

NORTH CAROLINA LIBRARIES

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CLICK ON THE TITLE TO ACCESS THE ARTICLE

1 [From the Pen of the Editor: Un-fair Use](#)

Ralph Scott

2 [Librarian, Literature, and Locality: Addressing Language Barriers Through Readers' Advisory](#)

Joanna Bolick

12 [Public Library Adult Education for Immigrants in North Carolina](#)

Plummer Alston Jones, Jr.

20 [How Did We Get Here: Binding of Print Theses and Dissertations to Processing Electronic Theses and Dissertations?](#)

Netta Cox

25 [From the Pages of North Carolina Libraries: North Carolina Negro Library Association](#)

Mollie Huston Lee

37 [North Carolina Books](#)

Compiled by Al Jones

43 [Wired to the World: Can You Really do Research on the Internet?](#)

Ralph L. Scott

45 [The Joint-Use Library in Carrboro: Bringing Together Orange County Public Library and Chapel-Hill/Carrboro City Schools](#)

William Joseph Thomas

Un-fair Use

United States copyright law was envisioned to promote the increase of knowledge, the progress of science, and the development of ideas. A critical part of the law provides the creator of a work with a bundle of rights to that work for a specific period of time. While these rights enable writers such as J K Rowling to become very wealthy (she is the first person to become a billionaire by writing novels), often they inhibit the advancement of knowledge. As a case in point recently I was helping a researcher in New Jersey obtain a copy of a Vietnam War unit history. The history, printed at a copy store in a small town about thirty miles north of our library, went out of business about two decades ago. The author now in his mid-90s has a last-known address in Florida. Attempts at contacting him by phone were not successful. Our library has the only known recorded copy in World Cat. How much time should the library or the researcher spend trying to track down the owner of this “orphan work?”

Another recent case involving copyright concerns a manuscript collection that consists of typescript copies of civil war letters the original of which are in the Wisconsin Historical Society. An undergraduate student at the University of Wisconsin wanted us to scan the typescripts for his use in a term paper. Note that I said “typescripts,” clearly the original holograph letters had at some point been transcribed by a researcher (maybe for copyright purposes read “reformatted”?) As new generations of students no longer can read cursive writing, these typescripts become a more valuable research tool for undergraduates. Who owns the rights to these letters, the Wisconsin Historical Society or the holder of the typescripts?

Many repositories have large collections of photography. We recently purchased several albums of photographs of missionaries in China in the 1920s and 1930s. While the library owns the photographs, the reproduction rights remain with the photographer.

Thus we have many collections where we own the prints and negatives, but not the rights to these visual images. It's possible that the missionary's heirs sold the rights along with the photos, but how do you

know for sure? How can you promote the increase of knowledge of materials that you do not own the rights to?

These questions involve balancing the rights of the copyright holder with that the benefit to society by the transmission of knowledge. Some fair use questions can be answered by the Association of Research Libraries' *Code of Best Practices for Fair Use for Academic and Research Libraries* (<http://www.arl.org/storage/documents/publications/code-of-best-practices-fair-use.pdf>). However the larger issue of when does “fair use” become “unfair” is not so easily answered. It seems to me that in many cases the copyright law, while protecting the rights of some authors to become billionaires, actually inhibits the free flow of knowledge. Libraries and libraries need additional protection from unfair use suits relating to so-called orphan works. While librarians do not usually attempt to copy entire Harry Potter novels, what about small unit histories, of interest to only a handful of veterans? Should the copyright law prevent these veterans from enjoying the story of their unit? I think we need to go back to original intent of the law, the increase of knowledge, and develop legislation that protects libraries from unfair use claims.

Submission Requirements for North Carolina Libraries

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Librarian, Literature, and Locality: Addressing Language Barriers Through Readers' Advisory

Abstract — With patience and perseverance, the readers' advisory (RA) relationship can form a long-term bond between patron and librarian and can also serve to unite library, literature, and the community. But what happens when something hampers the librarian's ability to bring patron and book together? The purposes of this survey of public librarians were to ascertain if readers' advisory librarians were coming into contact with patrons who spoke other languages, to compile best practices and resources librarians used or could use during these types of readers' advisory interactions, and to gain feedback directly from them regarding the interactions themselves. An electronic survey was distributed to public libraries in North Carolina in March 2014. Responding librarians listed over 29 different languages that they were aware of being spoken within their local libraries. Results also indicated that 8 out of 10 public librarians in North Carolina have encountered communication barriers during RA services, with just over 6 out of 10 of those encounters occurring because of the differences in languages spoken during the exchange. Although North Carolina librarians are resourceful individuals who rely on each other, skillfully employ learning strategies, and turn to technology to solve RA problems, results also indicate frustration at the lack of resources and support available to them in these situations.

Readers' Advisory (RA) is a relationship. It is an informal interview, a conversation, and an establishment of trust between patron and librarian. It is a request for assistance answered through careful consideration of a multitude of factors. Duncan Smith describes an almost twenty-year readers' advisory relationship with a single patron named Joanne, and relates this advisory experience to the study of ecology:

Ecology is often defined as the science of the relationship between organisms and their environment. Reading has an ecology too, and these summaries of Joanne's readings provide an opportunity for us to observe the relationships that exist not only between books but how they are instantiated in a reader, and because we have an overview of this reader's life, how all three of these elements—books, readers, and the reader's life—interact.¹

In an article regarding readers' advisory and appropriate materials in the library to recommend to adult literacy students, Weibel poses the following

question: "Is it still possible for these adults, some struggling to learn to read or improve their reading in various adult literacy programs, others just coping on their own, to have that kind of reading experience that makes them see reading, not just as an important skill for everyday life, but an invitation to join in a lifelong conversation about people, places, and ideas?"² Weibel concludes her report by stating, "The books are on the shelves, the students are in their classrooms. All that is needed are the librarians who can bring the two together."³ With patience and perseverance, the RA relationship can form a long-term bond between staff and patron and can also serve to unite librarian, literature, and the community.

But what happens when something hampers the librarian's ability to bring the student, or more broadly, the patron, and book together? Consider, for a moment, the impact of a language barrier between patron and librarian. A 2011 American Library Association RUSA summary of results from a

survey on library services for Spanish speakers listed the following key finding: "The biggest challenge in serving Spanish-speakers is trying to provide excellent customer service lacking the necessary staff to do so."⁴ Dali includes tips for RA interactions with immigrant readers in North American public libraries based on her own experience as a librarian and prefaces the tips with the following acknowledgment:

Very little is known about the immigrant leisure reading or what happens when immigrants seek out materials for leisure reading. Specific gaps include the readers' advisory interview with an immigrant reader who is not a native English speaker, locating suitable books in languages other than English to suggest to a reader, and finding books in English similar to those enjoyed in readers' native languages.⁵

In Australia, to combat these gaps, public and state libraries have pushed for a unified electronic multicultural resource, the MyLanguage project, which provides digital access to library

information in almost 70 languages.⁶ In addition, Sophia Ra and Jemina Napier emphasize the importance of Asian language interpreters working within Australia which the authors refer to as a “one of the leading countries in providing community interpreting services.”⁷ Academic librarians in Canadian universities have written recent articles regarding best practices when interacting with ESL students⁸ and non-native English speakers⁹ within the college library that emphasize slowing down the pace of the interview, using visual aids, and eliminating preconceptions about what the user is requesting. Wawrzekiewicz advocates the need for embedded librarians who “pull their noses out of their books and stick them deep into the public sphere”¹⁰ in an attempt to get to know the surrounding community and promote library services and resources.

Although these articles address current strategies for embracing a plethora of patrons who speak different languages within the library, further information is needed to explore a librarian’s ability to provide excellent readers’ advisory services to a patron when facing a language barrier. What happens in the event that specialized staff or multilingual tools are not available? Are librarians prepared for these RA encounters involving language barriers? How often do librarians encounter interactions that involve patrons who speak a primary language other than their own, and what are they doing in these situations? The broad goal of this study is to ascertain if public librarians in North Carolina are coming into contact with patrons who speak other languages, and to compile best practices, resources, and feedback from these librarians regarding readers’ advisory experiences with patrons who speak other languages. This survey will then serve as the collective voice of librarians in public

libraries in North Carolina and heed their successes and frustrations regarding RA services involving communication barriers.

Review of Related Literature

Rethinking RA

Addressing library services for immigrants, a 2010 joint report on current practices by U.S. Citizenship and Immigration Services and The Institute of Museum and Library Services indicates that “New immigrants are settling outside of traditional gateway cities where there are fewer resources to facilitate integration, such as English language instruction or citizenship preparation courses. Thus, there is an even greater role for public libraries in welcoming and educating immigrants.”¹¹ Although the report doesn’t speak specifically about readers’ advisory it does advise the following, “Decide how staff will be deployed, who will administer the services, and who will work with partners. Consider the general skills staff will need such as techniques to use when working with a population with limited English skills.”¹² *What are these general skills or techniques?*

New approaches to readers’ advisory indicate a shift in thinking about the ways librarians approach a key point of contact for patrons visiting the library. Consider the following research: Smith’s “ecology” of reading and the importance of the reader’s life,¹³ Barry Trott’s best practices related to readers’ advisory in combination with reference services,¹⁴ Dali’s emphasis on the importance of sharing translated fiction, a growing market, with all patrons,¹⁵ and the importance of focusing on *why* patrons read rather than considering *what* they’ve already read.¹⁶ Recent research regarding RA indicates the need to reshape readers’ advisory best practices to better suit

the changing desires and needs of all patrons, including those with limited English skills, within the constraints of our current economy. In addition, a study on the impact of readers’ advisory on Russian immigrant adaptation in the Ontario, Canada area by Dali drives home the following point: “For this reason, RA, which bears a promise to reduce both uncertainty and anxiety, appears to be a suitable practice to facilitate immigrants’ adaptation and help them feel more at home.”¹⁷ *How do we ensure that RA transactions have a positive effect on helping patrons acclimate to their local environment?*

Why North Carolina?

If librarians *can* indeed bridge those language barriers during RA interactions, the success of those transactions would quite likely enrich the lives of those in the local community. Therefore, when addressing libraries and language barriers, we must study not only new ideas in best practices, but the local populations themselves that compose the library – community connection. As indicated in a Pew Hispanic Report, North Carolina had the highest percentage of growth in its Hispanic population; between 1990 and 2000, it experienced 394% growth.¹⁸ Consider also that updated statistics released by the Pew Research Center indicate that North Carolina experienced an additional 160% Hispanic population change (increase) from 2000 – 2011.¹⁹ However, research conducted regarding public libraries in North Carolina,²⁰ Alabama,²¹ and Arizona²² indicates that current library services to Hispanic populations in the United States are only growing minimally, despite large increases in Hispanic populations in those states. *Why are these programs slow to grow?*

Examining the experiences of three Hispanic services librarians in North

Carolina, Elizabeth Cramer states “North Carolina libraries are experiencing an unprecedented demand for Spanish language materials and services for recent immigrant populations due to one of the fastest growing Latino populations in the country.”²³ Through Cramer’s interviews, she learned the following, “All three Hispanic services librarians emphasize the ability to communicate with the Spanish-speaking patron by hiring bilingual staff or enlisting bilingual student or community volunteers. Yet, they stress that even in libraries without Spanish-speaking staff, a smile and welcoming attitude will suffice.”²⁴ *Is it true that a smile and positive attitude is enough to bridge language barriers in the library?*

The literature reviewed here points to certain questions: What are the general skills needed for all staff to work with a population with limited English? Is it true that a smile and positive attitude is enough to bridge language barriers in the library? If RA transactions have a positive effect on helping patrons acclimate to their local environment, why are current library programs to Hispanic individuals in the South slow to grow? What is missing from the current conversation regarding immigrants and libraries is an understanding of whether or not librarians are able to apply best practices in regard to readers’ advisory when they encounter patrons who speak a primary language other than their own. Although the state of North Carolina has experienced a large Hispanic population boom, it is important to be clear that this study is not specific to RA services to Hispanics within North Carolina. The very fact that North Carolina has experienced such an increase in immigrant populations serves rather as an impetus for libraries across North Carolina to acknowledge and be proactive about serving the multicultural and multilingual needs of *all*

patrons in a growing and changing society. This study, then, is more broadly a survey of the communication barriers that may occur or have occurred during RA transactions between North Carolina public librarians and patrons, as well as a collection point for gathering honest responses, best practices and suggestions from librarians for bridging barriers. It is the author’s intention for this research to illuminate positive aspects as well as current deficiencies in or frustrations with RA transactions being conducted in public libraries in North Carolina, the results of which could then be used to assist librarians providing RA services in multicultural, multilingual environments everywhere.

Methodology

How often do librarians encounter interactions that involve patrons who speak a primary language other than their own and what are they doing in these situations? What methods do librarians at public libraries in North Carolina use to provide best practices in readers’ advisory situations to patrons who speak a language other than the librarian’s primary language? What current strategies or frustrations do librarians experience in regard to RA transactions involving communication barriers?

Distribution Method

An electronic survey composed of 22 questions (Appendix A) was distributed to public libraries in North Carolina in March 2014. Email addresses were obtained through North Carolina public library websites as well as a “Director’s Directory” available online through the State Library of North Carolina’s website. Email addresses were cross-referenced, and duplicates were deleted. In total, 159 emails were distributed to libraries in

North Carolina, with the request that the survey be shared with those librarians on staff who specifically performed readers’ advisory services. 165 anonymous responses were collected during a two-week period. Incomplete surveys as well as those that did not provide informed consent were deleted. 104 completed, consented surveys were considered for the final results.

Survey Specifics

A question regarding the size of the library service area was included to determine survey distribution across the state:

- 17% of responses were from libraries with service areas of less than 10,000
- 20% were from libraries with service areas between 10,000 and 24,999
- 31% were from service areas between 25,000 and 99,999
- 18% were from service areas from 100,000 – 299,999
- 11% were from service areas over 300,000
- 3% of respondents didn’t indicate service area size

Data analysis on the 104 completed, consented surveys occurred after the survey was closed. Multiple-choice responses were grouped and assigned value (as a percentage) compared to the responses as the whole. Although most questions were multiple-choice, five open-ended questions were included to allow for personalized responses. Open-ended responses were grouped according to common themes, in order to determine consistency of responses.

Validity

Publically available email addresses listed on North Carolina public library websites were used to ensure that the survey reached public librarians within the state of North Carolina. All survey responses were anonymous and IP addresses were not recorded to ensure

privacy for all respondents. In addition, an initial question within the survey was used to verify that the librarians who responded to the survey performed readers' advisory duties frequently, defined as on at least a monthly, weekly or daily basis. Publically available North Carolina library email addresses, assurance of anonymity to respondents, verification of RA duties performed on a consistent basis within the survey itself and a fairly even demographic distribution by respondents served as validity that the results of this survey were highly pertinent and reflective of RA services in public libraries across the state of North Carolina.

Survey Results

Who provides RA Services?

In regard to Readers' Advisory services in the library, 78% of respondents stated that *all* staff at the library is responsible for RA, and 9 out of 10 librarians who responded to the survey are providing RA services at least weekly to patrons. As far as rating their ability to perform RA services, 77% of respondents felt they were very familiar with collection. In regard to adult fiction and non-fiction RA requests, respondents were quite confident in their abilities: 95% were either confident or very confident in their ability to perform RA services for adult fiction requests, and 89% were either confident or very confident in their ability to perform RA services for non-fiction requests. It is clear from survey results that a very large majority of respondents performed RA services frequently and were comfortable doing so.

RA Interactions in Regard to Communication Barriers

Frequency and confidence quickly drop off, however, regarding communication

barriers: whereas 79% of respondents stated that they've experienced a communication barrier during an RA interaction at least a few times a year, only 17% indicated that they were confident or very confident in their ability to perform RA services to patrons with language barriers. Difficulty with RA services extends to more than just language barriers, however. Of those who had experienced communication barriers, the following types of barriers were referenced:

- 36% responded that language was the primary communication barrier.
- 27% responded that they'd encountered language barriers and communication barriers involving deaf or hard of hearing patrons.
- 7% responded that they had encountered patrons who had difficulty expressing exactly what they wanted.
- 4% responded that they'd only encountered communication barriers involving deaf or hard of hearing patrons.

While 24% of respondents indicated that they had not yet experienced a situation where they had the opportunity to provide RA services to patrons with language barriers, a combined 63% of those who did experience communication barriers indicated that language was an issue in these interactions.

With responding librarians in North Carolina comprehensively listing over 29 languages that they were aware of being spoken in their libraries, and 94% of respondents indicating that their libraries carried materials in other languages, the low confidence in performing RA services to patrons with language barriers is perhaps justified. However, while 40% of respondents did not indicate that they had specific designated staff, such as a community librarian, bilingual librarian, outreach librarian, or interpreter in place to offer assistance, 56% of respondents

indicated they had at least one outreach, bilingual or community librarian on staff.

Feedback from NC Librarians

If most of all staff are responsible for RA services (as the survey indicates), making connections with the community and knowing their patrons, it also follows that nearly all staff are also responsible for serving all types of patrons. In response to the question regarding designated staff, one respondent thoughtfully wrote, "To some extent, most of the librarians are considered community/outreach librarians, as most of us are responsible for making connections in the community and knowing our patrons."

How then do these librarians go about performing RA duties to the best of their abilities in the midst of communication barriers?

- 77% of respondents have pulled in a 3rd party at one time or another to assist (3rd party persons mentioned included other staff members, supervisors, family members, or other patrons)
- 24% mentioned keeping the interview simple: using simple terms, short sentences, writing down questions/responses, and using visual aids
- 10% recommended using online tools such as Babelfish or Google Translate
- 5% suggested heading to the shelves to gain understanding

In response to a question regarding the best resources to use when overcoming language barriers, the top three most common suggestions were variations of "pull in another staff member who speaks that language," "use an online catalog/website/database" and "I don't know."

Specific responses included the following:

- I wish I knew.
- The hardest part is if you find something that they might be able to use, but not carry the title/language in your library.
- I really can't think of a good resource. It all comes down to putting the information into the simplest terms to help the customer understand.
- I know that there are a few blogs out there that focus on translated materials and services for ESL patrons. That would be the most natural way for me to learn about materials for these patrons.
- Google Translate (best of the online free translation sites), and Amazon.
- Online catalog with subject headings in languages other than English.
- The catalog. It translates into several languages and should help the person figure out what they need.
- Word of mouth, library catalog, our multicultural section and just showing them the book.
- Provide visual cues for resources available.
- Taking them to foreign language collection; giving them a brochure; looking up pictures of books online (Amazon, B&N). If they speak Spanish, refer them to staff who speak that language.
- Learn some languages.
- Would love to have a community translator for help with both print translations and speaking communications.

