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Responsibly Relating to a Professional Octopus

By Jonathan A. Lindsey, editor

Almost two years ago Bill O'Shea appointed a slate of committees to carry on the work of the North Carolina Library Association. In the course of time since, some of these committees have met at least once, some more often. Some are like the Archives Committee, quietly carrying on the business of effectively preserving the history of the Association. Others, like the Intellectual Freedom Committee, have been busy evaluating and supporting librarians faced with censorship problems. One committee, the Goals and Objectives Committee, was asked to look at structure and organization for the Association. They have been working on their task, and may have some preliminary data by Spring Workshop, May 8-9, in Wilmington.

One area of librarianship in North Carolina which needs careful evaluation involves the role and function of NCLA, the proliferation of library oriented and/or library interest groups, and some

attempt to develop some clear communication so that one side talks to the other with collegial rather than adversarial stances. To get at the central issue of this essay, stop reading, get a pen/pencil and piece of paper, and list the library organizations or library related organizations in which you have membership. Then list those you know about, but in which you do not have membership. (If postal service permitted, I would have a series of blank lines here, to save you the trouble of looking for a piece of paper.)

All right. Look at the list you made. How many items are on it? Were you surprised by the number? In case you cannot stop reading long enough to look for writing equipment, below is a list of library related organizations currently functioning in North Carolina. The list is not meant to be exhaustive—after all, it is the product of my own exercise of listing! (If your group is omitted, please advise me and I will provide an updated list in the next issue.)

- North Carolina Library Association

Sections: Children's Services; Documents Librarians; Junior Members Roundtable; N.C. Association of School Librarians; Reference & Adult Services; College & University Libraries; Junior College Libraries; N.C. Association of Library Trustees; *Public Libraries*; Resources & Technical Services.
Committees. See the notice of interest and desire to serve on an NCLA Committee for the 1981-83 biennium in "Keeping Up."
Roundtable for Women in Librarianship, created January 15, 1981, at NCLA Executive Board Meeting, and officially organized March 20.
Editorial Board of *North Carolina Libraries*.

- Friends of *Public Libraries* in North Carolina.
- North Carolina *Public Libraries* Directors Association.
- North Carolina SOLINET Users Group.
- North Carolina Online Users Group.
- State Library of North Carolina, and its special services: film library; handicapped services; other services.
- Friends of individual libraries: public; academic.
- Local Trustees, board, commissions, whose charge, power and responsibility vary.
- Area/Regional Library Groups, like: Loose Region; Capital Area Librarians Association; Metrolina Librarians Association; Durham County Library Association; Western Carolina....; Librarians Association of the University of North Carolina at Chapel Hill.
- Special Library Association.
- Consortia, formal and informal: Cooperating Raleigh Colleges; Librarians of Baptist Educational Institutions; Librarians of State University system libraries; Heads of Library Education Programs; Northwest North Carolina Library Council; Librarians' Committee of North Carolina Center for Independent Higher Education (NCCIHE).
- Learning Resources Association.
- State Department of Public Instruction, Division of Educational Media.
- Media Council.

- State Council for Social Legislation, and other lobby groups which include library or library related issues in their programs.
- PLAIN (Piedmont Librarians Acquisitions Information Network).
- TRLN (Triangle Research Libraries Network).
- TULCC (Triangle Universities Library Coordinating Committee).
- Governing bodies of institutions, counties, cities, schools, and corporations.

After being confronted by this list, several ideas have strayed through my head. First, I am a little overwhelmed by my own list, even knowing that it is incomplete. Second, this list points to a constituency, and even more realistically to several constituencies. Third, now that I have acknowledged all these groups, there is a strong feeling of professional schizophrenia, best expressed in the question, "How do I responsibly relate to such an octopus?" Fourth, much of this proliferation of organization must certainly affect NCLA, whose structure and/or leadership has been unwilling or unable to perceive and/or respond to the needs of the profession. Fifth, does this phenomenon raise a question concerning professional parochialism and point to some of our "meeting mania"?

Because I dislike those kinds of essays which presume to analyze and raise questions, yet not offer some solutions, the following suggestions are submitted:

1. Beginning now and during the next biennium the NCLA leadership should look at effective means of strengthening its committee structure through broad membership.
2. Regular, scheduled meetings of all NCLA committees should occur in concert with regular, scheduled meetings of the Executive Board of NCLA.
3. Commitment of NCLA Sections to workshops for members in nonconvention years should be stressed.
4. Friends of *Public Libraries* in North Carolina and the NCLA Trustee section should join forces.
5. Librarians of North Carolina should take a long, hard look at the organizations and structures which affect libraries and the profession in North Carolina and seek immediate means of forming effective coalitions and confederations.
6. Begin the new era of library cooperation and resource sharing through providing effective means for librarians to interact on positive professional relationships.
7. Each librarian in North Carolina should assume personal and professional responsibility for knowing what is going on among librarians in the state and working to assure that we collectively provide the best library and information service in the nation.

This issue of *North Carolina Libraries* has five articles which provide insight into vital areas of librarianship in North Carolina. Other areas will be assayed in later issues. One of the goals of NCL is to provide some evaluation of the profession in North Carolina, and we will seek several means to accomplish this task.

Crucial Issues for School Media Coordinators

Compiled by Bill Pendergraft

School media coordinators are not cloistered. They are highly visible, and they serve many clients including students, teachers, parents, school-level administrators, system-level administrators, and a host of others who see them as potential clients for products and processes. They often do not decide how they will serve their clients, for often they may not recognize the diversity of their clientele, or the services which they market. They are (depending upon who one asks) merely responsible for being the heart of the school program. The metaphor does give one a rather heady responsibility. The school media coordinator must not only serve the clients mentioned, but also act as a technological oracle and repairperson, an expert on every new curricular "innovation" introduced, and a financial whiz. There is a resulting identification problem.

School media coordinators collectively do not know what to call themselves, and therefore choose roles depending upon training or inclination. As the school media coordinator does not work in cloister, the problem of identity will not be resolved in this journal or in institutions which propose to train them. The identity and function of the school media coordinator will be resolved in the school—in the marketplace where the crucial issues affecting our planet and the educational community will mix and separate.

It is the purpose of this collection of statements on the crucial issues affecting school media coordinators to offer perspectives about four major issues in the field. They are

- The role of the school media coordinator
- Training: media coordinators, teachers and administrators
- Budget and personnel
- Technology

Many suggestions were submitted which included the broader issues of energy, major budget cuts at the federal level, comprehensive testing and so forth. The topics selected for consideration here reflect consensus among those submitting materials. Perhaps the statements which follow can serve as the beginning for a dialogue among school media professionals about these crucial issues.

The Role of the School Media Coordinator

By Arabelle Shockley, Media Director, Winston-Salem/Forsyth Schools

As has so often been said, the most important component in any media program is not the quantity of materials or the size of the facility, but the ability of the media coordinator to lead the development of the program and to infuse its value into every mind in the school. Having collected our "things"—our materials, our machines, our rooms—there is great danger in thinking we have arrived. There is danger in the apathetic lull that seems to be setting in.

It goes without saying that the role of the media coordinator is subject to change in response to shifts in curriculum, technology, and communities. Sages of the school media profession have written reams on The Role, but the bottom line is what the individual school media professional perceives his/her role to be. Critical to the survival of the profession is its self-concept—the vision that school media coordinators should be, can be, and are agents of change. More critical is for each coordinator

to believe that he/she is personally capable of being a leader. Leadership need not be confused with flamboyant assertiveness; quiet determination will suffice.

Given the fluctuating nature of education, the media program must have flexibility. The doomsday view is that media coordinators cannot adapt to changes and do not continuously evaluate their effectiveness. While it is inconceivable to media professionals that any change in school curriculum or organization or whatever could take place without their involvement, the bitter reality is that such involvement all-too-often comes as an afterthought—if at all. Media coordinators who are not on the leading edge of change, who do not see themselves as belonging in that role, may indeed find themselves dispensable at some point in time.

Frustrating as it can be, school media coordinators will have to push the same pushes and raise the same questions repeatedly until The Role as we see it becomes The Role as "they" see it. But first, we must be sure we are each clear on what our role should be. We can hardly communicate our role to others until we are quite certain about it ourselves.

Training: Media Coordinators, Teachers, and Administrators

By Sue Scott, Special Assistant, Division of Educational Media, Department of Public Instruction

> "The very nature of educational technology as a profession requires that its practitioners be able effectively to design and execute adoption and diffusion plans that will promote and facilitate the acceptance and utilization of instructional media of all types—print, non-print, traditional, and electronic—in order to affect the learning in our educational system." [1]

To match this concept of the school media professional from *Ohio Media Spectrum*, 1980 with the training currently available is difficult. What is required of this position does not exist in one single well-defined compartment of academia. The training of school media personnel requires a combination of the traditional library science and education curricula with a sprinkling from other established schools such as business administration.

Moreover, although the above definition effectively summarizes the competency based certification requirements for the school media coordinator in North Carolina, the eleven media programs accredited by the State, in general, maintain the traditional divisions of library science and audiovisual education. This dichotomy of training further generates an identity problem by not providing the professional leadership (because they are also divided) to support and define this role for the pre-service media coordinator or for his or her peers in the Schools of Education. A 1980 informal survey of NCAE division membership by SDPI/DEM of in-service school media personnel illustrates this continuing dichotomy. School Media personnel are almost equally divided between Individualized Pupil services (IPS) and Association of Classroom Teachers (ACT).

In addition, the school media coordinator is expected to function in a school without benefit of administrators or colleagues who understand the role of media facilitator. Sam Yarger pointed out that teacher education programs generally do not require training in the use of the tools of their trade. He identified these tools as instructional resources such as print, non-print, electronic,

mechanical, management, intact (time, money, space) or human. [2] Until this is changed, the school media coordinator is put in the untenable position of training peers without benefit of administrative status.

In summary, the disjointed media training program for media coordinators and the lack of training for teachers and school administrators in the use of resource personnel and instructional technology may combine to create major gaps in the educational program at the K-12 level.

References:

1. Rebecca Gilger and Amos C. Patterson, "Planning for Change: An Annotated Bibliography," *Ohio Media Spectrum*, 32 (Winter 1980): 16.
2. Sam J. Yarger, "The Status of Resources in Teacher Education," Syracuse University ERIC Clearinghouse on Information Resources, 1979.

Budget and Personnel

By Paula Fennell, Consultant, School Media Program, Department of Public Instruction

Of all of the issues currently facing education, one of the most crucial involves the decline in both budgets and personnel for public schools. The decline is the result of decreasing school enrollments, ravaging inflation, and dwindling government and local funding. Nowhere is this decline felt more severely than in the school media program. Staffing for school media programs and the purchase of media for instruction are affected.

Declining school enrollments coupled with tight school budgets, 70% of which often is related to personnel costs, suggests that professional media positions at the local school level and at the system level that are now vacant will not be filled in the future. Many school media centers are staffed by part-time professionals or, in some cases, nonprofessional aides or volunteers. This trend will continue as classroom teachers facing reduction in force fight to save their teaching positions. If one can read the handwriting on the wall, it states emphatically that media professionals must continue to establish and communicate their undeniable importance in the instructional process if their positions are to remain. Media professionals must continue to build viable media programs that are integral to the total instructional program. Teachers and students must realize that quality learning cannot exist in the void created by a poor or nonexistent school media program.

Inflation and reduced federal and local funding has led to a sharp tightening of school budgets for purchasing instructional materials. Competition is keen from all school programs for a "piece" of the funds. Many times, local school administrators dole out funds to those who present the most appealing cases. It is absolutely necessary that media professionals establish the process of a school media committee establishing school-wide media needs and priorities for selecting the best instructional materials to support the instructional program. This makes possible the accountability that is necessary today in light of reduced budgets. Media professionals will find it essential to be able to show the instructional value of the purchase of media in order to secure the necessary funds to build the school media collection.

