North Carolina Libraries

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[Photograph: Cover image — decorative bookplate engraving for William Hooper, featuring an ornate heraldic shield with scrollwork, foliage, and animals. A banner across the bottom reads "Haec Etiam Parentibus." Below the shield, a cursive signature reads "William Hooper."]

President Reporting

Dear NCLA Member:

As the Association embarks on the 1963–1965 biennium, it is a pleasure to greet you as your President, with a word of appreciation for your help and support in the past, with the confident hope of the continuation of this cooperation in the future. The increase in the membership of the Association during the biennium just concluded, the fine attendance at the Biennial Conference in Durham, and the interest and enthusiasm evidenced there all speak well for the strength and spirit of the North Carolina Library Association for its future progress.

The work of the new biennium is under way. The Executive Board held its first meeting in Winston-Salem early in December and had as its main item of business the consideration of appointments to committee responsibilities for the next two years. The Board once again tried to follow the practice of not appointing a member to more than one committee or office, a policy which, in the past, has proved its worth. In this way an individual may concentrate his attention on a single assignment and, when planning sessions are held, avoid divided responsibilities. The committees of the Association have demonstrated their effectiveness in the past by the results of their labors and by the progress of the Association because of sound committee work. It is hoped that in the coming biennium these committees will once again develop and carry forward the work of the Association, bringing us yet closer to those goals which we hope to achieve.

Even before its first meeting the Executive Board, by mail, approved the appointment of NCLA representatives to the State Legislative Council. Cora Paul Bomar, Miss Elizabeth H. Hughey, James D. Blount, Jr., and your President will represent the Association on the Council. Miss Bomar and the President attended the annual meeting of the Council in Raleigh on November 19, 1963.

Two special committees have also been approved by the Executive Board. These are an Organizing Committee for the new Adult Services Section which was authorized by the Biennial Conference, and a Nominating Committee to select candidates for the office of Second Vice-President, an office left vacant by the untimely death of D. Eric

Moore. A mail ballot to the membership of the Association in January 1964 will implement a special election to fill this office. In the meantime, until his successor can be elected, Benjamin F. Smith continues as Second Vice-President.

Mrs. Adriana Orr, librarian of the Textile Library, N. C. State, Raleigh, has assumed her duties as editor of *North Carolina Libraries*. Under her guidance the high standards of Charles M. Adams and of the other editors of our Association publication will be maintained. Some interesting and informative issues will be coming your way. To Mr. Adams, who has served as editor of *North Carolina Libraries* through two two-year terms, the Association owes a special debt of gratitude and appreciation for his services.

Plans for National Library Week in North Carolina are moving ahead under the capable leadership of Neal F. Austin, who is serving as the Executive Director for 1964. It is not too soon to begin to think in terms of local planning which individual libraries in the state may do in connection with the 1964 observance of this Week. More information concerning plans as developed by the state committee will be forthcoming. Watch for this.

Preliminary discussion took place at the meeting of the Executive Board in December concerning the meeting place for the 1965 Conference of the Association. Decision on this very important matter was deferred until the next Board meeting, pending some further investigation by members of the Board of facilities and space available in locations which have invited the Association to hold its next Conference there.

The North Carolina Library Association was represented by your President at the installation of Douglas Maitland Knight as President of Duke University on December 11, 1963. This occasion brought together representatives of many learned societies, professional associations and academic institutions. It was a pleasure to take part in the proceedings and to represent the Association.

The strength of the North Carolina Library Association is in its membership. Each individual member can contribute to the work of the Association. Remember that this is your Association, and if it is to move forward as you wish it to, you must lend it your support and be ready and willing to participate actively in its program.

Sincerely yours,

Margaret G. Kalp

President

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- **Publishers:** Joseph Ruzicka, Jr. and C. Merle Bachtell, Ruzicka Bindery, Greensboro

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Note on the Cover

The William Hooper bookplate illustrated on the cover is from a copy of The Life and Times of the Rev. Richard Baxter published in Boston in 1831 and now in the N. C. Collection at the University of North Carolina Library. The same bookplate, apparently on the same paper and undoubtedly printed at the same time, appears in books belonging to William Hoopers of three generations: 1702–1767, 1742–1790, and 1792–1876. The eldest Hooper was rector of Trinity Church in Boston. His son, the second William, removed to Wilmington, North Carolina, in 1764 where he played a leading role in the Revolutionary activities of the colony and was a signer of the Declaration of Independence on behalf of North Carolina. The grandson of the signer, the third William represented by books in the North Carolina Collection, was born in Hillsboro and became a leading Baptist clergyman.

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NCLA Executive Board 1963–65

[Photograph: Group portrait of the NCLA Executive Board, 1963–65, taken at the Thirty-Fifth Conference. Nine members are posed in two rows against a draped backdrop.

Seated (left to right): Margaret E. Kalp, President; Carlton P. West, Past President; Mrs. Pattie B. McIntyre, Treasurer; Mae S. Tucker, Recording Secretary; Eunice Query, Director.

Standing (left to right): Paul S. Ballance, Vice-President and President-Elect; Mrs. Charles Bower, Director; Cora Paul Bomar, ALA Council Representative; Benjamin F. Smith (acting), 2nd Vice-President. Not pictured: Mrs. Phyllis Myron, Corresponding Secretary. Photo by Samuel M. Boone.]

Thirty-Fifth NCLA Conference Minutes

First General Session

The thirty-fifth Conference of the North Carolina Library Association was opened by President Carlton P. West on Thursday evening, October 24, 1963 in the University Ballroom of the Jack Tar Hotel in Durham.

Mr. West presented the Mayor of Durham, the Hon. R. W. Grabarek, who extended a welcome from the City of Durham, remarked on the appropriateness of the Conference slogan, “Knowledge is Power,” and expressed his own conviction of the need for more libraries in the U. S.

The President then introduced Mrs. Elizabeth Rodell, Executive Secretary, Resources and Technical Division, ALA, who brought greetings from ALA Headquarters.

After introductions of platform guests, President West presented Carlyle J. Frarey, who introduced Sarah Rebecca Reed, Library Education Specialist of the Library Services Branch, U. S. Office of Education. In her talk entitled “Library Education in Flux,” Miss Reed spoke of the excellent climate for library development in North Carolina and the southeast, maintaining that leadership, the ability to tailor programs to meet changing needs, and the attainment of excellence as the responsibility of every individual, both library practitioner and educator, are essential ingredients of successful library training.

President West paid tribute to the Exhibitors, and following announcements, adjourned the first general session.

Second General Session

President Carlton West opened the business session, the second general session, at 2:30 P.M., Friday, October 25, 1963. He introduced Joseph Ruzicka, Jr., who presented the Ruzicka Scholarship Award to William Christian Sizemore.

Mr. West announced the appointment of Neal Austin, Librarian of High Point Public Library, as 1964 State Executive Director of National Library Week.

Announcing that a generous gift had been made anonymously to the Association for National Library Week contest awards, President West introduced Mrs. Ethel K. Smith, State Executive Director of NLA for 1963, who presented awards to the following:

National Library Week Contest Awards

Public Library Division

- First Prize: $500 to BHM Regional Library: Mrs. Mary B. Wilson, Director
- Second Prize: $300 to Cary Public Library: Mrs. Margaret Sherwood, Librarian

School Library Division

- First Prize: $500 to Carthage Elem. Library: Mrs. Ruth Tyson, Librarian
- Second Prize: $300 to Guilford High School: Mrs. Sandra Smith, Librarian
- Third Prize: $200 to Coleridge School Library: Mrs. Frances P. Weaver, Librarian

Judges for this NLW contest were: Mrs. Harriet Doar of the *Charlotte Observer*; Mrs. Hope L. Traynham, Instructor, Wingate College; and Mrs. Fred H. Allen, civic leader of Wadesboro.

Mr. Harlan C. Brown, Chairman of the Nominating Committee, reporting on the results of the election, read the names of the officers elected for the 1963–65 biennium.

Miss Elaine von Oesen, speaking on behalf of ALA and SELA Associations, urged NCLA members to join their regional and national associations.

After a tribute by President West to Mr. Charles Adams for his admirable service as Editor of *North Carolina Libraries*, Mrs. Adriana Orr, new Editor of *North Carolina Libraries*, urged membership support in maintaining the excellence of the official NCLA publication.

Announcement was then made by President West of the newly constituted council to be known as the "Governor's Commission on Library Resources," which will undertake a study in depth showing the total picture of North Carolina libraries and their resources. This study will provide a blueprint for the development of all libraries and library services within the state.

Mrs. Anna J. Cooper was recognized and read the following resolution:

> *WHEREAS, the Governor of North Carolina, the Honorable Terry Sanford, throughout his administration has recognized the urgent need for expanding the educational opportunities, and improving the quality of the educational experiences open to the citizens of this State, and has been dynamic and instrumental in securing increased financial support for educational programs at all levels; and*
>
> *WHEREAS, his vision and appreciation of the importance of first quality library service in the educational, cultural, and economic life of the State, and his keen interest in assuring better and more adequate library service for all people has prompted him to establish the Governor's Commission on Library Resources, whose responsibility is to study the existing library services in the State, and recommend a program for their improvement and further development, therefore*
>
> *The North Carolina Library Association wishes to express its sincere appreciation to Governor Sanford for his recognition of the need for this Commission, and pledges to the Commission its cooperation and support, and offers to it the services of all officers and members in the discharge of its great responsibility*.

Mrs. Cooper moved that the resolution be adopted; this was seconded and the resolution unanimously adopted. After further brief announcements, Mr. West declared the session adjourned.

Third General Session

The Conference Banquet was held at 7:30 P. M., Friday, October 25th, in the University Ballroom of the Jack Tar Hotel, President Carlton West presiding. Invocation was offered by Dr. Thor Hall of the Divinity School of Duke University. Mr. West presented guests at the head table: members of the present and incoming Executive Boards; special guests of the Association, including Jean Lee Latham, author of children's

books; Mayor and Mrs. R. W. Grabarek; University of North Carolina School of Library Science students from abroad; and the student library association president.

Margaret E. Kalp, President-Elect and Associate Professor at the School of Library Science, University of North Carolina, introduced the banquet speaker, Richard McKenna, author of *The Sand Pebbles*, in a highly appropriate tribute to the speaker and the world of ideas and books. Mr. McKenna told in a quiet, authoritative and intensely interesting fashion of his introduction to books and libraries, and, in journeys around the world, of his continuous and continuing thralldom to "The Wonder of Books."

Fourth General Session

At the opening of the fourth general session, the Book Reviewing Session, President West presented Evelyn L. Parks, Chairman of the Committee and moderator of the panel of book reviewers. Miss Parks introduced the members of the panel, giving book reviews, as follows:

- Jane Wilson, Director, Durham City School Libraries—Children's Books
- Mrs. Elizabeth J. Holder, Reference Librarian, UNC at Greensboro—College and University Reviews
- Mrs. Dorothy Thomas, Librarian, Mitchell-Avery-Yancey County Library—Public Library Adult Books

The excellent and provocative book reviewing of current books was a stimulating performance, and a fitting finish to a notable conference.

Mr. West, resuming the chair, called for further business of the Conference. He recognized Mrs. Anna Cooper, who read the following resolution:

> *WHEREAS, the Biennial Conference of the North Carolina Library Association, after a most successful and profitable meeting is coming to a close; and*
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> *WHEREAS, the Mayor, the Honorable R. W. Grabarek, extended to us a most cordial welcome and offered us the warm hospitality of the City of Durham; and*
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> *WHEREAS, the Jack Tar Hotel manager and staff have given generously of their time and help in planning the meeting; and*
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> *WHEREAS, the Exhibitors have rendered valuable service and fellowship, while working with our Exhibit Chairman, Elvin Strowd; and*
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> *WHEREAS, Mrs. Pattie McIntyre with her tireless effort and quiet efficiency has contributed so much to our Conference; and*
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> *WHEREAS, the Remington Rand Company furnished the attractive and convenient envelopes for registration; and*
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> *WHEREAS, again the Joseph Ruzicka Company has generously donated the programs for the Conference; and*

WHEREAS, our speaker and panelists have graciously given their time and talents for our enrichment; and

WHEREAS, the membership of the North Carolina Library Association recognizes that the Executive Board, officers and chairmen have done a thorough job in planning a stimulating Conference of lasting value;

Be it RESOLVED that the North Carolina Library Association in a meeting assembled in the City of Durham, this twenty-sixth day of October, 1963, expresses its sincere thanks and appreciation to the above mentioned and all others who have helped with the Conference, realizing that without their support and cooperation this Conference would not have offered the inspiration and challenge which it has,

Be it further RESOLVED that these resolutions be spread upon the minutes of the Association and distributed to the various communication media of the State.

Resolutions Committee: Mildred Herring, Mary Anna Howard, Anna Cooper, Chairman

Mrs. Cooper moved the adoption of the resolution, which was seconded and the motion carried unanimously.

Mr. West recognized Alva W. Stewart, Vice-Chairman of the Junior Members Round Table, who read the following resolution:

WHEREAS, librarians and libraries are vitally concerned with the preservation of the freedom of speech as well as the freedom to read, and

WHEREAS, an act of the 1963 North Carolina General Assembly seriously abridges the freedom of speech in state supported institutions, now, therefore,

Be it RESOLVED that the North Carolina Library Association stands firmly opposed to said act and hereby urges its repeal.

Mr. Stewart moved the adoption of this resolution; it was seconded and the resolution approved.

President West reported that the attendance of 880 registrants at the Conference set an excellent record. He also reported on the action of the Executive Board, at a meeting held during the Conference time, of their approval of the establishment of an Adult Service Section to be formed under an Organizing Committee appointed by the President of the Association; this Organizing Committee is charged with the task of drawing up a proposal which will demonstrate the ability of the Section to function in accordance with the Constitution and By-Laws.

