

NORTH CAROLINA LIBRARIES

VOL. XXXVII, NO. 1

FOUNDED 1942

SPRING 1979

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Report From The President

Spring, 1979



The North Carolina Media Council held its Winter Conference on January 25, and 26, 1979, in Fayetteville. The Conference theme was "Utilization of Media for Competency Achievement." This theme was developed by the keynote speaker, Dr. Donald P. Ely, Director, ERIC Research Center, Syracuse University and, each member organization was responsible for two small group concurrent sessions. The two sessions from NCLA were: "Use of Media in Public Library Outreach Programs" by Leah Barger and Trish Gwyn, Rockingham County Public Library; and "Video Outreach" by Gregg Kemp and Bill Moose, Iredell County Public Library.

Representative Mary P. Seymour has recently been appointed as Chairman of the House Public Libraries Committee.

Representative Seymour is serving her first term as Representative from the 23rd District, Guilford County. She is very much interested in building public support for libraries as exhibited by her work in the N. C. Federation of Women's Clubs and as a member of the Greensboro City Council.

I am pleased that A. Neal Smith, former Chairman will continue to serve on the House Public Libraries Committee as Vice-Chairman. Librarians in North Carolina owe Representative Smith a great deal for his dedication and support of libraries. He has been very active in the Governor's Conference on Libraries and has been a willing speaker at NCLA meetings.

At the December NCLA Executive Board Meeting, it was suggested that NCLA needs a "clearing house" for the numerous library workshops and meetings that are being scheduled in the State. I volunteered to keep a calendar of the dates of various meetings, workshops, events, etc. If you have dates to report or clear, please call or write my office: Greensboro Public Schools, Drawer V, Greensboro, N. C. 27402. Telephone (919) 378-9981. Ext. 258. Hopefully this will enable us to avoid conflicting dates.

Mr. Sam Boone, NCLA's representative to the ALA Copyright Subcommittee, attended the first meeting on January 9, 1979, at the ALA Mid-winter meeting in Washington. The chairman described the committee's purpose and organization and three speakers presented views on copyright and the five-year review. Forms were distributed for librarians to use in making suggestions to the ALA Washington Office for issues to be studied for the five year review. These forms are available from Mr. Boone, UNC Library, Chapel Hill, N. C. 27514.

I am looking forward to the NCLA Spring Workshop on March 30 and 31 in Chapel Hill. The Executive Board will meet for dinner on Friday night March 30 at the Carolina Inn. All committees will meet on Saturday morning in Manning Hall followed by a general session for committee reports. I appreciate the work of committees during the biennium and particularly thank the committees for working on the Handbook revision. Mr. Fred Roper and the School of Library Science are very generous to make arrangements for us in Chapel Hill.

The Nominating Committee has completed the ballot for NCLA officers. It will be mailed to the membership by May 1 and should be returned no later than June 1 to Dr. Gene Lanier, Chairman, Nominating Committee, Department of Library Science, ECU, Greenville, N. C. 27834.

The 1979 NCLA Biennial Conference will be held on October 17-20 at the Radisson Plaza Hotel/Charlotte Civic Center, Charlotte. As Vice-President/President Elect, Mr. H. William O'Shea is in charge of the program. If you have program suggestions or need to schedule a meeting, please contact Mr. O'Shea, Wake County Public Library, 104 Fayetteville Street, Raleigh, N. C. 27601. (919) 755-6077. Mr. Arial A. Stephens, Public Library of Charlotte, Charlotte, N. C. 28202, (704) 374-2530, is General Conference Chairman.

I am pleased to welcome Dr. Jonathan A. Lindsey as our new Editor of *North Carolina Libraries*. This is his first issue.

Leonard Johnson
NCLA President



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Some Contributions of a Librarian to the American Museum Movement: Henry Watson Kent at the Metropolitan Museum of Art

By: Alma Patricia Sweeney

This article reviews part of the career of Henry Watson Kent (1867-1948), an outstanding figure in the American museum movement during the first half of the twentieth century. Kent was a librarian trained by Melvil Dewey in the first class ever given in "library economy" at Columbia University, 1884. Before embarking on his long career at the Metropolitan Museum of Art, he served as a librarian and curator for Norwich Free Academy in Norwich, Connecticut, and as a librarian for the Grolier Club in New York City. At the Metropolitan, Kent's contributions were in the areas of museum education; the relationship of art to industry; museum organization; cataloging and registration of art objects; museum photography; exhibition techniques; and museum printing and publications. His genius lay in his ability to translate the concepts of librarianship to the museum environment. An examination of his career at the Metropolitan Museum of Art serves to illuminate the interrelationship between libraries and museums in the first half of the twentieth century.

When Kent arrived to work for the Metropolitan in 1905, Sir Caspar Purdon Clark was the Director, having succeeded to the position upon the death of General Louis Cesnola in 1904. Cesnola had run a one-man show at the Museum without any attempt to define a coherent administrative system. Thus when Kent began work for the museum in 1905, he quickly realized that his first task was to learn to deal with Cesnola's remaining staff members, who were middle-aged men without training in museum work. In his autobiography, Kent illustrated the lack of organization and professionalism among the staff members with an account of his first days on the job:

There was no love lost among these gentlemen. I remember that, one day, one of them invited another to "come outside" which he did, but to argue, not fight. The one chased the other around the galleries. I called the policeman at the door, and he stopped the exciting performance.

The General's secretary, who was asked to turn over the records to me, regarded me as an interloper; he dumped all the Museum records and letters, which were docketed in the old-fashioned way and bound up with red tape, in a vault helter skelter. My first job was to sort these papers, flatten them out, and catalogue and file them in new-fashioned filing cases of Dewey's devising. The

Registrar was an Irishman, who carried a Latin Bible in his pocket, from which he would ask you to read passages, to test your scholarship. A room about as big as a closet was given me for my office. There was only one telephone in the place, in the Library, to which we had to run when we were called, and a typewriter was come by with great difficulty.¹

On the brighter side, Kent's arrival at the Metropolitan coincided with the beginning of more prosperous days for the institution. Money was beginning to come to the Museum in greater amounts, by bequests and gifts. The opportunity was at hand for improvements and expansion. Kent envisioned his duties as Assistant Secretary to comprise more than simply sending out notices of meetings to the Trustees and keeping the minutes at these meetings. Shrewdly, he studied the Museum's constitution. In it, as he wrote in his autobiography, "... I saw ways of being useful, even though not a curator or an authority on artistic subjects. What I had learned in the Columbia Library School, in the Norwich museum, in the Grolier Club, and in my study of European museums could be put to work here, and Mr. de Forest was complaisant and willing to let me try out new ideas."²

Developing a Card Catalogue

Kent recognized that libraries had generally abandoned the use of the large, ungainly accession volumes which the Metropolitan had imitated in accessioning art objects. A major priority for him became the development of a card catalogue system for the museum records. Photographically sensitized cardboard, guaranteed to last, was available. Kent devised a catalogue card which had the description of the object on the recto and a photograph of it on the verso. Copies of these cards were made for the accession clerk, the curatorial department concerned, the Sales and Information Desk, and the general catalogue. Kent organized a catalogue division to assume the responsibility for these duties, and worked out a set of rules for cataloguing art objects and a glossary of terms used in the various arts. For the benefit of the entire organization, he defined clear procedures for loans and all other movements of the art objects as well as methods of cooperation between the curatorial departments and the catalogue division. As a result, a measure of uniformity and consistency in cataloging became possible and the record of the Museum's possessions could be easily used by the public as well as by the Museum personnel.

This system of cataloguing necessitated the development of a photographic studio in the museum. Kent hired a photographer and had him set up shop in the basement. In a short time, the photographic studio became a thriving operation, turning out a variety of enlargements, publicity and sales photographs, and lantern slides for lectures, in addition to the cards for the registrar and the catalogue division.

Recording and Tracking Transactions By the Museum

Kent recognized another major priority as that of drawing up a system to make the Museum's business run smoothly and effectively:

The making of a kind of machine which should allow the museum to carry on its work easily and intelligently, which should automatically inform all the many

employees what was being done and what they should know of such things, at the least expense and labor — this was the task that fell to me as the entrepreneur between the initiators of all action, the Trustees, and their employees.³

Kent worked out a procedure for the museum which would ensure notification of a given action to all concerned — donor, vendor, curator, treasurer, registrar, photographer, sales department, and daily press. In a paper read before the American Association of Museums on May 23, 1911, Kent gave a detailed account of his system regarding bequests, gifts, and purchases.⁴

As a trained librarian, Kent recognized another use for his services in the Museum's library. Kent worked with the art librarian, William Clifford, in establishing a reference collection of photographs, a lending collection of lantern slides, and study rooms for students who desired to study objects which were not on exhibit. Kent was responsible, as well, for the establishment of an information and sales desk. His willingness to perform countless tedious but necessary duties quickly made Kent an indispensable man in the museum. In fact, so thoroughly had he entrenched himself in the Museum that, a year after he joined the staff, he was made Acting Director during a period when Sir Purdon Clark and his assistant director, Edward Robinson, were both away.

Kent's Achievements

Kent's innovations were often simply applications of Melvil Dewey's library methods to the museum environment. These methods proved so effective at the Metropolitan that they have continued in use there until the present day, and they were gradually adopted in various forms, not only by the new museums which were springing up around the country (forty-six art galleries were in the United States in 1905), but also by most of the established older museums in this country and in Europe. On June 6, 1916, at the opening ceremony of the Cleveland Museum of Art's new building, the president, Judge William Sanders, acknowledged Kent's advisory services: "From the outset your Building Committee has had the devoted assistance of Mr. Henry Kent, who has given most generously of his time and skill and wide museum experience in assisting in what has here been accomplished. On behalf of the trustees I wish to publicly acknowledge our very grateful appreciation of all Mr. Kent has done."⁵ Kent was the guest speaker at the opening ceremony and in presenting Kent to the audience, Judge Sanders stated: "It is quite a strain upon our affections to treat Mr. Kent as of the Metropolitan Museum. We know him so well and prize him so highly, and appreciate so much all that he has done for us, that we think of him rather as one of us than a guest."⁶

Henry Watson Kent, then, was an outstanding figure in the American museum movement of the first half of the twentieth century. His genius lay in his ability to transfer the concepts and experiences of his training in librarianship to the museum environment. The development of Kent's career at the Metropolitan Museum of Art exemplified the close relationship between the

library world and the museum world in America during this period. Through the efforts of Henry Watson Kent, American librarianship contributed to the growth of the American museum.

At the Metropolitan Kent was well on his way to earning Calvin Tompkins' appraisal, in 1976, as "without doubt, the greatest American museum man of his generation."⁷

Ms. Sweeney is art librarian, Birmingham (AL.) PL. This article was adapted from a paper at UNC -CH.

¹Henry Watson Kent, *What I Am Pleased to Call My Education*, (New York: The Grolier Club, 1949), p. 114.

²*Ibid.*, p. 138.

³*Ibid.*, p. 141.

⁴Henry Watson Kent, "Some Business Methods in The Metropolitan Museum of Art," *Bulletin of the Metropolitan Museum of Art*, VI (May 23, 1911), 169-170.

⁵"Inauguration," *Cleveland Museum of Art Bulletin*, III (June 1916), 2.

⁶*Ibid.*, p. 17.

⁷Calvin Tompkins, *Merchants and Masterpieces* (New York: E. P. Dutton, 1973), p. 115.

**NCLA BIENNIAL CONFERENCE, OCTOBER 17-20
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The Most Important First Step In a Conservation Program Is ...

By Paul S. Koda

(A talk given to the Resource and Technical Services Section of the North Carolina Library Association, September 22, 1978)

What I would like to do is concentrate on a single important project that serves the following three purposes: First, it is a project that can be done by one person, who may be part-time or have limited time, and yet can be expanded as money and personnel become available; second, it should be a project that is beneficial for public, academic, school and special libraries, which covers everyone here today; and finally, it must be a project which ought to have high, if not the highest, priority.

I would like to discuss the need for and formation of a good disaster plan. Do you need a disaster plan? All of us remember the Florence flood of November 1966. You may also recall the flood at the Corning Glass firm, the fire at the Jewish Theological Center, and the fire at St. Louis Documents Center. I receive six to twelve telephone calls a year about various kinds of disaster. Recently a professor called to say that his books had been in a basement all summer long and had mold and mildew. What should he do? Last spring an attorney called from the western part of North Carolina and said a pipe burst in his office on Friday night (it is always on Friday night, never on Monday morning) and he had a water-logged law library. What to do? Last spring a music librarian called me and said her library had an infestation of termites; at least a dozen boxes and their contents had been destroyed. Fortunately, the boxes contained duplicates and there was no severe loss. (The termites were not very intelligent.)

Other library disasters in which I have been directly involved are: A stopped drain from which water leaked through a supposed sealed window into a special collection area, down two floors through the wall into an administrative office where large numbers of files were badly damaged. In the same library water from a flash flood penetrated a loading dock and soaked two floors of books. I remember a broken air-conditioning system in another library. No one had bothered to check the seventh floor of the library after the air conditioner went back on. Three months later, in a dark closed-off area, streamers of mold and mildew had grown like Spanish moss.

My point is that disasters happen to all of us; we cannot escape them. Every disaster such as fire, earthquake, hurricane, burst pipe, or termite infestation is overwhelming. They catch us by surprise and the psychological

impact is often devastating. How, then, do we begin dealing with a library disaster? There is a very important first crucial step, and it must be taken by everyone here. Monday morning, this coming Monday morning, each one of us should set aside twenty minutes for the following two tasks. First, schedule one hour a week, just one hour, Monday morning, Wednesday afternoon, or Friday noon, it makes no difference, set aside one inviolable hour to work on a disaster plan. Second, order the following four documents:

1. Hilda Bohem, *Disaster Prevention and Disaster Preparedness*,
2. John Martin, *The Corning Flood: Museum Under Water*,
3. Robert Matthai, *Protection of Cultural Properties During Energy Emergencies*, and
4. Peter Waters, *Procedures for Salvage of Waterdamaged Library Materials*.¹

They should always be available in your library in several copies.

We have taken the initial step in accomplishing the three major goals in setting up an effective disaster plan: PREVENTION, PREPARATION, and PROMPT ACTION.

Prevention

Let me discuss *prevention* first. We cannot prevent a hurricane or lightning striking; nor can we move our library out of the valley in which it is built. But we can prevent the failure of man made objects like pipes, drains, electrical circuits as well as correct the poor storage of chemicals. We can do this in very old buildings and we can do this in library buildings constructed just last year.

The key to prevention is information. If necessary, we can design and fill out checklists that collect facts. What is important about our information is that it be accurate. Do not accept hearsay evidence, rumor, or what has been accepted for the past several years. It is your job, and it is my job to determine the actual situation.

Helpful Persons

In gathering information we can use the old standard formula of Who? What? Where? When? and How? First, who? All kinds of persons may be sources of accurate information: colleagues in the library; persons employed in our institutions; local or regional persons who may or may not be librarians. We can even use family and friends. In the beginning it is important to get your supervisor on your side. Get his or her support and ask for names of important persons to contact for information. At this time you may want to form a committee. Put persons on the committee who are knowing about conservation or related areas. For example, someone who is familiar with microfilming; a serials librarian; persons who maintain the physical plant of the library; persons from the business office; and, of course, reference librarians. They all know a great deal about what's happening in the library.

