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Editorial Board

The James Hasell bookplate illustrated on the cover is from a copy of Several Discourses Concerning the Terms of Acceptance with God by Benjamin Hoadly printed in London in 1711 for James Knapton, and now in the North Carolina Collection of the University of North Carolina Library. Hasell, who died in 1786, was long active in the political life of North Carolina. As President of the Council he was acting governor in 1771 when Governor Tryon departed for New York. He served as Chief Justice, with the exception of a few years, from 1749 until 1775, and as a member of the Governor's Council for the entire period. He owned one of the largest and best rounded libraries in the colony.

In Memoriam — Georgia Hicks Faison

Georgia Hicks Faison, 1891–1964
As this issue goes to press, we report with grief the death of Miss Georgia H. Faison on October 25, 1964. Honorary member of N.C.L.A., Miss Faison was admired and beloved by innumerable North Carolinians who had known her during her years of service with the University of North Carolina Library at Chapel Hill from 1928–1957 and with the North Carolina State Library from 1957–1963.
Students, scholars, and the government personnel of this state recognized her genius for aid in their areas of work, and the contagious spirit of her ardent dedication to the art of unexcelled reference activity will long endure.

Governor's Commission on Library Resources

By John V. Hunter, III, Chairman, Governor's Commission on Library Resources

Paper presented at the N.L.W. dinner in Raleigh, April 6, 1964.

It is very, very difficult for me, or for anyone else, to speak about books and about libraries without making many statements which appear either to be platitudes or to be hackneyed. I submit to you that the reason they appear to be this way is not that they are statements which are not valid, nor that they have been too often repeated, but simply that they are statements which are so true that no reasonable person could hope successfully to challenge them.
Books, of course, are a two edged sword in our society, or in any other. We have educated millions of people to the point that they can read what is to be read on the printed page, but we have not educated very many of them to the point that they are able to read and accept the printed page as something other than holy writ, to examine it critically and appraise it for what it is worth. It has been said that books are to a civilization what memory is to an individual. I think this is another of those statements which sounds platitudinous but which has a profound meaning for us. I think it is really a debatable question whether our society could better survive the loss of ninety-nine per cent of the human beings in it, or the loss of ninety-nine per cent of its recorded knowledge, particularly if either were destroyed at random. I do not want to be misunderstood as equating human life with anything material, even the printed page, but I think this is undoubtedly a fact. Books are probably the most civilizing of the many civilizing factors which we have in modern Western civilization. Books have become extremely important to us, and this is nothing new. They have been so important, for so long, that men have literally died by the millions for ideas which appear in books, and they have also died by the millions to keep ideas which appear in certain books from being applied to them. Frequently they have died for propositions, which they read in books, which were patently absurd, although I shall not step on anyone's toes by naming any of my favorite examples.
I think that perhaps, historically, the greatest tribute any human institution ever paid to the explosive power of books was a tribute which the medieval Christian church in Western Europe paid the Bible, when for a period of well over a century in the Middle

Ages it did the best it could to muffle the explosive power of that particular book by locking it up in a language that was esoteric to the average believer, and by taking various other steps to circumscribe the availability of the book so that few people could get it and interpret its message for themselves.

Books can be used for many things. It is said of Lenin that he read, not to seek the truth and not even primarily to improve his mind, although, of course, he did so in the process, but simply in order to amass a store of facts, mostly historical, which he could use to confound his adversaries in debate and to charm his followers. The fact that he misused books very well from his point of view is of course attested by the fact that today we are maintaining several hundred thousand soldiers and airmen in Western Europe to keep Lenin's followers, who are largely motivated by what Lenin himself put on the printed page, from over-running that portion of Western civilization.

Obviously books have their misuses as well as their uses, and yet, for all the danger that is inherent in the printed page, how loathe we should be to discard and to do without the volumes which are on our shelves today. Undoubtedly, as I have said, the book is perhaps the most important single civilizing influence in this or indeed in any other contemporary civilization.

There is an ancient aphorism, of course, that man is a rational animal. I think that aphorism was questionable when it was formulated and I think it is still questionable today. But I think we might formulate a more modern aphorism which would be less subject to question, which would be that man as we know him is a reading animal, and I would like to examine briefly with you the question of where man as a reading animal stands today in 1964, in this tiny segment of Western civilization which we call North Carolina. Unfortunately, the answer we have to give to that question is almost identical with the answer we have to give many other public questions in this State. Man, the reading animal, in North Carolina, is not doing badly at all, but on the other hand he is not doing exceptionally well—far from it. This statement, of course, is not a criticism directed at those who operate our libraries, nor at the many faithful citizens who, at great personal sacrifice to themselves in time and money, have as trustees and otherwise built the library system we now have. Bertrand Russell said of the ancient Greeks that they were such innovators in philosophy that anyone who has lived after them, who has thought that he had a novel idea, would have been wise to have checked his idea against the Greek index before making it known to the world, at peril, otherwise, of being severely embarrassed. I think in many respects that the people who are in charge of our libraries and who are interested in libraries are like the Athenians in Lord Russell's description, because I found, when I accepted my appointment as Chairman of the Governor's Commission on Library Resources, that almost every idea I initially had, at the first moment when I sat down with pencil and paper to outline what I thought the Commission might do, had been anticipated, often by years, by you and others in the State who have the responsibility for our library system. I found that in terms of innovations such as union catalogues, inter-library exchanges, bookmobiles which go between the various libraries, building up specialized collections in libraries in various parts of the State with a view to having a harmonious collection on the state wide level, that in all these areas, we had done far more than the average citizen realized, but I also quickly had the realization as I went deeper into this task that we have far to go.

The cold fact is, and I think that this is the most important fact which we must bear in mind, that not only does North Carolina not support adequately her libraries today, which are the very quintessence of her civilization, but that everything we can see about us now, and our past history, show that it is unreasonable to expect that North Carolina in the immediate future is going to get over this illusion—and it is an illusion, nothing more—that she cannot afford properly to support her libraries. Therefore, it seems to me that the task of the Governor's Commission and the task of all persons interested in libraries is made doubly interesting, doubly challenging, because essentially it is a task of seeing that North Carolina gets the most she can possibly get from the limited resources she now channels into her libraries. Would that the work of the Commission were far duller than it is because of the fact that we support our libraries too lavishly! But this is not the case. And although I am sorry it is not the case, I cannot hide my zest, and I am sure the other members of the Commission cannot either, that this task is made so fascinating because our resources are limited and we have to use them as best we can. I am not saying, of course, that we are resigned to a continuation of the support of our libraries on such a minimal level, but in the near future I think we will make considerable progress in better utilizing what we have, while at the same time trying to get more resources allocated to our libraries.

What precisely does the Governor's Commission on Library Resources propose to do? I can best explain that by telling you something of the thought behind the proposal which led to the appointment of the Commission. The basic idea was quite simple. It was that, although North Carolina had made great progress in all types of libraries, she had never attempted to analyze on a state-wide basis, and in depth, her complete library resources, with a view to seeing whether the materials available were the materials which were needed and that they were in the right places and being utilized to the fullest extent possible.

The Governor's Commission is undertaking a study in depth of all our major types of libraries—public school, public, college and university, and special, and indeed of any other categories of libraries the existence of which we may not suspect now but which we may discover as we conduct our study. It is certainly not my intention to inundate you with statistics. I expect many of you could give me far more than it is possible for me to give you. However, the fact is that we have in our public libraries nine-tenths of a book per living North Carolinian. The Governor, when he made his address to the first meeting of the Commission, rather whimsically remarked that this was probably far too many books for many North Carolinians. I think that is probably true. But he went on to add that, on the other hand, it is obviously far too few books for the other North Carolinians who use them and should be induced to use them. We spend about eighty-nine cents per capita on the support of our public libraries. More than half of the books in institutions of higher learning in this State are in the Raleigh-Durham-Chapel Hill Triangle. And although we certainly do not intend to take those books away from the institutions which have them, because they need them, obviously there are other institutions whose needs are not being fully met and the libraries of these must be built up. I could go on at great length about this, but I think the best summary of it is to say that we are so far from the minimum standards suggested by the American Library Association that we have had to resort to the expedient of adopting a set of scaled-down minimum standards for the State of North Carolina, in the hope that eventually we

may get ourselves up even to these subnormal minimums. That is what the present situation is.

I have said that the Governor's Commission on Library Resources is going to make a study. We do not intend for this to be a study which is going to gather dust on shelves in North Carolina and elsewhere in years to come. We are not interested in statistics. We are interested fundamentally in only one thing. What we are interested in is getting the right book and the right person together at the right time in the right place, and we are interested in seeing that people in North Carolina who need information can get it quickly, easily and cheaply in order to accomplish the tasks which confront them. This is what we want to do. If our report does not serve this purpose, I think it will serve no purpose at all.

It was the unanimous feeling of the members of the Commission that to conduct a study of this type would require the best efforts of the most eminent minds in library science in the United States, and particularly the help of a director who was preeminent in his field and thoroughly familiar with library problems throughout the nation. We have found such an individual after a great deal of effort. He is Dr. Robert B. Downs, who is Dean of Library Affairs and Director of the Graduate Library School at the University of Illinois. Dr. Downs combines two qualities, both of which we thought important or even essential, but both of which we did not think we would be able to find in the same individual. In the first place, he is a native North Carolinian. He was born in Lenoir. He received his undergraduate degree at the University of North Carolina, and since his graduate work he has done several years of library work there. Therefore, he has a keen interest in the State of North Carolina, much more than an academic interest. On the other hand, Dr. Downs has spent most of his adult professional life outside of North Carolina, and frequently outside the United States. He has done library studies, for example, for the Turkish government and for the Japanese government. Therefore, he has a freshness of point of view which we think will be most helpful to us as we tackle our problems in North Carolina. He proposes to set up a team, in consultation with eminent librarians in the State of North Carolina, to analyze all our libraries with respect to their holdings, both quantitatively and qualitatively, their personnel, their financial support, their physical facilities, and any other matters which may come to our attention as to the work of the Commission progresses.