Technology

By Johnny Shaver, Associate Director, Division of Educational Media, Department of Public Instruction; and Bob Gregory, Chief Consultant, Media Production Services, Division of Educational Media, Department of Public Instruction

Technology is one of the underlying reasons for libraries, especially in schools. Among the first technologies was the printing press making information more available to more people. As this technology improved, needs to have exchange of information grew. As new information and technologies became available, the logical place to center circulation was the library. There is now a proliferation of informational technologies that have built in capacities for interaction with the users. It is these types of technologies that have made it necessary for school librarians to become media specialists involved in instructional planning and learning utilization. *Media Programs: District and School* [3] places strong emphasis on an array of media formats and the equipment necessary to present information to users. These developments have changed the role from a reactive responder to request for information to a proactive innovator that moves out of the physical confines of the media center to all learning areas of the school, working both with teachers and individual learners. Many changes are in the offing.

Although it would be extremely difficult to predict the specific nature of equipment that will be used in schools in the future, there are certain tendencies that we should consider.

First, industry is providing technological change with ever-increasing frequency. This gives us not only new models of existing equipment, but new kinds of equipment as well. Whatever we buy and use today will be outdated in very little time.

It is equally true that American society is adopting new technology in much less time than ever before. Telephones and television took a relatively long [unclear in scan] become common household items, but computer-related devices have become commonplace in far less time.

The mechanical, optical, and electrical technologies that brought us projectors and recorders will continue to be important to us for many years to come. However, there are several newer technologies that will be increasingly important to much of the equipment we will use. Among these are the microprocessor, the laser, and fiber optics.

The microprocessor is the heart of the microcomputer. While its capabilities seem phenomenal now, it is already being designed to store more information and to process it more quickly. This same technology is being incorporated in more traditional audiovisual equipment to control operation, provide access to materials, and to store information about students.

The laser provides a high-intensity light source which is already used in comparatively simple pointing devices and in rather complex videodisc players. Other kinds of uses of this technology will undoubtedly be made.

Fiber optics can carry impressive amounts of information over long distances at low cost. They will grow in their importance to our communications equipment.

Will our audiovisual equipment be any different, even if it incorporates these and other technologies? Basic functions will probably remain unchanged; we will still need devices which store and play back both audio and visual information. New equipment will have to do this, even if by some yet undreamed-of means.

There are two trends which are appearing now which will probably be very important to the equipment and to the ways in which we use it.

The first involves students in learning. Rather than being passive viewers of instructional programs, students become actively involved in responding to the presentations and in determining their pace and structure.

The second trend involves media formats. The newer equipment, in addition to providing hardware, software, and procedures that are different from systems we have dealt with in the past, also has the capability of interconnecting with older equipment. This will allow a microcomputer, for example, to connect with a projector or with a videotape recorder to provide instructional experiences which are more comprehensive than either unit would provide alone. So instead of dealing with even more formats which are different from the others, we may finally see equipment which allows everything to be used together.

No matter what changes technology may bring us, our role as media coordinators will remain the same. In order effectively to use any medium for instruction, we will need carefully to determine our objectives and needs, then evaluate existing equipment and its ability to meet those needs, examine materials which could be used on any of the formats, and train staff and students in their use.

Reference:

- *Media Programs: District and School*. Prepared by AASL/ALA and AECT, jointly published by ALA (Chicago) and AECT (Washington), 1975.

The Public Library's Future: From Challenge to Opportunity

By Robert Burgin, Associate Director, and Duncan Smith, Adult Continuing Education Librarian, Forsyth County Public Library

As *the public library* faces the decade of the 1980s, it also faces several challenges—challenges which, some feel, call into question its very ability to survive. The catalog of woes is familiar. *The public library* faces budget cuts, accusations that it is no longer relevant to the needs of individuals and communities, claims that *the public library* has lost a sense of purpose. "*The public library*, once a symbol of local pride, is fast becoming an endangered institution —a victim of declining tax revenues, rising costs and public indifference." [1] This article examines four of the challenges facing *the public library*: the challenge of societal complexity, the challenge of technology, the fiscal challenge, and the challenge of planning.

These challenges are by no means simple, and yet they are by no means insurmountable. In fact, out of these challenges will come opportunities for *the public library* to perform, to reaffirm itself as a viable institution, "to so mutate as to provide for more effective adaptation to its changing environment." [2]

The Challenge of Societal Complexity

One challenge which *the public library* as a public institution and public librarians as practicing professionals will face in the 1980s is the challenge of helping patrons cope with an increasingly complex world. As individuals face this growing complexity, they will need information to help explore options available to them in almost every phase of their lives.

Several developments present individuals with the need to seek alternative solutions to daily problems. The inflation and economic uncertainty of our time have called into question many traditional economic solutions and now force individuals to find new answers to financial problems. Technological advances, a decline in public sector employment and the development of the service industry, coupled with the fact that individuals now seek new rewards and satisfactions from their jobs, increase the number of individuals making career change decisions. Dwindling energy resources, the need for alternative energy sources and the feasibility of certain high technology approaches to meeting energy demands have also become topics of concern for an increasing number of individuals.

Society also offers individuals an abundance of information to be used in seeking solutions to the above problems. The number of governmental agencies available to help individuals has doubled in two decades. Information and information services continue to grow. Paradoxically, this information abundance is often an information maze, and citizens are unable to find the information which they need and which is available to them. The future promises more of the same as "pluralism, once the bedrock of the American heritage, now rises to claim its birthright and to multiply options until the human mind has difficulty in coping." [3]

Because *the public library* derives its demands from the public at large, the library and public librarians will be challenged to provide access to opportunities which allow patrons to explore options and choose the ones that meet their personal needs and requirements. *The public library* must help its patrons find solutions to the increasingly complex problems presented by today's world. In doing so, *the public library* must help individuals sift through the glut of information to find the relevant resources and experiences.

If *the public library* does not provide these kinds of information services, it will become irrelevant to the needs of its patrons. Already, as one study of new England residents has shown, many individuals do not consider *the public library* an effective information resource.

> Libraries were rated as less effective than professional people, businesses, and government agencies. .. . Libraries are not the first or only phase that the majority of survey respondents turned to for the resolution of an information need. In fact, many of them labeled libraries as irrelevant to their information need. [4]

If *the public library* is irrelevant to the needs of the individuals of society: other groups and organizations will usurp important functions that *the public library* can and should perform.

> Within the last ten to fifteen years this country has witnessed rapid growth of information brokers and information-on-demand enterprises, increased specialization of the media—particularly periodical literature—the emergence of many special purpose I & R services, the development of new home entertaining/informing media, the improvement of bibliographic control devices such as indexes and current awareness services. All of these can be expected to compete to some degree with *the public library* in its reference and information mission: like a library, they all facilitate the individual's access to information. [5]

The challenge to *the public library* to respond to patron needs in the area of societal complexity is not a challenge to perform a new task. It is, rather, a challenge to expand public library's traditional role as a provider of information for self-fulfillment and self-education.

Public libraries have always provided information in a number of areas. They must now provide information, resources, and opportunities to patrons so that they may explore their personal goals and meet their personal needs in the face of an increasingly complex world. Such a task includes identifying the areas in the daily lives of individuals which will be affected by increasing societal complexity. It will also become important for public librarians to develop interpersonal skills and to understand the processes of change through which many individuals are going.

For the practicing librarian, knowing the library's collection is no longer enough. Librarians must also know the information resources of their communities. They must be prepared to provide their patrons with access to opportunities and experiences that are not limited to print. Public librarians must, for example, be as comfortable and as confident in recommending career testing and counseling services as in recommending a book on career change.

Knowing the community's information network also means knowing where gaps exist in that network.

> We intervene in the system when it does not work. And the commercial system can break down at different points—which is to say that for some reason people are not getting the information they want, the information to which they have a legal right, or the information they should want if they are to be responsible members of society. [6]

The public library has a challenge and thereby an opportunity and responsibility to fill such gaps in the information network of its community.

The challenge of societal complexity also requires that *the public library* integrate itself into the information network of its community. *The public library* must provide information about and make use of its community information resources, even those which might be seen as competing with *the public library*. "Paradoxically, some of these 'competing' developments, when used by the library, can also enhance its services." [7]

The Challenge of Technology

The past decade has seen numerous technological advances—the development of microcomputers from Intel's first chips to the recent introduction of 16-bit microcomputers, the mass marketing of video recording devices such as video cassettes and video discs and the increasing use of cable television.

Public libraries themselves have not been unaffected by the new technology. Developments such as automated circulation systems, computer output microform catalogs, on-line reference services, and library access to Cable television are only a few of the technological revolutions that libraries themselves have experienced.

But technology continues to develop. In only one area, that of computers, the 1980s should produce a number of important developments. The decade should see the real popularization of the computer, as microcomputers drop in price and increase in capacity. Within five years, for example, every freshman at Carnegie Mellon University will receive a microcomputer as part of the University's orientation program. Furthermore, the development of optical-digital computers will not only reduce hardware size by 2500-fold but also increase capacity and processing speed by allowing for parallel processing of data. Computers will be even less expensive, even more powerful and even more pervasive.

Some feel that the coming technological changes threaten the very existence of *public libraries*. "F. W. Lancaster, professor of library science at the University of Illinois, and Lewis Branscomb, vice-president and chief scientist, IBM Corporation, predict that *the public library* may be bypassed and that *public libraries* may be only a passing fancy. .. . If *the public library* does not soon develop a role in the emerging electronic revolution ... we will become irrelevant to the people who require rapid, convenient, and energy conscious access to information and materials." [8] *public libraries* may be superseded by commercial information brokers who will go directly to the former library patron, who will have a computer at home.

A less pessimistic, but hardly optimistic, forecast emerges from a recent Delphi study on the future of lifelong learning in *the public library*, which predicts that "the library will become an electronic entity . .. probably against its will, and definitely at least one full decade behind peak demand." [9] *The public library*, it is predicted, will arrive on the scene with too little, too late.

The technological challenge to *public libraries* is to use the new technologies to better accomplish the library's old goal of providing access to information. "What is the potential of technology in *public libraries*? It is to expand traditional functions. It allows the library to capture, publish, store, and retrieve information for the community." [10] Or, as the Director of the Pikes Peak Library District recently expressed the challenge of technology, "The issue is not technology. The issue is access and the use of technology to increase access." [11]

In order to use the new technologies which will inevitably arise, public librarians must develop criteria by which those technological advances can be evaluated. What is crucial is not the particular

technology but the development of a framework by which any technology can be judged and, if useful, added to *the public library*'s "range of tools available to solve problems." [12]

A second, and more ambitious, aspect of the technological challenge is that the new technology can allow *the public library* to provide a more individualized service to its patrons, "to achieve ... a custom-tailored presentation of information to a user in a form that is possible even uniquely suited to his own lexical syntactic, rhetorical characteristics." [13]

Library service has largely been a matter of providing information to patrons with little regard for the individual's uniqueness—the specific reason for the request, the individual's skills and abilities in using the information, of preference of format. In short, the user is made to adapt to the library's information system, instead of vice versa. Public librarians, facing "the increasing demand by users of systems that they be treated as individuals," [14] will have to use the new technologies to make *public libraries* "user need-driven, rather than primarily driven by what happens to be available." [15]

The development of increasingly individualized service is by no means easy. It requires a more sophisticated understanding of user needs and of the situations in which individuals use libraries. [16] It requires an understanding of the psychology of information processing and the potential applications of technology.

The challenge of technology demands a retooling and re-educating of professional librarians. They must not only be aware of technological advancements; they must understand how those developments can be used to improve access for individuals. Given the information explosion and the increase of User-initiated demands, the implementation of new technologies by *public libraries* may not be a question of better service; it may be the only way that adequate service can be provided.

The Fiscal Challenge

The 1970s ended with California *public libraries* reeling from the blows of Proposition 13. Fear that a rash of comparable tax cutting measures would sweep the country was somewhat quelled when only one of eight such proposals passed in 1980. While similar referenda did fail in other states, the mere possibility of more California-like experiences does point to the fragile fiscal structure of our *public libraries*, which depend on the local property tax for nearly eighty percent of their funding.

Many *public libraries* ended the 1970s and began the 1980s faced with the fiscal crisis of budget cuts. Few of the nations' large urban libraries escaped local funding shortages. Although most medium-size and small *public libraries* have avoided similar large scale cuts in budgets, few have kept pace with inflation.

