

## COMMUNITY COLLEGE LIBRARIES IN TAR HEELIA

by  
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The spiritual architect of North Carolina's community college system was Dallas Herring, educational leader and manufacturer from Rose Hill. As member and chairman of the State Board of Education from 1955 to the present time, Dr. Herring has been the mainspring from which has welled up the major ideas and concepts which have gone into the creation of the present community college system.

The basic system was proposed to the General Assembly in 1955. The proposal was for development of a number of area vocational schools and regional technical institutes to serve adult citizens across the state. The idea received favorable consideration, but little was done to implement it at that time. Between 1955 and 1957, Dr. Herring gained powerful adherents for the idea, including Governor Luther Hodges and members of the State Advisory Budget Commission. The first major appropriations were made by the 1957 General Assembly and provided for several Industrial Education Centers to be established in populous areas and for development of two or more regional technical institutes.

Additional state support was also voted for six struggling public community colleges financed primarily by local governments in Charlotte, Asheville, Wilmington, and Elizabeth City. The latter were traditional academic institutions. Teacher training programs in vocational and technical fields were established or expanded in several state teacher training institutions and at North Carolina State University. The technical institutes were at first under the supervision of the School of Engineering of N. C. State. The Industrial Education Centers were jointly sponsored by local public school administrative units and the State Board of Education.

Libraries were developed in these original institutions with the idea of having a considerable number of duplicate titles in order to minimize the need for students to purchase the more expensive textbooks or reference books. Thus, the quantity and quality of collections were good, but the variety was never great.

By 1961, some 20 Industrial Education Centers and one Technical Institute were flourishing. Five separate, locally-owned, academic community junior colleges were operating with State aid. In 1963 the General Assembly accepted the recommendation of Governor Terry Sanford and revised the Community College Act to systematize these three types of institutions. The Act also created the Department of Community Colleges under the State Board of Education to provide State-level guidance and supervision of the system. The State assumed the major responsibility for providing operating funds, library collections, equipment, and a part of capital outlay.

Today the system comprises 44 institutions in one or the other of three primary stages of development toward a completely comprehensive community college institution. Six more institutions are scheduled to be opened during the next two years bringing the total to fifty. Each is located to serve a surrounding area of population concentration. Each serves only commuting adult students. State policy limits building facilities to those required for instructional and administrative purposes.

#### Educational Setting of System Libraries

The typical institution begins its first developmental stage as an industrial education

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center—an extension unit of the public school system. During this stage it develops a broad curriculum of trade and industrial courses. Vocational curricula lead to proficiency certificates and, in many trades, are preparatory for licensure. The second stage—the technical institute—calls for adding a broad range of technical courses. Usually two years in length, these lead to the degree of associate in applied sciences. The third developmental stage adds the freshman and sophomore years of a traditional academic college program, usually called “the college parallel curriculum.”

Outside the preceding three regular curriculum areas, *every* institution at *every* stage carries on vigorous programs of individual vocational courses, specialized short courses, and general adult education courses. The latter range from literacy training through high school completion. Libraries in each institution are developed to serve this whole range of instruction and training and also to serve additional cultural, social, and economic interests of the community. However, each library places greatest emphasis upon collections related to the curricula offered at its particular institution.

### Primary Educational Function

The primary educational function of *each* institution is its vocational and technical instructional programs. This is essential because this is the only system of institutions, public or private, in North Carolina offering adults a broad range of vocational and technical training. Public schools are the great engines of general education; 14 public senior colleges and universities, and 39 private junior colleges, senior colleges, and universities are the mainstays of academic education. To accommodate a growing spillover of students who cannot be accommodated by the other academic institutions and to offer more citizens an opportunity for education, twelve of the community college system institutions have added the college parallel program. Great care is taken, however, to assure that their primary function—vocational and technical training—will not be de-emphasized. Nevertheless, state policy is to make the academic program in these institutions equal or superior in quality to work done at the same level in senior colleges and universities.

### Development of Library Collections

State funds are the major support for library collections. Comparatively small sums are provided by Federal grants, local government, and private sources. During the 1966-67 academic year statewide, volumes held per full-time-equivalent student per student, was 17 volumes from all sources of support. By comparison, 16 volumes per student was the lowest ratio found in any public or private higher educational institution outside the system in this state. Total volumes in the system libraries exceeds 250,000 and will rise about 100,000 volumes in the 1967-68 year. Only one institution has over 20,000 volumes; three have 15,000 to 20,000; one has 10,000 to 15,000; all others have less than 10,000. The problem of over-duplication of titles is being eliminated by mutual exchanges of books and by transfers to newer institutions in the system.

All volumes purchased with State funds must be requisitioned through a Library Services Section of the Business Office in the Department of Community Colleges. This section is a business operation and not a professional reviewing station. Institutions have full responsibility for selection of titles; however, recommended lists prepared by professional librarians in the institutions and in the department are circulated as an advisory service to institutions. The Library Services Section was established in the interest of economy; experience is proving its value. Though it nearly collapsed under the early flood of requisitions and book shipments, it was reorganized in September, 1966 and has

since been operating with speed, efficiency, and a high measure of satisfaction. The section orders, receives, processes, numbers, and prepares catalog cards for books. Little remains to be done at the institution before placing volumes on shelves. Ninety-six percent of volumes can be processed immediately and shipped to institutions with LC cards. The remaining volumes are sent with temporary LC cards; permanent cards are sent later when available from the Library of Congress.

Records disclose an average cost per volume of \$5.30 last year. Processing costs and materials added another 81 cents per volume for a total of \$6.11. Thus, a 20,000-volume collection can be purchased and processed through the section for approximately \$124,000 compared with national estimates<sup>2</sup> in 1961 of \$192,600 and North Carolina estimates in 1964<sup>3</sup> of \$225,000.

The foregoing cost figures do not include volumes acquired on microfilm or bound volumes of periodicals. Microfilm volumes consist largely of local area public and private records of historical, social, or economic interest and area newspaper collections for the period 1751-1966. A roll of microfilm usually consists of more than one volume and costs \$8 per roll.

Long-term collection objectives for the systems libraries are consistent with American Library Association Standards.

<sup>2</sup>See *College and Research Libraries*, Vol. 21 (July, 1961), p. 306.

<sup>3</sup>See Preliminary report of the Subcommittee on Library Development in Smaller Colleges, Committee on Cooperative Research, N. C. College Conference, June, 1964.



THE BINDING BUSINESS—The above building, occupied in 1964, houses offices and bindery facilities of the Greensboro Division of Joseph Ruzicka, Inc., a familiar name to Tar Heel librarians. Company officials estimate that more than a million books and periodicals will be bound in this facility in 1967.

## BOOKBINDING THEN AND NOW

by

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If one were able to visit a library bookbindery as it existed 25 years ago, and were

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