If you take only one idea away from what I have said, I should like for it to be this: That the success of this survey, the success of the work of this Commission, depends on you primarily, and I urge you to write or call or come in to see me, or Dr. Downs or any other member of the Commission, with respect to any problems you see in the library field which deserve our attention. I think it is only in this way that we are going to find out what the problems are and formulate an intelligent plan for attacking them. I cannot name every example, but I can give you a few examples of the things we found out before even beginning our survey, which we think are extremely important for us to know and about which we want to do something.

For example, I had a letter not long ago from a librarian in the western part of the State. She thought a problem which deserved some attention in North Carolina was that a public school librarian could not transfer to a public library without losing retirement benefits, whereas one could travel the opposite road and retain retirement benefits. She thought this was bad because it made librarians inflexible in that they were unable to

cross the lines between the different types of libraries and put to work in other systems what they had learned in the type library in which they had originally worked. I think this is a problem which certainly deserves attention.

Another problem, of course, is the problem of how a small community, in a day and age when trained librarians are rare, manages to attract persons with the qualifications which are needed to run a proper library on community level. Not long ago I was in Southport, at the ceremony there when the library received the Book-of-the-Month Club award for excellence in its class, and there we discovered that they had solved the problem extremely well by taking a local citizen, who is already committed to living in Southport, who had roots there, who loves it and who is also interested in libraries, and letting her get her degree in Library Science at Chapel Hill over the summers. She jokingly said to me that she was only seventy-five per cent a librarian because she had only been to school for three summers, and had one to go. I think she was entirely too modest. But this is an example of an extremely interesting solution to a serious problem.

We can learn much from areas outside the United States. Although I think the Russians have learned much more from us than we from them, and the interchange has frequently been almost a one-way stream in many respects, I was interested when I was in Russia in learning that almost every factory of any size in Russia has a library, and it is not just filled with technical books. Unfortunately, a large percentage of the holdings consist of Communist propaganda, and that is one reason why the Russian government has the books there. But there are other books in these libraries, and apparently this is an extremely effective way to get people to read, because they can pick these books up at no cost in effort to themselves, on the way to and from work. I think the same thing can be done here. Obviously, it is more difficult to do in a country where the government does not own industry, but this is an example of something North Carolina can do to bring books to the attention of the people.

If you have any suggestions as to what needs to be done in North Carolina, about how we should go about the task, about what we can do to convince the Legislature that it should make available the money to do what ought to be done, please let me know. We of the Commission feel that in a democracy no survey is worthy of being made unless the people can be enlisted in its support, and we are beginning already a program to carry to the people the message of the work of the Commission, and indeed the message of the cause of libraries in North Carolina. I hope you will help us to do that, because if we can get the people behind us in this effort I do not think there is any doubt but that we can accomplish much, even though probably we will never reach the ideal goals which we would like to set for ourselves.

My good friend, Senator Robert Lee Humber of Greenville, who is a North Carolinian for whom I have great respect and of whose intellectual capacities I often stand in awe, has said to me, and I am sure has said to others, that he feels that all the factors are present in North Carolina, in the second half of the 20th century, in terms of human beings, educational institutions, industry and natural resources, for North Carolina's playing the same role in these United States which Virginia and Massachusetts played some one hundred fifty years ago. I do not consider his vision in the least fantastic. I am sure that if this vision ever becomes reality, libraries will play an important, indeed an indispensable role.

I. T. Littleton Named Acting Director

Mr. I. T. Littleton has been named Acting Director of the D. H. Hill Library, North Carolina State of the University of North Carolina at Raleigh. He succeeds Harlan C. Brown, who stepped down at his own request after holding the Director's position since 1939. Mr. Brown remains on the staff as Associate Director.

Mr. Littleton, who joined the D. H. Hill Library staff in 1959, took over his new post following a one-year leave of absence for study toward the Ph.D. degree at the University of Illinois. He earned his M.S. degree in library science at Illinois in 1951, and the A.B. degree from the University of North Carolina in 1943. He taught library science at Peabody College in the summer of 1958.

He has served as Chairman of the Committee on Library Work as a Career and Treasurer of the Southeastern Library Association and has held various committee assignments in the North Carolina Library Association and the American Library Association.

The Library-Centered Junior College

By Dr. Louis Shores, Dean of the Library School of Florida State University at Tallahassee

Address before the faculty of Mount Olive Junior College and librarians and presidents of colleges throughout the state, at a dinner meeting on May 4, in Mount Olive. Dr. Shores' visit was part of the 1963–64 in-service faculty education program at Mount Olive Junior College.

*[Photograph: Portrait of Dr. Louis Shores, seated, chin resting on hand, looking toward the camera. Caption reads: Dr. Louis Shores.]**

As the United States embarks on the noblest national commitment in history, not only to educate but to Higher Educate all of the people, we may have chanced upon one of the greatest learning combinations ever educed.

Junior College—Library Alliance

The Junior College and the Library are emerging as an alliance that may shake both classroom teachers and homemaking librarians into a fusion of their often too separated roles. As war babies swell college enrollments to unprecedented numbers, junior colleges, both private and especially public, are concerned immediately with providing space. Under equal pressure, libraries have to devote themselves to what Bob Jones has so aptly dubbed "Instant Libraries". Yet throughout this frenzy to house the throngs who are graduated from our secondary schools and want to go on to college, there are unmistakable evidences of desire by both the junior college and its library to meet this extraordinary higher educational challenge with something more dangerous than the bulk of our campuses and their libraries have been willing to consider.

Whereas the senior college and the university have generally trumpeted in their catalogs "for superior students only", the junior college has in effect said, "Sissy, any institution can educate the top 10%, if it can get them. But let's see someone do

something higher educationally for the other 90%. Philosophically we will debate this goal with you any time".
And their libraries have spoken to the other sections in the Association of College and Research Libraries, representing four-year colleges and universities, (as well as to the more exclusive libraries in the Association of Research Libraries.) "You have done a lot for us on acquisition, cataloging (we are not so sure about classification, where so many of you believe it is worth the cost to reclassify) circulation, inter-library loan, and reproduction of needed scarce materials. But we think you have missed the boat on role, and that you are your own worst enemies in your quest for 'faculty status'."
That is not to say that either the junior college or its library, in 1964, has yet emerged. Too many junior colleges are restrained by the first of its three major objectives, upper-division preparatory. And although, historically, the private junior colleges first appeared as early as 1852, the junior college we know is really a post World War II phenomenon. It is even now embryonic in its pattern, but maturing rapidly in its objective.
Its library with vigor and rawness of youth is acquisitively reaching out in many directions. At the moment there is an adolescent captivation in something called a "learning resource center", the 1960's name for the 1950's "Materials Center," both variations on the theme *library*. Its most dramatic components are hardware and electronics. Audio-visual media, previously moved, with their equipment, from storage to classroom and operated manually, remain in storage but are transmitted electronically. What does it matter that in these early years the observer often has to be content with only examining a pushbutton manual "because we are not connected up yet"; or the "manufacturer is temporarily out of stock in one element which will appear in an improved format a year from now." The dual facts that junior college librarians are exploring, and taxpayers spending money less painfully, apparently, for "learning resources centers" than for libraries, are potent forces for improving college education.

Student Centering

However *wrong* contemporary critics may find the American college today, at least one big *right* stands out. Imperfectly, no doubt, but passionately, nevertheless, nearly every one associated with higher education in the United States is devoted to the development of the young people who are enrolled in our post-secondary institutions. To convince myself all over, I read the brief statements of philosophy, purpose, objective in the catalogs of the first 100 colleges on our library shelves, in alphabetic order. Invariably the words "student-centered" or a variation of this dedication occurred. Time was when almost any pedagogical demagogue could torpedo an educational idea by merely declaring at an educational convention, "The student comes first". One cannot have spent as many years in higher education as you and I and not realize that all of us put the young people above everything else. And so now having disposed of this, we come to the real issue. Just how do we make a college truly student-centered? Obviously, we have not all given the same answers. The twelfth in the U.S. Office of Education's series of thoughtful pamphlets called "New Dimensions in Higher Education"* lists and discusses 21 standards which it suggests indicate quality in a college. Your reaction to any one of these might be quite different from mine. Some of the 21 seem to me as platitudinous as our previously mentioned punch line. For example, under the summary sentence "Quality may be indicated in those colleges . . ."

Number nine reads "Whose aspirations are high but attainable." I cannot disagree with that, but neither can I get much help.
Of the 21 standards, numbers 4, 5, 6, 7 speak loudest and clearest to me. Quality may be indicated in those colleges:

1. *Four:* "Whose students do much general reading."
2. *Five:* "Whose students spend on the average more than 30 hours per week in out-of-class study."
3. *Six:* "That demonstrate competence in independent study, in 'inquiry'".
4. *Seven:* "That, in conjunction with independent study, offer common or core curriculums".