The President expressed his personal appreciation to the membership, the Executive Board, Section and Committee chairmen and members, Exhibitors, and to all who had contributed to the success of the Conference and work throughout the biennium, handed the gavel to the new President, Margaret E. Kalp, who, after a brief message for

a fine future, pronounced the thirty-fifth Conference of the North Carolina Library Association adjourned.

Louella S. Posey, Recording Secretary

Adventures With Libraries

RICHARD McKENNA

Mr. McKenna, whose most recent literary honor was the 1963 Sir Walter Raleigh Award, delivered this paper at the NCLA Conference Banquet on October 25, 1963.

It is a pleasure and a privilege to be here this evening. Libraries have always been very important to me and I am pleased to have a chance to express my gratitude for libraries as an institution and to librarians as a vitally helpful and important category of people in the world. I mean these remarks to be more entertaining than instructive, although I may pause here and there to point a moral or adorn a tale. But mainly I will just talk in a rambling way about some adventures I have had with books, libraries and librarians.

I might say to begin with, in order to assure you that I am not just being conventionally polite, that I married a librarian and I chose to make my home in Chapel Hill in large part because of the presence there of the Wilson Library. That has been my greatest and most joyful adventure to date, and it is still going on. But, to paraphrase Kipling's soldier, I have had to take my books where I found them, and I had met many libraries before I came to Chapel Hill.

Some of them were rather strange libraries. In a Buddhist temple in Japan I once saw a library containing the six thousand or so sacred books of Buddhism. Each book was a small packet something like a folding set of souvenir postcards, so that is not really as much reading as it sounds to be. The structure that held them was an eight-sided contraption somewhat higher than my head. It was balanced and mounted on a pivot and for a small fee you could take hold of a bar and push it around in a circle on its axis. When you had taken it around three times, you earned the merit of having read all the books.

Standing there with a shipmate, I watched it sway and creak as Japanese trudged dutifully round and round with it like Samson, eyeless in Gaza, at the mill with slaves, and we wondered about the philosophy of it. It did not seem to matter which way they went round with it, and we supposed some of them might be earning extra merit by reading all of the books backward. Finally I paid a double fee and took it around six times so as to have the merit of having read all the books twice. Afterward I did not feel any different, except that I was breathing heavily from the exertion. My shipmate told me that I was out of condition and that I should have known better than to try to read so rapidly.

There was another strange sort of library to be found in China in those days. I think I saw a number of them before I knew what they were. The first one I recognized was a niche in the street side of a stone wall bounding a temple courtyard in Amoy. It was stuffed with newspapers and I saw a skinny, ragged coolie come up and put in some more torn and folded papers. Right behind him came a fat little man in a gown who picked through the collection and carried several things away. In those days I was always alert for something to read, so I went over to see what was there. It was mostly flimsy gray Chinese newspapers and magazines, but there were also old handbills and

posters and Golden Bat cigarette boxes. The only thing in English, apart from an empty and crumpled Camel cigarette package, was an old copy of the *South China Morning Post* , a Hong Kong newspaper. I glanced through it and then put it back to await the next customer.

Later I learned that such public repositories for printed matter were quite common in the older, more backward sections of Chinese cities. Generally they were large baskets woven of palm fiber or rattan. They sat in certain sheltered corners and you would take them to be litter baskets looking peculiarly futile in such foul and messy streets. But they were not there to protect the streets from scrap paper; they were there to protect scrap paper from the filth of the streets. Chinese ideographs painted on them appealed to passers-by to "Respectfully Have Pity On Printed Paper."

Anyone who rescued printed matter from the street and put it into the basket gained merit thereby. So did anyone who took it out of the basket and carried it home to read. People who had printed matter to dispose of were expected to put it into those baskets rather than to throw it into the street with the other household rubbish. At regular intervals certain pious persons would carry away what no one wanted and decently bury it, the way we dispose of worn-out American flags in this country.

It has been said often enough that the heathen Chinese is peculiar, and certainly one of his outstanding peculiarities is that reverence for the printed word. During the nineteenth century there were numerous destructive riots because foreign devils misused printed paper. At least one missionary lost his life because he had put printed paper to what the Chinese considered a degrading use. A century of battering had made China much more civilized by the time I reached there, but a lingering reverence for the written word was still in evidence. For instance, the Chinese aboard the Yangtze River gunboat on which I spent several years would go out of their way to show me unusual marks of respect, although many other Americans aboard the ship were more powerful than I and in a better position to do them favors. It was my always reading books which made extra "face" for me with the Chinese.

I will not here go deeply into my thoughts on that topic. Let me note only that the reverence extended to *all* written words, whatever the language, and that it was felt perhaps most strongly by people who were themselves illiterate. And I wonder whether the Americans of a hundred years ago, when very many of us were illiterate, may not have had a greater respect for books than we find among ourselves nowadays. I am sure that all of you can tell horror stories about mistreated books. One of the most disturbing that I have heard concerns a student at UNC, a personable, engaging, well-connected young man, who was found to be tearing pages out of bound volumes of magazines. He excused himself by saying that since they were only magazines, he thought it did not matter. I try to believe his statement to be a feeble lie, the best that he could think of under the spur of the moment. But sometimes I fear that that young heir to all the advantages may have been telling the simple truth, he really did not know it mattered, and then shudder all over. And I reflect that it might not be amiss if we were to copy a certain barbarism from the Chinese and to post in our libraries signs appealing to such as his: "Respectfully Have Pity On Printed Paper."

Let me turn now to the sort of libraries with which we are all more familiar. It was my good fortune that the isolated little desert town in which I grew up had a good public library. That was due to the foresight and energy of several women's clubs, whose

members obtained a Carnegie grant and built the library in 1908, while most other small towns of that newly and sparsely settled region still did not have public libraries a generation later. It was a rectangular brick building with wide eaves and a neat little porticoed entrance and it sat upon a terraced lawn. I can remember seeing it as a pre-school child, and I may even have heard it called a library, but the word "library" meant nothing to me then. I did not know it had books inside.

When I learned to read in school, I quickly developed a thirst for reading. Whether I understood it or not, I read everything I could get hold of. I could not get hold of much. I lived on a small farm isolated in the sagebrush and we had only a few books at home. We took in the local weekly newspaper and a farm magazine. On my way home from school I would pick up any old newspaper or magazine that I saw blowing around and carry it home to read. That went on for several years, until I was in the fourth grade, and I cannot now understand why I did not learn sooner about the library.

I do not remember now who did finally tell me about the library, but I remember very vividly my first visit there, one day after school in early spring. I was a shy, silent boy, very much afraid of people, and I walked past the library several times before I found the courage to go up the steps and through the heavy, glassed doors. I had my opening sentence all composed, rehearsed and ready in my mind, but I was thrown off poise to find that I had only reached a kind of entrance hall, the landing of a staircase. I had to go up some more steps and through a pair of lighter glassed doors before I would be really inside. I hesitated for some moments, but through the second set of doors I could already see more books than I had ever dreamed existed, so I got my sentence ready again and I went on in.

No one was inside except the librarian, behind the check-out desk to the right. She was a plump, pleasant looking woman and she smiled at me. I stammered out my sentence, something about could I please have a book to take home and read. She asked my name and age and made out a borrower's card for me and then explained that I would have to get two property-owners to sign it before it would be any good. She made two little x-marks where they were to sign.

I did not understand. I have never heard the term "property-owner." I did not think I knew any property-owners. I began to suspect that the rules of that library were rigged in a way to shut me out of it after all. Something of what I was feeling must have shown in my face, because the librarian smiled and told me very gently that she would take care of having the card signed for me. She said I could take a book away with me right then, if I wanted to.

I felt a surge of gratitude and of love for her and I had to struggle to keep from crying. Her name was Mrs. Sessions. She has long since passed away, but as long as I live I will remember her as fondly as any person I ever knew.

Thousands of books lined three sides of the large room. It did not seem possible to choose one. I stood before them and my eyes raced across the titles, reading one here, one there, as I tried at the same time to look at them all at once and at each one individually. Finally one title on an upper shelf stopped my eye. It was Blasco Ibanez' *Four Horsemen of the Apocalypse.*

It happened that the movie made from that novel, starring Rudolph Valentino, was then playing in the one theater of our town. The advertising posters for it showed four spectral horsemen riding through the sky above flaming cities and a stricken land. I

thought it was about actual ghostly riders in the sky, which appealed strongly to a romantic strain in my imagination, and I would have liked very much to have seen that movie. But I never had the price of a movie in those days—I was lucky to see one once a year—and I had long been resigned to foregoing movies.

While I gazed at the Ibanez novel, a kind of illumination came to me. I suppose I had known vaguely before that there was a connection between books and movies, that a book could be another form of a movie, but I had never thought about it. Suddenly it seemed to me that a library was like a town with thousands of movies all showing at once and you could go to anyone you wished at any time or place that pleased you and the others would all still be showing any time you wanted to see them and, best of all, it did not cost anything. I felt suddenly free and wealthy, as if I had found my way into a cave full of treasure. I think from that moment I stopped feeling sorry for myself because I could not afford to go to movies.

That was my first impression of a library, as a nine-year-old boy. I suspect that may still linger somewhere beneath all my later impressions, because I go to scarcely more movies nowadays than I did then, and I read as many books as ever.

The Ibanez novel was too high for my reach and I asked Mrs. Sessions to take down for me. When she learned why I wanted it she told me it had nothing to do with ghost riders in the sky and that I would probably find something more interesting among the children's books. She led me to the alcove where they were kept. I went willingly. I wanted to do anything she wanted me to do, because she was the lady who had charge of all the books. The book I finally carried home with me was *Rebecca Sunnybrook Farm* .

My initial visit to that library was one of the crucial encounters of my life. Until I finished high school I was constantly in the library. I read all of the fiction and very nearly all of the non-fiction it contained. I believe that library contributed to my early education at least as much as did the public school. So, speaking from my own experience I know that a public library can make possible a kind of self-sustaining educational process which would require a whole battery of teachers, truant officers and administrators to push through in schoolrooms. I would like to dwell on that thought for a moment.

The key factor in my experience, I believe now, was that I never felt that I was reading for self-improvement or for some kind of future reward or even to please anyone other than myself. I read only for immediate pleasure, as thoughtlessly and greedily as a four-year-old child munches cookies.

Sometimes Mrs. Sessions would tell me, "I think you might like this book." It turned out that I always did. She never said anything to the effect that a certain book would be good for me with the implication that, like medicine, it might be a bit unpleasant to take. She never made me feel that it would please *her,* if I read a certain book. So I read Edgar Rice Burroughs and James Oliver Curwood side by side with Charles Dickens and Herman Melville, without any awareness that the adult world made between them a distinction of literary worth. It may have been, although I do not remember it now, that Mrs. Sessions adroitly led me to the good books. But I do remember that when she got in a new Tarzan book she would save it under the desk for me and let me have it first.

Only in high school did I begin to learn about distinctions of worth between books. By then I had already read so many of the good books with innocent and unreflecting

pleasure that I was not to be put off from them just because I was suddenly told that they were good for me and that therefore I had to read them.

I believe that any book, however trashy and ephemeral, is good for a child if he finds pleasure in reading it. Any book which helps him to form a habit of reading, which helps to make reading one of his deep and continuing needs, is good for him. Discrimination will come naturally in time, perhaps in the college years. An attempt to instill it too early in life may well put a youngster off books altogether and rob him of one of the chief advantages of being human.

At the start of my sophomore year in high school our English teacher asked all of us who had read a book that summer to hold up our hands. I held up my hand and in response to her question named as one of the books I had read *The Bridge of San Luis Rey.* It happened to be one of the intellectual sensations of the season, but Mrs. Sessions had not told me anything about that and I was puzzled at my teacher's markedly pleased reaction. To me it was just another novel and not a very exciting one.

There was a new teacher on the faculty that year, a young man. A few days later he spoke to me cordially, saying that he had heard about my reading *The Bridge of San Luis Rey,* and inviting me to his apartment for a talk and to meet his wife. He said he had a lot of recent books which he would be glad to lend me.

Reluctantly and ill at ease, I went with him. His wife was very pretty. She served cookies and milk and there were books all around the room. They both wanted to talk to me about *The Bridge of San Luis Rey* and I could not understand what they were saying, much less put in any meaningful word of my own. It was all about philosophy and fate and the tragic sense of life. When he saw my mute embarrassment, the man began trying to explain about the tragic sense of life. That made it worse. Finally I mumbled some excuse and fled out of there.

I left feeling they believed that I had not read the book at all but was only claiming to have read it in order to attract favorable attention to myself. It was another moment of illumination for me, but not a pleasant one. I hated having to know that you could do a thing like that with books. I wondered whether what I had been doing with books was really to read them after all, since I did not know anything about the tragic sense of life. That teacher was a good, well-meaning young man, but thereafter I disliked him and avoided him as much as I could. And to this day I have not read anything else written by Thornton Wilder.

That brings me to my second point, about degrees and levels of comprehension. Many of the books I read as a child were far over my head. I do not remember that I was ever distressed or bored by my incomprehension. I would simply use my imagination to cobble some sort of coherent whole out of what I read, aware that I probably had some of it wrong, but enjoying my own imagination as much as that of the author. I did not feel that I had to understand everything completely. Such books gave me a lively sense of how much there was to discover and know in the world, a sense that I could go on reading forever and never come to any end of things.

Therefore I wonder about the wisdom of expecting and demanding too much comprehension from young people, perhaps even at the general college level. I am disturbed particularly by the trend toward abridging and simplifying the great books to the end that children may read the mangled remains with full comprehension. I think it is false merchandising to offer such condensed and pre-digested books under the titles of

the genuine books which they purport to be. Undeniably, it does make it easier for children and adults alike to gain the merit of seeming to have read them. But I wonder how much longer it will be before we put all the great books into a revolving bookcase and just have the children push it three times around. Since we are the world's most technologically advanced society, we will no doubt install electric motors in our revolving bookcases and our children will only have to push a button.