For all *public libraries*, potential budget cuts and the corrosion of inflation are very real problems which again point to the fragile fiscal structure of *public libraries*.

Recent studies have argued for an increased role for the states in the funding of *public libraries*. A study conducted by Government Studies and Systems, Inc., for the Urban Libraries Council in 1977 found "a need and valid rationale for state government to increase state aid for *public libraries*." [17]

The National Commission on Libraries and Information Science study, Alternatives for Financing *the public Library*, proposed that state government provide 50 percent of the funds needed to support *public libraries*. (Presently, *public libraries* receive only 13 percent of their funding from state sources.) Increased state funding would free *public libraries* from their presently skewed fiscal base. The current funding situation allows *public libraries* to be continually buffeted by the vagaries of local governments.

> America's public-library resources have been developed in a hit-or-miss fashion. By being dependent primarily on local funding and local decision-making, they have been subjected variously to stringent budgets and backwoods thinking; to openhanded funding and gifted leadership; and to every shade in between. [18]

Increased participation by state government would help stabilize a large portion Of *the public library*'s funding base.

Furthermore, state funds are primarily derived from income and sales taxes. These two taxes generate more revenue as wages and prices rise. In contrast, revenue from local property tax remains relatively constant, increasing gradually as either assessed valuation or the tax rate rises. Tying public library funding to the more flexible state revenues generated by income and sales taxes is especially preferable in times of inflation.

The public library's function as an educational institutional also argues for an increased role for the state in funding. The states participate more in the funding of public education, providing on an average of 45 percent of the funds needed to operate public schools. Likewise, state government should assume a larger share in public library funding. But a state's share of public library funding is only one part of the fiscal challenge. There is the further question of how those funds should be distributed.

The goals of state funding in North Carolina need to be more adequately developed. The General Statutes of North Carolina provide some guidance in specifying that state aid "shall be used to improve, stimulate, increase and equalize public library service to people of the whole state." [19] But more specific goals and objectives must be formulated, and the state aid program should then be evaluated based on those objectives.

Much has been made, for example, of the recent Renfrow report [20] regarding North Carolina's state funding of public schools. Such funding, says the report, should be based on the ability of a county to pay for educational services. Every student deserves a certain level of education. Where the school district cannot afford to provide this level of service, the state must step in with the funds needed to reach that level.

The parallel argument is clear: each citizen deserves a given level of library service and, where the county or region or municipality cannot afford that level of service, the state must step in to provide the necessary funding.

The Renfrow report also argues that the funding of public education should take into consideration the actual costs of different educational programs. The cost to educate a mentally retarded child, for example, is more than the cost to educate a non-retarded student. Rather than fund schools based on the simple average daily attendance, the report argues, aid to the schools should consider the actual service demands of a school's students.

Likewise, public library funding by the state might take into consideration the constituencies served by the various libraries. Such a state aid program would give added weight, for example, to the geographically isolated or the urban poor or other individuals that require more costly library service.

Sara Hodgkins, Secretary of the Department of Cultural Resources (which includes the Division of the State Library), is convening a committee to review the present formula for state aid to *public libraries*. That committee, composed of legislators, public librarians, library friends, and library trustees, must deal with the question of the goals of state aid to *public libraries*. Without clear goals state aid to *public libraries* will be an ineffective, hit-or-miss program no matter what level of funding the state provides.

The Challenge of Planning

In order effectively to meet the challenges of the future and to avail themselves of the opportunities of the coming decade, public librarians must make a commitment to long-range planning. If *public libraries* are to develop services and bring together resources to meet the educational and enrichment needs of their users in an increasingly complex and information-based society; there must be plans of action.

Otherwise, *the public library* will react to the future rather than plan for it. *The public library* will become an ineffective, reactive agency rather than a Creative, visionary institution. Weingand's Delphi study paints a grim picture of the future without adequate planning: "The projected time lines indicate a five to ten year lag between societal change and library response." [21] The result of not planning is that public "libraries will change only under pressure and will Probably not realize the dynamic, risk-taking leadership potential." [22]

In order to insure that *the public library* remains a vital institution—that it continues to develop ideas and services to solve future problems and to meet community needs—public librarians must engage in community-based planning. Note that there are two key concepts here: that there should be planning, and that the planning should be community-based.

It was suggested above that *public libraries* individualize service to users based on those users' particular needs, abilities and purposes. Likewise, a public library must individualize itself and its services to the community that it serves, taking into account the particular needs and resources of that community. A glaring weakness of the standards approach to public library service has been that local conditions and needs were largely ignored. "What public librarians need now are not rules for sameness but tools which will help them analyze a situation, set objectives, make decisions and evaluate achievements." [23]

From an understanding of its community, a public library derives a sense of mission. “Useful standards can be formulated; reasonable measures of achievement can be devised, if one knows what they are being devised for.” [24]

Reviewing the challenges outlined above, we can see the importance of planning in each area. Public librarians must be ready for the coming societal Issues which will face their patrons. Public librarians must plan for future technologies, developing guidelines by which to evaluate them. Without an adequate explication of its goals, state aid to *public libraries* will be largely ineffective, no matter what amount of funding it receives.

The recent publication of PLA’s *planning Process* [25] presents *public libraries* with a valuable tool in meeting the challenge of planning. The *planning Process* recommends that public librarians assess the community and library environment, evaluate current library services and resources, determine *the public library*’s role in the community and set the library's goals, objectives, and priorities. The document should be immensely helpful to librarians engaged in community-based planning. “If communities differ, and they surely do, the *planning Process* will aid the library manager in tailoring the institution and its services to meet the particular needs of the community.” [26]

From Challenge to Opportunity

We have examined four challenges which currently face *the public library*. Patrons dealing with an increasingly complex society make more complicated 'information demands of the library. Developing technologies challenge *the public library* to participate in the emerging electronic revolution. Economic Uncertainties highlight the fragile fiscal base of most *public libraries*. The future challenges *the public library* to plan creatively for what will come or else to react ineffectively to what takes place.

These challenges derive from the fact that *the public library* is a public service institution and, as such, receives its goals and objectives, its objectives, its support, its patrons and its demands for service from the community of which it is a part. As the demands of society change and as the needs of individuals change, *the public library* must adapt or else become irrelevant. “When change produces new types of stress for an institution, it has to adjust—or die.” [27]

But challenges are also opportunities. The challenges facing *the public library* are opportunities for it to reaffirm its viability and relevance in tomorrow’s society. This link between challenge and opportunity has been effected before in the history of *the public library*. *The public library* has always had the capacity to adapt to society’s changing needs. Such adaptability “underlies the creation of telephone reference services, reference departments, business and industry information services, and, most recently, information and referral (I & R) services and the introduction of computer-based bibliographic search services.” [28]

What is now required is that public librarians continue in this tradition of durability—through flexibility and adaptability. To continue in this tradition requires a sensitivity to present situations, an

appreciation of future challenges and an ability to produce creative solutions. Such a program is especially important for librarians in these times of turbulence and challenge.

> And in turbulent times, the first task of management is to make sure of the institution's capacity for survival, to make sure of its structural strength and soundness, of its capacity to survive a blow, to adapt to sudden change, and to avail itself of new opportunities." [29]

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North Carolina Special Libraries—Resources and Services for the General Public

By Judith E. Purcell, Research/Reference Librarian, Duke Law Library; Chairman, Public Relations Committee, North Carolina Chapter of the Special Libraries Association

All of us who are librarians, whether we are affiliated with public, school, special, or academic information centers, can benefit from familiarizing ourselves with the services provided by the *special libraries* in our region. Many of the *special libraries* in North Carolina provide information services to the general public and cooperate with other types of libraries. This article will describe *special libraries* in the state and examine in particular the availability of their services to persons other than their primary clientele. The services of three sample libraries will be described and observations made concerning trends and future developments in the areas of networking, cooperation, and computer applications.

The special library serves primarily a specialist clientele located within a single establishment, all of whom are engaged in working towards one common purpose. The term embraces commercial, government, industrial, medical, scientific, and technical libraries. It includes libraries and information services of research establishments and university departments or institutes, national libraries with specialist functions, and libraries of learned and professional societies and institutions. The special library collection is frequently comprehensive in carefully defined subject areas, and acquisition of material is normally performed on demand. For most *special libraries* retrospective publications are exceptions rather than rules in what is commonly a smaller facility manned by a smaller staff than other libraries.

The special librarian and staff who seek to fulfill all the informational needs of their primary clientele must adjust their priorities for library functions to best implement the goals of the organization. These people are themselves members of the groups or bodies which they serve and must possess an accurate understanding of the group’s interests as well as a special awareness that enables them

immediately to react to the changing nature of user requests in anticipation of the future needs of their clientele. Information delivery is almost always required on a “needed-yesterday” basis, and thus the making of a good special librarian requires the ability consistently to “produce” under pressure.

Continuing growth in the number of *special libraries* has been a significant characteristic of modern librarianship. Many learned and professional societies have had *special libraries* since their foundation, and similarly specialized libraries in law and medicine have had a long history. Company libraries, that is, libraries in business and industry, provided the impetus for the special library movement in the nineteenth century. During the twentieth century a tremendous surge in specialized collection development was a direct response to the expansion of research activity, particularly in science and technology. The industrial library was developed on a comprehensive scale immediately after World War II when government policy supported industrial research by direct grants and contracts. Advance reports and periodicals as well as patents, standard specifications, preprints, trade catalogs and technical handouts formed a substantial part of the stock.

Categories of Special Libraries in North Carolina

It is obvious from what has been stated above that great numbers of different kinds of institutions and establishments house collections in “*special libraries*.” In examining the *special libraries* in North Carolina, categorizing these institutions into three groups simplifies analysis and clarifies assessment Of purpose and function. The three groups are:

1. Government—facilities funded by the federal, state, or local government;
2. Corporate/Research—facilities funded by a profit-making or nonprofit business, organization, enterprise, etc.; and
3. Academic special—facilities funded by universities with which they are affiliated.

Statistics on the number of *special libraries* in North Carolina and the services they provide have been compiled from two sources. The *Directory of Special Libraries in North Carolina* was published in 1979 and lists 121 public and private *special libraries*. [1] *Statistics of North Carolina: Special Libraries*, compiled by the Division of State Library and published in 1980, covers data for the period July 1, 1978, through June 30, 1979. [2] It lists 138 *special libraries*. Four Of the libraries included in the Directory were not listed in Statistics. Thus, the figure of 142 *special libraries* in the state of North Carolina is used for purposes Of this analysis.

Government libraries (federal, state, and local) number twenty-nine, comprising 20 percent of the state’s *special libraries*. Eighty corporate/research libraries account for 56 percent, and thirty-three academic libraries represent the remaining 23 percent.

Availability to the Public

To assess the availability of the special library, its staff, its collection, and its services to the general public, that is, people or institutions other than those giving funding support, two criteria have been used:

1. Degree of restriction of the public to enter the facility and use its resources in-house and
2. Number of *special libraries* acting as suppliers of materials requested through interlibrary loan and thus making their collections accessible through institutional exchange and cooperation.

As shown in the table below, fourteen of twenty-nine government libraries, sixty-four of eighty corporate/research libraries, and eight of thirty-three academic libraries have restricted access policies. In this analysis, the term "restricted" is defined as either no public access or limited access to enter the facility and use materials in-house. Those institutions having policy guidelines of limited access note that patrons must be qualified under such conditions as the following: "with management approval," "for research, reference only," "by application," "each request decided individually," etc.

Public Access to *Special Libraries* in North Carolina

Library type	Restricted	Nonrestricted	No response
Government	48%	41%	10%
Corporate/Research	80%	11%	9%
Academic	24%	70%	6%

It appears that of all *special libraries* in North Carolina, 61 percent (86 of the 142 *special libraries*) have policies of limited public access or no access. This figure seems high but is, in fact, misleading. By using the base figure of 121 libraries listed in the Directory (which gave more detailed information about the degree of restricted access), 79 percent (96 of 121 *special libraries*) offered either total access or limited access to their collections. Thus, only 21 percent of the institutions in the Directory were totally closed to the public. The commonly held belief that special library collections are not usually available directly to the general public appears false under this scrutiny.

