges, more professors and almost as many students (27,055 to 29,044).

Although the South forgot about its industries with the invention of the cotton gin in 1810, and turned again to them and to a fuller utilization of its own natural resources only when the bottom fell out of cotton prices in the 1840's, still, when the war started, the region was outstripping the rest of the country in railroad building and was undergoing a renaissance in industry. Now, twenty to thirty years later, Page was

needing this South that was exhausted—as completely exhausted as any country had ever been. Freeing the slaves cost an estimated five billion dollars. The freed slaves became a financial burden; and the war debts were staggering. But more irreparable was the manpower loss: the thousands who died in battle and the hundreds of thousands who moved to the North and West in the twenty-five years immediately following the war. The South of Page's time was pulling itself up by its bootstraps, but its progress was so slow that one could scarcely tell whether it was advancing or retreating.

Conditions improved steadily below the Mason-Dixon line following World War I and during the 1920's. Just after the depression of the 1930's the region's most remarkable progress in development and trade was initiated. In 1936 and the first half of 1937, for example, \$450,000,000 was invested in constructing and improving Southern industries. During the previous five years one billion dollars had been invested for the same purpose. The depression brought closer cooperation between agriculture and industry which, through scientific research, enabled the expansion of manufacturing in the South to make greater use of its raw materials. The combination of agriculture, industry and science was opening new industries and creating new wealth and employment opportunities.

In 1935 the value of goods manufactured in the South was \$8,632,000,000. This total has now increased to more than seventy billion dollars. Of the 35,000 industries now operating in the South, two out of three have come in since 1935; and half of the plants are in some way related to agricultural activities or production. Between 25% and 30% of the food processing manufacturers in the United States are now located in the South; over half of the country's textile mills; nearly 90% of tobacco manufacturing; and 25% of the pulp paper industry.

The chief source of intellectual progress in any country must be the universities, and the South had none of first rank in the 19th century. Little systematic graduate work was offered in the region before 1900, and most graduate departments were established after 1920. As late as 1931 the region was still without a first-rate university, according to Edwin R. Embree. Only three Southern universities were members of the Association of American Universities. Four others have since been admitted. While there were evidences of sporadic research activities in the South from 1900 to 1925, only four institutions were actually granting doctorates with any regularity and only 150 degrees were conferred during the two and a half decades after the turn of the century.

From 1900 to 1930 American university presidents and their faculties devoted much attention and effort to the encouragement of research and to its establishment on a sounder basis. Research councils were established in such national scholarly bodies as the Association of American Universities, the Association of University Professors and the American Historical Association, to mention only a few. And out of these in 1919 came the American Council of Learned Societies whose assistance greatly stimulated research and publication in the South.

In 1934 the Committee on Graduate Instruction of the American Council on Education conducted a study to determine the universities of the nation equipped and staffed to grant doctorates. It found that of a total of 660 departments so equipped, only twenty-

five were located in the eleven southern states, and all of these were concentrated in six institutions. Eight of these states were without a single department that was considered adequate for offering the doctorate. Twenty-three institutions in the South are now granting the doctorate in 182 departments. Whether or not the Committee on Graduate Instruction would grade all of them favorably, it is obvious that this study encouraged the strengthening of faculties, and they in turn demanded better libraries.

In 1925–26 the undergraduate enrollment in southern universities was 32,878 and graduate, 5,642. These figures had increased in 1956–57 to 127,472 and 23,784. Faculty members increased from 3,157 in 1925–26 to 12,144 in 1956–57. Further evidence of the renaissance is the increased attention given research. Many university faculty are “research” members and devote most of their time to research rather than to teaching. Southern universities granted 150 Ph.D.’s during the first quarter of the 20th century. In 1941 they granted 230, and in 1954, 687.

Research costs money, and the amount spent is another important barometer of the virility of a state or region. Back in 1938 fifty million dollars was spent by American universities for research. Of the six universities spending more than two million, none was in the South. One southern institution spent between 500,000 and a million. Total spent in the region was less than five million dollars. In 1954 \$372,643,000 was spent in the institutions of higher education in the United States, of which 39 million was spent by southern institutions.

Foundations have made major contributions to the increase in research activities in the South, and one of the forms this has taken has been in the support of institutes through which universities have been able to extend the benefits of teaching and research to many phases of the citizen’s life. In 1947 seventy-eight institutes were operating in southern universities.

Published research is another barometer by which the creative spirit and ability of a region may be gauged. Thirty years ago one would have been hard-pressed to find a dozen scholars from the South included in *Chemical Abstracts*. In 1951 1,025 articles in chemistry abstracted for *Chemical Abstracts* originated in the South; in 1956 the number had increased to 1,776.

Graduate work and research is not stimulated unless publication of the results is likely. Seven university presses are presently operating in these eleven states, the first having been established in 1922. In 1956 they published 82 books. They also publish twenty or more journals, most of which are scholarly in character. Journals offer another excellent vehicle for the publication of research, and the fact that one is issued on a campus should stimulate research activity in that field. In 1957 809 periodicals were being published in the South, an increase of 108 since 1928.

Other good signs: 32 Guggenheim fellowships were awarded Southerners in 1958. One hundred and seventy southern applicants received National Science awards for 1957–58, 104 of whom were from the states included in this review. Twenty per cent of the country’s faculty members qualified to do research in the physical sciences and engineering fields are teaching in southern universities. Between 1900 and 1950 the percentage of southern biographees in *Who’s Who in America*, those resident in the South, increased from 9% to 11%; in actual numbers from 809 to 5,047. As late as 1925

the number of biographees resident in the South continued to be less than the number born in the South but resident elsewhere—evidence that the old cancer that cost the region so many of its ablest and most ambitious men was still alive—but recent signs suggest that the trend is at last becoming more favorable to the South.

All of these favorable signs—these evidences of a reawakening in education, agriculture, industry and research—would have restored Page's faith—which he never quite lost—in the land of his birth. All of them, in a sense, are related to teaching and research, and have implications for libraries. Creative artists and scientists, scholars and research men alike, work effectively only when close to research libraries. The research man in the university must have his books and journals. And industry's dependence upon the printed record is well illustrated in the development of special libraries in its laboratories during the last quarter of a century. How well have the libraries of the new South been developed to meet these larger demands now being made of them? Let's look at them.