When I turned eighteen, I enlisted in the United States Navy. By then I was hopelessly addicted to reading. At each new place I went I would look up the library. I did not have any trouble finding books until I went to Goat Island in San Francisco Bay to await transfer to my first ship, which was stationed in the Far East. They had a very small library at Goat Island but the rules were that no books could be checked out to transient personnel. I had about two months to wait there, so that was serious.

After a few days I found a store on Mission Street over in San Francisco which dealt exclusively in second-hand magazines. The old man who ran it would pay a penny each for magazines and he sold them two for a nickel. It was a long, dusty, splintery old room with tens of thousands of magazines in crazy heaps on the floor. It was on the edge of the Skid Road district and that was during the Great Depression and there were a lot of good men on the Skid Road. They were always coming in with magazines to sell. They picked them out of garbage cans or from among the rubble on vacant lots or begged them from housewives. Plenty of other ragged men were always searching through the heaps for something to buy. That store did a thriving business.

I would spend an hour or so picking out a selection of ten magazines, pay a quarter for them, and carry them off to Goat Island. When I had read them I would bring them back, turn them in for a dime, and choose a new lot to take away with me. The thought came to me one day that the store really functioned as a library for the Skid Road men and some others like myself, a curious, low-grade, free enterprise sort of library, yet nonetheless a library. The old man who ran it remains one of my favorite librarians, though I never made any friendly contact with him nor even so much as knew his name. He was an unshaven, taciturn, pipe-smoking old man and between transactions he was always reading himself. He seemed to resent being disturbed in his reading by people who wanted to buy or sell.

I crossed the Pacific on the transport *Chaumont* . I had been told that all navy ships had libraries, but I knew I would still be transient on the *Chaumont* and unable to use their library. So I brought a dollar's worth of old magazines aboard with me and spread them evenly under the thin mattress of my bunk deep in a cargo hold. The men in the other bunks around me borrowed or stole the magazines, but sometimes they would put them back when they had read them. When I finally went aboard my own ship in Apra Harbor, Guam, I still had several unread.

That ship was going to be my home and community for at least two years, and I was most anxious for a look at its library. The library turned out to be a low bookcase two shelves high, in a corner of the crew's compartment where it made a handy place for the messcooks to set their coffee pots. It had glass doors that were locked and inside there were only three books. One was entitled *Snow Man* , and I thought it might be a novel. The others were *Bowditch's Practical Navigator* and Volume Two of *The Collected Letters of Lafcadio Hearn* .

"Is that all the books you got on this ship?" I asked one of the older men.

"They used to be more. It used to be clear full," he said. "I don't know where the rest all went to."
"Guys left 'em laying around on deck and they got rained on," another man said.
Days went by and I had nothing to read and I never saw the library unlocked. Someone told me I could get the key from the mail clerk. At first he denied having it, then remembered that his predecessor in the job may have given him such a key. I said he would look for it. Several days later he had not found it and he made it clear by his manner that the key was lost for good.
I began developing an obsession about that book *Snow Man* . I wanted to read it. Every time I passed that way I would stop and look at it through the glass. Then late one night some men came back off liberty drunk and arguing. They woke everyone up with their shouting and shoving each other crashing against lockers. They were in the corner by the bookcase and as I listened a hope grew in me that I would hear the tink of breaking glass. But I did not hear it and the confused melee moved away from the bookcase and began to subside. So I slipped on my shoes and went quietly over and peeked in the glass myself. In the morning everyone assumed that the drunks had done it.
Snow Man turned out not to be a novel, but it was quite an interesting book and I read it several times.
I stayed on that ship four years and later I served in other ships on the China Station, none of which had libraries that were much better. The best library I encountered in the Far East was in Cavite Navy Yard. They had quite a few books in a cool, quiet old stone building that had been erected by the Spanish hundreds of years before. I hardly ever saw anyone in there. A lot of the little house lizards called "geckoes" lived in the building. They made nests among the books and they would run around on the ceiling eating flies and mosquitoes and making musical chirps.
Most of what I read were second-hand books that I bought ashore. In the early years my pay was very scanty and I had only a few dollars a month to spend on amusement, in which category I then mistakenly placed books. There were good second-hand bookstores in Shanghai and scattered lots of old books here and there in the other Asiatic ports. It became one of my chief pleasures ashore to search out books and to look at a great many of them and to decide slowly which ones, with prices within my reach, would afford me the most enjoyment. I think I learned in those days how women feel when they buy hats and shoes. I was always able to buy clothing in a few minutes, but I still love to linger in delicious indecision in a bookstore. I can spend hours at it. And to this day I feel it wasteful to spend money on fine bindings or first editions or anything else except the actual printed pages. Some of the finest books I have read had lost their covers altogether by the time I met them.
Toward the end of the 1930's, after the Japanese occupation of that region, a pirate publishing industry grew up in Shanghai. It became my main source of books. Pan-American had just pioneered flying the Pacific and the pirates would have single copies of the popular new books flown out from the States. They would have pirated editions of them on sale all over Shanghai a week or more before the authorized editions arrived by ship from San Francisco. They even pirated *Reader's Digest* every month. They reproduced the books by lithography, using cheap paper and flimsy cloth bindings. Chinese money was being slowly inflated, so the resultant prices in U. S. money were

incredibly cheap. Large books such as Hemingway's *For Whom The Bell Tolls* or Gunther's *Inside Asia* sold fresh off the press for about thirty cents.

The pirates seem to have moved to Formosa with Chiang Kai-shek and they are still at it. Recently I received from Taiwan a copy of the pirate edition of *Sand Pebbles* and it roused in me some pleasant old memories. My publishers wanted me to complain to my Congressman, but I could not bring myself to do so. I had happily bought and read so many pirated books myself in the old days that I did not feel I had any moral grounds for complaint.

In the summer of 1937 I came back to the States for a few months and had my first encounter with a really large library. I had recently met on Guam a very old man who had a fascinating life story. I understand now that my novelist's instinct had seized upon his story, but all I knew at the time was that I was most anxious to learn more about it and to check what the old man had told me from other sources. His name was Henry Millenchamp and he was the first child born in a mixed British and American colony which had settled about 1830 on the previously unclaimed and uninhabited Bonin Islands, north of Guam. It must have been an island Paradise to the first child ever born there. He must have felt coeval with the land itself. Sometimes the little colony flew the British and sometimes the American flag, but neither nation would claim them. Then in 1853 Admiral Perry came through with an American squadron on his way to blast Japan open to American trade. Perry accepted the islands as U. S. territory, also bought from the boy's father a tract of land on which to build a naval coaling station and he practically stripped the little colony of livestock in order to provision his ships.

However, Congress failed to validate Perry's acceptance of the islands and in the end the islanders did not even get paid for the provisions they had supplied. Japan forced out of her centuries of seclusion, in 1870 took the islands for herself. Most of the colonists stayed and became Japanese, but Millenchamp moved his family to Guam then a Spanish island. When I knew him he lived among numerous descendants on an isolated jungle place north of Agana. He believed he had a valid claim on the United States to payment for some of Perry's purchases, but he had never been able to collect. He had a whole box of musty correspondence, including letters to his father from Presidents Fillmore and Pierce and from Admiral Perry.

The story of that little lost colony intrigued me immensely. When I found myself in San Francisco I decided to go to the public library and see what more I could learn about it. I also wanted just to look at the library. When I started up the steps of the impressive building I thought I was on the verge of experiencing the most breathtaking array of books I might ever see in my life.

Once inside, I was much taken aback to see no books at all. At first I did not know that the long row of little cabinets was a card catalog of all the books. I watched the people using it, however, and quickly understood how the system worked. I pulled open a drawer in the B's and looked randomly through the cards and began to reflect that two or three of those drawers, only a part of a single letter of the alphabet, would account for all of the books in my hometown library. I looked again at the whole array of drawers and it was a kind of substitute for the thrill I had been expecting, but it was not as good as seeing the books themselves.

Under *Bonin Islands* I found several references. By far the best of them was to a substantial section of Admiral Perry's book about his cruise to force open Japan. I went

to the desk and asked a librarian if I might consult those books. She said I could look at all of them except the Perry book, the one I wanted most. It was classed as a rare book and the rules stipulated that only scholars might look at it. I am sure that neither she nor I considered for a moment that a sailor might also be a scholar. I did not feel at all hurt or resentful. I had been a military man for six years and I knew how it was about regulations. But the idea of a rare book was new to me, and I asked about it.

"It's been out of print a long time," the librarian said. "If it were lost or damaged we would have to advertise for another copy and we might not find one. It would cost a lot to replace."

"You mean like ten or twenty dollars?" I asked.

"Probably hundreds of dollars," she assured me.

She brought me the other books. There was not much in them. I went away from there remembering very vividly a copy of Perry's book which I had seen on sale for several years in a second-hand bookstore in Shanghai. That was before I knew about the Bonin Islands colony. It was a handsome leather-bound book and I would have liked to read it, but the price was about eight dollars in U. S. money and that seemed to me impossibly high. Now, all of a sudden, it seemed very cheap.

In October I was back in China, reporting for duty aboard a coastal gunboat then in Shanghai. The Sino-Japanese fighting at Shanghai was in full swing, with guns going day and night and the debris of war floating down the river and searchlights and shells all over the sky at night. The ships were not granting shore leave, but on my new ship there were no bunks and I got special liberty for a few hours to go ashore and buy a canvas cot.

Once ashore, I headed directly for that bookstore. It was on Yu Yuen Road, which was an extension of Bubbling Well Road into a kind of no-man's-land that was always in dispute between the International Settlement and the Chinese. Italian marines were guarding that sector and no one was supposed to go in there who was not a genuine resident. I explained to an Italian sergeant that I wished to visit my grandmother, who ran a bookstore. He said he knew her and she was a magnificent old lady and he let me through.

The bookstore was in the front part of a large Chinese house with courtyards and moon-gates. It was closed. I knocked on the door and rattled the knob. The old lady peeped out and recognized me and let me in. It turned out that she had sold the Perry book about a month before. I told her how I had learned in San Francisco that it was worth hundreds of dollars. She agreed sadly that it probably was, but how was she to know about such things? I felt as sad about it as she did. She gave me a cup of tea and we talked awhile. She said that the fighting was very bad for her business and she wished it would stop.

When the United States got into the fighting, after Pearl Harbor, I had never before had it so good in terms of books. The Red Cross and the AWVS would bring many bundles of magazines and boxes of books down to every warship leaving port. The paper-bound Armed Forces editions began to be published, hundreds of very good books, and boxes of them came aboard regularly. Many civilians who liked to read and discuss books came into the navy for the duration. It was during that period of book-plenty, beginning in my late twenties, that I began to discriminate in what I read, and I have been refining my discrimination ever since.

In 1944 my ship went around to the Atlantic and I discovered the second-hand bookstores of New York. They remain one of my chief delights in New York. After the war, in 1949, I went to shore duty at Great Lakes, near Chicago, and there at last I learned to make genuine scholarly use of a library. I had a writing job in Public Information and I made it the occasion to do a great deal of research in the library.

The library was the whole top floor of the administration building, in which my office was also located. It was a great, long room with books on all sides and bookshelves coming out at right angles to make a dozen secluded little reading alcoves along one side. The books were all catalogued, with detailed subject references. It was always quiet and relatively empty. I never saw more than eight or ten patrons up there at any one time. I did much of my writing up there because the quiet of the place and the presence of books all around seemed to stimulate my flow of thought and words.

There were two librarians, civilian women professionally trained, and from them I first learned a bit of how much art and science is contained in the profession of librarian. I could hardly believe that they themselves had made and now maintained that marvelous card catalog, which always seemed to lead me infallibly to what I needed.

The two librarians had some Waves to help them. They also had a problem of a kind with which I hope no one here ever has to cope.

At that time there were many excess officers in the navy and shore jobs had been minutely subdivided in order to make positions for all of them. One such spare gear officer had been in charge of the library. He was a burly, florid man who had been commissioned from the ranks during the war. I think his library job baffled him and he resented the way the hush of the place seemed to daunt him. At intervals through the day he would clomp through the library solemnly fingering for dust and he insisted that the Waves keep the tables and empty chairs in exact alignment. When he saw a sailor at one of the reading tables on a weekday he always suspected him of hiding off from work somewhere and he would challenge the sailor to prove his right to be there. He knew I had a right to be there, but I think he felt I was overdoing it. He was always wanting to make disciplinary trouble for people with overdue books, and the two lead librarians hardly knew how to behave toward him. I was in the library one Saturday afternoon when the clash of authority between them finally came to a head.

There was an excellent combined radio and record player on which the librarians sometimes kept instrumental music playing very softly. It was music that went with books. On that afternoon the officer-in-charge decided to listen to a World Series baseball game. He tuned it in, blastingly loud, then lit a cigar and settled grandly back to enjoy the game. I felt a surge of annoyance. But I had my own problem.

He outranked me, of course. On the other hand, I was on the staff and wrote speeches for the admiral. I had constant, unmediated access to the admiral and it gave me the kind of unofficial power which must always be acknowledged and is always deep-seated by the people who are not themselves on the staff. I felt guilty about it and tended to make me much less self-assertive than I might otherwise have been. Not able to read, I stared at my book in angry indecision.

Then I saw the librarian on duty leave the desk, with a resolute look on her face. She walked quietly over and turned the radio off. The officer came to his feet.

"Hey there, now!" he said protestingly, around his cigar.

