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CONTENTS

Report from the President	42
Reports from NCLA Committees and Sections, 1971 Spring Work Conference	
... Committee on Education for Librarianship, Dr. Bud L. Gambee	43
... Development Committee, Mr. Gary Barefoot	44
... Nominating Committee, Miss Mildred Herring	45
... Recruitment Committee, Mr. Donald R. Richardson	46
... Resources and Technical Services Section, Mrs. Louise Deshaies	55
Library Trustee-Librarian Conference	47
North Carolina Libraries and the Book Price Fixing Suits, Miss Frances H. Hall	48
Library Round-Up	52
North Carolinians Attend ALA's School Library Automation Tutorial	53
NCASL Scholarship Awarded	54
University of North Carolina at Chapel School Library Science Selects New Dean	54
Notable Children's Books of 1970	56
Best Books for Young Adults 1970	58
Notable Books of 1970	60
American Library Association News	61
Proceedings from Workshop on Library Education for North Carolina "Present Status and Future Development," edited by Mell Busbin	Center Section
... College and University Libraries, Dr. Jerrold Orne	C- 4
... Community Colleges and Technical Institutes, Mrs. Mildred Councill	C- 7
... Public Libraries, Miss Elaine von Oesen	C- 9
... School Libraries, Miss Barbara Glasscock	C-11
... Special Libraries, Mr. William C. Lowe	C-13
... Present Status of and Projected Plans for Library Education in North Carolina, Dr. Gene D. Lanier	C-18
... Report from Group I, Miss Rebecca Ballentine	C-22
... Report from Group II, Mrs. Ila T. Justice	C-23
... Report from Group III, Mrs. Mary E. Willis	C-25
... Conference Reactions, Dr. Lester E. Asheim	C-28
... Conference Reactions, Dr. Richard L. Darling	C-30
Library Education Questionnaire	80
New North Carolina Books, William S. Powell	65
Goings-On at ALA's Office of Intellectual Freedom	67
North Carolina Library Education News	73

Report from the President



Eunice Query

THE ANNUAL SPRING WORKSHOP, held this year on Friday, April 2, at the Betsy-Jeff Penn Center near Reidsville, was disappointing in several respects—the weather was poor, attendance not too good, and facilities not too conducive to successful pursuance of business. However, those committees that had enough members present to conduct their affairs made encouraging progress, the results of some of which are announced in this issue.

Plans are going forward for the biennial convention to be held in Winston-Salem at the Convention Center, November 4-6, 1971. The tentative general program was published in the last issue of *North Carolina Libraries*. Elizabeth Copeland, Lucy Bradshaw, Carlton West, and Arial Stephens have already done much work. We hope that every librarian in North Carolina

will be able to attend the full convention in order to profit from the speakers and the exhibits, to enjoy tours and friends, and to participate in the business of the Association. In addition to the general meetings, sections and committees may hold business sessions. The Library Education Committee plans an open forum as a follow-up of the February Library Education Conference held in Pinehurst. Other open forums, e. g., in connection with the Right to Read movement, or any issue likely to be of interest and concern to members, could be scheduled. If you have such in mind, please write immediately to Miss Elizabeth Copeland, Sheppard Memorial Library, Greenville. Any group desiring a meal function should do the same.

We hope that by June 1 you received the ballot and voted for your officers for the next biennium. The roster of nominees appears on page forty-five.

We wish to commend Mildred Herring and the Nominating Committee for their fine work, realizing at the same time that the nominees' gracious consent to run enabled the committee to complete its work on schedule.

You will receive in due time the proposal for two amendments to the constitution—one making dues payable biennially instead of annually and the other concerned with succession to the presidency. Please give these careful consideration and be prepared to vote at the business meeting of the Association.

(Continued on Page 55)

Reports from NCLA Committees and Sections 1971 Spring Work Conference Betsy-Jeff Penn 4-H Center, Reidsville

The Committee on Education for Librarianship of the North Carolina Library Association met Friday morning, April 2, at the Betsy-Jeff Penn 4-H Center near Reidsville. Present were chairman Helen Hagan, Doris Cox, Ophelia Irving, Louise Plybon, Budd Gambee, and guest Kathleen Gilleland, librarian of the Northwest Regional Library of Elkin. Member James Caruth was absent.

THE MAIN PURPOSE of the meeting was to evaluate the Pinehurst Workshop on Library Education by analyzing the reports of the three discussion groups and to decide what mandate the Committee had for further action.

Dr. Cox presented a series of suggestions briefly paraphrased as follows: The Committee might—

(1) invite library educators to interact in planning for LTA curriculum design, (2) consider acting as a clearing house on opportunities in continuing education, (3) publish a summary of the Workshop along the following lines: (a) suggestions from the conference *re*: competencies needed, programs needed, components of these programs, basic needs, basic issues, (b) points of consensus (c) points at issue, (d) recommendations for action, (It was later suggested that the items in number 3 above might constitute a summary to be appended to the proceedings in *North Carolina Libraries*.)

(4) consider means for facilitating a continuing dialog with the goal of formulating objectives for library education in North Carolina,

(5) identify the needs for continuing education and compile a list for distribution of resource people in these areas, and (6) conduct an evaluative survey of the Pinehurst Workshop and analyze the findings.

After discussion, to which all members of the committee and our guest made helpful contributions, the committee decided that it would have to limit its activities because of the time element. Practicable next steps were decided upon as follows: (1) The proceedings of the Library Education Workshop will be published in the spring issue of *North Carolina Libraries*. Mr. Busbin is editing this, and he reports excellent tapes of the open meetings. This will be a very positive accomplishment. (2) A questionnaire will be published in the same issue (see page 80 of this issue) seeking to discover how active the interest is in continuing education, based on the number of replies; in what areas the greatest demand lies; what form of instruction is preferred; and if the answerer would be interested in attending an open meeting on the subject at the fall NCLA meeting in Winston-Salem. The Committee

is much indebted to Mr. Busbin for both items 1 and 2. (3) In line with number 2 above, a form was secured to petition for a place on the NCLA fall program so that such a meeting might be held if interest warrants. This would be an "open forum" at which the results of the survey might be presented, and then a discussion held, presumably between representatives of the library schools and practicing librarians.

These three steps were considered feasible by the Committee and action will proceed along these lines.

Further action on the "clearing house" idea—which probably would mean the Committee would be re-

sponsible for editing a regular column in *North Carolina Libraries* alerting readers to workshops, resource people, etc.—was postponed. The feeling seemed to be that this Committee had already done a good deal and that some activities should be left for our successors.

When chairman Hagan presented the gist of this report to the assembled group at 1 P. M., Mr. Linder of the Durham Public Library arose to praise Miss Hagan and the Committee for the Pinehurst Workshop. He said it had brought together for fruitful discussion two groups which have long needed such a meeting.

The Development Committee of the North Carolina Library Association met at the Spring Workshop at the Betsy-Jeff Penn Center on April 2, 1971, with chairman Gary Barefoot, Phil Ogilvie, Mae Tucker, and Bob Pollard in attendance. Nancy Ryder of the Resources Committee, Jane Snyder of the Recruiting Committee, and Shirley McLaughlin of the Membership Committee met with the Development Committee.

MUCH DISCUSSION centered around the final report and summary of the North Carolina Libraries Services Network. Mr. Ogilvie stated the summary of the report is just off the press and appears to have taken various recommendations, made subsequent to the earlier conflicting reports, into consideration. The provisions call for the project to begin in conjunction with the State Library with a study being made after three years to determine future direction of the Network. The summary report is designed specifically for direction to the individual legislators and will probably be made available to all NCLA members.

In conjunction with the project, Mr. Ogilvie reported that the services of Peg Shaberg of the University of North Carolina at Chapel Hill have been secured to study the North Carolina Union Catalog as it relates to the Network in an effort to begin Network operations in July. Later, an additional assistant State Library position, duties of which will center on the Network operation, will probably be created.

The Committee was advised by Nancy Ryder of the Resources Committee that they had recommended an advisory committee for the North Carolina Union Catalog to consist of seven members representing all facets of library interest.

Further discussion of the Development Committee resulted in the following recommendations to the Executive Board:

1. That before any statewide interlibrary loan code is adopted representatives from all types of libraries and agencies concerned in any way with interlibrary loans be given a chance to review and make recommendations to the Executive Board.
2. That any NCLA committee making recommendations to the Executive Board receive a report of action taken. It was further recommended that section and committee chairmen receive copies of the Executive Board minutes.
3. That Government Relations Committee take action on the upcoming increase in postal rate for 4th class mail, specifically re-

questing that NCLA members be contacted and urged to write their Congressman asking that Congress initiate a subsidy to help offset the effects of the imminent rate increase in view of the fact that the increasing of postal rates is now by law in the hands of an independent postal rate commission charged with making all mail self-supporting. This recommendation is made because the law is detrimental to library development in the state and nation.

4. That each NCLA member receive communication from the Executive Board regarding the need to write legislators on behalf of the appropriation of necessary funds for state aid to libraries. This request is made in view of the fact that such mail to legislators has been very light.

Nominating Committee—The following slate of officers is submitted by the Nominating Committee of NCLA for the 1972-74 biennium:

President

Miss Elizabeth H. Copeland
Librarian
Sheppard Memorial Library
Greenville, North Carolina

**First Vice-President
(President Elect)**

Dr. I. T. Littleton, Librarian
D. H. Hill Library
N. C. State University
Raleigh, North Carolina

Dr. Gene D. Lanier, Chairman
Department of Library Science
East Carolina University
Greenville, North Carolina

Second Vice-President

Mrs. Jocelyn Stevens
Reference Librarian
James E. Shepard Memorial
Library
North Carolina Central University
Durham, North Carolina

Mrs. Marion J. Phillips
Librarian
First Ward School
Charlotte, North Carolina

A. L. A. Director

Mr. Neal Austin
Director
High Point Public Library
High Point, North Carolina

Mrs. Pauline Myrick
Director of Educational Media
Moore County Schools
Carthage, North Carolina

Secretary

Miss Florence E. Blakely
Head of Reference Department
Duke University Library
Durham, North Carolina

Mr. Gary F. Barefoot
Librarian
Mount Olive Junior College
Mount Olive, North Carolina

Treasurer

Mr. Richard T. Barker
Assistant Librarian
Appalachian State University
Boone, North Carolina

Mr. Edgar P. Lynch
Technical Institute of Alamance
Burlington, North Carolina

Directors At Large (Two to be elected)

Miss Catherine Weir, Librarian
B. L. Smith High School
Greensboro, North Carolina

Mr. Kenneth Brown
Director of Libraries
Asheville & Buncombe County
Asheville, North Carolina

Miss Allene C. Young
Serials Librarian
Bluford Library

A & T State University
Greensboro, North Carolina

Mrs. Norma M. Royal
Media Specialist
North Central Elementary School
Durham, North Carolina

The Recruitment Committee of the North Carolina Library Association did not meet at the 1971 Spring Workshop April 2.

To give a report of our activities thus far, I submit statements of two of our committee members who responded to my inquiry about a meeting:

MRS. OLLIE P. BOND: "I have worked closely with the counselors at the senior high school recommending materials for pupils who desire to enter the library field, as well as to encourage pupils to enter this field. A consultant in library science was invited for career night held at the senior high."

MISS NANCY WALLACE: "My contribution has been through informal chats with individual librarians and staff members (and sometimes students) throughout the State, urging them to spread the word about the field of librarianship. I also have 'plugged' recruitment in workshops and speeches. Quite a bit of material on careers in librarianship has gone out from the State Library during the past two years."

Miss Jane Snyder designed our

"ticket" and I arranged for payment of the printing with the help of The Heckman Bindery and I also placed a full page advertisement in *North Carolina Libraries*, Summer 1971, page 113.

I have tried to operate as a "committee" and have attempted to distribute responsibility so all members would contribute equally as far as possible. It has not worked. With a few minor exceptions, most of our activity would have been done if we had not been committee members. We looked at notes of previous NCLA Recruitment Committees and noted they, too, had done a lot of planning but had done nothing concrete—at least as far as their notes indicated. The activities planned seemed to be almost off the ground when a new committee would be formed.

Someone has said, "A camel is a horse that was designed by a committee." It seems there have been a lot of Recruitment Committee Horses (ours included) in the his-

tory of the North Carolina Library Association. May I suggest a one or two man committee. Also, if a budget, however slight, could be provided, it would help tremendously.

Resources and Technical Services Section—The Executive Board of the Resources and Technical Services Section of the North Carolina Library Association met Friday morning, April 2, at the Betsy-Jeff Penn 4-H Center outside Reidsville. Present were Ruth Prince, Chairman; Eunice Drum, vice-chairman; Louise Deshaies, secretary; and Allegra Westbrooks and Joan Spencer, directors.

IT WAS DECIDED to try a luncheon-business meeting at the biennial meeting of NCLA in Winston-Salem in November. At this time the Section will discuss the idea of having an off-year meeting of the Section, perhaps a type of workshop meeting. An alternative to this may be the idea of having a "conference within a conference" at the biennial conference, with a full schedule planned, using every minute of the time. This idea is felt to be good by those who have such a busy schedule they find it hard to get to all meetings and meet the expenses of extra meetings.

A questionnaire is to be passed out at the luncheon-business meeting in Winston-Salem to see how members feel about these two ideas.

It was suggested that the questionnaire call for specific, actual situations, including speakers or leaders of discussions, which could be used at either of these types of meetings.

The chairman asked that people submit to the incoming chairman of this Section the names of people who can be submitted to A. L. A. for certain citations and awards, as the Esther Piercy Award. So often the chairman will not know those from North Carolina whose names could and should be submitted for consideration.

Allegra Westbrooks will represent North Carolina in the place of Ruth Prince at the banquet of the Council of Regional Groups at the meeting of A. L. A. in Dallas in June.

LIBRARY TRUSTEE-LIBRARIAN CONFERENCE

The Fourth Annual Library Trustee-Librarian Conference took place on March 23 and 24 in Chapel Hill at the Institute of Government. Sponsors of the conference were the North Carolina Association of Library Trustees, the State Library, and the Institute of Government of the University of North Carolina at Chapel Hill.

Presentations during the conference included: Dr. Richard Rockwell on "Census Data for Governmental Agencies," Miss Elaine von Oesen on "Personnel Needs in Public Libraries," Dr. Ray L. Carpenter on "How Library Schools Are Meeting Public Library Personnel Needs," Mr. Milton S. Heath on "Institute of Government Legislative Reporting Service," Mr. George Garretson on "Bibliography for Trustees," and Miss Jane Wilson on "The Right to Read Program." Mr. Philip S. Ogilvie and Mr. Joseph S. Ferrell, also on the program, were concerned with "LSCA Amendments and North Carolina Constitutional Amendments."

North Carolina Libraries and the Book Price Fixing Suits

Frances H. Hall, Assistant Professor
School of Library Science
University of North Carolina at Chapel Hill



Frances H. Hall

IN JUNE, 1969, a number of public libraries and school systems in North Carolina were notified by the clerk of the United States District Court for the Northern District of Illinois, Eastern Division (Chicago), that the School District and city of Philadelphia had filed a class action¹ on behalf of the public schools systems in the United States with an enrollment of 12,000 students or more and all state and local governments which maintain libraries with annual book funds in excess of \$10,000. The notice explained that the plaintiffs in the suit were seeking treble damages from certain book publishers and wholesalers² who had allegedly conspired to fix the prices of library editions³ of children's books between 1959 and 1967. The notice advised further that the defendants had denied that any illegal agreement or conspiracy had ever existed and therefore were not liable.

Those libraries receiving the notification were advised by the clerk that they had the option of being excluded from the class and therefore not bound by any judgment entered in the action. If they desired to be included they could be represented by counsel of their choice; otherwise, they would be represented by the attorneys for the Philadelphia plaintiffs. A form was enclosed with the notice to be used to indicate whether the library system wished to participate in the action. The form included a statement to the effect that the libraries which did participate might be requested to provide a list of library editions of children's books purchased during the period from 1959-1967.

Shortly after the receipt of this notice Philip S. Ogilvie, the North Carolina State Librarian, notified the public libraries in the class that the Attorney General of North Carolina would represent the state and local governments in the litigation then pending in Chicago. A similar communication was addressed to the school systems concerned by A. C. Davis, the Controller of the State Board of Education. On July 31, 1969, Jean A. Benoy, a Deputy Attorney General in charge of the Antitrust Division of the North Carolina Attorney General's Office forwarded a notice of appearance to the clerk of the district court in Chicago advising him that he would represent all North Carolina public institutions which were members of the class of plaintiffs.

The School District and City of Philadelphia had commenced this suit in June, 1966 following hearings on alleged price fixing held earlier that year by the Subcommittee on Antitrust and Monopoly of the United States Senate Committee on the Judiciary. The Philadelphia plaintiffs charged that the

defendant book publishers and wholesalers had engaged in a horizontal and vertical price fixing conspiracy with respect to library editions of children's books in violation of the Sherman Antitrust Act.⁴

The term "price fixing" refers to any combination by individuals, corporations, or associations to avoid competitive pricing by charging identical prices or by raising or lowering prices at the same time.⁵ A price fixing agreement can be either horizontal, i.e. between manufacturers or it can be vertical, i.e. between a manufacturer and a wholesaler. Because price fixing agreements eliminate one form of competition they are said to be a restraint on trade and therefore illegal *per se*. Evidence of the reasonableness of the prices fixed or that no harm is done or intended, is immaterial. Agreements to fix prices violate section 1 of the Sherman Act which provides that:

"Every contract, combination in the form of trust or otherwise, or conspiracy, in restraint of trade or commerce among the several States, or with foreign nations, is hereby declared to be illegal . . ."⁶

The prohibitions of the Sherman Act create criminal offenses punishable by fines and imprisonment and are enforced by the United States Department of Justice. The Act also charges the Department of Justice with the duty of instituting civil proceedings to prevent and restrain violations of the law. The enforcement of the Act does not depend exclusively on government agencies. Section 15 of the Act provides that private persons who suffer damage as a result of its violation may sue offenders and recover threefold the damages sustained as well as attorney's fees. This provision is for the purpose of multiplying the number of agencies which will enforce the law thereby increasing its effectiveness.⁷

Prior to the Senate hearings a number of librarians had been concerned for sometime with the pricing of library editions. At the Midwinter Conference of the American Library Association in January, 1965, this subject was discussed at a meeting of library directors and coordinators of children's work. The matter had been invited to the attention of the Federal Trade Commission, the Department of Justice, and members of Congress by individual librarians. Finally Senator Philip A. Hart (D. Mich.), Chairman of the Subcommittee on Antitrust and Monopoly of the Senate Committee on the Judiciary, scheduled hearings on the subject beginning March 23, 1966. He opened the hearings with an expression of interest in book pricing practices because of the concerted campaigns to increase appropriations for school and public libraries.⁸ Of special concern was the question of whether increased appropriations were being absorbed by higher book prices.