As for interlibrary loan cooperation, 53 percent (75 of the 142 *special libraries*) reported participation either as both suppliers and borrowers of loaned items or solely as suppliers. In fact, 58 percent of all interlibrary loan activity in North Carolina during 1978-79 involved information-oriented *special libraries*. [3] The medical libraries, supplying 48 percent of all loans provided by the *special libraries*, were heavily utilized. It should be noted here that four of the twenty-five Directory-listed institutions stating themselves to be closed to the public did supply interlibrary loans during 1978-79. Thus public access to circulating portions of special library collections was still possible through institutional cooperation. In sum, only 17 percent of the Directory-listed libraries house collections inaccessible to the general public.

A third criteria, the provision of computerized on-line bibliographic searching as a reference tool available to the general public, might also be used to assess the degree to which *special libraries*

serve patrons other than their primary clientele. Forty percent of the *special libraries* in the state (57 of 142) provide computerized on-line bibliographic searching, and some of them make the service available to patrons other than their primary clientele. Policies vary: however, and unfortunately figures on this subject are not available.

Interlibrary Loan and On-Line Bibliographic Searching Services

Library type	Provide interlibrary loan	Do not provide interlibrary loan	Provide on-line searching	Do not provide on-line searching
Government	55%	45%	48%	52%
Corporate/Research	44%	56%	28%	72%
Academic	73%	27%	63%	37%

Three Examples

Examination of one sample institution from each of the three previously defined groups provides examples of the kinds of services available from *special libraries* in the state and leads to several observations concerning trends and future developments in the areas of networking, cooperation, and computer applications.

The Environmental Protection Agency Library Services Office, part of the air pollution research facility located in Research Triangle Park, is used principally by EPA employees and contractors needing technical services and materials related to air pollution, pesticides, and the health effects of pollutants.

Exemplifying a governmental special library on the national level, the facility maintains a collection of 8,000 technical reports in hard copy, 200,000 reports in microfiche, 1,000 books and 650 current serial subscriptions. In addition to receiving various abstract and index services and subscribing to looseleaf publications relevant to environmental work, the library houses the largest single air pollution reprint file, *Air Pollution Abstracts*. The reprints can be used in-house or photocopied. The library also functions as a release agent by providing free EPA documents for distribution to the public. While disseminating 6,000 to 16,000 copies of these EPA documents to the public each month, the library fills approximately 3,000 interlibrary loan requests for photocopies of journal articles.

Although the office's primary responsibility is to serve the EPA employee and on-site contractors, other levels of service to different user groups have been established. Computerized literature searches with access to more than 50 data bases are conducted free of charge by library staff for the primary patron, state and local air pollution control agencies, and non-profit environmental groups. Thus, the EPA Library Services Office offers on-line bibliographic searching to a category of the general public one level beyond its primary clientele. However, only EPA employees and on-site contractors can check out materials from the library's collection. Most of the people using the facilities who are not EPA employees are contractors who frequently telephone in their requests. The

third level of service is given to other libraries and the public—the circulating collection is available through interlibrary loan.

The EPA Library Services Office is a direct member of the Ohio College Library Center (OCLC) cataloging data base network and belongs to the EPA Library System. In fact, all of the systems analysis and programming for the EPA library network is performed at the EPA library located in the Research Triangle Park. It is here that computer-generated catalogs with hard copy and microfiche output as well as union catalogs and catalogs for individual libraries have been developed.

Although requests for reference services usually are made by the primary clientele, the general public will be provided with any assistance relevant to air pollution information. If a question is related to EPA activities other than air pollution, the patron will be directed to another source within the agency. Staff will always attempt to make an appropriate referral.

The Blue Cross and Blue Shield of North Carolina Information Center in Chapel Hill is an example of a corporate/ research library. The staff of such a library must understand the theoretical and practical needs of its client while recognizing that the increases in technological capabilities during the past ten to fifteen years have affected the decision-making processes of all organizations and radically altered management activities. In an era in which all phases of business are becoming more technical and assuming many of the methods and techniques of scientists, one of the greatest resources available to the businessperson, financial analyst, or management executive is reliable information service.

The Information Center collection contains 3,000 books and 185 current serial titles dealing with the subjects of health economics, management, and health insurance. Although it did not supply any interlibrary loans during 1978-79, the Information Center filled sixty requests by a primary user group of 300 persons during the year. On-line bibliographic searching is not available; copying facilities are located throughout the building. An internal automated cataloging system utilizing records similar to MARC type records is in operation.

The Information Center is organized for the management staff, who are the primary users of the collection. However, serious researchers are welcome to use the materials in-house and to photocopy materials. The Triangle area medical school librarians make referrals when graduate students from hospital administration classes, the University of North Carolina at Chapel Hill School of public Health, or departments of economics require the specialized reports and services of the center. Arrangements for on-site visitation privileges or material photoduplication are usually made through the public Relations Department. While the level of reference service given to the primary patron and to the “special public user” is relatively identical in terms of amount of staff time expended, certain confidential reports are not available to the latter. Although not in the practice of actively advertising the facility’s services and recruiting general public patrons, staff members do not hesitate to act as resources of information to the local community or suggest making inquiries of the Information Center, thus becoming a part of informal referral and exchange networks.

The Duke University School of Law Library exemplifies a special library affiliated with an academic institution. The library’s primary purpose “is to provide the highest level service to the law school,

both by supporting the curriculum, and by supporting the research needs of faculty and students." [4] This support is represented by a staff of 6.75 professional full-time equivalents and a collection consisting of 229,043 cataloged books and 3,497 current serial titles, as reported in July 1980. In addition, the library holds 185,470 pieces of microfiche, 1,835 reels of microfilm and 37,986 microcards. Operating as a selective government depository, the library receives 8 percent of all available government documents and makes them available to any user.

On-line computerized services offered include the LEXIS data base, two computer terminals used for computer-Assisted Instruction exercises and a new index to legal periodicals that is published on reels of computer output Microform and accessed through a motorized reader. The LEXIS data base may be operated for educational purposes only by Duke law faculty and students as per contract agreement. Thus, the on-line searching service is available only to the primary clientele.

The Duke Law Library has a policy of being responsive to the greater public because of the nature of its specialized collection and its relationship with the larger university community and surrounding geographic area. The legal information needs of the rest of the university, the public, and other libraries are fulfilled through limited access to the collection, interlibrary loan, and national and regional cooperative efforts with other information-oriented institutions. The library collection may be used in-house, free of charge, by the general public. Copying facilities are available for a fee. Tours are provided for students of other University departments and the circulating collection is available to local attorneys and Duke Law School alumni possessing guest cards and to persons with Duke University identification.

The library supplied 1,043 interlibrary loans during 1978-79 and 828 during 1979-80. Duke law faculty and students requested 88 loans during 1978-79 and 170 during 1979-80. The library is a participant in the OCLC computerized cataloging system through the regional SOLINET network and will record its holdings among those of other law libraries in the national on-line LAWNET Union list project.

Working with representatives of the libraries of Duke University, North Carolina State University, and University of North Carolina at Chapel Hill, staff members of the Law Library are examining future local activities in the areas of interlibrary loan, collection development, microforms, and preservation as part Of the Triangle Universities Library Coordinating Committee (TULCC). Plans are also under way to be brought into the on-line Duke University Perkins Library automated acquisitions system as part of collection development cooperation. The librarians actively participate in professional associations and are involved in the exchange of information as representatives of the Law Library.

Observations Concerning Cooperation

The issue of the special librarian's responsibility beyond serving the primary patron to serving the larger audience is of great importance to all librarians today. Just as no special library or information center expects to supply all of its information requirements from its own resources, the cooperative efforts of all the diverse members of the library profession must be nurtured and developed to enable greater use of both individual and corporate resources.

This cooperation minimizes duplication and creates access to a range of material and sources of information which no one organization could economically provide.

At the recent White House Conference on Library and Information Service, special librarians voiced concern that the specialized services they and their parent organizations could offer in the maximum use of information and access to it were unknown. They addressed themselves to the National Commission on Libraries and Information Science (NCLIS) objective calling for ensuring that "basic minimums of library and information services adequate to meet the needs of all local communities be satisfied." [5] Special librarians realize that this objective is a goal shared by all members of the library profession. This attitude is demonstrated clearly in the previous statistical analyses regarding public access and interlibrary loan cooperation and in the stated policies of the three sample libraries.

It is apparent that the growing costs of acquisitions and storage require that information sources be spread among many institutions. This fact is at the foundation of cooperative library organizations. While such dependence on external resources has been characteristic of libraries for some time, the great proliferation of various cooperative arrangements is a contemporary development.

An example of this networking activity in operation can be seen among specialized biomedical libraries. They stand in the forefront of cooperation, having taken a vital place in the information transfer process. These libraries are part of regionalized networks within this country, coordinated by the National Library of Medicine through groups of Regional Medical Libraries. These in turn are hubs of interstate information exchange and provision programs based in large academic or medical society libraries which work closely with biomedical consortia of all types such as libraries, pharmaceutical houses, teaching institutions, and clinics. [6]

Several factors, however, work against the movement toward special library participation in networking. One is the issue of public funding benefitting the profit-making sector. Others are budget problems and inconsistent IRS rulings that have inhibited some *special libraries* in the for-profit sector from joining not-for-profit networks. Many states are currently passing legislation calling for multi-type library cooperative development that excludes *special libraries*. Turning to another NCLIS objective that encourages the "private sector to become active partners in the development of a national program," [7] it appear that a uniform set of policies and regulations which are relevant to future private-sector/government interaction must be promulgated. On the other hand, financial mechanisms, which are currently lacking, must also be developed to reimburse non-tax-supported libraries and information centers for their services.

Finally, another factor working against networking cooperation is the philosophical barrier that the special library would be giving up a long tradition of non-standardization and uniqueness to become a part of a coordinated organized community emphasizing commonalities. Protocols and rules needed to maintain communication links require a bureaucratic administration, and the leadership necessary to bring about a network is always a conflict with member organizations, who tend to resist the control of network regulations. However, networking advantages in terms of increased and standardized bibliographic control and better service to the patron do and should offset some of those drawbacks.

In summary, *special libraries* have a long history of service to their parent institutions and primary clientele. What is noteworthy today is the increasing realization that times of limited resources necessitate the cooperation of all members of the information science profession to make all kinds of information available to those who need it. Special librarians sense a professional responsibility to provide information services in varying degrees to the general public. This sense of responsibility is demonstrated in policies of public access to special collections, interlibrary loan, computerized on-line bibliographic searching services, and cooperative efforts. One can look at North Carolina *special libraries* to see these developments and, by becoming familiar with the resources and services they provide, join with other members of the profession to serve better those in need of information.

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Continuing Education for Professional Growth

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Library, information, and media services personnel (hereinafter, "librarians") in North Carolina have a history of commitment to professional improvement through continuing education experiences. [1] The wide variety in scope, formats, and providers of these opportunities is apparent from those which are announced in *Tar Heel Libraries* and *North Carolina Libraries*. In North Carolina, as well as nationwide, continuing education, "the network of courses and programs offering educational assistance beyond the customary patterns of traditional schooling," [2] has become the fastest growing component of our educational system. As the nature and needs of information users change, the librarian will increasingly need up-dating and retooling in an array of performance competencies. Therefore, it is not surprising that ALA's current priority in education is continuing education and that a staffed office for continuing education may become a permanent part of the ALA structure.

With the present and future need for quality continuing education experiences a certainty, North Carolina providers and recipients of continuing education should strive to insure that opportunities are systematically planned, implemented, and evaluated. The focus of this article will be upon various factors which should be considered in the pursuit of excellence in continuing education programs for librarians in North Carolina. Knowledge of these factors can help providers of continuing education programs improve their services. It can also help potential participants select those programs which will be most worthwhile to their learning.