These four standards are at the heart of making a college truly student-centered.
**"What Standards Do We Raise?" 1963 (OE-53019)*

The Independent Student

You may assume that I think as a librarian when I select these four standards above all others. But I want to assure you that I speak also as a teacher with some 38 years of classroom experience, and above all, as a student for as long as I can remember. Over the years of my school life, I have come to the relentless conclusion that classroom focused teaching is teacher-centered; library-focused learning is student-centered. There are unmistakable signs that such a conviction has been steadily growing.
Who among us has not quoted Thomas Carlyle, whether we believed it fully or not, "The true university is a collection of books."
That pioneer historian of pedagogy, Gabriel Compayre, commenting on Abelard's ability as a lecturer prophesied the classroom's downfall in these words:

> *"Human speech, the living word of the teacher, had then an authority, an importance which it has lost in part since books, everywhere distributed, have to a certain extent superseded oral instruction."*

Somewhat later (1889, in the NEA Proceedings) U.S. Commissioner of Education, W. T. Harris wrote:

> *"The school is set at the task of teaching the pupil how to use the library in the best manner—that I take it, is the central object toward which our schools have been unconsciously tending."*

The first president of the University of Chicago, William Rainey Harper, observed at the turn of the century:

> *"That factor of our college and university work, the library, fifty years ago almost unknown, today already the center of the institutional intellectual activity, half a century hence, with its sister the laboratory . . . will by absorbing all else have become the institution itself."*

I have two more historical quotes, two from professors and one from a student, before proceeding to the first assignment you have given me, "The Role of the Library in the Junior College." In 1916, the late Ernest Cushing Richardson of the Princeton faculty declared:

> *"It is conceivable that a university should be a university, and a student get a university education if the university consisted only of a library and a student, without a lecturer, tutor, or preceptor, or research professor, or librarian—absolutely only a student and a library on a desert island."*

Writing for the *North American Review* in 1931, Carter Davidson, English professor at Carleton for many years and later president of Knox College observed:

> *"The faculty and the better students find the lecture and classroom recitation repetitious, boring, and a waste of time; the inferior students feel that lectures are hard to understand, and that the classroom recitations are too rapid, failing to make clear the more difficult problems."*

When Author Kenneth Roberts found considerable undergraduate dissatisfaction on the University of Michigan campus, he quoted in his *Saturday Evening Post* article one student's comment as best summarizing thoughtful opinion:

> *"I came here to study, and if somebody'd tell me what to study, I could do more by myself, in my own room and in a library, than I could by tramping around to a lot of lectures . . . I don't get much of anything out of classes . . ."*

Since these quotations, the trend has been unmistakable. Independent study in various forms has appeared everywhere. At Antioch, they pioneered the so-called autonomous courses nearly three decades ago. Harvard's tutorial, Princeton's preceptorial, Swarthmore's honors plans are all variations on the independent study theme. The introduction of the carrel as standard library equipment came in response to the growing recognition that library rather than classroom was becoming the focal environment for both faculty and students in their teaching-learning relationships.

Library Role

We return to the USOE *standards of quality evidence* in a college. Much general reading, out-of-class study, competence in independent study, a common curriculum, and the role of the library becomes crystal clear, if learning is to be truly student-centered.

Since the library serves all disciplines, it is the only truly inter-disciplinary academic environment on the campus. It is therefore the best place to encourage much general reading. Aside from the student's own room, the library is probably where the better students do most of their out-of-class study. The quotation "The half of knowledge is knowing where to find it", which is still visible over the door of our former library building, is inextricably warf and woof of a good library. That students do not master this important half of knowledge can be about equally blamed on the classroom and the library, because the present utilization of both, militates against student mastery of reference tools, the prerequisite to competence in independent study. Because the library is the only generalist force on a campus of specialties where each separate discipline has its hour in the student's day, the library must provide that unity which is the basis for a common curriculum.

I said at the beginning that the one big *right* that stands in the American college today, regardless of the *wrongs,* is the passion to make learning student-centered. Along with this desire is the willingness of higher education to experiment. I challenge an

experimenting college to accept Carlyle's definition and make the college the library. I invite higher education to acknowledge the trend in independent study by at long last acknowledging the true role of the library in higher education. And I dare all those colleges now experimenting, to open their statement of philosophy, objectives, purpose, with the library, and thus proving that the college is truly student-centered, is really accenting the environment where learning is student-centered.

The Core Collection

My belief is that the Junior College will be first to accept this challenge, to become truly library-centered, and therefore, student-centered. And having thus given my answer to your first question about the library's role in the Junior College, I think I can now suggest an answer to your second problem, "the development of a Junior College book collection" generally and briefly, with these principles:

> *"For a student-centered education in the library, selection is more important than collection. The 'numbers game' that dominates big library thinking must be abandoned, regardless of the violence this does to much of our 'bigger and better' urge. Consequently, no minimum number should be set. What this kind of independent learning requires is the 'good books' rather than the 'great books', the books that will, to quote a colleague of ours, Ralph Shaw, 'start a fire in their bellies.'"*

It seems to me, such a collection consists of several parts. At the very top, I place a good reference collection, the key to that "neglected half of knowledge." And at the pinnacle of Reference, there should be a generous, and continuously up-dated collection of all the good encyclopedias and their supplementary yearbooks. What the Holy Bible is to ultimates the good encyclopedia is to proximates. It provides the independent student with both an interdisciplinary synthesis, and a basic orientation in that neglected half of knowledge—knowing how to find it. No other single medium can afford the array of distinguished scholars, the attention to illustration, from black and white to color photography, from line chart to transparency overlay, from variegated map to faithful art representation, all within the resource of a good encyclopedia. The tragedy is that a generation of teachers and principals, never adequately instructed in the use of this important tool, handicap the self-study of the students under them by an improper understanding of the encyclopedia's role in learning. Next to the encyclopedia, of course, belong all the other reference types—dictionary, atlas, bibliography, index, geographical directory, handbook, etc.

A second great part is a good reading collection. The late President Charles W. Eliot expressed this eclectic bibliography concept eloquently in the *Human Classics.* Nearly half a century later, Chicago's President Hutchins produced the "Great Books", a selection limited to the "Western World". Both of these sets have the kernel of a core collection. The idea has been reproduced many times in American colleges: at St. John's, for example, and in North Carolina's own college at Greensboro, where an excellent list has been developed.

Other parts of the Junior College selection should encompass current and retrospective serials such as periodicals, newspapers, government publications, ephemera. But the term "book" must be considered generic, and all formats represented. What are

sometimes referred to as audio-visual, namely film, filmstrips, disc, tape, radio, television, teaching machine materials, etc., are in my vocabulary not "non-book" materials, but books in different formats.
The selection process should be one in which the whole Junior College community participates—faculty, (both classroom teachers and library teachers), students (both independent and classroom dependent), administrators, and adult education (or educands). Years ago there was a Marblehead, Massachusetts, Public Library policy that required for every book added one old book must be discarded. There is merit in this principle, and I would commend this to the Junior College Library once a core collection in all parts is attained.

The Ninety Percent

The president of a state university with an enrollment approaching 20,000 was asked recently, "How many students do you now have?" His laconic reply was "Oh, about 10%".
Perhaps there was implied that the other 90% didn't belong. This has long been an academic folklore. For the elite intellect only is higher education destined. From birth the gifted few must be separated and an exclusive preparation for leadership provided. I shall make no case for this position; it has already been made countless times. In its ideal, such an Ivy League community has much to attract the faculty member in search of an agreeable intellectual climate.
But for tonight let me take up the burden of the other 90%. Let me say what so few of us on college faculties are willing to admit: It is easier to teach the chosen one than the rejected nine. Even when some of us make this concession, we salve our consciences with a philosophical justification. Certainly all of us will insist that illiteracy of even one per cent was never justified. The more liberal in our faculty ranks will espouse compulsory education through the twelfth grade. But college, we will contend, is for God's chosen few.
Always since the memorable occasion when I heard him recite it, Edwin Markham's "The Man with the Hoe" has had a favored place in my personal anthology of the world's great poems. Those terrifying words never scorch my teacher's soul more compellingly than when I am in the presence of colleagues impatient with below average students.

> *Bowed by the weight of centuries he leans Upon his hoe and gazes on the ground, The emptiness of ages in his face, And on his back the burden of the world. Who made him dead to raptures and despair,*

Who but we who have long contended that higher education is for the few. For the many, there is only a modicum of learning. Reading and writing and arithmetic we have accepted in America from Colonial days, the Scriptures, and what is necessary to earn a living. Beyond that we have given the worst of all possible interpretations to what Woodrow Wilson once said: "The use of a university is to make young gentlemen as unlike their fathers as possible."
And so the other nine, through the centuries, have remained dead to raptures if not despair. Led by the chosen one, they sometimes prospered, moderately, and more frequently suffered the ravages of poverty, pestilence and war. When conditions became unbearable, the nine revolted and society retrogressed. In every historical

instance of revolution the educational gulf between the leaders and the followers was so wide that communication between them virtually ceased. This has been a repetitive phenomenon in the chronicle of civilization.

If on no other grounds but to improve communication between the chosen one and the rejected nine, the American commitment to universal higher education can be justified. As new colleges are established all over the United States in unprecedented numbers, as the five million young people now in attendance become seven million a few years hence, then ten, and eventually every high school graduate in the United States, doubts will assail us. The groan will not be over taxes alone, or the household denials to send Johnny and Mary to a commuting distance campus, but over the financially unrewarding things taught them, like literature and philosophy, music and painting, and even some social heresies that will tend to make the youngsters more unlike their parents than mamma and papa thought possible.

When such dubiety confronts us we must turn first to history and then to poetry. To forestall costly upheaval in our society, the investment in higher education is at the very least sound economy. At the very most it is a positive answer to Edwin Markham's question about the other nine. This brave nation of ours is accepting its great poet's dare and refusing to blow out the light within man's brain. It is answering his questions with the positive assertion that the Lord God made man and gave him dominion over sea and land; to trace the stars and search the heavens for power; to feel the passion of Eternity.

Despite this theoretical conviction it is inevitable the university college will continue loathe to admit more than the top 10%. This being so, the junior college has a rendezvous with history.

Do They Linger?

By Mildred L. Carr, Assistant Circulation Librarian, Walter Clinton Jackson Library, University of N.C. at Greensboro

To examine material in your library display cases, to read labels, perhaps to reflect a moment? If so, the display can be rated effective, and incidentally educational. Idle curiosity may have halted the passerby, but whatever the original impulse, he has carried away a bit of information or retained some small insight.

Americans all over the country are flocking to museums, galleries, trade exhibits and international exhibitions—an estimated 70 million will attend the New York World's Fair this year and next. It has become a modern habit, by no means limited to industrialized nations, to learn while viewing. On most college campuses today there is a continuous round of special programs, performances, concerts, lectures and traveling or local exhibits all competing for the attention of the student and designed to give him an extra cultural bonus beyond what he receives in his academic program.