Other persons in the institution may be of equal help. Speak to the supervisor of your physical plant. Ask him to get involved, or to suggest people like plumbers, electricians, and grounds keepers. They are all persons you will have to know in constructing a disaster plan. What about persons from the planning office in your college or university. Do they employ architects? If you are a small library, is there a planning office in the municipal offices of your town?

Persons outside your institution that might be helpful are fire protection and prevention inspectors, town and city building inspectors, and insurance employees. All of them are potential resource persons. It is best to use them only when research has not turned up the required information, or when information is needed about a library, or when particular problems about the library arise.

Kinds of Information Needed

Next, what? What kind of information will be required? Two areas should be remembered: First, conservation literature; and second, knowledge about our own physical facilities. There are a great deal of conservation literature to be found in a variety of places, and I only have time to mention a few sources. An obvious one is *Library Literature*. Equally important are *Art and Archaeology Technical Abstracts* and George Cunha's *Conservation of Library Materials: A Manual and Bibliography on The Care, Repair and Restoration of Library Materials*.²

Information about conservation literature is one-half of what should be known. There is an equal need for information about our own physical facilities. What do we know about the structure of our building? Is it brick? Limestone? Does it have steel beams? Or is there something else supporting it? What about the plumbing? Where are the pipes and the drains? Their condition? Wiring implies the same questions: Where are the main circuits? Condition? Are there storage areas in custodial services: Who does it? Who is their supervisor? What knowledge do they have of conservation? An important source of information for disaster prevention can be gotten from persons who maintain the building. They see every corner of the building every day — they are an excellent "early warning system."

Then, where? Disasters can affect nearly every part of a library and every book or manuscript in a library. It is important to look at the library from the top, the roof, to the bottom, the subbasement; from the inside and from the outside. It is important to walk around outside the library from three feet away to a hundred yards away. Have there been flood problems in the area during the past decades?

Periodic Review

And, when? All disaster plans are closely involved with time. We should have finished our disaster plan months ago. Now is the time to begin, but plans should not be developed hastily. Once compiled, they should be reviewed periodically at specifically scheduled times. It is a good idea to set up a schedule for a year, so time-related reviews and tasks can be done month by month, and year by year. Let me offer examples for a possible calendar:

1. September through April; Check for beginning water problems after each major rain, include inspections of drains and sewers,
2. June: Submit a budget,
3. July: Examine all supplies and equipment, restock and refurbish where necessary,
4. May through August: Look for insects,
5. Fourth Thursday of every month: Check with key people about what they have observed and ask them to look for specific things like swelled pipes or insects.

So it goes. The calendar can be as thin or as dense with activities as one likes. But it is crucial because it forces the persons responsible for conservation to review continuously and regularly in order to find potential problems. It also eliminates the need for remembering many tasks at one time and serves as an automatic check of completed reviews and tasks.

All of this seems overwhelming and complicated. This brings me to the "how" of disaster planning. Once again, a cliché will describe the best method—divide and conquer. It is better to have an abbreviated plan that deals adequately with one kind of disaster than a comprehensive plan that deals with nothing adequately. Trying to understand everything about the physical library, its building and its collections, is much too difficult in the beginning. Divide up the tasks into smaller units. A series of small steps makes the building of the disaster plan effective. As you proceed, you will quickly find out what the priorities are for what should be done.

Take fire hoses as an example. Just finding out where they are and telling other people about them is an effective first step. I chose fire hoses because we have an interesting situation in our library. The first part of the library was built in 1929. Next year it is having its fiftieth anniversary. Our fire hoses were also going to have their fiftieth anniversary. But a few years ago the new librarian decided to take a fire hose out of its receptacle and stretch it across the floor. It seemed the termites got there first. The point is that it was the "fresh" eye of the new librarian who saw the problem. We should always look at our libraries with fresh eyes so we can spot and correct potential problems. And it is these discrete steps that add up to comprehensive disaster preparedness.

There are many parts of a library that could be discussed with regard to prevention, but I would like to take up a single one to illustrate how one can begin thinking about prevention. I would like to mention the simple, ordinary drain. I have seen many drainage problems in libraries. This is a top to bottom issue and some of the questions that come to mind are: When was the last time the roof was inspected? By whom? Did you crawl out there with the person who inspected it? What is the life expectancy of the roof? What is the condition of the gutters and downspouts? If they fail, where is the water going to go? Have there been any problems with drainage around the building? Can you trace the water-paths if drains and gutters fail? What is located in those paths? Can you rearrange your library so that an open window will not damage manuscripts? For information, ask people who have worked in the library for a long time and read the annual reports for the past several years. If

there have been problems, what was done and what funds were used to solve those problems? Maybe you can use the same source of money again. I think you get the idea.

Preparation

As much as we would not like to have disasters and as much as we would like to prevent them, they will happen. This means we should be prepared. Preparation, as I have already mentioned, is the second major element in every disaster plan. It is a natural and rational outgrowth of prevention and can be seen as a three-part project. First of all, necessary equipment and supplies have to be at hand. Second, one requires knowledge of the availability of resources, persons and materials. Third, and most important, is the formation of a disaster team and adequate training of the members of the disaster team.

What kind of equipment and supplies are needed? A few of them are fire extinguishers, plastic sheets and bags, portable generators, fans, fumigation equipment, gloves, smocks, paper towels, newsprint, and lists of telephone numbers.³

Preparation will mean that these items will be stored strategically around the library. If there is only one generator and it is five feet under water after a flood, it will be difficult to start. My point is that duplicate supplies and equipment must be stored around the building as well as outside the building.

Whether or not resources are available is the second important consideration in preparation. If supplies run out, where can they be obtained quickly? Are they available twenty-four hours a day, seven days a week? One has to know where to get the materials on extremely short notice. And the availability of materials from these resources has to be confirmed regularly so one is not caught unprepared when a disaster does happen.

More important than supplies and equipment are people. They are the key in dealing with a disaster successfully. The most important person is the experienced conservator who has handled disasters in the past. Hilda Bohem listed several, but you may want to remember only one or two.⁴ If you do not do anything else, make a copy of her list and keep it in your desk. Give a copy to your supervisor, to the head librarian, to the chief of police, to the fire department, and to persons at home. Let others know about it.

The second most important person is a public health official. Frequently in disasters there are emergency health problems. Floods can increase the incidence of disease considerably, so a public health officer should be on the scene as soon as possible to give advice and direction.

The third part of preparation is the formation of a disaster team and adequate training for the members of the team. These are persons who have to be ready to step in at a moment's notice. If possible, they must train for every kind of disaster that will occur in a library. They should also have the authority to take charge — authority that has been cleared through the head librarian and appropriate municipal or university officials. It is no use having a "well-meaning" bureaucrat get in your way when you are trying to rescue a library. Even the director of the library may be a hindrance. And every

member of the disaster team must have a backup person to fill their position.

The most crucial member of the team is the team leader. One person must have the sole authority in a recovery operation. Even though that person will make mistakes, it is a good idea to have a single authority, because he or she can accomplish a great deal of good in a short amount of time. The team leader should have access to a budget that can be spent without clearance. In no way is one going to get the kind of equipment and help needed by using ordinary purchasing procedures. An adequate amount of money and the authority to use it quickly should be available for the team leader.

Library disaster teams should train, retrain, and practice all the time. They should review and update the disaster plan; keep the entire library and key people in administration informed of their activities; and engage in continuing education for themselves and for new staff members of the library.

The Need for Prompt Action

Once prevention and preparation have been taken care of there is the third major concern — *prompt action*. Practice and training will speed things up considerably, yet prompt action depends also on other important activities. Let me give some examples. How fast will the team leader or members of the team find out about the disaster? One needs as close a link as possible with the police or guards who are likely to be on the scene early or even discover the disaster. They should report it to the disaster team. Team members, and especially the leader, should be able to get to the disaster fast. If you are a team member or a team leader and your car is being repaired, what are you going to do? This points out the need for contingency plans for each member of the disaster team. How are the members of the disaster team to be identified and distinguished from curiosity seekers on the scene? Do civil authorities know about marks or badges of identification? Does each member of the team have an emergency kit that contains basic information and supplies, which they carry with them and which can be used immediately. All of this, too, seems like too much to do, but I think a rational step-at-a-time program can set it up and save a library.

Allow me to develop an example of how prevention, preparation, and prompt action can be accomplished. This is only one very small part of a comprehensive disaster program. But it is not so small when one thinks about it carefully.

Let me now turn to the noble fire extinguisher. In itself, a fire extinguisher is to be used to prevent the spread of flames. But is it needed in that part of the library? Is it ready to work? Has it been inspected recently? Has anyone taken a look at the inspection tag on a fire extinguisher? When? Did you question the inspector? What is he doing with it anyway? And how does he inspect it? And if we find out how he inspects it, perhaps we can judge whether the next inspector is doing a proper job. Is the fire extinguisher better for one kind of fire than for another?

Let's turn to preparation. Who had read the instructions on how to use a fire extinguisher? Even if you have had a speed-reading course, it is too late to

begin reading the instructions when the fire is coming up around your shoulders. Is the fire extinguisher too heavy? Some of us are built more like Woody Allen than Charles Atlas. Does the release mechanism take much strength or cleverness? If so, chances are it is going to be dropped (perhaps on a foot), and it is not going to be used for what it is designed to be used for. How is it held? Who has tried to use it? Or test one?

Prompt action is the next consideration. Where is the fire extinguisher located? Is it too high? Too low? Is it behind a partition? Has someone put it in a closet? Is one person supposed to use it? Or is everyone trained to use it? When is it supposed to be used? Before or after other emergency measures are taken? Before you telephone the fire department or after you telephone the fire department? Does everyone in the area know what to do with it?

This is one single object in our library. It has nothing to do with drains; it is just a fire extinguisher, usually colored red. It is a small item in an effective disaster plan. Everyone of us, you and me, Monday morning, should take a look around and see if it's there and whether it has been inspected and how it is used.

The primary purpose of a disaster plan is to provide the most effective means of saving a library and its contents when an emergency arises. If it is never used — and I hope none ever has to be used — it can be enormously beneficial by making everyone aware of the physical importance of collections. This increased sensitivity will, in turn, aid in building comprehensive conservation programs which will insure that books, manuscripts and materials, which can never be replaced, will be available for students and scholars in the future.

Mr. Koda is in the Rare Book Collection, Wilson Library, UNC-CH.

¹*Bohem, Hilda. *Disaster Prevention and Disaster Preparedness*. Berkeley: University of California (Library Plans and Policies), 1978.

Martin, John H., ed., *The Corning Flood: Museum Under Water*. Corning: 1977.

Matthai, Robert A., ed. *Protection of Cultural Properties During Energy Emergencies*. New York: Energy Information Clearinghouse, 1978.

*Waters, Peter. *Procedures for Salvage of Waterdamaged Library Materials*. Washington: Library of Congress, 1975.

*The best works written on the subject and must for every library.

²Metuchen, 1971-72, 2 vols.

At the present time most of the literature about preservation has been written by persons outside the library world. An important body of information, for example, is available from museum and archival literature; also, technical writing from areas like paper chemistry can be helpful. More information should be available from two projected works. The first is a bibliography being compiled by Paul N. Banks and Susan R. Thompson; the second is a proposed newsletter CAN (Conservation Administrators Newsletter) that hopes to address both theoretical and practical issues but mainly serve as a means for disseminating information.

³See Hilda Bohem's *Disaster Prevention and Disaster Preparedness* (Berkeley, 1978) for a complete list of necessary supplies and equipment. It should be remembered that both materials and plans should be "tailored" to an individual library to be most effective.

⁴*Ibid.*, p. 19.

Preserving Periodicals at the Historical Foundation of the Presbyterian and Reformed Churches

By Kay L. Stockdale

Periodicals here, there, and everywhere. Some processed completely; some, partially; and some, not at all. Almost every library is faced with this problem at one time or another. So was The Historical Foundation until we decided to tackle the problem.

Since its inception in 1927, Presbyterian and Reformed periodicals from all over the world have arrived at our Library by subscription, gift, and purchase. But for many years the limited staff, who had the responsibility for the entire library, archives, museum, and research center, could in no way adequately process all of the periodicals.

Inevitably, the time came when something had to be done. The first prerequisite was to obtain the funds for a more adequate staff. Next, staff had to be organized to work on the project. Third, additional space had to be created, in what seemed like an already overcrowded building.

Determining the Shelving Needed

Now to tackle the problem. First we took an inventory of the number of shelves of regular and oversize books and periodicals and the number of regular and oversize shelves currently in use. Thus we knew what amount of shelving was needed to house the existing collection. Then we looked for space to install the needed shelving.

One space was readily available for regular size shelving — the cross aisles. Finding space for the oversize shelving was not so simple. One extra-wide aisle in the regular stack area provided a solution — remove the regular shelving and install oversize shelving. The wide section of the aisle would then become a regular-width aisle. We ordered the shelving.

Once the shelving had arrived and was installed, the tedious job of separating the books and periodicals and arranging each in order according to call number began. Some few books at the beginning of the book section could stay where they were located. From time to time new inventories were taken of the remaining volumes and available shelves in order to assure that the remaining volumes could be accommodated by the shelves and still allow room for expansion.

I became convinced that the numerical arrangement of books on shelves in archival fashion has some merit — particularly when one considers the time consumed in rearranging books on the shelves as collections grow. However, arranging periodicals chronologically still has its merits.

Preparing Periodical Volumes To Be Relocated

Simultaneously, several other jobs had to be done before some volumes of periodicals could be located in their proper place. Many volumes had to be sorted to determine if they added to our collection. As it turned out, all but a few volumes and issues did so, either by filling in missing gaps or by adding new titles. We offered those few issues not needed to similar institutions through a periodical exchange list.

Next, uncatalogued periodicals had to be catalogued. The call number consists of four parts — the letters for the subject area or particular denomination, a capital *I* for periodical, the abbreviation of the periodical, and the dates of the volume. In addition, a capital *O* precedes the call number when needed to indicate an oversize volume. Since the bulk of these volumes were unbound, we gave them “bindings” of acid-free paper. Thus, we were not only adding to our readily available collection, but were also better preserving the entire collection.

Throughout the years at The Historical Foundation, many volumes of periodicals were received unbound. Out of economic necessity, the staff devised an ingenious method of “binding” these periodicals. Each volume received a “binding” of brown wrapping paper, was tied with string, and labeled with water resistant ink on both the spine and the front of the volume.

In keeping with the practice of improving our preservation procedures, acid-free paper, which is also more durable, is now being used to “bind” all unbound periodicals. For the oversize periodicals, a piece of acid free mounting board the size of the periodical plus an inch at the top, bottom, and right hand side is placed behind the last issue in the volume. Adding the mounting board makes the volume more sturdy. Thus, it no longer “flip-flops” and is easier to handle. The extra width on the sides helps to protect the edges of the periodical by providing a sturdy edge for the “binding.”

Tying the volume with 16 ply string or flat cotton ribbon wrapped around the volume only once and tied in a bow on the right hand side allows the researcher to open the volume quickly and locate the desired page without first unwrapping a package. Similarly, the volume is easily retied.