During the three days of hearings testimony was presented by librarians, publishers, and wholesalers. The major complaint of the librarians who testified was the difficulty if not impossibility of obtaining competitive bids on publishers' library editions.⁹ While discounts of from 30 percent to 40 percent were offered on trade books, no discounts were offered on library editions which were sold at so called "net prices" set by the publisher. This was of special significance in the large library systems which bought numerous copies of books and were normally able to bargain for larger discounts. The testimony also brought out the fact that while these library editions were

more expensive, the bindings varied from poor to excellent in quality. Frequently they did not justify the extra cost. In regard to the complaint about poor bindings it was pointed out by representatives of the publishing industry that the American Library Association had not yet set up performance standards for bindings of library editions.¹⁰

Another complaint of the librarians was that the publishers were not maintaining adequate inventories of trade editions and that when trade editions were ordered, the higher priced library editions were sent instead. Furthermore, many books on the young adult level were appearing in library editions. There was concern expressed as to whether these books would continue to be available in the trade editions.¹¹

Although there was evidence presented that jobbers were under pressure to sell only at the net price,¹² the publishers who testified categorically denied that there were any illegal agreements and insisted that list prices, net prices, and discounts to libraries were suggested prices only.¹³ The following explanation of the net pricing system was offered. When publishers began to issue library editions they followed the practice of library prebinders.¹⁴ Library prebinders had always offered their editions to libraries at a net price. Since they did not offer these editions to the general public at retail, there was no "retail" or "list" price from which they could offer libraries a discount. To set up a fictitious retail list price for a book not sold at retail, and to offer libraries a discount instead of quoting a library net price to begin with, would have been deceptive. It was pointed out that almost 80 percent of all children's books are sold to school and public libraries and that buying patterns indicated that librarians overwhelmingly preferred publishers' library editions.¹⁵ The publishers denied that they were making excessive profits. The American Book Publishers Council report for 1964 was cited which showed earnings of only 4.8% on net assets. It was pointed out, in addition, that the price of books had not risen as much as the cost of library buildings, equipment, and librarians' salaries. According to the statistics cited the price of books rose 22.4 percent during the seven year period from mid-1958 to mid-1965, while starting salaries of librarians rose 31.2 percent.¹⁶

In late 1965 the Antitrust Division of the Department of Justice started an investigation of suspected price fixing in children's books. The inquiry was continued by a grand jury impaneled by the United States District Court for the Northern District of Illinois, Eastern Division (Chicago). The grand jury subpoenaed documents and heard testimony but did not return an indictment. On the basis of the findings of the grand jury the Department of Justice filed civil suits against eighteen publishers¹⁷ on April 18, 1967. Each was accused of joining unnamed co-conspirators including book wholesalers, in fixing and maintaining prices of library editions of children's books in violation of section 1 of the Sherman Act. The complaints alleged that price competition had been suppressed and that purchasers had been deprived of the benefits of competitive bidding. Relief in the form of a civil judgment forbidding the publishers to fix prices or to use the term "net" in price lists was requested. The court was also asked to enjoin the defendants from suggesting resale prices.¹⁸ None of these cases reached the trial stage. On October 23,

1967, the Department of Justice announced that the terms of a consent decree had been agreed upon by all parties.¹⁹

In the meantime a number of state and local governmental units had initiated legal actions against the book publishers and wholesalers. These plaintiffs sought to intervene in the consent decree proceedings and to persuade the Department of Justice to accept the consent decree only if it contained at least a limited admission of guilt. Such an admission could be used as prima facie evidence of violation of the law in the private actions and would be of great advantage to the plaintiffs.²⁰ Such evidence, however, would be subject to rebuttal by the defendants. The plaintiffs also sought access to the grand jury documents which had been collected by the Department of Justice. This request to intervene was denied by the court and the denial was affirmed on appeal to the United States Supreme Court.²¹ On November 27, the court approved the terms of the consent decree as first announced thereby making the settlement final. The court did however, order that the documents held by the Department of Justice be impounded subject to discovery upon appropriate order in the private treble damage actions.²²

The consent decree ordered the defendants to cease and desist from determining the price at which any reseller could resell books to libraries. The decree required the publishers to include a statement in their catalogs to the effect that the wholesaler was free to charge whatever price he chose. The publishers were also required to publish a copy of the decree in *School Library Journal* within two months.²³

Because of the large number of private antitrust suits initiated by governmental agencies in the United States district courts throughout the country, the Coordinating Committee on Multiple Litigation²⁴ ordered that hearings be held in Kansas City in April, 1968, to determine the best ways to coordinate the pretrial procedures. These hearings were attended by counsel representing each party and by the district court judges to whom the cases had been assigned. Interrogatories and other discovery procedures similar to those used by the Philadelphia plaintiffs were recommended for adoption. Before the end of April the Coordinating Committee was replaced by the Judicial Panel on Multidistrict Litigation which had just been created by Congress.²⁶ In August, 1968, the Judicial Panel ordered the transfer of all suits against the publishers and wholesalers to the district court in Chicago for pretrial proceedings on the grounds that this would best serve the convenience of parties

(Continued on Page 80)

HELP US FIND COPIES OF THE FALL 1970 ISSUE

Requests for copies of the Fall 1970 issue of *North Carolina Libraries* have exceeded copies available. If you are about to discard that issue, will you please send it to our Executive Secretary whose address appears in the front of this issue.

Library Round-up

Davidson's E. H. Little Library

Two Davidson College trustee committees will recommend in May that the college's new E. H. Little Library be located beside Chambers Building, the main classroom building on campus, so that the two structures would be closely inter-related in a new "academic center complex."

The trustee committee on buildings and grounds and the trustee executive committee met on campus Thursday (March 25) with representatives of the college staff, faculty and students, and with the architects, to consider the various site proposals. Their recommendation must be approved by the full board of trustees at their meeting on campus in May before it becomes final.

The site approved by the committees was also endorsed by a faculty-staff-student Library Planning Committee, by college officers, and by all related architects. The site is currently occupied by the David Ovens College Union.

Library architects Clark, Nexsen and Owen say they should have blueprints ready for bidding by contractors before June of 1972 once a site is approved. The new library would be ready for occupancy in the fall of 1974.

The College Union building would be razed before construction begins, and its activities would be dispersed about the campus and town during the construction. After the new library is occupied, union activities would be recentralized, possibly in the present Grey Library building.

The primary reason cited by all parties who recommended the site is its close proximity to Chambers and to other academic buildings on campus.

As one consultant expressed it, "I have a very strong feeling that the library should be in the very heart of the academic area and that student life should be focused in and around it. Here we could create an educational complex of a personal and intimate character which would lend itself to reading and study. Here the architects would be given freedom to design an informal building to meet present day demands of both students and faculty."

Estimated cost of the proposed 100,000-square-foot building is \$3.8 million, of which some \$1.8 million has not been raised. College officials say that a fund drive will be launched in September to secure the remaining funds as soon as possible.

NORTH CAROLINIANS ATTEND ALA's SCHOOL LIBRARY AUTOMATION TUTORIAL

F. D. Bluford Library of North Carolina Agricultural and Technical State University

Mrs. Lucille B. Smiley, Assistant Serials Librarian at the North Carolina Agricultural and Technical State University, has assumed charge as Associate Reference Librarian. A graduate of Stillman College with a Master's degree in Library Science from the University of Alabama, Mrs. Smiley had previously held the position of Librarian in the Public School System of Tuscaloosa, Alabama.

* * *

Mr. John T. Thomas, Assistant Catalog Librarian at North Carolina Agricultural and Technical State University, has assumed charge as Acting Head, Reference Department. Mr. Thomas has his B. A. from the University of Travancore (now University of Kerala), India; National Diploma in Commerce from the All India Council for Technical Education; LL. B. from the University of Bombay, India; A. C. I. S. from the Chartered Institute of Secretaries, England and M. L. S. from the University of Western Ontario, Canada. Before joining the profession of librarianship Mr. Thomas worked as accountant in Bombay, India and Canada.

North Carolinian's attending ALA's School Library Automation Tutorial in Atlanta, Georgia, February 25-26, 1971 included: Miss Cora Paul Bomar, Assistant Professor in Library Education, University of North Carolina at Greensboro; Mr. Mell Bushin, Assistant Professor, Department of Library Science, Appalachian State University; Dr. Doris Cox, Chairman and Professor, Department of Library Science, Appalachian State University; Mrs. Vergie F. Cox, Chief Consultant, Materials Evaluation, Department of Public Instruction; Mrs. Lois McGirt, Assistant Professor, Department of Library Science, Appalachian State University; Mrs. Pauline F. Myrick, Director of Educational Media, Moore County Schools, Carthage, North Carolina; Miss Jane Snyder, Librarian, Library Science Professional Library, Appalachian State University; Miss Hazel Stephenson, Librarian, School of Library Science, North Carolina Central University; and Mr. Herbert Ingle, Associate Librarian, Carrie Rich Memorial Library, Campbell College.

Some seventy-four persons associated with the library professional in one way or another attended the tutorial.

NCASL Scholarship Awarded

Mrs. Marjorie J. Whitaker, whose husband is Mr. James Douglas Whitaker, has been selected by the Awards & Scholarship Committee of the North Carolina Association of School Librarians as recipient of the N. C. A. S. L. scholarship for \$500.00. The award is to be used for educational improvement in the field of Library Science.

Mrs. Whitaker, a native of Franklin County, was educated in the Louisville public schools, received her B. S. Degree from North Carolina Central University in Durham, and is currently working towards her master's degree at N. C. C. U. where she will attend this summer. A member of the First Baptist Church of Enfield, she belongs to the Order of Eastern Star, and to the North Carolina Association of School Librarians, and is the mother of a baby son. She is employed by the Halifax County Board of Education as a school librarian.

SCHOOL OF LIBRARY SCIENCE SELECTS NEW DEAN University of North Carolina at Chapel Hill

Dr. Edward G. Holley, 43, Professor and Director of libraries at the University of Houston since 1962, has been named Professor and Dean of the School of Library Science at the University of North Carolina at Chapel Hill. He will assume his new post on January 1, 1972.

One of the nation's top librarians, Holley is president-elect of the Texas Library Association and a member of the state advisory board for the Library Systems Act. He has written and lectured extensively in the field of library science, and is the author of *Charles Evans*, *American Bibliographer*, and of numerous articles in the field of professional library administration.

During his tenure at Houston, Holley built the library to 600,000 volumes, double the number of books on hand before his arrival, making it one of the leading university libraries in the Southwest.

Holley received his B.A. from David Lipscomb College, and his M.A. from George Peabody College for Teachers, both of Nashville. He received his Ph.D. degree in library science from the University of Illinois, in 1961.

Prior to taking his position at the University of Houston, Holley served eight years at the University of Illinois, as librarian of the Education, Philosophy and Psychology library. From 1949 to 1951, he served as assistant librarian of David Lipscomb College.

In announcing his acceptance of the deanship of the School of Library Science at the University of North Carolina, Dr. Holley noted that he had been interested in the education of professional librarians for some time, and had given consideration to redirecting his energies in that direction.

"Therefore the invitation to become professor and dean of the School of Library Science at the University of North Carolina at Chapel Hill presents a new professional challenge of the highest order, and one which I accept with enthusiasm.

"I am aware of the tremendous development of the University of North Carolina and its leadership role in the South. To become a part of the University of North Carolina's efforts to strengthen and expand the programs of the School of Library Science should prove as rewarding in its own way as building the research library at the University of Houston.

"I look forward to my new assignment."

Holley is a member of the American Library Association, the Southwestern Library Association, the Texas Library Association, the Texas Gulf Coast Historical Association, and Beta Phi Mu, professional library society.

PRESIDENT'S MESSAGE

(Continued from Page 42)

We are undergoing a very important phase of our association year—the annual membership drive. We should like to encourage all librarians in the state to join your professional organization and to work to improve it. If it is not doing what you want, then you must be the ones to bring about change. We urge that you talk with your friends who are not members and encourage them to join, also. Nor is it too late to join the ALA!

Very important legislation is being considered both in the General Assembly and in Congress concerning continued support of libraries and education. Make your voices heard by writing to your state representatives and national Congressmen. Someone has said that only a few words are necessary, such as "Please support House Bill # ..." The

members of the Association should know of the work of the Executive Secretary, Evalyn Allen, with one committee in the state legislature. She has made library support and services visible in the halls of the State House!

I do not know about the rest of the state, but National Library Week had more impact in Watauga County than at any time previously. We congratulate Vera Melton, the state committee, and especially the local committees.

If you are planning to attend the ALA Convention in Dallas in June, perhaps we will see you there or even be able to get the North Carolina delegation together.

Best wishes for a happy summer, whether at work or on vacation.

Notable Children's Books of 1970

Notable Children's Books of 1970, selected each year by the Book Evaluation Committee of the Children's Services Division, American Library Association, aided by suggestions from school and children's librarians in 43 libraries, have been announced.

The 47 titles honored by inclusion in this year's list are notable for their honesty in dealing with their subject matter and for their authors' respect for the reader. The list is greatly enriched by numerous contributions from English and European writers and illustrators.

ADOLF, ARNOLD, comp: *Black out loud; an anthology of modern poems by Black Americans*, Drawings by Alvin Hollingsworth, Macmillan, \$4.95. A proud, candid, and vigorous collection representing the work of many young, unknown poets as well as of mature, recognized writers.

ADOFF, ARNOLD: *Malcom X*, Illus. by John Wilson, Crowell, \$3.75. For younger children, an introduction to the life of a black man who rose from poverty and crime to become a forceful, inspiring leader.

ALEXANDER, LLOYD: *The marvelous misadventures of Sebastian; grand extravaganza, including a performance by the entire cast of the Gallinaufry-Theatricus*, Dutton, \$5.95. An eighteenth-century court musician becomes the possessor of a magic violin in a fast-paced, comic, picaresque fantasy.

ANNO, MITSUMASA: *Topsy-turvies; pictures to stretch the imagination*, Walker-Weatherhill, \$3.50. Tiny elves, defying the laws of both gravity and perspective, tumble about the bright pages of a picture book without words, full of delightful visual tricks and puzzles.

BABBITT, NATALIE: *Kneeknock Rise*, Pictures by the author, Farrar, \$3.95. How people cherish their foolish illusions is shown in a gently satirical fable, told with freshness and artless clarity.

BERTOL, ROLAND: *Sundiata; the epic of the lion king*, retold, Illus. by Gregorio Prestopino, Crowell, \$3.95. In an important addition to African literature for children, the triumphant legend of Sundiata, ruler of old Mali, is told in graceful, cadenced prose.

BRENNER, BARBARA: *A snake-lover's diary*, Illus. with photos, Scott, \$4.25. Humorously written in the form of a boy's enthusiastic journal, the book presents a wealth of information for young herpetologists.

BURTON, HESTER: *Beyond the Weir Bridge*, Illus. by Victor G. Ambrus, Crowell, \$4.50. A thought-provoking, distinguished historical story of unshakable faith and political commitment—as well as of romantic love—featuring three young people in the strife-ridden period of England's Civil War.

- BYARS, BETSY. *The summer of the swans*, Illus. by Ted CoConis, Viking, \$3.95. A fourteen-year-old girl and her brain-damaged younger brother are the chief characters in a subtly told story dealing with the problems of the pain of adolescence and the tragedy of retardation.
- COOLIDGE, OLIVIA: *Come by here*, Illus. by Milton Johnson, Houghton, \$4.25. Superb characterization and a penetrating analysis of human situations distinguish the story of a tragically orphaned black child and her struggle for survival in the early years of the century.
- COOPER, SUSAN: *Dawn of fear*, Illus. by Margery Gill, Harcourt, \$4.95. In an uncommon war story, an English schoolboy is shattered by tragedy and a sudden awareness of adult hatred, violence, and fear.
- DEJONG, MEINDERT: *A horse came running*, Illus. by Paul Sagsoorian, Macmillan, \$4.95. Deeply felt experiences, rather than mere incidents, mark the story of a boy trying to cope with the devastation brought by a tornado to his parents, animals, and neighbors.
- DILLON, EILIS: *A herd of deer*, Illus. by Richard Kennedy, Funk, \$4.95. Story of a teenage boy and his adventures in tracking down a missing herd of deer, told with humor and a strong flavor of Irish village and countryside.
- EMRICH, DUNCAN, comp: *The nonsense book of riddles, rhymes, tongue twisters, puzzles and jokes from American folklore*, Illus. by Ib Ohlsson, Four Winds, \$6.50. An unusually attractive, extensive collection, delightfully illustrated, with impressive notes and bibliography.
- ENGDAHL, SYLVIA LOUISE: *Enchantress from the stars*, Drawings by Rodney Shackell, Atheneum, \$5.95. Three worlds at different levels of development represented in a rich work of science fiction that suggests some interesting philosophical questions for thoughtful young readers.
- FOSTER, LAURA LOUISE: *Keeping the plants you pick*, Illus. by the author, Crowell, \$4.95. An elegant, meticulously illustrated book describing various methods of preserving plants and flowers, along with suggestions for fashioning them into gift items and decorative arrangements.
- FUCHS, ERICH: *Journey to the moon*, Delacorte, \$4.50. Following a chronological summary of the Apollo 11 mission, a series of beautiful water color paintings conveys some of the wonder and excitement of the incredible achievement.
- GOBLE, PAUL AND GOBLE, DOROTHY: *Red Hawk's account of Custer's last battle: the Battle of Little Bighorn 25 June 1876*, Pantheon, \$4.50. A unique, handsome book in which a narrative of the famous battle, as witnessed by a fictitious Indian boy, shares the storytelling with brilliant, stylized pictures.
- GORODETZKY, DR. CHARLES W. AND CHRISTIAN, SAMUEL T.: *What you should know about drugs*, Harcourt, \$4.95. Color photographs illustrate a simple, clear, and forthright discussion of the characteristics and abuse of drugs, written by two specialists at the National Institute of Mental Health Addiction Research Center.

Best Books for Young Adults 1970

The annual list of books compiled by a committee of the Young Adult Services Division of the American Library Association consists of 34 titles of proven or potential interest to young adults. The books were selected on the basis of young adult appeal; they meet acceptable standards of literary merit and provide a variety of subjects for different reading tastes as well as a broad range of reading levels.

ANGELOU, MAYA: *I know Why the Caged Bird Sings*. Remarkable, poetic and very frank autobiography of a black girl who tells about growing up in Arkansas, St. Louis and San Francisco. For mature readers. Random, \$5.95.

BIRMINGHAM, JOHN: *Our Time is Now: Notes from the High School Underground*. In this stinging anthology, uncensored high school students speak out via their underground of injustices in the schools and in America, the home of the not-so-brave, and of changes needed now. Praeger, \$5.95. Bantam, \$.95.

BLUM, RALPH: *The Simultaneous Man*. American scientists literally replace a man's mind with the memories and personality of another in this chilling tale of U. S. and Russian intrigue. Little, Brown, \$5.95.

BOUTON, JIM: *Ball Four: My Life and Hard Times Throwing the Knuckleball in the Big Leagues*. Definitely not for hero worshippers, a lively, often funny but devastating account of the antics of baseball players, managers and coaches by former big leaguer, Bouton. World, \$6.95. Dell, \$1.25.

CHISHOLM, SHIRLEY: *Unbought and Unbossed*. The first black woman to be elected to the U. S. Congress, Shirley Chisholm won this unique distinction the hard way — against the odds of her race and sex, and by being "unbought and unbossed." Houghton, \$4.95.

BRENNER, JOSEPH H., COLES, ROBERT, M.D. and others: *Drugs and Youth: Medical, Psychiatric and Legal Facts*. The authors take the reader into the field and give clinical studies and young drug users equal time in an objective, informative report. Liveright, \$5.95.

COUSTEAU, JACQUES-YVES AND COUSTEAU, PHILLIPPE: *The Shark: Splendid Savage of the Sea*. The Cousteaus present a world of beauty and danger where the members of their expedition studied the shark and carried out research face to face with the most savage animal ever to inhabit the sea. Doubleday, \$7.95.

DORMAN, MICHAEL: *Under 21: A Young People's Guide to Legal Rights*. Legal advice for those under 21 is presented in a clear, straightforward manner on such subjects as dress, hair style, free speech, employment, driving, contracts, voting, criminal law, drug addiction and parental problems. Delacorte, \$4.50.

- DOWDEY, LONDON, comp.: *Journal to Freedom: A Casebook with Music*. From the Bible to the Beatles, materials gathered from poetry, plays, folk songs, and spirituals are combined in a joyous statement on the brotherhood of man and the celebration of life. Swallow. \$6.00; paper, \$2.00.
- DRIBBEN, JUDITH: *A Girl Called Judith Strick*. Judith Strick was 17 when the Nazis occupied Poland, and this is her story of how she lured Germans into partisan traps, spied for the Polish underground, bamboozled and charmed her German captors and survived three prisons, including Auschwitz. Cowles, \$6.95.
- EISEN, JONATHAN, ed.: *Altamont: Death of Innocence in the Woodstock Nation*. The Altamont Rock Festival, which was to be a West Coast Woodstock but instead became a disaster, is clearly and painfully examined in relation to its meaning to the future of the counter-culture. Avon, \$1.25.
- FALL, THOMAS: *The Ordeal of Running Standing*. Running Standing, a Kiowa, and his girl-wife, Crosses-the-River, marry for love but part—she to help her people, he to search for success in the white man's world, a choice which inevitably leads to his betrayal and death. McCall, \$6.95.
- FINNEY, JACK: *Time and Again*; As part of a top-secret government project, Simon Morley steps out of the 20th century to take up residence in the New York of 1882, where he becomes involved in blackmail and romance. Simon & Schuster, \$7.95.
- GAYLIN, WILLARD, M.D.: *In the Service of Their Country: War Resisters in Prison*. Six imprisoned war resisters tell their stories in compelling case histories recorded by Dr. Gaylin, a psychiatrist. Viking, \$6.95. G & D, \$1.95.
- GORO, HERB: *The Block*. The struggle for survival by young blacks in a decaying Bronx neighborhood is told in pictures and text to show the underlying pride and hope of people trapped in a hopeless situation. Random, \$10.00; paper, \$3.95.
- GREENBERG, JOANNE: *In This Sign*. The isolation and the often frenzied rage of the deaf in trying to cope in a hearing world are vividly portrayed in this story of Abel and Janice Ryder and their hearing daughter, Margaret. Holt, \$5.95.
- GREGORY, SUSAN: *Hey, White Girl!* Susan Gregory attends a black ghetto high school in her senior year and becomes much more than another "whitey" in this rare and honest book. Norton, \$4.95. Lancer, \$.95.
- HAMMER, RICHARD: *One Morning in the War: The Tragedy at Son My*. Without attempting to condemn or excuse, the author presents a carefully researched documentation of the 1968 Son My massacre and tries to understand why Americans sent to protect the Vietnamese, should end up by slaughtering them. Coward-McCann., \$5.95; paper, \$3.95.