All or nearly all these activities can be related in some way to books and the college library. Is it a program of Hindu dancers? There are books on the art of the dance, its relation to religion and tradition, books on costume, custom, art and the music of India. Is it a "Hootnanny" gathering on campus? Childe Ballads, folk songs, folklore and even literature and history material enlarge the scope and framework of the ballad session. There are so many of these events it is easy for library exhibits to be overwhelmed by

this promotional aspect alone. Students themselves come with requests for displays to supplement a special amateur performance or activity. Many bring interesting photographs and publicity material; some few proffer design layouts as well.

In addition to the promotional displays, there are a number of traveling exhibits sponsored by educational institutions, cultural organizations and book publishers. Some, such as the Smithsonian Traveling Exhibitions, require fees; some are free except for shipping costs. "Books On Exhibit", "The Fifty Books of the Year", and the special exhibits sponsored by the French Embassy in connection with the touring company of the Comedie Francaise are familiar examples. All require library staff time to unpack, arrange, take down and ship. How worth while they will seem to the busy librarian will be measured by the amount of time she can spare to devote to them.

It is much easier for the librarian to fall back on institutional displays. Rare books, recent acquisitions or special collections are always available and if left sufficiently long in display cases may even become as little trouble as library furnishings. Gifts and special collections may be exhibited to attract more gifts and special collections, thus increasing library holdings in a continuous spiral, all of which may have meaning for the scholar or researcher, but little significance for the average undergraduate. He is on his way to collect material for a term paper, look up references or scan required reading assignments. What will catch his attention, stop him en route and provide reading interest for some future less hurried hour?

The answer, of course, is any subject if attractively and interestingly presented, preferably a topic or aspect supplementing his classroom lectures. He has enough of those, and also very few extra hours for personal reading. The insistent clamor of the new book proclaiming, "Read Me!" has little relevance for the college student, although it may exert appeal to some faculty and faculty wives. College library emphasis, unlike that of public libraries, is geared less to the circulation of books than to student contact with books. Some particles of books will cling to him like dust, some will infiltrate his consciousness by constant exposure. Some he will file in memory for future use and some he will carry purposively with him past graduation and into the future era of leisure for reading.

*[Photograph: Small exhibit case in the back of the circulation desk at Walter Clinton Jackson Library, U.N.C. at Greensboro. The case displays approximately a dozen books arranged upright with a framed picture and the title "VOLUMES SPEAKING" prominently lettered. The framed picture is noted as being from the rental collection.]**

All this is implicit in the college library exhibits program. In the nature of a continuing exhibit theme is library emphasis upon Books and Reading. These displays are not confined to National Library Week but are introduced in various ways—Building a Personal Library, Paperback Values, Current Reading on Other Campuses, a series of Faculty Favorites, Vacation Reading, etc. Here may be included new faculty publications attractively presented with personal memoranda or artifacts. Students as well as faculty are persistingly interested in what a favorite prof has just published. Here also may be mentioned exhibits designed around or arranged to emphasize special area studies within the college curriculum. Latin-American Studies, Asian Studies, International Studies, Honors Program, Pre-professional Study and Modern Languages are fields which have received major exhibit attention at U.N.C.G. recently. One

successful exhibit requested by the Administration was entitled "Choosing A Major" and included current occupational material built around selected courses of study.
The day-in and day-out sustaining displays are of course the subject or seasonal ones and those related to the academic calendar such as freshmen orientation or graduation. These exhibits may be factual or expositional but need to be designed to attract the student reader. The Cold War, the European Common Market, the Newest Nation, Science and Society, Utopia-Dream Or Delusion?, Exploring Inner Space, Civil Rights, Automation Ahead—these are topics more apt to interest college students than are the usual public library type of display such as Collector's Luck, Armchair Travel or Riding A Hobby. Subjects are as unlimited as the library's resources, but it is wise to avoid term paper topics which may require books in current demand for that all important term paper bibliography.
Finally, there are the occasional or special exhibits which borrow the technique of the trade exposition and treat a subject in a developmental or problem fashion. It may not be possible to lead the viewer step by step from spectacular panel to panel down the museum's modern version of the maize, but it is possible to ask questions, pose problems, show both sides of controversial material and indicate related aspects of a subject through books, pamphlets, periodicals, photographs and graphic display. One example of this type of exhibit requested by an outside organization meeting on the U.N.C.G. campus was entitled "Womanpower". A background montage of photographs supplied by the College Placement Bureau and the Career Department of *Mademoiselle* Magazine provided the cue to books and pamphlets showing the dramatic shift in the work and potential work force among American women today. Other examples of this form of display in the Walter Clinton Jackson Library have been "The American Imagination", "Choice In A Mass Society" and "Getting The Message" (forms rather than media of communication).
This problem type of display invokes the most response from students and faculty alike who offer their opinions, suggestions and also their amendments to the subject as presented. One visiting faculty member observed, "At — — — College they would show every edition and every book about Henry James, and that would be it. So what? If you show the influences on James and how he has influenced others and so on, you have a much more interesting exhibit!" It is scarcely necessary to add that the library is thus also participating in the teaching process. This is the ultimate goal of college library exhibits and can be an exciting and stimulating enterprise.
A vivid illustration of this aspect was provided by the sight of a noted visiting scholar, hat pushed back on his head, avidly reading from a display case momentarily left open in an exhibit entitled: "Look Back At The Twenties". "You've got *my* book in here!" he exulted, as he went on reading absorbedly.

The Depository Library Act of 1962: Its Implications for North Carolina Libraries

By Clifton Brock, Chief, Business Administration and Social Science Division, L. R. Wilson Library, University of N.C. at Chapel Hill

The Depository Library Act of 1962 (Public Law 87-579) has led to several significant improvements in the federal depository library system. An analysis of the general provisions and effects of the Act is available in Dr. Benjamin Powell's article on "New Depository Library Legislation," appearing in the January, 1963, *ALA Bulletin*. The purpose of this article is to call attention to the specific opportunities created by the new law for improving federal documents resources and services in North Carolina.

New Depositories

One section of the Act of 1962 provides for a limited number of new depository libraries, to be designated within Congressional districts by Representatives and on a statewide basis by Senators. As a result of this provision, four new depository libraries have been designated in North Carolina: Appalachian State Teachers College Library, Chowan College Library, the Public Library of Charlotte and Mecklenburg County, and the Library of the University of North Carolina at Greensboro. This leaves single Representative vacancies in the 2d, 5th, 7th, 8th, and 11th Congressional districts; two Representative vacancies in the 3d, 4th, and 10th districts; and one Senatorial vacancy on a statewide basis.

In order to become a depository, a library must meet certain minimum standards relating to size of collections and public services. In addition, the Act of 1962 requires that the approval of the State Librarian or of the existing depositories in its Congressional district be secured before requesting designation by a Representative or Senator. Thus, for the first time, librarians themselves have some responsibility in the setting up of new depository libraries.

Although depository library vacancies in North Carolina appear to be adequate for the present, librarians across the state might do well to exercise restraint in filling these. The growth of existing and the establishment of new libraries will create demands which cannot be anticipated at this time, and hasty designations now could preempt vacancies which might be more urgently needed by other libraries years or decades in the future.

Regional Depository

Under another provision of the Act of 1962, the University of North Carolina Library at Chapel Hill has been designated as the regional depository for the state. As such, U.N.C. will receive and retain permanently one copy of all federal publications made available through the depository system, thus assuring a complete collection of depository publications in at least one library of the state.

Disposal of Unwanted Publications

In the past depositories were required to retain permanently all federal publications which they received on deposit. The Act of 1962 allows depositories which are served by a regional depository to dispose of publications which have been retained for five years. This provision has three major advantages:

1. Libraries which have accumulations of unwanted older documents can clear their shelves.
2. If a depository wishes, it can increase its selection of current publications with the assurance that these can be disposed of after five years if no longer wanted.

3. Those libraries which wish to do so can fill in or enlarge their documents collections by acquiring publications offered for disposal by other libraries.

The law requires that libraries wishing to dispose of publications offer them "first to other depository libraries within their area, then to other libraries" before discarding, selling, or otherwise disposing of the documents. The regional depository is required to coordinate the disposal process. As a preliminary step, a questionnaire was sent to all depositories in North Carolina to ascertain their desires regarding disposal and the procedure to be followed. The returns indicate that most depositories wish to dispose of some older publications, and most of them are interested in documents offered by other depositories. Instructions have been sent to the depositories regarding the disposal procedure which, unless modified as the result of experience, will be carried out primarily by means of circulating lists. Much will depend upon the amount and type of publications offered, but it appears that considerable transfer of documents among libraries could develop.

In cases where a depository library is unable to find a "taker" for its documents among the other depositories, the law requires it to make a "reasonable effort" to place them in non-depository libraries in its area. The initiative here is left with the individual depository, but those non-depository libraries in the state which have an interest in older documents may wish to make contact with adjacent depositories or get in touch with the regional depository.

Interlibrary Loan and Reference Service

The Depository Library Act requires the regional depository to provide "interlibrary loan and reference service" within the region it serves. No official elaboration of this provision has been made, but it is generally interpreted to mean that such services are to be carried out in conformity with standard library codes and practice. Judgment as to how far it will go in providing interlibrary loan and reference service apparently is left to the individual regional depository.

The spirit if not the letter of the Act, however, seems to impose particular obligations upon regional depositories in providing services within their states. In view of this, the U.N.C. Library will interpret this provision as liberally as possible. Documents will be loaned upon receipt of a standard interlibrary loan request except in clear-cut cases where local demands preclude lending, and in these cases photocopy will be offered at cost. Because of the five-year disposal provision, a presumption will be made in favor of lending older documents.

Instructions on submitting loan requests have been sent to all depositories in the state. Non-depository libraries should direct requests to adjacent depositories or to the State Library before submitting them to the regional depository.

Interlibrary loan requests to the regional depository should be addressed to: Interlibrary Center, Attn.: Documents Section, University of North Carolina Library, Chapel Hill, North Carolina. Reference inquiries and other correspondence should be addressed directly to the Documents Section.