Through the years, several advantages to “binding” volumes with acid-free paper, instead of sending them to the bindery, have evolved. The volumes are protected. They are easily removed from and returned to the shelf. They are convenient to use. They are much easier to photocopy by any method. And last, but not least, The Historical Foundation does not have the expense of binding periodicals — an expense which is now often cutting into the acquisition budget of some libraries. In fact, this method of preservation has worked so well for periodicals that we at The Historical Foundation have used

it for other types of materials — primarily books that have lost their original binding and older volumes that need additional protection.

Recording Periodical Holdings

In order to keep an up-to-date file on all of our periodical holdings, the title, volume and serial numbers, and dates of all volumes preceding 1970 have been entered on magnetic tape. From the tapes, we made catalog cards using a simple format. A sample follows:

Per	The Christian at Work		
O	New York, Christian at		
WH10	Work Association		
I	See also Christian Work		
C.W.	v 1:2	Feb.	1869
	v 4:2	Feb.	1871
NcMHi	v 10:23	June 8,	1876
1975	v 13:11,12	Mar. 13,20,	1879
	v 43:6	Feb. 9,	1888
	v 53:19	May 11,	1893

This information can be easily updated and can be readily used to produce cards and/or information for various union lists and the CONSER project when we reach that stage. In addition, we have set up a complete periodical Kardex file and keep it current for our holdings from 1970 to date.

Now The Historical Foundation has its periodicals in order on the shelves, is preserving its volumes, has a listing of its periodical holdings, and any member of the staff can readily retrieve the volumes. In addition, we are now able to embark on the next stage of our periodical project — acquiring the missing volumes and issues either in the original, by photocopy, or or some type of microform. Ultimately, we have been able to provide better service.

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Public Libraries and Adult Education: Some Representative Programs

By Diana Ray Tope

Public libraries have historically been the location of books for borrowing, the traditional "store houses of knowledge." While the growth rate of the knowledge to be stored remained relatively static, this was not a bad proposition. People who had the desire or need for a particular kind of information — probably for literary, scientific or leisure reading — simply used their nearest library. If none existed they attempted to get their information in some other fashion. But something happened; something which has come to be called the "information explosion." Information grew proportionately so much faster than the ability of the general public to keep up with it that new directions for libraries were in order. Libraries in North Carolina, and around the country, have taken stock in the past five years, and new directions are being defined, developed, and revised to fit the needs of an increasingly knowledge-conscious public. The consensus is that, if public libraries are to survive as agencies to serve the public, they must provide for the new information needs of that public. Many of the specific information needs required by individuals today can be grouped together under the heading of education. Without ignoring the importance of the education of children in and through the public library, this discussion concerns itself with adult education by public libraries.

Adult education programs of formal, informal, cooperative, and outreach natures have been developing in the past five years in North Carolina's libraries. A few libraries, such as Forsyth County and Cumberland County, had structured adult education programs of one kind or another prior to 1972, but the incidence is so small as to be insignificant, other than as a portent of things to come. Library outreach projects, including some for adults, have been actively encouraged and supported by the State Library with Library Services and Construction Act funds. Identified as formal programs are those which run for a minimum of six weeks; others, though they may require considerable planning and coordination, are referred to as informal.

Formal Adult Education Programs

Formal adult literacy and adult basic education courses or programs are exemplified by Robeson County Public Library's Adult Reading Program and Forsyth County Public Library's Adult Continuing Education (AEC) project.

Both of these are ongoing projects, initially supported all or in part by Library Services and Construction Act (LSCA) money. Each has made steps toward obtaining funds through the regular literary budget agencies, with the objective that over a period of several years the project will be totally operated through regular library sources.

The Robeson County Public Library's LSCA Reading Program is a one-to-one tutoring program designed to teach adults to read. The project is a volunteer program with volunteers trained by library staff. After the completion of a ten-hour workshop each volunteer is paired with a student. A tutor meets with his or her student for three hours a week.

The first training that volunteers receive is the Laubach Basic Reading and Writing Workshop. This ten hour workshop provides the tutors the teaching skills and techniques needed to use Laubach Skill Books 1, 2, and 3. After a student finishes Skill Book 3, he should be reading on approximately the third grade level.

The workshop is followed by a monthly meeting of project staff and volunteers. At this meeting the tutors' problems and successes are discussed, ideas are exchanged and further training for the tutors is provided. These monthly meetings become a part of the volunteers' participation in the library's program. One result is that the tutors are kept informed of new teaching techniques and materials. These meetings also provide an opportunity for the project staff to suggest solutions to problems which the tutors are encountering. They also provide an opportunity for the project staff to praise the volunteers' achievements. Making volunteers aware of the fact that their jobs are important, that they are needed, and that they are doing a good job are the cornerstones to a successful volunteer program.

The program is community-based. The library is trying to establish small reading centers in several of the major communities in Robeson County. At this stage in the program's development there are 40 volunteers working at the St. Paul's Public Library/Reading Center. These 40 volunteers (in combination with library staff) are reaching a total of 50 students. The program in St. Paul's deals with adults who have absolutely no reading ability and adults who are reading up to the fourth grade level. The advantages to having small community-based reading centers are (1) the program has the opportunity to become a part of the community with local leaders taking a vital part in decision-making; (2) the members of the community become more aware of the program because it is in their own home town. This means that local people are more likely to participate in the program; and (3) the library increases its outreach not only through literacy work, but also by providing a base in an area to begin other outreach programs.¹

Another formal program, the Adult Continuing Education Project (ACE), is at the Forsyth County Public Library with the Greater Winston-Salem Chamber of Commerce. "The goal of ACE is to help the residents of Forsyth County to identify and reach their educational goals — both career and enrichment. This might be getting a job, advancing in your profession, or simply having the pleasure of learning about something you like."²

Nine major services are offered:

1. Career and Job Hunting Information — ACE developed a comprehensive career file with information about a wide variety of careers. Extensive material was also purchased on job hunting skills such as finding leads, making employer contact, writing a resume, and going for an interview. The Employment Security Commission provided ACE with their Job-Information-Service which has been heavily used.
2. Courses, Curricula, Schools —This is the information and referral aspect dealing with formal courses. ACE indexes courses offered by the 74 major educational institutions in Forsyth County and the courses of the major colleges in surrounding counties. The information is available on a card index that is revised weekly. Current course information from Forsyth County institutions is published bi-monthly in the *ACE Community Calendar*. Curriculum programs of all the colleges in Forsyth and surrounding counties are indexed in a Resource File. Services using this information range from quick information and referral to indepth searching for a specific curriculum program to meet a patron's needs.
3. Test Preparation — The collection in this area now covers most civil service tests, college entrance tests, high school equivalency tests, licensing tests, army entrance exams, and general test preparation. Since many exams do not have specific preparation books (eg., state merit tests), staff members must be familiar with the content of the books and be able to recommend them for tests not covered.
4. CLEP and External Degrees — To serve the patron interested in CLEP, ACE collected information about CLEP policies and procedures; textbooks that cover CLEP subject matter; test preparation books on CLEP subjects; and the policies of area colleges and universities toward CLEP. Many patrons are found who are choosing the college or university they will attend based upon the institution's CLEP policy. ACE has also gathered catalogs on over 50 external degree programs across the country.
5. High School Diploma or Equivalency — In addition to test preparation materials themselves, ACE works with patrons to choose from the six different methods of receiving a high school diploma or equivalency in Forsyth County. Two of the community programs are supplemented with textbook material on GED subject areas.
6. Independent Study — Some patrons normally have no interest in receiving credit for their learning projects, but wish to learn a subject in depth.
7. Financial Aid for Education — It was rapidly discovered that most adults wishing to return to school also needed financial aid information. A collection of material in the area was developed concentrating on local aid programs in Forsyth County.

8. **Aptitude and Interest Testing** —While the ACE staff has received training in counseling, they are quick to realize when a patron's needs exceed their capabilities. Patrons who have no idea which direction they wish their education or careers to take are referred to aptitude and interest-taking services throughout the county.
9. **Adult Basic Education** — This is a new area that ACE has only entered recently. However, the two agencies working with adult illiterates have requested that ACE develop a collection of high-interest, low-level recreational reading and we plan to do so in the coming year.

The ACE project is an example of a library program designed to meet some of the educational needs of adults. Because the staff and costs involved are extensive for a full time program, portions of it may be adapted by smaller libraries. Cooperative funds with several other local agencies or a grant could help the smaller library develop some aspects of the offerings of ACE.

Another early program was the literacy program of the Cumberland County Public Library, developed as a result of the Library-Community Project of 1955-1960.³ This American Library Association project, supported by a grant from the Fund for Adult Education, was designed to assist librarians in developing long-term adult education programs based on an analysis of community needs. The Cumberland County Public Library was a pilot library in this project for which the North Carolina State Library received a grant in 1958-1960. The study found that the greatest community need in Cumberland County, in 1960 was literacy education: 45.1 per cent of the county population had less than eight years of schooling.

The library decided to take action on this finding by initiating a literacy program in 1961. It arranged to join the circuit of Laubach Literacy Films and a class was organized to meet twice a week. PTA's, church and civic groups, Home Demonstration and Farm agents, and the health and welfare agencies joined in to reach and enroll adult illiterates. The Delta Sigma Theta Sorority agreed to co-sponsor the class.

The Delta Sigma Theta Sorority, faced with mounting costs due to increased enrollment, approached the Fayetteville Technical Institute, a part of the North Carolina system of community colleges, to explore the possibility of combining resources. The Institute studied the sorority-library program, and, impressed with its obvious vitality and effectiveness, proposed to take it over. The sorority and the library, however, knew the value of their own involvement and insisted that the class remain in the branch library, near the homes of many students, that it continue with the same teacher with assistance from club members, and that decisions about materials, publicity, and recruitment should be made jointly by the library, the sorority, and the Institute's administration. The Institute agreed to pay the teacher's salary and book costs in exchange for its own administrative involvement and the opportunity to learn from a successful experience.

The most sophisticated education and career referral service in a library in North Carolina is the Adult Learning Information Center (ALIC) at the Olivia Raney Library in Raleigh. Funds for this project were provided by the Fund for Improvement for Post-Secondary Education, HEW. The library

provided the location and support services. It is hoped that local funds will become available to continue ALIC.

The Center provided general information about all types of educational opportunities in Wake County, and to a lesser extent in North Carolina and out-of-state; educational counseling; career exploration; interest testing; financial aid information; and referral to specific individuals at local educational institutions; and referral for additional testing or job information. Materials provided included the *Guide To Education Opportunities in Wake County* (compiled and distributed by the Center); college catalogs, catalogs for evening courses from local educational institutions, career information films, licensing and certification requirements for professions, information on apprenticeship programs; information about the College Level Examination Program; external degree programs throughout the U. S.; correspondence courses, high school completion programs, writing resumes, and local job information from the North Carolina Employment Security Commission. Obviously, most libraries are not yet in a position to offer all this, but portions of this extensive service can be developed in almost every library. Most libraries can obtain catalogs for the nearby colleges, for instance.

Informal Adult Education Programs

Another type of programming is more informal, and may run for several weeks, but less than six weeks. In this category are "public forums" which have been widely funded throughout North Carolina by the North Carolina Humanities Committee. Many of these have been of considerable interest to the general adult public. They have brought humanists of note into local communities to discuss current issues with local leaders and the general population. Libraries, along with other agencies, were quick to take advantage of this opportunity to get funds for these programs. Many of these programs ran for several weeks and were planned by librarians and other local people working together.

Educational programs which are designed for only one meeting are frequently planned by libraries. Programs of this type require less money, less planning, and less time for the library. They still offer an educational opportunity to a target audience. A library might schedule an expert to come in and give a Saturday morning program on the care and handling of snakes, or a current issue such as energy conservation might be the topic of an evening's seminar with a panel of experts making their experience available to the public. Programs such as these are educational in nature and within the realm of financial reality for many libraries. Some libraries are able to hold these on a regular basis, perhaps as many as ten or more a year. Although each may be on a different topic, the series provides a unique opportunity for the individual.

Other agencies in the community will gladly cooperate with libraries by providing space for the library's programs, or by using the library's space for their programs. The library can cooperate with other agencies by establishing contracts with them, and by collecting, distributing, and organizing materials and information. Establishing personal contacts with the leaders of other

community agencies will provide sources of accurate, up-to-date information; provide exposure for the library and later, the agencies; open the door to more cooperative ventures; encourage more effective referral (often adults feel more comfortable being referred to a person rather than an office); and help the library staff to collect and distribute materials and information. The library should provide four types of material: career guidance, admissions, financial aid, and curriculum related. The library might also identify local vocational aptitude interest testing centers, know who is eligible for testing at the centers, and the center's fees. The library can provide preliminary career and education guidance to adults by collecting materials and information. After using the library's resources, the learner is more likely to go to the appropriate educational agency with a firmer, more knowledgeable decision. Library cooperation with education agencies is essential.⁴

There are a variety of outreach programs being undertaken in North Carolina libraries. Many of these fall under the general category of education, particularly some of the Library Services and Construction Act supported projects which are designed to serve the culturally and socioeconomically deprived groups of our population. Many of these do not have education as the main objective, but education is an element in almost all of them. One example is the BOOKS BY MAIL service provided by the Albemarle Regional Library in the Northeastern section of the state. Requests may be made to the library by mail from a catalog or from the individual's own interests. Books are mailed out and returned by mail, thereby providing service to individuals whose transportation problems reach major significance because of the geography of the area in which they live. Using this mail service, individuals can obtain education materials and information. Since the end of the three-year LSCA support period, the mailing costs have been picked up by the local governments in three of the four counties involved because of the demand for the continuation of this service.

Another example is the Homebound Service provided by the Sandhill Regional Library System to homebound residents of four counties. Begun as a service to senior citizens, this was originally funded through the Older Americans Act for three years. The reception of this pilot program was so enthusiastic that an exception was made and the funding continued for another year. Two vans carry books, materials, and films and records to people who are unable to leave their homes. Again, this is not designed specifically as an educational program, but the information that is provided to these patrons frequently does serve an educational purpose.

A Challenge for Public Libraries

In view of the small amount of funds available to public libraries, i.e. basically a very small percentage of local and state funds, and LSCA funds for special projects, it is amazing that so much has already been done to aid adult education through public libraries. Librarians are people who earnestly believe in the value of education and in service to the general public. Perhaps it is a "natural" therefore, that so many librarians are seeking ways to offer adult

education opportunities through public libraries. The outlook for the future is promising. Many ways of making adult education available have been identified, and some of them are being tried, often as shoe-string operations which will gain financial support as their potential is proved. Libraries are flexible institutions compared to the traditional sources of formal education. They have learned to be flexible because their aim has been to give service — whatever may be required — to the public. Now they are beginning to take advantage of this characteristic to offer still more.

While libraries have been the traditional "store houses of knowledge," public libraries are beginning to think of themselves as community resource centers, or at least as centers that serve some of the functions of a community resource center. As libraries begin to develop their potential as centers for information needs, they will find themselves providing some or all of the three basic functions of the community resource center: (1) information exchange, where local people trade knowledge, ideas, suggestions, and skills. The emphasis is placed on trading. The library will act the role of intermediary by helping each person directly and by adding to the store of knowledge that is therefore available to others. (2) In the course of aiding and abetting this exchange, the library will find itself becoming a center for community dialogue, providing the opportunity and the facilities for groups of people to identify, research, debate, and find solutions to local issues. (3) As these actions take place, people will begin to band together with other people, groups will form, and organizations will be created of people trying to meet certain goals. All of the functions overlap, and many libraries are already doing some of these things without making a conscious effort to become "community resource centers." Still, this is a direction of the future for libraries that are trying to serve the perceived needs of their communities.