While librarians did not begin, as early as the teaching faculty, to discuss in their meetings the need for concentrated and cooperative action in strengthening their research facilities and in encouraging research, librarians individually were aware of their obligations to the scholar. This has been demonstrated in the growth of libraries. In 1900 the libraries of the 23 institutions that grant doctorates in the Southeast contained 407,000 volumes. Harvard already had more than half a million. During the next twenty-five years these libraries added a million volumes, or 1,750 volumes per library per year. Harvard, meanwhile, added two million, or 80,000 volumes a year.

The pressure of increased enrollment in graduate and professional schools, with heavier demands for graduate instruction in a variety of fields, together with the influence of professional associations and councils, and with the assistance of foundations, brought increased funds to libraries. Between 1925–26 and 1956–57 ten million volumes were added to southern research libraries, bringing the total to more than eleven million. Five and a half million volumes have been added since World War II, and \$61,227,000 has been spent, of which 22 million went for books and journals.

Since 1935—between 1935–1955—the South has led the nation in the rate of growth of its research libraries. Seven of our states are ranked among the first nine in the United States in the percentage of increase in volumes in their research libraries; and the percentages range from 200% in Alabama to 471% in Florida. Ten of our states are among the first 19, all with increases of above 135 per cent. Three library centers in the South were among the first ten of the nation in the percentage of increase of their volumes during this period. The Chapel Hill–Durham center ranked third; Birmingham, seventh; and Atlanta, tenth.

All this is evidence that librarians and faculties have been studying their programs and have been selecting the books and other materials most necessary to their institutions' program. These materials have been acquired as special collections—private libraries, representing decades and centuries of collecting by scholars and collectors and requiring special budgetary maneuvers to finance; they have come as single rare items long the library's desiderata list; or files of journals offered in dealers' catalogs from overseas and snatched via cable from other less alert and less fortunate libraries; as

collections of papers of statesmen, industrialists, plantation owners or literary figures; as diaries of soldiers who intelligently recorded life about them as they moved up and down the South in the 1860's.

Staffs to acquire and process these materials and to assist the scholar in exploiting them have been assembled. The number of staff members in the twenty-three institutions was raised from 479 in 1939–40 to 1,199 in 1956–57, an increase of 30 staff members for each institution. These additional members provided the specialized services required of curators of rare books, of manuscripts, maps, documents and subject-trained personnel to work in highly specialized fields. The staff salaries budget increased from \$734,066 in 1939 to \$6,249,351 in 1957.

New buildings costing \$20,000,000 and more have been constructed since the war, and substantial additions have been made to others. Storage, study and operating space is needed on the greatly enlarged campuses to serve more undergraduates, graduate students and faculty. These new buildings provide easy access to books, and include space for organizing manuscripts, rare books and other materials for easy and intensive use. They include equipment and space for making and reading microreproductions, for storing and using audio-visual equipment, and for quick reproduction of material for class or research use.

Librarians have prepared lists to aid the scholar in locating and gaining access to special collections and other materials; as examples of this highly important assistance, we have guides to the manuscript collections; lists of newspaper files held; lists of newspapers on film; guides to the resources of single libraries; a list of chemical journals in southern libraries (as prepared by SIRF); scientific journals in the libraries of Duke—University of North Carolina—North Carolina State College and the Woman's College of the University of North Carolina; lists of books of a geographical area (for example, Thornton's North Carolina bibliography); and North Carolina fiction, prepared by the North Carolina Library Association and the North Carolina Association of Teachers of English; supplement to the Union List of Serials for the Southeast, (in progress); a guide to the microfilm collections of early state records, a monumental collecting and listing project directed by Prof. W. S. Jenkins of the University of North Carolina, to mention only a few.

In 1932 the major research libraries of the nation, about forty of them, formed the Association of Research Libraries to which seven libraries of the Southeast now belong—(Duke, the University of North Carolina, Universities of Florida, Virginia, Kentucky, Louisiana State University and the Joint University Libraries.) The organization studies the common problems of research libraries, discusses them and makes its findings serve effectively the scholars of the nation. The Library of Congress Catalog in book form, the Farmington Plan, and the Documents Expediting Project, are examples of projects the Association of Research Libraries has conceived and sponsored. In the South the newly-created Association of Southeastern Research Libraries, a smaller model of A.R.L., already has initiated several projects. Meanwhile southern librarians have made their collections freely accessible on interlibrary loan, and groups of them have banded together for the purpose of strengthening their library facilities and making them more easily accessible. This interest in strengthening library resources, avoiding unnecessary duplication, and in increasing accessibility was

expressed in concrete action more than twenty years ago in the Duke–North Carolina Cooperative Agreement, the creation of the Joint University Library in Nashville, and in the Atlanta Center.

Perhaps it should be emphasized here that neither of these enterprises could have been launched without foundation help. This was in the early thirties, and attention had just been focused upon the inadequacy of facilities for higher education in the South. As foundations came to the assistance of universities the library was recognized as the logical approach, through cooperative effort, to the problem of improving higher education.

The most extensive plan for cooperation in the South was organized as the Georgia-Florida Committee for Planning Library Cooperation in 1954, which became the Southeastern Interlibrary Research Facility in June 1955, about which you will hear later. The Association of Southeastern Research Libraries, organized in 1956, is composed of the librarians of the twenty-three Ph.D.-granting institutions in the Southeast. The fact that we now have a discussion place for library problems common to the libraries of the region, and a working group within which problems can be initiated, assures us of a strong library program insofar as cooperation can make a contribution.