Notable Books of 1970

A jury of librarians has selected thirty books of broad appeal for adult readers for the 1970 Notable Books List.

The twelve-member Notable Books Council, a standing committee of ALA's Adult Services Division, is responsible for the list, aided and advised by the professional staffs of twenty-four participating libraries.

ANGELOU, MAYA: *I Know Why the Caged Bird Sings*. Random

ARLEN, MALACHI: *Exiles*. Farrar, Straus & Giroux.

BARTHELME, DONALD: *City Life*. Farrar, Straus & Giroux.

BELLOW, SAUL: *Mr. Sammler's Planet*. Viking.

BOWEN, CATHERINE DRINKER: *Family Portrait*. Atlantic-Little Brown.

BUECHNER, THOMAS S.: *Norman Rockwell, Artist and Illustrator*. Abrams.

BURNS, JAMES MACGREGOR: *Roosevelt: The Soldier of Freedom*. Harcourt
Brace Jovanovich.

CLARK, RAMSEY: *Crime In America: Observations On Its Nature, Causes,
Prevention and Control*. Simon & Schuster.

DANIELS, JONATHAN: *Ordeal of Ambition: Jefferson, Hamilton, Burr*. Doubleday.

DICKEY, JAMES: *Deliverance*. Houghton Mifflin.

DIDION, JOAN: *Play It As It Lays*. Farrar, Strauss & Giroux.

GAYLIN, WILLARD: *In the Service of Their Country: War Resisters In
Prison*. Viking.

HERSH, SEYMOUR M.: *My Lai 4: A Report On the Massacre and Its After-
math*. Random.

HUXTABLE, ADA LOUISE: *Will They Ever Finish Bruckner Boulevard?* Mac-
millan.

MANDELSTAM, NADEZHDA: *Hope Against Hope: A Memoir*. Atheneum.

MARTIN, MALACHI: *The Encounter*. Farrar, Straus & Giroux.

MARQUEZ, GABRIEL GARCIA: *One Hundred Years of Solitude*. Harper & Row.

MEHTA, VED: *Portrait of India*. Farrar, Straus & Giroux.

MERIWETHER, LOUISE: *Daddy Was A Number Runner*. Prentice-Hall.

MILFORD, NANCY: *Zelda: A Biography*. Harper & Row.

MILLETT, KATE: *Sexual Politics*. Doubleday.

OSTROW, JOANNA: . . . *In the Highlands Since Time Immemorial*. Knopf.

SILBERMAN, CHARLES E.: *Crisis In the Classroom: The Remaking of Ameri-
can Education*. Random.

Soledad Brother: The Prison Letters of George Jackson. Coward-McCann.

SPEER, ALBERT: *Inside the Third Reich: Memoirs*. Macmillan.

STEEGMULLER, FRANCIS: *Cocteau: A Biography*. Atlantic-Little Brown.

TERKEL, STUDS: *Hard Times: An Oral History of the Great Depression*.
Pantheon.

WIESEL, ELIE: *A Beggar In Jerusalem*. Random.

WELTY, EUDORA: *Losing Battles*. Random.

WEST, PAUL: *Words For A Deaf Daughter*. Harper & Row.

AMERICAN LIBRARY ASSOCIATION



"SCHOOL LIBRARIANS, library educators and the entire library profession will gain new insight and direction from these experimental programs," commented David H. Clift, Executive Director of the American Library Association, as he announced the six institutions of higher education named to receive grant awards from the School Library Manpower Project, funded by the Knapp Foundation of North Carolina, Inc. and administered by the American Association of School Librarians.

Selected by the Project's Advisory Committee to receive the two year grant awards are: Arizona State University, Tempe, Arizona; Auburn University, Auburn, Alabama; Mankato State College, Mankato, Minnesota; Millersville State College, Millersville, Pennsylvania; University of Denver, Denver, Colorado; and the University of Michigan, Ann Arbor, Michigan.

Each selected institution will receive \$100,000 over a two-year period to develop, implement and evaluate new curriculum design and innovative approaches for the education of school library media personnel. The selected programs, administered by guidelines approved by the Advisory Committee, will begin some phase of operation by September, 1971 and will end at the Project's conclusion in August, 1973. New approaches for recruitment and scholarship development will also be incorporated within the experimental programs. In addition to the grant awards, each institution will be provided with a \$2,000 planning grant to support staff development activities prior to implementing the proposed program of study.

The School Library Manpower Project, developed in two distinct phases, is a five-year study of task analysis, education and utilization of school library media personnel. During the two-year period of Phase I, the Project focused on a task analysis survey, conducted by the Research Division of the National Education Association. The results of this national survey, *School Library Personnel: Task Analysis Survey*, were published in October, 1969, by the American Library Association. Further analysis of this report by special study committees appointed by the Project's Advisory Committee resulted in new definitions for school library media personnel. Position definitions for the School Library Media Specialist, Head of the School Library Media Center, District School Library Media Director and School Library Media Technician are included in *Occupational Definitions for School Library Media Personnel* recently published by the ALA.

In Phase II, the first three definitions will be utilized by the selected institutions as a position target for three experimental programs.

The position focus, level of training and names of the program directors for each experimental program are as follows:

1. ARIZONA STATE UNIVERSITY—Department of Library Science, College of Education, School Library Media Specialist, Head of School Library Media Center, Undergraduate and graduate level, Dr. Vernon S. Gerlach, Program Director
2. AUBURN UNIVERSITY — Department of Educational Media, School of Education, School Library Media Specialist, Graduate level, Dr. William E. Hug, Program Director
3. MANKATO STATE COLLEGE—Department of Library Science, School Library Media Specialist, Head of the School Library Media Center, Graduate level, Dr. Frank R. Birmingham, Program Director
4. MILLERSVILLE STATE COLLEGE—Department of Educational Media, Division of Education, School Library Media Specialist, Undergraduate level, Joseph E. Blake, Program Director
5. UNIVERSITY OF DENVER—Graduate School of Librarianship, District School Library Media Director, Graduate level, sixth year program, Lucille Hatch and Dr. Chow Loy Tom, Program Co-Directors
6. UNIVERSITY OF MICHIGAN—School of Library Science, School Library Media Specialist, Graduate level, Dr. Helen D. Lloyd, Program Director

The School Library Manpower Project, funded for \$1,163,718 is the second study within the American Association of School Librarians to be funded by the Knapp Foundation of North Carolina, Inc.

The Project Director, Robert N. Case, and Associate Director, Mrs. Anna Mary Lowrey, administer the program from the Chicago headquarters of the American Library Association. The Project's nine member Advisory Committee includes representatives from the American Association of School Librarians, the Library Education Division and the Library Administration Division of the American Library Association. Leslie H. Janke, Chairman, Department of Librarianship, San Jose State College, California, is the chairman of the Advisory Committee.

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■ The Children's Services Division of the American Library Association announces that Mary Orvig, Director of the Swedish Institute for Children's Books, will be the speaker for the Third Annual Arbuthnot Lecture in April, 1972. The lecture, established by Scott, Foresman and Company, honors the late May Hill Arbuthnot, an authority on children's literature.

Mrs. Orvig, who received her training as a librarian in the United States, is the compiler of a Swedish index of fairy tales and co-author of two Swedish texts on children's books: *Children and Books* and *Children's Literature in Sweden*. She has taken many exhibits on tour throughout Europe and has served as advisor to the International Youth Library in Munich.

THE CAROLINA INN of Pinehurst, North Carolina, was the site for the Workshop on Library Education for North Carolina held February 13 and 14, 1971. Sponsored by The North Carolina Library Association, North Carolina Board of Higher Education, North Carolina Department of Community Colleges, North Carolina Department of Public Instruction, North Carolina Association of Education, North Carolina State Library, and the North Carolina Chapter of the Special Libraries Association; the conference was planned by the *Committee on Education for Librarianship of the North Carolina Library Association. In attendance were representatives of the personnel of different kinds of libraries in the State, library educators, administrators, and library education consultants from the American Library Association and Columbia University's School of Library Service.

The purpose of the workshop was to bring together practicing librarians and library educators to give them an opportunity to discuss their mutual problems in regard to library education in North Carolina. The various levels of programs (technician, undergraduate, graduate and post-graduate) were considered for all types of libraries. Participants were charged with the responsibility for identifying: (1) the roles for which library education is responsible for preparing personnel, (2) the areas of competencies essential for such personnel, (3) the types of programs needed and the articulation of these programs, (4) the major components of each or all of these, and (5) identifying and/or clarifying major problems and promising trends. In addition groups were to

Proceedings From **WORKSHOP** On **LIBRARY EDUCATION** For N. C.

PRESENT STATUS AND FUTURE DEVELOPMENT

FEBRUARY 13-14, '71

Edited By

MELL BUSBIN

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Department of Library Science
Appalachian State University*

formulate proposals and suggest recommendations for action in planning for library education in North Carolina.

*Members of this committee include: Miss Helen Hogan, Chairman, Librarian, University of North Carolina at Wilmington; Dr. Doris Cox, Chairman, Department of Library Science, Appalachian State University, Boone; Mrs. Ophelia Irving, General Reference Services Librarian, North Carolina State Library, Raleigh; Mrs. Louise Plybon, Librarian, Eastover School, Charlotte; Mr. James Carruth, Director, Division of Educational Media, Department of Public Instruction, Raleigh; Dr. Budd Gambee, Associate Professor, School of Library Science, University of North Carolina, Chapel Hill; Miss Eunice Query, ex officio, President, North Carolina Library Association.

PROGRAM

FRIDAY, FEBRUARY 12

8:00 p.m. **PLANNING SESSION** with Consultants, Group Discussion Leaders, and Recorders.

SATURDAY, FEBRUARY 13

8:30 to

10:00 a.m. **REGISTRATION**

10:00 a.m. **OPENING SESSION**

Presiding: Miss Eunice Query, *President, North Carolina Library Association.*

Welcome

Introductions

Topic: "Identification of the characteristics and nature of the services needed for today and tomorrow in the various types of libraries and the kinds and qualifications of personnel needed to meet the challenges."

Speakers: College and University Libraries—Dr. Jerrold Orne, *Librarian, University of North Carolina Library, Chapel Hill.*

Community Colleges and Technical Institutes—Mrs. Mildred Councill, *Director, Learning Resource Center, Wayne Community College, Goldsboro.*

Public Libraries—Miss Elaine von Oesen, *Assistant State Librarian, North Carolina State Library, Raleigh.*

School Libraries—Miss Barbara Glasscock, *Librarian, Winterfield Elementary School, Charlotte.*

Special Libraries—Mr. William C. Lowe, *Director, Technical Information Center, D. H. Hill Library, North Carolina State University, Raleigh.*

Topic: "The present status of and projected plans for library education programs in North Carolina."

Speaker: Dr. Gene Lanier, *Chairman, Department of Library Science, East Carolina University, Greenville.*

2:00 to

4:30 p.m.

AFTERNOON SESSION

Group Discussions

Topic: "What are the needs for Library education in North Carolina on various levels for all types of libraries?"

Discussion Leaders:

Library Educators:

Dr. Annette Phinazee, *Dean, School of Library Science, North Carolina Central University,*
Mrs. S. Elizabeth Rucker, *Director, Department of Library Service, Western Carolina University,*
Mr. Kenneth D. Shearer, Jr., *Assistant Professor, School of Library Science, University of North Carolina, Chapel Hill.*

Practicing Librarians:

Dr. Al Corum, *Dean of Learning Resources, Appalachian State University, Boone.*
Miss Charlesanna Fox, *Librarian, Randolph Public Library, Asheboro.*
Miss Mae S. Tucker, *Public Services Librarian, Public Library of Charlotte and Mecklenburg County, Charlotte.*

Recorders:

Miss Rebecca Ballentine, *Librarian, Institute of Government, University of North Carolina,*
Mrs. Ila T. Justice, *Associate Professor, Department of Library Science, Appalachian State University, Boone.*
Mrs. Mary Elliott Willis, *Librarian, Claremont Central High School, Hickory.*

Consultants:

Dr. Lester E. Asheim, *Director, Office of Library Education, American Library Association,*
Dr. Richard L. Darling, *Dean, School of Library Service, Columbia University, New York.*

7:00 p.m.

DINNER—"Exchanges of Information Tables"

Presiding: Dr. Doris Cox, *Chairman, Department of Library Science, Appalachian State University, Boone.*

Informal Discussions with Consultants on "Current trends in library education."

8:30 p.m. Group discussion meetings to finalize reports.

SUNDAY, FEBRUARY 14

9:30 to

MORNING SESSION

11:30 a.m. Presiding: Mrs. Louise Plybon, *Librarian, Eastover School, Charlotte.*

Reports from Group Discussion Meetings — The Recorders.

General Discussion.

Summary and Conclusions—Dr. Lester E. Asheim
Dr. Richard L. Darling

COLLEGE AND UNIVERSITY LIBRARIES

Dr. Jerrold Orne
Librarian
University of N. C. Library
Chapel Hill

I would be very brash if I posed as an expert in this field, and particularly in the presence of one of my most esteemed colleagues in this field, Les Ashheim, for whom I have an enormous respect. But I will say a few things about a couple of recent happenings in the university field. (I have cut my own throat because in the Winter 1970 issue of *Southeastern Librarian* there is an excellent paper by Ed Holley on the very subject I am supposed to talk about, and he has done a very good job of covering the subject I have been assigned to cover

THE TOPIC ASSIGNED to the following five persons was:
Identification of the Characteristics and Nature of the Services Needed for Today and Tomorrow and the Kinds and Qualifications of Personnel Needed to Meet the Challenges.
Each of the five practicing librarians reacted to the topic in relation to his particular type of library, each type of which is indicated by the heading of the paper.

today.) I am tipped to them by a discussion I was in about a month ago in New Jersey at Rutgers University with Ralph Blassingame and a team they have there who have been looking at something they call the *style of management* in large libraries. They have had a research project under the Office of Education in this area going on for some time, and they are getting ready to get out a final report. The preliminary report was exposed for review to a few people to discuss.

In the report were one or two points I think might interest you. They went to a number of large institutions and asked the staff of those institutions and the faculty what the library did for them. The results are quite interesting. They told me something, and they may tell you something. They talked to the faculty. And if you want to know how the faculty look at librarians, if you really want to know what kind of librarians to make, if you want to know how the public reads them and some of what the researchers discovered, the preliminary report sounds very interesting.

The faculty, it says here, evaluate library resources primarily on the basis of material resources rather than on personal services. They attach most

importance to the acquisition of materials in their specialty, one; two, periodical collections and; three, book collections. Most important, the three items are all materials and not people, not librarians. They did not report in the same sense on the student reaction, but I think you could take this same result and reduce it and you would come out with about the same thing and a worse state. Students also do not get very much from the personal help.

This research was in university libraries, and I think, speaking for college and university libraries, I should modify that. The college library is quite another creature, and I know that. I have had one and I know how it works.

The second discussion had to do with the manpower shortage, manpower crisis, and it says the manpower shortage does not exist. However, it says the manpower shortage may be approaching if universities change or redirect their priorities. That is, one, if they reduce the size of scope of their operations. The report also says they cannot change the complexion of their staffs or the character of their staffs because of the low levels of mobility.

And finally, the report states that library education continues to produce students trained in traditional methods and procedures. It is concerning this last point that I have a few more comments to make. Here I go back to the time when I really became a librarian. I was at the University of Chicago and Louis R. Wilson was the dean of the Graduate Library School. At that time I was not in the Library School. I was training in a subject field and he was aware of my being there and got at me and really brought me into the library field, or brought me back to it. I had been working in it for a number of years without certification. He talked to me about what they were doing at the Graduate Library School. Dean Wilson was one of the first people who really became aware and promulgated the idea that the library school should be more than library methods, that it should be aligned closely with the social sciences, and he put his students out to the field. When I finally went to library school with his insistence and took the first year in my home state in Minnesota and came back to Chicago's Graduate Library School for the summer session I did some things he told me to do. One thing he told me, for example, was that when I went to the Library School at Minnesota I must take a course in statistics. That really rocked me because what could I do with a course in statistics. Furthermore, I do not know what 2x means. But I did it and I brought that back with me, and then he said when I came back to Chicago I would go into some of the other fields. I had had an undergraduate major in sociology. That was not too bad, but he wanted me to learn something about education since I was going to be in an educational institution probably. So I took a course in university administration in the School of Education. And I have been ever grateful to him for that because it was one of

the most productive courses I ever took. It taught me more than I needed to know and prepared me for what I do better than almost any course I took in the library school. It was a library school allied course and he had students from the Graduate Library School all over the University. Library school students were in psychology, social psychology, social work, business administration; and all of those are needed.

I am not suggesting that the library school should amplify its curriculum. It already has about four times as many courses as any man or any woman can take. What I am suggesting is that the place to start is not in the library school, but in the records of the people who come to the library school. I am suggesting that people come into library work often unprepared because in library school they did not get some of the things that were lacking in their college work or in their way of life, and that these are the important things that make life tough for us in colleges and universities. We have a very easy time in the university, and I think in college libraries as well, at the top level. Everybody can be an administrator and everybody wants to be an administrator. We have reached a point in time when there is no lack of candidates for beginning jobs, particularly if you are in an appealing place for them to go. But the people in the middle are not there. That is where the great hole is, and the people in the middle are not there because the majority of the students that go into the library school have too narrow a range. They, and I can speak of my own staff, a great many of them, have no concept, no understanding of what the university is, how it runs, what it takes to run it, no concept of educational administration in general.

Many of the people who are in library work or who came into library work come in with limited experience or training in social interaction. This deficiency can be overcome by college courses in psychology, sociology, and social interaction, which are extremely important. I have not spoken about the need for people to come into the field with mathematics or computer understanding because while I agree that it is necessary to have this kind of understanding, I think that the kind, the level that is required, for a typical librarian is very modest and can be hired and anything beyond that can be and should be hired. It is a very complex kind of learning and takes full time attention if it is going to be done right. The relationships between the one and the other can be very readily acquired in a very short time and the understanding of how belongs with someone else.

Though I am a little bit away from what most of you might be thinking, or most of you are being pressed for, as far as the college and university libraries are concerned our gaps are mainly in the kind of background and understanding that people have, personal qualifications and personal capacities, an understanding that I do not think you can very much build into a library school program unless you build it outside of the library school. The library school has all it can do to give a student a basic collection of methods, and that is, I think, as far as it should go. Now, I have not answered any questions, I know; I have only raised a lot of problems, but if you will read Dr. Holley you will get just about everything I have not said on my topic.

Community Colleges And Technical Institutes

Mrs. Mildred Council, *Director,
Learning Resource Center
Wayne Community College, Goldsboro*

My assignment is to identify the characteristics and nature of services needed in the community colleges and technical institutes for today and tomorrow and the kinds and qualifications of personnel needed to provide the services.

I have had ten years experience in a private junior college, and I began work in a technical institute four years ago. It changed its status to a comprehensive community college soon afterwards. I have seen changes take place, many of them in areas that I felt a need for more training such as the new media and automation. I read as much as possible, attended conferences and workshops in order to keep up, but all the time I felt that there was a need for a different kind of training in the library field today, possibly more need than in any other area in education, for it seemed that more change was and is taking place here.