Many libraries have been offering programs for years. The tremendous rise of continuing education activity in America points out that there is a need for more, better organized service of this kind from libraries. Lifelong learning is rapidly becoming an accepted concept and one that people are beginning to expect. The library is often the only agency available to a particular segment of the public. There are no enrollment or admissions standards and libraries are free. The library has a collection of information to serve the learning needs of the patrons, and if the material is not available locally, usually the library can obtain it. Because the library is service-oriented for the entire public, and not just one segment of it (such as students, business people, senior citizens) it is adaptable, responsive organization which can meet a wide assortment of adult education needs, often at less expense than other, more traditionbound institutions with traditional requirements for entrance, performance, and graduation.

Each library must assess the needs of its community and service area and determine the priorities of those needs. It is a sure thing that in every community there are adult education needs which are not being met. The next time you look up you may find the public libraries in North Carolina meeting those needs.

¹Smith, Duncan, et. al. *Loose Paper No. 1: Literacy Programming*, 1977.

²ACE Director, *Education Opportunities for Adults in Forsyth County, North Carolina*, 1976.

³Literacy Activities in Public Libraries, "A Report of a Study of Services to Adult Illiterates." American Library Association, Chicago, 1966.

⁴"Cooperation with Other Local Educational Agencies," (*Serving the Entire Community*, Sept. 22, 1976, North Carolina State Library).

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Vol. I, A-C
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THE UNIVERSITY OF NORTH CAROLINA PRESS
Box 2288 Chapel Hill, N.C. 27514

North Carolina Library World: 1978 Review

Editor's note:

Yearly, a review article is published in *ALA Annual*. The 1978 review is set out below at the request of NCL Board.

Governor's Conference

Over 650 participants, including many interested library users as well as librarians, joined 200 official delegates in Raleigh on October 19-21 for North Carolina Governor's Conference on Library and Information Services. They examined North Carolina "Libraries: The Way to Know" in a variety of ways. Speakers, including Dr. Isaac Asimov, Joseph Becker, and Governor James B. Hunt, Jr. addressed local, state and national library issues. Exhibits demonstrated existing and potential library services. Discussion groups formulated recommendations for Statewide library/ information services. Over 1400 people attended eight preconference regional meetings held across the State.

Networking/Library Cooperation

In a survey completed in June, the State Library identified 46 existing cooperative programs in the State. On July 25-26 librarians representing these programs in the State. On July 25-26 librarians representing these programs as well as all types of libraries in the State attended a Multitype Networking Symposium in Burlington. They heard nationally known speakers discuss the planning and development of successful networks in other states and cooperative activity at the National level. The symposium was sponsored by the State Library in order to initiate discussion of local and State level cooperating possibilities. The 1977 General Assembly added paragraph (10) to G.S. 125-2 giving the State Library the charge "to plan and coordinate cooperative programs between various types of libraries within the State," and the symposium was intended to lay the groundwork for the planning necessary to exercise this coordination.

Consultants were retained by the Triangle University Cooperation Committee (TULCC) to visit the three university campuses (Duke, North Carolina State University and the University of North Carolina at Chapel Hill) to examine existing library automation activities and to recommend an approach

to further cooperative bibliographic access systems. The final report recommended the establishment of a system of three minicomputers with uniform equipment and operations at each location to facilitate interaction between the three libraries. TULCC also received a 1978-79 Title II-C grant award for cooperative collection development, based in part on anticipated increased demand on the three collections from scholars at the new National Humanities Center research facility located in Research Triangle Park.

Two public libraries, Greensboro Public Library and the Public Library of Charlotte & Mecklenburg County, signed contracts with DataPhase to automate their circulation systems. These two systems, expected to be operational by July 1979, will be the first two minicomputer mainframes in a projected Statewide public library network. An Ad Hoc Public Library Networking Committee is currently working on plans for the development of the network.

Learning Resources Centers in North Carolina's community colleges shared materials, ideas and information about locally produced media through a Consortium for Sharing Instructional Materials (CSIM). The Community Colleges' department operates an audiovisual clearinghouse for 54 of its 57 member institutions. A cumulative catalog lists approximately 200 films, slides, audio and video tapes and printed materials on everything from art to welding. The community college system has four institutions participating in the Appalachian Education Satellite Project. AESP offers programs built around a video-taped core and beamed to an AT-6 satellite which transmits them to 45 sites located throughout the 13 Appalachian States. There are 11 receiving stations in North Carolina.

A major State media event began on February 14 with Governor Hunt signing Executive Order #18 establishing the North Carolina Task Force on Public Telecommunications. The twenty-three member task force then began a year-long study of radio, television, telephone, computer, and other forms of telecommunications in North Carolina. The State of North Carolina already has a multimillion dollar investment in telecommunications such as telephone, two-way voice transmissions for emergency purposes, data transmissions, and broadcast and nonbroadcast educational media in schools and community colleges. Some new technologies are already being used in North Carolina schools and community colleges in projects sponsored by a variety of individuals and/or agencies. This task force will be a vehicle to study these technologies and explore others offered across the country that can be supplied and expanded throughout North Carolina.

State Aid

The State Aid Study Committee, appointed by Department of Cultural Resources Secretary Sara W. Hodgkins, completed an exhaustive review and revision of State Aid to Public Libraries. The new plan is to be implemented in 1979. Major considerations were the preservation of accomplishments achieved during the 37-year history of State Aid in North Carolina, the emphasis on the primacy of library service over any other consideration, and the need to guarantee that the State's public libraries share in the recent technological advances in librarianship. The plan seeks to improve the sharing

of materials, to equalize the per capita level of State Aid funding, and to provide for the subsidizing of eligible municipal libraries. Each library must compile a needs assessment, such as a community analysis, and from such a needs assessment a five-year plan for service, revised annually, must be prepared and submitted to the State Library. Libraries which agree to participate in the Statewide public library network may apply for State funding toward the implementation of a computerized library information system.

Conferences and Workshops

The North Carolina Association of School Librarians held their Biennial Work Conference on November 16-17 in Winston-Salem. Dr. Jerome Melton, Deputy State Superintendent, was the Keynote Speaker, commenting on various recent federal and state laws that directly affect school media programs, competency testing and the Community Schools Act. A panel discussed joint public/school library ventures, a direct result of the Community Schools Act.

Under a grant of \$29,300 made by the National Endowment for the Humanities, the University of North Carolina at Chapel Hill School of Library Science, on March 5-7, sponsored an invitational conference on the "Role of the Humanities in the Public Library". Project director was Professor Robert N. Broadus, and forty-three active participants (distinguished humanists and librarians) came from all parts of the country. Most of the sessions were held at Quail Roost Conference Center, with the final meetings in Chapel Hill.

As in the past, continuing education opportunities in 1978 were provided by a host of agencies, North Carolina Library Association committees, and schools. Workshops were offered on a wide variety of subjects, such as genealogy, public library programming, preservation of library materials, mainstreaming, bookmobiles, automated or manual serials check-in, preservation of library materials, writing and illustrating for the picturebook genre, zero-base budgeting, folkloristic materials, and census publications.

Professional Interests

The School of Library Science at North Carolina Central University participated in a self-study in preparation for the university's ten-year review for recertification by the Southern Association of Colleges and Schools. Permission was granted by the Association for the University to conduct a nontraditional self-study in the area of planning and budgeting.

Divisions in the Instructional Services Area of the Department of Public Instruction developed competency goals and minimal performance indicators in the various content areas of the curriculum. These library/media goals and indicators will not be static once they are published and distributed to schools of the State but will be continuously revised and improved to respond to the changing needs of the student population and society.

Major efforts were underway to evaluate the present graduate program at Chapel Hill for the preparation of School Library Media Specialists. Dean Edward G. Holley appointed an advisory committee to assist the Library

School in developing a program which will provide school media leadership needed in the 1980's and 1990's. The committee, chaired by Dr. Marilyn Miller, was charged to evaluate and make recommendations to be used in ongoing course development and in developing future preservice and continuing education/staff development programs.

Grants

The North Carolina Rural Renaissance Project (NCRRP) received \$60,400 in federal vocational funds and \$90,600 in Adult Basic Education funds which enabled ten community colleges and technical institutes to continue development of instructional materials packets on a variety of topics. North Carolina Central University School of Library Science received grants totaling \$57,050 from the U. S. Office of Education and \$15,000 from the State for nine graduate fellowships and five undergraduate scholarships.

New Buildings

The State Library's Special Services section moved to a new facility in Raleigh. The library is a barrier-free building that contains 21,850 square feet designed especially for Special Services; it provides accessibility to all handicapped persons.

The first joint school-public library in North Carolina was dedicated in October. Situated on the Pamlico County High School campus, the county library is affiliated with the Craven-Pamlico-Carteret Regional Library.

Dedications for several other new public library buildings were held during the year. The Kemp Memorial Library in Ellerbe was dedicated in September. The new Pack Memorial Library in Asheville was completed in October. It contains 5,000 square feet of floor space and cost \$2.4 million. Also opening in October was the \$2.1 million Gaston-Lincoln Regional Library facility in Gastonia. A new addition to the Watauga County Library memorializes Homer Brown, a former director of the Appalachian Regional Library. Bladen County's new \$550,000 library facility, constructed with Economic Development Act funds, was dedicated in June.

Five institutions in the community college system occupied new Learning Resources Centers' buildings: Anson Technical Institute, Coastal Carolina Community College, Davidson County Community College, Forsyth Technical Institute, and Piedmont Technical Institute.

Awards

Both the Public Library of Charlotte & Mecklenburg County and the State Library were John Cotton Dana Public Relations Award winners. The award for the State Library cited two Statewide children's programs, "Storytelling Festival in the Park" and "Every Kid with a Card". The Iredell County Library was named a 1978 achievement award winner by the National Association of Counties (NcCo). Dean Annette Phinazze of N. C. Central University received an ALA Black Caucus award for her distinguished service to librarianship.

Publications

Dr. Jonathan A. Lindsey, Head Librarian of Meredith College's Carlyle Campbell Library, was appointed Editor of *North Carolina Libraries*, the official publication of the North Carolina Library Association. The Materials Review and Evaluation Center of the Department of Public Instruction completed a special project to assemble, evaluate, list, and display a wide variety of materials designed to upgrade the competencies of students in the basic skills. *Educational Materials for Remedial Instruction* was published in the fall. Educators were encouraged to use the bibliography to aid in selecting materials for remedial instruction. Dr. Annette Phinazee's second book, *Newspapers and Periodicals By and About Black People: Southeastern Library Holdings* was published by G. K. Hall. *The Union List of Serials of North Carolina Community Colleges and Technical Institutes*, 3rd edition, was published. The list is sponsored by the Learning Resources Association of the Department of Community Colleges. It locates 2,565 titles in 37 cooperating institutions.

People

Mary Frances K. Johnson, Professor, was appointed Chair of the Library Science/Educational Technology Division, School of Education, University of North Carolina at Greensboro. Dr. Lee Finks was appointed Associate Professor at the School of Library Science, North Carolina Central University. Walter Alan Tuttle became Librarian of the National Humanities Center located in the Research Triangle Park. Dr. D. Joleen Bock was appointed to direct the program for learning resources personnel in two-year institutions that is provided by Appalachian State University, Department of Educational Media. Dr. Alice Naylor joined the Educational Media faculty of ASU as the Director of the Graduate and Undergraduate Program in School Librarianship. Julian Green was appointed head of Geology Library at the University of North Carolina Library in Chapel Hill. Dr. Wilson Luquire joined East Carolina University's Library as Associate Director. Dr. Eugene A. Brunelle was appointed as adjunct professor in the East Carolina University Department of Library Science. Dr. Marilyn Miller joined the faculty of the School of Library Science, University of North Carolina at Chapel Hill, as Associate Professor of Library Science to fill the position in school librarianship. Dr. Kay Murray came to the same faculty at UNC, and her primary responsibility is the general reference portion of the curriculum. Robert Russell became Director of the Southport-Brunswick County Public Library. Katherine Armitage began her duties as Director of the Haywood County Public Library in Waynesville. Dale Berns replaced Charla Ellis, who resigned as Director of the Franklin County Library in Louisburg. R. Frank Sinclair, who directed the Richard H. Thornton Library in Oxford, resigned in order to accept a position at the Vance-Granville Technical Institute. Art Goetz resigned as Director of the Public Library of Johnston County and Smithfield. Doris L. Brown, Educational Consultant with the School Media Programs Section for the past seventeen years, retired on October 1. Her colleague, M. Elizabeth Lassiter, retired from the Division of Education Media on August 1.

The State's library profession was saddened by the death of Margaret Ellen Kalp. Miss Kalp was associate Professor Emeritus of the School of Library Science at the University of North Carolina at Chapel Hill. An authority on school librarianship, Miss Kalp joined the school's faculty in 1947 and worked in the creation of the master of library science degree program and, more recently, in the establishment of the doctoral program. She served as acting dean from 1964 until 1967 and was a past president of the North Carolina Library Association.

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An Interview With Jon Lindsey

Q. What is NCL?

A. NCL is the publication of NCLA which has sought to provide articles of professional interest and information about the Association activities and its membership.

Q. How do you obtain articles for publication?

A. Articles can be sent directly to the editor or to a section editor. Each article will be reviewed by section editors and the editors before it is accepted for publication. Once an article is accepted it is placed in the process for publication.

Q. What is the length of time between acceptance and publication?

A. This is difficult to predict precisely. Each article will be published as soon as possible. Keeping the publication within its standard 64-page format will dictate some controls on publication. In the past 4-6 articles have been published quarterly.

Q. What other information is published in NCL?

A. NCL is the primary way the Association communicates with its membership between biennial meetings. Minutes, financial reports, section activities, book reviews, library education news, and other information about people and events in libraries of NC have been included. The publication has been about evenly divided between articles and these other dimensions of professional interest.

Q. What changes are anticipated for NCL?

A. When the Board of NCLA adopted a new structure for Section Editors to comprise the Board of NCL, its goal was to provide a means for NCLA Sections to influence the future of NCL. In the coming year the NCL Board will work intensively at providing guidance to assure that Section interests are represented in the publication.

Q. Do you have personal goals for NCL?

A. I am committed to maintaining the standard of professional excellence which is the mark of NCL under the editorial leadership of Herb Poole.

NCL has reflected the issues which faced librarians in NC during most of this decade. The breadth of this task is seen clearly in a review of NCL for the past seven years.

Q. *What is the production schedule for NCL in 1979?*

A.	Deadline	Publication
	May 15	June 30
	August 15	September 30
	November 15	December 31

Q. *Why is it necessary for 6 weeks between deadlines and publication?*

A. Printers require this time for typesetting, proofing, printing, mailing preparation, and mailing.

Q. *How can NCLA membership influence the direction of NCL?*

A. Letters to the editor or Section Editors can tell us what you like and dislike, as well as provide suggestions for items of interest. Writing articles of professional interest, some of which will reflect research, some of which will be expressions of professional concern, is another way to influence. Pointing to issues on which NCL should solicit an article is another means of influence. We want your opinion, your views, your articles!