Notable progress was made in library development, in research, and in higher education, generally, in the South in the last quarter century. By looking backward we can see how far we have come; but by looking about us we can see that the library resources of the region still suffer by comparison with those of other geographic regions. How are these deficiencies to be corrected? It appears to me that several steps must be taken if the differences are to be substantially reduced: (1) We must increase substantially the financial support of southern research libraries; (2) work out a cooperative program whose features will attract and hold all the research libraries of the South; (3) encourage publication of research completed in the region; (4) provide lists and descriptions which will enable the scholar to locate the materials that are available; (5) develop a more effective program of bringing new and well-qualified people into the profession.

Let's look first at the financial picture. In 1956–57 southern research libraries spent \$108,438 per institution for books. They have spent an average of \$79,700 per year since the end of World War II. The average expenditure of libraries in the Association of Research Libraries in 1956–57 was \$240,021; they have spent an average of \$171,468 per year since 1945. Southern libraries have added 20,650 volumes per year during this period, while A.R.L. libraries have added annually 35,022. The average size of southern libraries is 526,555 volumes, while A.R.L. libraries contain 1,363,750 volumes. These are, for the most part, differences in quantity, but the differences are so great as to be highly significant.

Some quality measurements may also be made. About fifteen years ago Charles H. Brown's well-known study of the holdings of the most cited journals in chemistry, mathematics, physics, botany and physiology revealed that only four libraries in the Southeast ranked among the first 55 libraries of the country, and these ranked 15th, 43d, 47th, and 50th. At about the same time the Board of Resources of the American

Library Association, under the chairmanship of Robert B. Downs, drew up a list of 75 subjects and asked about 500 authorities to state where, in their opinion, the best library collections were held. Fifty-three collections in the South were declared distinguished, but these were concentrated in only eight institutions, and thirty-seven of the collections were in two institutions. This condition is obliged to have changed, with the addition of several million volumes since that date, but libraries in other areas have been strengthened too, so the comparisons must remain about the same.

How many volumes does a research library need? One can answer that question about as satisfactorily as the question "How far is up?" No statistical formula has been developed that will tell how much money is required annually to support work for the doctorate in a given field. Too many factors are involved. In 1956–57 Harvard and California gave degrees in 28 fields. Harvard has 177,347 volumes for each field in which it granted degrees; California 50,803. Ohio State gave degrees in 27 fields the same year and had only 27,216 volumes per field. No institution in the South granted degrees that year with fewer than 38,000 supporting volumes for each field in which degrees were granted.

These figures are not very helpful. What we all know, however, is that in order for an institution to carry on graduate work and conduct research it must have, for the department concerned, the standard treatises, the basic journals, and a respectable collection of other source materials. Once the basic material is at hand the number of additional volumes actually available in a given field adds richness to the research that can be conducted and multiplies the specific projects within that field that can be carried on.

The difference in size of A.R.L. and Southern libraries makes it fairly obvious that we are inadequately prepared to conduct graduate work and research in many of the fields of interest to the region. We have much to make up in the building of libraries. The first need of southern libraries, then is for more money. Every research library in the South should be spending annually in the next few years at least \$150,000 for books, periodicals and binding. The libraries of institutions granting degrees in 20–25 fields should be spending \$250,000. Last year only twelve spent as much as \$150,000 and none as much as \$250,000. If research is to be conducted and doctorates granted in the fields in which there is demand, institutional budgets must be substantially increased, with a proportionate share going to the library. One hears much of several factors which make it difficult for southern states to support their libraries and educational institutions more generously; for example, 1) research libraries in southern states are now receiving 3.6% of the total institutional budget; A.R.L. libraries receive only 3.4%; 2) the per capita income of the Southeast was \$1,368 in 1956; the national average was \$1,940; 3) 17% of the country's population resides in these eleven southern states, but this includes 23% of the country's school and college students. These are financial problems peculiar to us, but they cannot be allowed to stand permanently between the region and first-rate research libraries. The presence of strong research libraries, as a matter of fact, would contribute to the early removal of some of these problems.

The head start libraries elsewhere have on the region can be made up only with great effort and much time; but librarians can do much to offset it by agreeing to add as

heavily to library resources as finances will permit, giving priority always to the acquisition of important research resources not now in the South. Cooperation can take many forms. In view of the present limited facilities of the region, we would profit from top level cooperation in decisions relative to fields in which graduate work will be given, to the end that unnecessary training in certain subject areas is avoided and that all the fields important to the South are covered somewhere. Without agreement at that level, libraries cannot develop cooperatively long range programs of acquisitions in which commitments are made to build certain fields intensively; and without agreements to provide sound training the South will continue to send men to the North and West for advanced degrees and will increase thereby the prospect of their being lost to the region.

Library cooperation that is concerned only with mobilizing and using existing resources is not the answer. Most southern libraries have lacked the books and journals needed to support graduate work in certain fields. Last year half of the industries locating in the South were related to agricultural activities and production, yet Downs in his "Leading American Library Collections" found only one library in the entire area possessing an outstanding collection in agricultural sciences. Nothing is achieved by bringing together a group of relatively weak libraries, all of which contain essentially the same materials.

What is needed is a realistic and positive program of building and sharing collections. The Joint ASERL-SREB Committee on Research Library Cooperation in the South has stated clearly the objectives of regional library cooperation: 1) provide the research materials essential to quality graduate and professional education; 2) make these materials as accessible as possible; and 3) reduce unnecessary duplication.

The projects already completed, in process, or on the drawing board, under the direction of SIRF or ASERL, will contribute to the accessibility and reduce duplication. The list of chemical journals; Southeastern Supplement to the Union List; survey of holdings of foreign documents; description of special collections; report on microcopy projects; and others like them, covering the region or single library holdings, demonstrate that the spirit and the know-how are present, and that a positive and aggressive program of building up southern collections cooperatively should flourish. The dissemination of information about holdings should be extended and continued; guides to manuscript collections should be published and kept up-to-date; lists of newspapers, special collections, and major acquisitions, in whatever form, should be made available routinely to the other research libraries of the region. The library and the graduate school should be on such terms that their representatives could discuss the preparation and publication of such lists, descriptions and other materials as would enable the research staff of the university more completely to exploit the resources of the library in its research.