Systematic Planning Following Specific Criteria

In the past, those continuing education experiences which have not been successful have likely failed to follow a systematic set of criteria for implementing continuing education programs and activities. The National Council on Quality continuing Education for Information, Library, Media Personnel has identified the following: [3]

1. The specific needs of the client group or individual have been assessed.
2. Specific, measurable, and/or observable learning objectives have been stated in one or more of the following areas: (1) changes in attitude and approach to the solution of problems; (2) acquisition (or mastery) of new knowledge or the revision of outdated knowledge in specific skills, techniques, and procedures.
3. The program is systematically designed and delivered to meet the statement of objectives.
4. The program content is current and timely.
5. The educational offering is promoted responsibly.
6. Evaluation is an on-going and integral part of the education offering.

Criterion 1: Needs Assessment

In designing meaningful continuing education experiences, it is absolutely essential to identify the specific needs and interests of the client group or individual. There are certainly many methods to do this, e.g., interviews, questionnaires, the use of sensitive consultants, self-diagnosis, gaining insights from supervisors of participants, asking subject experts or professional association executives. The key factor appears to be that the participant him/herself perceive the need for the educational experience. [4] If a librarian does not internalize the need for new skills or the need for changes in his/her performance, the continuing education experience may appear to be imposed and may not be successful with that individual. A major challenge for the continuing education provider is to help librarians make the transition from staff development for renewal credits to staff development for professional growth. [5]

Two major considerations must be acknowledged here: (1) Professionals are by nature conservative; i.e., we adopt successful ways of working on a daily basis and are, therefore, resistant to changes in the comfortable status quo. Continuing education providers need to arm themselves with a repertoire of methods to motivate librarians to cope with the psychological threats which change may hold. (2) The continuing education provider must identify as specifically as possible the needs of the client group or individual as they relate to a particular topic. Many workshops have recently been

held across North Carolina on library services for special users. Questions related to a workshop on this topic for the design of appropriate experiences should be: how much does the participant already know/need to know/want to know about the following (or other) topics: materials about the handicapped, materials for the handicapped, facilities design, or services for a specific group (blind, visually impaired, deaf, etc.)? Specific identification of the needs of the target audience could reduce the following reactions: "What does he take us for? We knew that already," or "Be that as it may, it certainly does not apply to my library."

Criterion 2: Objectives

Objectives for the continuing education experience should relate directly to the results of the needs assessment and should specify clearly to the participants the intended outcomes. They should be reasonable, relevant, and attainable and should be stated so that they can be evaluated. Immeasurable psychic benefits can be derived from knowing that you have achieved or have the skills to achieve the intended outcomes. [6] Furthermore, when objectives are stated publicly and sufficiently in advance of the continuing education program, the voluntary participants can determine the extent to which they already know/need to know/want to know about the specific topic. Some of the most meaningful continuing education experiences for librarians in North Carolina are the conferences of such associations as NCLA, NCASL, LRA, and the North Carolina Chapter of SLA, among others. The continued success of these programs will certainly be predicated upon the careful assessment of participants and the design and presentation of sessions which "just cannot be missed."

Criterion 3: Design and Presentation

After needs have been assessed and objectives established for the client group, the continuing education provider has the awesome and exciting challenge of identifying the most effective personnel, methods, materials, time, and location for the program. Frequently, the most successful (and cost-effective) presenter(s) can be found in one's own institution or system. These continuing education providers may be more cognizant of the true needs of the participants and more sensitively attuned to the feedback from the participants. In any event, the presenter(s) must be knowledgeable of and prepared to address the specific objectives of the program. Principles of adult education, including involvement, self-direction, and reinforcement ("hands-on and handouts") should be incorporated as much as possible. [7] continuing education providers should strive to limit: one-way communication, the "hit and run, lecture and leave 'em style;" the use of film projectors as "magic lanterns" while denying the potential power of personal interplay between presenters and participants; and last, but not least, "those downright dishonest promoters whose ingenious come-ons all too often attain their purpose, which is to separate good money from gullible customers." [8]

Criterion 4: Timeliness

The concepts presented should certainly be consistent with current ideas, trends, and facts, and should be reviewed periodically to assure that they are indeed accurate and related to accepted practices and techniques. Not all of the 400 transparencies designed for library problems in 1971 may be relevant to 1981.

Criterion 5: Promotion

The vast array of workshops, institutes, short courses, term courses, and other continuing education experiences offered in North Carolina need to be broadly and systematically promoted so that the audience that may best benefit from the activity knows the specific nature of the program with sufficient lead time to make plans to participate. All too many excellent programs are not publicized extensively enough or concretely enough for the potential audience to take advantage of the program. Continuing education providers should certainly make increased use of *Tar Heel Libraries* and *North Carolina Libraries* and should consider the following: local school or public library systems could alert neighboring systems to their programs; extension divisions of colleges, universities, and community colleges could more extensively publicize on-site and field-based offerings; and North Carolina should consider the feasibility of establishing a statewide clearinghouse of information on continuing education activities of all types which might be appropriate for librarians' needs. In any event, the continuing education promoter should include information related to the following in publicity materials: scope, objectives, and methods, level of the offering, qualifications of the presenter(s), location, time, and schedule of activities, an itemization of costs, the amount and type of credit offered, and the needed preparation for the program. [9]

Criterion 6: Evaluation

Evaluation of continuing education activities should certainly be based on the stated objectives and should be designed to assess both the process and outcomes of the learning experience. The appropriateness of methods, materials, facilities, and presenters needs to be assessed and the results used to improve future programs. Since the intent of most continuing education activities is long-term change in job performance, continuing education providers need diligently to establish longitudinal evaluation measures. A key question to ask participants at the completion of a continuing education activity is if there are any additional topics raised during the activity which they would like to see incorporated into future continuing education programs. Staff development programs can certainly take the "bullet approach," in which the direction, speed, and path are predetermined, but the "butterfly approach," in which the librarian directs the path in ways which are important to the individual, can lead to natural and gratifying results. [10]

Other Considerations for Improved Continuing Education in North Carolina

Clearinghouse and State Council

As noted above, North Carolina should consider the development of a clearinghouse for information regarding continuing education activities in all disciplines which could be of value to North Carolina's librarians. The development and implementation of such a clearinghouse should be the responsibility of the State Library with the cooperation of the Division of educational Media, State Department of public Instruction, NCLA, and other major continuing education providers. The State Library should also consider the feasibility of forming a State Council in a close relationship with the National Council for Quality continuing Education under the auspices of CLENE, Inc. In this way, at least one representative group within North Carolina would be committed "to the task of improving continuing education opportunities on a statewide interdisciplinary basis." [11] many North Carolina librarians

are certainly faced with continuing education needs which may best be met by continuing education providers in such fields as psychology, computer science, management, and English, to name a few.

Another function the Council should perform is approval of continuing education providers (i.e., those who have documented evidence of following the six criteria listed above) to enable participants to take advantage of the CLENE Library, Information, Media System continuing Education Registry. The CLENE Registry, a part of the American College Testing (ACT) Program National Registry, can maintain an economical and efficient voluntary record of all credit and non-credit continuing education experiences a librarian undertakes.

Alternative Methods of Delivery

A major barrier to access to continuing education activities for many North Carolina librarians is geography. The great distances in our state, compounded by ever-increasing transportation costs, necessitate the development of non-traditional methods of delivery of continuing education options. An additional consideration is the recommendation which will be made to the 1981 White House Conference on Aging that more educational programs by "electronic media" should be provided for older adults in their homes. [12] Therefore, colleges and universities should consider more field-based offerings; more regional workshops, such as those sponsored by the Division of Educational Media, State Department of public Instruction, should be made available; and more validated self-instructional modules should be developed. Careful use should be made of the power of instructional design, print and non-print packages, radio, and open-circuit and closed-circuit television capabilities. The insights gained from the North Carolina Rural Renaissance Project could be invaluable to other continuing education providers.

Quality and Quality Control

A responsibility of the major continuing education providers, e.g., the State Library, the Division of Educational Media, certain colleges and universities, committees of NCLA, and others, is to provide education in the dynamics of continuing education for other potential continuing education providers. [13] As indicated here, quality continuing education experiences are not achieved accidentally. Everyone with responsibility for designing even a one-hour workshop should be competent to manage the series of complex steps required.

The more sensitive issue of quality control also needs increased attention among continuing education providers. [14] The sponsor of a continuing education program, such as NCLA through its conferences, has the obligation to insure quality offerings. Using NCLA as an example, an association with sufficient lead time for planning conference programs, the following efforts to control quality could be undertaken: (1) any group or individual proposing a program should submit a detailed plan which addresses the six criteria enumerated above; (2) members of the program planning committee, who should have considerable expertise as continuing education providers, should critique the plan, suggest needed modifications, and reject any plans which do not hold much promise for quality; (3) the committee should engage in a systematic post-hoc evaluation to ascertain the strengths and areas for improvement of each program; and (4) these data should be used for improving the entire quality control process.

Continuing Education for Other Audiences

North Carolina is currently in a position to develop a hierarchy of roles and responsibilities for continuing education providers, ranging from the State Library and the Division of Educational Media, to colleges, universities, and technical institutes, to state, regional, and local professional associations and clubs, to local systems and institutions. It is also becoming increasingly clear that we need to assume more responsibility at all of these levels for designing and promoting pertinent continuing education experiences for persons other than librarians. The successful improvement of library services in our state will be contingent upon the broad awareness and appropriate competencies of many groups, e.g., principals, teachers, trustees, institutional administrators, school boards, superintendents, and especially library support staff.

A Request to Continuing Education Participants

One of the most difficult things for adults to do is to admit that we do not know something. If, however, we are to be agents for change in our libraries, we must be open to change ourselves. If you do not know something which you feel you should know, find someone who can help you, with no apology. If that person does help you, express pleasure; if not, express disappointment. Assert your right to continuing education. Administrators, please note: just as a librarian is a professional who engages in reference, organization, management, production, bibliographic, etc., functions, so is the librarian a professional who engages in continuing education for professional growth and improved library services for North Carolinians. [15]

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1. Continuing education is here defined as planned learning experiences utilized by individuals subsequent to their pre-service education. It is a generic term which includes staff development as one of its elements. Similarly, in-service training and orientation are subsets under staff development. Whereas continuing education takes as its base the individual, staff development uses as its base the development of the group as it relates to the total organizational system. Continuing education opportunities include both formal and informal learning situations, and need not be limited to library subjects or the offerings of information science schools. National Council on Quality Continuing Education for Information, Library, Media Personnel, *A Program for Quality in Continuing Education for Information, Library, and Media Personnel: Policy Statement, Criteria for Quality and Provider Approval System* (Washington, D.C.: Author, 1980), 1:15.
2. Continuing Education Council, *Quality Control in Continuing Education* (Richmond, Virginia: Author, 1978): 26.
3. National Council, 1:45.
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5. Ibid., p. 82.
6. Ben M. Harris, *Improving Staff Performance Through In-Service Education* (Boston: Allyn and Bacon, 1980): 10.

7. Nancy Polette, *In-Service, School Library/Media Workshops and Conferences* (Metuchen, N.J.: Scarecrow, 1973), p. 3.
8. Continuing Education Council, p. 26.
9. National Council, 1:5.
10. Beegle and Edelfelt, pp. 95–96.
11. For an extended discussion of this concept, see National Council, Volume Two.
12. Beverly T. Watkins, "Education Found Unused by Adults Who Need It Most," *The Chronicle of Higher Education* 21 (December 15, 1980): p. 6.
13. Louis J. Rubin, *Improving In-Service Education: Proposals and Procedures for Change* (Boston: Allyn and Bacon, 1971): 269.
14. National Council, Volume Two.
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Telecommunications and Librarians

By Karen Momenee

Based on remarks at the May 1980 conference sponsored by the UNC-CH Librarian's Association. Ms. Momenee distilled her remarks at the editor's request to point to a direction for computer technology in the 80s. Recently she was employed by IBM, Raleigh, as an associate programmer.

Applications of computer technology to libraries have come a long way in the past decade. We are no longer satisfied with batch processing and the attendant response delay. On-line interactive processing has become commonplace in reference, technical services and circulation. A practicing librarian wishing to find out more about this interactive communication process will find a wealth of material in the library and information science literature which focuses on the terminal end, or user side. There are clear explanations of the use of Boolean logic which provides the central operations for most search languages, the patron/searcher interaction in query negotiation, and the database vendors themselves provide extensive documentation on their retrieval language and file descriptions for various sources of information.