Conclusion

Librarians

By collaboratively listing more than 29 languages spoken within their libraries, and indicating that 94% of their libraries offer materials in multiple languages, survey responses indicated that librarians have a firm understanding of the types of patrons

who come into their libraries. What is also clear is that public librarians in North Carolina are encountering communication barriers frequently during the RA process. Although we can glean a sense of frustration from their individual responses regarding the lack of specific staff or resources to combat these barriers, these librarians are also very resourceful in solving problems: they rely on each other, employ multiple learning strategies to aid communication, and turn to technology as a tool, using online translation resources, visual databases, and their library catalog (if it happens to be available in multiple languages) or another library catalog that provides greater accessibility.

Literature

Returning to the questions that arose during the review of related literature:

- *What are the general skills needed for all staff to work with a population with limited English?* It is clear from the responses that general skills necessary include asking for help from others (including staff, other library patrons, and accompanying friends or family members), being flexible and simplifying the RA interview to include basic terms and visual or written cues, and being familiar with online translation technology.
- *Is it true that a smile and welcoming attitude is enough to bridge language barriers in the library?* While 100% of respondents indicated the need to acknowledge the patron and/or greet the patron with a smile, based on the level of frustration indicated within the survey, it is clear that these strategies, while helpful in making patrons feel comfortable, do not provide RA solutions in and of themselves. Certainly they are an enhancement to the process, though, and are considered a baseline for the

interaction.

- *If RA transactions have a positive effect on helping patrons acclimate to their local environment, why are current library programs to Hispanic individuals in the South slow to grow?* This survey did not seek to measure growth, so this question cannot be fully answered. However, results certainly indicate that libraries in North Carolina are multilingual environments, and librarians are encountering a high rate of language barriers within RA interactions. In addition, 56% of respondents, just over half, indicated they had at least one Outreach or Bilingual or Community Librarian on staff, leading the author to hope that these staffing positions are on the rise in North Carolina libraries.

Locality

In regard to helping patrons acclimate to their local environment, Dali asserted that the RA process helps immigrants “feel more at home.”²⁵ Smith indicated that the RA process includes the triangulation of “books, readers, and the reader’s life,”²⁶ and Weibel promoted the *connection* between the books on the shelves, students, and librarians.²⁷ All three indicate that with patience and perseverance, the RA relationship can form a long-term bond between librarian and patron.

Returning to our original definition of readers’ advisory, RA is a relationship it is a request for assistance answered through careful consideration of a multitude of factors. So what happens when there isn’t an instant connection? Can librarians still connect patrons to their community despite less-than-ideal RA interactions? What is certain is that in order to fully connect librarian, literature, and locality, RA librarians could use additional support. There must be strategies libraries can have in place that fall between greeting

patrons with a positive attitude and a smile and learning 29 languages, and it would be ideal if these strategies were nationwide, such as the MyLanguage project in Australia. Besides best practices librarians already have in place and are implementing for face-to-face interactions, is there technology available that could equip everyone with a broader baseline of coping mechanisms for these encounters? Clearly, there are still questions.

Finally, aligned with Wawrzukiewicz's admonishment to librarians to "stick their noses into something else,"²⁸ there is the get local strategy (my terminology). Libraries must turn to their community for answers. Mehra and Srinivasen refer to the steps a library

can take to provide equal services to all patrons as the Library-Community Convergence Framework (LCCF) for Community Action.²⁹ The essence of the LCCF consists of two "big picture" steps: exploration to determine how the underserved culture views itself, followed by clear direction for outcome-based action related to this understanding. The key to this framework is that it promotes equitable understanding and increased relationships between immigrants and their libraries, therefore providing immigrants with a greater voice within the community as a whole. Just as this survey was designed to provide librarians in North Carolina with a voice in regard to language barriers, there are steps that

should be taken to ensure that the patrons themselves have a voice in the process as well. The drawback, of course, is that implementing at LCCF on a large scale requires not only further research, but manpower, funding, and time as well. In the end, however, the push for a community-centric focus and equitable discussion could provide solutions to multiple problems, extending beyond interactions regarding language limitations in the library; it could be the start of an instrumental, effective process to strip away barriers that have existed between certain populations, public institutions, and the community as a whole.

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Appendix A

North Carolina Public Library Survey – The Readers' Advisory Interview

Phase 1: Appealing to the Patron

1. Who provides Readers' Advisory (RA) services at your library?
 - a. all staff members
 - b. specific staff members/specialists
 - c. full-time RA staff provides RA services
 - d. other, please specify _____.
 2. How often do you engage in RA conversations or interviews with patrons in order to help them select something they might enjoy?
 - a. on a daily basis
 - b. a few times a week
 - c. a few times a month
 - d. a few times a year
 3. How familiar are you with your library's current collection?
 - a. I'm very familiar with the collection
 - b. I'm somewhat familiar with the collection
 - c. I'm still getting to know the collection
 - d. I'm unfamiliar with the collection
 4. How confident are you in providing RA in these types of settings?
- | |
|--|
| RA services for an adult fiction request |
| ___ very confident |
| ___ confident |
| ___ not confident |
| ___ I have never experienced this situation |
| RA services for a non-fiction title |
| ___ very confident |
| ___ confident |
| ___ not confident |
| ___ I have never experienced this situation |
| RA services for a children's book |
| ___ very confident |
| ___ confident |
| ___ not confident |
| ___ I have never experienced this situation |
| RA services for those whose preferred language is different than yours |
| ___ very confident |
| ___ confident |
| ___ not confident |
| ___ I have never experienced this situation |

5. How do patrons know that your library offers active RA services? (check all that apply)

- ☐ social media announcements
- ☐ word of mouth
- ☐ signage in the library in English
- ☐ signage in the library in multiple languages
- ☐ librarians approach patrons in the library
- ☐ other printed documents inform patrons about RA services,
- ☐ other, please specify _____.

6. What passive RA services does your library offer? (check all that apply)

- ☐ book displays
- ☐ social media posts
- ☐ printed resources such as book lists
- ☐ spine labels
- ☐ other, please specify _____.

7. What passive RA services does your library offer that are specifically geared toward readers who speak other languages? (check all that apply)

- ☐ book displays about titles in other languages
- ☐ book displays of translated titles
- ☐ social media posts in multiple languages
- ☐ library website available in multiple languages
- ☐ library catalog available in multiple languages
- ☐ book lists in other languages
- ☐ book lists of translated titles
- ☐ multicultural materials
- ☐ other, please specify _____.

Phase 2: The Search

8. Which of the following techniques have you used before during an RA interview/conversation with a patron in order to help them select something they might enjoy? (check all that apply)

- ☐ Acknowledged the patron before they approached
- ☐ Smiled at the patron
- ☐ Prompted the patron with a question to uncover their prior reading history
- ☐ Provided feedback in the form of a question to further your understanding
- ☐ Used different words to describe something that was not understood
- ☐ Determined the appeal factors
- ☐ Exercised patience
- ☐ Used visual aids to assist you

☐ Used technology to assist the interview/conversation

☐ Used printed literature to assist the interview/conversation

☐ Taught to multiple learning styles (auditory, kinesthetic, visual)

☐ Pulled in a 3rd party*

*Who was the third party? (a staff member, a patron's family member, a volunteer, etc.) Please specify _____.

☐ Other, please specify _____.

9. How often during RA Interviews or Conversations do you wish you had more time to answer your patron's questions?

- a. Frequently*
- b. Sometimes*
- c. Never

*If a or b, why do you wish you had more time?

10. How frequently during RA interviews/conversations do you encounter patrons where there's a communication barrier?

- a. on a daily basis*
- b. a few times a week*
- c. a few times a month*
- d. a few times a year*
- e. never

If a, b, c, d: * What types of communication barriers have you encountered?

11. If a patron approaches you for RA services, but speaks a language in which you are not fluent, how would you determine what he or she might be looking for?

12. What RA tools do you use regularly? (check all that apply)

- ☐ Book recommendation databases
- ☐ Professional journals (print/e-newsletters/websites)
- ☐ Social networking sites (blogs, message boards, LibraryThing, Goodreads)
- ☐ Online booksellers (Amazon, Barnes and Noble)
- ☐ Your Library Catalog
- ☐ Word of Mouth
- ☐ Other, please specify _____.

13. Of these RA Tools you use most frequently, which would help you or which ones do you use in RA situations with patrons and language barriers?

- ☐ Book recommendation databases
- ☐ Professional journals (print/e-newsletters/websites)
- ☐ Social networking sites (blogs, message boards, LibraryThing, Goodreads)
- ☐ Online booksellers (Amazon, Barnes and Noble)
- ☐ Your Library Catalog
- ☐ Your Library Catalog Subject Headings in Languages other than English
- ☐ Word of Mouth
- ☐ Other, please specify _____.

14. In your opinion, what are the best RA resources for working with patrons in situations where there's a language barrier?

15. Does your library offer materials in other languages? *

- a. Yes.
- b. No.

16. If you answered yes in question 15, please check all materials that you offer in other languages:

- ☐ newspapers
- ☐ magazines
- ☐ databases
- ☐ CDs
- ☐ DVDs
- ☐ audiobooks
- ☐ Spanish keyboards
- ☐ language mapping on keyboards
- ☐ other, please specify _____.

Phase 3: Closure

17. When concluding the RA interview/conversation, how do you personally determine if you've been successful? (check all that apply)

- a. the patron checks out the material(s) you recommended
- b. the patron heads to the shelves to check out the titles you recommended
- c. the patron doesn't check out an item, but communication has been established
- d. the patron returns to the library because a connection has been established
- e. other, please specify _____.

18. In your opinion, what determines an unsuccessful RA encounter?

Final Questions: Library Demographics

19. What languages, other than English, are spoken at your library?

20. Who speaks these languages in the library?

- ☐ I do
- ☐ Patron(s)
- ☐ Volunteer(s)
- ☐ 1-3 Staff Members, not including myself
- ☐ 4 or more Staff Members, not including myself
- ☐ Other, please specify _____.

21. Does your library have any of the following on staff:

- ☐ Bilingual librarian
- ☐ Community Librarian
- ☐ Outreach Librarian
- ☐ Customer Advisory Committee
- ☐ Ethnic Materials Evaluator
- ☐ Interpreter
- ☐ Other, please specify _____.

22. What is the population served by your library?

- ☐ < 10,000
- ☐ 10,000 - 24,999
- ☐ 25,000 - 99,999
- ☐ 100,000 - 299,999
- ☐ 300,000 +

Public Library Adult Education for Immigrants in North Carolina

In the period from 1876, the founding year of the American Library Association, to 1924, the effective year of the National Origins Act with its quotas for immigrants, U.S. public libraries of the Northeast, the West, and the Midwest were busy organizing to serve the needs of the flood of millions of immigrants from Southeastern and Central Europe, Russia, and the Middle East.¹ North Carolina did not receive any significant number of immigrants from this influx as they had earlier immigrants, including Germans, English, French, Irish, and Scots, from the seventeenth, eighteenth, and nineteenth centuries. By 1880, these former immigrants were now established North Carolina citizens who had been assimilated, or Americanized, the term used in the early twentieth century, and spoke English, albeit in differing and sometimes colorful accents and dialects.

The majority of immigrants came into the U.S. through the major port of New York. Many immigrants stayed there while others went on to Chicago and throughout the Midwest. During World War I, the American Library Association (ALA) was successful in providing books to foreign- and native-born soldiers and sailors, due to a generous grant of \$320,000 from the Carnegie Corporation of New York, which funded the ALA War Service Committee.² North Carolina did not benefit directly from this grant and subsequent ones for serving newly arrived immigrants since there were at that time no sizable immigrant communities needing Americanization

services to help them adapt to life in a new country and North Carolina public libraries were in the early stages of development.

ALA Committee on Work with the Foreign Born

As part of the renewed interest in continuing library services to the foreign born after World War I, the ALA Committee on Work with the Foreign Born (CWFB) was established in February 1918, the first ALA organization charged exclusively to serve immigrants as a clearly defined population. The ALA CWFB's explicit mission was straightforward: "to collect from libraries and to supply to them information on desirable methods of assisting in the education of the foreign born, in American ideals and customs and the English language."³ The implicit mission, however, which was adhered to by many librarians, social workers, immigrants' rights advocates, and other Progressive Era reformers was to provide Americanization services without force or coercion, without the mandate for immediate conformity, and within a framework of cultural pluralism, a new sociological construct introduced by Horace M. Kallen.⁴

The ALA Executive Board appointed as the ALA CWFB's first chair, John Foster Carr, an ALA employee as well as Founder, Director, and sole employee of his Immigrant Publication Society of New York. Carr had been active in the ALA book drive for soldiers and sailors during World War I, and during the decade prior to his appointment, he had written a series of

Guides to the United States for immigrant groups, including an English edition as well as versions for Italian, Jewish (Yiddish), and Polish immigrants, which he distributed on a subscription basis to libraries, patriotic societies, and social work agencies through his Immigrant Publication Society.⁵

ALA Enlarged Program

Carr, concurrently as chair of the ALA CWFB, was given the responsibility for the financial management of a proposed new campaign to expand library services not only to immigrants, but also to other unserved or underserved populations: the ALA Enlarged Program. The ALA leadership projected that two million dollars would be needed for implementing the Enlarged Program to include library extension or outreach services, work with the foreign born, adult self-education, work with the blind, and institutional library development. Rather than being embraced by the majority of ALA members, however, the Enlarged Program threatened to tear apart a still fledgling organization. Many librarians objected that, while they supported the public library's role in scholarship, they had not accepted that the ALA had a role to play in adult self-education, a new untested concept. Other librarians questioned the ALA's provision of services directly to readers, implying that this smacked of welfare rather than professionalism. The library community was simply not ready to engage in yet another fund-raising campaign without the slightest hope

of matching the success of the ALA War Service. Action on the Enlarged Program became hopelessly deadlocked. The ALA Executive Board, chaired by Carl H. Milam, was forced to close the fund-raising campaign in December 1920.⁶

Carr, who had in the meantime served as chair of the ALA CWFB for two terms, was relieved of his position with the ALA after December 1920, his reputation tainted by his association with the widely criticized ALA Enlarged Program and his failure to raise anywhere near the two-million-dollar goal. In his defense, Carr was the catalyst to get the ALA leadership to reexamine its mission “to provide the best reading for the most at the least cost,” in light of the thousands of immigrants, who, at this critical point in their lives, dreamed of becoming citizens of the U.S. and sought help from any organization that would help them reach that goal. Two very capable leaders emerged to carry forth the work of the ALA CWFB from 1918 to 1948: Eleanor Edwards Ledbetter, librarian of the Broadway Branch in Cleveland, and Edna Phillips, of the Massachusetts Free Public Library Commission and, later, the Morrill Memorial Library of Norwood, Massachusetts. The work of the ALA CWFB was almost exclusively with European immigrants because of immigration laws forbidding or limiting immigration from Asia.⁷

The disappointing failure of the Enlarged Program brought about a conservative wait-and-see policy to an already conservative ALA during the early 1920s and, as a counterbalance, the beginning of a less hysterical reexamination of what had gone wrong. ALA leaders found it difficult to abandon their conservative attitudes and purported that to do anything would jeopardize their expressed neutrality on political and social issues.

However, there were in ALA's existing programs a variety of library services for adults already being delivered by public libraries that promised to be popular, helpful, and non-confrontational. These core services included reading guidance (known as readers' advisory service); services for special groups, notably immigrants, but also youth and adults with little or no education; departmentalization of libraries based on subject; and services in collaboration with community groups. With World War I not yet a distant memory, library sponsorship of educational programs to promote democratic values in an increasingly pluralistic society assumed more urgency.⁸

Carnegie Corporation of New York and the Adult Education Movement

The ALA turned once again to the Carnegie Corporation of New York for funding of the adult self-education component of the failed ALA Enlarged Program. The Carnegie Corporation's support of libraries, particularly constructing them, was well known. The Corporation, like the ALA itself, was from its beginning in 1911 influenced by conservative leaders, including its early presidents, Elihu Root, James Angell, Henry Pritchett, and Frederick Keppel. It was under the progressive leadership of Frederick Keppel that the Corporation officially recognized the public library as a major agency for adult education.⁹

In 1918, the Corporation funded a two-year study on Americanization and its effects on the assimilation of immigrants in the areas of immigrant education, immigrant heritages, immigrant press, immigrants in rural areas, health standards and care of immigrants, home and family life, the naturalization process and other political issues for immigrants, legal protection, and industrial and

economic opportunities. Each area was addressed by an expert. John Daniels, the expert responsible for community-based organizations involved in the Americanization process, scrutinized the activities of public libraries and was convinced that the public library was the ideal institution for the Americanization of the immigrant community. His study, titled *America Via the Neighborhood*, was published in 1920 by Harper Brothers. It projected a progressive attitude toward immigration, naturalization, and Americanization, and praised the work of Jane Maud Campbell of the Passaic (NJ) Public Library, and later the Massachusetts Free Public Library Commission.¹⁰

In 1924, William Learned, an associate of the Corporation, demonstrated his agreement with president Keppel about the potential of the public library as an agency for adult education in his report to the Corporation titled *The American Public Library and the Diffusion of Knowledge*. Endorsed by Keppel for distribution to a wider audience, the so-called Learned report included a summary of significant adult library services already developed and implemented in public libraries, including subject departments in the Cleveland Public Library; reading courses available for purchase in the Chicago Public Library; the ALA Reading Courses series; and the U.S. Bureau of Education reading courses series. According to Learned, the report represented a philosophical framework, not only for adult education per se, but also for the diffusion of ideas and general knowledge to the general public. It is clear that the Corporation considered services to immigrants an integral part of library adult education, and through its funding of the ALA endowment, the Corporation indirectly continued the funding for the ALA CWFB.¹¹

In January 1924, the *ALA Bulletin's* editorial column announced a general ALA membership session on library adult education at the upcoming ALA annual conference that summer in Saratoga Springs, New York. Judson T. Jennings, librarian of the Seattle Public Library, and then ALA President, addressed the membership. Jennings endorsed public librarianship's interest in adult education, and identified three short-term objectives for

\$24,500 for this study and formed an advisory committee, which included John Cotton Dana of the Newark Public Library, known for his sharp criticism of the concept of adult education, along with Carl H. Milam, ALA Executive Director, as official representatives of the ALA. Together, representatives from the library and adult education communities took steps in the formation of what would become, in 1926, the American Association for

vision of its role as an agency of library adult education. Critics like Dana warned of the overreliance on the readers' adviser's role in light of the library's role and reminded the membership of the ALA's stance on political neutrality in a pluralistic democratic society.¹³

ALA Survey of Libraries in the United States

Using Carnegie Corporation funds from 1926 to 1927, the ALA designed and administered a survey of U.S. academic, public, and school libraries to document general library resources and services offered in libraries throughout the nation as well as specific resources and services offered for immigrants since 1876, the founding year of the ALA.