If university presses are to provide the stimulus to research for which they have a tremendous potential, they should keep in mind the purpose for which they were organized. They should continue to be concerned with publication of the scholarly work of the university, rather than with showing a profit and with placing titles on best-seller lists. They should have the kind of financial support that would permit directors to keep their sights on original objectives. This support should take into account also the

advantage to the university of permitting the library liberal discounts on books and journals sent out on exchange.

Finally, the effectiveness of any library is dependent in large measure upon personnel—upon those responsible for bringing books and people together. There exists in the South a scarcity of technically-trained librarians, but just as critical is the scarcity of librarians with competence in subject fields and in languages, and with experience in handling special materials like manuscripts, rare books, documents, archives, maps and audio visual materials. We need, therefore, new librarians with ability, training, and with experience in the book trade—librarians familiar with foreign book markets and dealers—if libraries are to be built with the materials sorely needed in the southern states. The training of these people is a responsibility of the region; we are well-equipped to grant the Master's degree to as many as are likely to be recruited. The South does not have, however, a doctoral program in librarianship. Perhaps the matter should receive sympathetic attention and study. Such a program should draw heavily upon other divisions of the university—the humanities, social and natural sciences, and should stimulate the cross-fertilization of librarianship with other professions. Among the practical advantages of such a program for the South are these: 1) More problems peculiar to the South could be studied; 2) More teachers with intensive training in research methods would become available for teaching posts in southern library schools and for staff positions in southern libraries; 3) Able persons who, for a variety of reasons, could not go to library school outside the region, would enroll for the doctorate; 4) More first-rate people would be drawn into the first-year school.

As we think together of resources and research in this first Southern College and Research Library Workshop, it is well to view our present resources against a background such as I have tried to present. Regardless of where the South stands today in relation to the remainder of the country, the progress it has made during the last half century should convince us that the unfavorable regional differences that have plagued us for almost a hundred years can be overcome. Such meetings as this will hasten the day.

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## **The Library-Community Project in Cumberland County**

*By Dorothy E. Shue, Librarian, Cumberland County Public Library, Fayetteville, N. C.*

The Library-Community Project is the most significant thing that has happened to the Cumberland County Public Library since the tax vote in 1946. That is the feeling of those of us who are working closely with LCP in Cumberland County. LCP has come at a time when the Library needs to evaluate itself—to take a long, penetrating inward look, as well as a look outward at the direction in which it is going.

Like other public libraries in North Carolina, the Cumberland County Public Library has experienced rapid growth since World War II. Demands upon it have been especially heavy because of the extensive expansion of nearby Fort Bragg, and a corresponding population increase in the surrounding area.

For some time the Library has been in the process of physical enlargement, beginning in 1951 with the construction of a new building for the Main Library. A new city branch was built in 1955, and two branches in rural areas were established recently. The book collection has grown from 18,000 in 1948, to 48,000 by the end of 1958.

It will not be necessary to point out to busy librarians that these growing pains, and the attempt to keep abreast of demands for books and materials, have been time-consuming. But the Board of Trustees and the Librarian have long felt the need for a planned adult education program resulting from systematic study of community needs.

At a most opportune moment the Cumberland County Public Library was chosen as the pilot library for the North Carolina Library-Community Project. Now, with the assistance of professional consultant services provided by the American Library Association, we are enabled to make the study we have long needed. Miss Dorothy Kittel is LCP consultant from the A.L.A. and Patrick Penland is State Project Director from the State Library. They are both most generous with their services, giving the local project guidance, advice and moral support.

LCP is a two-year project, and its duration in Cumberland County is from September 1, 1958 through August 31, 1960. The first year here is being devoted to a study of the library and the community; in the second year there will be a period evaluating the information gathered in the studies, followed by the planning of an adult education program.

Early in August, 1958, the librarian and a member of the Library Board, with representatives from the State Library, were given preparation for the Project by attending an orientation meeting at A.L.A. headquarters in Chicago. In September our consultants, Miss Kittel and Mr. Penland, spent several days in Fayetteville and the County, orienting Library Board and Staff members to the meaning and procedures of the Project. This pattern has been followed throughout the Project to date. At any time when people become newly involved in the Project, they are given a careful period of orientation. Consequently, all "hands" become acquainted with fundamentals of the program and no one goes into it "cold." We have found that this applies also to the community at large, and that orientation through the media of newspaper, radio, club talks, and the like, contributes to public understanding of—and enthusiasm for—the Project.

Following orientation, the Pilot Library's next step was the adoption of a written statement of objectives, a procedure recommended in *Public Library Service*. The adoption of objectives is the basis upon which programs and services can be evaluated. Objectives were studied by librarian and staff, and recommended to the Library Board, which formally adopted them.

The Library then embarked upon a period of self-study and this is still in process. In order to know the quality of our basic book collection, titles are being checked with those on standard lists, such as

The Library then embarked upon a period of self-study and this is still in process. In order to know the quality of our basic book collection, titles are being checked with those on standard lists, such as *The Standard Catalog*. A study of library services

includes a questionnaire to borrowers, to find out what they are seeking from the Library and whether they are finding it. Something about the borrower is also asked— educational level, age group, hobbies, occupation, where they live in the community, and how long they have lived in Cumberland County. On the days that borrowers' questionnaires are given, there is also an analysis of circulation and of reference questions. The purpose of the library and library-use study is to establish a baseline, to find out how well the Library is presently serving the community.

An important phase of LCP is a study of the community, its needs, resources, and interests, especially in the field of adult education. To make this study, the Library enlisted the help of a Citizens Community Study Committee, a group of people carefully selected by the Library Board on the basis of their interest and work in the community, the Library, and in adult education. There are fifteen members of this Committee, and their job is to determine community characteristics and resources, and to identify its needs and problems. This, obviously, is no small undertaking, and is one in which the Committee decides upon its own methods and procedures for study. These methods and procedures, though now still in the planning stage, will involve questionnaires to heads of organizations and agencies, studies of all available statistics about the community, and probably a sample survey of the community at large. The Committee is currently exploring approaches to a sample survey, and is giving consideration to the information to be sought through the survey. The first two business sessions of the Committee have been concerned with deciding what it does want to know about the community.