In the types of institutions that I am discussing, the traditional library in many cases has become a learning resource center which contains the library area, media area, directed studies area, graphics area, language lab and anything else that supports a curriculum of the 1970's in a comprehensive community college or a technical institute. The director of this kind of operation needs to know the workings of each area even though he is serving as an overall administrator and is not doing the actual day to day work in every area. He can administer the program much better if he knows enough to have communication with the person directly in charge of a given area. This calls to mind a philosophy that my mother had when she was teaching me how to cook, for she said, "Daughter, you may have someone to do this for you in the years to come but you can supervise and direct much better if you know how yourself." This can certainly be a philosophy that is needed in educating people to administer a program in learning resource centers today.

The librarian or director should understand and be committed to the philosophy of an open door, community oriented institution that offers a variety of types and levels of programs to meet the needs of a diversified student population, both young and old. To do this the staff must be carefully chosen so that they can take care of the varying needs which call for integration of the printed and non-printed materials, or in the words of Dr. Louis Shores—the "generic book."

The director should be familiar with budgeting procedures, and much attention should be given to the business angle of library operations. He should be knowledgeable about planning and utilizing facilities.

We must not discard the old just for something new, for the librarian still needs the knowledge and skills that have been traditionally taught, which include book selection, bibliography and reference services, acquisitions, cataloging, classification, circulation and physical care of books. These may not need to be taught in the same depth as has been done in the past, but taught in a way that room can be made for the new technology.

Some areas that need to be taken into consideration are: more familiarity with new learning theory and curriculum planning; more understanding of the preparation of audiovisual material, use of equipment, and the automation of library processes; an awareness of the new approaches to teaching so the center can best serve as part of the teaching/learning team and; more concern and adeptness in the provision of services to students enrolled in the occupational and technical programs.

The services to students in the vocational and technical areas need special attention, for many of them do not know how to use a library. There is not a great wealth of material in their field and much of it is too difficult for them to comprehend. Concerned professors and librarians working together can help remedy this with the use of sound-on-slide projectors, transparencies, and charts. The difficult material can be made understandable and a program mapped out so the student can hear a lecture in his professor's own voice, see illustrations and slides. If he does not understand it the first time, he can see and hear it many times until he has conquered the subject. To do this the librarian must know how to use all the new technology available, and this must be part of the library school education he receives today. His philosophy must be developed toward an intense desire to instruct, not just check out material. To get the job done he must be a teacher in the true sense of the word, no matter what area he is working in. He must always keep in mind the importance of working with the faculty members as they make assignments that will send the students to the library and must do everything possible to do away with any barriers that will hinder team work between faculty and librarian.

The directed studies area is for all students, not just the adults who are completing their high school work by the use of programmed materials and proper guidance, but it is also used as another means of helping any student with any part of any subject that he is having difficulty. The personnel in this area are most vital and should be very much in the picture when plans are made for training the staff for a learning resource center concept.

The word community is most important in the kind of college I am talking about, and the staff of the center must be atune to the multiple courses taught at night as well as during the day for adults. Continuing education for these people must be the concern of the director and due consideration be given to obtaining materials to support any and all courses offered for them.

I have been talking about the professional staff for the kind of center in this kind of college. But to do the job that needs to be done we need a supporting staff, not professionals, but technicians, and as I understand it, last summer at Rutgers University they came up with a name that I think will satisfy the audiovisualists and the librarians—*library media technician*. I feel this is another means we are going to have to use to get the job done if we are going to have the kind of programs that I have thus far outlined.

I could go on and on, but I think you can see that if the librarian or director is to be a "change agent," there will have to be some changes in library education, and I feel that the time is ripe for the library schools to consider these needs as they make plans for the future.

Public Libraries

Miss Elaine von Oesen
Assistant State Librarian
N. C. State Library

The future of the public library depends on its relevance to the needs of people. Its scope must stretch from the ghetto community to the industrial complex. "Today's libraries, as with any institution—be it business, government, religious or social—must relate to the needs of the population, the 'customers' who pay for it and use it, or they are doomed to death."¹ We need to focus on the needs of the consumer for determining what products and services are needed. "Libraries should be rich in total experiences, involvement, excitement, happenings, relevance, understanding, escape."²

Because of the variance in types of public library services, I see a multiplying number of service outlets as close to the people each serves as possible. The shopping center branch, with its small ready-reference area, browsing collection and popular periodicals is a proven success. Store fronts and mobile take-the-library-to-the-people units in low income areas need innovative and unconventional services. Small towns as well as cities need a library accessible to residents. Growing cooperation of public libraries with school systems is essential if children are to have pleasant and successful experiences with libraries.

Service to people—at whatever age, economic and educational level they are—is the objective of public library service. Therefore, there must be many and varied service centers to be where the action or the need is. These service centers: units, branches, sub-branches, or whatever they are called will be as different from each other as are the areas they serve—especially in dense population areas where the income level, and educational level of those using each center are likely to be nearly the same. In less densely populated areas, small towns, the single library will have to be stocked and staffed for a greater variety of potential users. These are the library's retail outlets, the grassroots contact with the community. They generally should be staffed with people who like people—and books, with people who are willing to spend many off hours reading so they can recommend good books, with people who take part in community activities and are ready to see where the library can be relevant and advertised. I wish each of these library service outlets could have at least one certified professional librarian on duty. Failing that (because of finance and supply) I would have a college graduate: preferably with a general liberal arts background. Sometimes in low income areas—whether served through a branch or a mobile—I would look for sociology and psychology backgrounds; but always I would look for the person who thinks ideas are exciting, in print, on film, or in pictures, and who wants to share them with children, young people and adults. *The attitude of the professional, or preprofessional, in these grassroots libraries is almost as important as their educational achievement.* For clerks, circulation assistants, pages, select enthusiastic young people who have some potential for recruiting! This is where we will enlist the successful librarians of tomorrow.

¹Professor Morris E. Massey (University of Colorado) Detroit ALTA meeting.
²Ibid

Connecting up all these grassroots service centers or branches should be a headquarters, or main library which will supply, supplement and administer them. This area library, be it city, county, or region, will provide in depth reference service to individuals, business, government, and all serious users. It will serve most of the serious needs of the area, supplemented by direct communication access to the State Library and the North Carolina Interlibrary Network including all types of libraries. This area library will need a reference staff of graduate librarians similar to those needed by the academic library. Their academic backgrounds should vary in subject strengths. The area library will also need a staff of specialists in work with children, young people and adults; with the disadvantaged; with audio-visual media; to advise, correlate and coordinate services around the system. In many ways this area headquarters, or central library, will most resemble the public library we have had in larger cities throughout this century. However, it will also need to provide the leadership in new services not given previously.

Acquisition, cataloging, classification, inventory control, and other aspects of the technical services which must go on behind the scenes in any library are in the midst of change. Hopefully, one day very soon a title will be cataloged one time and the classification number, subject headings, and description will be accepted throughout the land. Given the international book number all relevant information for a book catalog, a book order, a circulation system—or what have you—can be computerized once and for all. I think custom cataloging for a given library will soon be a thing of the past. Book catalogs, so ardently desired by many of our public library directors, will only be economically feasible if a standard entry for each title is available. I see a constant decrease in the proportion of professional to clerical personnel in this area of public library systems. This is the only place where library technicians might be used—to check bibliographies, check or file in catalogs or shelf-lists, and perform other library routines. But this work does not require two years of education beyond high school. The selection of materials is done by teamwork between service centers and specialists at headquarters.

What about the administrators of today and tomorrow's public libraries? Should he or she be a librarian at all or simply a business-type executive? I think the library director should be a librarian before he becomes an administrator. Experience in a service position should precede supervision. An optimum ladder would be from service desk to department head to director. The would-be executive should have both experience in library service and courses in administration, personnel management, budgeting, etc.

In North Carolina we are moving toward larger administrative units. As each library system becomes more complex, the administrator will have to be more knowledgeable about business administration, local government organization and finance. He will employ specialists both in and out of the library field.

Department heads and supervisors will require knowledges and skills to motivate, train and evaluate both professional and clerical staff. They will have to be creative and innovative and encourage these traits in staff members they supervise.

What I have tried to convey is that the public library will be a chameleon. It will change from decade to decade, year to year, even day to day, to fit the changing world it serves. Therefore, the librarians needed to staff it should be flexible too. They need to be alert, intelligent, enthusiastic and inquiring. They should begin with a good general AB degree and have some basic courses in library science. After some experience, an internship perhaps, they should be able to continue their education with advanced courses in library science, literature, psychology, business administration, political science, economics, computer science or whatever is needed to prepare them for the specialties they choose.

School Libraries

Miss Barbara Glasscock
Librarian

Winterfield Elementary School, Charlotte

In speaking of a school library media center, I am referring to an agency where there is consolidation of materials and services. One could quote the commercial to say, "We're putting it all together," and indeed within the school library field there is a greater emphasis on unifying media. Although there will be some differences from school to school, the following are some general areas of responsibility that we all have in common.

Our primary duty is to select and acquire print and non-print materials for both the curriculum related and recreational needs of students. Following the acquisition of materials, we must then organize them for their most effective usage. Perhaps the biggest area of responsibility for school media specialists is that of directing the use of materials. This involves extensive planning with teachers, providing guidance to students in the use of materials and either instructing or directing the instruction in the use of the media center. The media specialist must also be responsible for evaluation. There must be constant evaluations of the materials themselves and also an evaluation of the use of the materials.

In determining the qualifications of personnel in the school library media center, we could compile quite a lengthy list of desirable qualities and competencies. Foremost among these would be the personal qualifications of leadership ability, adaptability and diplomacy. Technical competencies for the job could be divided into selection and acquisition skills, organization skills and direction skills.

It is essential that a media specialist be knowledgeable of the total school program, be aware of the objectives of the school, and be familiar with the curriculum and teaching methods. It is important to keep up to date with changes in the curriculum and teaching techniques in order to make wise selections. School organizational patterns may change as non-graded or cluster groups are used.

Some further requirements are that media specialists have an understanding of the needs of the children served by the school, be knowledgeable about materials and how to evaluate them, have the ability to budget and manage

funds, have the ability to evaluate the needs within the school and have the ability to establish priorities for purchasing materials considering their quality and availability.

The ability to organize materials so that they are easy to find and use is an essential requirement for media specialists. It also helps if you can be creative in designing, adapting and "inventing" systems and facilities. Very few centers have proper storage facilities for all the new media and it is often a challenge to improvise. By experimenting with procedures and evaluating the results, improvements can be made in the services offered by the center.

In the area of direction of the use of the media center, there are many desirable qualifications. Foremost is the ability to provide overall guidance to students and teachers. Teachers need guidance if they are to realize the great instructional potential of the media center in providing for the greatest growth of the individual child. If students are to become skillful in using the media center, the specialist must develop and implement a program of instruction in the use of all media. The specialist should also have vision and creativeness in planning for future developments. The implications of the trend to more individualized programs of instruction using a multi-media approach should be studied.

Let's turn our attention now to some of the current pressures that are being experienced by school media center personnel. In most media centers in North Carolina, there is only one person on the staff and this person tries to be all things to all people. There is an urgent need to push for the adoption of the new *Standards for School Media Programs* especially with regard to personnel recommendations. The work load increases each year as services expand and we are called on by local supervisors or administrative staff to distribute or coordinate materials within the school. Granted that due to our contact with all faculty and staff, we are the logical person for this task, but it only adds to our responsibilities.

There is also a need to clarify our position within the school and the profession. Within the school we are equal in position with a classroom teacher; yet we are involved in more of an administrative type role and our leadership should be recognized by the faculty. This position might be better established through an extended term of employment and by exercising initiative in identifying needs within the school based on an objective viewpoint. In the new ALA personnel policy, most of us in the school field are in the category designated as supportive and indeed we are the support of the school media program! One definable trend for the future is the increased involvement of the media specialist in school administrative decisions, especially as they relate to expenditure of funds. If we are to be truly qualified for this additional responsibility, we must be better educated. Through this additional education we can also achieve professional status within the ranks.

As we recognize our need for continuing education, we also realize that such education should be relevant to our particular field. Graduate programs that prepare for greater proficiency in cataloging or other specialized areas aren't practical for us. Courses that provide a general knowledge of all phases of education and media are needed. Until there are technicians in the schools,

we even need to know something about the operation and maintenance of equipment.

If library education agencies were more flexible in their course requirements and allowed for more individualized study, there would be more meaningful professional growth for school media personnel. If the term of employment for media specialists is extended, there will be a greater need for flexibility in scheduling courses for summer sessions. Some attention should also be given to providing more financial support for graduate candidates.

In-service workshops can offer an excellent opportunity for professional growth. Some local administrative units are currently planning and directing workshops which offer certificate renewal credit. Library education agencies would be better qualified to direct these programs and could offer graduate credit for them.

Teaching methods and school organizational patterns may change drastically in the future, but the importance of having a well qualified media specialist in the school will not diminish. I don't think we will be replaced by computers, but I hope that computers can learn to help us—somebody has to!

Special Libraries

Mr. William C. Lowe *Director*
Technical Information Center

N. C. State University, D. H. Hill Library

Library education has been a subject of great interest and concern to special librarians ever since the founding of the Special Libraries Association more than fifty years ago. Therefore, I am personally very pleased that our North Carolina Chapter of SLA was asked to co-sponsor and participate in this workshop on library education for us here in North Carolina. I talked to a number of our members, and they, along with me, view this workshop as an important step in developing new directions for library education in our state. We hope this conference will direct our thinking toward new and improved educational programs that will enable us to become more effective as librarians in providing the information services needed to meet the complex needs of the organizations we serve.

The decade of the 1970's, I believe, will bring many changes to special libraries. This morning I will mention some of the major changes and relate them to the potential growth of special libraries in North Carolina. Finally, I will comment on the educational programs I believe necessary to provide the kinds of qualifications that will be required of special librarians to meet the challenges. First, however, I'd like to give you a picture of special libraries and librarians of North Carolina today.

We have at present in our North Carolina Chapter of SLA forty-five members. Twenty of these are in academic libraries, fourteen are in business and industrial libraries, and the remainder are in private, non-profit institutions, government, public libraries or are retired. There are thirty three libraries which are represented by the membership. I think it is important to note that of the forty five members, perhaps only thirty could by the usual definition

of a special librarian be classified as one, those who are actively engaged in providing library and informational services to support the specialized mission or the subject interests of a carefully defined user group. Our other members include those who are employed in other types of libraries or library related occupations such as library education. The organizations which are served by our special librarians represent a wide variety of subject interests. They include medical and law schools, tobacco, paper, textile, pharmaceutical, utility, publishing companies, the armed forces, state and federal agencies and private educational foundations. With few exceptions these libraries are small; perhaps they have one or two professional staff members. Geographically most are concentrated in the central piedmont region of North Carolina and secondly in the Charlotte area. While our membership includes most special librarians in the state, there are other persons who operate special libraries who are not members of the association and are not included in the above totals; however, I do not believe that number would exceed more than half a dozen.

The growth of special libraries and the demand for special librarians in North Carolina over the next decade and the skills and knowledge that will be required of them will be effected by several technological and economical factors. Development of computer based information systems and networks; on-line terminals; time sharing; the rapid proliferation of data bases available from commercial organizations, technical societies and government; the great increase in microfilm publication; and new developments in facsimile transmission which will permit far more rapid transfer of documents from one library to another are among the technological changes affecting libraries with which we are all familiar. Until recently, however, these developments have had little real impact on the majority of small special libraries. I do not believe, however, that this situation is going to last very much longer. The growth of available data bases and systems for information transfer will probably be among the most important factors in encouraging the greater use of computer based information systems for special libraries.

I want to illustrate this growth by some statistics which I recently came across. These were presented last month to a meeting of the New York Society of Security Analysts, and I think they very well illustrate this dramatic growth that we are seeing. Mr. Samuel Walpert of Predicasts, Inc. of Cleveland, Ohio, one of the largest suppliers of this type of system, has shown that credit indexes and abstracts for business information grew from \$3,000,000 in 1963 to \$5,000,000 in 1967. He is predicting \$12,000,000 in 1977. Microforms have grown from 3,000,000 in 1963 to 5,000,000 in 1967. He estimates they will jump to 51,000,000 in the next seven years. Computer access forms of business information, while they only represented \$4,000,000 in 1963, grew to \$12,000,000 in 1967. He estimates they will total 82,000,000 in 1977. Custom transmission of information will show an even more dramatic growth from \$1,000,000 in 1963 to \$3,000,000 in 1967 and to an estimated total \$82,000,000 in revenues by 1977. I think these figures are startling evidence of the present and future growth that we can see in the newer types of information systems and transfer methods. Of particular interest to me is the fact that growth of these systems, the computer based systems, far exceeds that of

the printed indexes and abstracts, the conventional information tools which are in use today. Now keep in mind this is just for business information. I think we all realize from our own experience a parallel growth in scientific, technical, and other data bases.

Now, my point is this: the company that makes use of these information systems will be given a greater competitive advantage over companies that do not use them. Then, I believe, many companies will be forced into adopting these systems themselves. As business or industrial firms begin to make greater use of these services they are going to find they must have someone on their staffs who know how these systems and services operate, who has the knowledge to make effective comparisons of their cost and value to the organization, who understands the informational needs of the organization, and who can advise management on their integration into the company's overall information program and then administer such a program effectively. There is no doubt in my mind that this person should be and will be the special librarian, provided he has the qualifications that are necessary. Thus I believe there will be a growing demand for the special librarian to perform these tasks.

Now, what are these major qualifications? I would include, first, theory and operation of computer based information systems. This would include a knowledge of the hardware and software available as well as sufficient programming experience to make effective use of them. Second, systems analysis. A special librarian must be able to analyze and relate all parts of the information system and effectively integrate them into an operating system. Third, information storage and retrieval. He must understand the principles and application of major indexing, subject heading, classification and cataloging systems and be able to adapt and apply these systems selectively to develop specialized information bases unique to the needs of his organization. Fourth, managerial skills. These must be developed in order for the special librarian to cope with the increasing complexity of his operations and further to enable him to work effectively in a corporate organization with his peers who are highly trained in management techniques. Fifth, information networks. Here the special librarian will require an intimate knowledge of the existence and operating methods of the many hundreds of information centers and varieties of networks through which information is available to him. Sixth, I would include psychology of the information process. The special librarian must develop a better understanding of the information needs and use patterns of those he serves if he is to properly relate their needs to the complex sources and services that are available to him. In giving emphasis to these qualifications I do not mean to overlook others such as subject knowledge, language ability, and the many traditional library skills. These have always been the

foundation of a special librarian's education and I believe will continue to be so in the future.

Now will the factors I have described result in a growth and demand for special librarians? I believe that it will, although there are some additional factors which may have a negative influence. Among these I would include the growth of the very same computer based information systems and networks previously mentioned which may eliminate the need for some of the information work now being done by special librarians. Continued development of computer based services for book selection, ordering, processing and house keeping chores which presently assume many in our profession, I would include secondly.

Thirdly, I would include the increasing number and acceptance of the library technicians that will relieve the special librarians of some of the non-professional duties that they now carry out. Future demand for special librarians in North Carolina may be further limited by certain factors which are inherent in the nature of our state's industrial complex. Industry in North Carolina is predominately small and centered in concerns whose jobs have low value added. These firms often do not recognize the value of information and those that do usually cannot afford to provide their own information services but rely instead on the services of our Technical and Information Center, the industrial extension service, or the public and the state library. Some larger firms who could afford their own information sources are divisions of out-of-state companies from whom they obtain their information when it is required. Very few companies in North Carolina conduct research or extensive engineering programs of which the special library is usually a vital part. While there has been some recent influx of high technology companies and government agencies into North Carolina, the number that could support special library services is not expected to grow appreciably over the next few years.

Growth of special libraries in our academic institutions is another area which I have not covered; however, I do not believe in view of budgetary restrictions, among other things, that we will see a great increase in the use of the special library concept in terms of branch libraries or departmental libraries in our academic institutions.

What I have said to this point leads me to believe the demand for special librarians in our state will grow at a much slower rate over the next decade than might be the case in other parts of the nation. If I were asked for an estimate as to how many special librarians we would need over the next ten years, I would say that the net growth would probably not exceed thirty special librarians during this period.