He turned it on again, louder than ever. *Ball one . . . strike two . . . three men out of base,* it was bellowing. It was shocking to hear that quiet, elegant radio roaring forth such stuff. The librarian argued with him. I could not hear what she said, but I could see her clenched fists and the embattled set of her shoulders. I could hear the officer well enough, however. He was shouting that this was the navy and he was by God officer-in-charge and what he said went in that place. He was assuring her that an honest sailor would rather listen to the World Series than to partake of any other delight afforded by this world or the next one.
"Go ask 'em! See if I ain't right!" he challenged her.
I stood up and walked over there and turned the radio off again.
"Look here," I told him. "I'm working on an important speech and I can't do anything with that racket going on. For God's sake, if you have to listen to that stuff, why don't you go down to the bowling alley?"
He flushed and bit into his cigar and did not answer. Instead, he turned around and walked out.
I got along very well with those two librarians. It was they who finally procured for me, after a delay of thirteen years, the book by Admiral Perry that I wanted to read. They borrowed it for me from some university library. I read Perry's account of the Bonin Islands colony with scarcely diminished interest. By then I knew that I was going to become a writer when I retired. In the interval, however, Robert Standish had already written my novel about the lost colony in the Bonins. I still think Standish would have written a better book if he could have spent a few days talking with old Henry Miller, champ on Guam.
My next library, and it will probably remain *the* library for me now for as long as I live, was the Wilson Library in Chapel Hill. First as a student and later as an aspiring writer, I came to know it well. I could hardly function without it.
So again to paraphrase Kipling’s soldier, I have taken my libraries where I found them, and have come along and roundabout way. Just two months ago I returned for the first time in thirty-three years to the little desert town out West where I grew up. Of course I revisited my first library. It is still the same building, but it looked neat and quaint and small to me, oddly scaled down from the august appearance it had had for me as a boy. The present librarian is the wife of my old high school science teacher and she is a very understanding woman. She arranged for me to spend an hour on Sunday morning entirely alone in the library.
That was a remarkable hour. I just walked around slowly and slowly my old complex of feeling associated with that room pushed through into present awareness. It was more than memory. I sensed the actual presence of Mrs. Sessions behind the worn old desk and from the corner of my eye I glimpsed a shadowy boy hunched at a table over a copy of *St. Nicholas* magazine. Forty years have thinned away to gossamer. Nowhere else in that town was I able to re-experience the past one-half so poignantly.
Yet in some sort everywhere in that town and among my old schoolmates the spell of the past was strongly upon me and the lure and charm of the desert strongly renewed. I wondered again how I had come to settle in North Carolina rather than in that desert and mountain country where the world had begun for me. I knew that some strong, sure instinct had guided me, and I had already rationalized it in various ways, but on that morning it seemed to me that I could also rationalize it in terms of libraries.

A library is fundamentally a collection of books. I sometimes call my personal library an extension of my mind, a concrete and visible aspect of my mind. When I first visit the home of a new acquaintance and have a moment free to do so, I will go and read the titles of his books. I do not feel that it is at all impertinent. I feel that I am then in genuine communication with him, learning to know him better, discovering what ground we have in common. If there are few or no books in his home, it means that we probably do not have much in common.

Similarly, I think that public and other institutionalized libraries are indexes to and visible aspects of the collective minds of the communities which maintain them. I would advise any man who wishes to take the cultural measure of a state, a county or a town to judge it by its libraries. I do not think that libraries are very often faked up as cultural status symbols. They are usually genuine organic parts of their communities, outgrowths from them. They require generations of slow growth. Only older communities, like older men, have had time to read and to value and to accumulate large numbers of books.

There was little room for books and the wagon trains that went out along the Oregon trail. There are never many books, nor the time and inclination to read them, in a new and raw country. I was born in such a country, where the last Indian wars have been fought out in my father's generation. When I was a high school student the first settler of our town still walked the streets with the scars of Indian arrow wounds upon his body. Communities are potentially immortal and they mature slowly. But individual men age all too rapidly indeed.

Therefore in my own maturity I need it for my fulfillment an older, richer, more seasoned and mellow intellectual climate in which to undertake my work. I know I could have found it in many of the older states, but North Carolina is the state where I did actually happen to find it, and here I have found it abundantly. And for me the best visible indications of that largely intangible quality which now binds me with hoops of steel to North Carolina are always going to be its bookstores and its libraries.

The College Library and the Community

By Dr. William C. Archie, Director, N. C. State Board of Higher Education

Paper delivered to the College and University Section, October 25, 1963.

It has become a commonplace to refer to today’s world in terms of “explosions”—the population explosion, the explosion of knowledge, the explosion into modern life of half the people in the world—those billion and a half souls in Asia, Africa and all the remote corners of the earth who have waked up and are no longer willing to stand on the other side of the tracks of civilization.

It seems, indeed, that the upheaval and change we are living through defy our powers of description; that the only word we can find to suggest the unprecedented degree and acceleration of these changes is one that also suggests the ever-present threat of the atomic age, the explosion to end all explosions—and all our hopes and dreams as well.

In the midst of such grim thoughts, I find it helpful to remember that there is nothing new about change. Instability has always been the one constant factor of human life. As the late Will Rogers used to say:

> “Things ain’t what they used to be—and what’s more, they probably never wuz!”

But it is true, nonetheless, that in your lifetime and mine the world has changed more than ever before since the time of Christ, if not in all of recorded history. And the explosive pace of these changes continues to accelerate every day.

For this reason, I think it extremely healthy that you are taking a new look at college libraries and their communities. In thinking about today’s subject, I fell back on my old friend Voltaire’s constant admonition—“Il faut définir les termes”—and then I realized that is exactly why we are here, to try together to redefine the nature and functions of (1) *the college library,* and (2) *its community*—and then to re-examine their mutual responsibilities.

In my own attempt to define these terms anew, the first step I reached is that although of course there are as many different kinds of college libraries as there are colleges, the first function of any college library—its very reason for being—is to serve its own community of students and teachers.

Whether it exists on a four-acre campus, to introduce a few undergraduates to the world of learning, or a thousand-acre campus, where research fellows are working to push back the frontiers of knowledge, I think we must all agree that it is the heart of that campus. As such, its first responsibility is to help fulfill that institution’s particular goals.

That is why, in every period when learning has been prized and advanced, the growth of great libraries and great universities has gone hand in hand—in the ancient world, Alexandria; in the Renaissance world, Paris, Bologna, and all the others. Even the great princely collections, at first regarded as private treasures rather than centers of learning, invariably drew the scholars of their time. The scholars went where the books were—across continents and empires, before nations, as we know them, were born. There is a lesson for us here, I think, in considering what the word “community” means to us today. For today’s college library also has an obligation to serve the community beyond its own campus. The parallels are many and thought-provoking. Today, just as in the Renaissance world, town and gown are again growing closer together. Today also, our concept of “community” is broadening—cutting across city, state and national lines.

You are, I know, already keenly aware of your responsibilities to students, and of how those responsibilities are growing in weight and complexity. I understand you have already considered, in your pre-conference meeting yesterday and Wednesday, ways of providing better service, especially better inter-library loan service. The latter is of special interest to me. It seems obvious that, with almost all our campuses hard-pressed to meet the needs of students we already have, we must find ways to make better use of the library resources we have, if we are to avoid being engulfed by the still greater “explosion” of student population immediately facing us.

To paraphrase Lowell Martin’s remarks at the ALA convention last July, “You would think that (the fact that we have more students than ever before, and that they are doing more reading) would be a cause for rejoicing in the land. Yet somehow this has made us solemn . . . and the terms ‘crisis’ and ‘problem’ have been used hundreds of times.”

But I would add to what Lowell Martin said, in relation to the continuing spiral of student enrollments, you "ain't seen nothing yet!" From the ranks of children already born, we can almost certainly predict that within the next two decades today's enrollments will double nationally. What is perhaps most striking about this foreseeable, non-stop spiral is that its biggest jump is almost upon us. Our North Carolina colleges enrolled approximately 83,000 students this fall; in 1965, we shall somehow have to find room—and library resources—for at least 96,000.

But you have heard enough of "frightening" figures. Frightening as it may seem, the problem is one of present fact, and can be stated in relatively simple terms. You have more and more students, who want to know more and more (both because there is more to know and because today's student population, with growing competition, is inevitably brighter); and on top of these unheard-of pressures, you have unheard-of demands from all segments of the non-academic public—because they, too, want to know more. The problem is how to serve them both: and whether, and if so, *where* to draw lines between the two.

I venture to suggest that perhaps the best general approach to both these questions is to look at them as one. No one can deny that the college library's first obligation is to its own constituency, the collegiate community.

But the other side of the coin, it seems to me, is that the academic library which gives meaningful service to the non-academic community will thereby, in all likelihood, become a better library for its own constituents, its faculty, students and research workers.

To give a nearby illustration, I am certain that all the efforts of Governor Hodges and Governor Sanford and our other government and business leaders would never have brought the Research Triangle into being if we had not already had excellent libraries (including science collections) and inter-library cooperation, at the three-Triangle-campuses. Mutually helpful relationships between the Triangle's scientists and librarians cannot help but enhance the stature and increase the effectiveness of these campus libraries, I believe, by building up their resources as information storage centers, and enabling them to spread knowledge more efficiently.

Lest this sound as if I am asking each college library to take the world as its province, let me be a little more specific. Let us try, in other words, to arrive at some new definitions of the college library's "community." Is it a geographical area? A community of interests, as in the Research Triangle? Is it a particular segment, or segments, of the off-campus population?

The questions facing you are very specific; and none of them, as far as I know, has a simple answer. It is easy to say, for instance, that each college has its own neighboring community: Durham, vis-à-vis Duke; Rocky Mount vis-à-vis North Carolina Wesleyan; Mooresville vis-à-vis Davidson, and so on. But even in strict geographical terms, it is difficult to draw precise lines. Take the first example, Durham. Does Duke University's off-campus community stop with the city of Durham?—with the Research Triangle?—with the State? On the other hand, is it not true—for better or worse—that part of Durham is the "community" of North Carolina College, rather than Duke?—and that, as

one of the acknowledged leaders among Negro educational institutions in the State, North Carolina College is asked to serve citizens far beyond the Durham city limits.

Entirely apart from the question of racial differences, is it not true that none of our college libraries can adequately serve its own “community” or “communities” alone? If they ever could, it seems increasingly clear that they can do so no longer.

In recognition of this, I understand that for some time your Association leaders have been bending their efforts not only to enlarge units or “systems” of service, with designated areas of responsibility, so that with more specialization and less duplication better use can be made of our total library resources.

Such a total mobilization, in my opinion, is urgently required. But it will need planning and coordination at the state level, perhaps with a special study group charged to draw up a blueprint for action, as was done so successfully for our colleges by the Carlyle Commission. The time may be ripe for such a study of all our libraries. Indeed, Governor Sanford is, reportedly, just on the point of naming such a Commission. But even if one were initiated tomorrow, it could not reach the point of recommendations overnight. And when recommendations are made, it takes time for them to be accepted and put into practice.

In the meantime, what concerns you right now is that every college library is faced with specific demands for new kinds of extra-curricular service. You cannot afford to wait for a break-through blueprint. Each of you must try to begin resolving them *now.* Perhaps a beginning is all you can accomplish now—but nobody ever got anywhere without starting! If each of you works out even tentative answers to fit your own situations and passes on the answers you find to a central clearing house, such as this Association, or your State Library, the net result is almost sure to be a gain for all concerned.

What are some of these questions—these demands for new services? Many of you, I understand, are being asked questions such as these:

> Can you serve *high school students?* If you can, *should* you?
>
> What kind of service should you give the *adult public?* Should it be limited to *community leaders,* or wide open? What about adults studying *TV courses?*
>
> Should the college library promote service to *special interests—industry, business,* etc?

On the first: I know, from the experience of my young son (now a college sophomore) and his friends that many high school students cannot find in their school or public libraries all the study resources they actually need. As we step up the pace of education, as all the rungs of the ladder draw closer together, this is increasingly true.

What can you do about it? For what it’s worth, here is one possible start. Could you arrange to provide a special-privilege library card for selected high school students whose achievement shows that they need and can make good use of advanced materials?

To develop such a plan you would have to talk and work with local school administrators and public librarians. As you know, greater communication and cooperation among such groups have already been advocated by your own national association at its July convention, perhaps even earlier. But it's very hard to communicate generalities, or cooperate about them. What better way to make a start in this direction than to work together toward some such specific goal of common concern? This particular plan could also pay dividends in recruitment, of both students and friends. Today's bright high school students will be tomorrow's Phi Beta Kappas. Some of them, through early acquaintance with your library, will come to your campus. Some may even fall in love with libraries and become day-after-tomorrow's leaders in your field!

As for adult members of your off-campus public, the same sort of pilot project might be fruitful. Why not issue a special privilege card to 100 influential and affluential local citizens? The number is not important, and I am not sure they need have any special need beyond the need or love of reading. For since, today more than ever, "of the making of books there is no end," almost nobody can afford to buy all the "important" current books for his private shelves any more. Moreover, in my opinion, nobody should, unless he intends to start his own circulating library, to give these books the widest possible use.

Here again, in finding the names of adults to be your special-privilege users, you would do well to enlist the advice and intimate knowledge of key community groups—preferably a cross section of them. I have no idea what details you might come up with. Depending on the size of your community, you might decide on a rotating list, or one that could be gradually extended, taking in new names each year. Whatever its particular design, your "Friends of the College Library" plan could be another way to win friends and monetary support as well as means of closing the gap that too often still exists between the college community and the town. (There is nothing new here in principle—many are doing it!)

You may think of many variations of the two plans I've suggested. But it seems desirable and healthy to me—for both the college and the community—that the college library should reach out, in some such practical experiments, to make its resources better known and more widely used by the community. Perhaps, after you have launched one or more projects of this kind, you might start on another; and this one could pay for itself many times over in relieving the pressures upon your time.

This last suggestion is one which has been in my mind for years; the fact that it has been in yours, too, emerged from the ALA discussions at Chicago. The recommendation there was that "Fresh approaches must be made to instruction in students' use of libraries." In the context, "students" meant people of all ages, using libraries for all kinds of studies.

Your thinking there, according to Lowell Martin's summary, called for a new approach to "bibliodynamics" at the national level, to cut out the waste of duplicate efforts, in each school and locality, with inadequate instructional materials. It was suggested that newer audio-visual and other technological techniques be tried.