The section of the *Survey* related specifically to public library adult education with immigrants was based on responses received from less than forty libraries in five basic areas of library administration:

1. book selection
2. cooperation with other American social and educational agencies
3. cooperation with parochial and public schools and foreign social organizations
4. work with adult education classes, both day and evening programs
5. library publicity

The section on book selection included statistics from twenty-eight cities, representing the major census divisions of the country, but including mainly cities in the Northeast and Midwest states. The thirty-three languages represented, with the exception of limited Japanese holdings in the public libraries of Los Angeles and Portland (OR), were classified as Indo-European.

The public libraries of five cities and the District of Columbia represented the South Atlantic states in the *Survey*,

“Library adult education specialists gave priority to community leadership program planning, counseling on library resources, the use of library materials in library-sponsored programs, and library staff training.”

the ALA: training competent personnel; extending library service to all areas of the country, notably rural areas; and participating in the developing national adult education movement. Jennings recommended that every large public library employ readers' advisers for reading guidance; develop reading courses, particularly for out-of-school youth; and encourage the publishing of readable and interesting books to be provided in quantities at low cost, an allusion both to Melvil Dewey's motto for the ALA, and to the Carnegie Corporation's mission of diffusing knowledge and ideas to the greatest number.¹²

Library Adult Education Movement

Reaction to ALA President Jennings's speech was generally enthusiastic. Jennings was appointed chairman of the ALA Commission of the Library and Adult Education in 1924 and instructed to conduct a two-year study of libraries and their potential for promoting adult education. In 1925, the Carnegie Corporation granted the ALA

Adult Education (AAAE), a subsidiary and funding arm which would work in tandem with the Corporation to advocate and partially fund the growing interest in adult education through public libraries.

In 1926, the ALA Commission's report, *Libraries and Adult Education*, recommended that public libraries organize adult education departments and programs adapted to the needs of special groups, including immigrants, workers, unions, university extension students, public school youth, the blind, and inmates of hospitals and prisons. Librarians began to look to the readers' advisers and specialist librarians, who had adapted traditional services to the needs of special groups in the community, as the appropriate leaders for library adult education.

Also, in March 1926, the ALA Commission became the ALA Board on the Library and Adult Education. With the consensus of library community opinion being that the reader's advisory service should be the principal focus of adult education, the American public library community had a clearer

including Atlanta at 2%; Baltimore at 12%; Norfolk at 6%; Richmond at 3%; Washington, D.C. at 7%; and Wilmington, Delaware at 15%. North Carolina public libraries mentioned in the *Survey* were the Carnegie libraries of Durham, Greensboro, and Winston-Salem, but no statistics of foreign-language holdings were provided. The *Survey* did mention the University of North Carolina (UNC), the North Carolina College for Women (now UNC-Greensboro), Duke University, and Greensboro College, but their holdings would not have been available to the general immigrant population and no specifics about their collections were provided.¹⁴ From the late 1920s to the early 1950s, there were no reports in the general library periodical press about services to immigrants in North Carolina.

Fund for Adult Education (FAE) of the Ford Foundation

The figures in the *Survey* soon became outdated in light of significant library developments throughout the country. It was not until the early 1950s when the *ALA Survey of Adult Education Activities*, financed by a \$34,700 grant from the Fund for Adult Education (FAE), a subsidiary and funding arm of the Ford Foundation, was conducted in 1952 and 1953 by Helen Lyman Smith, and published by the ALA in 1954 as *Adult Education Activities in Public Libraries*.

Her report, which dealt extensively with group library services for adults, demonstrated the differences in opinion among librarians and library adult education specialists. Librarians in general gave priority to publicity, including exhibits, lectures, and book talks. Library adult education specialists gave priority to community leadership program planning, counseling on library resources, the use of library

materials in library-sponsored programs, and library staff training.

The Smith survey documented that of the 1,692 public libraries responding, only 364 conducted studies of community needs and resources. Of the remaining 1,328, which did not engage in surveying their respective communities to determine local needs, only 146 expressed any interest. Of the libraries surveyed, only 9% offered adult library services with immigrants or, more specifically, the foreign born, the term used in the report. Respondents were in the main from libraries of the Northeastern, Midwestern, and Western states.¹⁵

ALA Library-Community Project and the Cumberland County Library

In 1955, renewed interest in library adult education was promoted by an FAE grant in the amount of \$200,000 to fund the ALA Library-Community Project. The Library-Community Project, which continued until 1960 under the direction of Ruth Warncke of the ALA, was implemented to follow up on the distressing finding in the Smith survey that many libraries had *no* (emphasis added) interest in surveying their communities to determine what adult services were needed to fulfill their needs. It was assumed that, if these initially uninterested libraries were given help from qualified adult education consultants, they would have responded more positively.

The FAE grant provided funds for consultants to help pilot libraries undertake community surveys of their users. The pilot libraries in the Library-Community Project were the Ottawa (KS) Public Library, the Wicomico (MD) County Library, the Clinch-Powell (TN) Regional Library, the Hackley Public Library (Muskegon, MI), the Hastings (NE) Public Library, the Shawano (WI) City-County

Library, the Ardmore (OK) Public Libraries, and the Cumberland County (NC) Public Library.¹⁶ North Carolina was from this point onward part of the professional discourse about public library services with immigrants.

The Cumberland County Public Library, which reported a collection of approximately 2,000 foreign-language materials in its application, requested consultants to help determine how these materials could be used in Cumberland County, the home of Fort Bragg, and perhaps throughout North Carolina. The fact that Fort Bragg was under the control of the federal government, funds were more readily available to the surrounding Cumberland County and the city of Fayetteville when the Civil Rights Era reforms began in North Carolina. It was not until the Civil Rights Era, during the 1960s and culminating in 1965 with federal legislation, that North Carolina's public libraries were integrated, an unfortunate situation that held back North Carolina public libraries' development as a statewide resource.

North Carolina Foreign Language Center (NCFLC)

The NCFLC was established in 1976 by the State Library of North Carolina through a Library Services and Construction Act (LSCA) grant of \$88,000. The Cumberland County Public Library & Information Center (CCPL&IC) was chosen as the site for the new North Carolina Foreign Language Center (NCFLC) due to Cumberland County, North Carolina's large non-English-speaking population, including immigrants from Southeast Asia, and its acquisitions of foreign-language materials. For twenty-two years, the library would be the recipient of federal funds in the form of continuing LSCA grants to develop a foreign-language collection for the use of the state of North Carolina.¹⁷

Four years after the establishment of the NCFLC, in the fall of 1980, *Library Trends* published a survey of library services to non-English-language ethnic minorities in the U.S. taken by Natalia B. Bezugloff, Head of the Foreign Literature Department of the Cleveland Public Library. She contacted 127 public libraries offering multilingual library services in all 50 states, including North Carolina. Of the 102 responses she received, 72 had foreign-language collections of various sizes in more than 70 foreign languages.

Of the 45 libraries that reported the age of their collections, 10 were started before 1900, 13 in the early 1900s before World War I, and 22 since World War I. These 45 libraries provided a variety of services to the ethnic communities they served, including readers' advisory service, and routine visits to and materials for English as a Second Language (ESL) and citizenship classes. The most positive outcome reported in her study was a marked increase in use of foreign-language and language-learning materials by second- and third-generation descendants of immigrants, a finding that demonstrated the continuing need for multicultural adult library services.¹⁸

In 1990, the ALA RASD Services to Adults Committee's announced the completion of its survey of adult education programs in U.S. public libraries. The survey, begun earlier in 1983 as the Adult Services in the Eighties (ASE) project, represented an expansive update of Helen Lyman Smith's 1954 survey.

An analysis of the survey, edited by Kathleen M. Heim (now de la Pena McCook) and Danny P. Wallace, was published by the ALA in 1990 as *Adult Services: An Enduring Focus for Public Libraries*. The results of the survey documented increases in and improvements to services with immigrants and

minorities since the Smith survey. The questionnaire was distributed to 1,758 library systems, representing more than 8,000 single-unit libraries, central libraries, and branches. Responses were received from 4,215 individual libraries representing 1,114 systems. Results showed that public libraries had organized 18 programs based on the needs

of ethnic and minority groups. States that offered 10 or more programs either for specific minorities or based on minority concerns in general included California, with 66; New York and Illinois, with 27 each; Texas, with 26; and Massachusetts, with 11. Only 504 libraries out of the 4,215 responding, a little less than 12 percent, reported programming aimed at advocacy for multiculturalism and the human rights of minority clientele.¹⁹

After 22 years of service to the state, the North Carolina Foreign Language Center had grown in staff and services. Ironically, however, fiscal year 1998-99, when the NCFLC had six full-time staff members and a budget of \$253,914, would be the last year the NCFLC operated under the full support of Library Services & Technology Act (LSTA) grants, the LSTA having replaced the LSCA. After debates outlining the pros and cons, the State Library of North Carolina discontinued support for the NCFLC in June 1998. As a result, in July 1998, the CCPL&IC developed an alternative program to continue this service: a fee-based subscription service to North Carolina libraries to provide deposit collections and interlibrary loan services on a sliding scale to

participating libraries. As of fiscal year 2007, the State Library of North Carolina had provided partial support for the NCFLC with year-to-year federal funds to supplement the fees generated by the subscription service.

The State Library of North Carolina resumed support for the NCFLC for fiscal year (FY) 2007-08 with a

“It is clear from the evidence available that North Carolina is accepting the challenges attendant to being an immigrant-receiving state.”

\$45,000 budget. For FY 2008-9, the State Library awarded the NCFLC an LSTA grant totaling \$153,764, with \$133,364 designated to be spent on new materials to refresh the foreign-language collection. The State Library continued to subsidize NCFLC operations with LSTA grants for FYs 2009-10 and 2010-11.

CCPL&IC Foreign Language Collection

By mutual agreement, the CCPL&IC and the State Library made a bilateral decision to discontinue NCFLC operations at the end of FY 2010-11 due to falling number of subscriber libraries. The headquarters manager and staff were charged with reviewing the foreign-language collections to make decisions on which languages to retain, based on usage by CCPL&IC customers, since the bilateral decision was made for the NCFLC to continue to make NCFLC materials available to North Carolina public libraries through interlibrary loan. From this point onward, the NCFLC materials began to be referred to simply as the Foreign Language Collection (FLC). As a result of a review of user requests for foreign language materials after the end of NCFLC operations in 2011, the

CCPL&IS reduced the number of core languages over about two years.

As of 2014, the CCPL&IC headquarters library had 9,857 adult and juvenile books in Spanish, Chinese, Japanese, and Korean, and a small budget of about \$5,000 to maintain the collection of contemporary novels, poetry, standard classics, popular non-fiction, and children's books in these four core languages. The department's staff creates book bundles of books and other materials in these languages for checkout to CCPL&IC customers and through interlibrary loan. The FLC continues to offer via interlibrary loan the folk and traditional music recordings left over from the original LSTA-sponsored NCFLC collection.²⁰

North Carolina Public Library Use by Immigrants in the Twenty-first Century

Frances Flythe's 2001 master's thesis was based on her interviews with seventy-one Hispanic immigrants in Durham County, North Carolina. She found that 22% had used the library at some time. In general she, along with most researchers in this area, found that barriers to public library use by Latino immigrants included cultural unfamiliarity with libraries, language barriers due partially to low education and literacy levels, and an overall mistrust of government agencies. Similar findings were reported in 2000 by John Sudell in his chapter on "Library Service to Hispanic Immigrants of Forsyth County, North Carolina: A Community Collaboration," which appeared in *Library Services to Latinos: An Anthology*. He also reported that Latinos found barriers to library use in scheduling conflicts and location-related issues.²¹

Susan K. Burke in her 2009 survey of the use of public libraries by immigrants gave the findings of several studies based in North Carolina.²² She

reports that in 2000, the State Library of North Carolina commissioned Rincon and Associates to produce a study on the library needs of Hispanics living in North Carolina. Based on 1,003 telephone interviews, they found that 26% of Hispanic respondents had used the public library at least monthly, with 40% reporting use in the past year. The study indicated that the most influential factors in library use were the respondent's belief that he or she lived close to a library, those who rated English-reading skills and higher education more highly, and those with children under eighteen years of age.

The Challenge Ahead for Public Libraries Serving Immigrants

Approximately one million immigrants come to the United States per year. In 2010, North Carolina at 7.5% ranked 23rd out of the 50 states and the District of Columbia. The growth in the immigrant population in North Carolina was more than twice the national average of 28% percent over the last decade, with North Carolina at 67.2 % in 2010. In just two years, as of 2012, North Carolina's share of immigrant population was 7.7% or 748,072.²²

A Center for Immigration Studies (CIS) report, titled appropriately *Immigrants in the United States: A Profile of America's Foreign-Born Population*, was published in 2012 and included statistics through 2010. Steven A. Camarota, CIS Director of Research, provided cogent statistics that should drive planning efforts for the improvement of public library adult education services to immigrants in North Carolina, including

- Places of birth of immigrants in North Carolina are Africa (6.2%), Asia (23.9%), Europe (11.0%), Latin America (includes South America,

Central America, Mexico, and the Caribbean) (56.3%), North America (Canada, Bermuda, Greenland, and St. Pierre and Miquelon) (2.1%) and Oceania (0.5%).

- A near majority of Spanish-speaking immigrants from Guatemala, Honduras, Mexico, El Salvador and the Dominican Republic report that they speak English not at all or not well. There is a large body of research showing that language skills are a key determining factor for immigrant earnings.
- Native-born Hispanics are significantly better off than immigrant Hispanics, but still lag well behind non-Hispanic natives, even by the third generation.
- An analysis of occupations showed that the vast majority of workers in almost every job were U.S.-born, including three fourths of janitors and two-thirds of construction laborers and meat processors. The share of immigrant men holding a job is higher than that of native-born men.
- Illegal immigrants and their U.S.-born children as a share of the school-age population (ages 5-17) in North Carolina were 1% or 25,000.
- In North Carolina, 35.7% of the immigrant population had less than a high school education, while for natives it was 8.2%.
- The top 10 Non-English languages spoken in NC are Spanish, Hindi and related Indian languages, French, Chinese, German, Vietnamese, Arabic, Dravidian, Korean, and Sub-Saharan African languages.²³

It is clear from the evidence available that North Carolina is accepting the challenges attendant to being an immigrant-receiving state. North Carolina public libraries no longer have the time to debate whether or not to serve the already established immigrant communities in North Carolina as well as

to be prepared for those who will inevitably be the next generation of library users.

Immigration to North Carolina is going to increase not decrease or even stay the same over the next decade. Research confirms that the longer

immigrants are in the U.S., the better off they are. Exposure to good public schools and public libraries in North Carolina is essential for immigrants to improve their status. Possible solutions are not complicated, if there is the public will to provide services to

immigrants where they live—in the languages they speak at work and at home—with welcoming librarians who are aware of cultural differences among immigrant groups.

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How Did We Get Here: Binding of Print Theses and Dissertations to Processing Electronic Theses and Dissertations?

Abstract — In today's economic climate, many academic libraries are faced with smaller budgets and rising costs of materials. Electronic databases and journals are growing in most libraries, while print materials are decreasing. A shift in the change from print to electronic collections has impacted routine serials workflows. This article examines the change from print to electronic resources, the impact of technology on traditional technical services tasks and the serials staff workflow transition from print to electronic theses and dissertations dissemination at F.D. Bluford Library at North Carolina Agricultural and Technical State University.

The predicted shift from print to majority electronic resources is now a reality for academic libraries. This shift, prompted by budget reductions and technology, has caused libraries to reexamine the roles and workflows of staff responsible for the processing of print resources. The reduction of traditional serials workflow tasks coincided with the decision of F.D. Bluford Library at North Carolina Agricultural and Technical State University and the Graduate School to cease binding of print theses and dissertations. The serials staff discontinued print processing of theses and dissertations and began processing electronic versions in the university institutional repository using ContentDM information management software.

Literature Review

The words "serials crisis" according to Panitch & Michalak, became a standard phrase used for the uncontrolled cost of numerous scholarly journals.¹ Dougherty states that the serials crisis did not really start until 1984, when librarians began to observe that subscription costs of designated journals were rising at extraordinary rates.² He credits this circumstance to the results of publishers placing high value on

scientific and technical journals as if they were economic properties. In 1985, for example, the library's annual subscription rate for the *Journal of Comparative Neurology* was \$1,920, with the cost growing in the year 2000 to \$15,000 dollars. Commercial publishers compounded journal prices at unexpected rates and gained profits that far exceeded what should have been considered reasonable for the product.² Dougherty states that these decisions announced the end of scholarly publishing, as it had been in existence since the conclusion of World War II, and escorted in the introduction to the digital age. Therefore as a result of budget reductions and inflated print journal pricing, the decline in print serial subscriptions began, resulting in an increase of electronic resources in academic libraries. Library associations and publishers' surveys began to collect and examine data to analyze the change.³

In 2002 the Association of Research Libraries survey reported electronic resource purchases grew 400% between 1994/95 and 2001/02.⁴ EBSCO Library and Publishers Communication Group surveys in February 2010 and 2011 showed over 80 percent of the librarian participants concluded there would be a shift from print plus

online to online only subscriptions in an effort to reach budget goals. The Publishers Communication Group survey showed that large academic libraries allotted approximately 70% of their collection budgets to electronic resources in 2012.⁵ Academic libraries that once purchased traditional print materials have shifted to building electronic collections, an alternative which is preferred by many users.

Many libraries have experienced a significant decrease in claims, check-ins, and bindings since electronic resources have increased in libraries. In a 2009 North American Serials Interest Group (NASIG) program on serials workflow, discussions disclosed parallel concerns of staff workflow involving managing less print and more electronic serials.⁶ Most attendees concluded that reduction of traditional routine tasks of staff such as binding, check-in and claiming were taking place at their institutions. As a result of this workflow program dialogue, the program presenter in 2010 circulated a survey using the SERIALST discussion list, to gather additional information on what changes the shift from print to electronic serials had on positions and staff at other libraries. Sixty-six participants responded to the survey from various types of academic

libraries, with the survey request that only administrators or librarians that had eliminated or greatly decreased print serials tasks reply.