The Library self-study and the community study are expected to be completed by July 1, 1959, at which time evaluation of the information gathered and planning for a community adult education program will begin.

It is hoped that LCP in Cumberland County will set a pattern and work out certain procedures which other libraries may follow in making a library-community study. Possibly some methods used will be found to be unfeasible or unproductive. Other libraries, profiting from the experience of the pilot library, may be able to move faster by following only those procedures which have proved successful. Aside from its value to other libraries and communities, however, the Librarian and Trustees of the Cumberland County Public Library are sure that the Library will serve the community better, and that the community will be more aware than it ever has been that it has a public library.

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## **A Backward Glance: Two Early Library Reports**

*With an introduction by Margaret H. Ligon, Librarian, Pack Memorial Public Library, Asheville.*

Early in January, when plans were being made for the eightieth birthday celebration of Pack Memorial, we had occasion to look back through old minute and record books for comparative figures. A number of interesting facts were recorded, and it was noticeable that Asheville went all out to entertain the American Library Association and the North Carolina Library Association in May, 1907. Committees were appointed and plans were

made for hospitable entertainment. The sum of \$50.00 was set aside by the Board for this mammoth undertaking, and the reception expenses included \$6.50 for tables and chairs, \$11.00 for music, \$17.50 for ice cream and \$2.00 for a carriage for the musicians. The Board also voted that the expenses of Lt. Governor, Francis D. Winston, in the amount of \$21.25 be paid. According to the minutes, Lt. Governor Winston came to Asheville to address the Association and to welcome visitors on behalf of the South. Another item of interest in the treasurer's report is the expenditure of \$2.65 which provided library substitutes in order that the librarians might attend the conferences. It was apparent that everyone had a good time and the local committees functioned throughout in a capable and hospitable manner.

The Southeastern Library Association will convene in Asheville in October, 1960, and I am wondering how our expenses will compare with those of the early National convention.

Two other items of interest are the informal reports of the Librarian of that period: One on the fourth annual meeting of the North Carolina Library Association in Greensboro in 1908 and the joint meeting with the Southern Educational Association in Charlotte in 1909. These reports were not part of the minutes and, I think, were written for her own personal use in making her report to the Library Board. From the standpoint of a public librarian, some of the problems she noted are still problems today. It is nothing to have a class of fifty or more descend on the Library with the same assignment without any previous warning.

The reports of Miss Grace McHardy Jones, later Mrs. Oscar Mauldin of Greenville, South Carolina, read as follows:

### **Report of Greensboro Convention**

The fourth annual meeting of the North Carolina Library Association convened in Greensboro November 12, 1908 at 3:00 P.M., Miss Annie Petty, of the Normal, presiding in the enforced absence of the President, Mrs. Ross of Charlotte.

The sessions were held in the attractive auditorium of the new Carnegie Library. In regard to this building, let me say that when I entered its inviting portals, my first thought was, "Oh if I could only transport our Committee, in a body, to this ideal little Library, Asheville would soon be the proud possessor of one quite as nice on that corner lot on Church Street." However, in the midst of my envy of Greensboro's beautiful Treasure House for her books came the consoling reflection that we have the books, our library being twice as full as theirs!

But let us return to the meeting, and not keep Miss Petty and little Dr. Louis Wilson (the able secretary) in anxiety lest we important (?) folk fail to appear!

The minutes of the Asheville meeting were read, reports made, and business begun. The most important subject under discussion was the place to establish a "Library Commission" for North Carolina. This was attempted last year, but the bill was presented to the Legislature so late that nothing was accomplished.

A committee was appointed to look into the matter again and to lay the bill before the next session. Said bill is, in brief, as follows: Library Commission to be composed of five

persons including the State Librarian and the Superintendent of Public Instruction. Object of this Commission is to give as much assistance as possible to all libraries in the State, especially those struggling for existence. For this purpose a paid Secretary must be employed, someone thoroughly conversant with Library matters in general. Annual appropriation asked is \$1500. Offices in Raleigh. No member of the Commission to receive any remuneration, except of course the Secretary, save when traveling on Commission business, and then mere expenses to be paid.

The next subject for discussion was "The Library and the School," showing what a power for good the city library can be, in regard to the children.

Meeting adjourned in time for interesting visits to the Libraries at the Normal and the Greensboro Female College.

The evening was devoted to a most delightful lecture, by Dr. Stephen Weeks, on "Some North Carolina Incunabula and Association Books," during the course of which he exhibited a number of books from his own fine collection, among them the first laws and first geological report printed in our State; also an old book which had been the property of Edward Mosely long before the Revolution, and another that had belonged to Gabriel Johnson and contained his beautiful book-plate.

The second, and last, day of the meeting was given up to the round table discussion of many points concerning library management, such as fines, reference work for schools, clubs, etc., arrangement of pamphlets, bulletins or current events and general routine business, and Election. Miss Petty, Vice President, was made President.

After adjournment a beautiful luncheon was served, and then the august body of delegates was driven out to Guilford Battle Ground, there to live over again with Major Morehead the famous old "battle which made Yorktown possible."

Since my return, a letter has come saying that Miss Petty has appointed me a member of the Executive Board. That sounds large, but it really does not amount to much, except that it shows we are recognized a little bit more than we were last year, when Mrs. Ross failed to call for our report, and that at a time when they were guests of our own town!

*(Signed) Grace McH. Jones*

*Librarian*

### **Report of the Charlotte Convention (Southern Educational Association, 1909)**

The Southern Educational Association assembled in Charlotte Dec. 28, 1909 for what proved to be a most enjoyable and instructive meeting of three days duration. Big pedagogical guns, not only from the South, but from the North, boomed learned utterances forth apparently as easily and with as much gusto, as they later replenished the necessary material ammunition at the well-served tables of the Hotel Selwyn.

There was the jovial Judson of Chicago, and learned Dabney of Tennessee; jolly Pres. Mitchell of the South Carolina University and the revered Eliot of Harvard, to say nothing of the cohorts of State and City Superintendents of Education. High in the estimation of their fellow-workers we were delighted to see our former Sup. J. D. Eggleston now in

charge of education in Va., and our present incumbent R. J. Tighe, whose able responses and papers added greatly to the various programs.