Now, how does all this relate to our educational programs in the state? I think, in view of the small number of special librarians and the expected slow growth, it is not necessary to expand present programs at the first professional level. Further, these programs seem to me, as they are now constituted to be adequate in providing the skills and knowledge that I personally believe will be required by the person desiring a career in special libraries; therefore, I really cannot suggest, in light of the brief examination that I have given to the curriculum here in the state, any substantial changes in present programs of education for our special librarians. However, I do believe that the real challenge in education for special librarians is in continuing education. The basic graduate curriculum cannot possibly include everything that could be required of the special librarian in his future work, nor can the courses he does take be taught in the depth that he might find necessary later on. In addition, we all know that advances in knowledge are supplemented, making obsolete many of the skills which special librarians have acquired, particularly those who have been out of school for some time. For these reasons a continuing education program is of vital importance to our special librarians.

There are many ways of providing such continuing education and you are all familiar with them. Workshops, seminars, short courses are very useful, and I think they should be offered more frequently in North Carolina, particularly for our special librarians. Often these short courses and workshops are in New York or San Francisco. These do us no real good because most people simply do not have the time or money to get to them. I think that perhaps two-week intensive courses offered on campus make it possible for the special librarian who wishes to use his vacation time for self-advancement to be able to do so. Correspondence courses, directed reading, educational television programs, recorded cassette lectures, I think are all other methods which should not be overlooked as a means of reaching those who cannot come to the campus. They might perhaps include the use of a WATS line to a faculty advisor for frequent conferences on course progress if the use of a correspondence course or directed reading program is used. Programs of this type have proved effective for the continuing education of engineers, bankers, and many other professional persons. There is a sufficient number of special librarians and I believe there is enough interest to warrant some type of continuing education program. This seems to me to be a program that would offer the greatest possible potential for meeting the future challenge of special librarianship in North Carolina.

The Present Status of the Projected Plans for Library Education in North Carolina

Dr. Gene D. Lanier, *Chairman*

Department of Library Science, East Carolina University, Greenville

MADAM PRESIDENT, Library Educators, Practicing Librarians, Consultants, and Fellow Javelin Drivers:

I should like to express to you my gratitude for making it possible to have this type of workshop. It has been sorely needed for many years and I have great confidence that the suggestions and guidance we receive from this group will be effectively used to establish model media programs in the State of North Carolina. I still personally feel that North Carolina will continue as a leader in library development. Our state is fortunate in having a number of excellent library education programs. Library educators in this state have always been open to suggestion for improvement of their programs and this is another reason I feel that this workshop will be so valuable. Great improvements and progress have been made in the various library education programs even though many of these have been independent efforts. The last five years in North Carolina library education especially have truly been years of progress.

I will attempt, as briefly as possible, to summarize for you the present status of library education in the state as well as identify some of the plans for the immediate future. In compiling this summary I contacted the different institutions with offerings in library education. Based on replies and catalog listings I find that North Carolina is far ahead of many states in the preparation of personnel for different library positions. However, if catalog course titles and descriptions are any indication of current library programs, then several of the programs are still fifty years behind the times. Hopefully, these traditional listings are not truly what is being offered students.

Programs for the preparation of school librarians/media specialists are in the majority. Ten institutions in North Carolina offer programs which have been approved by the State Department of Public Instruction. All of these have certification plans at two levels: teacher-librarian and school librarian. Undergraduate certification offerings can be found at nine of these institutions with only four actually offering a degree in library science at the undergraduate level. Several of these institutions have indicated that they are hesitant to give up undergraduate offerings as long as school media manpower shortages remain at such a high rate. A review of current offerings indicate that only three of these ten institutions have reworked their undergraduate courses to encompass all media other than a token course in audiovisuals or nonbook materials. At these few institutions, such courses as cataloging and classification, nonbook materials, and reading guidance have given way to such offerings as communication foundations, building media collections, and organizing media collections. Hopefully, other institutions will follow suit. Five institutions of the ten also offer graduate school librarian certification. Gradually, this love affair with tradition is going beyond a token nonbook course, an

emphasis on printed materials with an occasional reference to other media, or simply lip service to the resource center concept. The weakest area seems to be that of media center administration and management. If course titles and descriptions are true, we are indeed fragmented in administrative preparation, at both the undergraduate and graduate levels. The ten institutions with approved programs for school librarian certification are Appalachian State University, Bennett College, East Carolina University, Elizabeth City State University, Mars Hill College, North Carolina Central University, Pfeiffer College, University of North Carolina at Chapel Hill, University of North Carolina at Greensboro, and Western Carolina University.

Courses for the preparation of public librarians can only be found at three institutions, East Carolina University, North Carolina Central University, and the University of North Carolina at Chapel Hill. Since Chapel Hill is the only program in the state accredited by the American Library Association, a North Carolina Public Librarian Certificate can only be issued after completion of this program. Certificates may be issued to graduates of the other two institutions after they have completed one year of professional experience in a public library and had their credentials reviewed by the North Carolina Public Library Certification Board, according to present certification regulations.

Preparation for college and university librarians is evident at Appalachian State University, East Carolina University, North Carolina Central University, and the University of North Carolina at Chapel Hill. The program at Appalachian is geared specifically toward junior college librarians while the others are of a general nature. The new catalog from Chapel Hill gives suggested programs for specialization within the graduate programs. East Carolina University also crosslists suggested related courses in other disciplines.

Offerings for training in special librarianship are sparse. Institutions with graduate programs gear their students toward their specialization. The University of North Carolina at Chapel Hill offers seminars in librarianship for art, medicine, law, and theology.

The North Carolina Department of Community Colleges at present is offering paraprofessional training in three institutions. Caldwell Community College has a library technician program, James Sprunt Technical Institute has one for training library aides, and the Technical Institute of Alamance has a program for media technicians. My understanding is that other similar programs are on the drawing boards.

In summary, these are the library education programs now available in the State of North Carolina. Many institutions are waiting for the papers from this conference before making changes in their offerings or programs. A few institutions have already begun to make some improvements.

Information from Elizabeth City State University indicates that their school librarianship program received approval for certification in June, 1970. They have recently added some new courses and are presently structuring programs to meet the individual needs of students pursuing non-teaching degrees with library science as an outside minor.

North Carolina Central University and East Carolina University have recently eliminated library science credits as prerequisites for admission to

their graduate programs. Students are encouraged to take more liberal arts courses. This also removes the barrier for students with media backgrounds to enter the program without being burdened with numerous skills courses. Graduate courses have been revised to include these skills. The North Carolina Higher Board of Education approved the Master of Library Science degree program at East Carolina University in the summer of 1970. With only three courses required, the program has the flexibility to guide students into concentration areas of preparation. The same thing is true of the program at North Carolina Central University. They are also planning graduate seminars and field trips twice a month.

Four institutions have plans for developing much closer cooperation with mutual support in all areas. The University of North Carolina at Chapel Hill and North Carolina Central University are presently working on this prospect. They are encouraging students at both institutions to elect courses as they may seem appropriate at the neighboring institution. Elizabeth City State University and East Carolina University are also currently involved in meetings to provide support to each other in the form of faculty and joint projects.

Improvements and changes are currently being made in graduate degree offerings. Appalachian State University offers the Master of Arts degree for teachers with a major in library science. East Carolina University has the Master of Library Science degree and the Master of Arts in Education degree with a major in library science. Their Master of Arts in Education degree is now being revised so that the major will no longer be in library science specifically but in media. This will be a cooperative program between the Department of Library Science and the Department of Audiovisuals for media specialist training. North Carolina Central University has the Master of Library Science degree program. The University of North Carolina at Chapel Hill offers the Master of Science in Library Science degree and the University of North Carolina at Greensboro has the Master of Education degree in library education. Although Western Carolina University does not have a graduate degree program they have a limited number of courses available for graduate certificate renewal.

A number of special projects have supplemented regular offerings in the past few years. Institutes funded by the U. S. Office of Education have been conducted at Appalachian State University, East Carolina University, Elizabeth City State University, University of North Carolina at Chapel Hill, and the University of North Carolina at Greensboro. Special in-service workshops have been conducted by Greensboro and East Carolina University. The University of North Carolina at Greensboro is currently conducting an EPDA program for training school librarians as media specialists under contract to the State

Department of Public Instruction. Greensboro has also developed an excellent center for instructional media through their School of Education.

It was reported that the doctoral program at Chapel Hill has problems involving curriculum and staffing. They are hoping to move ahead as quickly as possible and on further revisions in requirements for the master's program. They hope to propose shortly a more clearly laid out program for students interested in information science in the general framework of librarianship. They are currently crosslisting courses with the Department of Computer and Information Science.

Short-term summer workshops are being planned for this coming summer at four institutions. The demand for these have been made loud and clear by librarians out in the field. North Carolina Central University will have workshops covering *African-American Collections* and *Supervision of Library Systems and Media Centers*. The subjects for workshops at the University of North Carolina at Greensboro will be *Utilization of Instructional Media* and *Design and Production of Audiovisual Materials*. East Carolina University will conduct workshops in *Media for Children*, *Government Publications*, *Production of Teaching Materials*, and *Introduction to Educational Television*. Appalachian State University will offer workshops pertaining to *Children's Literature*, *Humanizing the Learning Center*, and the *Two Year College*.

No graduate program in the state feels that they have yet reached a plateau where they can sit back and contemplate their graduates at work. They join with me in believing that there has been too little dialogue between the users and the producers of librarians. The time has come when we must be completely candid and attempt to set some definite joint goals. Conferences or workshops such as this one is the best way to begin identifying and inaugurating these goals.

Report from Group I

The group was in general accord that there should be two levels of education for librarianship: (1) the professional and (2) the supportive librarian.

Professional librarians should have competence in administration, personnel management, and systems analysis, and human dynamics should

A good program for developing competencies in professional librarians should include some comparisons of different types of library operations. Students need to understand how and why techniques used in various types of libraries differ. This is particularly important to students preparing to enter the special libraries field.

There was disagreement within the group as to a reasonable length of time needed to complete a program of studies in library science, and

THE FOLLOWING THREE Group Reports resulted from three separate groups, composed of Workshop participants, reacting to the previous papers, including Dr. Lanier's *"The Present Status of and Projected Plans for Library Education Programs in North Carolina,"* and the topic, *"What Are the Needs for Library Education in North Carolina on Various Levels for All Types of Libraries?"*

be emphasized. This is needed in addition to basic competencies in technical services, book selection, and reference. There was some agreement in the group that less emphasis might be placed on cataloging in the library science curriculum as the movement toward centralization of technical processing increases.

Supportive librarians are needed to perform the more routine technical processes, thereby freeing the professional librarian to render the services for which he has been educated. The library technical assistant program such as the one being developed at Caldwell Community College can prepare personnel to perform these functions. Similar programs of instruction are now in the developmental stages in other community colleges in the state.

whether the course offering should be added to, or subtracted from. One possibility favored by some was a two-year program with a built-in internship to provide guided on-the-job education.

Greater use of the inter-disciplinary approach was strongly recommended by the group as a whole. Students should be encouraged to take courses in areas such as business, social psychology and computer sciences. This can be accomplished through the cross-listing of courses among departments. It was pointed out that such programs are now operating in a large number of institutions with a strong trend in that direction.

A far-sighted program of library science should include provisions for continuing education in the form of workshops, institutes and short

courses, as well as continuous in-service education.

There was lively discussion concerning the matter of the librarian's image in the eyes of both the public and student who might consider librarianship as a profession. On the other hand, there was some concern voiced that there may be a growing over-emphasis on the myth of the "perfect personality" which might tend to screen out many potentially good people who are needed in the library field. The general feeling of the group was that the problem of the librarian's image is not as serious as it has been in the past; however, concern was expressed that too many persons continue to come into the field from library schools which find it difficult to recommend them for the positions for which they apply.

The group suggested that more stress be placed on the following:

Improved public relations to attract a wider range of candidates for library science degree

Greater selectivity in choosing candidates for degrees in library science

Closer counseling by faculties in an effort to direct students toward the types of library jobs to which their particular capabilities and personalities seem best suited.

Discussion Leaders:

Mrs. S. Elizabeth Rucker
*Director, Department of
Library Service, Western
Carolina University,
Cullowhee*

Dr. Al Corum
*Dean of Learning
Resources, Appalachian
State University, Boone*
Miss Rebecca Balentine
*Librarian, Institute of
Government, University of
North Carolina*

Report from Group II

Discussion in Group II began with the question: "What constitutes the basic characteristics of a library science degree? Of library education? What is the common core of preparation for all professionals—regardless of type of library—regardless of categories of service?" Answers to these questions were gathered partly from the various presentations of Saturday morning. It was agreed that there is need for a common core and that we need agreement on basic course content to build on. Within this common

core there should be means for branching out—some electives in specific areas in which the future librarian will be working. Participants felt that education for librarianship should first be built on a liberal arts background. The core in library science, with a certain flexibility within, should follow the liberal arts degree. Specialty would come only after the common core.

The value of an internship, to help prepare students, was discussed. Some members suggested work experience—preferably work experience prior to library education. Others suggested a practicum within the library education program. In this, the student might well gain ideas for specialized study later.

Professional rank for librarians in college and university libraries was touched upon briefly. Comment was made that administrators were looking more and more for people with library degrees and a degree in an academic field. This double standard was questioned as this is not required of other faculty members. It was felt that for university librarians a more complex and specialized type of education is necessary. For schools and community colleges a broader base is needed.

In reference to the school librarian a statement was made that "she is trying to be all things to all people." This cannot be done with a minimum amount of education. How much preparation is needed to direct these services? Certainly more education than is required for minimum certification is needed. More education would then involve more pay and more recognition. It was suggested that in a school system the librarian's rank might be on the level of a departmental head. One member commented that "only as we interpret the value of the library program will we receive recognition."

In the public library area the "Right to Read" program and work with disadvantaged groups was mentioned. This requires more help, therefore, more people, more staff. It was pointed out that not only is the public library involved in this program but the school and the community college library as well. Administrative jobs in small town and rural areas often go begging. Experience is needed for this type of position as the young, inexperienced graduate is not yet ready to handle the problems involved.

Continuing education was the topic receiving greatest emphasis. It was the consensus that we need to provide opportunities for continuing education at all levels of library service. There is a need for workshops, for seminars, for short-term courses (post-graduate or otherwise) and not necessarily for credit. Questions asked were: Who is to do this educating? What about the problem of funding? Of cooperative efforts? Mention was made that community colleges may have a vehicle for educating technicians. A general comment was to the effect that we tend to separate types of libraries. Often a workshop in a given field could be applicable to many types of libraries. Literature for children, literature for young adults, and basic reference work, are examples. Also, we need to educate leaders to conduct these workshops.

Practitioners were asked what they would like to get from library schools. Answers included statements to this effect. We must have a knowledgeable person with a four-year college degree. He must be alert. He must keep abreast. What kind of product is wanted? Expressed ideas were in terms of "theory" and "general education," with skills to be developed later. More emphasis should be placed on personality, on the "type of person." Library schools need to produce "people-oriented" graduates. In the library-technician program there is a need for better screening procedures. The "open door" policy is based on the assumption that remedial work will be given. Other suggestions were "that practicing people need to come into the class-

room to enrich the teaching—to share experiences." Administrators should make a greater effort to channel the energies and abilities of promising young graduates.

The members of Group II recommended:

1. That some responsible agency (preferably the Library Education Committee of N.C.L.A.) provide continuous means of dialogue with a view toward formulating objectives and making plans for library education in North Carolina.
2. That continuing education needs be identified, and that a list of resource people be compiled and submitted for distribution.

In conclusion, members agreed that our problems can be solved with a continuation of dialogue such as in this Library Education Conference.

Discussion Leaders:

Miss Mae S. Tucker
*Public Services Librarian,
Public Library of Charlotte
and Mecklenburg County,*
Dr. Annette Phinazee
*Dean, School of Library
Science, North Carolina
Central University, Durham*

Recorder:

Mrs. Ila T. Justice
*Associate Professor,
Department of Library
Science, Appalachian State
University, Boone*

Report from Group III

Members of Group III agreed there is a definite need for supportive positions on the staffs of North Carolina libraries and that library technicians can perform many routine tasks.

The education of library technicians was discussed at some length. It was brought out that there are two programs, a one-year program for library aides and a two-year program for library technicians, available in three community colleges in North Carolina, with other programs in the planning stage. There is at present no state salary scale for technicians; however, the courses of study for these prospective library employees must be approved by the

State Board of Education. The question as to whether community colleges would welcome suggestions concerning education of these individuals was answered in the affirmative. Announcement was made of a Community College Planning Session at the Technical Institute of Alabama on March 11, 1971, and that curriculum suggestions could be appropriately made at this time. The consensus of opinion was that library technical assistants can be used successfully in public school and technical school library programs, provided funds are available for their employment.

It was pointed out that there must be immediate steps in school librarianship to provide for unified media programs in public schools. Although school librarians are classified as educators, they are now functioning on a level of wider responsibility than are classroom teachers. School

librarians need education in depth in several areas, including that of audiovisual materials and services, so they can assume leadership roles which will help to produce the best teaching-learning situations in their schools, according to one member of the group. Librarians should help teachers design materials which technicians can produce and process.

Discussions of undergraduate and graduate library education programs were held. A suggestion was made that there be more individualized programs of study in graduate library schools, that there be tailor-made courses for different types of libraries, and that there be fewer required courses and more elective ones. There probably should be some library education available at the undergraduate level. There is justifiable emphasis on continuing education for librarianship, and there is a trend toward a two-year course of graduate study in library science leading to the first professional degree. It was further suggested that when some library skills are taught at the undergraduate level the library school student can be freed to pursue needed academic courses at the graduate level. Different levels of library positions were brought up and educational requirements for each became a discussion topic.

The American Library Association policy statement of June 30, 1970, on *Library and Education and Man-*

power was discussed. Members of the group agreed that supportive categories of library personnel are important in the operation of libraries. It was pointed out that library associates, who are subject area specialists, are particularly helpful on public library staffs. It was suggested that there is need for responsible, well educated persons in the middle management area and that librarians themselves often need more education in personnel work and management.

During the afternoon discussion the question of cooperation between library schools in North Carolina was raised. Also questioned was whether there might be stronger educational programs if there were fewer library schools in North Carolina, or if there should be concentration on librarianship for specific types of libraries at individual colleges or universities in the state.

The group raised the question of responsibility for an important area of education—continuing education for library personnel. As one solution it was proposed that, if feasible, the Library Education Committee of the North Carolina Library Association act as an informational clearing house on opportunities in continuing education. It was suggested that a form be inserted in a forthcoming issue of *North Carolina Libraries* to ascertain such information as what short courses, workshops, tapes, etc., are needed; distance an

individual is willing to travel; maximum the participant would be willing to pay for his own ticket. This information could be used by library schools and by other groups to plan extension courses, workshops, TV courses, and/or summer school offerings. It was further suggested that if possible NCLA should provide some funding for the Library Education Committee in providing the clearing house for continuing education programs.

It is significant that group three began its discussion with comments on the value of continuing education and ended with emphasis on its importance. It was the hope of the

group that responses to requests for information about present needs in library education will be helpful in planning future library programs on all levels.

Discussion Leaders:

Miss Charlesanna Fox
*Librarian, Randolph Public
Library, Asheboro*

Mr. Kenneth D. Shearer, Jr.
*Assistant Professor, School of
Library Science, University of
North Carolina, Chapel Hill*

Recorder:

Mrs. Mary Elliott Willis
*Librarian, Claremont Central
High School, Hickory*

THROUGHOUT THE WORKSHOP activities were constant references to the American Library Association's *Statement on Library Education and Manpower*, originally drafted by the Workshop consultant Dr. Lester Asheim. During the question and answer session which occupied the last part of the Workshop, Miss Cora Paul Bomar stated the North Carolina Library Association ought soon to give serious consideration to the adoption of ALA's *Statement of Library Education and Manpower* as a part of our professional creed in the State of North Carolina. She suggested consideration be given to this during the NCLA Biennial Conference in Winston-Salem in the fall.

As a follow-up to this Workshop the Committee on Education for Librarianship asks readers to react to the questionnaire on page 80 of this issue by completing it and sending it to Miss Hagan whose address appears on the questionnaire.

Conference Reactions

Dr. Lester E. Asheim, *Director,
Office of Library Education,
American Library Association, Chicago*

I am not going to try to summarize the summaries you have already had but rather react as one outside it who, sitting through parts of it, put together what I saw and came up with some things that obviously reflect biases of mine and maybe not necessarily the specific needs of North Carolina. But let me say what came out of it for me.