May I suggest that, in addition to the best instructional *materials* you can find, what is needed may be more and better *instructors* in the use of libraries? From my own observation, most working librarians, outside of library schools, are usually much too busy to take time out to teach students how to find what they need. Beyond showing them the card catalog, or pointing out a general indication of the shelf arrangement, it's usually much easier and quicker for the librarian to find the book, or other information, than to teach the student how to look for it himself. The student, on the other hand, too often not only does not know where to look for the book; he doesn't know how to find out which book or books to look for!

Surely it would save much time and strain for already overburdened librarians, as well as promote better use of the resources you have, if all your students at the earliest possible moment, became better acquainted with the library's resources and more adept at finding their way around among them. Most of those now entering college will presumably be using libraries for a half century to come. They might as well acquire intelligent skills in using them right now.

I am not necessarily advocating open stacks for everyone—although, except in special cases, I favor the idea, certainly for the more mature students (Juniors, Seniors). What I am suggesting is that each of your libraries, paltry as its resources may seem to you, contain a wealth of information beyond anything many of your new "mass students" have ever seen. Even the brightest student, unguided, may lose irretrievable hours, sometimes years, in trying to discover and use the sometimes formidable tools of a million-volume university library. For others, from "disadvantaged" homes and schools, the smallest college collection in North Carolina may forever remain a closed treasure chest. For them, without the key of instruction, the best modern library might as well be medieval, and in chains.

What an irony, when you consider that Latin word for book—*liber,* from which library came—also means *free.*

It is far more than ironic; it is a tragic waste, both of books and human minds.

As I have already said, however, most of you are too busy already. How can you do your primary jobs, and take on more or less prolonged instruction in the techniques of library use for an ever-growing mass of students as well?

Here is an area where librarians might profit from the example of almost every other profession. Doctors, scientists, lawyers, even nurses and teachers now, have technical aids, to take over the non-professional details of their work. College librarians have clerical aids, of course, but how about *teaching aids,* to orient your student patrons? If you had such aids, and if their instruction were effective, would it not save your time and also "enlarge" your resources by maximizing their use?

Where could you get them?

I suggest that if you had a corps of community friends—either bright high school students, responsible adults or both—already familiar with your libraries, you might recruit from them a volunteer corps of aides to teach your own students how to make the most of the resources available to them. Such a volunteer corps could, I believe, be

trained with a minimum expenditure of your time; and it seems reasonable that a good number of them would be willing to train others, in return for their special-privilege status and your investment of time and interest in them.

Such a plan may have many pitfalls which I, as an outsider, cannot see. What I do see is that it has successful precedents in other fields. The newest teacher aids are proving themselves a valuable supplement to professional teachers in thousands of classrooms, despite the fact that ten years ago their use was considered wildly impractical.

And the “each one teach one” method, introduced all over Asia by Dr. Frank Laubach, the “apostle of literacy,” has taught millions to read—millions whose native languages were until recently never even written down.

What is most important about all these suggestions, and the reason I have dared bring them out for your consideration, is that I believe you yourselves need to be freed—freed to get better acquainted with each other and with your total resources.

I mentioned earlier, and your leaders have mentioned many times, the need for a state-wide study of *all* North Carolina libraries. Obviously, it is of first importance for the *community of libraries* to know what their combined resources are. You experts in information retrieval should, above all others, know what information you have stored in your various depositories, and how to make it quickly accessible to *anyone* in the State who needs it. Since we have become a nation of students, there is no longer any sharp dividing line between student and public, or campus and community; with the great educational strides of recent years, our state is more and more becoming one community, as well as a group of regional ones.

You have already made much progress in the direction of better communication and improved services. The Interlibrary Center at the University of North Carolina’s Chapel Hill Library and its union catalog of major holdings in the State is one important instance. Teletype service at Chapel Hill and at the State Library in Raleigh gives each of these agencies quick communication with the 57 major library resources across the country. Within the State, the outstanding example of cooperation toward a regional “system” is in the Research Triangle area. Inter-library loans operate not only among the three major campus libraries but also to and from the Research Triangle’s own libraries and the State Library at Raleigh. Three times each week, the Triangle truck service picks up and delivers books and other materials at all these points.

All this is highly encouraging. But we need to do much more of the same. I submit that if any one of our libraries is to give the best possible service to its own community, all of them must join in a concerted effort to improve communications through better use of the tools we already have, as well as expansion of them. I personally believe all our libraries could benefit from expanded union catalogs, and quicker access to them, through extended teletype service both inside and outside the State.

We must indeed enlarge our resources. Many libraries, especially on our campuses, already find their offerings outstripped by their students’ demands. But we must also, I believe, avoid at all costs merely adding to our present collections in such a way that a

large part of them become simply storage bins, or what an eminent Indian librarian has called “book dormitories.”

You, as professionals, are much more aware than I of the tricky and delicate decisions involved in book selection and acquisition. But at the present rate and volume of publishing, and in our frantic efforts to keep up with the growth of new knowledge, it seems to me our danger of being inundated with unassimilated and inaccessible printed materials is at least as real, if not as imminent, as the danger of being wiped out by the last great Explosion.

This may be only a fanciful fear. If it is not, you librarians, experts in the sorting, storing and meaningful retrieval of information, are the ones who can save us from slow strangulation in the paper floods of our own wealth. To do that, you must first of all, know what your present resources are. Secondly, by better communication with each other and with your communities, you can let all our people know how to sharpen the library tools we have. Then, together you can find ways to use new techniques to make your enlarging resources more readily available to more people who need to know more than ever before.

A library, especially an academic library, is a collection of books and other materials which have tried to capture what man has learned. Today’s libraries are, in a new sense, service centers for the positive direction and unleashing of what man has learned. You librarians, with the help of the right people, are in a unique position to channel the unique power of learning for the benefit of us all.

Our Candid Conference

[Photograph: A two-page spread of nine informal candid photographs from the Thirty-Fifth NCLA Conference, October 1963, taken by Samuel M. Boone. Images are arranged at various angles across both pages. Captions for individual photographs read as follows: “Careful, now, don’t drop it!” (a group of women gathered around what appears to be a large framed object); “Deck the halls . . .” (a woman holding up a large dark panel); “Well, I’m only a Dean, not a librarian . . .” (two men seated at a table in conversation); a portrait of a man speaking at a podium, captioned “Mr. Robles”; “The librarian explosion.” (a wide shot of a crowded meeting room); “I’M supposed to have the minutes?” (a woman holding papers); “Hurry! I’m going to laugh!” (a woman in formal wear, smiling broadly); “I’ll take two yards, please.” (two men, one appearing to measure something); “I HEArd that remark!” (a man speaking at a podium with a microphone); “Who whistled when he should have said ‘cheese’!” (a group of approximately eight people posed together).]

The Responsibility of the College and University Library for Serving the Community in Which It Is Located

Following Dr. Archie's paper, a panel of four discussed the above topic from varying points of view.

Serving the High School Library

By Jane B. Wilson, Director, Durham City School Libraries

The College or University Library is a part of the cultural element of its community. It serves often as a clearing house for announcements and for information relative to educational advantages and creative and recreational events and facilities. The building itself is a landmark showing an architectural form. Too, the library may house the only permanent exhibit of art treasures available for viewing by the majority of a town or county.

Students in the surrounding high schools are aware of the building, of its holdings and treasures. The superior student has visited its rooms, used its reference materials, enjoyed its exhibits, and has become a frequent, if not steady, patron.

This privilege is seldom denied the student with a definite need, an ability to communicate it, and the maturity to accept responsibility as a trusted visitor whatever the policy governing off-campus circulation.

Widen this circle of high school visitors and/or borrowers, however, and the college library could become an extension of the neighborhood Coke shop with its flimsy stand of paper backs. Before this situation evolves into a mass of warm tempers and mutilated wood and wood pulp it might be well for library representatives of both college and high school to study the reference problems and the book needs of the high school students—preferably in joint conference.

This study conference does not presuppose that the college library is responsible to any degree to aid in the alleviation of a lack on the part of the high school to provide materials essential to its curriculum. It demonstrates a willingness on the part of the college library to co-operate with other librarians and educators.

At such a conference several influencing factors may be recognized: The source of the income of the college or university, the extent of mutual benefits derived from intercourse between town and gown; the population of the community; the size of the college personnel; the number of colleges and institutions of higher learning nearby, the size of the college library, the extent of its holdings, and school and public library facilities. Experiences with high school borrowers and a knowledge of the needs and demands of the college students should be given a full accounting. At no time should college nor secondary school librarians or educators forget the primary purpose of the college or university library: to provide print and nonprint materials for use by its own student body and faculty.

When the representatives meet it would be wise to have facts and figures anent these factors readily available to give substance to the formulation of a definite policy statement that will be made accessible to all concerned: both faculties and students.

The written statement of policy, flexible yet definite, should cover to what extent—if any—services could be rendered to the high school student; what services would be offered teacher personnel; the possibility of inter-library loans. Also, the policy should show to what extent the situation might change, in what respects the policy could become a deterrent in the working out of certain aspects of the problem.

Whether or not such a conference of appropriate leaders decides to allow and/or accept reference, loan, or circulation privileges to high school students is entirely a local problem. With an expression of facts and opinions amicable solutions may be obtained to this part of the issue.

If it is necessary to preclude any individual traffic between the college library and the high school student, there are many areas remaining where the college library may still serve the high school student body.

Visits of small classes or clubs supervised by adult counselors or teachers could be scheduled at the time of need or desire with those who might be released to officiate at such occasions. A trip to the college library for the purpose of seeing a rare book collection, a quick glance at the holdings of the Modern Foreign Language Department library, a guided tour of the Reference Rooms and Periodical reading areas would be of great benefit to the high school student. Even a busy college library staff would be glad to make such arrangements—even to the preparation of brief seminars to explain the use of other than ordinary indexes and guides.

Invitations to exhibits of traveling or temporarily housed art collections or displays would serve to further good public relations between college and secondary schools. Visits from certain members of the library staff of a college to the high school library or to the Vocations or Careers Day program would promote encouragement of the high school youth to attend the local college or any college for the advancement of his formal training.

Talks by gifted members of the college library staff could definitely upgrade cultural interest and knowledge of the academically talented student and the high school library assistant. Planned programs of an exchange of ideas between the librarians at each of these levels would also filter down to the student body of the secondary school. The college library would benefit from a freshman class already prepared to understand its acquisitions and maintenance problems. Not all mutilation nor discipline problems are confined to sporadic raids by high school students.

Together with such a plan for talks it might be possible to channel to the high school library appropriate, duplicate copies of titles donated to the college library.

Since the college library could play such an important role in the high school library program it is well to consider what the secondary school library could offer in return. For a moment let us turn the subject around.

Suffice it to say, the college and the college library personnel would be delighted to discover a freshman class who could not only locate the materials it needed, but could also proceed to use them in an orderly fashion. Such a feat is not an impossibility. Planned programming to make group and individual library instruction available to both

junior and senior high school students should make a larger percentile of the students self-reliant. A part of the course of study could be a refresher course for the elementals taught at the elementary school level. A clearer interpretation of Bibliography and note-taking and the use of more advanced tools and aids would comprise the second half of the instruction.

A thorough knowledge of the many materials, i.e., indexes, year books, almanacs, gazetteers and an understanding of equipment which would be available at the college level: the use of microfilm and duplication would lessen the work of the college librarian. An introduction of the holdings of the high school library to the teachers who could in turn encourage the use of special services of the secondary school library by their students would multiply library experiences.

In a community where a college library is endeavoring to serve high school students, assignments geared to the ability of the secondary school library would eliminate much of the confusion and bother and extra work for the college library assistant. Small loans of needed material could reduce the number of high school students appearing at the college library circulation desk. Planned spending in the area of reference materials would release space taken by the high school student in the college library's ever receding reference room area.

It is true that any librarian, anywhere, at any level has dedicated himself to the encouragement of youth to read, to study, to explore, to discover all resources for the finding and the use of information. That is what he is trained to do; it is for that purpose that he has taken this way of service and life. Too, the college community owes its sponsorship of any program anywhere that will encourage youth to seek further formal education.

But, education, especially the part played by libraries and librarians, is a two-way street. The key word is not co-operation. It is communication. Once the problem has been discussed, once the necessary points have been made, once each librarian has had an opportunity to be heard, there should be no making of demands beyond the capacity of any service agency to deliver.

School libraries are growing; school library personnel is being increased. At the same time demands on all library resources are increasing. Thus, it may be safe to say that the problem is no greater today than it was before Colonel Glenn and the sputnik, the satellite, the tracking station, or the interplanetary voyages and space stations.

Space is here to stay. So are books, and so, please Providence, are librarians. Together they have promoted libraries for over fifty years in this state. They have procured and secured funds. They have recruited, trained, and supported programs of training and recruitment in almost every one of the fifty states. This problem of the responsibility of the college library to the high school student should not stultify our progress. It should not preclude our powers to learn.

The New Small College Library

By Alva Stewart, Librarian, The Methodist College, Fayetteville

Although I recognize that the college or university library may serve the community in which it is located in several ways, I firmly believe that a policy of making library resources available to interested citizens of the community is the most effective way of serving your community, as well as the most valuable from public relations viewpoint.

Such a policy has been in effect at Methodist College since February, 1961. While this policy has not produced any spectacular results such as a $50,000 gift to the college, it has produced several intangible benefits. It has helped strengthen the bond between the college and the community (Fayetteville and outlying areas of Cumberland County), confirming the view that the College enriches the cultural life of the community. It has reinforced the chain of friendship between college staff members and community civic leaders. And, perhaps more importantly, it has helped to dispel the erroneous view held by some local citizens that the campus is off limits to anyone who is not officially connected with the college. Because of these benefits, plus the potential value of the policy in eliciting financial support for the college, the public relations value of our loan policy to un-affiliated persons is clearly recognizable.

The essence of our policy is this: Any book, periodical (except current issues), or pamphlet in the library's collection may be loaned to unaffiliated borrowers (anyone other than college faculty, students) for a period varying from three days to two weeks with the understanding that it may be recalled at any time upon the request of a faculty member or student.