We librarians had little part or lot in the general programs, which caused us much indignation. Our shining lights were hidden and forced to glimmer only on the elect few, as the Department of Libraries held its meetings separately. True, all the departments are so arranged in the S.E.A., for instance the Dept. of Child Study, of Elementary Education and so on, but they also have representation on the general programs. So one protest is this—that all of our papers were read only among ourselves, none were placed on the big programs, which was not fair to the Librarians of the South. For instance, Dr. Louis Wilson of Chapel Hill, Pres. of the N.C.L.A. gave us a splendid paper on “The Public Library as an Educator,” which should have been read where it could have been generally enjoyed. This separation was particularly to be deplored as the main object of having a Dept. of Libraries in connection with the S.E.A. is to bring teacher and librarian more into unison with each other, and how can such an end be accomplished when we are shelved in a Carnegie Library, or isolated as though we were something violently contagious? The writer happened to breakfast one morning with the man who plans the programs, the all-powerful secretary, and laughingly voiced our sentiments in the matter. He was quite positive in his position that the Libraries had been given too much representation last year, and must this year take a back seat. He grudgingly concedes that one place may be assigned us next year to air in full assembly our deep-rooted convictions as to our work in the world.

Joking aside, I must say that from my double-standpoint of teacher and librarian, I can see that the two do not work together nearly so much as they *could*, and *would* if the matter were more seriously considered.

Miss Mary Hannah Johnston, the very clever Nashville Librarian, seems to have solved this problem to an extent, for in her paper on “The Relation Between Library and School” she told us of the manner in which she has the High School pupils come to the Library, and she shows them all through, teaching them at least the few positive essentials needed for correct use of the “people’s university.” Miss Petty of the Greensboro Normal, has placed the entering wedge for a regular Library training there, by giving the girls lectures on the work.

Now in regard to the Asheville Library, your Librarian stands ready to aid the High School so far as lies in her power whenever it wishes her aid. For instance, she suggested some time since, to the former literature teacher, that essay subjects should be sent in previous to being given to the pupils so that material might be looked up for children beforehand, but the suggestion was overlooked.

Possibly our Board could formulate plans for making our Library more useful to the youth of the community.

Well, as I say, of course this was the main subject, but various others of much interest were brought up.

“The Values of the State Library” was ably discussed by Miss Sharo from Davidson College.

"The Traveling Library" proved most interesting as delineated by Mrs. Eugene Heard of Georgia, whose experience in circulating the libraries sent out by the Seaboard Air Line, renders her particularly good authority in regard to how the thing can be practically worked. Miss Grace Jones of Asheville was on for the discussion of this subject also.

Last, but not least, came the very excellent article upon the "Work of a Library Commission," by Miss Leatherman, the Secretary of the N. C. Library Commission.

The meetings were not large, but were enthusiastic, and of vital interest, so we trust that ere long the Department of Libraries may be able to hold its own with any educational body in this broad and enlightened land.

*(Signed) Grace McH. Jones*

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## **Personal News and Notes**

The annual meeting of the Friends of the Library, University of North Carolina, will be a dinner session in the Ballroom of the Carolina Inn, at 6:30 on May 8. President *George Stephens* of Asheville will preside. State Treasurer Edwin Gill will be the speaker.

From 3 to 5 on the afternoon of January 25, the *Pack Memorial Library* celebrated its 80th anniversary with an open house. The Exhibition Room Director, John Bridges, organized a pictorial show, "Old Hotels and Inns of Western North Carolina," to highlight the occasion. Asheville's Vice-Mayor, Frank Mulvaney, opened the exhibition.

*The North Carolina Index, 1955–1957*, has been completed. We expect to have a full note on it in our Summer issue.

The Council on Library Resources, Inc., has announced a \$20,000 grant for a study of the role of the independent historical society in today's world. The study will be made by Mr. Walter Muir Whitehill, Director and Librarian of the Boston Athenaeum. Four independent historical societies, including the Virginia Historical Society, are sponsoring the study. To be considered are the status, problems, and prospects of privately supported or controlled historical societies, with emphasis on their functions as important research institutions. When completed, the study is expected to point out the contribution such societies have made to the cultural life of the United States during the past 150 years, and to provide a basis for closer collaboration among the societies as well as a basis for strengthening themselves financially. The historical societies are the oldest "special libraries" in the United States. They have performed outstanding service over the years in collecting, organizing, publishing and otherwise making available the source materials for American history.

The *Division of Health Affairs Library*, University of North Carolina, recently received a gift of a magnificent Remington Rand upright exhibition case from Dr. Warner Wells and Dr. Michael Berkut of the University's School of Medicine. This gift was presented as a contribution to the furtherance of medical education through the auspices of MEND (Medical Education for National Defense). The first exhibition was on "Military Medicine," showing the Division of Health Affairs Library's extensive holdings in rare and historical items dealing with military medicine from the time of Paré to date.

Mrs. Micky B. Beane of Asheville has announced that she will continue the operation of the *Carolina Book Company* at 18 Broadway. Mr. Beane died in November. The Beane's bookmobile service to libraries takes a large stock of both new and used books direct to the libraries for selection.

The Smithfield Chamber of Commerce at its annual membership banquet at the Johnston County Country Club paid special recognition to *Evelyn Bishop*, librarian of the Johnston County Public Library, for her contribution to the educational, religious, cultural, and civic life of the community. Miss Bishop was presented with a gift, a silver nut bowl.

Miss *Elizabeth Plexico*, a Louisiana State University Library School graduate and former librarian at the Concord Public Library, has joined the staff of the Public Library of Charlotte and Mecklenburg County as Reference Assistant. Other Charlotte appointments include: Mrs. *Katherine McIntyre*, former librarian at the Medical Library in Charlotte, as Reference Assistant; Miss *Ellen Drane*, former Assistant Acquisition Librarian at the University of Georgia and a graduate of the Florida State University, as Serials Librarian; and Miss *Peggy Green*, recent graduate of Gallaudet University in Washington, D. C., as a cataloguer assistant.