The survey showed the task most frequently reduced was serials binding, with 31 percent of the respondents specifying elimination or a tremendous decline, while claiming accounted for 26 percent and 22 percent for check-in reductions. The libraries noted that the serials task affected most was that of binding (71%). The libraries also reported 87 percent of the serial areas had large task reductions, as compared to total elimination which amounted to 13 percent. The survey clearly showed the decline on serials staff print workflows since the increase of electronic resources in academic libraries. With the influx of technology-driven collections, serials staff traditional workflows began to decline and technical service departments began to support scholarly research dissemination in non-traditional ways.⁶

F.D.Bluford Library

F. D. Bluford Library is committed to being a trusted partner of North Carolina Agricultural and Technical State University, and upholding the mission of interdisciplinary research, discovery, engagement, and operational excellence. The thirty-eight member staff offers services that support the university's mission for the physical and virtual environments. The library as a place is arranged to build collaboration, independent research, and study. Information services incorporate classes and workshops to enhance critical thinking and information literacy skills. The library offers access to multiple information resources in a variety of formats including print, audiovisual, and electronic. This substantial collection includes over 700,000 volumes of print and audiovisuals; 150,000 electronic books; and 300

databases. Over the next five years, the library anticipates the electronic and digital collections to grow considerably. Following the trends of many libraries, F. D. Bluford is transitioning from a collection of duplicate formats to electronic only. The library continues to partner in consortium relationships to leverage the cost and expand access to electronic resources. Additionally,

“Many libraries have experienced a significant decrease in the numbers of claims, check-ins, and binding workflow with electronic resources increasing in libraries.”

digital initiatives have increased the number of digital collections available. The library has digitized photographs, university newspapers, and yearbooks while still identifying other archival and university materials to digitize. The institutional repository hosts the intellectual property of the university, including faculty publications, presentations, theses, and dissertations.

Background

During the 2009 fiscal year at F.D. Bluford Library, print journals were greatly affected due to budget shortages. To address the shortage, 968 print serial subscriptions were cancelled for the 2009/2010 fiscal year budget to reallocate to new electronic resources. As budget shortages continued, the library had to identify more reductions. In 2011, an E-Resource Taskforce committee was charged to examine, assess, and cancel duplicate print/electronic resources, along with sparsely-used titles, to reduce budget expenditures by 40% for the 2011/2012 fiscal year. The work of this committee concluded with recommended cuts of 142 print serials and 66 print + online subscriptions. In 2013 the committee specified 25 additional print serials and 12 print + online subscriptions for

cancellation. Currently, F.D. Bluford Library has 353 print serial subscriptions.

During the time of print cancellations, the university's School of Graduate Studies and the library were exploring the possibility of electronic theses and dissertations. Decisions made by the two entities would further impact the workflow of an already

changing serials department. With fewer print materials to process, serials staff would shift part of their workflow to processing electronic theses and dissertations.

The Transition

In 2012, F.D. Bluford Library and the School of Graduate Studies met to discuss transitioning from submission of print theses and dissertations to electronic submission of them to the library. There were several meetings between both parties to discuss and choose the information management content software and the roles of each department. Both agreed that UMI/ProQuest would be used for submission of electronic versions of theses and dissertations for graduate students. Both also agreed the library would no longer receive print copies, but receive only one compact disc copy of the items to be added to the University Institutional Repository. The Graduate School would be responsible for all other phases of the transition, including offering multiple workshops to introduce the students to the new electronic thesis and dissertation (ETD) process; work with the university's information technology department to construct a university

guidelines website; and format the out-of-the-box ProQuest ETD Administrator website for North Carolina A&T State University.

In the 2013 spring semester, graduate students were required to electronically submit theses and dissertations using UMI/ProQuest software, and also submit one compact disc copy (pdf format) to the Graduate School to forward to the library for submission into the University Institutional Repository, using ContentDM as the digital management software.

The library would fulfill its mission to support and advance academic scholarship and research globally. The library would also reduce the bindery budget expenditures, and shift serials staff workflow from a decreasing print workflow to a growing electronic environment by processing and providing electronic access to theses and dissertations.

Serials Staff

The Serials staff consists of a Head/Serials librarian and two dedicated library technicians. The continuous goal of the Serials Department is to process and provide access to serial materials through cataloging, updating holding information, binding print journals, books, theses, dissertations, and checking-in newspapers and microforms. Database clean-up, labeling, processing received mail and claiming late titles are also responsibilities.

Print process

Preparing and processing print copies of theses and dissertations for delivery to the bindery was one of the staples of the serials department staff. Approximately 470 print theses and dissertations were processed on an annual basis. The print processing of theses and dissertations was a tedious process. The serials staff would receive 4 printed unbound copies of loose leaf pages for

each thesis or dissertation, submitted by a graduate student to prepare for the bindery. As a part of the process, the staff would review each title page, signature page and abstract page, and order of page numbers for errors, along with making sure the copies were printed on 100% cotton acid-free paper, in an effort to preserve this scholarly research.

After the review, the staff input pertinent information into a web environment software, using the ABLE binding system, and submitted the item report electronically to the bindery company. The items were picked up on a weekly basis by the bindery and returned the next week to the library. Once the bound copies were returned, the serials staff unpacked the bound books, checked the spine and cover for spelling and call number errors, as well as correct colored book coverings, designating thesis or dissertation. The books were stamped and stripped. Afterwards the newly bound theses and dissertations were distributed with one copy sent to cataloging, and three copies to the Graduate School for the student, respective academic school department and advisor. The print process was time consuming, as attention to detail played an important part in this workflow.

The print processing of these items was also physically demanding. Folders and boxes of theses and dissertations were delivered from the Graduate School to the serials department. The staff was responsible for removing the items from the folders/boxes to count and make sure the correct number of student copies had been received. The number received was too great to sit on a staff member's desk. The staff would place them on a work truck and reach back and forth to retrieve the often heavy print copies of the theses and dissertations. The staff was also

responsible for packing and unpacking the items that were sent and received from the bindery. This often included bending, stooping, and picking up of several heavy boxes, to be placed in the library's receiving area, for bindery pick-up, and when items were returned for processing.

Electronic Submission process

Processing of electronic theses and dissertations was a new workflow for the serials staff. Since the 1940s, print theses and dissertations were processed and sent to the bindery. This workflow no longer existed and staff would learn a new way of providing electronic access to this scholarly information.

The library uses web-accessible ContentDM digital management software as the platform for the University Institutional Repository. From the Graduate School, the serials staff receives a list with the students' names, semester and year of graduation, along with one compact disc of the electronic version of the thesis or dissertation in pdf form. The serials staff then compares the list of names to those labeled names on each compact disc to verify that all copies are received.

The staff saves the pdf copy on the hard drive in the folder named Graduates theses and dissertations. The staff log into ContentDM with provided username and password, creates a new item, uploads the PDF format of the thesis or dissertation and university thumbnail graphic, adds Dublin core metadata, Library of Congress subject headings and approves or saves the item. The items can be reviewed and edited on the approval screen. Once the item is reviewed and ready to be published, the index tab is opened and staff click Index Now to submit theses and dissertations. The electronic theses and dissertations are immediately available globally.

Lessons Learned

The electronic processing of theses and dissertations is a straightforward process. ContentDM is a very user friendly information management software. It offers an intuitive interface and navigational layout. It is a web-based application as is the Able bindery software staff used when these items were processed in print; therefore, the staff are familiar with working in a web environment.

“The serials staff is transitioning from the routine labor of physical processing of items to electronic processing... allowing dissemination of scholarly research of theses and dissertations within days, instead of weeks to users.”

The interface of ContentDM has similarities to the library's integrated library system serials module. Both use tabs to navigate back and forth to different screens for the user to add pertinent information. Therefore familiarity of the tab features made it easier for staff to navigate the software.

The saving of the pdfs on the library's shared drive, and locating the correct file to upload these items, required the most time for staff to learn, as there are multiple steps and folders to open before locating the graduate thesis and dissertation folder. Uploading a thumbnail graphic to market the electronic versions in the institutional repository was also a step staff frequently missed when staff input item information.

The processing of electronic resources introduced staff to Dublin Core metadata schema. It includes a group of vocabulary terms (elements) that can be used to describe various resources, including web resources. The Dublin Core metadata terms the staff uses to describe the electronic versions of the university's theses and dissertations in ContentDM consist of 12

elements: title, subject, description, creator, publisher, date, type, format, language, major professor, academic department and degree. With the print theses and dissertations, the bound items were forwarded by staff to the cataloging department for descriptive information for use in creating MARC records for the library's online catalog. The serials staff now adds descriptive language of the Dublin core metadata elements to these items for discovery

in the institutional repository.

The subject area in ContentDM software for added items can include Library of Congress subject headings (LCSH) or keywords for discovery in the institutional repository. The library initially required only LCSH controlled vocabulary terms to be added to the items for access points for users. This decision presented a backlog of electronic theses and dissertations, waiting for weeks to be electronically published in the university institutional repository. After further discussions with the Head of Cataloging and Technical Services, the decision was made to use keywords and publish immediately to the institutional repository after adding information in ContentDM.

Currently, the staff uses the student's major departments as the keywords for an access point for discovery in the university institutional repository. For example, if the thesis comes from the computer and electrical engineering department, computer and electrical engineering are used for the key words.

Having a dedicated day each week to only add LCSH to the electronic

theses and dissertations and requesting that students submit other keywords for discovery of their scholarly research are options that are being discussed. The Graduate School currently does not require students to add subject/topic keywords in their formal submission of theses and dissertations. The library recently communicated with the Coordinator of Graduate Writing Services, and shared it would be useful for students to include keywords for discovery purposes of their electronic theses and dissertations. The coordinator stated they did not have a consistent standard for including keywords. He agreed it was a useful tool, and would update the electronic theses and dissertations formal requirements to include keywords on the abstract page.

Staff time

The staff spent an average of 15 to 20 minutes reviewing and processing each print thesis and/or dissertation to be sent to the bindery. The staff also had to spend an additional time of 10 to 20 minutes per item, unpacking, reviewing and processing the returned bound volumes from the bindery. The total average time staff spent processing each print thesis/dissertation from loose leaf materials to a bound volume for the library was approximately 25 to 40 minutes. In comparison, the staff averages 10 to 15 minutes uploading the pdf, adding metadata and keywords to submit each electronic thesis or dissertation into ContentDM, cutting the total processing time of these items by 25 minutes.

The time saved from the duties of processing print theses and dissertations has allowed staff additional time to perform needed database clean-up of serial records, update holding statements of canceled print subscriptions and participate in the inventorying of the library's collection.

Conclusion

In conclusion, budget shortages and the shift to electronic collections have affected serials staff workflow. The traditional tasks of claiming, check-ins and binding have decreased in these departments. The serials staff is transitioning from the routine labor of physical processing of items to electronic processing. Technology has

ushered in these new workflow changes, allowing dissemination of scholarly research of theses and dissertations within days instead of weeks.

The serials staff workflow change has allowed staff to apply previous skills and learn new skills using ContentDM information management software. Familiarity with other similar web interfaces and environments processing

print items made the transition easier than expected. Also learning a new descriptive language, Dublin Core metadata, will serve the serials staff well, as the library will continue to collaborate and participate in other digital initiatives with university partners.

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North Carolina Negro Library Association *

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From the pages of *North Carolina Libraries*

by Mollie Huston Lee

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The North Carolina Negro Library Association, which celebrated its 20th anniversary in Wilson, on November 5-6, 1954, had its beginning at Shaw University. The librarian at this institution felt that there was a very definite need for some type of organization which would give encouragement and stimulation to Negroes in a field which was comparatively new to them. Letters were sent to all available librarians to ask their opinion of such an effort. The response was encouraging. Some replied that there were too few Negro librarians in the state and suggested that it be a national association. Others felt that we should ask admittance into the white state library association, while still others believed that a Negro state library organization would be the best beginning.

On the committee to make arrangements for the first meeting on April 20-21, 1934 were Miss Marjorie Shepard, Librarian, North Carolina College for Negroes; Miss Pearl Snodgrass, Librarian, St. Augustine's College; Miss Marjorie Beal, Secretary and Director, North Carolina Library Commission; Miss Jeanette Hicks, Librarian, Washington High School, Raleigh; and Miss Mollie H. Huston (Mrs. James S. Lee) Librarian, Shaw University.

At this meeting there were twenty-three schools, college and public librarians present as compared to an approximate membership of 225 today.

Of this number, five had bachelor's degrees in library science, one a master's degree and the others, some or little professional training. The charter members present were:

Miss Florence Byrd, Miss Mollie Dunlap, Miss Corese Eaton, Mrs. Mary Eaton, Mrs. Octavia Ford, Miss Estelle Grayson, Mrs. Mary M. Hairston, Miss Clarice Hall, Miss Victoria Hawkins, Mrs. Irene Hendericks, Miss Jeanette Hicks, Miss Mollie H. Huston, Mrs. Mozelle Lane, Miss D.L. LeBoo, Miss Alma Morrow, Mrs. Robert Ransom, Miss Louise Russell, Miss Janie Mae Shelton, Miss Marjorie Shepard, Mrs. Josephine Sherrill, Miss Pearl Snodgrass, Miss Martha A. White, Mrs. B.B. Underwood.

Speakers on the 21st were Miss Janie Mae Shelton, Librarian, Elizabeth City State Teachers College, who spoke on "The Library in the School;" Miss Nora Beust, Professor of Children's Literature at the University of North Carolina on "Children's Literature;" and Miss Mollie H. Huston, on "Instruction in the Use of Books." Time was allowed for a Roundtable "discussion" where various problems confronting the librarians could be discussed.

Although Mrs. Mary P. Douglas, State School Library Advisor, was not on the formal program, she gave valuable suggestions throughout the meeting. She was so enthusiastic about the conference that she purchased volumes of poetry and gave them to

those present. It was during the business sessions, that the small group of members discussed with great zeal the possibility of an organization. It was a known fact that Negroes could not hold membership in the North Carolina Library Association. In spite of this, it was felt that nothing should stand in the way of their professional growth. If this meant a separate organization, then there should be one and hope for unity soon. Thus the North Carolina Negro Library Association became the first Negro Library Association in the country.

Considerable thought was given to the objectives which such an organization should have. The main objectives were to improve libraries for service to all the people and to encourage the professional growth of its members. By attending the meetings and holding membership in the association the group hoped that members would benefit from:

Getting to know others in their field and cultivating lasting friendships.
Exchanging ideas and experiences.
Having an opportunity to hear and meet outstanding authors and professional authorities.
Holding offices, serving on committees and planning conferences, thus affording an opportunity for leadership training.
Pursuing research and contributing to professional periodicals.
Socializing, which is important for good comradeship.

At the closing meeting the following officers were elected: Miss Mollie E. Dunlap, Vice-President; Mrs. Josephine P. Sherrill, Secretary; and Miss Pearl Snodgrass, Treasurer.

The second annual meeting was held at St. Augustine's College on April 5-6, 1935. Guest speakers during this meeting were Miss Charlotte Templeton, Librarian at Atlanta University who spoke on "The Library at Atlanta University," and Mr. John E. Bowen, Jr., C.C.C. Educational Advisor on "Two Experiments in Adult Education for Negroes." Miss Florence R. Curtis, Director of the Hampton Library School was a visitor and gave a brief talk.

At this meeting, Miss Florence Byrd (Mrs. Murray Davis), chairman of the Constitution committee, made her report on the constitution. At the request of Miss Bertie Sorrell, a reference librarian at Tuskegee Institute, and a visitor, the membership was opened to librarians in other states. After a discussion and recommendations, the constitution was adopted.

During this meeting the members expressed a need for some type of an official publication. This would serve as a medium of communication for the officers and the membership. It would encourage research and provide items of interest relative to the activities of librarians and libraries in the state. The association voted that there should be published quarterly some type of publication. Miss Florence Byrd was appointed Publication chairman.

Attendance had grown to 31, with 13 of the charter members being present.

The third annual meeting was held at Winston-Salem Teachers College on April 3-4, 1936. For the first time, the conference was divided into groups so that the various branches of the profession might discuss their problems. Guest speakers were Mr. Arthur A.

Schomburg, Curator, 135th Street Branch Public Library, New York City, who spoke twice, first on "Cradle Books of Negro Literature," and second at a public meeting on "The Great Negro Painters of Europe." Miss Susan Grey Akers, Director of the School of Library Science at the University of North Carolina, spoke on "How Much Classification and Cataloging is Essential for the Small Library."

Miss Charlotte Lytle, Librarian, Second Ward High School, Charlotte, presided at the fourth annual conference at Fayetteville State Normal School as second president of the association. This meeting was held on April 2-3, 1937. Keynote speakers were Mrs. Dorothy R. Homer, Librarian, Miner Teachers College, Washington, D.C. who spoke at the banquet on the "The Library," and Dr. Alain LeRoy Locke, writer and head of the Department of Philosophy of Howard University, spoke at the Friday evening public meeting on "The Cultural Side of Life and the Place of Adult Education in Promoting Culture." At the Saturday morning meeting, Mr. Guy R. Lyle, Librarian, Woman's College of the University of North Carolina, spoke on, "Some Basic Principles of Library Publicity."

The program of the association was being hampered because dues were small. It was voted that the dues be increased from \$1.00 to \$1.50 per year. In recognition of the low salaries being paid librarians at this time, and to encourage attendance, room, luncheon and the banquet at each meeting were given members without charge. The expenses of the keynote speakers were shared by the host college, thus affording the members opportunity to hear outstanding persons without much cost to the association.

The *LIBRARIAN* a mimeographed newsletter, put in its first appearance November 17, 1937. Miss Alois

Francis, librarian of Shaw University was editor. It contained a letter from newly elected President Hazel C. Edwards, the constitution, a short history of the association, interesting facts about librarians and an inspirational note from the editor. Only two issues were published.

At the fifth annual meeting on April 1-2, 1938 at North Carolina College for Negroes, the association began to know that its presence in the state was being felt. President Hazel C. Edwards was confronted with a number of controversial issues. During Dr. James E. Shepard's welcome speech at the conference, he invited the N.C.N.L.A. to become a member of the North Carolina Negro Teachers Association. This came not as a surprise to some because an undercover campaign had been going on for sometime to get the N.C.N.L.A. to merge with the Teachers Association. This would, of course, add members and increase the financial support of the Teachers Association, but would also curtail the time allowed for the program of the librarians. This provoked heated discussions at the first business session because there were strong forces for and against the merger. A motion was finally made by Mr. John E. Bowen, Jr. and seconded by Mrs. Mollie H. Lee that the N.C.N.L.A. remain an independent organization. The motion was carried. Not satisfied, the losing side requested that a committee be appointed to talk with officials of the North Carolina Negro Teachers Association to discuss advantages of a merger at a future time.