Perhaps less common, but still readily available, is information on the functions performed at the computer end of the communication chain. The inverted file no longer carries the mystique it once did. Library school courses often include sections on the underlying structure of the information contained on the computer's disk packs, and on methods of accessing this information by decoding search keys.

The curious practitioner will have a more difficult time in finding readable discussions of the middle ground, the rapidly growing field of telecommunications or more specifically, data communications, the process of sending information from terminal to computer, computer to computer, or, with the advent of intelligent terminals, from terminal to terminal.

A question was posed at a workshop recently, which highlights future Possibilities for computer applications in libraries, but also emphasizes Problems we may face in the 80's. A clearer understanding of data Communications may provide the solutions to some of these problems.

The question was this: "In conducting an on-line reference search, is it possible to retrieve only those references to materials which you hold in your own collection?" A likely extension is to limit the references to those held in a specific set of libraries in your area, perhaps imposing a ranking function to order the references by library. This is certainly a reasonable enough request.

The steps implied are:

1. Selecting the information from several databases;
2. Storing this information transiently;
3. Performing some calculations on the raw database information to come up with the final answer.

The picture I had in mind for step 1 above was access and selection of data from one of the commercial on-line vendors (Lockheed, SDC) and also access to an on-line union-list (locally or regionally generated, or through OCLC). In order to effect the automatic screening of the citations implied, some method would have to be developed for compensating for the different types of computers which might be accessed, each of which would have its own internal representation and structure for the desired information. The different computers might need different types of terminals for transmission and receipt of the information. The local processing done in step 3 above would require advance knowledge of the formats of the information to be received.

The major computer vendors (eg. IBM, DEC, Burroughs) have recognized these problems and along with national and international organizations concerned with communications standards (EIA, Electronics Industry Association, U.S.; CCITT, Consultative Committee on International Telegraphy and Telephony, International) are evolving methods for resolving the differences in the area of network architecture and distributed databases - The problem is divided into layers. Rules or protocols are developed for each layer. In general, network protocols are sets of rules which govern the flow of data in a network, within and between layers. The low levels are concerned with details on the physical or hardware side. The highest levels are more closely related to the logical applications of the user. Transmission between and with layers often involves "enveloping" or enclosing the actual information which is to be sent along the communications line and adding the address of sender and receiver, and a note on the length of the message being transmitted. Service programs at the appropriate level will read the contents of the envelope of concern, strip this information, and perhaps add yet another envelope as the message is sent on its way through the network.

Starting at the bottom in Figure 1, the lowest level protocol ensures that bits or pieces of coded data can be put onto the communications line and taken off again at the other end. Levels of interface specifications cover the number of wires in the connection and the mechanical arrangement and number of pins of plugs and sockets. The protocol describes how data are transferred across the interface in such detail that particular pins are designed as carrying specific messages at certain times. Two established protocols at this level are the EIA's RS-232 and CCITT's V24. Types of

communications which would be exchanged at this interface include 'handshaking' or RTS—request to send (may I start dumping my bits on the line?)/CTS—clear to send (you may).

This is the type of protocol which governs the physical connection between a terminal and a modem. Modem is the abbreviated form of modulator/demodulator. A modem is needed if we are to use the public telephone lines for communications with a distant computer. Most telephone lines are set up to transfer voice grade analog signals. The signals generated at the terminal or at the distant computer, however, are digital, composed simply of combinations of zeroes and ones (bits) which represent alphanumeric characters when taken in bunches of 6, 7, or 8 (bytes). The modem generates an analog "carrier signal" and superimposes the bits to be transmitted on this wave. The modulation can be effected in several ways by changing frequency, amplitude, or phase. The bits are extracted from the carrier wave at the receiving end of the communication line by another modem.

Figure 1: Network Protocol Hierarchy

Level	Name	Activities and responsibilities
6	Applications	Standardization of representation of actual library processes as referred to in applications programs.
5	Presentation (Network/User Interface)	Translation of information from/into required code, format for individual terminal or for the network itself.
4	End-to-End Control (Network Services)	Checks that all portions of message have been received and in the proper order.
3	Transport Protocol	Path, flow control; choice of path through network, assurance of smooth flow without overflow and loss of information at any node.
2	Data Link Control	Transit between two adjacent nodes including error detection and control.
1	Physical Level	Hardware electrical and mechanical interface.

Figure 1. Examples of levels of protocol in a computer network. Terminology and division of layers differ from vendor to vendor. This diagram is a representation of a composite to give the flavor of the concept of hierarchical protocol levels.

This lowest level of protocol is not concerned with the integrity of the message. Error detection and correction is implemented at the second level, line (or link) control. At this level, protocols insure that a block of data gets from one end of a data link to another and that it gets there correctly. One method of automatic error detection is the cyclic redundancy check. In this method the same string of bits representing the message is interpreted as representing a number. The number is divided by a constant and the remainder of this division process is placed in the "envelope" surrounding the message. At the other end of the data link, the constant is also known, division is again applied, and the newly computed remainder is compared with the transmitted remainder. If they match, the data is considered to be correct and the message is processed or routed further along the network. If the

remainders do not match, bits have been lost or corrupted in transit, and the receiver may request re-transmission.

Let us consider the nature of this data link or line. It may be two-wire (half-duplex) admitting transmission in either direction, but only in one direction at a time. There is a delay in this type of line associated with the time it takes to turn the line around or prepare for response transmission in the opposite direction. Four-wire (full-duplex) lines avoid this delay by accommodating simultaneous two-way transmission.

A communications line may be point-to-point or multi-point. In point-to-point communication, one line connects a single transmitter (eg. computer) with a single receiver (eg. terminal). In multi-point communication, one line connects a computer with two or more terminals. Not more than one terminal can transmit at the same time in the multi-point case, since the data from one terminal would collide with data from the terminal on the line and result in a garbled message at the receiving end. The flow of data in this case must be carefully controlled by the line control procedures established at the level two of the network protocol hierarchy. One method of line control is polling. The computer polls or questions the terminals one after the other, in turn, to determine whether the terminal has anything to send down the line. Each terminal is assigned a unique name. Higher priorities may be given to a terminal by calling its name more than once in the sequence, perhaps by returning to poll it after polling each of the other terminals. Thus, for a multi-point line with 5 terminals named A through E, instead of the sequence A-B-C-D-E, which would give each terminal equal priority, we might have the sequence A-B-A-C-A-D-A-E-A. This type of polling is sometimes called roll call polling.

The lines or links themselves may be leased (private) or switched (dial-up., public access). With a leased private line, the connection is always there, provided through a physical connection. Switching is familiar to us already through telephone calls. If we have a friend in California we call every week, the connection would appear to be the same each time, but the same physical lines would not always be used. There would be alternate lines available between two points, and there would be quite a few of these alternative paths along the total route from North Carolina to California. Minicomputers are often used to make the appropriate decisions about where to switch a message through the network nodes. Since the minicomputers are also capable of storing information, the ‘store and forward’ technique is often used in switching. This allows the network to act as a buffer, to hold messages until line or links are open or terminals are ready to receive them. This storage capability also allows the network to compensate for varying speeds of transmission and receipt or display for the different types of devices connected to the network.

Dial-up public lines are provided through TELENET and TYMNET. These communications services are called VANS or Value-added networks. “Value” is added in the form of the automatic error correction discussed earlier, in the capability of re-routing messages when one or more link fails in the total network, and in the storage capacity used for buffering as described above. Since the thousands of terminals which can be connected to either network simultaneously will involve operator “think” time (when nothing is flowing down the line) as well as actual transmit time, it is worthwhile

considering methods of mixing different messages to use the communication line as much as possible, rather than to allow one terminal to completely possess a channel during its connect time to the system. Packet-switching is a method used to increase line usage. Messages are divided up into small packets. The packets from several different terminals can be interleaved, and the line effectively shared by all of these terminals simultaneously. Because the packets which comprise one message may be sent along different paths, it is conceivable that they may reach their destination in the wrong order, or that some may be lost in transit. The use of packet-switching would thus require a level of protocol to ensure the integrity of the entire message.

In the library community, serious attention (in the form of committee work resulting in standards recommendations) has only been paid to the highest, applications level of data communications outlined in the NCLIS/NBS [unclear in scan] documents are only suggestions and do not carry the wide recognition and acceptance of the other protocols discussed above. The first step toward standard and protocol development must surely be an informed library community, and regrettably we have only just begun to contemplate that first step.

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North Carolina Librarianship, 1980

By Alberta Smith and Jonathan Lindsey

Editor's Note: This data was submitted for the ALA Yearbook, 1980, and will appear in that volume. We feel, however, that the information is of value to NCLA members.

North Carolina Libraries, A Statistical View

During the year Alberta Smith of the State Library prepared the following data on libraries and librarians in North Carolina. The summary was compiled from the 1978-1979 statistical summaries published by the State Library for academic, public, and *special libraries*. Data on school libraries was taken from the 1979 Instructional Media Report and from statistics provided by management Information Systems, Department of public Instruction. Academic library statistics were taken directly from the Library General Information Survey (LIBGIS) reports. Community college and technical institute libraries, *public libraries*, and *special libraries* submit individual statistical reports to the State Library.

Special libraries which are components of university library systems are included in the special and academic totals, with the exception of the four medical school libraries and the McNutt Center at UNC-Greensboro, which are included only in the special library totals. Special library totals reflect the total picture less accurately than other totals as not all *special libraries* responded to every question with the result that the totals may be short in some categories. For all other library types, response in every category was 100%. (See the statistical tables below.)

***North Carolina Libraries*: Collections and Staffing**

Library type	Total libraries	Staff (full-time equivalent)	Primary user group	Books: volumes	Serials: titles
Academic, 4-year	50	1,347.8	161,636	13,140,836	136,346
Academic, 2-year	65	443.6	100,085	1,650,522	14,633

Library type	Total libraries	Staff (full-time equivalent)	Primary user group	Books: volumes	Serials: titles
Public	357	1,614.8	5,525,400	7,882,162	14,913
School	2,032	3,212.0	1,200,000	16,232,454	86,677
Special (total)	138	829.25	399,147	2,831,833	46,250
Special (university-related, non-medical; subtracted from totals)	31	158.6	—	1,292,578	16,723
Total	2,642	7,228.9	5,525,229	40,445,229	282,096

***North Carolina Libraries*: Expenditures**

Library type	Salaries	Books and other materials	Total operating
Academic, 4-year	$16,789,699	$12,886,869	$35,386,863
Academic, 2-year	$5,648,236	$2,086,744	$8,350,498
Public	$16,336,198	$4,742,209	$25,009,376
School	$23,755,124	$11,534,097	—
Special (total)	$6,738,542	$4,547,325	—
Special (university-related, non-medical; subtracted from totals)	$1,222,138	$1,211,834	—
Total	$68,045,661	$34,585,410	$68,746,737

***North Carolina Libraries*: Interlibrary Loans**

Library type	Provided	Received
Academic, 4-year	53,785	22,913
Academic, 2-year	2,494	8,457
Public	7,116	37,898
School	—	—
Special (total)	75,581	64,145
Special (university-related, non-medical; subtracted from totals)	8,446	1,194
Total	130,530	132,219

Source note: "na" in the original means "not available" and is represented here by an em dash. The total primary user group is identified in the original as the 1977 population estimate for North Carolina. A 1971 study by Dr. Ray Carpenter of UNC-Chapel Hill showed that 24% of all North Carolinians used their public libraries. This yields a real "primary user group" of 1,326,096.

Retirements and Appointments

Marian Leith, Connie Dunlap, and Elizabeth Copeland all ended their active careers as library administrators in North Carolina in 1980. Marion Leith retired from her position as assistant state librarian where she was primarily responsible for the administration of the LSCA program for North Carolina: Connie Dunlap, who came to Duke University's Perkins Library five years ago announced her retirement in the fall to be effective December 31. Ms. Dunlap will return to the midwest. Elizabeth Copeland, former president of the North Carolina Library Association, retired as director of the Shepard Memorial Library, Greenville, North Carolina.