During the week of March 11–14, a *Career-O-Rama* was held on the second floor of the *Public Library of Charlotte and Mecklenburg County*. This cooperative project was sponsored by the Charlotte Altrusa Club, the city's three Rotary Clubs, and the Charlotte Public School Systems. The project consisted of a display of vocational opportunities in some 60 vocational areas. Business concerns, professional, and trade associations were responsible for setting up and manning the booths. The exhibits were opened to some 3,000 school children, who were allowed to visit them during class hours, as well as to the general public.

Mrs. *Elizabeth H. Hughey*, State Librarian, and *Hoyt Galvin*, director of the Public Library of Charlotte and Mecklenburg County, lectured on February 14 to the class on Municipal Administration conducted by the Institute of Government in Chapel Hill. Their subject was library management. The class was attended by city managers and other municipal officials in North Carolina.

The Division of Elementary and Secondary Education of the State Department of Public Instruction in January issued the following mimeographed publications: *Teaching the Use of Books and Libraries* (adapted from a bulletin prepared by Mrs. Hallie S. Bacelli, Director of Libraries, Guilford County Schools); *Student Library Assistants: A Bibliography*; *Books for Slow and Reluctant Readers: Characteristics*; and *Books for Slow and Reluctant Readers: Sources*.

Miss *Doris Anne Bradley*, formerly Assistant Cataloger, the Public Library of Charlotte and Mecklenburg County, is now a post librarian for the Army in Germany.

*[Photograph: Head-and-shoulders portrait of Pauline Tekesky, facing slightly left. She is wearing a light-colored jacket.]*

The new Chief of the Interlibrary Center at the University of North Carolina is Miss *Pauline Tekesky*, a native of Cleveland, Ohio, and a graduate of Ursuline College. She is also a graduate of the School of Library Science of Western Reserve University,

Cleveland. From 1930 to 1951 she was at the Cleveland Public Library and at the time of her resignation was librarian of the Fleet Branch. She was director of the United States Information Center, Montevideo, Uruguay, from 1952 until 1954; and from 1955 until 1958 she was head librarian of Benton and Bowles, Inc., New York advertising agency. Miss Tekesky prepared an annotated bibliography, "The Bookmark," as a regular feature of the semi-monthly *B & B Bulletin* at Benton and Bowles. While there she also compiled a "Bibliography for Trainees" for use in an advertising trainee program. In Cleveland she prepared radio scripts and newspaper articles and spoke before civic groups on library services and books. In Uruguay she organized a series of talks by Uruguayan citizens regarding their impressions and experiences while travelling in the United States.

*Hoyt Galvin* and *Martin Van Buren*, interiors consultant from Charlotte, are the co-authors of a paperback book soon to be released by Unesco. The book, entitled *Planning the Small Public Library*, will sell for \$2.00, and is already being translated into French and Spanish. While Unesco has long felt that a book on this subject is much needed, it was limited to its present size and format for the purpose of wider and easier distribution.

A regional meeting of the *Library Equipment Feasibility Study* was held in Charlotte in the early fall. Representatives of college, university, school and public libraries were present from the Piedmont area of the two Carolinas to discuss library equipment problems with *John Ottemiller*, director of the study. Since that time, the Council on Library Resources has made a grant to the American Library Association for the purpose of conducting a Library Equipment study.

The Council on Library Resources has also made a grant of \$200,000 to the Library of Congress to initiate work on a National Union Catalog of Manuscript Collections. It is hoped that this catalog will eventually record all collections of manuscripts held by libraries and archives in the United States. The immediate goal is to bring together uniform descriptions of some 24,000 known collections of approximately 75 cooperating repositories, in addition to some 3,000 collections in the Library of Congress itself, and to print and sell separate catalog cards for each of these collections so that any library wishing to do so may maintain a similar record.

The Joint Committee on the Union List of Serials has announced plans for a third edition of the *Union List of Serials* to be completed by the end of 1962. The third edition will incorporate the titles and holdings in the second edition and its two supplements into one alphabet. To this more useful arrangement will be added a substantial amount of new material, and many corrections of present holding records will be made.

The Library of Congress, under a grant from the Council on Library Resources, is currently running an experiment in supplying cataloging information to be printed within books themselves. During the year of the experiment (July, 1958–July, 1959) cataloging information is appearing in over 1000 titles being published by trade, religious, government, university, and society publishers. As part of this testing project, the Library of Congress is eager to receive as much information as possible as to the reaction on the proposal. How would libraries use this information if it were made generally available and what effect would it have on their procedures and on their organization?

Some 200 libraries of various sizes and kinds and locations have been selected for depth interviews by consultants working for LC on a Consumer Reaction Survey, but voluntary expressions are being sought from all interested libraries. Librarians are urged to write Miss Esther J. Piercy, Enoch Pratt Free Library, Baltimore 1, Maryland, summarizing the reactions of their professional staffs to the idea.

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## **New Carolina Books**

**Burgwyn, Mebane Holoman.** *Hunters' Hideout*. Philadelphia: J. B. Lippincott Company, 1959. 153 pp. \$2.75.

Mike and Cal Hunter work out a plan for playing hooky from school to spend four weeks of freedom in fishing and playing on a riverbank. Poor report cards and unfriendly boys at a new school are responsible, but they didn't know that in their escapade they would encounter a desperate lunatic, a robbery, and suspected murder. As danger became more real they wondered if their father, a farmer, would understand why they had left school. Mrs. Burgwyn draws on her knowledge of Occoneechee Neck in Eastern North Carolina in picturing the setting of this lively story for boys and girls.