At the Friday afternoon meeting, micro-photography was presented at the conference for the first time. Mr. W.W. Smiley of the University of North Carolina gave a very interesting demonstration. Dr. Carter G. Woodson, historian of Washington, D.C., spoke at the banquet Friday evening on "The History of this

Country, Including Our History,” and Mrs. Mary P. Douglas, spoke Saturday morning on “Tools Joy-Books.”

At the afternoon business meetings, considerable stress was put on ways to recruit new members into the association. In view of the fact that more positions were being filled by trained librarians, statistics showed that a larger percentage of them were not members of the association.

Livingstone College served as host to the sixth annual conference on March 31 and April 1, 1939. Dr. Rufus E. Clement, President of Atlanta University, Atlanta, Georgia, was the banquet speaker. Having been a former teacher at Livingstone College and having a wife who was a former North Carolina librarian, he gave a practical and informative speech on the “Responsibility of the Librarian for Educating the Faculty and Library Board.” Dr. Carl M. White, Librarian of the University of North Carolina, ended the conference with a paper on “The Librarian as Educator.”

President D. Eric Moore, in his address to the conference on Saturday morning, suggested that the members now should think in terms of more professional growth. With this in mind, he suggested further that publications from other library associations should be requested for examination and that membership in the American Library Association is as important as membership in the N.C.N.L.A. Likewise, he felt that there were enough librarians now in North Carolina for the association to publish a Who’s Who among North Carolina Libraries. Following this suggestion, Mrs. Mary H. Hairston was made chairman of the committee to prepare the Who’s Who.

Mrs. Florence Curtis watched with great interest the development of the association, especially since a larger percentage of the membership was composed of Hampton Institute

Library School graduates. A letter was read from her in which she made helpful suggestions: first, that each librarian should plan methods of getting support from the community, P.T.A. and faculties in order to strengthen their program; second, that there should be more frequent meetings of the association or sectional meetings held to encourage the exchange of ideas. In recognition of her contributions in the field of librarianship, and especially her encouragement of Negroes in the profession, the conference voted to send her a telegram at Bennett College, April 15, 1940 when a conference would be held honoring her. Telegrams were also to be sent on April 16, 1940, to Bennett and Talladega Colleges congratulating them on the dedication of their new libraries.

Two well qualified Negro librarians were the guest speakers at the Seventh Annual Conference in Rocky Mount, April 5-6, 1940. Miss Marguerite Lovell, Instructor of Library Science, North Carolina College for Negroes, spoke on “Make a Man Healthy, Wealthy and Wise:” and Mr. James H. Hulbert, Librarian, Virginia State College, spoke on “Social Implications for a Dynamic Library.” At the conference dinner, Mr. J. Saunders Redding, author, and Professor of English at Elizabeth City State Teachers College, read a very scholarly paper on Negro literature.

At this meeting the association continued to show evidence of growth. Membership was increasing, also there were lively discussions in the sectional meetings and thoughts were being focused more and more on the association’s responsibility toward expanding and improving library service in North Carolina.

The *Handbook*, which gave facts about the association for the period 1934-39, was distributed to the

members. It included the constitution and by-laws of the association; a list of facts about Negro college, school and public libraries; a list of North Carolina Negro librarians and members of the association, charter and deceased members; the number of bookmobiles in the State serving Negroes; and names of keynote speakers at association meetings. This mimeographed publication was compiled by Mrs. Mary M. Hairston, chairman, and Miss E. Beatrice Riggs (Mrs. L. H. Hall) and Miss E.F. Elliot.

Mr. John E. Bowen, Jr. was one of the most colorful presidents the association ever had. From the day he was elected president at the 1940 meeting, until his death, members were very conscious that they had elected a live, library-minded president.

He had a flair for writing memos and newsy letters to the members. He liked nothing better than calling committee meetings and traveling around the state visiting librarians. In one communication he said: “It has been my desire to visit more of you and I hope that you have visited each other—this is a good opportunity to be sociable and invite members to book-teas on the lawn. We can thereby put over our program; discuss library problems; then learn to know and love one another. May I have an invitation? I might be able to come.”

In using his pet expression “rethinking the association,” he would be bubbling over with ideas, projects and programs which would be impossible for the association to accomplish in the short period allowed for them.

In his address to the Eighth Annual meeting which met at Johnson C. Smith University on October 24-25, 1941, he made some recommendations which were pertinent to the future growth of the association. He suggested that in order to settle the question of the merger of the N.C.N.L.A.

with the North Carolina Negro Teachers Association once and for all, there should be a library section established in the Teachers Association. This would enable the two organizations to become affiliated organizations in carrying out mutual objectives and educational pursuits of common interest. The N.C.N.L.A. would accept sponsorship of this library section and concentrate on activities which would be of interest to school librarians. This recommendation was approved by the association, and Miss E. Beatrice Riggs was appointed chairman of the Program planning committee.

Mr. Bowen further recommended the appointment of an executive secretary by the executive committee. A gratuity would be given to this person until a salary could be paid. The business of the association had grown to the extent that an office of this type could serve as a clearing house and dispense with routine matters more quickly.

It could well be said that foremost in his thinking was affiliation with the American Library Association. He believed that it was the duty of all librarians to hold membership in its national association. He further believed that the N.C.N.L.A. should be a chapter of ALA and for this he worked very hard.

During this meeting, an appropriation was made to Mr. A.P. Marshall, Librarian at Winston-Salem Teachers College, to enable him to continue the compilation of a *Guide to Negro Periodical Literature*. Volume one of this author and subject index of 19 periodicals was published first by him independently. Volume Two, Nos. 1 and 2 were issued in 1942. Early in 1943, Mr. Marshall was inducted into the armed forces and the next issue did not appear until 1946.

During some of the war years, transportation was being curtailed, and

there was a question as to whether annual meetings would be advisable. In order to keep interest alive, district meetings were suggested. For some reason district meetings were never held and no annual meetings planned during the years 1942 and 1943. During that time, however, the executive committee had several meetings.

In 1942, President James E. Shepard wrote Mr. Bowen that he had granted N.C.N.L.A. permission to establish official headquarters at North Carolina College for Negroes. This was a forward movement in concentrating the resources of this educational organization at an institution where they could be available and preserved.

Practically most of the months of Mr. Bowen's second term were devoted to getting the association admitted as a chapter of the ALA and securing 50 paid ALA members to qualify for the privilege of electing a councilor to the ALA council from this chapter. Unfortunately, Mr. Bowen died February 21, 1943, without knowing that his dream had become a reality, for on February 1, 1943, the ALA council had voted to establish the N.C.N.L.A. as a chapter of the ALA. This was the first Negro Library Association to be admitted.

During the year 1943, the association was dangling without leadership. The organization began to show some concern as to what was going to happen to the association. No plans were in the making to hold another annual meeting and it was felt that since the association had given impetus to the progress of so many librarians in the state it should not be allowed to die. Questionnaires were sent to members of the executive committee to get their opinions regarding an annual meeting to be scheduled for early in 1944. The replies were enthusiastic and with a budget of \$29.35, the planning committee, which was composed of Miss

Thelma Nelson, Miss Pearl Snodgrass, Miss E. Beatrice Riggs, Mrs. Mollie H. Lee and Mr. D. Eric Moore, worked toward having a meeting in Raleigh at St. Augustine's College and Shaw University, February 4-5, 1944.

Mr. Moore was acting president for this Tenth Annual meeting. In spite of the limited budget, the committee undertook an ambitious program by inviting outstanding speakers. They were praying for weather free from snow and sleet, and for a large attendance to assure the collection of enough dues to take care of the expenses which had been incurred. Their prayers were more than answered.

The Honorable Graham H. Andrews, Mayor of Raleigh, welcomed the librarians to the city. Miss Ernestine Grafton, Tri-County librarian (Person County) and editor of *NORTH CAROLINA LIBRARIES* spoke at the Public Library Section on "The Extension Program in North Carolina." Mr. J. Saunders Redding, author and professor of English, Hampton Institute, and a recent winner of the Mayflower Cup Award, spoke at the banquet on "The Creative Factors that Led to the Mayflower Award." At the banquet, Mrs. Mollie H. Lee was presented a basket of flowers in recognition of her work in founding the association.

At the Saturday morning meeting, Dr. Susan G. Akers spoke on the subject "Really Simplified Cataloging." This speech was later mailed to members for future reference. Following Dr. Akers' speech, a panel was held entitled "The Library Advertises Through: Book Reviewing, Book Parties, Publicity and Displays; the Layman's View." The subdivisions of this general title were discussed in the order of their position in the title. The participants were Dr. John H. Franklin, Miss Thelma Nelson, Mrs. Bettie B. Preer, and Mrs. Cecil Halliburton. Mrs. Charlemae Rollins, author,

Children's Librarian, George Cleveland Hall Public Library, Chicago, Illinois closed the conference by speaking on "Building a Better World Through Books." Reprints of her article. "Children's Books on the Negro: To Help Build a Better World," *ELEMENTARY ENGLISH REVIEW*, October, 1943, were mailed to members of the association.

Dr. Louis R. Wilson, Founder of N.C.L.A., and former Librarian of the University of North Carolina was recognized in the audience and was asked to say a few words. He congratulated the association on the splendid meeting and felt that the program of the association could go far in helping people especially during this difficult period.

Public library facilities for Negroes experienced tremendous growth during the five year period 1938 to 1943. This was due largely to the WPA library program, state aid to public libraries, community pride and interest, and a library commission which had enthusiastically encouraged the establishment of libraries. To enable closer supervision and to provide professional assistance to those libraries which employed mostly untrained librarians, a Negro state public library supervisor was needed. With this in mind, the association at its Saturday morning business meeting, voted to write the North Carolina Library Commission asking that such a person be employed.

Attendance at this meeting was one of the largest in the history of the association. Everyone left with a feeling that they had gained valuable information. Because of this, an all Negro issue of *NORTH CAROLINA LIBRARIES* was published in May, 1944.

Another meeting was also held in 1944. This second meeting was the Eleventh Annual Conference, held October 27-28, 1944 with Miss E. Beatrice Riggs presiding as president.

Miss Eva M. Glass, Instructor, School of Library Science, North Carolina College for Negroes read a paper at the opening meeting on "Will Librarianship Face the Challenge of the Post-War World?" At the conference banquet the guest speaker was Mr. Arna Bon-temps, author and librarian of Fisk University, who spoke on "Adventures in Authorship." Following the banquet, the conference joined with the Carnegie Negro Library in the celebration of its Twentieth Anniversary. Tribute was paid to Mrs. Martha Sebastian for her long years of service at the library. Dr. Charlotte Hawkins Brown, President of Palmer Memorial Institute was the main speaker for the Saturday morning meeting.

At the last meeting of the association in Raleigh, Mrs. Dorothy Manley, Acting Executive Secretary, suggested that there should be a trustee section in the association. There were still a number of public libraries which were independent and had trustee boards which dictated the policies of the library. Most of the others had committees that stimulated interest in their libraries and made recommendations but had no official power. It was believed that a section of this type would serve a useful purpose in helping to enlighten these people in library trends. The association approved the idea and trustees were invited to attend this meeting at Bennett College for the purpose of organizing a section. Mrs. Alma Dowdy, Treasurer of the I.B. Turner Public Library in Washington, was elected chairman.

At the executive meeting held April 7, 1945, Miss Thelma Nelson was elected executive secretary. Miss Marjorie Seal was present at this meeting to explain the aims and functions of the Library Development Fund and its program. It was being sponsored by the ALA for the purpose of maintaining a library representative in

Washington and to carry on a national public relations program supporting the development of good library service for all citizens. President Riggs gave the project her full support and asked each member to give 4 per cent of his month's salary. This request did not materialize, but the members did contribute \$501.15.

Since the constitution made no provisions for filling the position of councilor on the ALA council, President Riggs, with the approval of the executive committee, appointed Mrs. Mollie Huston Lee as councilor representing the N.C.N.L.A. chapter. Her term expired in 1949.

It was during Miss Nelson's term as executive secretary in 1945 that the *NEWSLETTER* was published. It gave interesting items regarding activities of the librarians, projects of the association, messages from the president and business of the executive committee. In this same year, a request from the association was made to Governor Gregg Cherry to use his influence in employing a Negro School Library supervisor in the North Carolina State Department of Public Instruction. His reply was as follows: "Acknowledgement is made of your letter of February 26, and I am not advised as to the change in the Department of Public Instruction with reference to library supervisors. I am glad to have your thoughts on the matter." At this writing no Negro supervisor has been employed.

The Twelfth Annual meeting was held at Winston-Salem Teachers College November 1-2, 1946. Dr. Rayford W. Logan, author and professor of History at Howard University, spoke at the public meeting on "Education for World Citizenship." Dr. Virginia Jones, Director of the Atlanta University School of Library Service, was the banquet speaker. Her subject was devoted to facts concerning

opportunities in the library field. Miss Elizabeth Tarry, a recent employee of Harper & Brothers Publishers spoke at the banquet also on the subject, "An Approach to Understanding Through Children's Books." Miss Dorothy Williams, Dean of the School of Library Science at North Carolina College for Negroes was presented at the Saturday morning session and talked briefly on recruiting and the Wheeler Report.

At the business meeting, the recommendations of the ALA concerning the new salary scale for librarians was read. The association voted to send copies of these recommendations to all Negro College presidents and principals, and also to chairmen of trustee boards and superintendents of county and city school systems.

To encourage librarians in their profession, it was voted that awards should be given to librarians at the annual meetings for worthwhile articles written and published during the year and for sponsoring outstanding library projects. The research committee was instructed to keep the membership informed of recent federal and state legislation concerning libraries and librarians.

At the next executive committee meeting Miss Penny Perry, Second Ward High School, was appointed executive secretary.

As a result of the request made by the association in 1944 for a Negro State Public Library Supervisor in the North Carolina Library Commission, Mrs. Mollie Huston Lee was offered the position in 1946, but could only accept it on a part-time basis. This position terminated in 1953, and has not since been filled by a Negro.

The Thirteenth Annual Conference was held at the Williston Industrial School, Wilmington, October 31 – November 1, 1947, with President Thelma Nelson presiding. Mr. P. Bernard Young, Editor of the *JOURNAL*

AND GUIDE was guest speaker for the public meeting. He spoke on "Newspapers in the World of Tomorrow." The banquet speaker was Miss Shirley Graham, author, who spoke on "The Writers Role as the Voice of the People." Saturday morning, Mr. Joseph L. Reason, Librarian of Howard University, spoke on "The Librarian Selects Books in the World of Tomorrow."

It was June, 1948, under the able editorship of Mr. A.P. Marshall, that the first issue of the *LIBRARY SERVICE REVIEW*, first official organ of the association, put in its appearance. The purpose of this organ was, "to bring to those in library service an organ of exchange, not only for those who are practicing librarianship in North Carolina, but any section of the country, particularly in the Southern States. It is to furnish librarians with a medium of exchange of ideas, an outlet for expression along the lines which they are most interested." In November, 1948, the second issue was published. Soon after that, Mr. Marshall left the state and Mr. D. Eric Moore was appointed editor and Miss Evelyn Pope business manager.

The Fifteenth Annual Conference convened November 5-6, 1948 at William Penn High School, High Point, North Carolina. Dr. William Stuart Nelson, Dean of the School of Religion, Howard University spoke at the public meeting on "Books, Human Understanding and Freedom." Mention was made that it was during the administration of Dr. Nelson at Shaw University that the association received helpful guidance in getting organized. The banquet speaker was Miss Marion Cuthbert, Department of Personnel Service, Brooklyn College, who spoke on "Reading Tastes as an Index of Current Social Thinking."

At this meeting members began to turn their thoughts toward a united organization of all librarians in the state

regardless of color. It had been 14 years now since the charter members had "organized separately but hope for unity soon."

It was first suggested that the word Negro be deleted from the name of this association, but after considerable discussion, it was thought best not to lose our identity until something definite had been worked out. Our association was already integrated because one of the charter members was white. For that reason, the name of the association was not "North Carolina Negro Librarians Association" which at first had been suggested.

Mrs. Ann M. Johnson, Instructor in Library Science at North Carolina College at Durham, and the newly appointed Executive Secretary, was authorized to write a letter to the North Carolina Library Association requesting a merger of the two associations. The text of this letter, which was sent after the final meeting of the 26th biennial conference of the N.C.L.A. on April 24, 1949, was as follows:

In view of the recent action taken by the American Library Association on Regional meetings, we of the North Carolina Negro Library Association feel that our two organizations with the same purposes in the same state, should give serious consideration to the possibility of merging and become one.

As you know, such a step has been taken by some other State organizations. We who promote books as weapons of democracy should be no less willing to take a stand for democratic actions.

At our association meeting last November our Executive Committee was given authority to make this contact. We hope that your organization will give this matter thoughtful study and let us have a reply in time for our next meeting which is scheduled for the first week in November, 1949.

After the N.C.L.A. received this letter, president Harlan C. Brown appointed

a committee for the purpose of studying the request made by the N.C.N.L.A. As the result of this study, the following recommendations were made to the N.C.L.A. Executive Council:

That each association appoint committees of equal size within the next six months to meet and discuss the advantages and the problems of a joint association and of joint activities.

That our feeling should be conveyed to the North Carolina Negro Library Association that the advantages gained by the continuance of the N.C.N.L.A. are extremely important, and that in our opinion it would be much to the disadvantage of the Negro librarians to disband the N.C.N.L.A.

That, contingent on the approval of the N.C.L.A. at its next biennial conference, an invitation be extended to Negro librarians to become members of the N.C.L.A.

The fifteenth Annual Conference was held at West Charlotte High School, November 4-5, 1949 with President Joyce Mclendon presiding at the opening meeting. Dr. Robert P. Daniel, President of Shaw University, spoke at the public meeting on "Illiteracy of the Literate." Guest speaker at the School Library section was Dr. Samuel E. Duncan, Supervisor of North Carolina Negro High Schools. He spoke on "Administration and Organizational Provisions for North Carolina Public School Libraries." The conference banquet speaker was Dr. Hugh M. Gloster, author and director of Communications Center of Hampton Institute. His address was on "Books and our Struggle for Democracy." Saturday morning, Dr. Louis T. Shores, Director of the School of Library Service of Florida State University, spoke on "Trends in Reference Sources."