Jane Williams was named to replace Marian Leith as assistant state librarian of North Carolina, and Keith C. Wright was appointed Chairman of the Library Science/Educational Technology Division at University of North Carolina-Greensboro. Wright comes to North Carolina from the University of Maryland.

State Aid for Public Libraries

Municipal libraries and automation projects shared in State Aid for *public libraries* for the first time in North Carolina this year under a new State Aid formula which required a community analysis and long-range plan from each recipient. The State Library distributed $4,354,056, up 12% from last year, to regional, county, and municipal libraries. The amount for basic grants was $3,740,533; networking-automation grants totaled $306,655. Thirty-five library systems received Per Capita Equalization Grants amounting to $306,858, assuring that each of the 35 libraries now receives $.51 per capita from State Aid.

The short session of the North Carolina General Assembly also budgeted an additional one million dollars for construction, additions, and renovations of *public libraries*. Fifty thousand dollars of this amount can be used to study the feasibility of a new State Library Building. Up to $100,000 per library was made available to local *public libraries* on an equal matching basis subject to the approval of the Governor and the Advisory Budget Commission. The State Library received 39 applications totaling $2,865,000. Consultants visited every site to review applications and their findings were sent to the Advisory Budget Commission and the Governor. No grants had been awarded as of December 1.

Second Community School Library Organized

The Wake County Board of Education and the Wake County Libraries have organized and will open in 1981 the Athens Drive Library as a joint secondary school and public library branch. The detailed work of preparation for this joint venture was accomplished by Valerie Lovett, assistant director of Wake County Libraries, and Mary Holloway, supervisor, Media Services, Wake County Board of Education.

North Carolina Friends of Public Libraries

The North Carolina Friends of *public Libraries*, inspired by the North Carolina Governor's Conference recommendation and the enthusiasm of an energetic steering committee, was officially launched

with its first meeting held in Sanford at Lee County Library on October 16. Charter members included broad representation from friends across the state, now some 9,368 strong. Membership was opened to everyone and includes a subscription to a FRIENDS NEWSLETTER edited by the Friends and distributed and printed with the help of the State Library. The Friends president is Mrs. Henry Singletary from Wilmington. The purpose of the group is to share ideas and to provide a broad support base for improved local and statewide public library service.

Summer Reading and Quiz Bowl 80

Children and young adults across North Carolina participated in statewide programs sponsored by the State Library this year.

The summer reading program, “From Hatteras to Cherokee” featured songs, games and stories from North Carolina folklore. Children marked a map of North Carolina with “Tar Heel footprints” as they read books over the summer. Many children who received certificates also got discount coupons for a “From Hatteras to Cherokee” week at Carowinds amusement park. Materials and printing were provided by the State Library through a grant from the Z. Smith Reynolds Foundation. Ninety-four out of 100 counties participated.

North Carolina’s first high school QUIZ BOWL took place on April 20 in the renovated House Chambers of the Old Capitol Building in Raleigh, with UNC-TV cameras recording an impressive victory by J. H. Rose High from Pitt County over Ashbrook High from Gaston County. Schools cooperated with *public libraries* in promoting the event and local merchants and foundations contributed prize money and awards. Workshops were held in the fall to plan for QUIZ BOWL 81.

Office Holders Regionally and Nationally

Joseph Boykin, director, University of North Carolina-Charlotte, was elected to the board of OCLC, Inc., and Arial Stephens, director, public Library of Charlotte-Mecklenburg County, and Leland Park, director, Davidson College, were elected to the board of SOLINET. Members of Southeastern Library Association elected Joseph Boykin and Annette Phinazee to the Positions of secretary and treasurer, respectively, for the 1980-82 biennium. Additionally, H. K. Griggs, Sr., was elected chairman-elect of the Trustees and Friends Section, SELA; Leonard Johnson was elected chairman-elect of the Children’s Section, SELA; and Jerry Thrasher was elected secretary of *the public Library* Section, SELA.

Trustees

Trustees were also active this year. In addition to the annual Trustee-Librarian Conference held in the spring in Chapel Hill, two regional trustee Conferences in the eastern and western parts of the state were well attended and more local conferences are anticipated next year to give all trustees a chance to participate. A revised guidebook for North Carolina trustees was distributed by the State Library in November. This manual, *The Public Library*, is the first revision in eight years of a publication that

grew out of the proceedings of the First Trustee-Librarian conference conducted by the Institute of Government in 1952.

Buildings

Havelock-Craven County Public Library, King public Library, Sherills Ford public Library, and the Durham County Library dedicated new library buildings in 1980. An addition to the Wilson County Public Library doubled the Size of the building and an addition to the Forsyth County Public Library made this library the largest public library building in North Carolina. An addition to the Belk Library at Appalachian State University was dedicated in October. An underground media center under construction at Mars Hill College and approved plans for a solar public library at Mt. Airy will demonstrate innovative energy-saving designs for library buildings in North Carolina and the nation.

Library Education

Dean Edward G. Holley, School of Library Science, University of North Carolina at Chapel Hill, announced that the library school is initiating a new Curriculum which will be effective for entering students in 1981. This curriculum will be a two year program of preparation which will provide greater opportunity for programs which include more practical experience in the process of obtaining the master's degree. This change will include an expansion of the block concept to provide a more thorough grounding in the principles and introductory levels of librarianship prior to specializations. Chapel Hill also had the honor of its first graduate student to complete the doctoral program and receive the doctor of philosophy degree. Jo Ann Bell was the first graduate, and she is the medical librarian at University of North Carolina-Greenville.

North Carolina Central University School of Library Science celebrated its thirty-fifth anniversary during the year with a special colloquium honoring Charlemae Hill Rollins.

Workshops

In addition to meetings and conferences, at least 35 workshops and seminars provided continuing education opportunities for all types of North Carolina librarians in 1980. These covered a broad range of topics including grantsmanship, space planning, automation, SOLINET, COM catalogs, the *planning process* for public library directors, assertiveness training, serials, AACR2, chemical and current awareness of databases, young adults in the library, lifelong learning, and indexing. The workshops were sponsored by a variety of library organizations including the State Library, various sections of the North Carolina Library Association, the North Carolina Chapter of the *Special Libraries* Association, and the library schools.

The North Carolina Online Users Group and the SOLINET User's Group realized increased membership and interest in their programs this year as more libraries automated and joined or plan to join the regional network.

School Library Media Center

The annual media regional workshops held across the state by the Division of Educational Media, Department of public Instruction, had something new this year - microcomputers. The 1,776 school library media coordinators who attended the conference had an opportunity to see demonstrations and try hands-on experience with the Apple and TRS80, now both on state contract.

Software for the micros is being evaluated by the Department of public Instruction, and the Media Review and Evaluation Center is including commercially available software in its reviewing process and publications. The Division of Educational Media is also serving as a clearinghouse for locally developed software which is suitable for use in public schools.

Additional progress at the state level included work on a project to automate 16mm film holdings in Local Educational Agencies as a first step in creating a statewide union list. Implementation of revised guidelines for certification of school media coordinators is anticipated for 1981.

North Carolina school libraries were especially proud of two national award winners in their ranks this year. Arthur S. (Ott) Alford, superintendent of Pitt County Schools, received The Distinguished Library Service Award for School Administrators. A 16mm film based on Pitt County's experience describes the positive effect of strong administrative support on a school library Media program. The film, entitled "A Winning Combination" was shown at ALA and the first AASL Conference in Louisville, Kentucky. The Charlotte Mecklenburg County School System was selected as one of four national finalists to receive the 1980 School Library Media Program of the Year Award.

Networking and Cooperative Ventures

Forty libraries in North Carolina are either members of SOLINET, or Participate in OCLC via FEDLINK. The state library and the NCLA are jointly working on a comprehensive review of networking and cooperation among libraries in the state. Early results show that there are at least 41 cooperative Projects among libraries in North Carolina. These range from across the board discounts received from pooling buying power to, film cooperatives, to reference sharing, acquisitions agreements, continuing education, union lists of Monographs and/or serials or AV, delivery services, and area consortia. Automation use among *North Carolina Libraries* is reflected in data compiled from a survey by the joint committee of the state library and the NCLA. The data indicates that twenty-two academic libraries, and forty-five *Special libraries* have some form of automation. Community College and *public libraries* reported that seven have automation, and two school libraries Teported use of automation. Eighteen of the libraries reporting have automated public use catalogs, some fifty provide automated reference services, nineteen have an automated acquisitions system, and forty-one have automated cataloging. Ten libraries indicated a planned use of automation in public catalogs, and five indicate plans for automated acquisitions and reference services. TRLN (UNC-CH, NCSU, Duke) continue to develop a joint on-line Catalog, with first use projected for 1985. The first phase of their project has Produced a joint COM catalog.

Community Colleges

A state level reorganization of the North Carolina Department of community Colleges transferred library consultant services from the Division of Educational Resources to the Media Processing services Section, which Processes books for the 58 schools in the system. Media Processing services also received responsibility for coordination of the inter-institutional film loan Program which it automated this year, and the Rural Renaissance Program, which makes copies of locally produced instructional modules available at cost to other institutions. Learning laboratory and audiovisual support services were transferred from the Division of Educational Resources to other sections of the Department of community Colleges.

The North Carolina Community Colleges Learning Resources Association annual spring conference held on March 23-24 in Asheville heralded "1980: Dawn of a new Decade in Learning Resources" with sessions and speakers on Computers in the LRC, implementation of AACR2, serving the handicapped, and multimedia approaches to reading. The association also awarded its first annual scholarship for continuing education to a technician currently working in a community college library, and it contributed expertise and funds to help support the GALAXY 80 Lifelong Learning Conference held to bring together all agencies in the state involved in lifelong learning.

Intellectual Freedom Issues

1980 was an active year for Gene Lanier and the Intellectual Freedom Committee of the North Carolina Library Association. Judy Blume's *Wifey* was ordered removed from the shelves of the Columbus County Library, with a resulting lengthy series of actions between county commissioners, library trustees, and others. The final result was a compromise which provided parents of minors with direct means of restricting circulation of adult materials on a juvenile library card. Other instances of censorship have involved the Greensboro public Schools in a continuing dispute over withdrawal of *The Car Thief*, resulting in a new selection policy. On recommendation of the NCLA Intellectual Freedom Committee, the NCLA Executive Board approved the creation of the North Carolina Library Association Intellectual Freedom Award.

New North Carolina Books

Suzanne S. Levy, Compiler

Ed. Note: Suzanne Levy has done a superb job of compiling the book reviews and soliciting reviewers for "North Carolina Books," which is a major feature of this journal. Suzanne moved to Fairfax, Virginia, in February, where she has assumed the position of head of special Collections. We are grateful for all the work which Suzanne accomplished in behalf of NCL.

The Correspondence of William Tryon and Other Selected Papers, Volume I, 1758–1767

By Donald R. Lennon, East Carolina University

William S. Powell, editor. *THE CORRESPONDENCE OF WILLIAM TRYON AND OTHER SELECTED PAPERS*, Volume I, 1758-1767. Raleigh: N. C. Division of Archives and History, 1980. 664 pp. $25.

The administration of royal governor William Tryon spans one of the fascinating eras in North Carolina's colonial history. Tryon himself is generally Considered the most competent of the governors sent to this colony by the British ministry and his talents were put to the test during the six years he served the province. During his tenure here from 1765 to 1771 he weathered the Stamp Act resistance, the Townshend Duty protests, and the Regulator rebellion. When he left to become governor of new York he still retained a Significant following in North Carolina. The construction of the governor's residence or "palace" in new Bern that bears his name was undoubtedly the most notable monument to his administration although the original "palace" spawned some controversy among the citizens of his day.

The publication of Governor Tryon's papers is a long-awaited and highly Significant addition to North Carolina historiography. Professor Powell has Combined his many editorial talents with those of the Division of Archives and History staff to produce an important documentary source. Documents previously included in the William L. Saunders edition of the *Colonial Records of North Carolina* constitute a significant segment of the volume, but errors and omissions in the Saunder's transcriptions have been corrected and footnoted. These papers are supplemented by previously unpublished letters from major repositories throughout the nation and from the British public Record Office. Location identification symbols, copious explanatory footnotes, and an exceptionally good index add considerably to the research value of this handsome volume.