Non-GPO Publications

At present only those documents printed at the Government Printing Office are made available to depositories. Although no reliable figures exist, it is probable that more than

half of all government publications issued are printed outside the GPO in departmental or field printing plants. The Depository Library Act contained a provision which would make these documents available to depositories which wished to select them. At this writing, however, funds to carry out this program have not been appropriated, and it appears doubtful that it will be quickly or fully implemented.

In effect this means that no library, even a regional depository which is required to take all GPO-printed publications, can have a complete collection of all government documents. Therefore in directing interlibrary loan requests or referring individuals to the regional depository, there can be no absolute assurance that it will have the documents wanted. In order to provide some stable expectations, however, the following general statements can be made about the University of North Carolina documents collection:

(1) 1953 to the present—The collection will contain virtually all documents listed in the *Monthly Catalog* from 1953 to date. Those documents which are depository items will be available in original form; non-depository documents will be available in Microprint.

(2) Pre-1953—Although less complete for this period, the collection will contain a very large proportion of documents listed in the *Monthly Catalog, Document Catalog*, Poore, Ames, and other general lists.

For the convenience of librarians who may not know which library is the closest geographically for their needs of government publications, a list of depository libraries in this state is appended. This list is arranged by towns.

Federal Depository Libraries in North Carolina

- Appalachian State Teachers College Library, Boone, North Carolina
- University of North Carolina Library, Chapel Hill, North Carolina
- Public Library of Charlotte and Mecklenburg County, Charlotte 2, North Carolina
- Queens College Library, Charlotte 4, North Carolina
- Western Carolina College Library, Cullowhee, North Carolina
- Library of Davidson College, Davidson, North Carolina
- Public Documents Department, Duke University Library, Durham, North Carolina
- Agricultural and Technical College Library, Greensboro, North Carolina
- Walter Clinton Jackson Library, University of North Carolina at Greensboro, Greensboro, North Carolina
- East Carolina College Library, Greenville, North Carolina
- Chowan College Library, Murfreesboro, North Carolina
- Pembroke State College Library, Pembroke, North Carolina
- D. H. Hill Library, North Carolina State College, Raleigh, North Carolina
- North Carolina State Library, Box 2889, Raleigh, North Carolina
- Catawba College Library, Salisbury, North Carolina
- Atlantic Christian College, Clarence L. Hardy Library, Wilson, North Carolina
- Public Library of Winston-Salem and Forsyth County, 660 West Fifth Street, Winston-Salem, North Carolina
- Wake Forest College Library, Box 7777 Reynolda Station, Winston-Salem, North Carolina

N.C.L.A. Legislative Representative for the 1965 General Assembly

At its May 2, 1964 meeting the N.C.L.A. Executive Board endorsed the proposal to raise funds for the support of a legislative representative to the 1965 General Assembly with the understanding that the appeal for funds would be extended to all N.C.L.A. members and others interested in North Carolina Library development. The original proposal for a representative had been made by the Public Libraries Section and the N.C. Association of Library Trustees at N.C.L.A.'s biennial conference in 1963.

A legislative representative present in Raleigh during the Session of the General Assembly could become personally acquainted with the Members of the Assembly and would be able to promote and interpret library needs. In addition, the Report of the Governor's Commission on Library Resources is to be available late in 1964, and will provide a base document giving facts about library conditions with recommendations for library improvement in North Carolina. The 1965 General Assembly, therefore, appears to be a key session for having a legislative representative to interpret the Commission's Report and recommendations, and to promote the passage of legislation and appropriations for more adequate development of college, public, school and special libraries in North Carolina.

The success of this appeal for funds and support of a 1965 legislative representative for libraries can be most valuable to *all types of libraries* in this state. In order to facilitate plans for this legislative representative, contributions or pledges should be sent by November 1st. However, *contributions even after that date will be welcome.*

Please make checks payable to North Carolina Library Association and mail to:
Mrs. Dorothy B. Thomas, Chairman
Public Libraries Section, N.C.L.A.
Route 5, Box 224
Burnsville, North Carolina

The Osler, Clendening and Trent Collections

By G. S. T. Cavanagh, Director, Duke University Medical Center Library and Curator of the Trent Collection

Paper read to the Bullitt Medical History Club, University of North Carolina on April 23, 1964.

A good many but by no means all of the medical schools in the United States maintain substantial collections in medical history: Yale, Harvard and Johns Hopkins are outstanding in the field, the three largest schools in California are all active, and a number of institutions scattered about the country are putting as much effort and money as they can afford into the literary past of the medical profession. The three eponymic collections with which I have had some acquaintance at McGill, the University of Kansas, and Duke loom quite large in the history of medical book collecting in America and, since medical book collecting is merely another way of saying "providing the materials for the scholarly study of medical history", it might be profitable to examine these collections as case studies. Wherever the early books of medicine are held in the

highest esteem and wherever there is most activity in the history of medicine, there have been one or two men in the history of the place who have been persuaded of the importance of historical study and who have been personally and deeply smitten with the book collecting urge. And in almost every instance they owed some of their impetus to the example of the medical library of Sir William Osler.

The Osler Collection

Osler graduated in medicine from McGill in 1872, studied in London and Germany and returned to Montreal to join the medical faculty at the age of 25. His biographer, Harvey Cushing, records Osler's expenses at the time of the second advent and they include rail fare, Hamilton to Montreal, $12.50; a ton of coal $8.00; subscription to the "Churchman" $3.00; room rent $10; and a book bill at Dawsons $20.00. So the 25-year-old Professor of the Institutes of Medicine was off to a good start. Two years later he was acting as volunteer librarian of the Medical School and no doubt cozening people into buying things for and giving things to the library. Osler's professional life falls neatly into the four periods of Montreal, Philadelphia, Baltimore and Oxford, and on leaving each of the first three he seems to have dispersed a large part of the library he had formed there. When he left Montreal in 1884 he gave his long runs of Canadian medical and scientific journals to McGill; when he left Philadelphia in 1889 nearly 1,000 volumes, chiefly journals, were distributed to libraries. At Johns Hopkins with a larger income than before he began to buy books in quantity and subscribed personally to forty journals, more than many a hospital receives today. But on leaving Baltimore for Oxford he again gave away a great deal, keeping mainly original editions of medical books and his Sir Thomas Brownes of which he was already well on the way to having a complete collection. By the time he left the United States, he and Harvey Cushing were buying everything of Vesalius that came along and Osler gave away at least six copies of the 1543 *Fabrica*. He once said, "It is not a book to be left on the shelves of a bookseller". In 1917 Cushing records him as wheedling members of the Royal Society of Medicine in the middle of the Great War to join him in raising thirty pounds to put in the Society's library a copy of the 1628 *De Motu Cordis*. "Why discourage me?" he wrote to one official. "Not to have the 1628 Harvey in the Royal Society of Med. is a reproach which I should like to see removed." He succeeded and the book of course is now at least a $15,000 item.

Some people seem to be offended by talk of the money value of rare books. That to me is nonsense because values are a barometer of cultural climate and one of the few accurate measures of changing taste. Cushing's *Biobibliography of Vesalius* seems to me vastly more interesting because he records there what he paid for his copies. Osler once mentions paying 300 francs for a copy of the 1543 *Fabrica* in 1909 and I suppose that would be under $100 even allowing for 55 years of inflation. At the same time he wasn't a rich man and it is some measure of his dedication that he spent money on books to give away which he could easily have spent on his own collection. He had considerable help from his Canadian financier brother, E. B. Osler, and people delighted in giving books to him, but he was able to acquire as much as he did only because he was collecting at a time when early scientific books were not sought after in the way that literary first editions were. Old medical books were not then fashionable and, ironically,

Osler had more to do with making them fashionable than any one else. He did it by educating his colleagues to the idea that the medical art had a history worthy of study. What sort of a collection is the Osler collection? It is rich in incunabula and sixteenth-century books including early English medical books which are so much scarcer than Continental books of the same period. In a few of the most important authors it approaches completeness. There is a lot of good working material for the study of the history of medicine, biographies, histories and bibliographies. And there is a remarkable section of literary works by and about physicians, including one of the most complete collections of Sir Thomas Browne ever formed. But in practically every respect the Osler Library has been surpassed by the Wellcome Historical Medical Library, by Yale, and of course by the Historical Division of the National Library of Medicine. Yet it has had more influence on medical book collectors than any other collection. A large part of the reason is *Bibliotheca Osleriana*, that satisfyingly heavy quarto catalogue of the collection which Osler himself conceived, on which he worked steadily during the last years of his life, and which was the object of the unremitting labor of Dr. W. W. Francis for ten more years after Osler's death before it finally saw light.

The Osler Catalogue, which is Francis' only monument and perhaps Osler's most lasting one, reveals what Osler was doing in forming his library. The library and the catalogue are bio-bibliographical. Osler felt that the dry bones of bibliography were dry indeed, but that if you told the story of a man's life by means of his publications then you had a new and fruitful kind of history. It was the man behind the books that interested him, or, if the man failed to interest him then he didn't want the books, however important. So you find some authors represented at length while others you might expect to find are not there at all. When the dealers advertise a book as "not in Osler" they are unwittingly saying "of no interest to Osler". He planned the catalogue and the arrangement of the books as an educational device. He thought that by separating the fundamentally important books from the rest he could help the hard pressed student to discern the evolution of knowledge. So he divided his medical books into Prima and Secunda, and to them he attached Bibliotheca Litteraria, Bibliotheca Biographica, Bibliotheca Bibliographica, Bibliotheca Historica, and separate sections of Incunabula and Manuscripts. The result, I'm afraid, is chaos, which it usually is when people try to practice a profession not their own. He did violence to the classification of books which he would not have done if he had been preparing a classification of disease, something in which he could claim expertness. Even W. W. Francis in the preface to the catalogue remarks on the strange bedfellows the arrangement makes: "Harvey would be more astonished than we," he says, "to see his name at the head of a page on which Calvin burns a heretic: and who would think of looking for Servetus in a 17th century division!" Osler met all objections by suggesting, "We'll print in large letters at the top of each page, Consult the Index First."