At this meeting members received copies of a bibliography on "Achievements of Afro-American Women of

the Twentieth Century." This was a project of the research committee under the chairmanship of Mrs. Constance Marteena, and would enable those interested to locate at the Holgate, J.C. Price and Woman's College Libraries in Greensboro and the Richard B. Harrison Public Library in Raleigh, materials on Afro-American women of the Twentieth Century.

Considerable praise was given the *LIBRARY SERVICE REVIEW* and it was the hope of the association that the present editorial staff would continue the splendid work which Mr. Marshall had begun. Miss Evelyn Pope, acting business manager, stressed the fact that it was an expensive undertaking and required additional funds to pay for printing the next issue.

After listening to the letter from Mr. Brown, president of the N.C.L.A., regarding their executive committee recommendations on the study of the merger, the contents of which have been stated before in this paper, the membership voted to give the president the power to appoint that committee. President Mclendon appointed the following: Mrs. Mary Hauser, Chairman, Mrs. Mollie Huston Lee, secretary, Miss Fannie White, Mr. D. Eric Moore and Mrs. Constance Marteena.

Miss Biverous Pretty, Librarian of the Raleigh Elementary Schools, was chairman of the Awards committee. This committee, proceeding with great caution, never seemed to be satisfied with their procedure of making the awards. Their recommendation was that there be a jury composed of persons having wide personal contacts with libraries throughout the State of North Carolina. Committee suggestions were: Miss Eloise Camp, State School Library-Advisor; Mr. Samuel E. Duncan, North Carolina Negro High School Supervisor; Miss Marjorie Beal, Secretary and Director of the North Carolina Library Commission;

Mrs. R.E. Lawrence, State Negro Elementary School Supervisor; Mrs. Mollie Huston Lee, Field Librarian, North Carolina Library Commission.

Awards were made to the following:

COLLEGE CITATION TO: Mrs. Constance Marteena, for Activities on the Research Committee and to Miss Alma Morrow for establishing a \$2400 film collection.

SCHOOL CITATION TO: Miss Elizabeth Gill for tremendous success in developing a school library in one and one-half years at William Penn High School and to Miss Louise Howell for her outstanding work in the capacity of a teacher-librarian in Shelby School.

PUBLIC LIBRARY CITATION TO: Mrs. Nell B. Wright, for library service in the Kate Sittings Hospital in Winston-Salem and to Mrs. Mollie Huston Lee for her effort toward securing a new library building in Raleigh.

HONORABLE MENTION TO : Miss Beatrice Maye for service to elementary school and people of the rural section of her community and to Miss Thelma C. Nelson for community work at Shaw University.

The meeting of the joint committee of the N.C.L.A. and N.C.N.L.A. on the merger of the two organizations was held March 11, 1950 at the D. H. Hill Library, North Carolina State College. Those representing N.C.N.L.A. were: Mrs. Mary R. Hauser, Mrs. Mollie Huston Lee, Mrs. Joyce Mclendon, Miss Thelma Nelson and D. Eric Moore. Those representing N.C.L.A. were: Miss Jane B. Wilson, Miss Nancy Gray, Mrs. Mary P. Douglas, Harlan C. Brown, and Benjamin C. Powell. Miss Elizabeth House (Mrs. Myles Hughey) served as chairman and Mr. Moore, secretary.

The N.C.N.L.A. contingent presented some strong arguments as to why there should be a merger. Of those present, Mrs. Mary P. Douglas was

perhaps the most outspoken in her disapproval of the merger.

At the close of the meeting, Mr. Moore was requested to record the proceedings of the meeting and send them to the members present. He did an admirable job in his "Report of Activities Relative to a Merger of the North Carolina Library Association." It was clearly written with a detailed account of the issues involved. This document will have historical value.

In line with the objectives of the association to foster programs for professional growth, the Public Library section, in cooperation with the North Carolina Library Commission, sponsored a public library workshop for untrained librarians at the Richard B. Harrison Public Library in Raleigh, April 21-23, 1950. Workshops such as these are now integrated under the sponsorship of the N.C.L.A.

In June, 1950, Miss Marjorie Beal, Secretary and Director of the North Carolina Library Commission retired. It was with great regret that the association members realized she would no longer be officially connected with the commission. It was because of her years of seasoned experience that she was able to give invaluable direction to the organization of this association. Looking back over the annual programs, one sees her name appearing often, indicating that she had been a faithful supporter of the association as well as bringing to it constructive messages. In recognition of the high esteem which the association had for Miss Beal, they presented her with a token upon her retirement.

The Sixteenth Annual Conference was held November 3-4, 1950 in Rocky Mount at the Booker T. Washington High School. Guest speaker at the conference dinner was Mrs. Ethelyn Thomas, Director of Dramatics, and English Professor at Shaw University. At the public meeting, Honorable

Edwin F. Duke, Mayor of Rocky Mount, extended words of welcome and Dr. Rufus E. Clement, President of Atlanta University, delivered the main address. He spoke on "Books for a Democratic Society." Saturday morning, Mrs. Robert Christ, Assistant Librarian at Duke University, spoke on "Librarians in a Democratic Society," and Miss Elizabeth House, the new Secretary and Director of the North Carolina Library Commission was introduced.

During the business meeting, considerable time was spent in the discussion of an in-service training workshop for school librarians. Earlier in the fall a letter had been sent by the School Library section to Mrs. Mary P. Douglas, asking what in-service training was available to Negro school librarians. She replied by suggesting that they request one of the colleges to conduct this workshop. Mr. Moore, Director of the North Carolina College School of Library Science was present and said that it would be possible to have it at North Carolina College at Durham. This met with approval and a planning committee was appointed. Following the reports of the other committees and the election of officers, Mrs. Nell B. Wright was elected at large as ALA councilor, with her term expiring in 1945. Mrs. Ann M. Johnson was elected president and Mrs. Ray N. Moore was appointed executive secretary.

In April, 1951, letters were sent to the membership inviting them to be guests at the N.C.L.A. biennial meeting which was to be held in April 26-27, 1951 at the O. Henry Hotel in Greensboro. There were approximately 85 Negro librarians at this meeting and it was a successful demonstration which proved that the two associations could function as one. Special praise should be paid to Mr. Harlan C. Brown, President of the N.C.L.A. for the

initiative he took in effecting this expression of true democracy.

The seventeenth Annual Conference was held at North Carolina College at Durham, November 2-3, 1951, with President Ann M. Johnson presiding. During the opening general meeting, Mr. James Parker, Director of the Audio-Visual Aids Department, North Carolina College at Durham showed a film on "Library Organization." Following the sectional meetings, the membership was invited at the invitation of the Library Board of Trustees to the Stanford L. Warren Public Library to an Open House. The Friday evening banquet speaker was Dr. Rose B. Browne, Professor of Education at North Carolina College. She spoke on "Our Manifest Destiny."

At the public library sectional meeting, Miss Elizabeth House spoke on "New Horizons in State Aid to Public Libraries." This speech had special significance because it was concerned with the newly revised regulations of State Aid Funds to Public Libraries. One of the qualifications necessary for counties to obtain these funds was "Develop long range plans for county-wide service for all the people." This meant the extension of public library service to Negroes. At the business session Saturday morning, Mrs. Emma Hill Brown, chairman of the Resolutions Committee, submitted the following report which was approved:

WHEREAS the North Carolina Library Commission has announced new state aid for library regulations designed to strengthen the program of public library service to citizens of the state.

WHEREAS these regulations are in harmony with accepted principles of public library administration. Therefore be it resolved:

That the N.C.N.L.A. express its approval of the new regulations and

commend the Library Commission for this forward step in setting forth new and important requirements under which it is to be expected that improvement will take place in those public libraries which meet the requirements and incentives will be held forth for other libraries.

That this association urge upon the Library Commission the importance of providing not only that there shall be library service to all inhabitants of a county, but that library opportunity equal in quality and scope shall be provided for all citizens of a county.

Lincoln Junior High School in Greensboro, N.C., served as host to the eighteenth Annual Conference November 7, 1952. Among those bringing greetings were Dr. William H. Hampton, Negro member of the City Council and the Honorable Robert H. Frazier, Mayor of Greensboro. Mr. Charles M. Adams, Librarian of Woman's College, spoke at the College Library section on "Books for an Informed College Citizenry." At the conference dinner Friday evening, Dr. Ivan E. Taylor, author and Head of the Department of English at Howard University, spoke on "Pathways to the Land of Make-Believe." Saturday morning, Miss Jane B. Wilson, President of N.C.L.A., spoke on "A Voice from Within," and Miss Gladys Johnson, Director of the North Carolina American Heritage Project spoke on "The American Heritage Program." In the business meeting, a letter was read by President Johnson from the N.C. L.A. stating that their organization had voted against the proposed merger at this time. This did not come as too much of a surprise to members of the association, since it was generally felt that there was still a large segment of the N.C.L.A. membership who were not yet broad enough to face the democratic action which was being

requested of them. It was felt that this association should not seek a merger again, but that they should bide their time and await the inevitable. The official results of the N.C.L.A. voting on the merger appeared in the April, 1952 issue of *NORTH CAROLINA LIBRARIES* as follows: ballots mailed-465; votes in the affirmative -120; votes in the negative - 184.

At this meeting a mimeographed booklet "Methods to More Library Participation" was distributed to those present. Questionnaires had earlier been sent to libraries in the state by the Research Committee requesting information or ideas and procedures for creating and continuing patrons' interest in the use of the library. This booklet was the summary of these findings. Miss Martha Riddick, librarian of West Charlotte High School, served as chairman of the Research Committee.

Mr. D. Eric Moore, editor of the *LIBRARY SERVICE REVIEW*, reported to the conference that in his opinion, the association was overly ambitious in attempting to publish a periodical of that size because of the cost and the difficulty of obtaining articles. He suggested that it be of a different format perhaps a mimeographed form, with distribution among the members only. After much discussion, it was finally agreed that finances were sufficient to allow the publication of another issue and that it would be unwise to change the format until volume one had been completed.

The Association of North Carolina High School Library Clubs was organized in March, 1953 by Mrs. Joyce McLendon, past president of N.C.N.L.A. and librarian at Washington High School in Raleigh. For many years, Mrs. McLendon has been considered an outstanding high school librarian who had the knack of working with young adults. Organization plans

had their beginning in the School Library Section of the N.C.N.L.A. After the association voted its approval of such an organization in the state, it became one of the sponsors.

The objectives of this association are: to stimulate interest in books and reading; to promote a better appreciation for accepted library practices; to encourage students to use and care for materials effectively and to stimulate others to use and care for them; to foster closer cooperation among state high school clubs; to help students develop well-rounded personalities through library service and use of library materials; to serve as a recruiting agency for students in Librarianship as a profession.

Mrs. Constance Marteena, Librarian at Bennett College, was elected president at the Greensboro meeting in 1952. Mrs. Marteena's administration was marked by her ability to obtain prompt cooperation from the operational agencies of the association. She called executive meetings often and saw to it that the program of the association was carried through. Her frequent communications to members of the association seeking their suggestions for a better conference gave them the feeling of being a part of the program.

Dr. Benjamin F. Smith, Librarian of North Carolina College at Durham, was appointed editor of the *LIBRARY SERVICE REVIEW* in 1953. Others appointed to serve on the Editorial Board were Miss Evelyn Pope, Business Manager; Mrs. Lualgia P. Ferguson; Mrs. Mollie Huston Lee and Miss Mary Pinson. In October, 1953, Numbers 3 and 4 of the *LIBRARY SERVICE REVIEW* were published together. This issue, which placed emphasis on articles dealing with the school library, received many favorable comments for its content and editorship.

Chapters of the American Library Association, State, Regional and Provincial, were informed by letter that they would have to apply for redesignation of chapter status. In view of this, the association felt that now was the time to step in and ask ALA not to recognize any chapter which did not allow Negro membership. The Executive Board of the N.C.N.L.A. appointed a committee on redesignation to study the issues involved in chapter redesignations and to make recommendations to ALA and the N.C.N.L.A. Committee members were Mrs. Nell Wright chairman, the late Mrs. Mary Hauser, Mrs. Ray Moore, Mr. D. Eric Moore, and Mrs. Mollie Huston Lee. Upon the death of Mrs. Hauser, Miss Martha Riddick was added to the committee. President Marteena sat in on all committee meetings.

On March 11, 1953, this committee instructed the executive secretary to write the following letter:

Mr. David H. Clift, Executive Secretary
American Library Association
50 E. Huron Street
Chicago 11, Illinois

Dear Mr. Clift:

We, the North Carolina Negro Library Association, have observed with approval the recent reaffirmation by ALA of its antidiscrimination policy in electing to hold its 1954 annual conference in a setting in which the personal rights and dignity of all ALA members will be respected without embarrassment to Negro librarians. We feel that the cause of librarianship is greatly strengthened when ALA accepts no compromise of high democratic principles. We are aware of the current program of redesignation of state, regional and provincial chapters of ALA. We greatly hope that in this reorganization process and in the resulting structure the individual membership rights of ALA members who happen to be Negroes will be fully respected.

Because of our interest in this matter, we would appreciate your giving us answers to the following questions concerning adopted policy and procedure in the redesignation of ALA chapters:

The By-laws state that a state chapter shall be established in any state "in which a majority of the members residing in the area involved vote in favor of such action." What requirements does ALA make as to the machinery of holding the election to guarantee that every ALA member in a given state shall be given the opportunity to cast his ballot and to be counted as one of the total number of members residing in the state upon which total is based the calculation of the number of favorable votes required of the issue.

Assuming that when the redesignation of state chapters is completed there will be only one chapter in each state, and noting that the state chapter will be only one chapter in each state, and noting that the state chapter will be "the final authority within the American Library Association in respect to all library programs and policies which concern only the areas for which the chapter is responsible," and assuming further that each ALA member is entitled to the democratic membership right of participating equally with all other ALA authority in that state, we ask what policy and program ALA has for guaranteeing the observance of this right on the part of Negro members of ALA residing in the South.

Noting that approval by Council of the constitution and by-laws of the state organization which seeks status as an ALA chapter is one of the conditions of membership as a chapter, we ask if in examining state association constitutions and by-laws Council will require that these documents set forth the membership eligibility requirements of their respective state organizations in such terms as to make it clear that all members of ALA will be qualified for membership in the state organization.

We shall appreciate hearing from you.

Sincerely yours,

RAY N. MOORE, Executive Secretary
North Carolina Negro Library Ass'n.

(Excerpt from a letter received from Mr. Clift)

March 20, 1953

Dear Mrs. Moore:

I am writing to acknowledge your letter of March 11, in which you raise many thoughtful questions relating to the current program of redesignation of state, regional and provincial chapters of ALA. As you know, many of these questions were touched upon by Council at Midwinter and the Committee was directed to give further study to Article V of the By-laws.

In order to assist the Committee in its study, the ALA Executive Board is appointing a subcommittee that will serve in an advisory capacity to the Committee on Constitution and By-laws. I hope to work closely with these two committees and I shall be able before long to reply to questions you have raised. I think I can answer one question now. It is very likely that the ALA itself will conduct the elections in the various states and this will, of course, insure use of the latest and most complete list of ALA members.

The Nineteenth Annual Conference of the association convened November 6-7, 1953 at Elizabeth City State Teachers College with President Constance Marteena presiding. Mrs. Grace T. Stevenson, Associate Executive Secretary of ALA, spoke at the conference dinner on "The Results of the Adult Education Survey." At the Friday evening public meeting, Mr. Thomas W. Young, president of the *JOURNAL AND GUIDE* newspaper spoke on "Negro Business Enterprise."

The Saturday morning business meeting opened with President Marteen representing N.C.N.L.A. with full membership rights and privileges and assured them that every effort would be made toward working out solutions to racial problems.

The Saturday morning business meeting opened with President Marteen delivering a challenging address on the subject of "Goals for 1953-54." Later in the morning, Mrs. Wright gave the report of the Redesignation Committee. This report included the reading of correspondence concerning the redesignation of chapters which had transpired between ALA officials and the N.C.N.L.A. executive secretary. Discussion of this report reflected in the members a renewed hope that an integrated library association in the state was not far away. The committee was requested to continue its work.

Miss Allegra Westbrook, Librarian, Brevard Street Branch Public Library, Charlotte and chairman of the Awards and Recognition Committee, announced the awards to the following for their outstanding achievements:

SCHOOL LIBRARY CITATION: Mrs. Joyce C. McLendon, Librarian of Ligon High School, Raleigh, for her work with student library assistants.

PUBLIC LIBRARY CITATION: Mrs. Nell B. Wright, Librarian, Horton Branch Public Library, Winston-Salem, for her work in adult education and to the Staff of the Horton Branch Public Library for its excellent cooperative work in promoting adult community discussions.

Two resolutions worthy of note were read by Miss Beatrice Lomax, Librarian, Leonard Street School, High Point, and chairman of the Resolution Committee. They were:

WHEREAS the needs for an advisor of school libraries throughout North Carolina have increased and are still increasing, and after the recent appointment of a second state Library Advisor, there is still inadequate supervision, therefore be it resolved that this organization ask that North Carolina Department of Public Instruction to appoint a qualified Negro to serve in the supervisory capacity throughout the state.

WHEREAS many librarians have to pay substitute teachers and all expenses in order to attend the Library Association Meetings and many do not attend who otherwise would, therefore be it resolved that a letter be sent from the Executive office to all Superintendents and Principals asking that they give librarians and teacher-librarians time off with pay in order that they might keep abreast of the times, by attending the N.C.N.L.A.

President Marteen was elected ALA councilor for the term 1955-59. Mrs. Mollie Huston Lee was appointed Historian and Mrs. Lualgia P. Ferguson, reporter.

On June 25, 1954, the ALA membership ratified an amendment to the ALA By-laws under which, in the future, there will be one chapter of ALA in each state. It is understood that membership in the chapter will not be restricted by race. In the light of this amendment, the N.C.L.A. wished to apply for redesignation, and in order to do so, it must first admit Negroes to membership into their association. As the result of this ruling, the members of the N.C.L.A. voted in September 1954, to admit Negroes into their association. The unofficial report of the voting was as follows: Votes mailed, 568; Votes returned, 362; Votes in the affirmative, 255; Votes in the negative, 107.