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Doc · u · ments

This is the first column on government documents to appear in *North Carolina Libraries*. Although a column as such might not appear in every issue of *NCL*, we hope to have an article, reviews, or news about documents in it. To do this, we need your help. We invite manuscripts from persons interested in documents, whether or not they are documents librarians. We want to bring information about documents to people unfamiliar with them just as much as we want to contribute to an exchange of information among documents librarians. A newsletter of the NCLA Documents section—the *Docket*—already exists for its members, but in this column, we hope to reach a wider audience. A goal of documents librarians is to bring the information in documents to whoever might use it—other librarians, students, homemakers, farmers, business people, teachers, or whatever occupation.

What Is a Document?

In defining a “document,” we mean a publication of a governmental body—municipal, state, federal, or international—as distinct from manuscripts, which are “documents” in the dictionary sense: “a written or printed paper bearing the original, official, or legal form of something, and which can be used to furnish decisive evidence or information.” Documents librarians do, however, consider maps and microforms related to their work. Many government agencies also publish maps, and documents are increasingly becoming available in microform. Most of the content of this column will be concerned with state and federal documents, for these are the areas of greatest interest in the state.

Documents are published on virtually every topic of general as well as specialized interest: baby care, food, aging, business, zoning, mining, fishing, archaeology, space, and many others. They are produced from public money (our taxes) for the purpose of informing, instructing, or reporting the work of the legislators we elect, the civil servants who provide services for us, and the governor or president who heads our government. We have the right as taxpayers, the responsibility as citizens, and the obligation as librarians to learn what our government does and to bring this information to our readers.

Depository Libraries

Many documents published by the Federal government are distributed to public and college or university libraries designated by the Superintendent of Documents as depository libraries. In the state of North Carolina, we have 32 depository libraries where anyone may read or borrow depository documents, including a regional depository—the Wilson Library at the University of North Carolina at Chapel Hill—which is responsible for collecting all depository

documents and acting as a back-up for the other depositories. (For a list of the depository libraries in the state, write to me at the J. Y. Joyner Library, East Carolina University, Greenville, NC 27834.) A depository law—Chapter 19, Title 44, *United States Code*—is the present basis for authority for printing and binding and specifies depository distribution to libraries. This law is in the process of review, however, and hearings have been planned for the spring of 1979.

North Carolina State Documents

Documents from N. C. state agencies present completely different problems: The state has a depository law, in N. C. *General statutes* 147-50, but it places the burden of obtaining a document upon the libraries, which must request depository copies from the separate agencies. But just learning that a particular document exists is difficult, for there is no current listing of state documents. By the time they are cataloged and listed in the checklist from the State Library, *North Carolina publications*, the immediate need for them has passed, and they might be out of print. There is no central office which distributes state documents; in most departments, each publication is available from the specific agency which published it, and it might even be unknown to another agency in the same department. Some departments maintain mailing lists, but this is an exception. The problem is compounded when new departments or agencies are organized or when new personnel begin to work in an agency, for they do not realize the importance of public access to documents.

In the 1979 session of the state legislature, House Bill 241 has been introduced to improve cataloging and distribution of documents by the State Library. The bill might be amended to provide for routine depository distribution to selected libraries in the state. The problem will be to convince legislators that this bill is needed and that it is in the public interest, not just for librarians, that this bill become law. By the time this column appears in *NCL*, we might already know the fate of this bill; let us hope it will have been passed. If it is still pending, we should urge our legislators to vote for it.

In the next issue, we hope to have a report on the workshop on state documents held at the State Library on March 23 and news from the *Docket* which will be sent to members of the Documents section in the interim.

M. Cotter

NCLA BIENNIAL CONFERENCE, OCTOBER 17-20
RADISSON PLAZA HOTEL/CHARLOTTE CIVIC CENTER

New North Carolina Books

The North Carolina Information and Fact Book: The Tar Heel Almanac. 1979 ed. Greenville. C. R. Cannon, 1978. 111 pp. \$3.25. (Order from C. R. Cannon, P. O. Box 1961, Greenville, N. C. 27834).

This small paperbound volume is a useful quick reference tool for all North Carolina libraries and most North Carolina households. It includes information on the history of the state, population, education, government, economy, media, sports, recreation, and historic sites, profiles the 15 largest cities, and gives addresses for organizations and zip codes for towns and cities in the state. (If you get a hankering to sing the state song one night but can't remember all the words, you can find them—plus the music—in this volume.)

A table of contents would be a worthy addition, though there is a good subject index. In a volume such as this, errors are possible, so use it with some caution until it has proven itself. Publisher C. R. Cannon plans to make this an annual publication; let's hope he does.

Alice R. Cotten

Nancy Roberts and Bruce Roberts. *Appalachian Ghosts.* New York: Doubleday and Company, Inc., 1978. 77 pp. \$5.95.

Nancy and Bruce Roberts' latest is a collection of ghost stories from the southern Appalachian region. Nearly half of them are set in mining towns of West Virginia. The rest take place in Kentucky, Georgia, Tennessee, and North Carolina.

Some of the tales may be familiar to readers. The first, "Laura," is a slightly altered version of "The Lovely Apparition" which appeared in *An Illustrated Guide to Ghosts and Mysterious Occurrences in the Old North State* (Charlotte, N. C.: McNally and Loftin, 1959). And "The Demon of Wizard Clip" from *This Haunted Land* (Charlotte, N. C.: McNally and Loftin, 1970) returns to torment the Livingstone family in "The Coming of the Demon." This story has been rewritten, but the plot is the same.

The stories in *Appalachian Ghosts* won't frighten most readers, but they will produce a certain uneasiness, a reluctance to look into dark corners. Mr. Roberts' photographs intensify that feeling. Seen anywhere else, they would suggest the natural beauty and peace of the mountain settings. But, paired with these stories, they take on an eerie, chilling quality. He includes some photographs of "ghosts," but these, although well enough done, are not as effective as the simpler ones of empty cabins and highway bends.

Ghost story fans will welcome this collection, and younger readers will be happily frightened by it.

Becky Stroud

Joseph Bruce Roark. *Home Places: Stories of a Carolina Boyhood*. By Joseph Bruce Roark, as told to Nancy Roark Ruiz. San Francisco?: Ruiz, 1977. \$17.50.

Joseph Bruce Roark was born in 1909 in Blacksburg, South Carolina, just over the state line from Cleveland County, North Carolina, and grew up in this area. Nancy Roark Ruiz is Joseph Roark's daughter, who grew up in California but delighted in her father's tales of his boyhood in Carolina, the place he always considered home.

Father and daughter combined to produce this small volume of nostalgic reminiscences of a time when life was perhaps simpler, pleasures and amusements were found closer to home, and one's daily duties revolved around the necessity of keeping food on the table and clothes on the backs of the family. The tales are enhanced by eighteen pen, ink, and brush illustrations by Ms. Ruiz.

Home Places, limited to 250 copies, may be ordered for \$17.50 plus \$1 for postage, handling, and insurance, from Nancy R. Ruiz, P. O. Box 7524, Oakland, CA 94601.

Alice R. Cotten

William H. Hooks. *Crossing the Line*. New York: Knopf, 1978. 124 pp. \$6.95.

Suzanne Newton. *Reubella and the Old Focus Home*. Philadelphia: Westminster Press, 1978. 197 pp. \$7.95.

Crossing the Line is a beautifully written novel. It is the story of Harrison Hawkins, an 11-year-old boy growing up in the 1930s South. His is a childhood of bottle cap checkers and Lay Low Sheep, but through it all he watches and ponders and begins to understand the meaning of color and kinship in his community.

Alternately enlightening and mystifying Harrison is Little Hattie, an old Black woman who lives on his father's farm. From her he learns gospel songs, where to look for wild herbs, and how black blood got mixed with white. And when Little Hattie disappears and racial hatred causes the death of a family member, Harrison is forced to cross the line, leaving innocence behind.

Although set 40 years in the past the questions raised in *Crossing the Line* are still worth considering, and young readers cannot help but be affected by them.

Reubella and the Old Focus Home also confronts social issues, but in a less serious way. Reubella (her parents didn't know about the virus) and her father run a tourist home in Shad, a small eastern North Carolina town. Stephen Foster is not a good manager, and Reubella, (tired of trying to run the place) is ready to run away. But she changes her mind when three elderly women arrive and arrange to lease the Foster Lodge and Tourist Home. They plan an "unrest home" where their lives "would find their final focus and meaning." Though in their seventies, the three offer their skills to the community. Ms. Nesselrode gives music lessons; Ms. Smithers teaches sculpture to anyone from 8 to 80; and Ms. Cromwell coaches the girls' basketball team, dressed in her 1932 Moriah College gym suit. The story ranges from real to fantastic as the characters confront such issues as equal rights and the problems of old age.

Becky Stroud

Art Gore. *Speak Softly to the Echoes*. Flagstaff, Arizona: Northland Press, 1978. 104 pp. \$25.00.

Art Gore, a North Carolina native living in Colorado, has effectively combined his talent as a photographer and writer in this 106 page volume. In fifteen short episodes the author presents reminiscences of his youth in Hoke and Cumberland Counties, mostly during the 1930s. The episodes touch upon such varied themes as playing marbles, and summers spent with three great-aunts in Fayetteville. Many stories possess the warmth, humor, and charm that readers who enjoy nostalgic reflections find appealing.

Speak Softly to the Echoes is beautifully illustrated with forty-five color photographs. Though not necessarily identifiable with North Carolina (one shows Mabry mill in Virginia), the photographs are well composed and depict themes appropriate to the book. The volume is rather expensive and will be a luxury for many libraries. Readers who choose to purchase it will have a book that is both a pleasure to look at and to read.

Jerry W. Cotten

Robert J. Goldstein. *Pier Fishing in North Carolina*. Winston-Salem: John F. Blair, 1978. 126 pp. \$6.95.

In the literature of salt-water angling, pier fishing is too often ignored. Volumes have been written about off-shore trolling and surf casting, but the easiest and most popular method of fishing is generally dismissed with only a few paragraphs. Robert J. Goldstein fills this void with *Pier Fishing in North Carolina*. Included are the usual chapters outlining tackle, equipment, baits, best times to fish, and cooking. The book's most valuable sections are the one telling about the individual fish, and the one which gives short sketches of each of North Carolina's 34 ocean piers.

The chapter on individual fish tells when and how to catch just about every kind of fish found in North Carolina's inshore waters. Excellent illustrations assist the angler who is unable to identify what's dangling from his hook. Even more valuable is the chapter on individual piers. It describes the general bottom structure found at each one, what kind of fish might be encountered, and what facilities the pier provides.

Robert Dawkins

All the reviewers for this issue are staff members of the North Carolina Collection, Wilson Library, UNC-Chapel Hill. Future reviews will be written by various librarians and writers from around the state. In order to involve all of you who are interested in reviewing North Carolina I would appreciate receiving a post card with your name, address, phone number and fields of interest. I will then attempt to match up books and reviewers and give you plenty of time to prepare.

From time to time the column will be devoted to a specific type of book such as children's fiction, cookbooks, sports, poetry, etc. Included will be new works as well as classics. I would be happy to receive suggestions for this type of column. The book reviews are here to aid you in your work and understanding of our state and we welcome your advice and criticism.

Suzanne S. Levy

NORTH CAROLINA LIBRARY ASSOCIATION MINUTES OF THE EXECUTIVE BOARD

September 29, 1978

The Executive Board of the North Carolina Library Association met at 10:00 a.m. on September 29, in the Administration Building of the Greensboro Public Schools. Present were Leonard Johnson, Alice Coleman, Richard Barker, Louise Boone, Fred Roper, Norma Royal, Mae Tucker, Elvin Strowd, Jean Porter, Suzanne Levy, Rosalind Campbell, Elizabeth Detty, Ariel Stephens, Jane Snyder, Cordelia Inks, William Roberts, and Artemis Kares. Judy Letsinger, chairman of the Governmental Relations Committee of NCLA was also present. Leonard Johnson, President, presided.

The minutes of the April 7th Board meeting were approved after the date of the meeting was corrected. Richard Barker presented the Treasurer's report.

Norma Royal, ALA Representative reported that the most discussed topics at the ALA Conference in June were Proposition 13 and ERA related issues. Mrs. Royal expressed the need for input from NCLA concerning proposals to move ALA Headquarters, to make by-law changes, to make the ALSC President's term two years, and to change the dues structure. These are to be acted upon at either the Mid-Winter or Annual Conference. After considerable discussion on the proposal to move ALA Headquarters and meetings to states that have ratified the Equal Rights Amendment, the consensus of the Board was that this would be costly and inadvisable. However some members suggested scheduling meetings only in ratified states as a show of support for the ERA. Mrs. Royal announced that she will begin serving on the Status of Women in Librarianship at the 1979 ALA Mid-Winter Conference.

Leonard Johnson, introduced Mae Tucker, who will become NCLA's SELA Representative in October at the SELA Conference in New Orleans. Outgoing SELA Representative, I. T. Littleton, was unable to be present but Mr. Johnson read a memo from him expressing his appreciation for having had the opportunity to represent NCLA. Mr. Johnson reported on the meeting in Atlanta of the presidents of state library associations that have membership in SELA. He indicated that some possible changes in the SELA Constitution were discussed, including a proposal that state presidents serve as SELA representatives.

Mr. Johnson asked for reports from the section chairmen.

Children's Service Section — Christopher Barr-Lindsay has resigned as Chairman, because of her involvement in her husband's business. She is succeeded by Gail Terwilliger.

College and University Section — Elvin Strowd reported:

- The Section is now an ACRL chapter.
- Bob Tydeman has resigned as secretary to pursue doctoral studies in another state.
- A letter has been sent to the membership asking for suggestions for a spring shop.
- One topic being considered is the freezing of the card catalog at the Library of Congress and the implications for academic libraries.

Documents Section — Jean Porter reported:

- A successful conference on state documents was held in Raleigh on September 23.
- Tapes of the meetings are available.

- A task force is being set up to deal with distribution and bibliographic control of North Carolina State documents.
- A letter on access to State documents will be distributed to the delegates at the Governor's Conference.
- Announced that Suzanne Levy is the new Chairman of the Documents Section. Ms. Levy was introduced and indicated that the Section would like more input from public librarians on the problems of State documents.

Junior College Section — Rosalind Campbell reported:

- Future activities will be planned following the Governor's Conference.

Junior Members Roundtable — Carlton Sears was unable to be present but reported in writing:

- The Roundtable issued a newsletter giving information about the State Council for Social Legislation and soliciting views on the appropriateness of NCLA's participation on the Council.
- Consensus of those responding indicated that NCLA should not be affiliated with the Council.
- Short-term goals for JMRT will be formulated early in 1979.

Trustees Section — William Roberts reported:

- Trustees were looking forward to the Governor's Conference.
- Plans are being made for a spring meeting.

N. C. Association of School Librarians — Betsy Detty reported:

- NCASL with the help of Raleigh/Wake County, Charlotte/Mecklenburg, and Salisbury City will have an exhibit at the Governor's Conference.
- The NCLA Biennial Work Conference will be held in Winston-Salem on November 16 and 17 and will deal with the effects of current legislation on school media programs.
- The North Carolina Media Council will hold a workshop in Fayetteville in January.