Now after forty years and in spite of the arrangement being Osler's own, I understand the people at McGill have grown tired of consulting the index, or even worse, consulting a card catalogue, and the collection is to be rearranged in a general author scheme. On the other hand there is no doubt of the instructive value of the comprehensive section under "Anaesthesia" in Bibliotheca Prima in which Osler set out to produce a bibliothecal museum in which every step of the development of surgical anesthesia is demonstrable. In this he fore-shadowed the modern technique of collecting in the

history of science, the covering of subjects of special interest in considerable depth. The lesson that every institutional library has to learn if it is to become a scholarly resource in the history of science is that you can't do everything and that it is better to plow a narrow furrow deep. "High spot" collecting in which every one competes for a 1543 Vesalius and a 1798 Jenner is ruled out economically for most institutions but should also be ruled out on policy.

The Clendening Collection

Logan Clendening at the time of the publication of the Osler Catalogue was a successful practitioner and Professor of Medicine at the University of Kansas with a reputation for lively lectures generously laced with anecdotes and droll stories, some of which at least related to the history of medicine. He was a slightly Rabelaisian figure with a genuine flair for style, literary and otherwise. He had been a member of the first or second graduating class from the University of Kansas Medical School about 1907, had married a lady of means, published a good many clinical papers and, finally, in 1924, his textbook *Modern Methods of Treatment*. Somehow or other, H. L. Mencken learned about this middle western physician who could write readable English and proposed him to Alfred Knopf as the author of a book on physiology for the layman which they were contemplating. At Knopf's invitation Clendening wrote *The Human Body*, first edition 1927. It is still in print and still being read though unrevised for 20 years. There was a paperback edition not so many years ago and all together it must have sold at least half a million copies. Clendening had really found his niche as an interpreter of medicine for the average man and he soon had a daily newspaper column on health subjects which was eventually syndicated to nearly four hundred newspapers. To observe the finer points of medical ethics he gave up practice in favor of his column but went on teaching and used the considerable income from his journalism to buy "old medical" books and to found a miniature department of the history of medicine in his medical school. He loved to travel, to eat and drink, and probably more than anything else to talk about his books to people who could appreciate them. The best thing I can do to give you the measure of the man and his library is to read a part of a talk on "The Lure of Old Medical Books" which he prepared in 1933.

> *"There is far more pleasure in showing one's library of 'old medical' to the innocent who has not yet begun to collect than to a fellow collector. A fellow collector will tell you that you are wrong about the extra wood cuts in the Epitome; that his edition of Berengario is much larger and less rubbed than yours; that it would be nice if you could obtain Jenner's Notes on the Cuckoo, an item he acquired long ago; that he paid only six shillings for his Withering on the Foxglove while you paid fifty pounds, etc., etc. There is no profit or pleasure in such discourse. At my age one has plenty of wounds, and knows about them, and does not want salt rubbed in them."*
>
> *"It is only occasionally that you can make the fellow collector squirm. Perhaps you show him the Cinq Livres of Pare, 1572, or the very tall Estienne, or the most beautiful of all Gemini, or the thick paper 1628 De Motu. Then, of course, if you are successful you sip the most exquisite of human ecstasies, you see a film come over his eyes, he avoids your steady glance, he covets your possessions.*

Moments such as that are rarer far than the more bucolic, the rather avuncular patronizing pleasure of showing a non-collector your treasures . . . ."

"But the professional non-collector, the fellow doctor who has never bought a book that was not red hot from the press so that it often burned his intellect, who really prefers to read journals, who wonders when MacCallum or Cecil is going to bring out a new edition—oh! there is a possibility of game. With him you are like Mephistopheles with Faust. You see ahead the possibility that you may seduce him, you may possibly infect him with the febris bibliophilis chronica, a fever far more enduring than undulant, that will last all his life, and to which he will cling while breath remains."

I think that every book he named in that talk he either had in his collection or Kansas was able to add from the funds he left to the University. He was proudest of all, as any medical collector must be, of his 1628 Harvey and, incidentally, there is a better than average copy of that book in each of the three libraries discussed here. Clendening once wrote that "It cost—well, it cost a good deal. It took me over two years to pay for it and in the process I abased myself before every banker from Kansas City to the Pacific Coast. Yet there is a facsimile exactly like it which you can purchase for about $1.75. Why would I beggar myself for the original when I can have an exact duplicate and still eat and clothe myself? As a matter of fact, there is little use trying to defend the matter on logical grounds. There is no defense for one's pleasures. I collect books because it gives me happiness."

The medical book collector is a special kind of collector in that he is expert in the subject field in which he collects. Henry Huntington and J. P. Morgan were of course not trained as experts in 16th century English literature or medieval church history. They acquired books as objects of rarity and value and beauty and appreciated them in a different way from the man who collects the books of his own profession. Osler, Clendening and Josiah Trent of Duke could look on their books as objects of vertu but also as objects of study which they themselves were qualified to undertake because of their medical training. And as we come to the Trent Collection I think we can see the evolution of a newer, more scholarly technique of collecting. There is less dilletantism, though still enough. There is more system in that chosen authors and subject areas are pursued in detail. And there is more of a determination to have the books put to scholarly uses.

The Trent Collection

*[Photograph: Interior view of the Trent Room, Medical Center Library, Duke University. The room shows built-in wooden bookshelves along the walls filled with books, a chandelier, and comfortable furnishings including chairs and a reading table. Caption reads: The Trent Room, Medical Center Library, Duke University.]**

Dr. Trent and his bride, Mary Duke Biddle, began buying books at the beginning of their marriage, when she was 19 and he was 24. He had only ten years but in that time he laid down a remarkable foundation. It is a little hard to realize that he died at an age years younger than that at which Osler and Clendening really began to collect in earnest. Ample funds alone are not the explanation. He must have had an intellectual maturity and a historical sense that usually develops much later in life. He also had the advice and guidance of some remarkable people. One was John Fulton of Yale who

overcame Trent's modesty about his own scholarly ability and encouraged him to publish papers on the history of medicine and also turned over to him some very choice duplicates from his own collection. Another was that extraordinary impresario of the rare book business, the late Henry Schuman, who always knew what a library needed before it needed it and, what's more, could produce the book.

It was probably Mr. Schuman who encouraged Trent to take an interest in medical Americana but, please note, not Americana for its own sake. The book had to be significant in itself. The forefront of medical development has after all not been in this country before the present century and American books of real importance are not numerous. But Rush, Beaumont, the anesthesia men, Trent did collect and he concentrated heavily on Benjamin Waterhouse of whom we have nearly every published edition and a number of MS letters. Trent published two very sound papers on Waterhouse and no doubt would have produced a full-length biography if he had lived a few years longer.

Trent was a surgeon, while both Osler and Clendening were internists, and the result is that of the three libraries the best surgical collection is that in Durham. He used four book plates, two of which were colored replicas of illustrations from rare early surgical books. Living through the war he naturally was conscious of military medicine and he bought enough along those lines to present a first rate exhibition on the subject in 1941. Blood transfusion was a lively subject at that time and he began to build up that field too.

One of the really distinctive features of the Trent Library, which neither Osler nor Clendening could match, is the large number of manuscripts and here again we see the scholarly collector, because manuscripts are source materials, and more important than books to any original research.

The more I learn of the Trent Collection the more I realize what a remarkable achievement it is. We know it is only a foundation for a really comprehensive collection but we also know we have only to go on building on the lines Joe Trent laid down to produce a really first rate library at the Medical School of Duke University.

Atlanta University School of Library Service Receives Rockefeller Grant

The Rockefeller Foundation has made a grant of $275,000 to the Atlanta University School of Library to be used over a three-year period. All-expense scholarships will be awarded to outstanding college graduates who wish to prepare for careers in library service. Substantial fellowships will be made available to young college instructors to prepare for administrative positions in college and university libraries. The grant will also be used to bring to the School prominent scholars and librarians as visiting faculty and guest lecturers and to allow regular faculty members to visit and study new developments in library centers and other library schools. A series of workshops and conferences are being planned for in-service librarians. Materials are to be purchased for the School of Library Service Library as well as new equipment and furnishings for the Library School quarters.

The new program will be put into effect immediately and persons interested in professional education for librarianship and applying for scholarships or fellowships should apply to Dr. Virginia Lacy Jones, Dean of the Atlanta University School of Library Service.

North Carolina Public Library Buildings Institute

By Allegra Westbrooks, Adult Book Coordinator, Public Library of Charlotte and Mecklenburg County, and Chairman, In-Service Training Committee, Public Libraries Section of N.C.L.A.

A Public Library Buildings Institute was sponsored by the In-Service Training Committee of the Public Libraries Section of N.C.L.A. May 7, 8, 9 at the Olivia Raney Public Library, Raleigh, North Carolina.

The Institute was conducted by Hoyt R. Galvin, Library Buildings Consultant and Director of the Public Library of Charlotte and Mecklenburg County.

The purpose of the Institute was to acquaint library directors and trustees with some of the practical aspects of planning for library buildings. The increasing possibility of matching federal funds for construction of buildings made this kind of institute of immediate importance.

David L. Vaughan and Anne Andrews, members of the sponsoring committee, served as Conference Chairman and Treasurer, respectively. Approximately fifty persons, librarians and trustees, attended.

Prior to the Institute each participant was asked to read:

4. *The Small Library Building*, by Joseph L. Wheeler (No. 13 of the Small Libraries Project Pamphlets, A.L.A.)
5. *The Small Public Library Building*, by H. R. Galvin and M. Van Buren (No. 10 of UNESCO Public Library Manuals)

Persons interested in public library building planning who missed the Institute might secure the two publications as a reasonably satisfactory substitute for attending the Institute.

Each participant was provided with a syllabus for the course, *A Proposed Outline for Public Library Buildings Institutes and Workshops*, prepared by Hoyt R. Galvin from the deliberations of a Public Library Buildings Workshop Panel convened by the Library Services Branch, U.S. Office of Education, April 6-8 in Washington, D.C.