When President Marteen was notified by the N.C.L.A. that they had voted to admit Negroes into their association, she was requested to arrange a meeting with their president. Miss Charlesanna Fox, and the N.C.N.L.A. committee on redesignation to discuss the designation of an ALA chapter in North Carolina. At this meeting, which was held October 23, 1954 at Bennett College, were Miss Charlesanna Fox and Miss Marjorie J. Hood representing N.C.L.A. and Mrs. Wright. Mrs. Lee, Mr. and Mrs. D. E. Moore and

President Marteen representing N.C.N.L.A. with full membership rights and privileges and assured them that every effort would be made toward working out solutions to racial problems.

Concerning the issue of which chapter should apply for redesignation, Miss Fox said that members of the N.C.L.A. were to vote by mail in November to determine whether they should apply to ALA for designation of their chapter for North Carolina. The question was then asked the N.C.N.L.A. committee that if the N.C.L.A. voted to apply, would they seek application. The committee replied that they were not in power at this time to say whether their association wished to make application or not but would bring it before the membership at the next annual meeting. Opinions expressed during this conference indicated that the N.C.L.A. in view of its seniority in years of existence was the logical chapter to be designated. Also that in light of the policies granting Negro librarians full membership and privileges in this association, there was no particular need for N.C.N.L.A. to apply.

Mr. Moore was asked to prepare a report of the Committee on Redesignation to be sent to all N.C.N.L.A. members to allow them time to study the issues involved in order that they might vote intelligently at the November meeting. Excerpts from this report are:

N.C.N.L.A. may choose among three alternatives at the annual conference in Wilson:

1. Decide to send to ALA an application for designation of N.C.N.L.A. as the North Carolina chapter. If both state associations decide to submit applications for chapter designations, it would seem advisable for the two associations to cooperate in the polling of all ALA members in North Carolina as to their choice of the

association which should be designated by ALA as its North Carolina chapter.

2. Take no action about N.C.N.L.A. to become the North Carolina chapter (assuming that N C L A will decide to apply.)

Your committee recommends that N.C.N.L.A. endorse the application of N.C. L.A. (if it is made) for designation as the North Carolina chapter of ALA. We recommend this for the following reasons:

1. N.C.L.A. is the oldest (since 1904) and largest state library association in North Carolina.

2. It has the longest and most fruitful record of professional library leadership in its work with ALA, N.C. Legislative Council, the state library agencies, officials of the general state government and with private educational and cultural organizations.

3. It provides professional contacts for the largest number of librarians in the state.

4. With its membership open to all, it offers the best opportunity for representing all library interests in the state.

5. A unified association, as the ALA chapter, will mean more professional and cultural growth for North Carolina librarians and friends of libraries.

The Twentieth Anniversary celebration of the N .C.N. L.A. was held at the Elvie Street School in Wilson, November 5-6, 1954 with President Marteena presiding. At the conference dinner, Dr. Hobart Jarrett, chairman, Humanities Division, Bennett College, spoke on "Overlooked Literary Genre." Miss Beatrice Lomax spoke on "An Appreciation of our Founders." At the end of her speech she presented Mrs. Mollie Huston Lee an orchid on behalf of the Association in recognition of her 20 years of service to the association. Mrs. Lee responded with brief remarks on the benefits which she had derived from the association. Even though the time may soon be near

when a Negro library association may not be necessary, she felt that the experiences gained by the librarians in the last 20 years were invaluable.

At the public meeting. The Honorable John D. Wilson, Mayor of Wilson, was one of those extending greetings. Mrs. Josephine P. Sherrill. Librarian at Livingstone College and a chartermember spoke on "A Backward Glance," a subject which gave her an opportunity to reminisce about funny and interesting incidents which had happened in the last 20 years of the association. Dr. John Hope Franklin, author and Professor of History at Howard University, was the main speaker. His subject was "AntiCommunism in America — the British View." Miss Cora P. Bomar. State School Library Advisor, North Carolina State Department of Public Instruction spoke at the School Library section on "Problems of the School Librarian."

At the first general session Friday afternoon, Mrs. Wright combined her ALA council report and Redesignation Committee report into one. She made the same recommendation to the body which appeared in Mr. Moore's report on redesignation.

Although this report was accepted unanimously by a standing vote, the issues were not voted upon in proper parliamentary procedure and there are questions in some member's minds whether the association has taken definite action on the issues involved.

Saturday morning, President Marteena spoke on her recent visits to libraries in the Caribbean. The Awards and Recognition Committee made the following awards:

SCHOOL LIBRARY CITATION: To Mrs. Helen Holt Alexander, Librarian, Carver Consolidated School, Winston-Salem, for the workshop which she sponsored with the theme "Forward with Books."

COLLEGE LIBRARY CITATIONS: Dr. Benjamin F. Smith, for receiving a \$5,000.00 Ford Foundation Grant for an Adult Education program at North Carolina College at Durham.

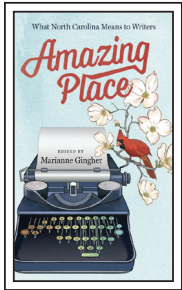
HONORABLE MENTION: To Mrs. E. A. Jenkins, former librarian at the Wilson Negro Public Library, Wilson, who instituted the growth and development of the Wilson Negro Public Library and to Mrs. Constance H. Marteena who served so conscientiously throughout the two years she was president of the association.

The research committee under the chairmanship of Mrs. Josephine P. Sherrill distributed to the members *Who's Who In North Carolina Negro Libraries*, a booklet containing biographical sketches of 114 North Carolina Negro Librarians. At the close of the meeting Miss Martha Riddick was elected eleventh president of the association.

Reflecting over the past two decades in the life of the association, space will allow for only a few of the major events and experiences to be mentioned in this summary. Librarians have enjoyed the privilege of meeting old and new friends that they might talk about the experiences and problems which they have in common. There have been opportunities to see, hear, and meet many leading authors of the Negro race and professional authorities of the country. The sponsorship of in-service training programs, study groups and the presentation of awards have stimulated professional growth and interest in reasearch. The leadership opportunities experienced by so many have provided them with valuable equipment for holding responsible positions in the future with dignity and assurance. And finally, through the power of organization and united action, the N.C.L.A. has opened its membership to Negroes.

North Carolina Books

Al Jones, compiler



Amazing Place: What North Carolina Means to Writers

Marianne Gingher, ed.
Chapel Hill, NC: University of North Carolina Press, 2015.
214 pp. \$20.00 ISBN 978-1-4696-2239-2.

The first night I had this book in my possession, the cover bothered me. I had taken the book out of its yellow envelope, looked at it briefly, and put it on the shelf in my office. In addition to the obligatory cardinal in the dogwood, the cover has a typewriter with an incomplete, pastel-rainbow-colored set of keys on it. My subconscious was greatly bothered by that incomplete set of keys. I woke up early that next morning with a thought: What if that keyboard was in the shape of North Carolina? When I got in to work that morning, the first thing I did was pull the book off of my shelf and sure enough, a subtle, rainbow-hued North Carolina stared back at me from that cover.

The personal narratives in this anthology are much like that semi-dreaming-state lightning-bolt-of-understanding upon first waking-up moment: they read deceptively easily and then some amorphous time later, they get you. Not all of them, mind you, but a few. And I suspect the ones that get you will be different for everyone who reads this book because it's a strong collection. Marianne Gingher's expert

editing gives us so many good choices here!

For me, it is how Michael McFee likens the writing of a poem to the "daily vertical movement" (p.58) of living in the mountains, with the end of one line and the start of the next—the switchback of poetry. He also expresses what so many of these writers mention in one way or another: "What I knew—what rooted and nourished me then, and later as a writer—was the local" (p. 51).

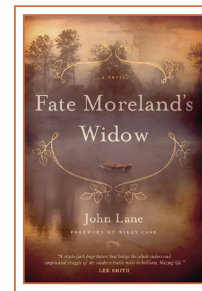
I also resonated with Ben Fountain's narrative of a woods in Eastern North Carolina and how the prospect of, and eventual reality of, logging that woods characterized his family's dealings for years. He talks of running wild in those woods as a boy, and says, "Whatever it was I found out there, I need it still" (p. 176). He concludes the essay by stating eloquently that he hasn't been back to the family land for 30 years because he cannot bear to find out definitively that his woods, his 12 or so acres of his family's trees, has been cut down.

Another theme that came through for me was just how influential Fred Chappell has been in growing and nurturing writers in this state. He shows up in more than a couple entries and has authored one himself for this collection, entitled simply "100." The point he drives home to me is that North Carolina is too diverse a state to be characterized as one thing.

It's good that we have twenty-one personal narratives to read in this anthology--twenty-one chances for something to wake you up out of a sleep and surprise you with understanding.

Highly recommended for all public and academic libraries in the state.

Cindy Shirkey
East Carolina University



Fate Moreland's Widow

By John Lane.
Columbia, SC: University of South Carolina Press, 2015.
184 pp. \$24.95. ISBN 978-1-61117-469-4.

In his foreword, Wiley Cash places the time and setting for John Lane's novel *Fate Moreland's Widow* and provides a glimpse into the perspectives of the main character Ben Crocker. Crocker, son of a mill worker, is a man caught in the middle in his new somewhat isolated position as the right hand man of his boss, a wealthy textile mill owner. George McCain, Jr. the current mill owner in a long family line of privilege has little concern for those he employs, including Ben Crocker's friends and family, beyond how productive they can be in the textile mill.

In the mid-1930s mill workers were engaged in labor strikes across the country attempting to organize unions to enhance their bargaining power and improve working conditions. Mill owners like McCain were highly resistant. Crocker, from a mill-working family now finds himself to be a "company man" at odds with all he has

held dear, particularly the organization of unions. Further he is forced to act on his boss's behalf in laying off workers, targeting those engaged in labor union efforts, and removing them from their mill-owned homes, generally finding himself burdened by the resulting moral and ethical conflicts.

As the story unfolds, mill owner McCain becomes embroiled in a legal dispute, charged with murder for recklessly causing an accident that resulted in the drowning of Fate Moreland, his young son and another person on the local lake property owned by the McCain mill family. The Morelands represent all that the McCains do not. They are seen as hardworking, caring members of the community as opposed to the McCain family with their wealth and disregard for the common man. There are also tantalizing hints of the involvement of George's despised older brother Angus in this tragedy, leaving readers to wonder who really caused this accident but these questions are not advanced.

Crocker, however, is called upon to serve, once again, the best interests of his boss. These include paying off the widow of Fate Moreland and others. In the process of this unethical involvement, Crocker's feelings are complicated by his increasing infatuation with the young widow. Even so Crocker holds true to his status as a "company man," squelching his personal feelings and doing what he has to do.

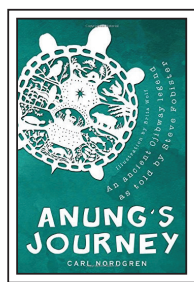
It is in the latter part of life, with time to reflect back, that he continues to be burdened by how he allowed himself to be used in the quest for his own personal success. Crocker questions the value of what he did and whether or not he actually helped to improve anyone's life.

In *Fate Moreland's Widow*, John Lane skillfully shares historical fact, local drama, and unanswered questions. Perhaps Lane is planning a

sequel to answer some of these questions, especially in regard to the older McCain brother.

This book is recommended for anyone interested in historical fiction from the southern region. There is clear evidence of the inequities of social class and family status that readers may find interesting, particularly as related to a pre-modern rural southern setting. Public and academic libraries that collect North Carolina or South Carolina history or literature should definitely have John Lane's *Fate Moreland's Widow* in their collections. High school libraries may wish to acquire this book as well.

Kaye Dotson
East Carolina University



***Anung's Journey:
An Ancient Ojibway Legend as
told by Steve Fobister***

By Carl Nordgren.
Durham: Light Messages, 2014.
114 pp. \$16.95. ISBN 978-1-61153-117-6.

In this ancient legend, Anung is an orphaned Ojibway or Anishinaabe Indian boy who is adopted by the elders of his local village. One day, Anung has a vision in which he must travel to locate the greatest chief of all the nations in order to advertise the skills he has learned from his adopted family. After the vision, Anung seeks further guidance from the tribal chief, and is told that he will be protected on his journey by Gitche Manitou or the "Great Creator." At the outset, Anung is accompanied by Turtle, the interpreter of all other Native American

languages, and is also aided in his quest by a squirrel, and a female bear. Whenever Anung senses danger along the route, he beats a drum that is provided by his tribe to fend off bad spirits like Windigo (or the "cannibal spirit") that seek to harm the boy. Anung reaches his final destination and relates his accumulated knowledge to the "greatest chief of all" who turns out to be a baby boy.

Anung's Journey includes certain themes, including the importance of family and friends, traditions, and the blessings of daily life. Essentially, this book was written to relate an ancient Ojibway legend for future generations to enjoy, and is divided into twelve chapters. Each section contains a small number of photographs that help introduce readers to the Ojibway legend. There is both an epilogue and author's note included at the end of the work. Since the book is primarily intended for a juvenile audience, there are no bibliographical references or notes included.

Carl Nordgren, a native of Greenville, Mississippi, is a faculty member in the Sociology Department at Duke University where he teaches classes in creative entrepreneurship. Besides *Anung's Journey*, he has also written other books, including *The 53rd Parallel: A River of Lakes* novel (Light Messages, 2014). Prior to becoming a teacher, Carl was first employed as a fishing guide in Ontario, a bartender, and an entrepreneur.

Ultimately, *Anung's Journey* provides valuable insights into Ojibway Indian legends and culture. After reading the book, readers can begin to understand the value of legends as integral components of Native American tribal culture and tradition. Additionally, the author incorporates elements of Ojibway Indian culture into the narrative such as the use of birch bark canoes, reliance on wild rice for food,

and copper arrowheads. Because of its simple scope and subject matter, this work is primarily suitable for a juvenile audience. It can be included in any public or academic library collection with a prominent juvenile book section or focus on Native American history.

David W. Young
University of North Carolina at Pembroke



***Behind the White Picket Fence:
 Power and Privilege in a
 Multiethnic Neighborhood***

By Sarah Mayorga-Gallo.
 Chapel Hill: University of North Carolina Press, 2014.
 193 pp. \$29.95. ISBN 978-1-4696-1863-0.

Diversity and multiculturalism are goals of many cities and neighborhoods in both North Carolina and the United States. However, even when a neighborhood is statistically integrated, it may be still segregated in terms of social and political power. Sarah Mayorga-Gallo's first book examines the social and political relationships of multiethnic neighborhood Creekridge Park in Durham. Mayorga-Gallo conducted the research as part of her dissertation from Duke University. This book is a revision of Mayorga-Gallo's dissertation

Mayorga-Gallo interviewed over 60 residents of the Creekridge Park community in Durham to discover their views on their neighborhood and the social relationships within the neighborhood. The interviews serve to illustrate the various sociological theories Mayorga-Gallo incorporates. The interviews illustrate that though

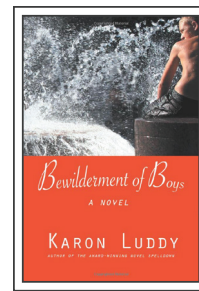
a neighborhood is statistically integrated, segregation due to language and cultural differences may still exist in social relationships. Mayorga-Gallo found few social relationships that existed across ethnic lines even though residents praised the diversity of the Creekridge Park area. White residents of Creekridge community claimed that cultural diversity was one of the reasons they were attracted to the neighborhood, but they had few friends in the neighborhood who were members of a different race.

Mayorga-Gallo found that the white residents worked to maintain the white middle-class values (no loud music, clean yards with no trash or junk in them) through the neighborhood association. The Creekridge neighborhood association was almost 100 percent white homeowners with little participation from the apartment complexes whose renters were mostly minorities or ethnic homeowners in the area. Members of the neighborhood association reported they had tried to recruit members from the apartment complexes and other homeowners but no one participated. She reported that some Latino/as did not participate because they did/could not read the flyers put up around the neighborhood announcing the meetings or did not participate in the neighborhood association listserv.

Mayorga-Gallo is currently an assistant professor of sociology at the University of Cincinnati.

This book is recommended to all academic libraries that support sociology, ethnic studies, public administration, and political science departments, and to anyone who is interested in multicultural community development.

Robert Arndt
UNC-Pembroke



Bewilderment of Boys

By Luddy, Karon.
 Backbone Books, 2014. 236 pp. \$14.99.
 978-0991551804. Also available as an e-book: \$5.99.
 978-0991551811.

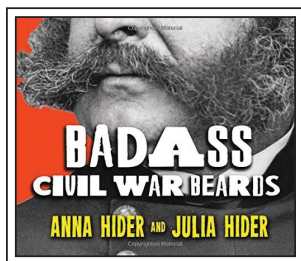
In the summer of 1971, seventeen year-old Karlene Bridges is a budding feminist trying to figure out what's left for her in the small town of Red Clover, South Carolina. Her boyfriend has joined the Navy, her best friend is headed off to college, her favorite teacher and mentor is moving to New York, and most of her male friends have enlisted in the military or been drafted. The "bewilderment of boys" is her friend Lucinda's favorite pastime, but until recently Karlene has regarded the opposite sex as nothing more than friends to hang out and play football with. When a tragedy rocks the town, Karlene must wrestle with the roles that faith, flesh, and power should play in her life.

The book is filled with literary and musical references that will take children of the early 1970s right back to their teenage years. The entire book save one crucial chapter is written in first person present tense, giving the story an immediacy and forward momentum. The author has a good ear for Southern dialog and her descriptions of family dynamics are spot-on. Her treatment of issues such as interracial dating, alcoholism, and teenage sex is both sensitive and realistic.

Karon Luddy's first novel, *Spelldown* (the prequel to *Bewilderment of Boys*), was published by Simon and Schuster and won the Parents' Choice Silver Award. The author's second novel will

appeal to anyone who's ever opened a "get me out of this small town" savings account at the local bank. The book is set in South Carolina, since Luddy grew up in Lancaster, SC, but it could easily find a place in North Carolina fiction collections since Luddy grew up in Lancaster, South Carolina. She now resides in North Carolina and is an adjunct professor at UNC Charlotte. Although most young adult readers won't be able to directly relate to the musical and political references that ground the book, they – and all other readers who have had to make difficult choices at a young age – will certainly understand Karlene's struggles with sexuality, loss, and love.

Arleen Fields
Methodist University



Badass Civil War Beards

By Anna Hider and Julia Hider.
Winston-Salem: John F. Blair Publisher, 2014.
92 pp. \$12.95. ISBN 978-0-89587-637-9.