Public Libraries Section — Ariel Stephens reported:

- A successful Trustees-Librarian Workshop was held in Chapel Hill in April.
- Planning Council of the Section met on April 12 and voted to:
 - Ask State Librarian David McKay to open participation in the Governor's Conference to all interested persons (Mr. McKay has now done this).
 - Suggest to the NCLA Board that before a new editor of *North Carolina Libraries* is named, the publication be suspended until its purpose, philosophy and cost are reassessed.

Reference and Adult Services Section — Jane Snyder reported:

- The Section's Board has met twice since April.
- The membership is being polled to determine the topic for a workshop to be held in the spring.

Resources and Technical Services Section — Cordelia Inks reported:

- The Section sponsored a workshop in Raleigh on the practical preservation of library materials. Approximately 100 persons attended.

Old business discussed:

1. The Governor's Conference on Libraries and Information Services:
 - Conference is open to all who wish to attend.
 - Regional meetings across the State have generally been successful.
 - Mr. Johnson explained the delegate selection procedure which was based on representation from each of the Congressional Districts.
2. State Council for Social Legislation:
 - Mr. Johnson requested the return of the legislation checklist with an indication of which items should be included.

New business presented:

1. Report from the Governmental Relations Committee:

Judith Letsinger, chairman, distributed a document entitled "Statewide Legislative Appropriations Requests for 1979-81 Proposed for NCLA Endorsement." The five library areas listed in priority order for NCLA support were (1) State aid to public libraries, (2) allotment of positions for school librarians, (3) State Library film service, (4) State documents depository and (5) up-grading collections in community colleges and technical institutes. Justification for funding was listed for each item and explained by Ms. Letsinger.

After much discussion the following decisions were made:

- Ms. Levy moved and Mr. Roper seconded a motion to change the title of the fourth item from "State Library as Official Comprehensive State Documents Depository" to "State Library Documents Branch Staffing", that the first paragraph under "Justification for Funding" under this item be deleted, and the last sentence of this section be changed from "At the present time there is no way to know what is being published by N. C." to "At the present time there is no timely way to know what is currently being published in N. C." The motion carried.
- Ms. Detty moved and Mr. Roper seconded a motion that the Committee's recommendations be accepted with the first two items (State aid to public libraries and allotment of positions for school librarians) as first priority. The motion carried.

Ms. Letsinger concluded the Governmental Relations Committee Report by reading a resolution that was passed unanimously by the Committee on August 15 recommending that NCLA employ a professional to coordinate the governmental relations program. Mr. Johnson read a letter from the Alabama Library Association indicating that the Internal Revenue has ruled that library associations do not lose their tax-exempt status if they employ a lobbyist.

2. Membership brochures and dues schedule.

Alice Coleman, chairman of the Membership Committee presented proposed changes in the membership brochure and the estimates for printing. Mr. Barker, Chairman of the Finance Committee distributed copies of the dues schedule. The Board suggested that the dues schedule categories on the brochure be consistent with categories in the NCLA Constitution. Ms. Boone moved and Mr. Roberts seconded a motion to print the brochures at the cheapest price. The motion carried with the suggestion that it be printed on a different color of paper from that used in recent years.

3. Location for the Spring Workshop.

After discussion of several possible sites for the Spring Workshop, it was decided to accept Mr. Roper's invitation to use Manning Hall in Chapel Hill.

4. *North Carolina Libraries*

Mr. Johnson reported that he had notified the Board by mail of Herb Poole's resignation as Editor of *North Carolina Libraries* and had asked for recommendations for a new editor. Those individuals who were recommended were contacted and several have applied for the position. After reminding the Board of the recommendation from the Public Libraries Section to suspend publication of *North Carolina Libraries* until its purpose, philosophy and cost could be reassessed, Mr. Johnson asked for discussion. Mr. Barker noted that the publication of *North Carolina Libraries* is now costing NCLA approximately \$11,000 annually. Following discussion, the Board directed Leonard Johnson to appoint a committee made up of a representative from each section to study *North Carolina Libraries* and make recommendations concerning its future at the next Board Meeting.

5. Letters received by the President:
 - A.L.A. President Thomas Galvin is encouraging participation on ALA committees. Those interested should contact Dr. Galvin.
 - FOUNT announced that the State Librarian David McKay will be the guest on "North Carolina People" on October 15.
6. Mr. Barker announced that Pauline Sellers is the new executive secretary for NCLA.
7. The next meeting date for the Board was set for early December in Greensboro. The meeting adjourned at 2:00 p.m.

NORTH CAROLINA LIBRARY ASSOCIATION

Minutes of the Executive Board

December 1, 1978

The Executive Board of the North Carolina Library Association met Friday, December 1, 1978 at 10:30 a.m. in the Administration Building of the Greensboro Public Schools. Board members present were Leonard Johnson, William O'Shea, Richard Barker, Fred Roper, Elvin Strowd, Suzanne Levy, Carlton Sears, Gail Terwilliger, Elizabeth Detty, Arial Stephens, Jane Snyder, Cordelia Inks, Mae Tucker, and Artemis Kares. Also present was Cora Paul Bomar. President Johnson presided.

Ms. Bomar reported on her attendance of a meeting of the North Carolina Council for Social Legislation as the representative of NCLA. The Council will lobby on four issues in the General Assembly, with the Equal Rights Amendment as the highest priority.

The minutes of the last board meeting and this meeting will be processed and sent to members by mail.

Mr. Barker presented the report of the Finance Committee. The first part of the report was a proposed budget for the Association for 1979-1980. Mr. Barker explained various items in the proposed budget, noting that the new dues structure made estimating income from dues more difficult than usual and that it had been necessary to transfer \$9000 from savings to cover expenditures for 1977-1978. During the discussion that followed, Mr. Johnson noted that Judy Letsinger of the Governmental Relations Committee had requested that the Board consider to what extent it could fund activities of the Committee. Mr. Barker noted that he had sent a letter to all committee chairpersons asking for comments on their proposed activities so that provision could be made for them in the budget. He received no response and suggested that the Board urge committees to plan ahead so that funds can be included in the budget.

Mr. O'Shea pointed out that it was important for NCLA to participate in ALA's Legislative Day through the Governmental Relations Committee. Mr. Stephens moved that the Board authorize the Governmental Relations Committee to go to Washington on Legislative Day. Mr. Roper seconded. The motion passed. Mr. Johnson will report to Ms. Letsinger that the Governmental Relations Committee should proceed with its plans for Legislative Day, with the money coming from the amount budgeted for committees. Mr. O'Shea recommended that one person representing each type of library attend. Ms. Levy noted that it is also important to include various types of library personnel.

Mr. Barker moved adoption of the proposed budget for 1979-1980. Mr. Strowd seconded. Mr. Sears requested that approval of the budget be postponed until the report of the Ad Hoc Committee on *North Carolina Libraries* was considered. Mr.

Johnson proposed that the vote on the budget be tabled until the report on *North Carolina Libraries*.

Mr. Barker pointed out that the Finance Committee recommended that the subscription price for *North Carolina Libraries* be raised to \$7.50 and that a ceiling of \$24,000 be placed on the amount spent on the journal. Discussion of this item was held for the report on *North Carolina Libraries*.

Mr. Barker then called the Board's attention to the section of the Finance Committee's report which states:

At present, sections and other groups are permitted to keep all of their income from such preconferences, with rental of space (which is rather expensive) paid for from NCLA funds. The Committee recommends that these groups pay all of their conference expenses in the future or share their profit with NCLA.

Following much discussion of this matter, it was decided to table this recommendation until the Spring Workshop, giving time for section chairpersons to take this issue back to their respective sections. In the meantime, Mr. Stephens and Mr. Barker will work on the 1979 biennial conference with this recommendation in mind.

Mr. Barker presented a proposal from the Finance Committee requesting sections and committees to plan their work so that labels for mailings could be run in batches on a regular basis coinciding with regular NCLA runs when possible. (A preferred schedule of every 60 days.) It was decided that Mr. Barker would work out guidelines for the printing of labels, based on this recommendation.

SELA Representative Mae Tucker reported on the October SELA Executive Board meeting in New Orleans. She noted that the Board recommended that SELA state representatives be voting members of their state associations. The proposed revised constitution of SELA was presented at the October meeting, but has since been withdrawn because it would allow each state association to decide whether or not it wants to be a member of SELA.

Mr. O'Shea reported on plans for NCLA's Biennial Conference in Charlotte on November 17-20, 1979. "Libraries, The Way to Know", the theme for the Governor's Conference may also be the theme of the NCLA Conference. The Board discussed various ways of scheduling the conference, including having fewer general sessions and eliminating the Saturday session. The consensus was to wait until the Spring Workshop to get input from the sections before a decision is made on scheduling.

Mr. Roper reported that plans have been made for the Spring Workshop to be held March 30-31 at Manning Hall at UNC-Chapel Hill. The Executive Board meeting will be at the Carolina Inn on March 30.

In the interest of time, Mr. Johnson moved to the report of the Ad Hoc Committee on *North Carolina Libraries*. The Committee was composed of the following members representing each section of NCLA: Hope Gooch, Children's Services; Tommie Young, College and University Libraries; Ridley Kessler, Documents Librarians; Rosalind Campbell, Junior College Libraries; Patsy Hansel, Public Libraries; Carol Nielson, Reference and Adult Services; Deborah Bell, Resources and Technical Services; and Bill Pendergraft, N. C. Association of School Librarians. The Ad Hoc Committee met on November 15 and formulated the following recommendations to be presented to the NCLA Board:

1. N.C. Libraries should be continued in some form with the following considerations:

- Remove all the "news" from the journal (specific examples: "AV News Exchange", "N.C. Library Education News", "Library Roundup").
- The journal should include articles, "N.C. Books", book reviews, etc. to record "the state of the arts in library service."
- Maintain a publication for current news — three possibilities to investigate are:

- a. Tie-in with *Tar Heel Libraries* with *N.C. Libraries* investing support, using representatives from each section, and the expansion of mailings to all members.
 - b. The section newsletters — can they be utilized and/or combined?
 - c. Issuing a *N.C. Libraries* news sheet.
- Improve and receive more advertising.
2. The *N.C. Libraries* editorial board should be made up of 2 members selected by the editor and one editor appointed by each section. The section editors would serve as non-voting members of the section executive boards and would be responsible to the sections. The editor would use these editors as he sees fit to organize, administer, receive input, and publish *N.C. Libraries*.
 3. Accept the NCLA Budget Committee recommendations concerning *N.C. Libraries* with the following exceptions:
 - Increase the yearly subscription rate to \$10.00
 - Increase the price per issue to \$3.00

Following discussion, Mr. Roper moved acceptance in principle of the first recommendation. Ms. Levy seconded. The motion passed. Mr. Stephens moved acceptance of recommendation three after adding "To be effective with the 1980 subscription" after "exception." Ms. Levy seconded. The motion passed. Mr. O'Shea moved acceptance of recommendation two after deleting "non-voting". Mr. Strowd seconded. The motion passed.

Mr. Johnson stated that although selection of the editor of *North Carolina Libraries* is made by the President, he would like input from the Board. Following discussion of four candidates by the Board, a secret straw ballot was taken, with the ballots turned over to the President.

Next the Board heard reports from section chairpersons.

Following their reports, announcements were made. Mr. Johnson noted that the Nominating Committee has prepared a ballot. It was noted that the South Carolina Library Association has appointed a committee to look towards a joint meeting with NCLA in 1983. The Board agreed to pursue this proposal.

The meeting was adjourned at 2 p.m.

Artemis C. Karis
Secretary

N.C.L.A. Endorsement of Statewide Legislative Appropriations Request for 1979-81

The North Carolina Library Association Board unanimously voted in its meeting on September 29, 1978, to endorse the following requests for state appropriations for selected statewide programs for the 1979-81 biennium. These requests, which have been made by various state agencies, will be acted upon by the North Carolina General Assembly during its 1979 Session. The endorsements are listed in priority order with the top priority being state aid to public libraries and the allotment of positions for school librarians.

N.C.L.A. Governmental Relations Committee:

Cora Paul Bomar
Joseph Boykin, Jr.
Robert F. Games
Jean T. Johnson
Lloyd Osterman
Phillip W. Ritter
Judith G. Letsinger, Chairman

STATE AID TO PUBLIC LIBRARIES

- A. To provide public libraries with increased collection materials, staffing, and information services that approach national levels.
- B. To increase State support of legally constituted public library systems, bringing as many library systems as possible up to the same level of support and facilitating the sharing of library materials through networking.

	1977-78 Actual	1978-79 Authorized	1978-80 Requested	1980-81 Requested
State Aid Payments to Counties:	\$3,504,056	\$3,854,056	\$9,000,000	\$9,000,000

JUSTIFICATION FOR FUNDING

North Carolina's public libraries in the aggregate held 7.40 million volumes in 1977. 8.97 million more volumes are needed according to the *Inventory of Library Needs, 1975, North Carolina*. Also, the State's public libraries acquired print materials at less than half the indicated needs in 1977. Thus the collections are becoming more inadequate rather than less inadequate. Ignoring price changes and interest costs, a ten-year program to fill collection deficits would require an annual expenditure of \$5 million for 10 years.

In professional staff, North Carolina's public libraries are significantly below their counterparts in the rest of the Southeastern Region and far below the average staffing in the nation. Nationally, public libraries have 1.82 professionals per 10,000 population. North Carolina's public libraries have 0.77.

Public libraries in North Carolina provide less adequate hours per week of access than public libraries in the nation at large; 58% of North Carolina's population do not have access as much as the indicated hours of 66 per week.

The preponderance of North Carolina's citizens are served by public libraries not meeting the indicated needs for space. The 1.29 million square feet devoted to library space is 40% of needs. This contrasts in sharp disadvantage with the 68% figure for the nation. In N. C., public library facilities are not provided through state funds.

Public libraries in North Carolina spent \$20.59 million in 1976-77, or \$3.77 per capita, which contrasts with \$5.13 per capita expended by public libraries throughout the nation. North Carolina's public library operating expenditures amounted to 30% of the indicated needs, much below the national average of 49%.

Development of a computerized network in which each public library system may participate will make all of the materials in the State available to every citizen. Such a network can function as a component in the evolving national information system.

POSITIONS FOR SCHOOL LIBRARIANS

To help staff each public elementary and secondary school with a certified school librarian

	1979-80 Requested	1980-81 Requested
Position salaries	\$5,993,866	\$5,993,867

JUSTIFICATION FOR FUNDING

There are vast inadequacies in school library media programs throughout the State in the areas of staffing (lack of professional, clerical, and technical staff), materials, equipment necessary to the use of materials (no State funds to purchase or to maintain audiovisual equipment), and facilities. But the key to the development and operation of an effective school library media program is the professionally qualified school library media coordinator. North Carolina has made a legislative commitment to ensure that each child in the State has access to a basic education no matter where that child happens to live within the State; yet school librarians are not specifically allotted by the State. (There are no federal funds for school library personnel.) For each 15 State-allotted teaching positions the State allots one position which can be used for a teacher of art, music, reading, physical education, math, social studies, general science, industrial arts, English, business, home economics, journalism, German, French, Spanish, Latin, drama, biology, chemistry, physics, or for an elementary teacher, elementary principal, assistant principal, guidance counselor or a librarian. Consequently, 642 of 1,896, approximately one third of the schools did not have access to the services of a full-time certified school librarian in 1977.