The outline contained a conference schedule; a detailed lecture outline for the instructor; definitions for library building planning terms and bibliographies of library building and interior planning. A copy of the proposed outline could be borrowed from the North Carolina State Library, but it will not be as useful to a reader as the two books previously mentioned.

Session I was devoted to a discussion of *The Library and the Community*. It was pointed out that prior to the construction of a library building, the community and its needs should be considered. From such an analysis is developed a public library philosophy and a knowledge of the library's potential in the community. A detailed discussion of the community survey served to identify the many kinds of information required in order to plan adequately for public library facilities and services.

Session II related to the importance of the *Planning Team for a Public Library Building* composed of the library director, library board, architect, library buildings consultant, and the library interiors consultant. This team is responsible for developing plans that are mutually satisfactory, with the library director coordinating the work. The planning team's specific functions and activities in relation to the total development of the building planning were explained.

The topic for the third session was *The Building Program*—developing a "word picture" of the projected building. This session emphasized the importance, the function, and the components of a written building program.

Mr. Galvin discussed *Preliminary Plans, Working Drawings, and Specifications*. The participants were acquainted with the terms used by architects, consultants, builders, and interior designers and the steps necessary for producing good building plans and specifications.

In the session on *Site Selection*, considerable emphasis was placed upon essential factors in the selection of a site—demographic and topographic elements, land costs, accessibility to other public services, possibilities for future expansion, etc. The participants also considered land-use maps, population projections, and studies of other community resources, needs, and projected plans.

Other topics for discussion were *Remodeling and Expansion of Existing Buildings*, *Principles of Selecting Furnishings and Equipment*, and *Identifying Sources of Public Library Building Financing*.

Following the question-and-answer period, the practice session gave the participants an opportunity to develop their skills in reading blueprints and topographic maps; using elementary drawing tools; outlining minimum space requirements; orienting a building to a topographic map; and laying out furniture and equipment. The practice work was related to the participants' particular building plans for their own communities.

The evaluative comments made by those in attendance indicated that the Institute was most profitable and of great practical value.

Seven Scholarships for Graduate Study in Special Librarianship to Be Offered for 1965–66

Special Libraries Association will award seven scholarships of $1,000 each to qualified men or women who want to do graduate study in special librarianship leading to a degree at an accredited library school in the United States or Canada during the 1965–66 academic year.

The scholarships are available to college graduates working in a special library or with experience in a special library, or to recent college graduates or college seniors intending to enter the special library profession. Qualifications include a definite interest in and aptitude for special library work, a sincere intent to contribute to the profession, high academic standing throughout college, financial need, and provisional admittance to an accredited library school in the United States or Canada.

Applications may be obtained from Special Libraries Association, 31 East 10th Street, New York 10003. Completed applications must be returned to the Scholarship and Student Loan Fund Committee at the same address by February 1, 1965 at the latest.

The names of the winners will be announced at the Association's Convention in Philadelphia in June 1965.

School Library News

By Frances Kenon Johnson, Instructor, Library Education, University of N.C. at Greensboro

. . . And Something More, the 16 millimeter, 28-minute, color film produced on location in the Sedgefield Elementary School in Charlotte, was premiered on Monday, June 29, during the American Library Association conference in St. Louis, Missouri. Representatives from the Charlotte-Mecklenburg Public Schools present for the showing included Gertrude Coward, director of libraries, Dr. Craig Phillips, superintendent, Dr. William C. Self, associate superintendent, Mrs. Pattie B. McGee, principal, and Mrs. Sara Innes, librarian.

. . . And Something More, sponsored by the Knapp School Libraries Project of the American Association of School Librarians and produced by Guggenheim Productions, Inc., features the faculty and students of Sedgefield Elementary School. It shows how a good school library supports a stimulating instructional program.

Prints of the film may be purchased at $150 each from Miss Peggy Sullivan, Director, Knapp School Libraries Project, 50 East Huron Street, Chicago, Illinois 60611. The film is also available on loan from the Headquarters Library of the American Library Association, same address. The borrower pays only for round-trip postage and insurance.

Mrs. Ruth A. Best, elementary school librarian in the Burlington City Schools, served as children's librarian on the staff of Library/USA at the New York World's Fair, July 8–August 25.

Cora Paul Bomar, Supervisor, Library and Instructional Materials Services, State Department of Public Instruction, was elected vice-president, president-elect of Beta Phi Mu and was installed at the annual Beta Phi Mu meeting in St. Louis during the A.L.A. conference.

The East Central District of the North Carolina High School Library Association sponsored its second workshop for library audio-visual assistants at Camp New Hope, Chapel Hill, on August 21–23. One hundred and twenty-five students and their sponsors from fifteen high schools attended. The purposes of the workshop were to train student assistants for their role in the total school program, to teach them routines of the library and audio-visual program, to increase their knowledge of library usage, and to train them for club work at the local and district levels. Mrs. Willie Boone, adviser for the district, directed the workshop. Serving with her on the general planning committee were Mrs. Vera Melton, Miss Mary Scott, Mrs. Frances Uzzle, and Mrs. Ethel Crabtree. Those interested in planning similar workshops may obtain an outline of suggested steps by sending a stamped, self-addressed envelope to Mrs. Willie Boone, 2918 University Drive, Durham.

Durham County Schools Win Top Award

By Clara Jenkins, Supervisor of Libraries, Durham County Schools

The Durham County School Administrative Unit won first place in Encyclopaedia Britannica's 1964 School Library Awards competition. Durham County was among the ten school systems nominated for the award last year and was the only system to be on the nomination list again when the 1964 awards were judged in February. Inaugurated last year, this contest is being sponsored annually by Encyclopaedia Britannica to stimulate public interest in school libraries, to point up the importance of good elementary school libraries to quality education, to encourage citizen planning for their development, and to commend those school systems whose foresight and planning is an inspiration to others.

Elementary school libraries in the Durham County School system were chosen from among ten national finalists on the basis of recent systemwide improvement, evidence of increased community interest, and definite plans toward further improvement.

*[Photograph: Five people standing in a formal indoor setting for an award presentation. Left to right: Mr. Maurice Mitchell, President of Encyclopaedia Britannica; Barry Teasley, 6th grade winner of essay contest; Mr. Charles Chewning, Superintendent, Durham County Schools; Mrs. Janet Burley, President of Durham County School Librarians Association; Governor Terry Sanford.]**

Second place winner was the Lexington, Massachusetts, Public School system. Prairie District Schools, Prairie Village, Kansas, won third place. Cash awards of $2,500, $1,500, and $1,000, respectively, were presented to the three winners to be used for enlarging book and magazine collections in the schools.

Formal presentation of the Encyclopaedia Britannica School Library Award to Durham County Schools took place on Thursday, April 16, during National Library Week ceremonies in the auditorium of the State Legislative Building in Raleigh. Governor Terry Sanford participated in the program. He heralded the nationwide first place won by the Durham County Schools as a step in the right direction for North Carolina's bid to be the best in the nation.

Mr. Maurice Mitchell, President of Encyclopaedia Britannica, addressed the statewide assemblage of parents, students, teachers, librarians, and administrators. Afterwards, he presented a library award plaque to Mrs. Janet Burley, President of the Durham County School Librarians Association. He then presented the $2,500 check to Durham County School Superintendent Charles Chewning.

Other program participants included Dr. Charles Carroll, State Superintendent of Public Instruction; Mrs. Elizabeth Hughey, State Librarian; and Miss Margaret Kalp, President of the North Carolina Library Association. Mr. McNeill Smith, Chairman of National Library Week in North Carolina, presided over the ceremonies. Following the presentation ceremony, there was a reception and a dinner at the YMCA sponsored by North Carolina's National Library Week Committee.

What has been happening in the Durham County school libraries that led to this award? Under the leadership of Superintendent Charles Chewning and the Durham County Board of Education, development of the county's school libraries was given impetus in 1961, when a full-time librarian was employed for each of the elementary schools. The library improvement program was begun in connection with the system-wide

accreditation of the county's schools by the Southern Association of Colleges and Schools.

Twelve years prior to 1961, only two of the county's elementary schools had paid personnel staffing their libraries. The P.T.A. groups of the two schools paid for the part-time workers. For all the other schools, only $3,600 was budgeted to pay teachers to run the libraries in addition to teaching full schedules. The next step was to appoint a librarian for every two elementary schools. This set-up lasted four years until 1961, when a librarian was assigned to each school. The budget for libraries has risen from less than $7,000 in 1954 to more than $30,000 this year.

Durham County elementary school library programs have been expanded and improved greatly in the last three years through cooperative planning by the school librarians. Monthly meetings are held by the librarians for the purpose of discussing operational procedures, exchanging ideas, and formulating plans for improving library services in all the schools.

A library policy manual, outlining professional responsibilities, school-librarian-teacher relationships, library organization, services, and activities was compiled by this group in 1962. An instruction manual, identifying objectives of library instruction, as well as activities and aids to achieve these objectives, was assembled this school year. Other group activities include conducting an audio-visual workshop to acquaint each librarian with more effective ways of using audio-visual equipment and materials, meeting with the county art and music supervisors to learn about books and materials in their respective fields, participating in a countywide P.T.A. study course to explain library activities and program, and speaking at a school committeemen's banquet.

Improvements in the elementary school library program in the past three years have been numerous. Some of the major ones follow: A better than 10% increase in Board of Education per-pupil library expenditure from 1961–62 ($1.30) to 1963–64 ($2.70) has resulted in better library collections; community support of school libraries has continued and expanded in the form of P.T.A. donations and gifts from civic organizations; acquisition of a wide variety of book and non-book materials to supplement and enrich curricular areas and to meet the needs of the students has increased in each school; materials have been better organized and most of the librarians have completed cataloging previously uncataloged collections; better planned instruction in the use of books and libraries has helped students to become more independent users of library facilities; library periods have become more interesting and happy experiences for children through well planned programs of reading activities; library schedules providing for regular visits by all classes, as well as opportunities for individuals, committees, or groups to use the library whenever the need arises, has resulted in more extensive use of library resources; summer reading programs were established in two school libraries for the first time and proved to be very successful; finally, there has been a marked increase in interest, enjoyment, and pride regarding elementary school libraries among Durham County school children, parents, teachers, and administrators.