**Davis, Burke.** *To Appomattox Nine April Days, 1865*. New York: Rinehart & Company, Inc., 1959. 433 pp. \$6.00.

"This informal history of the Appomattox campaign is woven from more than two hundred eyewitness accounts," the author notes. "Though bolstered by documents, the stories of the men and women, chiefly from journals, reports and memoirs, are paramount. This is less a military history than a tale of human beings under stress. The narrative does not halt to examine minor conflicts in testimony, nor to explore points of controversy. The accounts are chosen from many hundreds, chiefly from published sources, though many are obscure. No previous attempt has been made to collect and compress these into a narrative." We have here, as a result of this scholarly pursuit of fact, an almost hour-by-hour account of the nine days during which General Lee's Army of Northern Virginia disintegrated and finally ceased to exist.

Burke Davis is a Greensboro newspaper man and author of other volumes on the Civil War as well as novels. *To Appomattox* was the March selection of the Literary Guild.

**Dunbar, Gary S.** *Historical Geography of the North Carolina Outer Banks*. Baton Rouge: Louisiana State University Press, 1958. 234 pp. \$3.00. Paper covers.

This is a report prepared for the National Park Service but one which will be of interest to a wide range of readers and researchers in North Carolina. Carefully documented and well organized, it is a valuable addition to any collection of works dealing with the state. The earliest periods of exploration of the banks area are discussed. An account of the coastal region from the time of permanent settlement until the present is given in three chapters. Explanatory notes to the various chapters are filled with interesting sidelights to the history and geography of the outer banks; a bibliography occupying more than 35 pages cites manuscript sources as well as printed material in books and periodicals; and an index with ample

a bibliography occupying more than 35 pages cites manuscript sources as well as printed material in books and periodicals; and an index with ample *see also* references makes the contents of the volume available for quick reference to a variety of subjects.

**Fundaburk, Emma Lila.** *Southeastern Indians, Life Portraits, A Catalogue of Pictures, 1564–1860.* Luverne, Alabama: The Author, 1958. 136 pp. \$7.50.

This is a companion volume to the author's *Sun Circles and Human Hands*, a study of Southeastern Indian arts and industries published in 1957. The present volume is a handsome picture-book and catalogue of pictures of the Indians of the Southeastern United States from 1564 until 1860. More than 350 pictures are reproduced very clearly on a good quality of glossy paper. An adequate descriptive text accompanies each of them, while pages 96–133 are devoted to fuller "Notes on the Illustrations." An index of "Owners of Pictures," "Artists, Engravers, Authors," and "Other Subjects" completes this very useful study.

**Haywood, Marshall DeLancey.** *Governor William Tryon, and His Administration in the Province of North Carolina, 1765–1771.* Raleigh: Edwards & Broughton Co., 1958. 223 pp. \$5.00.

This is a facsimile reprint of Haywood's volume which appeared originally in 1903. A new frontispiece shows the restored Tryon Palace in New Bern, and the illustration of Tryon's signature and armorial seal has an added explanatory note. Following the facsimile reprint is an appendix stating briefly some of the facts concerning the restoration of the Palace in New Bern, that the North Carolina Society for the Preservation of Antiquities, Inc., has undertaken the republication of this volume, and some added illustrations. It is good to have Haywood's sympathetic treatment of Tryon again readily available. Copies of the original edition were being offered at ever increasing prices in the rare book market. This new edition, however, is not worthy of the company it will undoubtedly keep if sold at the souvenir stand in the vicinity of the Palace. The binding is poor and unattractive and the illustrations, reproduced from the glossy ones in the original edition, are printed on the same rough paper as the text thereby losing much of their detail.

While Haywood's account is worthy of praise and is one which acknowledged Tryon's ability as an administrator, it covers only six years out of Tryon's life of 59 years. If the North Carolina Society for the Preservation of Antiquities was willing to open its purse to finance the reprinting of this volume what a pity it is that they did not open it a bit wider and sponsor a new and complete biography of Tryon incorporating the pioneer work of Haywood.

**Riley, Jack.** *Carolina Power & Light Company, 1908–1958.* Raleigh: [Printed by Edwards & Broughton], 1958. 338 pp. \$5.00.

For a fuller understanding of how North Carolina arrived at its present position of greatness we need still more business histories such as this one. The occasion of the 50th anniversary of the Carolina Power & Light Company brought forth this "corporate biography, tracing the origin and development of electric service in much of the Carolinas." Within the history of the larger organization we find the story of many smaller units — the Raleigh Electric Company, Cape Fear Power Company, Pigeon River Power Company, Yadkin River Power Company. The story of the construction of

dams and generating plants, the electrification of textile mills, the reduction of electric rates, rural electrification, and the increase in the use of electric appliances are all a part of this history. Numerous illustrations, an appendix listing officers of the company, a map and a diagram, and an index make the volume more useful.

**Royall, Margaret Shaw.** *Andrew Johnson — Presidential Scapegoat.* New York: Exposition Press, 1958. 175 pp. \$3.50.

The author, a native of Warrenton, is the widow of William S. Royall of Norfolk and Goldsboro, and before her retirement was a public school and college teacher. She has written "a simple biographical narrative of the lives and struggles of Andrew and Eliza Johnson." The sub-title of Mrs. Royall's book is *A Biographical Re-Evaluation*, yet her bibliography includes only published secondary sources. She does, however, acknowledge "valuable information obtained in conversations" with certain persons who presumably knew Johnson. Perhaps the "Re-Evaluation" is to be found in her sympathetic treatment of the personal life of Johnson; little or nothing is said of his contributions at the national level. Johnson's part in the purchase of Alaska, much in the news recently, is not mentioned.

**Walser, Richard,** editor. *Short Stories from the Old North State.* Chapel Hill: University of North Carolina Press, 1959. 288 pp. \$5.00.

Librarians who have delighted in introducing readers to North Carolina through the earlier edition of Professor Walser's anthology of short stories will be pleased to have this new edition with twelve new stories plus three classics from the old one. Fifteen authors are represented and two of the stories have not previously appeared in print. Eleven of the authors were born in North Carolina, and the remaining four are adopted Tar Heels. New writers appearing in this volume are John Ehle, Noel Houston, Tom Wicker, Doris Betts, and Lucy Daniels. The book's purpose, we are told in the Preface, is "to show that North Carolina has provided setting and inspiration for some of the most significant achievements in the American short story."