The North Carolina Commission on Allocation of Personnel to Local School Administrative Units which was created by the 1977 General Assembly released a report in April, 1978. The Commission, chaired by Representative Malcolm Fulcher of Morehead City, has recommended that the State provide one certified school librarian's position for each 500 pupils in average daily membership system-wide and recommends further that the funding for these positions be phased in equally over the period of three bienniums beginning with 1979-81. The Commission projects this formula to result in 2,366 positions by 1985.

STATE LIBRARY FILM SERVICE

To promote the human development of North Carolina citizens through the maintenance and circulation of an adequate 16mm film collection.

	1977-78 Actual	1978-79 Authorized	1979-80 Requested	1980-81 Requested
Film Purchase ¹	0	0	\$115,000	\$175,000
Operational Services ² ...	0	0	73,937	93,901
Postage, Office				
Supplies, Salaries				
Total			\$188,937	\$268,901

¹No State funds currently authorized for film purchase.

²Salaries, etc. included in Information Services Section budget, 1977-79. Expansion budget includes request for 1 additional clerk, 1979-80 and a second additional clerk, 1978-81.

JUSTIFICATION FOR FUNDING

The State Library film collection is no longer able to adequately meet the increasing demand on it by the citizens of North Carolina. Films are now booked as much as 18 months in advance. This policy was adopted in February, 1976 to slow down the increasing number of requests returned as "not available." While this has provided a temporary respite, the number of refusals will increase in the future as the increased number of requests will contain requests for films already booked months ago. Eventually, the "first available date" may be two to three years in advance. By 1980-81, we expect that 43% of the requests received will be returned as "not available," compared to the present 31%.

Returned films are normally inspected for damage. Due to lack of personnel, however, 1,375 films circulated uninspected during February, March and April of 1978. Without more film inspection checks this situation will continue to deteriorate.

As this service is essentially a "mail-order" service, it is at the mercy of the frequent postage increases of the U. S. Postal Service. Although the library does not pay return postage, it must be able to get the film to the borrower.

The serviceability of the present collection is also a problem. A November, 1977 study of the collection showed that 1,093 prints (26% of the total) were in poor condition and 200 of these needed immediate replacement.

STATE LIBRARY DOCUMENTS BRANCH

To increase the availability of State-produced documents to the citizens of North Carolina.

	1979-80 Requested	1980-81 Requested
Documents Services Branch		
Salaries for one additional librarian II, one library technical assistant, and one library clerk III	\$35,541	\$35,595
Office furniture (2 desks, 2 chairs)	\$ 800	
Total	\$36,341	\$35,595

JUSTIFICATION FOR FUNDING

Increasing the documents services staff will enable more documents to be catalogued and catalogued more quickly. The State Checklist can be issued monthly rather than bimonthly, and the indexing of the State Checklist will be resumed. The systematic distribution of these two publications will enable the interested public to know what is being published and how to acquire needed material. At the present time there is no timely way to know what is currently being published by North Carolina.

UPGRADED COLLECTIONS IN COMMUNITY COLLEGES AND TECHNICAL INSTITUTES

	1979-80 Requested	1980-81 Requested
Books	\$2,974,496	\$2,974,496

JUSTIFICATION FOR FUNDING

The current formula for allocations for the book collections was developed over ten years ago and provided only a modest base collection. The community college and technical institute libraries are challenged with providing materials for a wide variety of curriculum and continuing education programs that continuously change in these open door institutions. The above requests are part of a five-year plan projected to provide a base collection of 15,000 titles in each of the 57 institutions. For those institutions with a college transfer program or general education program, 5,000 titles more would be added. Ten additional titles would be added for each average regular budget FTE.

SOUTHERN LITERARY COOKBOOK

By Audrey Cash, B.S.; M.S.

800 contemporary & traditional recipes • 600 assorted topics

A collection of folklore, nostalgia, wit, wisdom, inspiration, useful information, and recipes that make enjoyable reading; compact and concise, a "take-along" book which utilizes life's stolen moments

"A must for your Southern Collection"

\$6.95

25% discount for libraries

Hope Enterprises, Inc.

Box 8401

Jacksonville, FL 32211

TREASURER'S REPORT

October 1, 1978-December 31, 1978

Balance October 1, 1978 \$ 744.22

Receipts:

Dues	\$1,776.00
Association	\$ 527.00
Sections	\$1,249.00
School Librarians	\$ 79.50
Public Librarians	\$179.50
Trustees	\$ 2.00
College Librarians	\$ 8.00
Junior Members	\$ 14.00
Resources & Technical	\$534.00
Children's Services	\$ 22.00
Documents	\$400.00
Reference & Adult	\$ 10.00

NORTH CAROLINA LIBRARIES	\$ 906.50
Ray Moore Fund	18.13
Transferred from General Fund Savings ..	1,000.00
Interest	162.50

Total Receipts \$3,863.13

Receipts Plus Balance	\$4,607.35
Less Expenditures (See List)	<u>3,833.42</u>

Balance December 31, 1978 \$ 773.93

FUND BALANCE AS OF DECEMBER 31, 1978

Checking Account	\$ 773.93
General Fund Account	13,366.95
Scholarship Fund Account	32,795.70
Loan Fund Account	\$ 3,849.53
Ray Moore Fund Savings	1,625.02
NCASL Certificate of Deposit	<u>2,000.00</u>

Total Resources \$54,411.13

EXPENDITURES

October 1, 1978-December 31, 1978

Executive Office — Salary	\$	556.38
Executive Office — Expenses		409.59
Telephone	\$236.05	
Postage	146.77	
Printing	6.60	
Computer Charges	20.17	
President's Expenses		387.94
NORTH CAROLINA LIBRARIES		164.80
SELA Conference		273.88
Sections		1,892.55
Governmental Relations Committee		79.77
Ray Moore Fund		54.39
Checkbooks		14.12
Total Expenditures	\$3,833.42	

NORTH CAROLINA LIBRARY ASSOCIATION

Section Balance Sheet — December 31, 1978

	<u>NCASL</u>	<u>PLS</u>	<u>Trustees</u>	<u>R&T</u>	<u>College</u>
Bal. Oct. 1, 1978 .	\$2,722.12	\$ 965.30	\$642.71	\$1,021.34	\$1,950.18
Receipts	79.50	179.50	2.00	534.00	8.00
Total	\$2,801.62	\$1,144.80	\$644.71	\$1,555.34	\$1,958.18
Expenditures	660.98	92.90	0.00	606.40	0.00
Bal. Dec. 31, 1978	\$2,140.64	\$1,051.90	\$644.71	\$ 948.94	\$1,958.18

	<u>JMRT</u>	<u>Jr. College</u>	<u>Child Svcs</u>	<u>DOC</u>	<u>Ref & Ad</u>
Bal. Oct. 1, 1978 .	\$200.38	\$283.34	\$790.33	\$540.13	\$154.46
Receipts	14.00	0.00	22.00	400.00	10.00
Total	\$214.38	\$283.34	\$812.33	\$940.13	\$164.46
Expenditures	0.00	0.00	24.44	449.80	58.03
Bal. Dec. 31, 1978	\$214.38	\$283.34	\$787.89	\$490.33	\$106.43

Richard T. Barker

Round-Up

R. FRANK SINCLAIR has left the Richard H. Thornton Library in Granville County after two years as director to become librarian at Vance-Granville Technical Institute.

PERRY GLENN EURY, a recent graduate of UNC-CH, is now Children's Librarian at Caldwell County Public Library.

HELEN CAUSEY, formerly Adult Services Librarian for the Craven-Pamlico-Carteret Regional Library, has left librarianship to work for Microfilming Corporation of America.

WILLIAM TRAFTON, a graduate of the University of South Carolina, is now Information Services Librarian at the Stanly County Public Library. JOHN BORMAN of St. Charles, Illinois, is the new assistant director at Stanly County.

BETTY DANIEL, a recent graduate of ECU, is now Children's Librarian at the Braswell Library in Nash County.

BILL HOGARTH has moved from the Learning Resources Center at Pitt Tech to become Circulation Librarian, Special Services Section, North Carolina State Library.

EDWIN ROWLEY is now Assistant Librarian at the New Bern-Craven County Library; FANNIE JONES DILLARD is Outreach Librarian at the Pamlico County library; and KATHRYN S. CONNELL, with an MLS from Texas Woman's University, is Adult Services Librarian. All are with the Craven-Pamlico-Carteret Regional Library.

SUE BARCKLAY has left the State Library after four years as General Consultant for the East. She will be living in Virginia Beach, Va.

DAISY WHITESIDES, a recent graduate of UNC-CH School of Library Science, is now Coordinator of Children's Services for the Hyconeechee Regional Library.

MICHAEL LEONARD has joined the staff of the Onslow County Public Library as Children's Outreach Librarian.

LIN SIEGLE, formerly with Central North Carolina Regional Library, is now Extension Librarian at the Wake County Library.

DORIS STEWART has retired as Moore County Librarian after sixteen years of service. The building in which the library is located has been named the Stewart Building in her honor.

LOUISE STOUDEMIRE has retired after twenty years as Lincoln County Librarian.

ALICE WILKINS has been appointed Director of the Library at Robeson Technical Institute. Ms. Wilkins has been with Robeson since November, 1976. She was formerly with King's College, Briarcliff Manor, New York, as Technical Services librarian. She has also held other positions at Farleigh Dickinson University, U. S. Steel Public Relations Library, and Joint University Libraries Vanderbilt University. Ms. Wilkins has the master's degree in library science from Columbia University.

NANCY CHEN has been appointed librarian at Robeson Technical Institute. Ms. Chen has the master's degree in library science from East Carolina University. She was formerly librarian at Montgomery Technical Institute.

JOE BLACKMAN has been appointed Coordinator of the Learning Laboratory at Robeson Technical Institute. Mr. Blackman has a master's degree from Pembroke State University. He was formerly a Reading Instructor at Robeson.

MARION WILLIAMS has joined the staff at Southeastern Community College as library assistant. Ms. Williams was formerly librarian at Boy's Home, Lake Waccamaw, North Carolina. She previously was Bookmobile Librarian for Columbus County Public Library.

ANDY FULFORD and BETSY HARPER have joined the staff at Carteret Technical Institute as Guided Studies Instructors. Ms. Fulford holds a B.A. in Speech/Speech Pathology from Catawba College and M.A. in Reading Specialization from the University of Illinois. Ms. Harper has a B.S. in Math Education from Old Dominion University and a M.A. in Guidance from UNC-C.

MIRIAM G. RICKS, Assistant Professor, School of Library Science, North Carolina Central University, was appointed North Carolina's representative to the American Association of School Librarians' Affiliate Membership Network.

ANNETTE L. PHINAZEE was invited to give the "Beta Phi Mu Lecture" at the University of Michigan School of Library Science on January 25, 1979.

KENNETH D. SHEARER, Professor, School of Library Science, North Carolina Central University, is editor of "The Collection and Use of Public Library Statistics by State Library Agencies; a compilation of forms," and DAVID NICKELL, a 1978 graduate, prepared a guide to State Publications for this work. The ALA Library Administration and Management Association sponsored the publication.

DEATHS

SUZANNE P. REEVES of Sanford, Chairman of the Lee County Library Trustees for a number of years, died November 22.

E. RICHARD COLE, head of the Reference Department at the Pack Memorial Library, Asheville, died January 1, 1979.

ANN M. JENKINS, Assistant Professor at North Carolina Central University, 1946-1973, died December 4, 1978. Professor Jenkins was the first NCU/SLS graduate to obtain a master's degree in Library Science (Michigan, 1946).

CONSTANCE MARTEENA, librarian for twenty-eight years at Bennett College, died December 29, 1978. Mrs. Marteen initiated the publication of *Who's Who Among Black Librarians* in the 1950s, and was well known for her writing and professional involvements.



When the experiment flops

When the history report is assigned

When the bike breaks down

What do you do?

It's not just what you do, but how you arrive at a solution. That's the subject of "ThinkAbout," a classroom video series on the skills essential to learning.

The sixty 15-minute programs involve fifth and sixth graders in the problem-solving process by getting them to use their reasoning, study, language arts, and mathematics skills to solve everyday problems.

"ThinkAbout" is something to talk about.



Together...serving education.

When school opens in September, fifth and sixth graders in North Carolina will be able to join several million other students in the United States and Canada in using *Thinkabout*, a new School Television series of sixty 15-minute programs. The North Carolina Department of Public Instruction combined resources with thirty-five state and provincial educational agencies to produce the series under the management of Agency for Instructional Television. As a consortium member, North Carolina Department of Public Instruction had input into the content and design of the series.

The programs are designed to help students acquire skills essential for independent learning. These include basic language arts, study, and mathematics skills, as well as the prerequisite for them all, thinking skills. After extensive research and consultation with teachers and other educators,

instructional designers identified thirteen general reasoning skills as basic tools for independent learners and problem-solvers. The sixty programs are organized into thirteen clusters with each cluster centering on one of these skills. They include finding alternatives, estimating and approximating, collecting information, and classifying. Various mathematics, language arts, and study skills are emphasized in the programs. Lessons are clustered around these skills, with from three to six lessons in each cluster.

The premise of the series is that students acquire the learning skills by observing how they relate to one another and to their lives outside the classroom, and by using them in practical situations. The programs center on everyday problems in the lives of children, both in and out of school — preparing for a camping trip, finding a lost dog, working on a play, or collecting information for a history report. As students use the skills of reasoning, study, language arts, and mathematics to solve their own problems, they will see that these skills are useful for right now, not just for “someday when you’re grown-up.”

In one cluster, “Collecting Information,” students learn four questions to ask themselves before going after information to solve problems: 1) What do I know? 2) What do I need to know? 3) What sources should I use, and 4) What techniques should I use to gather and record my information? Program characters ask these questions in several dramatizations.

In the first program, the loser and finder of a missing dog get the information necessary for a happy ending from the classifieds, a neighbor, the animal shelter, a meter stick, the radio, and the telephone.

In another lesson from the cluster, Pete and Marty want to prove that they saw a UFO on their camping trip. To obtain evidence they use several sources of information, including the local paper, interviews with local residents, the library and a meeting of scientists. The UFO turns out to be part of a hologram experiment from a nearby optical sciences test laboratory.

In the final lesson of the cluster, the school dietitian encourages three complaining students to plan a more popular menu. They think it will be easy, but finding out what people like and keeping the meal well-balanced and inexpensive require planning and research. A survey of students, a graph based on cafeteria records, and a taped interview with the dietitian help the students to a winning combination that is nutritious and popular with their classmates.

Inserted between the clusters are “tip” and “challenge” programs. Tip programs offer simple ideas to aid problem-solving; challenge programs present complex, thought provoking problems for continued study after the program is over. Follow-up activities in the teacher’s guide are also designed to give students practice in using skills.

The series will be aired on UNC-TV beginning in September. The programs may also be recorded by schools in North Carolina and retained for use for an unlimited period of time.

Joyce W. Whitfield
NC Department of Public Instruction
Division of Educational Media

BLAKELY TO SUCCEED MERRITT AT DUKE

Florence E. Blakely, Head, Reference Department, has been named Assistant University Librarian for Collection Development, replacing Gertrude Merritt who will retire at the end of August. Mary M. Canada has been named Head, Reference Department. Recently the following have joined the Perkins Library staff: Robert L. Byrd, Assistant Curator of Manuscripts for Readers Services; Mary L. Elder, Rare Book Cataloger; Susan B. Hamrell, Engineering Librarian; Judith B. Quinlan, Reference Librarian.