In all three discussion groups and in the morning session it seemed to me that the opinion expressed over and over again in one way or another was that personal qualities and attitudes and broad background are as important, in

SERVING AS CONSULTANTS for the Workshop were Dr. Lester E. Asheim and Dr. Richard L. Darling, who were in attendance for all the group presentations and "floated" from group to group while the three groups were meeting. What follows are their reactions to what they heard and some of their recommendations.

some cases people said more important, as library knowledge and academic qualifications. This turned up in every single one of the sessions that I attended, and it seems there are some implications from this, some of which have been mentioned and some which occurred to me. Miss Ballentine, for example, mentioned the fact that this suggests a finer screen on admissions, that the library schools have a certain responsibility to screen out from their programs the kinds of people whom they cannot afterwards recommend for jobs. It was also pointed out that this contains implications for teaching methods and for content and for the programs of the library schools themselves which ought to be so set up that they will attract the kinds of people we want for one thing, and when we get them will reveal and develop the kind of qualities that we seek. In other words, library school programs should be more broadly based than they are, they should present the librarian in the social setting, they should give the opportunity to the student to work with people and ideas, instead of putting out what in one of the groups was termed the "lickers and stickers" who come out of the kinds of programs too many of us may have.

It was mentioned also that better counseling and guidance are needed so that we can match the particular graduates with the kinds of jobs to which they are suited. It was pointed out that we do not need in every single job in libraries the public relations types and the out-going, people-oriented types necessarily, that there are behind the scenes tasks for which other kinds of qualities might be desirable. But this means obviously that people must be guided into the kinds of careers for which they are suited and there seemed to be considerable stress on the failures of the schools to do enough of that.

It seems to me there is another implication that was not stressed here, and that is for the (if you will pardon the expression) core. It seemed to me that in any of the groups that did talk about it the core was viewed as a kind of little group of courses at the beginning, normally filled with the basic skills one ought to know. But if we go back to what it was that everybody was calling for here, not those skills so much as something else, then the core perhaps should be that part of the program which provides perspectives on which to build specialization, where we provide the *why* against which then the students would stack up the *how to* of their different specializations. The core should stress approach and attitude toward the identification of problems and their solutions in library work, perhaps, rather than just basic skills.

This does not mean that we scrap the introduction to techniques because always somewhere along the line we did indicate that really when we have a person working in a library we would like him to know how to work in a library. But I think it does mean that we ought to put the techniques into a context which makes clear that they are means toward objectives and not the objectives themselves. It is an old, old battle between means and ends but I think we fall into the trap certainly as badly as any group ever has. I think it was interesting that Mr. Melton in group one mentioned what he would want in his librarians is the ability to administer, to manage, to organize, to promote the library services and then he said, "But, of course, I have not even mentioned such things as cataloging and classification, and book selection." Most of the librarians began making noises about that.

Cataloging, classification, and book selection are tools, some of the tools, with which we administer, manage, and organize the library services. But I think it is interesting that often in our thinking this kind of dichotomy appears—there is cataloging here and then there is the organization of materials for use. Obviously the thing that was needed, it seems to me, is an approach to our tool techniques that will put them into that kind of context instead of separating them into something one does unrelated to the objectives and aims of the profession.

Let me add a word of my own about the core. I think it might help us to think about what the role of the core is if we would see it as representing end knowledge rather than course titles, in other words what we want from graduates of the program when they are all done, rather than the results of this course or that course. For example, if what we want out of a graduate of the library school, among other things, is a sense of identification with the profession, then that is something that comes out through all of his courses, not from an isolated course set off here which talks about the profession. I think a related point is the one that was made by Dr. Orne that librarianship, and he was quoting another eminent authority, is more than library methods. Always in our standards, as you know, library education is the full five years, not just the fifth year. I think too many of us tend to think of library education as just the training and the skills. But library education is education. I think this explains our concern with the dilution of general education in our college years in favor of technical courses. You notice there has been talk of putting more library courses down at the undergraduate level. This concerns me if this means

we are going to get more and more methodological and less and less broadly educated. And I think the model we sometimes take of teachers may not be a good model to take. One knows about the criticisms of teaching these days and usually they are on the fact that most teachers have placed their emphasis on teaching method and too little on content and the people with whom they have to deal. I would certainly hate to see a major part of professional education sacrificed for vocational training.

Now let me hit a little bugbear of my own. One thing that did impress me in part because I am so over sensitized to it now, is that Miss Glasscock, Mr. Melton, and others in the several sessions in describing what a school librarian ought to be listed an impressive array of knowledges, understandings, skills, talents, and qualifications, with which, incidentally, I agree. The school librarian is made but little lower than angels and is crowned with glory and honor. To gain even some, let alone all, of these qualifications would require at least a program of five years of schooling beyond secondary school. And all of this, it would seem to me, would support the standards in ALA's Policy on Library Education and Manpower, but apparently not. There is still opposition to the stand taken in the policy that someone who is considerably less than fully qualified by your own definition of what a school librarian ought to be qualified to do, someone considerably less than fully qualified, should be called fully qualified. And I find it hard to understand that.

Dr. Richard L. Darling, *Dean,
School of Library Service,
Columbia University New York*

I suppose the real advantage of being last is there is nothing more to be said. Even though there is not much more to be said, I am going to say something anyway and I may repeat some of the areas which Dr. Asheim touched on, but maybe I'll touch on them in just a slightly different way.

I, too, wanted to say a little bit about the core of the program of library education but in a slightly different context because I want to relate it particularly to school library preparation and to undergraduate and other programs which are gearing themselves toward school librarianship exclusively. I, as Dr. Asheim did, am reacting and not summarizing. I think we should be exceedingly cautious in developing programs which we describe as school library programs and maintain are intended only to prepare people for school library positions. I think we overlook, if we do this, the tremendous mobility between types of libraries which we have observed for many years in the library profession and we take a chance of selling our own program short, and certainly selling the library profession short, if we are not going to provide programs that are absolutely solid in preparing people for all types of library positions. I am not speaking against specialization, but I am, I guess, saying partly what Dr. Asheim said, that there is a core to librarianship. It may not be in a few beginning courses, but certainly if we have a profession that is describable, that performs certain functions, then every library education program anywhere should be prepared to provide an educational program for its students which encompasses that core. If cataloging and classification is a

part of it, and is to be provided, then it ought to be cataloging and classification and not something that is called school library classification any more than we would give public library classification as a separate course, or university library classification. If, indeed, this is a part of what we still want students to have, I think we must look at it and make sure it is this kind of solid foundation that the librarian is going to need. In other words I think we need to be exceedingly careful in developing all kinds of programs, that we do not look at them as something to provide what is needed right now for our neighborhood, but instead should look at the profession and what society needs from that profession in the long run.

This brings me into something again that Dr. Asheim has talked about and let me say almost what he did. I can say it without seeming to have a vested interest in its defense. Concerning the Library Education and Manpower Policy Statement which has had such vocal and emotional opposition from many groups of school librarians, I assume, in fact I am certain from a remark I heard yesterday, opposition exists here in North Carolina as well as elsewhere. In opposing this, it seems to me, school librarians are selling themselves short and the profession short. It is a blueprint for moving ahead to full professional status. School librarians, I among them, in print have lamented the fact that school librarians have had secondary, second-class status in the library profession. It was amazing to me that the school librarians should be taking an official stand to try to make permanent their second-class status and to try to defend the very thing they ought to deplore, the fact that, indeed, one cannot consider himself a librarian with an undergraduate education. I am not arguing that issue, but undergraduate education, basically, should be general education, and I think we can only fully justify those parts of the library education program which do make a contribution to general education at the undergraduate level. It seems to me the number of courses ought to be limited, that the people taking undergraduate programs should recognize, and it is our responsibility as library educators to tell them we are not producing full fledged members of the library profession but if they have completed our undergraduate programs they are then ready to work under the supervision of professional qualified librarians, if they want full fledged status they must continue on and earn it.

One quite unrelated thing that I heard in every discussion group, at lunch, at dinner, and so on yesterday, was the discussion of internships. In fact you in North Carolina are certainly not alone in discussing this. Everywhere I go they talk about practice work, internships, and at this point, I must say I am in agreement, I have been won over. There ought to be internships, but I do not know where or how. I do not think I heard anything yesterday that convinced me that we here have worked it out any more than we have anywhere else. It seems to me that internships or practice work ought to be approached with the utmost caution. The first problem I see with internships is that the libraries are not really good enough anywhere for us to turn someone loose for six months or a year to learn all of the bad habits of any one library. In the second place we are probably the worst in the world for exploiting any kind of free labor we can get. I do not know about all types of

libraries but I certainly know that the schools have disgraced themselves with their exploitation of the children throughout the years there has been school library service. And I do not want to see us taking a chance on all the libraries exploiting our library school students. Let me digress to tell you that in preparing a proposal from one school for one of the projects in the School Library Manpower Project which you may know about—the six two-year programs that they are going to underwrite a tiny fraction of if somebody wins the award—but in any case one of the things they required was an internship. So we tried to be ingenious and to develop a field study program which would avoid exploitation. We divided the year so our students in that program, if we were to have it, would go for two-week periods to each of four different libraries. None of the school systems would have anything to do with us on this because they said, "How can we get anything out of them if they are not there long enough to learn our routines?" I think this points clearly to what we are up against. If we are going to have internships we need to plan them so that they truly are learning experiences. We probably need to move our students from one library to another and from one type of library to another so they can see those things that are good and those things that are bad, but not be in any of these places long enough to develop bad habits and the attitudes that we were all deploring yesterday.

The final area I want to say just a little about, and it was an area I heard discussed in at least two of the afternoon sessions, is the matter of technicians and training programs for their preparation. My first observation — and I don't mean this to be any more critical of you here than the rest of us everywhere they are involved — is that I detected from the remarks a certain confusion between the role the technical assistant can play and the role the clerk can play. I think we ought to make a clear cut distinction between clerical duties and technical assistant duties in libraries and not ask people to take preparation two years beyond the high school for positions that do not require that kind of additional training. I think we also need to be very careful in the development of technician training programs, that we are indeed sure that our communities and the areas beyond them do have positions that are funded, and not pious hope that if people are produced they may be able to hire them. We need to base such programs on clear-cut evidence that the jobs are there and the money is there to fund those jobs. In addition, I think we have responsibilities, if we are going to ask people to take two-year programs beyond the high school with the investment such programs require of them in both time and money, to scale those positions at a level that provides a satisfactory wage in return for the extra preparation that is involved. The program we are talking about is not, of course, professional library education, but if it is going to be included as a part of the technical schools and other schools beyond the high school we need to treat it very seriously and to give solid attention and planning to these programs so they will be as respectable at their level as we hope library education for professionals will be at its level.

Editor's note: One comment made by Dr. Darling during an informal dinner discussion was that the library schools should lead the profession rather than follow it.

■ "The American Library Association's bold and vigorous defense of First Amendment freedoms strengthens liberties not only for librarians but for all citizens", said Mrs. Judith F. Krug, Director of ALA's Office for Intellectual Freedom, at the Chicago Headquarters of the Association.

As examples of the Association's efforts to support intellectual freedom, Mrs. Krug specifically referred to four resolutions adopted by the ALA Council at its recent Midwinter Meeting in Los Angeles. These resolutions:

- (1) advised U. S. libraries to adopt a policy declaring "circulation records and other records identifying the names of library users with specific materials to be confidential in nature";
- (2) established a revised PROGRAM OF ACTION . . . authorizing ALA's Office for Intellectual Freedom and Intellectual Freedom Committee to take action concerning libraries that violate the LIBRARY BILL OF RIGHTS, ALA's basic policy statement on intellectual freedom. The mechanism provides for mediation, arbitration, investigation, publication of reports, and in extreme cases, sanctions.
- (3) urged the U. S. Senate and President Nixon to reconsider "their categorical rejection" of the Report of the Commission on Obscenity and Pornography. The resolution also urged libraries to acquire the Report and make it freely available for public scrutiny and discussion.
- (4) protested loyalty oaths imposed as a condition of employment and loyalty investigations into library employees' thoughts, reading matter, associates, or membership in organizations "unless a particular person's definite actions warrant such investigation."

"The American Library Association's positive efforts in support of intellectual freedom have been going on for many years, but the passage of these four resolutions by the ALA Council recognizes the urgent need for reaffirmation of basic freedoms," Mrs. Krug said. The Council is the Association's governing body.

"ALA's support of intellectual freedom in libraries benefits all citizens because it furthers and reinforces their right to choose freely and use library materials representing all points of view," Mrs. Krug stated. "As the only American educational institution committed in principle to the support and preservation of every American's right of access to expressions of all points of view, the library has a special responsibility toward users. Every citizen must be free to use library materials without inhibition or intimidation. Unless this atmosphere exists, we have lost part of one of our most precious heritages — the First Amendment to the U. S. Constitution, that guarantees freedom of press and freedom of speech."

The resolution on confidentiality of library records advised "all librarians and library employees that such records shall not be made available to any agency of state, federal, or local government except pursuant to such process, order, or subpoena as may be authorized under the authority of, and pursuant to, federal, state or local law relating to civil, criminal, or administrative discovery procedures or legislative investigatory power." The resolution urged

resistance to "the issuance or enforcement of any such process, order, or subpoena until such time as a proper showing of good cause has been made in a court of competent jurisdiction."

The adoption of the PROGRAM OF ACTION IN SUPPORT OF THE LIBRARY BILL OF RIGHTS sets up careful procedures for investigation of complaints of violations of principles of intellectual freedom. Sanctions that can be applied in serious cases are:

1. Publication of the report of a fact-finding subcommittee.
2. Publication of a report including a statement of censure indicating strong disapproval of the ALA.
3. Suspension or even expulsion from membership in the American Library Association.
4. The listing of the parties under censure in the column on Intellectual Freedom in each issue of AMERICAN LIBRARIES (published by ALA).

(The procedures for application and removal of sanctions complete the sanctions policy adopted at the 1971 Annual Conference in Detroit by the ALA Council. The sanctions policy is incorporated in the revised PROGRAM OF ACTION . . . adopted by Council at Los Angeles).

The resolution against loyalty investigations points out that librarians "have a special responsibility to provide information on all sides of controversial issues." It states: "We condemn loyalty oaths as a condition of employment and investigations which permit the discharge of an individual without a fair hearing."

The resolution on the Commission on Obscenity and Pornography and its Report calls the Report "the first, broad scientific inquiry into the nature of obscene and pornographic materials and their effect upon users," and urges all libraries "to provide their users with complete access to the Report of the Commission on Obscenity and Pornography and to the important supportive volumes and critical evaluations of the Report and its research."

* * * * *

■ The Mildred L. Batchelder Award for 1971 has been awarded to Pantheon Books for the publication, in 1969, of *In the Land of Ur, The Discovery of Ancient Mesopotamia*, written by Hans Baumann and translated by Stella Humphries. *In the Land of Ur* was originally published in German under the title of *Im Lande Ur* in 1968 and subsequently published in 1969 in the United States by Pantheon Books.

This award is given to an American publisher for a children's book considered to be the most outstanding of those books originally published in a foreign country and subsequently published in the United States. The award honors Mildred L. Batchelder, the well-known children's librarian and former executive secretary of the Children's Services Division, who for many years was interested in bringing foreign children's books to the attention of American children. The award is intended to encourage American publishers to translate and publish outstanding foreign children's books for American children.

New North Carolina Books

By William S. Powell

BELL, THELMA AND CORYDON: *North Carolina*, New York, Coward-McCann, Inc., 1970. 128 p. Illus. \$4.29.

This is a volume in the publisher's States of the Nation series and is a description of the State of North Carolina today. The first chapter is a survey of the state followed by chapters on the Outer Banks, the Coastal Plain, the Piedmont Plateau, and "The High Land." The text is very readable — with just a little history woven in — and will give the 12-16-year-old reader a very good idea of what it is like to live in North Carolina. An interesting selection of pictures, some useful maps and diagrams, and an appendix packed with interesting facts and statistics will prove useful to reader and young researcher alike. A few minor errors and an occasional word or phrase that a North Carolinian would not use should be blamed on a New York editor rather than North Carolina writers.

GRIFFIN, WILLIAM A.: *Ante-Bellum Elizabeth City: The History of a Canal Town*. Elizabeth City: Roanoke Press, Inc., 1970. 160p. \$6.50.

Written as a master's thesis at East Carolina University, this is a splendid example of local history at its best. Pasquotank County in which Elizabeth City is located is one of the oldest counties in North Carolina; the county seat which is the subject of this book dates only from 1793, however. Yet the author dips back into the seventeenth century to set the stage for his study of the ante-bellum city. Although it is packed with information of interest to the general reader as well as the specialist, this book is, nevertheless, very readable. All aspects of local history are covered including local government, business, newspapers, religion, education, and culture. Especially commendable is the concluding chapter entitled "Excitement in a Small Town" in which there is an account of the many things which made life interesting: the capture of a local ship by the British just before the War of 1812, a threat of yellow fever, the presence of outlaws in the community, heated election campaigns, parades, celebrations, murders, and the fear of slave uprisings. The text is carefully documented, there is a classified bibliography, and the index is full and accurate.

HUMMEL, RAY O., JR., editor: *Southeastern BroadSides Before 1877, A Bibliography*. Richmond: Virginia State Library, 1971. 501 pp. Illus. \$10.00.

This bibliography is the result of a committee of the Association of Southeastern Research Libraries and, of course, includes more than North Carolina. Each of the ten included states is listed in its own section and with its own index. Almost seven hundred North Carolina broadsides are described in considerable detail and indexed to make the information in each entry more readily available. This is an excellent reference tool which should prove useful in all but the smallest libraries of the state. Holdings of the University of North Carolina Library, Duke University Library, and Wake Forest University Library are included.

LAZENBY, WALTER S., JR.: *Paul Green*. Austin, Texas: Steck-Vaughn Company, 1970. 44pp. \$1.00 paper.

This is a very good short biography of Author Paul Green with an account of his scholarly activity and concise accounts of his plays and other published works. A selected classified bibliography of Mr. Green's works will be found especially useful.

MOORHEAD, JOHN D.: *Construction in the Carolinas, 1920-1970*. Charlotte: Associated General Contractors of America, [1970]. Illus. \$5.95.

The 50th Anniversary of the formation of the Associated General Contractors of America was the occasion for the publication of this book. Experience growing out of World War I when contractors working at Fort Bragg had to deal with more than a hundred organizations suggested to President Wilson that a national organization of general contractors was desirable. This is the history of the Carolinas Branch of that group and it is an interesting account of the erection of many important North Carolina buildings, highways, dams, and other engineering projects. There are numerous interesting pictures including the Green River Bridge, the highest in the eastern United States.

RUSKIN, GERTRUDE: *Sequoyah, Cherokee Indian Cadmus*. Weaverville, N. C.: Crowder's Printing Press, 1970. 156pp. Illus. \$4.95. (Order from Mrs. Sidney H. Ruskin, 2663 Fair Oaks Road, Decatur, Georgia 30031.)

Perhaps the term "keepsake" might be appropriately applied to this little book. It contains a brief biographical sketch of the great Indian leader, Sequoyah, who prepared an alphabet for the Cherokee Indians. A play, "The White Man's Magic," in which Sequoyah is the leading character, follows. Pictures, programs, and information on the celebrations of the 200th anniversary of the birth of Sequoyah held during the period of 1960-1962, since the exact date is unknown, are also included. There also are numerous historical pictures. Perhaps one of the most interesting portions of this book is the one in which the author recounts her unsuccessful attempts to find the grave of Sequoyah in Mexico.

WALSER, RICHARD: *Literary North Carolina, A Brief Historical Survey*. Raleigh: State Department of Archives and History, 1970. 137pp. Illus. \$3.00.

From the state's foremost authority on the subject we now have a splendid narrative account of literature in all its forms in the state. The scope is broad yet the account is factual and readable. The first four of the seventeen chapters are chronological accounts beginning with the earliest explorers and concluding with writers of the Civil War period. Two chapters are devoted to novelists and poets of an early period and two more to those of more recent times. Historians, humorists, folklorists, short story writers, historical novelists, and writers for young people have separate chapters. Thomas Wolfe also rates a complete chapter to himself, and finally there is one on supporters and patrons of literature in North Carolina. Numerous illustrations and a full index contribute to the usefulness of this attractive and well bound book.