Perhaps the most unusual feature of the policy is that any reference book may be borrowed for twenty-four hours. This same privilege is extended to our students (more than one-half are commuters) and faculty members. Of several hundred reference books which have circulated during the past two and one-half years, only two have been declared losses. I have felt since my entry into the library profession that the propensity of librarians to refuse to permit reference books to be used outside the library reduces use of the reference collection. This is particularly true of day students, many of whom cannot, for various reasons, remain on campus long after their last class. Our present policy permitting overnight loan of reference books will be continued indefinitely unless our losses show a marked increase.

Overdue fines for delinquent borrowers are assessed unaffiliated borrowers at the same rate—two cents per day—as that imposed on our students. Anyone who is consistently tardy in returning library materials may be denied loan privileges by the librarian. So far circumstances making it necessary to apply this provision of the policy have not arisen. During the past two and one-half years no damage to any book or periodical has occurred and only one unbound periodical has been lost.

During the past year we loaned approximately one hundred volumes to unaffiliated borrowers. By far the largest single group of borrowers was high school students pursuing term paper research or reading for a book report in English classes. We also loaned books to several students attending other colleges, including two out-of-state institutions. Other borrowers were service men stationed at nearby Ft. Bragg and Pope AFB, teachers in local elementary and secondary schools, local clergymen, and faculty

members at Fayetteville State Teachers College. Since religion is one of the strongest subject areas in our collection, we have issued a special invitation to local ministers through the county ministerial association to visit our library and borrow any resources they wish to use. Several clergymen have visited us since the invitation was issued, including three or four non-Methodists.

Another library-involved activity which has helped to improve college-community relations was the holding of a series of eight weekly “Great Decisions” discussions groups on campus in February and March of this year. This series, sponsored nationally by the Foreign Policy Association and locally by the college and public libraries, drew an average attendance of fifteen, including students, faculty, and townspeople interested in such contemporary issues as the Alliance for Progress and the European Common Market. Townspeople as well as our own faculty members acted as discussion leaders for these sessions. Pamphlets and books from our library were profitably used by several participants in these discussions. We plan to continue the sponsorship of this series beginning early in 1964 and hope to increase the number of participants.

Our experience with this policy of loans to unaffiliated borrowers during the past two and one-half years has been gratifying and has justified our belief that a library’s chief aim should be to provide maximum service to all potential users of its resources. We are aware that for an appreciable number of local citizens the library may be their only point of contact with the college; consequently, our position is that a policy of maximum availability of our library’s resources to these citizens is in the best interests of the college, both from a short-range as well as long-range point of view.

Obviously, meeting the needs of our students and faculty members is and will remain our library’s primary objective. However, we can and will continue to loan our resources to individuals not connected with the college as long as this policy does not seriously impair the service we provide to our primary users. To date we have been able to serve both groups—our own students as well as outsiders. We are hopeful that future developments will make it possible for us to continue our present policy with only minor modifications. As our collection grows, we will be in a position to offer more help to those in our community than we are doing with our present resources.

The Public Library’s Role

By Olivia B. Burwell, Librarian, Greensboro Public Library

The Greensboro Public Library is very fortunate in having a variety of colleges for neighbors. The reference departments in the colleges and in the public library call on each other for answers in special fields and for materials on interlibrary loan. Frequently a college librarian will send a written request by a student for an immediate loan.

Any person is free to use materials in the public library. Residents of Guilford County, non-residents owning property, or anyone who is regularly employed in Guilford County is eligible for a borrower’s card. Other non-residents, including the more than 8,000 college students, are asked to make a deposit of $5.00 for a T.D. card on which they may borrow 4 books at one time. The $5.00 will be refunded whenever requested if the

T.D. card has no outstanding loans. Many residents of surrounding counties have used these cards for years; sometimes college students use them to borrow one book.

Because of the local college libraries, the public library has not developed a strong collection on education. It does have the Education Index which is useful in locating material to be requested from college libraries.

The Greensboro Division of Guilford College is young and its students make extensive use of the business periodicals in the Greensboro Public Library. Books and periodicals in the special collection on business and insurance in the public library are used intensively during the school year and for term papers by students from Guilford College, A. & T., High Point and Elon Colleges.

The Community Art Treasures, a rental collection of framed prints, maintained in the Greensboro Public Library by the Altrusa Club, is often studied by students of art appreciation courses. The rental collection of more than 7,000 classical recordings has contributed much to the community by leading and participating in discussion groups sponsored by the public library.

The local public school system has an excellent library program. Students are familiar with a card catalog and the Dewey classification when they come to the public library. Even third graders come in for help on their *research papers.*

Frequently there are not enough seats for high school and college students in the present crowded building, but librarians are grateful to the teachers who require them to find out what is available for *them* in a public library. The staff has written to each teacher asking that she help them to help the students by determining what is available before making assignments and by warning the librarians of mass assignments so that materials may be collected and held for their use.[1]

The Friends of the Library sponsored the compilation of a book list for Greensboro students in Junior and Senior High Schools in 1963. Compilation was a joint project of the school and public librarians. The list was published in quantity so that all students in Guilford County could have access to a copy. All titles on the list, in limited quantity, may be borrowed from the public library.

The Greensboro Library Club is an informal organization which brings together school, public and college librarians in Guilford County. It is easier and more pleasant to work with people one knows.

The Greensboro Public Library looks forward to community use of an exhibit hall, an auditorium and meeting rooms in the new building. More space for readers and books, an area for young adults, and expanded service programs should allow the public library to make a richer contribution to the lives of citizens of all ages and varied interests in Guilford County.

1. Librarians interested in the form letter, read in conjunction with this paper, may request a copy from Miss Burwell.

The Role of the Private University Library

By John P. Waggoner, Jr., Assistant Librarian, Duke University Library

The libraries of privately endowed colleges and universities have long been influenced by the concept of free library service developed in the late 19th century with the public library movement. During the period 1850 to 1870 there occurred a rapid growth in the number of public and other non-academic libraries. With this growth came a sharp increase in the demand for library facilities. As a result university libraries where, hitherto, access had been granted only to members of the academic communities, began to lift restrictions and to offer access to outsiders. Before long most academic libraries in the country had opened their doors to all members of the community in which they were located.

The initial rush of applicants for library privileges was so great in some universities that, in order to protect themselves, a few libraries began to charge an annual use fee to non-academic borrowers. While such practices became common, particularly in the northeast, most university libraries removed from large metropolitan centers continue to offer their facilities to local citizens without charge.

During the post-World War II period patterns of library service to outside agencies have changed radically throughout the country. All academic librarians, to one degree or another, have been concerned with ever-increasing problems of service to off-campus individuals and groups. Enormous increases in the college population during the last decade, combined with new demands from high school students, industry, business and the general public, have made the librarian's task increasingly complex. As a means of protection more and more libraries of private institutions are introducing annual use fees while others are considering denial of access to library facilities to all outside applicants. Both of these solutions appear to be rather abrupt departures from the traditional policy of free library services to all, but are doubtless the product of months, and sometimes years, of investigation.

In North Carolina private college and university librarians have encountered these problems in varying degrees of intensity, depending on the geographical location, characteristics of the local population, industrial development of the area, and size and nature of the library. With the continued economic and industrial development of the state, it is possible that these problems may become increasingly acute in the near future.

Let us examine briefly the types of outside users with whom the library of the average privately endowed institution may be confronted: For convenience we may assign these library users to one of three groups: (1) business and industry and their research facilities; (2) the general public, including teachers and other professional people; and (3) high school students. In discussing these groups we must bear in mind that the first responsibility of any college or university is to its own students and faculty. Any action on the part of the library that seriously impedes services to its own academic community must naturally be viewed with concern.

During the past dozen or more years the state of North Carolina and some of its municipalities have been successful in influencing desirable business and industrial

organizations to establish branches and research facilities in the state. A number of these firms have intentionally located near our educational centers where they hope to utilize research equipment, literature, and reference services available on campus.

I believe that, if the colleges and universities are going to cooperate with the state in attracting new industries to the region, there is an obligation on the part of academic libraries to meet the demands of industry for library service. Research personnel of industry and education probably carry on direct exchange of information, particularly where their projects parallel one another. In many instances we find scientists serving in a dual capacity, being employed in industry on the one hand and teaching in the local university on the other. With few exceptions, research today has its basis in the accumulated research of the past, and research conducted within a college depends upon prior work done both on and upon the knowledge gathered by both his predecessors and his contemporary colleagues. The library, as a part of an institution engaged in the extension and dissemination of knowledge, is almost bound to assist the off-campus researcher, particularly when this can be done without slighting its own natural patrons.

It is probably true that the college or university has an interest in the economic vitality of its locality, and benefits as the area develops. In order to promote good public relations, it may be advisable for the library to extend some privileges to local citizens upon request when such action does not interfere with service to its students and faculty. Normally only a small proportion of the general public will take advantage of opportunities offered by the university library, especially in areas where growth and development of the local public library have been noteworthy. In communities where, because of lack of adequate public library facilities, off-campus use becomes extremely heavy, or unreasonable demands are made upon the library and its staff, restrictive controls may be necessary and should be applied. Controls can be of several types: denial of access; access to limited services; and access to limited services with financial charges. Arguments against any reasonable regulation can be countered by pointing out that service to off-campus readers has always been *by courtesy* and is not a *right.* Objections to financial charges may be silenced by the reminder that students enrolled in all colleges are required to pay library fees either directly or indirectly. Of course, exceptions to such regulations can always be made, and it might be desirable to consider them for professional people, local school teachers, and alumni living in the neighborhood.

As a result of the population explosion in the 1940's there has been an abrupt and enormous increase in the number of students of high school and college age during the past few years. At the same time great emphasis has been placed on improving the curriculum of secondary schools in this state. New, advanced courses in science, mathematics, social studies, English and other subjects, requiring comparatively extensive reading and research, have been added to the high school curriculum. In the meanwhile high school library service, perhaps because of lack of funds, is failing to support adequately the improved academic program. For example, few high school libraries are equipped to provide materials for research assignments on such subjects as "Gloom in Anglo-Saxon Poetry," "Superstitions in the Old English Ballads," and other equally elusive topics assigned to high school students. Furthermore, I know of no high

school library to which the students have access at night or on Saturdays. Consequently, the more ambitious students are descending upon the local college library in droves, occupying seats in the already crowded reading areas and dominating the time of reference and circulation personnel.

I believe almost every librarian here feels a certain amount of responsibility to these students. And many of us, since our foremost obligation is to our own students and faculty, have searched diligently for a satisfactory solution to the problem. Denial of access or restrictions on library service are merely temporary solutions. The only ultimate solution lies outside the academic community. Much of the burden resulting from service to public school students will be eliminated when school library resources become strong enough to support the curriculum, and when staff is provided for extension of hours and services. In the meanwhile university librarians will have to play it by ear, placing restrictions where and when they are needed in order to fend off an excessive burden.

While the private university library has an obligation to the society in which it exists, its first responsibility will always be to its students and faculty. Requests from any others for use of its resources and services must assume a lower priority. When off-campus demands begin to interfere seriously with service to the academic community it becomes the duty of the librarian to make the adjustments necessary to enable him to offer the best service possible to scholarship in his own institution.

Bulletin Boards — Your Master or Your Slave?

By Betty McGee Teem, Librarian, Curriculum Laboratory, Appalachian State Teachers College

Talk given at the School and Children's Section, October 25, 1963.

How well I remember the first bulletin board I prepared for a library science class taught by Miss Eunice Query. I slaved over the idea, slaved over the arrangement, slaved over the colors, and slaved over the caption. I did not see how I could ever manage a library, because my time would be used in slaving over bulletin boards. I decided that I would have to become the master of bulletin boards and make them my slave.

The first step was a suggestion from Miss Query—keep a file of ideas. My first file was a manila folder filled with ideas found in the advertisements of newspapers, magazines, publishers' catalogs, and other promotional materials. In the Curriculum Laboratory at A.S.T.C., we have a file of bulletin board ideas, for the use of our students, which is similar to my first file. It is better organized and therefore is of more value. The bulletin board ideas are mounted on 8" x 12" lightweight cardboard and alphabetically filed in labeled manila folders by general subjects. Some of the subject headings used are ANIMALS, BIOGRAPHY, BIRDS, BOOKS, CAREERS, COLONIAL LIFE, INDIANS, LIBRARIES, MAGIC, MUSIC, READING, SPACE, SPORTS, and TRAVEL. Each holiday has a separate folder and various school subjects are on separate folders. A file of this type in each school with teachers and students contributing ideas would benefit all the school and result in easier and more attractive displays.

My second file was better organized than the first folder of ideas. I used an empty bookcard box as my file container. Bulletin board ideas were glued to the back of used book order cards, catalog cards and even new 3” x 5” cards. The ideas are clipped from *Wilson Library Bulletin*, magazines, newspapers, but most of the ideas are rough sketches of bulletin boards that I have seen in classrooms and libraries. I file my ideas by months of the year and have one big section labeled “good anytime.” One of the best sources of bulletin board ideas is to borrow ideas from other talented teachers and librarians, so do not be caught without your pad for copying bulletin board ideas wherever you go.

My third file is of actual bulletin boards. Material saved may be re-arranged, combined with new material and used in different ways. It is helpful to have a file of this type to share patterns and ideas.

My method of storage is to store each bulletin board and caption in separate thin, flat paper bags (get all sizes from 5 & 10 store) and label the outside with the caption used and if necessary a description of how the various pieces went together. I have other large bags of patterns labeled animals, people, etc. I group all the separate bags of seasonal bulletin boards in large dry cleaning bags.

A file or collection of background material could consist of various colors of broadcloth cut to fit the board with ends hemmed so that it would only take seconds to put it up. The material rolled on cardboard tubes for storage avoids wrinkles. Watch for material with a design in it that could be the theme for a bulletin board — material with Mother Goose figures, sport characters, book characters, pirates. This material used with bold captions and a display of books on a table under the bulletin board makes an eye-catching display. Other materials that can be used are burlap, newspaper, maps, wrapping paper, corrugated cardboard and wallpaper. The important idea is to vary the background.