PUBLIC LIBRARY SALARY SCALES

The Personnel Committee of the Public Library Section has compiled salary scales for professional and non-professional library employees in public library systems in North Carolina. Professional salaries for non-directors as of July 1, 1978, ranged from \$7,416 to \$24,612; non-professional salaries went from \$5,136 to \$16,848; and directors' salaries from \$11,580 to \$30,636. The statistics were compiled to provide comparative data for librarians involved in budget wars. A limited number of copies are available. Write to the Onslow County Public Library, 501 Doris Avenue East, Jacksonville, N. C. 28540. Please include a stamped, self-addressed envelope.

NEW PROFESSIONAL STAFF UNC-CH

Ms. Barbara Hornick-Lockard has been appointed Undergraduate Reference Librarian at the University of North Carolina Library, effective November 1, 1978, to fill the vacancy created by the resignation of Brian Nielsen in July 1978. Ms. Hornick-Lockard received her MLS degree from the University of Pittsburgh. She served as Reference Librarian at the Johnstown Campus of the University of Pittsburgh for one year and as Library Director at the Bradford Campus for three years before coming to this Library. She held a temporary appointment in the Undergraduate Library, filling in for a professional staff member on leave, prior to this appointment.

Abraham Yu has been appointed Cataloger, East Asian Language Materials at the University of North Carolina Library, effective December 1, 1978, to fill the vacancy created by the resignation of Ms. Rosa Tsai in June 1978. Mr. Yu comes to this Library from North Carolina Central University in Durham, where he was a cataloger for seven years. He received his MLS degree from Atlanta University.

Ms. Rebecca Stroud has been appointed Cataloger, North Carolina Collection at the University of North Carolina Library, effective January 1, 1979. Ms. Stroud comes to this newly-established position upon completion of an MLS degree from the School of Library Science at the University of North Carolina-Chapel Hill. While working on her degree, she held student positions in several libraries of the area. She also held a temporary appointment in the Undergraduate Library at this institution, filling in for a professional staff member on leave, prior to receiving this appointment.

LESTER ASHEIM HONORED WITH FESTSCHRIFT

Lester Eugene Asheim, Kenan professor of library science at the University of North Carolina at Chapel Hill, was honored Friday (Jan. 12) at the annual meeting of the Association of American Library Schools in Washington, D. C.

In honor of his 65th birthday (Jan. 22) and his many years of service to the field of library science, Asheim's colleagues presented him with a festschrift, a volume of essays written in tribute to him.

As Much to Learn as to Teach: Essays in Honor of Lester Asheim, written by Asheim's colleagues, friends and students, addresses areas in which he was interested and influential. These include library education, intellectual freedom, the humanities, academic libraries, public libraries and international librarianship.

Among the 15 essays in the volume are those by UNC-CH's Edward G. Holley, dean of the School of Library Science; Haynes McMullen, professor of library science; and Robert B. Downs, visiting Kenan professor.

Asheim came to the University in 1975 as a Kenan professor from the Graduate Library School at the University of Chicago where he served as dean from 1952 to 1962. He has received numerous honors, including the Joseph W. Lippincott Award "for distinguished service in the profession of librarianship" in 1976 and the Beta Phi Mu Award for Distinguished Service to Education for Librarianship in 1973.

Asheim is the author of more than two dozen major articles and numerous books, including *The Humanities and the Library* and *Librarianship in Developing Nations*. He also served as editor of *The Library Quarterly* from 1972-74.

A native of Spokane, Wash., Asheim earned his B.A., B.A.L.S. and his M.A. from the University of Washington and his Ph.D. from the University of Chicago.

NORTH CAROLINA SOLINET USERS GROUP TO MEET AT MEREDITH

The next meeting of the North Carolina SOLINET Users Group will be on Friday, May 11, 1979, at Meredith College in Raleigh from 10 a.m. to 4 p.m., with registration and coffee beginning at 9:15 a.m.

The two main topics to be explored will be "Quality Control" and "Non-Cataloging Uses of OCLC." Several lectures, panels, and discussion groups will be built around these two topics. All interested librarians and paraprofessionals—whether in cataloging, reference, acquisitions, or some other phase of library work—are urged to attend to share SOLINET experiences, problems, and solutions. To get on the mailing list for registration forms for the next meeting, contact Lynne Lysiak, Belk Library, Appalachian State University, Boone, North Carolina 28608.

Previously, officers of the North Carolina SOLINET Users Group were elected at the organizational meeting of the Group held at the North Carolina State Faculty Club in Raleigh on December 7, 1978. These officers are Lynne Lysiak (Appalachian State University), chairperson; Lillie Caster (North Carolina State University), vice chairperson; and Herb Williams (Meredith College), secretary-treasurer.

N. C. ONLINE USERS GROUP

The most exciting development in the special libraries' world has been the birth and dramatic growth of the North Carolina Online Users Group. This overwhelming response demonstrated the need for a regional arena where online searching can be confronted and mutual problems can be presented for discussion. At the first formal meeting held in December more than 70 participants from all over the state attended. At present, the group has a membership of 102, according to the NCULOG News.

At the last meeting more than 70 persons attended. The presentations included: Coyla McCullough comparing SDI on several systems, Libby Smith discussing online environmental information, Nancy Frasseron on online searching of the *Modern Language Association Bibliography* and Eric Smith in the Equipment Corner. The meeting was held on January 25 at the National Institute of Environmental Health Sciences at the Research Triangle Park.

CHAPEL HILL VISITING FACULTY

Visiting Faculty for the School of Library Science, UNC-CH, Summer Terms will be: Dr. Marshall Keys, Senior Reference Librarian in the Periodicals Department, University of Mississippi; Dr. Jonathan A. Lindsey, Head Librarian, Meredith College, Raleigh; Ms. Carol Parke, Reference Librarian, Virginia Commonwealth University; and Ms. Lois Winkel, doctoral student at Columbia and editor of the next edition of *Elementary School Library Collection* (Bro-Dart). Summer Schedule at Chapel Hill is listed elsewhere in this issue.

BUILDINGS

Forsyth County Public Library broke ground for its two million dollar, 44,000 square foot addition on November 6.

The new **Pack Memorial Library** in Asheville dedicated its 50,000 square feet on November 18.

The **Pamlico County Library**, part of the Craven-Pamlico-Carteret Regional Library, has opened its doors as the first public library-school library cooperative venture in North Carolina.

The **Mayodan Library**, part of the Rockingham County Public Library system, was dedicated in December.

The **Gaston County Public Library**, 60,000 square feet large, opened to the public in November.

Groundbreaking ceremonies have been held for a new **Learning Resources Center** at Beaufort Technical Institute. The new facility will house the library, Audiovisual Services, Learning Laboratory and an auditorium. Occupancy is expected in 1980.

NCLA BIENNIAL CONFERENCE, OCTOBER 17-20

RADISSON PLAZA HOTEL/CHARLOTTE CIVIC CENTER

Library Ed ...

SUMMER WORKSHOPS FOR LIBRARY TECHNICIANS

For the second summer, Lenoir Community College will conduct workshops for individuals who work in libraries, but have no formal training in the field. The courses are open to any individual who has a high school diploma, or the equivalent, and has worked in a library for at least one year. The individual may or may not have been a participant in last summer's workshops.

Each workshop carries three quarter-hours credit. One or more workshops may be taken. Each workshop will be held for one week for 6½ hours per day.

The costs of each workshop is \$9.75 for in-state students; \$49.50 for out-of-state students plus the costs of textbooks.

The courses offered this summer will be:

Acquisition Procedures June 25-29

Introduction to Classification July 9-13

Production of Audiovisual Materials July 23, 24, 25, and August 9, 10*

Audiovisual Media: Materials and Techniques July 26, 27, and August 6, 7, 8*

*These classes are split because of the time requirements of film development.

For more information contact Jane C. Arnett, Head, Library Media Technical Assistant Curriculum, Lenoir Community College, P. O. Box 1888, Kinston, North Carolina 28501.

APPALACHIAN STATE UNIVERSITY

1979 SUMMER SCHOOL WORKSHOPS—EDUCATIONAL MEDIA

1-WEEK WORKSHOPS

June 18-22

Public Relations for Libraries

Dr. Arlene Luster

Navy Regional Librarian, Pacific

5-time winner of the John Cotton Dana Award

July 16-20

Organization and Administration of Learning Laboratories

Mr. Ernie Tompkins, Coordinator

Individualized Learning Center

Forsyth Technical Institute

July 23-27

Instructional Development

Mr. Lee LeJeunesse

Dean of Instructional Resources

Orange Coast College (California)

July 30-August 3 Systems Analysis for Libraries
Dr. Ed Kazlauskas
Professor of Library Science
University of Southern California

July 30-August 3 Libraries in Community Education
Dr. Alice Naylor

2-WEEK WORKSHOPS

June 18-29 Multicultural Literature for Children and Young People
Dr. Alice Naylor

July 2-13 Storytelling and Programs for Youth
Dr. Alice Naylor

LRC: Personnel Management
Dr. Joleen Bock

July 16-27 Issues in School Media Center Administration
Professor Judith Davie

July 30-
August 10 Contemporary Issues in Librarianship
Dr. Alice Naylor

GET UPDATED OR RENEWED AT EAST CAROLINA COURSES FOR THE PRACTITIONER

June 6-26, 1979

LibS 5004 Selection of Media 8:00-11:00
Learn the latest sources for building your collection in a *short-term* course. Taught by Dr. Lanier.

LibS 6001 Government Publications 1:00-4:00
Short-term course identifying appropriate governmental publications for any type library. An economical way to supplement your collection. Taught by Dr. Lanier.

June 27-August 2, 1979

LibS 5000 Media for Children 1:00-2:30
Up-to-date examination of materials for children taught by new faculty member, Dr. Veitch, who is a specialist in children's and young people's materials and participant in University of Pittsburgh workshops.

LibS 6003 Reference in the Social Sciences 8:00-9:30
Advanced procedures and sources in an ever-changing area taught by a former reference librarian at the University of Georgia, Dr. Collins.

LibS 6400 Seminar in School Library Administration 1:00-2:00
Former school librarian and media specialist, Dr. Buchanan, helps you examine and solve problems in modern school media programs.

August 28-December 20 (Fall Semester, 1979)

- LibS 5103 Cataloging & Classification Tuesday, 6:30-9:30
Get updated on AACR II and problems faced in organization of materials. Opportunity for hands-on experience with SOLINET. Taught by Ms. Donnalley.
- LibS 5121 Storytelling Wednesday, 6:30-9:30
For the first time at the *graduate* level, Dr. Veitch will introduce students to new techniques and mechanics in an almost lost art.
- LibS 5203 Organization of Special Materials Tuesday, 6:30-9:30
Dr. Buchanan introduces this *new* course that examines organizational problems when working with multimedia and special collections.
- LibS 5216 Program Planning Wednesday, 6:30-9:30
A *new* course taught by Dr. Buchanan that examines and introduces contemporary ideas in a sometimes neglected area.
- LibS 6006 Automation of Library Processes Thursday, 6:30-9:30
An expert in the area, Dr. Pantelidis introduces students to ways they can facilitate and automate their procedures in a realistic way.
- LibS 6102 Advanced Reference Monday, 6:30-9:30
Dr. Collins takes a *new* approach to materials and techniques for helping users solve problems.
- LibS 6302 Seminar in Community College
LRC Administration Wednesday, 4:00-6:00
A former LRC librarian in Florida, Dr. Pantelidis helps students examine and solve contemporary problems in today's two-year institutions.
- LibS 6488 Research Methods in Library Science Monday, 6:30-9:30
Dr. Lanier introduces methods and techniques for working with current literature in the profession.

For additional information on these and other courses being offered this summer and fall, contact:

Dr. Gene D. Lanier, Chairman
Department of Library Science
East Carolina University
Greenville, N. C. 27834

SCHOOL OF LIBRARY SCIENCE
THE UNIVERSITY OF NORTH CAROLINA
SCHEDULE OF CLASSES — SUMMER 1979

FIRST TERM — MAY 21-JUNE 26, 1979			SECOND TERM—JULY 2-AUGUST 7, 1979		
Hour	MONDAY thru FRIDAY		Hour	MONDAY thru FRIDAY	
8:00-9:30	LIBS 224	Keys Rm 214 MA			
9:40-11:10	LIBS 251	Downing Rm 214 MA	9:40-11:10	LIBS 122 LIBS 228	Rm 214 MA Winkel Rm 307 MA Parke
11:20-12:50	LIBS 215	Keys Rm 214 MA	11:20-12:50	LIBS 123	Rm 214 MA Winkel
1:00-2:30	LIBS 307	Downing Rm 214 MA	1:00-2:30	LIBS 125 LIBS 216	Rm 214 MA Gambee Rm 307 MA Parke
2:40-4:10	LIBS 315	Lindsey Rm 214 MA	2:40-4:10	LIBS 231	Rm 214 MA Moore

TITLES OF COURSES BEING OFFERED: SUMMER 1979

First Term

- 215: Bibliography
- 224: Humanities Literature
- 251: Advanced Cataloging and Classification
- 307: The Agencies and Media of Communication
- 315: Seminar in Public Services

Second Term

- 122: Selection of Books and Related Materials for Young People
- 123: Selection of Books and Related Materials for Children
- 125: Non-book Materials as Library Resources
- 216: Reference Services
- 228: Public Documents
- 231: Theory of Library Administration

Instructions for the Preparation of Manuscripts for *NORTH CAROLINA LIBRARIES*

In response to requests for instructions on how manuscripts should be submitted to the journal, the Editorial Board of *NORTH CAROLINA LIBRARIES* has prepared the following statement.

1. All manuscripts should be submitted in duplicate on plain, white paper measuring 8½" x 11".
2. Double-space all copy except for lengthy quotes which should be indented and single-spaced. The beginning of paragraphs should be indented eight spaces.
3. Name, position, and professional address of the author should appear in the upper left-hand corner of the title page. The number of words rounded to the nearest hundred should appear in the upper right-hand corner of the page.
4. Each page after the first should be numbered consecutively at the top right-hand corner and carry the author's last name at the upper left-hand corner.
5. Footnotes should appear at the end of the manuscript. The editors will refer to *A Manual of Style*, 12th edition, University of Chicago Press.
6. Photographs will be accepted for consideration, but will not be returned.
7. Manuscripts should be stapled together in the upper left-hand corner and mailed first-class in a 9" x 12" envelope.
8. Manuscripts of the following character will be considered: historical, biographical, philosophical, descriptive, research reports, how-to-do-it, minority librarianship, student research papers, and major addresses. Questions relative to manuscripts outside of these types should be addressed to the Editor.
9. All manuscripts should be scholarly in tone if not in content.

Upon receipt, a manuscript will be acknowledged by postal card from the Editor's office. Following review of a manuscript by members of the Editorial Board, a decision to accept or reject will be communicated to the writer. A definite publication date cannot be given since any incoming manuscript will be added to a manuscript bank from which articles are selected for each issue. Publication can be reasonably expected within twelve months.

An honorarium of \$15.00 will be paid by the journal for each manuscript immediately following its publication; however, no honorarium will be paid for addresses.

NOTE: PLEASE TYPE MANUSCRIPTS ON 60 SPACE LINES, DOUBLE SPACED, 25 LINES TO A PAGE.