Goings-On at ALA's Office of Intellectual Freedom

ADVISORY STATEMENT CONCERNING

SYLVESTER AND THE MAGIC PEBBLE

DURING THE PAST several months, the American Library Association has received a steadily increasing number of reports concerning efforts to remove the illustrated children's book, *Sylvester and the Magic Pebble*, from library collections. Written by William Steig, and published by Windmill Books and Simon & Schuster, *Sylvester and the Magic Pebble* received the 1970 Randolph J. Caldecott Medal as the most distinguished picture book for children published in the United States in the preceding year.

In a book in which all characters are portrayed as animals, the basis for objections is an illustration on page 13 depicting policemen as pigs. It should be noted, however, that pigs depict other characters as well. While the majority of complaints have come to libraries from police organizations and individual law enforcement officers, other persons have also requested that the book be removed.

Information and assistance has been requested from the American Library Association by librarians across the nation. To date, individual libraries have responded to the requests for removal in varying ways. Some libraries re-evaluated the book and kept it in the collection. Some libraries removed the book without an argument. One librarian went so far as to tear out the controversial page and return the book to the shelf.

In response to the unusual volume of requests for assistance from librarians under pressure to remove *Sylvester and the Magic Pebble* from their collections, the ALA Office for Intellectual Freedom advises librarians and library boards that:

(1) The *Library Bill of Rights*, the American Library Association's basic policy statement concerning intellectual freedom, states that, "... no library materials should be proscribed or removed from libraries because of partisan or doctrinal disapproval."

(2) Librarians who remove *Sylvester and the Magic Pebble* from their collections, or who remove the controversial page, play, in effect, the role of censor. Such a role violates both the spirit and the letter of the *Library Bill of Rights*.

(3) In the absence of a court order, issued after a fair hearing and decision, the publication *Sylvester and the Magic Pebble* is a legitimate library acquisition, fully protected under the law.

— Judith F. Krug, Director, Office for Intellectual Freedom

COALITION STATEMENT ON THE REPORT OF THE FEDERAL COMMISSION ON OBSCENITY AND PORNOGRAPHY

THE RECENTLY-ISSUED REPORT of the Federal Commission on Obscenity and Pornography, created by the Congress three years ago, was greeted with criticism based mainly on pre-conceived premises and personal attacks on Commission members.

The organizations which sign this statement deplore this reaction, which contravenes the process of rational discussion through which decisions on public issues should be made in a democracy. We agree with the wise words of Thomas Jefferson: "If the book be false in its facts, disprove them; if false in its reasoning, refute it. But for God's sake, let us hear freely from both sides".

The Commission's Report represents two years of intensive efforts by dedicated men and women, working under a Congressional mandate which instructed them to explore facets of a social issue which disturbs various segments of the national community. They have produced a 646-page Report and ten volumes of supporting factual evidence which are an exhaustive treatment of the subject. That in itself is a praise-worthy contribution to public understanding.

But the Commission's Report is not entitled to automatic acceptance simply because of its thorough study. Some of the undersigned organizations hold different views from the Commission, and may ultimately reject certain of its recommendations. But, despite our varying views on the question of obscenity, we all agree that the Report must receive a full, fair hearing; that its findings and recommendations should be tested in even-tempered dialogue; and that those who debate the Report should read it — and deal with its specific findings and recommendations.

The Report did not—as critics have erroneously charged—recommend abolition of all laws regulating obscenity. On the contrary, the Commission recommended laws to prohibit the distribution of sexually explicit pictorial material to minors, the public display of sexually explicit material, and the mailing of unsolicited advertising for such material. The Commission emphasized that adults who do not wish to receive obscene material should be protected from having it thrust upon them against their wishes. In short, the Commission did not, as some opponents suggested, recommend opening the floodgates for a wave of obscenity to engulf the public.

What the report did recommend was the abolition of these obscenity laws which prohibit the distribution of materials to adults who choose to receive them. This is not a radical innovation. The Supreme Court has ruled that the First Amendment protects an adult's right to read and see whatever he chooses, and we believe the same constitutional principles necessarily protect the publisher or bookseller who sells these materials to consenting adults.

While others disagree with this conclusion, these differences are legitimate subjects of debate. And there should be debate also on the Commission's conclusions that obscenity statutes, because of their vagueness, suppress non-obscene works and that scientific studies provide no evidence that obscene

books or motion pictures incite adults to criminal conduct, sexual deviancy or emotional disturbances. There should also be discussion of the Commission's proposals for a broad-scale program of sex education and for further scientific investigation.

The undersigned do not necessarily agree with each other about the issue of obscenity and its significance in American life. But we are united in our concern about censorship and the need for freedom of thought and freedom of expression — freedom of choice — in all areas of human existence. This is why, without endorsing or opposing the Commission's Report, we commend it for serious study and debate by legislators, courts, community leaders and the general public. We urge that proponents and opponents of the Report participate fully and rationally in this process, a venture which can enlarge intelligent understanding of a social question that requires wise decision-making.

American Civil Liberties Union

American Federation of Teachers

American Jewish Committee

American Library Association

American Orthopsychiatric Association

American Public Health Association

Association of American University Presses, Inc.

Association of American Publishers, Inc.

Author's League of America, Inc.

Bureau of Independent Publishers and Distributors

*John Donovan, Executive Director, The Children's Book Council, Inc.

*Charlton Heston, President, Screen Actors Guild

International Reading Association

Jewish War Veterans of the USA

National Association of Theatre Owners, Inc.

The National Book Committee, Inc.

National Council for Social Studies

National Council of Churches of Christ in the USA

National Council of Jewish Women

National Council of Teachers of English

National Education Association

National Library Week Program

National Board, YWCA

*Lewis I. Maddocks, Executive Director, Council for Christian Action of United Church of Christ

*The Rev. Everett Parker, Director, Office of Communication, The United Church of Christ

Periodicals and Book Association of America, Inc.

P.E.N. American Center

Sex Information and Education Council of the United States, Inc.

Union of American Hebrew Congregations

Women's National Book Association

Speech Communication Association

POLICY ON CONFIDENTIALITY OF LIBRARY RECORDS

(Adopted January 20, 1971, by the ALA Council)

THE COUNCIL of the American Library Association strongly recommends that the responsible officers of each library in the United States:

1. Formally adopt a policy which specifically recognizes its circulation records and other records identifying the names of library users with specific materials to be confidential in nature.
2. Advise all librarians and library employees that such records shall not be made available to any agency of state, federal, or local government except pursuant to such process, order, or subpoena as may be authorized under the authority of, and pursuant to, federal, state or local law relating to civil, criminal, or administrative discovery procedures or legislative investigatory power.
3. Resist the issuance or enforcement of any such process, order, or subpoena until such time as a proper showing of good cause has been made in a court of competent jurisdiction.*

*NOTE: Point 3, above, means that upon receipt of such process, order, or subpoena, the library's officers will consult with their legal counsel to determine if such process, order, or subpoena is in proper form and if there is a showing of good cause for its issuance; if the process, order, or subpoena is not in proper form or if good cause has not been shown, they will insist that such defects be cured.

RESOLUTION ON LOYALTY INVESTIGATION PROGRAMS

(Adopted January 20, 1971, by the ALA Council)

WHEREAS, A democracy must preserve freedom of thought and expression if it is to survive; and

WHEREAS, Loyalty investigations of library employees and of library trustees may create an atmosphere of suspicion and fear and tend to limit intellectual freedom by rendering it hazardous to hold or express other than popular or orthodox views; and

WHEREAS, Librarians have a special responsibility to provide information on all sides of controversial issues, but cannot do so if intellectual conformity becomes a factor affecting their employment or tenure; and

WHEREAS, The American Library Association has received evidence that loyalty tests may easily lead to the violation of the constitutional rights of library employees and of library trustees, and in some cases already have done so; therefore, be it

RESOLVED That the American Library Association strongly protests loyalty programs which inquire into a library employee's thoughts, reading matter, associates, or membership in organizations, unless a particular person's definite actions warrant such investigation. We condemn loyalty oaths as a condition

of employment and investigations which permit the discharge of an individual without a fair hearing. We hold that in a fair hearing the accused is furnished a statement of the charges against him, is allowed to see the evidence against him, is given an opportunity to prepare and to present his defense and to question his accusers with the aid of legal counsel, is presumed innocent until proven guilty and is given the opportunity, if adjudged guilty, of judicial review. We also condemn negative loyalty oaths as a condition of election or appointment of library trustees.

BEST BOOKS FOR YOUNG ADULTS

(Continued from Page 59)

- HEDGEPEETH, WILLIAM AND STOCK, DENNIS: *The Alternative: Communal Life in New America*. Communes as a way of life for "quiet revolutionaries" who feel alienated from the established world and seek the humanness of man, are pictured almost poetically in photographs and text. Macmillan, \$7.95; paper, \$2.95.
- HILLERMAN, TONY: *The Blessing Way*. Navajo detective Joe Leaphorn must solve the riddle of a mysterious death and an Indian spirit, part wolf, part man, who is frightening the people on a lonely reservation. Harper, \$4.95.
- HOUGH, JOHN: *A Peck of Salt: a Year in the Ghetto*. A very personal, moving story of a young white VISTA volunteer and his honorable failure to help black junior high school students in Detroit. Little, Brown, \$5.95.
- HOWARD, JANE: *Please Touch: A Guided Tour of the Human Potential Movement*. A *Life* magazine writer subjected herself to many forms of encounter group and sensitivity-training programs before making this shrewd and delightfully witty assessment. McGraw-Hill, \$6.95.
- JORDAN, JUNE, ed.: *Soulscript: Afro-American Poetry*. The black experience seen through the prism of poetry — some poems are angry and bitter; others are eerie and enigmatic; some lash out reflexively; others brood philosophically in this fine, discriminating collection. Doubleday, \$3.95; paper, \$1.75.
- KAVALER, LUCY: *Freezing Point: Cold as a Matter of Life and Death*. Cold, once considered an enemy, is revealed as one of man's greatest allies when utilized in such areas as diet, medicine, and research to defer death. John Day, \$8.95.
- KIM, RICHARD: *Lost Names: Scenes From A Korean Boyhood*. A famous Korean writer tells what it was like to grow up during the oppressive Japanese regime of the 1930's and 40's. Praeger, \$5.95.
- MERIWETHER, LOUISE: *Daddy Was a Number Runner*. Francie, a twelve-year-old black girl, faces the daily hazards of life in the Harlem of the 30's. Prentice-Hall, \$5.95.

- O'LEARY, BRIAN: *The Making of an Ex-Astronaut*. A NASA "dropout" tells about his seven months as an astronaut and why he was the first scientist to resign. Houghton, \$5.95.
- SEGAL, ERICH: *Love Story*. Oliver Barrett IV, a rich, cocky Harvard senior, and Jennie Cavalleri, a Radcliffe music type, poor and serious, discover they are made for each other in this funny but touching love story. Harper, \$4.95; Signet, \$.95.
- SHAW, ARNOLD: *The World of Soul: Black America's Contribution to the Pop Music Scene*. The brothers and sisters of soul — Otis Redding, James Brown and Aretha Franklin — are all here in this full story of blues and R & B. Cowles, \$6.95.
- STEWART, MARY: *The Crystal Cave*. Merlin, the baseborn son of royalty in fifth century Britain, uses magic to outwit his enemies until finally, he sets the stage for the birth of Arthur, the future king of Britain. Morrow, \$7.95.
- SWARTHOUT, GLENDON: *Bless the Beasts and Children*. Five misfits in an Arizona boys' camp sneak out on a daring escapade to save a herd of buffalo from bloodthirsty gun-toting tourists. Doubleday, \$5.95. Pocket Books, \$.95.
- TYLER, ANNE: *A Slipping-Down Life*. The story of fat, plain Evie Decker, her romance and marriage to a rock singer, and their slipping-down life together. Knopf, \$4.95.
- WERSBA, BARBARA: *Run Softly, Go Fast*. Written in Diary form, this is the story of nineteen-year-old David Marks and his attempt to reconcile his love-hate relationship with his father. Atheneum, \$4.95.
- YOUNG, AL: *Snakes*. A young, black ghetto musician, makes the stormy journey through adolescence with the help of his grandmother Claude, a hit record *Snakes*, and his friends, Champ and Shakes. Holt, \$4.95.

North Carolina LIBRARY EDUCATION NEWS

APPALACHIAN STATE UNIVERSITY

Department of Library Science

Librarians and audio-visual specialists who now have a master's degree in library science, audio-visual education or educational technology or the equivalent of either, may be interested in a further study opportunity which will be available at ASU beginning July 1. One of the choices of fields of concentration for the Ed.S. degree in Educational leadership will be media. Each student admitted to this program will follow a study program specially designed to broaden his competencies in programs and services related to all media and to give further refinement in some aspects. This Ed.S. degree prepares public school personnel who will carry administrative responsibility for large programs or special projects for public school resources. A similar program will lead to an Ed.S. degree in Higher Education and will prepare personnel for similar responsibilities in two year institutions of higher education. For further information, address queries to Dr. Doris Cox, Department of Library Science or Dr. Nat Shope, Department of Higher Education, Appalachian State University.

Our apologies for the error in spelling the name of Dr. Pearline Yeatts made in news notes from the Winter issue. Dr. Yeatts will direct the workshop, *Humanizing the Learning Center*, (L.S. 457), July 12-July 23. The focus for the Seminar (L.S. 540) second term will be on the critical appreciation of the film as an art form and the significance "film literacy" has for library resource programs. Mell Busbin will conduct this seminar.

In addition to the *Children's Literature Workshop* to be directed by Jane Wright June 28- July 9 featuring meeting the needs of special types of users, Miss Beulah Campbell from the Department of Teacher Education will direct another *Children's Literature Workshop* June 14-June 25. A series of guest editors, artists, and authors of children's books will be featured.

Summer offerings include the regularly required courses in either junior college or school library service. Those scheduled for second term are:

Organizing Non-Book Materials and Services

Children's Literature

Materials for High School Libraries

Materials for Elementary School Libraries

Research Methods in Librarianship

Library and the Community

Cataloging and Classification

Organization and Administration of School Libraries

Problems and Trends in School Libraries
Library Resources for Elementary Teachers
Correlating the Use of the Library with the Curriculum

As this goes to press the announcement has not been made in regard to our proposal for MALEM to USOE. If anyone needs information about the status of this proposal and the opportunities it will offer to those who are interested in opportunities for people from Appalachia who show interest and promise for education for professional library or technical library assistance, call or write the Department after June 1.

The Library Science Club has embarked on a recruitment campaign. If anyone knows someone who might be a fine recruit for our profession, the club members would like to contact him and explain, by personal contact or by correspondence, the student's viewpoint as to the attractions and opportunities the profession and study of it offer.

EAST CAROLINA UNIVERSITY
Department of Library Science

Spring quarter has kept the faculty busy attending professional meetings, finishing up research projects, completing committee assignments, and revising course syllabi. Summer schedules have been set and most of the faculty will teach at least one of the two summer terms. Pre-registration statistics reveal full classes for both terms and it appears that the special, short-term workshops will also be well attended. Plans continue with the Audio-visual Department in the School of Education for joint media ventures beginning in the fall. Team teaching and crosslisting of courses have been approved and other joint efforts look encouraging. One of the most popular courses this spring has been an introductory course in educational television.

The local chapter of Alpha Beta Alpha have planned a number of exhibits and projects for National Library Week. The annual spring banquet was held on the night of May 1 this year with Dr. James Batten as the featured speaker at the Candlewick Inn. New officers for the 1971-72 school year were elected at the April meeting. Miss Marilyn Searson, assistant professor in the department, will be the new advisor for the group in the new school year replacing Mrs. Lois Berry who has advised this honorary group for several years.



Chairman Gene Lanier chats with students.

NORTH CAROLINA CENTRAL UNIVERSITY

School of Library Science

The Z. Smith Reynolds grant of \$20,000 to the School of Library Science has been received, and progress is being made toward establishing a model early childhood learning center. Mrs. Tommie A. Young is teaching these courses and developing the center. Mrs. Young is also a member of, and met with, the North Carolina Planning Council for the Right to Read in February. She served as a consultant on the development of an early childhood learning center at Fort Valley State College in April.

Annette L. Phinazee served as a consultant at Kittrell College as a part of the Program With Developing Institutions, sponsored by the American Association of Junior Colleges. She is a member of an advisory committee for Durham Technical Institute. She was a discussion leader at the Workshop on Library Education for North Carolina in Pinehurst. Miss Evelyn Pope also represented NCCU. Mrs. Phinazee also served on a panel during the Second Conference on Federal Information Resources in Washington, D. C., on March 30.

Hazel Stephenson attended the School Library Automation Tutorial sponsored by ALA and held in Atlanta, February 25-26.

The School of Library Science faculty assisted the James S. Shepard Memorial Library Staff in hosting members of the COSATI Task Group on Library Programs and the Subcommittee on Negro Research Libraries during their field visits to Durham and Raleigh.

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

School of Library Science

The trend toward giving the prospective librarian a fuller understanding of today's sophisticated methods of information storage is continuing at the School of Library Science at the University of North Carolina at Chapel Hill.

In the past year, an increasing number of Library Science courses have been restructured to give students a greater ease and familiarity with computers. In addition, many courses in the Department of Computer Science now are cross-listed with the School of Library Science.

Indicative of the changes is the revision of Library Science 100, a core course. Prior to the change, the catalog description of L.S. 100 was: "A survey of the historical development and the present status of the library as a social institution and of librarianship as a profession."

A revised description now reads: "Concepts and methods for assessing the adequacy of libraries and information systems in serving their present and prospective publics, with attention to librarianship as a profession and an introduction to computers and programming."

L.S. 100 is the core course which introduces students to computer systems in libraries, the programming language PL/1, and the use of machine readable cataloging. It provides each student with an opportunity to write a program to manipulate bibliographic data on computer tapes, and to utilize the school's programs to make machine searches of the Library of Congress's MARC tapes.

L.S. 255 has been changed from *Data Processing for Libraries* to *Automating Information Systems*. It has an up-to-date emphasis on principles and techniques appropriate to information systems design and implementation, with some computer programming competence as a prerequisite.

Among the computer courses now cross-listed in the School catalog are C.S. 106 (*Data Processing Techniques*), C.S. 119 (*Natural Language Processing*), and C.S. 135 (*Data Processing and File Management*).

Professor Martin Dillon, a joint appointment of the School of Library Science and the Department of Computer Science, has recently recommended that C.S. 172 (*Information Retrieval*) also be cross-listed in Library Science. The prerequisite would be L.S. 100.

C.S. 172 would focus on information retrieval and question answering techniques, including document classification retrieval and answering techniques, the handling of large data collections, and the use of feed-back.

The course is seen as a supplement to L.S. 255, and as a further indication of the School of Library Science's commitment to the study of the most modern tools of librarianship.

The University of North Carolina School of Library Science Alumni held an open house on Saturday, April 24, for Alumni and friends of the School. The highlight of the day was a guided tour through the School's new quarters in Manning Hall. The tour was conducted by students currently enrolled in the School.

The Epsilon Chapter of Beta Phi Mu held its annual meeting on Saturday evening April 24, at the Colonial Inn, Hillsborough.

Visiting faculty teaching Library Science courses this summer at the University of North Carolina at Chapel Hill will include Mr. Fred Roper and Dr. Lewis F. Stieg. Mr. Roper has taught summer courses at the University before.

Dr. Stieg, who is currently a Lecturer in the School of Librarianship at the University of California, Berkeley, has written extensively in the field of library science, and has most recently published *An Introduction to Materials for Ethnic Studies in the University of Southern California Library*. He also has *A Bibliography of the Writings of Irving Stone* in press.

Mr. Stieg will be teaching LIBS 150 (*Introduction to Technical Services in Libraries*) and LIBS 231 (*Theory of Library Administration*) during the second summer session.

Information concerning the new dean, Dr. Edward Holley, appears on page 54 of this issue.

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

Library Education Program

Cora Paul Bomar was the luncheon speaker at the joint meeting of the Library Department of the Georgia Association of Educators and the Children's and Young People's Section of the Georgia Library Association in Atlanta on April 1, 1971. The topic discussed was "The Library Media Center: What Next?"