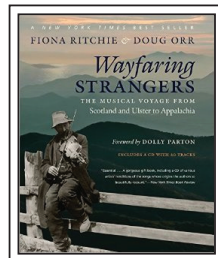
When one thinks of Civil War photography, Matthew Brady and his photographs of battlefields come to mind as do the many portraits of soldiers of the Union and Confederacy. Anna and Julia Hider have collected portraits of Civil War beards from various Library of Congress collections. *Badass Civil War Beards* looks at the wide variety of facial hair stylings (or lack thereof) of the war. Using humorous quips and puns, Anna and Julia Hider provide a light-hearted look at the beards of the day.

The book began as a blogging

project but quickly grew. Anna (Syracuse University) and Julie (Ohio State University) finished the book during their final college semester. This book does not end the sisters' examination of Civil War beards as they continue profiling Civil War beards at <http://badasscivilwarbeards.tumblr.com/>.

This book is recommended for all who can grow facial hair or appreciated facial follicle creations. It provides both historical and hirsute information about the men who wear the beards. This book will be especially helpful to men who want to grow a beard but whose significant other objects to facial hair. After the men have pointed out some of the more extravagant styles and promised to maintain a carefully groomed beard, the significant other should relent in no time.

Robert Arndt
University of North Carolina at Pembroke



Wayfaring Strangers: The Musical Voyage from Scotland and Ulster to Appalachia

By Fiona Ritchie and Doug Orr.
Chapel Hill: University of North Carolina Press, 2014.
384 pp. Includes a CD with 20 tracks.
\$39.95. ISBN 978-1-4696-1822-7.

The people of the southern Appalachians have a strong sense of family and place. Central to this identity is their music. In this visually stunning book, authors Fiona Ritchie and Doug Orr tell the story of the Scots-Irish, their migration to the valleys of the southern Appalachians, and the music they brought with them. The authors are respected scholars of Celtic

music. Scotland-born Ritchie founded and hosts the acclaimed *The Thistle & Shamrock* on National Public Radio. Doug Orr is president emeritus of Warren Wilson College, where each summer he hosts the Swannanoa Gathering, a traditional music workshop.

The book is divided into three major sections. *Beginnings* deals with the old country origins of Appalachian music, *Voyage* covers the migration of many Scots to Ireland, and *Singing a New Song* follows the migration to North America and examines the continuing evolution of the music in the southern Appalachians.

The story begins in medieval France with traveling ballad singers who often sang of romantic love and morality. Other early influences were the minstrels, known for skillful improvisation to fit the needs of each audience, and later the broadside peddlers who sold sheets of ballad lyrics on the streets and at the fairs. Music notation was rarely included, so the buyer sang the words to a familiar melody. Both lyrics and music had many variations. While many of these orally shared songs have disappeared, there are estimates that more than three hundred Scottish and English ballads from the twelfth to sixteenth centuries still survive in one form or another.

In the eighteenth and nineteenth centuries there was a massive migration from Ireland to America. Many of the immigrants landed in Philadelphia and traveled southward through the mountain valleys along the Great Philadelphia Wagon Road, which terminated initially in the Yadkin Valley of North Carolina and later extended as far south as Augusta, Georgia.

Early song catchers such as Cecil Sharp and Maud Karpeles, Olive Dame Campbell, and Bascom Lamar Lunsford visited the remote mountain coves to record songs passed down orally from generation to generation.

While their efforts were important, they often romanticized the people they recorded, and overlooked or ignored songs that did not mesh well with their concept of the unspoiled English and Scots-Irish musical heritage. In more recent years song collectors like Jean Ritchie, Alan Lomax, John Jacob Niles, and David Holt have continued to capture songs of the Appalachians.

The musical influences of English, Welsh, German, African American, Cherokee, and other cultures were braided into the tunes the Scots-Irish brought with them, enriching the songs they played and sang. Consider the contributions of African Americans to the Appalachian musical heritage. By the Revolutionary War, half of the fiddle players in the South were African American. Their syncopated rhythmic style relaxed the stricter Scots-Irish rhythm into what is now termed “old-time.” Many African American lullabies, call and response work songs, and spirituals entered the Appalachian songbook. A. P. Carter, Doc Watson, Bill Monroe, and Jimmie Rodgers, among many others, acknowledged the influence of African American musicians.

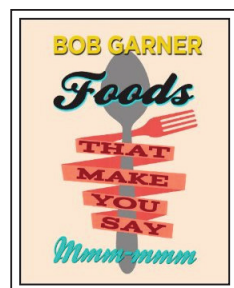
There are so many wonderful extras in this volume. First is the accompanying CD containing twenty tunes; you’ll want to listen to it as you read. Then there are the many sidebars: excerpts from interviews with significant musicians like Mike Seeger and David Holt; brief expositions of topics such as bagpipes, the Carter family, and the differences between old-time and bluegrass; and evocative artwork including maps, paintings, photographs, and line drawings. The informative appendices include brief profiles of individuals consulted; a glossary of less-familiar musical terms; a contextual time line running from 8000 B.C. to 2013; a list of resource centers for those

interested in further study; a discography; and a bibliography.

This lovely volume is a rarity in academic publishing. It is painstakingly researched but its pages are not cluttered with footnotes, which are instead in a notes section at the end. The text is a flowing narrative, not dry prose. The sidebars and illustrations beckon the reader to stop awhile and savor them.

Wayfaring Strangers tells the story of the roots, development, and continuing evolution of Scots-Irish/Appalachian music in a package that is equally satisfying to casual browsers and serious researchers. The eye-pleasing layout is underpinned by solid scholarship. This book belongs in every library.

Suzanne Wise
Appalachian State University



Foods That Make You Say Mmm-mmm

By Bob Garner.
Winston-Salem: John Blair, 2014. 187 pp. \$26.95.
ISBN 978-0-89587-629-4, ebook 978-89587-630-0.

If you like the Food Network’s *Diners, Drive-Ins and Dives*, Guy Fieri’s travelog of eateries featuring down-home food (no flower petal garnishes or anything you have to say in French), you will love this book.

The author is a familiar name to foodies through his restaurant reviews, magazine articles, and appearances on such television shows as *Good Morning America*, *FoodNation*, and *Paula’s Home Cooking*. In his latest effort, which I’ll

refer to as *Mmm-mmm*, Garner takes readers on a food-centric cultural tour of North Carolina. He introduces us to a fascinating variety of foods and settings. In LaGrange, where fish stew is an art form, many residents carry bowls and spoons in their truck toolboxes just in case a fish stew breaks out. He explains how to make Moravian spice cookies and tells us what is REALLY in liver mush (you may not want to know).

By the time you are twenty pages into *Mmm-mmm*, you will probably be ready to sample the goodies. Fear not, Garner has provided recipes and dining-out suggestions aplenty. In the eastern part of the state the focus is on gifts of the sea: trout, catfish, and flounder; oysters; and clams. Follow his recipes or enjoy the food at a fish camp/fish house/fish joint, such as Love’s Fish Box in King’s Mountain or Holland’s Shelter Creek Fish Camp in Burgaw. Top off your feast with a slice of Down East lemon milk pie, also known as Harkers Island lemon milk pie and Atlantic Beach pie.

Then there are grapes: native scuppernongs and muscadines. Your reviewer grew up carrying a big brown paper bag of scuppernong grapes to snack on at Friday night high school football games. Given my extensive experience with the treats, I can confidently say that Garner’s detailed instructions for eating them are right on target. Try his recipe for muscadine grape hull pie, a dessert with true presence. As a little circe, check out the homage to muscadines and scuppernongs in the October 2014 issue of *Our State: Down Home in North Carolina*.

The real meat of this volume is the chapter on barbecue. Garner is a master of North Carolina barbecue and has written three books on the subject. Did you know that early English settlers discovered Native Americans

barbecuing pigs, the little porkers having descended from pigs brought over by the Spanish? He discusses the variations across the state and explains how to cook mouth-watering pulled pork. Sauces also receive star status. Dining out options include Lexington Barbecue in Lexington and the Skylight Inn in Ayden.

I could go on. There are pimento cheese, brunswick stew, country ham, collard greens, banana pudding, and peach cobbler.

Each section features food festivals, from the North Carolina Ramp Festival in Waynesville to the Grifton Shad Festival.

Garner has not forgotten the commercial products born in the state. He tells us about barbecue sauce in its many guises; hot sauces like Winston-Salem's Texas Pete; Cheerwine, which first saw the light in Salisbury in 1917; Mt. Olive pickles; Krispy Kreme, which has locations in twenty-two foreign countries; and many more.

Foods That Make You Say Mmm-mmm is a cookbook, food travel guide, and food history in one convenient package. Keep a copy in your car, another one in your kitchen, and one by your Barcalounger for pure entertainment. It is recommended for all public libraries, as well as school and academic libraries that collect books on North Carolina foodways.

Suzanne Wise
Appalachian State University

Looking for help with collection development?

If you want to expand your library's collection of novels set in North Carolina, you should visit the Read North Carolina Novels blog hosted by the North Carolina Collection at the University of North Carolina at Chapel Hill (<http://blogs.lib.unc.edu/ncnovels/>).

If your interest in North Caroliniana is more general, the North Carolina Collection at UNC-Chapel Hill regularly posts lists of new additions to their collection at this address: <http://blogs.lib.unc.edu/ncm/index.php/whats-new-in-the-north-carolina-collection/>.



Can You Really Do Research on the Internet?

While working recently with a library user I encountered what is becoming an increasing problem when one tries to conduct research on the Internet. The user was conducting research on vessel departures from American ports using our Early American Newspapers online database. The researcher reported that the list of newspapers available varied from day to day. For example papers he consulted on Monday would vanish from the database on Tuesday and new ones not previously there would appear. Sad to say his experience varied again on other days of the week. What implication does this phenomena have on the ability of scholars to conduct “research” on the Internet?

Unfortunately this was not the first time someone reported a vanishing electronic resource to me. In fact just this morning I was looking for the 1729 edition of William Dampier’s *Voyages*. I located the title in our ILS, clicked on the link “Full Text Online” and promptly got the message “You do not have access to this product. Please contact our online sales specialist at 1-800 blah, blah, blah.” Further research turned up the fact that we had purchased the e-book collection containing this title outright in 2007 and there was no known annual fee, so we should have access right? Wrong. Latest news from the vendor is that “the

collection may have expired for us.” So who in the library gets the fun task of taking all of these entries out of the ILS for items that have “expired” access? Or do we just have a new link to a page for these titles that reads “Sorry, access to this title is no longer available due to budget cutbacks by [insert the name of your favorite] administration? How do we even find out what we have lost access to unless a user complains? A number of times when I request articles recently through our e-journal portal, I will click on the pdf file link and receive a blank page. So why do the vendors say they have the pdf image when in fact they don’t? Or is it a glitch in the system, a problem with my computer, or who knows. Or maybe not. Recently a colleague sent me an email:

“We all need to be more vigilant and proactive in assuring that our library users have access to the resources that we purchased.”

“Ralph do you know your “Wired to the World Columns” have disappeared?” Well, no I didn’t, but a quick check showed that in fact for several years my column had in fact vanished from the *North Carolina Libraries* server. All the other articles in the journal seem ok, but for some reason the “Wired” column had simply vanished. I guess one of the advantages of

being cited in the literature (this was my column on Tablets in Libraries) is that people do look for your publications on the web. Actually this is not the first time an author has asked about their article in *NCL* and why it was missing from the journal. Since it has happened to others I’m not excessively paranoid about my articles missing, but we may never know what happened. A quick restore from a backup file and we were good again. But what happened? Software glitch, someone hit the wrong button? Again we may never know.

According to a 2008 study by historians Edmund Reed and Jennifer Kane, thirty-eight percent of history articles published more than seven years ago had vanished.¹ Some forty-three percent of these

missing articles could not be located using archiving sites such as the “Wayback Machine” (<https://www.archive.org>) and seem to have disappeared forever. The authors see this as a major problem and it restricts the ability of future historians to conduct research in their field. *Science* magazine has determined that thirteen percent of internet citations in three leading

journals vanished within twenty-seven months.² Similar issues plague the medical journal field.³ Some 4.4 percent of leading medical citations had gone away within three months of publication and 33 percent of citations to six leading oncology journals could not be found twenty-nine months later. Maybe that feeling that you have in the back of your head, that the Internet is not a very safe place for your stuff, is true after all?

What I thought was an isolated annoying problem turns out to be a real concern with electronic databases. Never mind the fact that you have worry if you will have the

funds to access all these collections twenty-five years from now, you can't even access what you paid for life time access to seven years ago! What are scholars and librarians going to do? One possible solution would be for associations to divide up resources and assign monitors to check at frequent intervals for access to resources. Another idea would be to write some sort of script or program that would check automatically for access to owned databases. (Computers are supposed to make things easier right?). Vendors could actually step up to the plate and make sure that the products that they sell and we

depend on, are actually available on a constant basis. It's nice to have all these sales people talking around at conferences, but it's the staff in the back rooms that maintain the day-to-day operation of the servers that provide access. How about spending a little money in the delivery of product as well as the selling of it. Things change, servers are swapped out, vendors merge, staff leaves, stuff vanishes. We all need to be more vigilant and proactive in assuring that our library users have access to the resources that we purchased.

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The Joint-Use Library in Carrboro: Bringing Together Orange County Public Library and Chapel-Hill/Carrboro City Schools

Joint-use libraries have been created to share resources, reduce facilities costs, and more efficiently serve patrons.¹ There have been several notable examples in the news. In the summer of 2013, a joint-use facility opened in Virginia Beach, a partnership between the Virginia Beach Public Library and the Tidewater Community College, whose campus houses the facility.² A decade before that, the Dr. Martin Luther King Jr. Library opened in San Jose, merging the San José Main Public Library with the San Jose State University Library.³ But did you know that North Carolina has had a joint-use library in Carrboro for some 20 years?

McDougle Middle School Media Center

Opening in 1995, the facility joins together McDougle Middle School Library Media Center and the Carrboro Branch of the Orange County Public Library. This partnership creates a large collection of materials and a busy space all day. The library opens at 8 AM for McDougle students, who are welcomed to study, do homework, and check out books. With passes from their teachers, they may come during the school day, and both individuals and groups use the media center after school. The media center is staffed by Library Teacher Carolyn White and Library Assistant Barbara Brownwell.⁴

Ms. White began working at McDougle in 1996, and has not worked in any other joint-use library. She communicates often with her public library counterparts, talking with them when they come in for work, and emailing on occasion. There's also a notebook that both media center and public library staff use for writing down problems, questions, or concerns. They used to meet formally, but haven't done so recently. They address topics like overdue books, policies and procedures, and student use during public library time.⁵

When asked what benefits she sees to the joint-use arrangement, White answered that the sharing of resources

is a benefit. Sharing creates more use than the materials might otherwise have had, including use during the summer. She is also appreciative of the access to an adult collection and wider overall choice of books, as well as the fact that the library is open after school for students. What drawbacks would planners have to overcome? Ms. White noted that higher use means more wear on the materials. When asked how the fact that this is a joint-use library influences her work as a school librarian, her answer focused on the importance of planning ahead.⁶

There are some significant similarities and differences in the library experience for school users and public



library patrons. Both libraries use a shared catalog (Follett) with all holdings displayed—this is actually a similarity that creates a difference between the Carrboro Branch Library and the Orange County Public Library’s main branch in Hillsborough. The Library’s website notes that public library cards issued at other sites “can be activated for use at the Carrboro Branch Library”⁷ Another difference is that there are not overlapping hours between the space’s use as the McDougle Middle School Media Center and the Carrboro Branch Library.

Carrboro Branch Library

The Carrboro Branch Library is open after school Mondays through Thursdays until 8:00 PM, and also open midday Saturdays and on Sunday afternoons. Students and patrons must have a valid public library card to use the computers during public library hours. Programs for the branch include a book club for adults which meets one Tuesday night per month, and Saturday morning storytimes which are aimed at a preschool audience.

Erin Sapienza serves as head of both



the Carrboro Branch Library and the Carrboro Cybrary; she has worked at both about two years. In a telephone conversation, she said that she finds the experience of working in a joint-use library educational and interesting. Sapienza reports that since their offices are close by, she can “pop in on occasion” to speak with her school library counterparts. School closings during

winter weather, afterschool activities, weeding and shifting, facilities and technology issues, book fairs and other events are all topics of conversation.

The two libraries have separate budgets, and materials are processed by the purchasing unit. However, all age-appropriate materials are shared, with some exceptions such as teaching materials. Sometimes the librarians will discuss high priority purchases, extra copies, or replacements.

One of the most important issues to navigate is the physical facility. There is no direct entrance from the outside; public library patrons must come through the school building just like the student users. The library is one large room, so this branch cannot offer meeting rooms or separate program spaces like other branches can.

Like White, Sapienza pointed out the availability of materials as a significant benefit. The shared facility contains a larger children’s collection than what might be found at other branch libraries, and the main branch can provide delivery of additional materials as needed. Collaboration with schools is important to public libraries,



and it is easier since they are colocated. When asked how the fact that this is a joint-use library influenced her work as a public librarian, Sapienza answered that she feels a greater appreciation for what we are capable of in getting services out to patrons.

One of the unique features of the Carrboro Branch is its art gallery. Sponsored by the Friends of the Carrboro Branch Library and the Orange County Arts Commission, the Art Gallery has displayed the works of more than 1,750 local artists over the last 18 years. There have been 4 gallery shows a year, and the one for the first quarter of 2015

was titled “Then and Now.” Participating artists for “Then and Now” included Nancy Whittington, Barbara Keighton, Linda Carmel, Nerys Levy, David Otto, David Taylor, Debbie Suchoff, Louise Francke, Artie Dixon, Alex O’Connor, Alice Levinson, and Gordon Jameson.⁸

A New Southern Branch?

Orange County has embarked on a plan to create a new Southern Branch in downtown Carrboro sometime in 2017. According to County webpages, “this new library would replace the Carrboro Branch Library, in

McDougle Middle School, and the Cybrary, in the Carrboro Century Center.” Among the latest actions noted was the approval by Board of County Commissioners of a Letter of Intent designed to “frame negotiations” that could eventually lead to the “development and construction of a Southern Branch Library.”⁹

Does this spell the end of the joint-use library in Carrboro? Perhaps, but the need to achieve efficiencies in space and staffing while maximizing the audience and materials means that overall, joint-use libraries will not go away any time soon.

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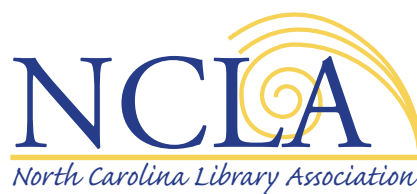
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