The captions of bulletin boards should involve the reader in what you say and should be brief. Students are excellent sources for catchy captions. The caption color should contrast sharply with the background color of the bulletin board. Keep a file of different size and shape letter patterns for variety in size of captions. Plastic cleaner and detergent containers are excellent material from which to cut the letter patterns. Use plastic, ribbon, yarn, twine, colored straws and twigs in addition to the construction paper letters. Starch your twine or yarn and write your caption; when it dries, pin it to your bulletin board.

Every bulletin board should have a center of interest to stop the reader in his tracks to notice the books you are emphasizing. The arrangement of your material is a key to the whole effect. Movement with the Z shape, S shape and C shape arrangement is effective. Vary sizes and shapes of material presented. Do not cover the entire board; leave some breathing spaces. Through attractive displays of one central idea with simple supporting material presented with balance, effective colors and eye-appealing arrangement, we introduce a variety of books to students. Stop being a slave to bulletin boards and make them less work, more fun, and really effective by (1) planning your boards in advance; (2) collecting ideas, materials and objects for future bulletin boards; (3) involving students and seeking out their ideas and talents.

Are bulletin boards a waste of time? A big NO is my answer because bulletin boards are one device for doing what this poem says:

> Books are to read. Children are to love. Librarians and teachers are to bring them together.

The Library Trustees in an Age of Change

By James D. Blount, Jr., lawyer and trustee, Rockingham County Library

Paper presented at the Trustees' Luncheon, October 25, 1963.

Some weeks ago I was telling my law partner that the expense funds of the Association had been exhausted and I was going to address this luncheon. He made a few choice remarks about a low-budget show, but then said he was tempted to come to Durham to hear me "throw down the gauntlet" to the trustees. As I considered the thoughts which I would leave with you today, I was sorely tempted to do just that—to point out some of the many problems which confront the public libraries of today—and attempt to throw out a challenge to you to sweep aside the problems, to surmount the obstacles, and to break the limitless barriers which contain us as we seek to push total library service forward.

As I pondered these possibilities, I realized, however, that it is not you who need to be challenged. The fact that you would leave your daily routines and come to Durham today for the sole purpose of helping to make yourselves better librarians or trustees speaks eloquently the message that you do not need to be challenged. In some way we need to—indeed, we must—challenge those of our compatriots who do not have, or take, the time to participate in the concept of self-improvement for the purpose of community improvement. I believe that I would be completely safe in guessing that each person in this room has attended at least one Trustee Institute—I am equally confident that I would be just as safe in wagering that of the library trustees from throughout the State not here today no more than 25 per cent have ever attended such an institute.

It was Elihu Root who said: "In modern times it is only by the power of association that men of any calling exercise their due influence in the community." While this quotation serves as a by-word of the North Carolina Bar Association, it would equally serve the North Carolina Library Association or the North Carolina Association of Library Trustees. Each individual librarian or trustee in North Carolina can gain immeasurably from the mere association with people of similar interests and desires. From a sharing of problems and solutions—of ideas and ideals—we become better and stronger servants of the people whose problems we have accepted.

When Mary McLeod Bethune started her college at Daytona Beach, her equipment consisted of discarded pieces of furniture and junk which she and her pupils picked up back of the resort hotels. It is said that cracked dishes and broken chairs were precious to her. In those dark days of beginning, James Norris Gamble, the millionaire partner of Proctor & Gamble, asked her if there was anything he could do to help her. Without a moment's hesitation Mrs. Bethune replied: "Yes, I would like you to be a trustee." "A trustee of what?" he exclaimed, knowing that the material possessions of the school had little dollar value. ***"Of what is in my mind,"*** was the immediate and confident reply.

Truly, as library trustees—and as directors and friends of libraries—we are far more than trustees of buildings, books, grounds and equipment. We are in a very real sense trustees of what is in the minds of those who are seeking the knowledge and understanding to meet the challenges of surviving and advancing in the most complex age yet faced by the human race. While we are not the ***sole*** body in our community which should be concerned with winning the battle for the minds of our citizens—this ***should and must*** be our ***sole*** concern. In addition, we as a Board of Trustees are almost without exception the only officially designated body in our community solely concerned with library service. By virtue of the responsibilities undertaken, we are obligated to perform our tasks in the best and most effective way possible to accomplish our goals. This of necessity means giving our best thought and effort, and being willing to accept change and adapt our concepts and outlooks to modern needs—we must be willing to exercise our "due influence in the community" by exchanging ideas and methods with others of our calling. I would challenge you, then, to work with us toward bringing into your Association every library trustee in North Carolina—not for the sake of numbers, but so you may more effectively do your job.

But I have already broken over and thrown out a challenge—I will not belabor the point, but I promise that in the two years to come you will be hearing more from me about this matter of membership and effective participation in the affairs of the Association.

May we turn our thinking, for the immediate present, away from increased membership and back to those of you who are present today in this room. What word can I give you as your principal speaker to help you move from day to day through the problems of providing effective library service? What goals can I help you set so that when you go from this place you will be better equipped, mentally and psychologically, to cope with the facts of life which confront all of us who are interested in the public library as a system and as a concept? Such things as general public apathy, the increasing need for more and more educational facilities, the increasing competition for the tax dollar, the ever-present lack of communication between library boards and our fellow community officials? How can I in a matter of a few minutes help you expand—quickly and dramatically—the vision of the public library as one of the most important single institutions in every North Carolina community? How can I emphasize the need for expanding our programs beyond the library walls?

It is obviously beyond the resources of any single speaker to overcome all of these limitations. It would be wonderful if this could be done with a magic wand—or, with the optimism and faith of childhood.

A teacher told of a little boy sitting in the corner one day drawing a picture on a sheet of blank paper. She asked him what he was doing, and he replied, "I'm drawing a picture of God." She said, "You can't do that. Nobody knows what God looks like." Unhesitatingly he said, "Well, they do now." Isn't that the optimism we need?

About three weeks ago I took my six-year-old son dove hunting with me. (He is an excellent retriever.) A dove passed which was well beyond the range of my gun and beyond my ability to hit it. In his enthusiasm my son called, "Shoot it, Daddy, shoot it!" "It's too far away," I told him. His reply was, "That's all right, I will go get it." Isn't that the faith we need?

. . . Undoubtedly, the most significant aspect of the situation in which we find ourselves today is the fact that we are living in an age of tremendous change, an age in which a device may well be rendered obsolete before its construction is completed—an age in which we have to struggle constantly to even keep abreast of scientific and technological advances—an age which has seen the horse and buggy and the space capsule. Margaret Mead pretty well described our situation when she said that no one is going to die anymore in the world in which he was born. No person who reaches his maturity today dies in the world in which he reached that maturity. The thrust of that statement is readily apparent—the only thing of which we can be certain is that we are in a state of constant change. Change, then, is the great constant in our modern society.

. . . Mr. Maurice B. Mitchell, President of Encyclopaedia Britannica, Inc., in his keynote address to the American Library Trustees Association in Chicago this summer spoke of the communications revolution—of the knowledge explosion—and made the statement that the age of instant tea and instant coffee had become the age of instant information.

. . . In the same manner in which the age of instant coffee has brought on problems—to me, it is still worth the time it takes to slowly and carefully perk a pot—so has the age of instant information. Our children know everything—from how the human body, with its gear box for a stomach, works, to how Elliott Ness can kill forty-two men in one night and never take off his hat. My daughter cannot understand what happens when I come home depressed because the jury completely missed the point—perverted justice and decided against my client. After all, this never happens to Perry Mason or the Defenders.

So, then, the modern child has a new and much broader language to learn, and somewhere we must find the means to teach him. It is over-simplification to say that we should decide for our children what they may see and hear. The challenge is to give our youngsters the means and desire to develop taste and discrimination—the understanding that instant information must be digested and filtered through some sort of thoughtful process. It is too easy for us to look at instant information and make instant decisions—thus completely abandoning the world of thought, ideas, and dreams.

This radical change in the educational and curriculum needs forces those of us who are interested in total community needs to carefully examine the nature and effect of the knowledge explosion and the communications revolution of which Mr. Mitchell spoke. We must face squarely the fact that formal schooling no longer makes an education—we must reassess the place of the library in the community in the light of the fact that the community will henceforth consist of people who must, and will want to, continually re-educate themselves. The public library can no longer be the governmental stepchild. It must—and we must make it—assume its proper place as the very heart of the life of our communities.

So what does all this mean to us here in Durham today? Certainly there is no instant solution to our problems, but it is my hope that we can go away from this convention with a clearer picture of the task before us—with a broader perspective—with new ideas. These are good times. We have been chosen to live in the most exciting age of history—an age of opportunity and an age of challenge. We have heard the problem

and the challenge expressed in many ways. Two first graders were standing on the playground at recess looking up at the blue sky. An Air Force jet was passing overhead leaving its white trail against the blue. One six-year-old said to the other: “The thermonuclear problems jets have when they go through the heat barrier must be terrific.” “Oh, I don’t know,” said the other, “they coat the wings with ceramics and get a lot of heat dissipation.” The bell rang, ending recess, and the one turned to the other and said, “Well, it’s time to go back and string some more of those damn beads.”

Isn’t that it? Isn’t ours the challenge to educate the coming generation for the world we are leaving them? We must educate them and prepare them, equip them and supply them. We must give them the resources to live in the world which we will leave them. The world today is the dream world of yesterday. Someone struggled, worked, bled and hoped to make his tomorrow our today. We have today the same responsibility and the same opportunity to make for ourselves a world that will be a good tomorrow. It is a responsibility on which we simply cannot turn our backs.

College and University Section Minutes

The College and University Section of the North Carolina Library Association met in the University Ballroom of the Jack Tar Hotel, Durham, on Friday, October 25, 1963, at 10:00 a.m. The ballroom was filled to capacity. The chairman, Mrs. Treva W. Mathis, presided.

After a few brief remarks Mrs. Mathis recognized Evelyn Mullen and Dorothy Kittel, both of the U. S. Office of Education.

The minutes of the meeting held on October 28, 1961, were read and approved.

The following report was given by Mrs. Mildred S. Councill who had replaced Mrs. Betty Jo Litaker as chairman of the Junior College Committee:

“At the N.C.L.A. Biennial Conference in 1961 Mrs. Betty Jo Litaker, Librarian of Mitchell College, was elected chairman of the Junior College Committee. Mrs. Litaker resigned during the biennium, and Mrs. Mildred S. Councill, Librarian of Mount Olive Junior College, was appointed to finish out the term of office.

“Mrs. Councill attended a North Carolina Library Association Work Session in Raleigh on Saturday, March 2. At this time plans were discussed relative to the Biennial Conference to be held in Durham, N. C., on October 24–26. It was decided that the Junior College Committee would have a luncheon during the conference on Thursday, October 24, at 12:00 noon. A memorandum was sent to all junior college librarians in the state, urging them to attend the conference and especially the luncheon on Thursday. Mrs. Councill made plans to have a panel discussion of ‘ALA Standards for Junior College Libraries.’

“Mrs. Helen Brown, Librarian of St. Mary’s College; Dr. Budd Smith, Chairman of the Standards Committee of the Southern Association; and Dr. Herbert Herring of Duke University, representing the Standards Committee of the North Carolina Conference, composed the panel. There were twenty-four in attendance at the luncheon, and at the

business meeting of the committee, Mrs. Marcia Bradshaw, Librarian, Mitchell College, was elected chairman for the next biennium."

Mrs. Mildred S. Councill, Chairman

Jean Freeman, Chairman of the Nominating Committee, read the following slate of officers for 1963–65, which was accepted by acclamation:

- **Chairman:** Walter Gray
- **Vice-Chairman and Chairman-Elect:** Mrs. Mildred S. Councill
- **Secretary-Treasurer:** Mrs. Elizabeth J. Holder
- **Directors:** Harlan C. Brown and Lena Mae Williams

Mr. Walter Gray, Program Chairman, presented Dr. William C. Archie, Director of the North Carolina State Board of Higher Education, who spoke on "The College and the Community."

Following Dr. Archie's speech, Mr. Gray presented a panel consisting of Jane Wilson, Supervisor, Durham City School Libraries; Olivia B. Burwell, Librarian, Greensboro Public Library; Alva W. Stewart, Librarian, The Methodist College, Fayetteville; and John P. Waggoner, Jr., Assistant Librarian, Duke University Library, Durham, who spoke on the subject "The Responsibility of the College and University Library for the Community in which it is Located," each from his personal and professional viewpoints. Dr. Jerrold Orne, Librarian, University of North Carolina Library at Chapel Hill, served as moderator.

After recognition of Walter Gray as the new chairman of the Section, the meeting adjourned.

Theodore E. Perkins, Secretary

Public Libraries Section Minutes

The Public Libraries Section of the North Carolina Library Association met on Thursday, October 24th, 1963, at 10 A. M. at the Jack Tar Hotel in Durham, with Mrs. Dorothy E. Shue, Chairman of the Section, presiding.

The business session preceded the general program. The slate of officers for 1963–1965 were elected as presented by Paul Ballance, Chairman of the Nominating Committee:

- **Chairman:** Mrs. Dorothy B. Thomas
- **Vice-Chairman:** Evelyn Parks
- **Secretary-Treasurer:** Kathleen Gilleland
- **Directors:** Mrs. Barbara Heafner and Helen Thompson

The emphasis of the session was on committee activities of the biennium, and was so designed to acquaint the general membership with the extent of committee work and accomplishments, since it is through committees that Section work is carried out.

Committee reports were given by: Mrs. Dorothy E. Shue for the Executive Committee; Neal Austin, Chairman of Adult Services Committee; Mrs. Nancy Pumphrey, Chairman of Audio-Visual Resources Committee; Charlesanna Fox, Chairman of Development Committee; Mrs. Louella Posey, Chairman of In-Service Training Committee; Susan Borden, Vice-Chairman of Personnel Committee; and by Antoinette Earle, Chairman of Printed Resources Committee. Brief reports of the committees were distributed at the meeting.