W. Hugh Hagaman conducted an inservice education workshop in instructional media for twenty-three teachers in the Mooresville City Schools during March-April, 1971, and served as consultant to the Distributive Education Department, School of Education, Virginia Commonwealth University, on their project to establish and operate a media center to serve the statewide distributive education program.

Mary Frances K. Johnson has been promoted to the rank of associate professor, effective July 1. Mrs. Johnson served as a member of the 1971 Institute Evaluation Panel for the U. S. Office of Education, evaluating proposals for institutes to be funded by Higher Education Act, Title II, B, funds.

Michael Molenda has been selected as a summer associate of the National Academy of Education. His two-month appointment will involve research on the future educational implications of cable television and the new video recording formats. For the last three weeks in May he will serve as consultant to a UNESCO seminar on microteaching being held in Madrid, Spain.

Sangster Parrott has been elected vice-president, president-elect of the Guilford Library Club (formerly the Greensboro Library Club). Miss Parrott will conduct a session on state and local documents for the Reference Workshop, "Reference Services for the Seventies — North Carolina Public Libraries," sponsored by the Printed Resources and Inservice Training Committees, Public Libraries Section, NCLA, to be held in Greensboro May 25-27, 1971.

NOTABLE CHILDREN'S BOOKS

(Continued from Page 57)

GRIMM, BROTHERS: *King Thrushbeard*, With pictures by Felix Hoffman, Harcourt, \$4.50. Handsome illustrations emphasizing pattern and design extend a folktale with a familiar theme—the humbling of a haughty princess.

HALEY, GAIL E.: *A story, a story*, an African tale retold and illus. by the author, Atheneum, \$5.95. Brilliant colored woodcuts illustrate a splendid Ananse tale from the Caribbean.

HARRIS, ROSEMARY: *The moon in the cloud*, Macmillan, \$4.95. An imaginative, suspenseful novel based upon the story of Noah and notable for its memorable characters and sparkling blend of comedy and fantasy.

- HODGES, C. WALKER, *The overland launch*, Illus. by the author, Coward, \$3.95. A vivid recreation of one wildly stormy night on the Devonshire coast in 1899 when a lifeboat was hauled thirteen miles by land to be launched for a rescue at sea.
- JOHNSON, JAMES WELDON AND JOHNSON, J. ROSAMOND: *Lift every voice and sing; words and music*, Illus. by Mozelle Thompson, Historical introduction by Mrs. Augusta Baker, Simple piano arrangement with guitar chords by Charity Bailey, Hawthorn, \$3.95. Known to many as the Negro national anthem, the song is accompanied by stark, dignified charcoal drawings.
- KADESCH, ROBERT R.: *Math menagerie*, Drawings by Mark A. Binn, Illus. with photos, Harper, \$4.50. Twenty-five ingenious mathematical experiments—clearly described and illustrated—utilizing inexpensive, readily available materials.
- KRAUS, ROBERT: *Whose mouse are you?*, Pictures by Jose Aruego, Macmillan, \$4.95. Bright red and yellow contrast happily with mouse gray in pictures for a brief text that has the satisfying simplicity of a nursery rhyme.
- LANGSTAFF, NANCY AND LANGSTAFF, JOHN, comps: *Jim along, Josie; a collection of folk songs and singing games for young children*, Piano arrangements by Seymour Barab, Guitar chords by Happy Traum. Optional percussion accompaniments for children. Illus. by Jan Pienkowski. Harcourt, \$5.50. A generous gathering, particularly suitable as an introduction to both music and poetry.
- LIONNI, LEO: *Fish is fish*, Pantheon, \$3.95. Wonderfully imaginative pictures, alive with color and movement, glorify a brief text with a familiar moral.
- LOBEL, ARNOLD: *Frog and Toad are friends*, Harper, \$2.50. In a fresh, wholly delightful, addition to the I Can Read series, the humorous adventures of the two animals are told in enchantingly simple words and pictures.
- MACBETH, GEORGE: *Jonah and the Lord*, Pictures by Margaret Gordon, Holt, \$3.95. Lively verses and vividly colored, stylized illustrations lend a humorous spirit to a picture book version of the Biblical fish story.
- MACKAY, DAVID: *A flock of words; an anthology of poetry for children and others*, Collected, introduced, and annotated by [the author]. Preface by Benjamin DeMott, Drawings by Margery Gill, Harcourt, \$5.95. Extraordinary unity and impact in a collection—wide-ranging in subject, time, and place—uniquely arranged in clusters linked by themes and subthemes.
- MCCNEILL, JANET: *The other people*, Little, \$4.50. Set in an English seaside resort, this story of a teenage girl is distinctive for its suspense, elegance of style, and remarkably subtle characterizations.
- MAYNE, WILLIAM: *Ravensgill*, Dutton, \$4.25. A half-century-old murder mystery and a family feud are both resolved in a tale—full of local atmosphere and unforgettable character—of two Yorkshire farm families.
- MONJO, F. N.: *The drinking gourd*, Pictures by Fred Brenner, Harper, \$2.50. A mischievous mid-century New England boy helps a Negro family to escape on the Underground Railroad in an excellent, well-illustrated I Can Read history book.

- O'DELL, SCOTT: *Sing down the moon*, Houghton, \$3.75. A young Navaho girl tells the proud, dignified story of the tragic degradation of a great people in their forced march to Fort Sumner in 1864.
- PEYTON, K. M.: *Flambards in summer*, Illus. by Victor G. Ambrus, World, \$4.95. Bringing to a close the trilogy about the Russell family, the mature substantial novel is as filled with incisive characterizations and intense human relationships as its predecessors.
- ROBINSON, JOAN G.: *Charley*, Illus. by Prudence Seward, Coward, \$4.95. An unsentimental, convincing story of an artistic, imaginative, but "difficult" girl who discovers that running away, though exciting, can be a desolate and frightening experience.
- SEGAL, LORE: *Tell me a Mitzi*, Pictures by Harriet Pincus, Farrar, \$4.95. Flat, comic-strip colors and deliberately homely, lumpish faces add earthy humor to the illustrations for three funny, unromanticized stories of urban Jewish family life.
- SEDAK, MAURICE: *In the night kitchen*, Harper, \$4.95. In an extraordinary picture book, a little boy's dream fantasy is set luminously against a transformed, darkened city, looking like the flat backdrop on an old vaudeville stage.
- SLEATOR, WILLIAM: *The angry moon*, retold, With pictures by Blair Lent, Little, \$4.95. Full-color paintings, executed with careful research and creative invention, heightens the dramatic quality of a Tlingit Indian legend.
- SUTCLIFF, ROSEMARY: *The witch's brat*, Illus. by Richard Lebenson, Walck, \$4.75. A crippled orphan boy, having learned the skills of healing from his grandmother, leaves his monastery home in the twelfth century to help found St. Bartholomew's Hospital in London.
- TOWNSEND, JOHN ROWE: *The intruder*, Lippincott, \$4.50. A sixteen-year-old boy and his native environment on the west coast of England are inextricably bound together in a compellingly real story of suspense.
- Vasilisa the beautiful, Tr. from the Russian by Thomas P. Whitney, Illus. by Nonny Hogrogian, Macmillan, \$4.95. Lovely full-color pictures on lightly textured paper illustrate a fine new translation of the familiar Russian Cinderella tale.
- WABER, BERNARD: *A firefly named Torchy*, Houghton, \$4.95. Explosive colors splashed on alternately light or dark backgrounds give strong visual impact to a story of a firefly whose glow was too bright.
- WALSH, JILL PATON: *Fireweed*, Farrar, \$3.95. Against a background of London during the 1940 blitz, two homeless teenagers meet and develop a poignant relationship in a haunting story made more powerful by the controlled intensity of the writing.
- WHITE, E. B.: *The trumpet of the swan*, Pictures by Edward Frascino, Harper, \$4.50. A voiceless trumpeter swan learns to read, write, and play the trumpet to woo his love in an engaging fantasy that ranges the continent from Ontario to Boston.
- WILDSWICH, BRIAN: *Brian Wildsmith's circus*, Watts, \$4.95. Strikingly brilliant water colors evoke an imaginary circus in an almost wordless picture book.

N. C. LIBRARIES AND THE PRICE FIXING SUITS

(Continued from Page 51)

and witnesses and the just and efficient conduct of the litigation. Provisions had been made earlier to set up a documentary depository in Chicago.²⁷

The School District and City of Philadelphia had originally filed their suit as a class action encompassing all public libraries and school systems in the United States. The defendants had successfully contended that this class was so vague that its members were not identifiable and that the class as defined would be unmanageable. It was estimated that such a class would include 60,000 libraries. The plaintiffs then amended their complaint to reduce the class membership to public school systems with enrollments of at least 12 000 students and public libraries with annual book funds of \$10,000.00

LIBRARY EDUCATION QUESTIONNAIRE

A consensus of suggestions derived from the reports of the participants at the Workshop on Library Education for North Carolina, held at Pinehurst, February 13-14, indicates that opportunities for continuing education, specifically in the new developments in library science, are among the most important needs of North Carolina librarians.

Therefore, the Committee on Education for Librarianship submits the following questionnaire in an effort to identify the areas in which the needs are greatest.

To this end, may we urge you to fill out this questionnaire and send it to

Miss Helen Hagan, Chairman
Education for Librarianship Committee, NCLA
William Madison Randall Library
University of North Carolina at Wilmington
Wilmington, North Carolina 28401

The results of the questionnaire will be submitted to library education agencies to serve as suggestions in planning workshops, institutes, extension courses, etc. Please answer the following questions:

- A. In what areas do you feel the greatest need for continuing education?
- B. What types of programs would be most helpful to you?
- C. Would you be interested in having an open forum for the discussion of this subject during the October NCLA Conference?

(PLEASE CLIP ALONG DOTTED LINES AND SEND TO ABOVE ADDRESS)

or more. On the basis of statistics available in the *American Library Directory* and the *Education Directory*, published by the United States Office of Education, this class was estimated to include about 1,224 library systems. The district court in Philadelphia refused to permit the plaintiffs to maintain such a class action because in its opinion there were no questions of law and fact common to all members which predominated over questions affecting individual members. It was anticipated also, that because the various library systems had different requirements and methods of purchasing, great difficulties would ensue.²⁸

Following the transfer of the action for pre-trial purposes to Chicago, the Philadelphia plaintiffs asked the district court there to reconsider their request for a national class action. They argued that subsequent developments had substantially altered the desirability for such. This time the court determined that the four requisites for a class action were satisfied. These requirements are that the class is so numerous that joinder of all members is impractical; that there are common questions of law and fact common to the class; that the claims or defenses of the representative parties are typical of the class; and that the representative parties will fairly and adequately protect the interest of the class.²⁹ The court also took into consideration the fact that many claims were too small to justify separate law suits and that the one year suspension of the statute of limitations had expired.

The court directed the plaintiffs to prepare a mailing list of all members of the class and to draft a letter of notification to advise them of the pending litigation. The letters were to be mailed on official stationery to avoid the appearance of claim solicitation.³⁰ At this point the North Carolina library systems became involved in the litigation.

In January, 1970, counsel for the Philadelphia plaintiffs advised the members of the national class they were exploring means of settlement with the defendants. In this connection the court had indicated it would require certain purchase information from class members prior to its consideration of a proposed settlement. Each class member was requested to complete a set of forms specifying actual or estimated expenditures for all library editions of children's books purchased from each defendant for each calendar or fiscal year from 1959 to 1970. Requested also, was an estimate of the percentage of library editions of children's books purchased from each of the defendants during the same period.³¹ Earlier, counsel for the Philadelphia plaintiffs had requested certain library systems participating in the suit to furnish figures for their total library book fund or expenditures for the calendar or fiscal year ending in 1966, the year the Department of Justice filed actions against the eighteen publishers. It was explained in this request that although the litigation involved library editions, the total library book fund figures were being utilized because of the difficulties in segregating figures for library editions only.³²

A settlement was finally negotiated which was satisfactory to all parties. The settlement provided for the award to the plaintiffs of \$940,000.00 plus interest from the middle of January, 1970. The interest through August was estimated to amount to about \$35,000.00. From this award \$35,000.00 was to

be deducted for costs incurred by counsel for expenses incurred in the prosecution of the lawsuit and \$195,000.00 was to be awarded for attorneys' fees. Eighty-five percent of the remaining funds was to be apportioned to the public school systems in the class on the basis of their 1964-1965 enrollment. The remaining 15 percent of the funds was to be apportioned to public libraries on the basis of their 1966 total book purchases.³³ This settlement was approved by the court and became final on November 4, 1970, at which time the actions against the publishers and wholesalers were dismissed.³⁴

A certified public accounting firm was hired to make a breakdown of the settlement, institution by institution. Figure 1 indicates the amount received by the North Carolina library systems which participated in the action.^{35*}

FIGURE 1

Allocations to North Carolina Library Systems

Albemarle Regional Library	115.14
Craven-Pamlico-Carteret Regional Library	113.54
Gaston County Public Library	632.91
Hyconeeche Regional Library Inc.	118.81
Kinston Public Library-Neuse Regional Library	193.31
Northwestern Regional Library	207.20
North Carolina State Library	324.32
Public Library of Winston-Salem & Forsyth County	586.76
Pack Memorial Public Library	381.56
Stanford L. Warren Public Library	333.86
Wilson County Public Library	168.21
Buncombe County Schools	2,373.44
Charlotte City-Mecklenburg County	8,597.66
Cumberland County Schools	2,676.17
Forsyth County Schools	5,533.99
Greensboro City Schools	3,426.96
Guilford County Schools	2,446.10
Harnett County Schools	1,562.11
High Point City Schools	1,537.89
Johnson County Schools	2,058.59
Nash County Schools	1,598.44
New Hanover County Schools	2,143.36
Onslow County Schools	1,586.33
Robeson County Schools	1,840.63
Rowan County Schools	1,683.20
Wake County Schools	2,664.06
	<u>\$44,904.55</u>

FOOTNOTES

1. One or more members of a class may sue or be sued as the representative party on behalf of all members of the class as provided by rule 23 (a) of the Federal Rules of Civil Procedure.
2. The names of the defendants appeared in a list attached as follows: Harper & Row Publishers, Inc., Thomas Y. Crowell Company, The MacMillan Company, Dodd, Mead & Company, Inc., McGraw-Hill Book Company, Bobbs-Merrill Company, Inc., Golden Press, Inc., Holt, Rinehart & Winston, Inc., Harcourt, Brace & World, Inc., Grosset & Dunlap, Inc., Random House, Inc., E. P. Dutton & Company, Inc., Alfred A. Knopf, Inc., William Morrow & Company, Inc., Franklin Watts, Inc., Charles Scribner's Sons, Henry Z. Walck, Inc., A. C. McClurg and Company, Children's Press, Inc., Associated Libraries, Inc., The American News Company, The Central News Company Division, Bookazine Company, Bro-Dart Books, Inc., Rand McNally & Company, Cosmo Book Distributing Company, Campbell & Hall, Inc., Doubleday and Company, Inc., Little, Brown & Co., Houghton-Mifflin Company, C. P. Putnam's Sons, H. R. Huntington Company, Inc., David McKay Co., Inc., Imperial Book Company, Baker & Taylor Co., Prentice-Hall, Inc., The Viking Press, Inc.
3. Library editions are books with reinforced bindings designed especially for use in public and school libraries. They are expected to withstand more wear than trade books, the type books that are sold in book stores.
4. 15 U.S.C. §§ 1-7 (1964).

5. For an analysis of price fixing see A. NEALE, *THE ANTITRUST LAWS OF THE UNITED STATES OF AMERICA* 32-36 (2d ed. 1970) [hereinafter cited as NEALE].
6. 15 U.S.C. § 1 (1964). Exempt from the provisions of this Act are agreements permitted under state "fair trade" laws, a subject not at issue here.
7. For a discussion of the administration of the antitrust laws see NEALE 373-400.
8. *Alleged Price Fixing of Library Books, Hearings before the Subcommittee on Antitrust and Monopoly of the Committee on the Judiciary, United States Senate*, 89th Cong. 2d Sess. 1 (1966) [hereinafter cited as *Alleged Price Fixing*].
9. *Id.* 3-35.
10. *Id.* 44.
11. *Id.* 29.
12. *Id.* 8-9, 18, 100.
13. *Id.* 83, 111, 126.
14. This term refers to certain commercial binders who buy the printed pages from publishers and bind them in sturdy bindings especially for library use. These books are expected to last the life of the sheets. There was testimony at the hearings that fewer titles were being made available to prebinders than heretofore. *Alleged Price Fixing* 95.
15. *Id.* 128-129.
16. *Id.* 113.
17. Defendants in these actions were Bobbs-Merrill Co., Inc., Children's Press, Inc., Dodd, Mead & Co., Thomas Y. Crowell Co., E. P. Dutton & Co., Golden Press, Inc., Grossett & Dunlap, Inc., Holt, Rinehart and Winston, Inc., Harper & Row Publishers, Inc., Little, Brown & Co., Inc., The Macmillan Co., William Morrow & Co., G. P. Putnam's Sons, Random House, Inc., Charles Scribner's Sons, Viking Press, Inc., Franklin Watts, Inc., and Henry Z. Walck, Inc.
18. *United States v. Harper & Row Publishers, Inc.*, NEW U. S. ANTITRUST CASES [1961-1970 Transfer Binder] TRADE REG. REP. cases 1933-1950 (N.D. Ill. 1967).
19. N.Y. Times, Oct. 24, 1967, at 61, col. 2. A consent decree has certain advantages and risks for both sides. It gives the Department of Justice the relief it considers necessary without the expense of a trial. It achieves a quicker result since antitrust litigation can be spread over many years. It has the additional benefit for the defendant in that it avoids the deployment of evidence in open court and the consent decree itself is not admissible in evidence in a private treble-damage suit. The risk for the government is that it may not succeed in its negotiations in obtaining the full relief it regards as necessary. NEALE 380-381.
20. 15 U.S.C. § 16 (1964).
21. City of New York v. Harper & Row Publishers, Inc., 390 U.S. 715 (1968).
22. The defendants sought a reversal of this ruling by the United States Supreme Court. Certiorari, however, was denied. *Harper & Row Publishers, Inc. v. Decker*, 394 U.S. 944 (1969).
23. *United States v. Harper & Row Publishers, Inc.*, 1967 Trade Cas. para. 72,256 (N.D. Ill. 1967). The notice appeared in 14 SCHOOL LIBRARY J. 839 (1967).
24. Following the successful prosecution of the electrical equipment manufacturers for antitrust violations in the early nineteen sixties more than 1,800 separate damage actions were filed in thirty-three district courts. Unless coordinated action was taken it was feared that conflicting pre-trial discovery demands would disrupt the functions of the federal courts. As a result the Judicial Conference of the United States set up the Coordinating Committee to supervise nationwide discovery proceedings.
25. The Federal Rules of Civil Procedure provide various methods for discovery. These rules rest on the basic philosophy that prior to the trial every party is entitled to disclosure of all relevant information in the possession of any person unless the information is privileged. Among these discovery devices are oral depositions, depositions on written questions, interrogatories to parties, and orders to produce documents.
26. 28 U.S.C. § 1407 (Supp. 1965-1969).
27. *In re Library Editions of Children's Books*, 297 F. Supp. 385 (Jud. Panel Mult. Lit. 1968). By this time there were twenty-one private antitrust treble damage suits pending in eight United States district courts.
28. *School Dist. of Philadelphia v. Harper & Row Publishers, Inc.*, 267 F. Supp. 1001 (E.D. Pa. 1967).
29. Fed. R. Civ. P. 23 (a).
30. *Illinois v. Harper & Row Publishers, Inc.*, 301 F. Supp. 484 (N.D. Ill. 1969). By this time more than forty suits had been filed against the publishers.
31. Letter from David Berger to all class members, Jan. 27, 1970.
32. Letter from David Berger to all class members, Sept. 30, 1969. The letter indicated that book fund information for some of the library systems had been obtained elsewhere.
33. *Notice of Settlement, School Dist. of Philadelphia v. Harper & Row Publishers, Inc.* (N.D. Ill. Sept., 1970). The allocations to the Michigan library systems were based on a somewhat different formula.
34. *Order Approving Allocation and Distribution of Settlement Funds, School Dist. of Philadelphia v. Harper & Row Publishers, Inc.* (N.D. Ill. Nov. 4, 1970).
35. Sixteen North Carolina library systems included in the class chose not to participate in the law suit.