An essay contest was initiated this year for the first time by Encyclopaedia Britannica to allow an additional honor for the school system which won the first place award. The topic of the contest was "What Is A Library?" Fourth, fifth, and sixth grade students from all over the county entered the competition for an all-expense-paid trip to the New York

World's Fair. The following statements, taken from the contest entries, are typical of the way our students feel about a library:

> *"If I had a choice to go anywhere, I would go to the library."*
>
> *"I think the library is the best place in the whole school."*
>
> *"When I walk into the library I think how lucky I am to be able to enter this wonderland of pleasure and enjoyment."*
>
> *"A library is the key which opens the door to knowledge."*
>
> *"I would go to school all year round so I could use the library."*
>
> *"A library is a storehouse of treasures."*
>
> *"I am so proud to have a library."*

Barry Teasley, winner of the contest, expresses the true significance of a library in this excerpt from his essay:

> *"A library is many things—a friend, a quiet place, and a refuge where one may be transported into a different world. Truly, a library is a priceless gift to those who take advantage of it."*

Receiving the library award from Encyclopaedia Britannica has resulted in the purposes of the award being achieved in the Durham County Schools. Public interest has been aroused as evidenced by newspaper editorials, letters of congratulations, and numerous comments and inquiries. This recognition serves as a challenge for continued school library improvement and development in Durham County.
*[Photograph: Story time at Glenn School. First grade students are seated in a circle on small chairs in a school library, listening to librarian Clara Jenkins, who stands at left holding an open book. A second adult stands at right. Books and shelves are visible in the background. Caption reads: Story Time is a happy time! First graders at Glenn School are absorbed in story told by librarian Clara Jenkins. (Durham County School System.)]**

New North Carolina Books

By William S. Powell, Associate Editor

CARLOS C. CAMPBELL, and others. *Great Smoky Mountains Wildflowers*. Knoxville: University of Tennessee Press, 1964. Enlarged edition. 88pp. $1.50. (Hardbound edition available to libraries only, $3.00.)
This handsome little guide is more than twice as long as the earlier edition. It contains a great many more beautiful illustrations (all in color) and in some cases better pictures have been substituted for the same flowers discussed in the earlier edition. Descriptive notes have been revised and enlarged, introductory material has been expanded, and the index is much fuller.
COMMITTEE OF WESTERN NORTH CAROLINA LIBRARY CLUB. *Union List of Periodicals in Libraries of Western North Carolina*. Asheville: Western North Carolina

Library Club 1964. 87pp. $10.00. (Order from Ainsley Whitman, Librarian, Asheville-Biltmore College.)

Twenty-seven libraries have recorded their holdings of periodicals in this convenient finding aid. Periodicals from all over the world are included and they cover a span of time from the eighteenth century (at least we failed to spot any earlier) to the present. Bound and microfilmed files are generally so indicated. Apparently there was a lack of uniformity in reporting holdings to the Committee and it is not always possible to determine from the entry just how complete certain files are. The Committee deserves the thanks of all librarians and many scholars for the splendid effort put forth in this compilation and for publishing its findings.

ADELE DeLEEUW. *Sir Walter Raleigh*. Champaign, Illinois: Garrard Publishing Company, 1964. 96pp. $2.75.

This is the publisher's sixth volume in "A World Explorer" series, and it is an excellent biography of Sir Walter Raleigh for young readers. It is well written and attractively illustrated. Obviously based on extensive research, the facts it relates are correct. The story of Roanoke Island is especially recommended for young Tar Heels.

Folk, Region, and Society, Selected Papers of Howard W. Odum. Chapel Hill: University of North Carolina Press, 1964. 480pp. $8.00.

Professor Odum, a member of the University of North Carolina faculty from 1920 until his death in 1954, was a teacher, an administrator, and a writer. His main interests were regionalism and general sociology and he played a very important role in Southern development for more than twenty-five years. Gathered in this volume are over thirty papers written by Dr. Odum. They are grouped under the four general headings: The Negro and Race Relations, The Region and Regionalism, The Folk and Folk Sociology, and Sociology in the Service of Society. Each category has its own introduction. An 8-page biographical summary and a bibliography of Dr. Odum's writings round out the volume.

EUGENE S. GREGG. *Reap Silence*. Charlotte: McNally and Loftin, Publishers, 1963. 56pp. $3.00.

Now living in retirement in Statesville, E. S. Gregg has been a college professor, a civil servant, and a business executive. Unless he had greater success in these professions than we know, we feel safe in predicting that henceforth he will be known as a poet. His short poems are moving in that they express so well ideas which must fleet through many minds but which never are expressed for others to share. He is concerned for the present and the future but in a pleasant and hopeful fashion. Some of his poems are colorful word-pictures of scenes remembered. Some would make suitable inscriptions for a garden wall.

ROBERT B. HOUSE. *The Light That Shines, Chapel Hill, 1912–1916*. Chapel Hill: University of North Carolina Press, 1964. 216pp. $5.00.

Chancellor House here recalls the Chapel Hill he knew as a student. His book also contains character sketches of many of the "old timers" who gave the village community much of its unique flavor. Each of the chapters in the book was written first for *The Chapel Hill Weekly*, and they all have the easy-going style and readability expected of articles prepared for popular reading in the University family.

FRENISE A. LOGAN. *The Negro in North Carolina, 1876–1894*. Chapel Hill: University of North Carolina Press, 1964. 244pp. $6.00.

Reconstruction ended in North Carolina in 1876 and through the '80s and into the '90s "the policies of proscription, segregation, and disfranchisement" were comparatively unknown. These restrictions applied to the Negro race came later, Professor Logan shows. His book is divided into three sections: Politics, Economics, and Social Environment. Each of these is discussed chronologically and with extensive citations of contemporary sources. Often in the words of participants, he tells what was going on in North Carolina at the time. A full bibliography and a good index made this a useful reference tool. We are puzzled, however, by a curious triple error in a single sentence on page 4 which has George III purchasing North Carolina in 1927. In truth, it was George II in 1729 who bought 7/8 of the colony from the Lords Proprietors.

HARRY R. MATHIS. *Along the Border*. Oxford: Coble Press, 1964. 344pp. $6.00.

Subtitled "A History of Virgilina, Virginia, and the Surrounding Area in Halifax and Mecklenburg Counties in Virginia and Person and Granville Counties in North Carolina," the Rev. Mr. Mathis' book is an unusual assortment of brief historical sketches by a variety of authors, reprints from newspaper stories, contemporary documents, and portions of history written by himself. It is uneven in quality and appeal. There are numerous histories of schools and churches with photographs of classes and congregations. The text is printed by offset from typed copy. This book will interest the people whose pictures appear in it but probably not a much wider audience.

H. ROY MERRENS. *Colonial North Carolina in the Eighteenth Century*. Chapel Hill: University of North Carolina Press, 1964. 293pp. $7.50.

Something new under the sun is now available for librarians to produce when a forlorn patron is seeking information on the settlement, expansion, and development of North Carolina in the eighteenth century. Basically, Professor Merrens' study is geographical, but it is historical geography. There are many maps and charts. The appearance of the land in North Carolina is his first consideration, and then he considers the people who settled it. Finally, "The changing Economic Geography" is taken up in the bulk of the book. Such subjects as the use of the forests, farming, livestock, urban settlements, and trade are discussed. This is an aspect of North Caroliniana heretofore touched upon only lightly by scholars and it is good now to have so careful and thorough an account.

HUGH F. RANKIN. *The American Revolution*. New York: G.P. Putnam's Sons, 1964. 382pp. $5.95.

Professor Rankin, from Reidsville, is now a member of the history faculty at Tulane University. He has written and compiled a history of the American Revolution in the words of the people who were there. Brief but adequate text connects a wide selection of contemporary accounts which are very vivid and often quite detailed. Activity in North Carolina and by North Carolinians is fully covered (with the exception of the early engagement at Moore's Creek Bridge). A useful chronological table, a glossary of eighteenth-century military terms, and sources from which the selections are drawn add greatly to the usefulness of the book. There is an index but it is not as detailed as most librarians like.

THAD STEM, JR. *Light and Rest*. Charlotte: McNally and Loftin, Publishers, 1964. 191pp. $4.00.

Interesting little essays varying from a couple of paragraphs to several pages cover a variety of subjects in this latest book from Oxford's leading author. They sing the praises of life in a small town, of the good old days, of home-cooked food, of delightful seasons

of the year, of a boy's trip to town with daddy, and nearly a hundred other facets of Tar Heel life today and in the recent past.

DAVID STICK. *The Cape Hatteras Seashore*. Charlotte: McNally and Loftin, Publishers, 1964. 64pp. $3.95. ($1.95 paper). Photographs by Bruce Roberts.

Through a happy combination of photographs and written text much of the history and present condition of the Cape Hatteras seashore is clearly presented. In addition there are some very moving pictures and captions: the interior of a World War II wreck slowly being claimed by the sand and the sea or the Cape Hatteras Lighthouse of 1870 photographed so that it appears to be based upon the ruins of its predecessor authorized by Congress in 1794. David Stick's text is equally as impressive. His description of the sea on page 45 is superb, an excellent piece of writing which should become familiar to all North Carolinians.

CLARENCE VER STEEG. *The Formative Years, 1607–1763*. New York: Hill and Wang, 1964. 342pp. $5.00.

This is not a North Carolina book although Professor Ver Steeg engaged in extensive research in various manuscript depositories in the state when he was writing it. It is both a scholarly and a readable account of how Englishmen in America became "provincial Americans." North Carolina is woven into the account in a great many ways just as are the other colonies, and this book is highly recommended for its original interpretations. Facts of North Carolina history are cited here in a new light.

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