Following the committee reports the audience formed small groups for buzz sessions. Questions were then directed to a panel consisting of committee chairmen, with Dorothy Kittel, from the Library Services Branch of the U. S. Office of Education, as moderator.

An excellent summary was presented by Evelyn Mullen, also of the Library Services Branch, U. S. Office of Education.

Mrs. Dorothy Shue presented the gavel to the new Section Chairman, Mrs. Dorothy B. Thomas, who spoke briefly, challenging all members not only to work but to think in the interest of the Public Libraries Section and of public library development in North Carolina. She then adjourned the meeting.

Joyce Bruner, Secretary

Resources and Technical Services Section Minutes

The Resources and Technical Services Section of the North Carolina Library Association met in the University Ballroom of the Jack Tar Hotel in Durham at 2:30 o'clock on October 25, 1963, with Carlyle J. Frarey presiding.

After greeting members and guests for the first meeting of the Resources and Technical Services Section, Mr. Frarey introduced Dr. Doralyn J. Hickey, School of Library Science, University of North Carolina at Chapel Hill, who introduced the speakers.

Mrs. Elizabeth Rodell, Executive Secretary of RTSD, spoke on "Current Trends in Technical Services as Seen from ALA Headquarters." She explained the functions of the division's Planning Committee since its creation in 1962 and her interpretation of the direction in which we seem to be moving. Since the late 1930's a number of large libraries have consolidated their acquisitions and cataloging departments in an effort to cut down on duplications; our last study of this movement was in 1955; this summer our Planning Committee recommended that a committee be appointed to survey recent developments in this area; and, the most striking trend of this generation is an increasing emphasis on efficiency in the operations and management of technical services. Mrs. Rodell gave excerpts from a study of the cost of ordering, cataloging, and preparations in Southern California libraries by Esther Piercy, published in the Fall 1962 issue of *Library Resources and Technical Services*, and pointed out the importance of keeping more cost figures for processing activities.

Dr. Hickey introduced Michele A. Wiederkehr of Strasbourg, France, a student in the School of Library Science, U.N.C., who discussed "The Corporate Entry Concept in

European and Anglo-American Cataloging Codes." Miss Wiederkehr pointed out reasons for dissatisfaction in the system which have kept some countries from adopting it, but showed the advantages of all librarians operating on the same basis with the same set of rules. The present trend is to lay down definite principles and solve problems on international levels.

John A. Bridges, Pack Memorial Library in Asheville, spoke on "Problems in Acquiring Non-Book Materials for Public Library Collections." He explained the importance of audio-visual collections, their tremendous growth since World War II, their culture value in supplementing reading materials, and the acquisition sources available today. He pointed out that in the 1920's only 24 universities had film strips in their collections. Today, 23% of all public libraries as well as schools and universities have films available, and there are 52 producers of film strips located in the United States. Mr. Bridges also gave information on records and paintings.

At the conclusion of the papers, Mr. Frarey thanked the speakers for their informative speeches, and a motion was made and seconded to dispense with the reading of the minutes of the last meeting.

Miss Sophronia Cooper, Chairman of the Nominating Committee, reported the following slate of officers for the 1963–65 biennium, who were elected unanimously:

- **Chairman:** Jane Greene
- **Vice-Chairman and Chairman-Elect:** James G. Baker
- **Secretary-Treasurer:** David L. Vaughn
- **Directors:** Vivian Moose and Elizabeth V. Crawford

Following the introduction of the new officers, Mr. Frarey turned the meeting over to Miss Greene. Miss Greene expressed her appreciation of the honor bestowed on her, and declared the meeting adjourned.

Elizabeth F. Ledford, Secretary

School and Children's Section Minutes

The School and Children's Section of the North Carolina Library Association held its biennial sessions in the Durham Civic Center on October 25, 1963. The first session was held at 9:30 A. M. and consisted of a business meeting and a program. The chairman, Mary Guy Boyd, called the meeting to order and welcomed the group. Minutes of the 1961 conference were dispensed with. The secretary, Mrs. Mona Powell, reported a balance in the treasury of $587.83 as of October 1, 1963. Included in this figure was the $226.34 which the Section netted from the 1962 fall school library conference held in Durham. A report of the membership campaign conducted by the Section in the spring of 1963 was made by the secretary. She pointed out that 147 additional members joined NCLA in 1963, making a total of 408 members in the School and Children's Section.

In the absence of Mrs. Mary Peacock Douglas, the Section's official delegate to the conference, Mrs. Mary Frances Kennon Johnson reported on the Southern Association Work Conference on School Library Standards held in Atlanta in August 1963.

The chairman summarized the activities of the Section during the past two years, pointing out the successful fall school library conference held in 1962. The Section plans include another conference to be held in 1964. The membership voted to send flowers to Mrs. Mary Peacock Douglas and Lottie Hood who because of illness could not attend the conference. Members also voted to send a telegram to Mrs. Ila Taylor Justice who recently lost her husband and was not in attendance at the meetings.

The chairman called for a report of the Nominating Committee composed of Mrs. Phyllis Myron, chairman; Emily Boyce; and David Hunsucker. The following officers were elected for the 1963–1965 biennium:

- **Chairman:** Mrs. Peggy Mann
- **Vice-Chairman:** Carroll R. Powell
- **Secretary:** Mrs. R. A. Campbell
- **Directors:** Mrs. Elizabeth Stroupe and Olive Moretz
- Mrs. Louise Plybon and Martha Riddick will continue to serve as directors until the fall of 1965.

Mary Guy Boyd then introduced Eunice Query who presented the program participants: Beulah Campbell, Associate Professor of Education, Appalachian State Teachers College, and Mrs. Betty Teem, Librarian, Curriculum Laboratory, Appalachian State Teachers College. Demonstrating many materials which they collected, Miss Campbell and Mrs. Teem gave a most helpful and stimulating program. Miss Campbell's topic was "Joys of Creating Interest in Books, Authors, and Illustrators." Mrs. Teem spoke on "Bulletin Boards—Your Master or Your Slave?"

Approximately 310 librarians attended the luncheon meeting of the School and Children's Section, held at 12:30 in the Civic Center. The chairman, Mary Guy Boyd, presided, and introduced the following guests: Mrs. Betty Teem, Appalachian State Teachers College; Margaret Kalp, NCLA president-elect; Eunice Query, Appalachian State Teachers College; Jane Wilson, book reviewer from the Section for the Saturday morning session; Beulah Campbell, Appalachian State Teachers College; and Graciela Stowas, guest from Chile. Copies of Jean Lee Latham's books—gifts of her publishers—were displayed on the tables. Librarians with lucky numbers claimed the books. The chairman thanked the Hospitality Committee composed of Mrs. Eva M. McArthur, Mrs. Hilma Griffin, and Mrs. Burke Hobgood.

Cora Paul Bomar, Supervisor, Library Services Division, State Department of Public Instruction, was introduced by the chairman. She presented the speaker, Jean Lee Latham, author of children's books and winner of the 1955 Newbery Award. Miss Latham gave an enjoyable talk on "The Joys of Juvenile Writing."

Mrs. Mona W. Powell, Secretary

Ed. note: We wish to correct the list of the 1961–63 officers for the above Section which appeared in the previous issue of this publication. The list should have read: Chairman,

Mary Guy Boyd; Vice-Chairman, Mrs. Peggy Mann; Secretary, Mrs. Mona W. Powell; Directors: Elizabeth Lassiter, Mrs. Nancy Green, Mrs. Louise Plybon, and Martha Riddick.

N. C. Association of Library Trustees Minutes

The North Carolina Association of Library Trustees sponsored a luncheon program for trustees and public librarians at the biennial conference of the N. C. L. A. in Durham on October 25, 1963. Mrs. J. O. Taylor, Chairman, welcomed guests and introduced Mrs. Elizabeth Hughey, State Librarian, who brought greetings from the Chairman of the State Library Board, Thad Stem, and recognized members of the staff of the State Library. Mrs. Hughey then introduced the guest speaker, James D. Blount, Jr., of Rockingham, Chairman-Elect, who spoke on the subject "The Library Trustee in an Age of Change." He discussed the necessity for trustees to be willing to accept change and to reassess the place of the library in the community.

The Citation and Awards Committee granted a citation to William C. Snider for distinguished service to public libraries. M. W. Harriss, Jr., of Sanford made the presentation. Mr. Snider has been chairman of the Greensboro Public Library Board of Trustees since 1958 and is associate editor of the *Greensboro Daily News*. In presenting him as a candidate, the recommendation had stated:

> *". . . his editorials and signed column 'Tarheel Talk' have spoken strongly for the development of library service in Guilford County and throughout North Carolina. These editorials were particularly effective in a successful vote for a $1,950,000 bond issue for public libraries in Greensboro. This project is under way with his direction of the Advisory Board on Library Site and Construction. . . . He has spoken effectively on books and libraries to many civic organizations. . . . He is a man of broad interests. . . . Mr. Snider is a forceful community leader who believes in the potentiality of public library service . . ."*

Mrs. Taylor recognized J. H. Rose of Greenville and Mrs. J. Robert Campbell of Plymouth, winners of the last biennial Trustee Awards.

Mrs. James W. Reid reported an increase of membership from 60 to 180.

The business meeting followed this part of the program. Minutes of the last meeting were read by the secretary, Mrs. J. Robert Campbell. The nominating committee, Mrs. Evans E. Bost, Annie Westfall, and Rebecca Allen, presented the following slate of officers for the 1963–1965 biennium:

- **Vice-Chairman and Chairman-Elect:** George M. Stephens
- **Secretary:** Mrs. James W. Reid
- **Directors:** Mrs. J. M. Andrews and Mrs. Mary Riggins

This slate was accepted. James D. Blount, Jr., newly elected chairman, gave words of praise to Mrs. Taylor, the retiring chairman.

Hoyt Galvin, Director of the Charlotte Library, proposed a challenge to 100 librarians to be responsible for raising $100 each to employ an advocate to interpret public library needs and programs to the public and especially to the 1965 legislative body. Details will be worked out later. A show of hands was in favor of this recommendation. The money, if raised, will be turned over to the Trustees.

Mrs. J. Robert Campbell, Secretary

Junior Members Round Table Minutes

The Junior Members Roundtable assembled at breakfast on Saturday morning, October 26, 1963, at 8:00. Dr. James L. Godfrey, Dean of Faculty, University of North Carolina at Chapel Hill, graciously arose at this early hour to address the members on “The Academic Library and Its Relation to Faculty and Administration.”

Mrs. Mary Frances Crymes, Chairman, presided at a brief business meeting following Dr. Godfrey’s talk. The nominating committee submitted the following slate of officers for the current biennium:

- **Chairman:** Alva W. Stewart
- **Vice-Chairman:** Arial J. Stephens
- **Secretary-Treasurer:** Mrs. Anita F. Monroe

The slate was elected unanimously. In answer to the question of eligibility for membership in JMRT, the chairman replied that librarians under the age of thirty-six are eligible, but the extension of this to include all new librarians is under consideration.

JMRT also sponsored a coffee hour on Thursday afternoon for all attending the conference.

Mrs. Anita F. Monroe, Secretary

Report of the Exhibits Committee

As has been the case in the past, exhibits made a major contribution to the success of the 1963 NCLA Conference. This is true not only from the standpoint of financial assistance but also in terms of the spirit and color that help to make a conference.

The Association received $1,505.00 from the thirty-two organizations that set up exhibits. These thirty-two publishers, book dealers, binderies, library supply firms, and library furniture concerns occupied all thirty-eight available exhibit spaces. Exhibit Committee expenses totalled $32.55.

During the course of its preparation for the Conference the Exhibits Committee sent 140 preliminary notices to prospective exhibitors. Following this first notice in April, 1963, 140 formal invitations, along with application-contract forms, were mailed in June. The last application for which space was available was accepted on August 28. Nine applications were received after August 28 and had to be rejected for lack of space.

Elvin E. Strowd, Chairman

Are You “Special”?

A considerable interest in the re-birth of a Special Libraries Section of N. C. L. A. has been indicated in recent months. In order to follow proper procedures for the recognition of this division, all members desirous of having a Special Libraries Section established are urged to write immediately to Miss Myrl Ebert, Librarian, Division of Health Affairs Library, University of North Carolina at Chapel Hill.

Tribute to D. Eric Moore

The Executive Board, at a closed session in Durham on October 23, 1963, paid the following tribute to D. Eric Moore:

Except for Daniel Eric Moore's untimely death on September 10, 1963, he would have succeeded Benjamin F. Smith as Second Vice-President of the North Carolina Library Association, and would have occupied a seat on the Executive Board.

Now, therefore, in appreciation of Daniel Eric Moore's contribution to the progress of the North Carolina Library Association and the development of libraries within our state, and in expression of a memorial in his honor, we hereby offer the following tribute:

> *WHEREAS, we, the members of the Executive Board of the North Carolina Library Association have been saddened by the passing of Daniel Eric Moore; and*
>
> *WHEREAS, Daniel Eric Moore, as a law librarian was diligent, painstaking, hard-working and thorough; and,*
>
> *WHEREAS, Daniel Eric Moore, as Dean of the School of Library Science at North Carolina College at Durham, gave his intelligence, his energy, and his devotion to the professional education of qualified personnel to provide library service to the peoples of his community, his state, and his country; and,*
>
> *WHEREAS, Daniel Eric Moore's career as librarian, administrator, and educator exemplified the qualities of humility, efficiency, intellectuality, and a deep and abiding ethical concern for mankind; and,*
>
> *WHEREAS, Daniel Eric Moore demonstrated in his daily life among us the above qualities which we believe are worthy of emulation in our times and for future generations, now, therefore, be it*
>
> *RESOLVED, that we inscribe this tribute to Daniel Eric Moore's contribution to our Association upon our official records; and be it further*
>
> *RESOLVED, that we make copies of this tribute available to his family as our expression of sympathy to the family for Mr. Moore's life and work with the North Carolina Library Association.*