Historians with research interests in colonial North Carolina will surely want to add this book to their personal collections and anxiously await its companion volume. It should be a must for academic libraries and for larger *public libraries* that attempt to provide documentary sources in state and local history.

Wouldn't Take Nothin' for My Journey Now

By Rebecca S. Kornegay, Johnston Technical College

Jock Lauterer. *WOULDN'T TAKE NOTHIN' FOR MY JOURNEY NOW*. Chapel Hill: University of North Carolina Press, 1980. 167 pp. $12.50

Wouldn't Take Nothin' for My Journey Now is the result of journalist Jock Lauterer's interviews with more than 30 North Carolina mountain dwellers. There are millers, photographers, mule sellers, molasses makers, midwives, farmers, of course, and more. They have one thing in common—age. And each had a story to tell.

What they say is not always surprising, but the way they say it ... On repairmen: “Some repairmen do terrible things;” retirement: “The four walls, they'll have me squeezed to death,” modern stores: “They’re likely to make you buy something,” trees: “They’re a-fixin’ to bloom is what they’re a-fixin’ to do,” farming techniques: “When the gal there is holding them blossums, then stay out of the plantin’ business.”

Lauterer’s prose and photographs, together with quotes from the subjects, make *Wouldn’t Take Nothin’ for My Journey Now* a lively and entertaining book. It is recommended for *public libraries* and North Carolina collections.

[Photograph: Old-timers from the North Carolina mountains. Original caption: “Old-timers from the North Carolina mountains share their lives and skills in Wouldn’t Take Nothin’ for My Journey Now.”]

Changing Social Structure and Quality of Life in North Carolina

By Tim Dempsey, University of North Carolina at Chapel Hill

Robert L. Moxley and Ronald C. Wimberley. *CHANGING SOCIAL STRUCTURE AND QUALITY OF LIFE IN NORTH CAROLINA*. Raleigh: Agricultural Research service, North Carolina State University, 1979. 86 pp. free. (order from Department of Sociology and Anthropology, N.C.S.U., P.O. Box 5428, Raleigh, NC 27650)

This study was “inspired” by the desire of the faculty of the Department of Sociology and Anthropology at N. C. State to respond to the needs of North Carolinians by utilizing “applied research.” An introductory review of the literature attempts to justify the project and set the modest goal of exposing the trends in the changing social structure of the 11th most populous state.

Three structural indicators are used to quantify trends: differentiation, the diversity of specialized institutions and organizations; counts of the types of Occupations, retail businesses, educational and health care facilities; fluidity, the ease with which information and resources flow, examines the interaction among the differentiated institutions; and, linkages, channels of communication and transportation, join the institutions of one locality with those of another.

Other trends studied include infant mortality rates, suicides, homicides and Possession of essential household items.

The indicators are charted over a twenty year period, from 1950 to 1970, by four categories of county types: metro, urban, semirural and rural. The Categories are charted simultaneously to facilitate comparisons among types as Well as over time periods. The study concludes that the quality of life has, in general, improved from 1950 to 1970 and is higher in urban areas. No attempt is made to compare North Carolina to other states.

This research report, replete with tables, charts and maps, will probably delight statisticians. Because there are appendices to explain abstruse tools, Such as the Gini Coefficient and the Guttman Scale as well as an adequate bibliography, I can recommend this study for colleges and universities. Others I fear, will find it tiresome.

North Carolina Research, Genealogy and Local History

By William S. Powell, University of North Carolina at Chapel Hill

Helen F. M. Leary and Maurice R. Stirewalt, eds., *NORTH CAROLINA RESEARCH, GENEALOGY AND LOCAL HISTORY*. Raleigh: North Carolina Genealogical Society, 1980. 633 pp. $21.50 (order from The Society, P.O. Box 1492, Raleigh, N. C. 27602)

To describe this book adequately in less than a dozen pages would be impossible. It is a magnificent source of factual information as well as a guide to historical and genealogical (and by extension, biographical) research in North Carolina. Nearly twenty specialists contributed sections to this work and they have most generously shared the knowledge they have gained over a long Period of time. Various categories of state and local as well as federal Manuscript records are described; in addition such assorted sources as maps, Newspapers, business records, oral history, photographs, artifacts, and folklore are discussed. Recommendations are made concerning note taking, abstracting, correspondence, and other essential aspects of research. A mere listing of some of the categories of records covered in this book will perhaps Suggest its breadth. Among the significant as well as unusual should be noted Marriage, divorce, and vital statistics; wills; estate records; land records; tax and fiscal records; minutes from a variety of courts; bonds; military and pension records; school records; census reports; family records; cemetery records; and church records. In every case the category of records is fully described, their Potential use discussed, and extracts or examples cited. There also are Numerous facsimile illustrations, photographs, maps, charts, and diagrams. An especially useful feature of this book is a 40-page section devoted to definitions of terms and abbreviations often found in historical and genealogical research. Finally, there is a section that explains how to organize and record genealogical information. Included are examples of various kinds of charts and suggestions for numbering generations. The book is carefully indexed and this, together with the detailed table of contents, make it a reference librarian's treasure trove. No library in the state should be without a copy. It can help high school students begin research for term papers, graduate students in writing theses and dissertations, and everybody in finding ancestors and historical information.

Just Folks, Visitin' with North Carolina People

By Alice R. Cotten, University of North Carolina at Chapel Hill

Jerry Bledsoe. *JUST FOLKS, VISITIN' WITH NORTH CAROLINA PEOPLE*. Charlotte, N. C. : East Woods Press, 1980. 208 pp. $9.95.

For those of us who pick up the morning paper, scan the headlines for the latest disasters, read those national wire service stories which we feel all educated and halfway intelligent people must read, and then pour a second cup of coffee and settle back to savor the real news as presented by local columnists who write about local people, this book is a collection of treasures. They probably should be savored slowly, as an after-dinner liqueur, but who can stop after reading just one or two?

Bledsoe is a former columnist for the *Greensboro Daily News*, now with the *Charlotte Observer*. This book is a collection of his columns, divided geographically into coastal, piedmont, and mountain regions, with good reason. As Bledsoe says in his introduction: “The lives and character of many of the people in this book were formed by the land on which they lived ... It is important that the influence of the land on people’s lives and character be preserved, if only in a book.”

So get this book for your public library or your academic library, but sneak it home first and read about Ben Owen at Seagrove and about Carbine Williams, and about Otelia Connor’s smacking students with umbrellas, and about Brunswick stew, and about the closing of Oak Hall in Tryon, and about — but enough. I think you get the idea.

Seacoast Life: An Ecological Guide to Natural Seashore Communities in North Carolina

By John B. Darling, University of North Carolina at Chapel Hill

Judith M. Spitsbergen. *SEACOAST LIFE: AN ECOLOGICAL GUIDE TO NATURAL SEASHORE COMMUNITIES IN NORTH CAROLINA*. Raleigh: State Museum of Natural History, in association with the Hampton Mariners Museum, Beaufort, N. C., 1980. 114 pp. $5.95. (order from Museum publications, P. O. Box 27647, N.C. State Museum of Natural History, Raleigh, NC 27611 — Make check to NCDA Museum of Extension Fund)

Seacoast Life, unlike many field guides to plants and animals, uses a habitat approach, treating in separate sections each of the major coastal habitats (ocean beach, sand dune, salt marsh, tidal flat, and rock jetty and piling), its environment and its more important organisms. The author is curator of education at the Hampton Mariners Museum in Beaufort.

Each section starts with useful introductory material, including brief descriptions of the habitat (physical environment) and community (ecological relations of the plants and animals) plus lists of special habitat features and characteristic adaptations of the organisms found there. The last and longer Part of a section is a species by species discussion of the ecology of the Organisms typical of the habitat. Every one of them is illustrated.

An introductory section, “Seacoast Ecology,” covers material fundamental to the rest of the book. Here, the important physical factors and ecological Concepts applicable to seashore communities are well presented accompanied by clear illustrations. The cross section of a barrier island and the diagram of how nutrients and energy cycle through a seashore community are especially helpful.

I think *Seacoast Life* would be improved by a table of contents or, at least running heads, to give quick access to the material. The illustrations (black and White drawings) are uneven in quality. Many show detail well, but others are dark and muddy. They could, in most cases, suffice for quick flip-through identification.

There is a good short bibliography and a five page glossary. Some of the definitions in the glossary could be tied better to the material in the book, as, for example, mentioning the sea shells are calcareous, under that term.

The two indexes cover names of organisms, both scientific and common. I found a couple of blind cross-references in the common names section. A third index, to the rest of the material in the book, would help, particularly in the absence of a table of contents.

Seacoast Life should be available in public, school, and academic libraries throughout the state. There has been a real need for a popular, readily-available book on the natural habitats of coastal North Carolina. I hope this book will help People appreciate and understand the beauty and complexities of this unique part of the state, and always be more of a record of what exists, rather than what was.

Man to Match the Mountains: the Childhood of Zebulon Baird Vance

By Diane Kessler, Durham County Schools

Ruth O. Szittya. *MAN TO MATCH THE MOUNTAINS: THE CHILDHOOD OF ZEBULON BAIRD VANCE*. Asheville: Hexagon, 1980. 104 pp. $[unclear in scan].00 plus $.75 postage and handling. (order from Ruth O. Szittya, P. O. Box [unclear in scan], Swannanoa, N. C. 28778)

Dedicated "To the boys and girls of North Carolina," *Man to Match the Mountains* is the story of young Zeb Vance growing up in Buncombe County in the early 1800s. The book is definitely geared toward young readers (approximately grades 4 through 8), especially those of Buncombe County and environs; indeed, the title is taken from the motto on the Buncombe County seal.

The book is interestingly and well written. Close attention is paid to the customs and history of western North Carolina. As Szittya points out in the preface, "Zeb was a precocious, mischievous boy. Many tales of his pranks are still part of the folklore ...." Indeed, the story of Vance's young life is well blended with the events and people of the time.

Man to Match the Mountains is a worthwhile addition to any library with a collection of North Carolina materials and/or with a need for good biographies for young people

Money and Monetary Problems in Early North Carolina

By Maurice C. York, East Carolina University

Alan D. Watson. *MONEY AND MONETARY PROBLEMS IN EARLY NORTH CAROLINA*. Raleigh: N. C. Division of Archives and History, 1980. 60 pp. $2.00 paper.

Any North Carolinian who bemoans the country's present financial difficulties should read this pamphlet. Dr. Watson, an expert in the field of colonial history, sketches such a dismal picture of monetary affairs in North Carolina during the entire eighteenth century that the reader cannot help but be comforted by today's relatively stable currency and economy.

Watson discusses North Carolina's problems in relation to England's mercantilistic policies during the colonial period, the difficulties the colonies faced as they attempted to finance the Revolution, and the controversies attending the efforts to unite the colonies under a central government. The reader learns that North Carolinians suffered during the eighteenth century because of the scarcity of specie

(hard money). Watson catalogues a variety of unsuccessful relief measures, including the use of commodity money; commodity inspection notes, bills of credit, land bank money, and treasury notes. Numerous emissions of paper money by the colony and the state fueled inflation and caused a widespread loss of confidence in the value of North Carolina's currency.

Money and Monetary Problems in Early North Carolina, one of several brief, unfootnoted treatments of discrete topics sponsored by the North Carolina Division of Archives and History, updates a pamphlet written by Mattie Erma Parker and published in 1942 by the North Carolina Historical Commission. In addition to an expanded bibliography of printed primary and secondary sources, Watson's well-written work includes twelve illustrations, a list of North Carolina's currency emissions between 1712 and 1785, and a glossary of thirty-nine money-related terms. This pamphlet will be useful to many patrons of academic and *public libraries*. Depending upon how the study of North Carolina history is treated in secondary schools. *Money and Monetary Problems in Early North Carolina* could be used to supplement general textbooks.

Documents

Michael Cotter, Compiler

The following article emphasizes three aspects of the present situation of State documents in North Carolina—the role of the State Library in providing services to users of state documents, the *North Carolina Administrative Code*, and the State Data Center project.

"Recent developments in state documents services in the Division of State Library," by Cindy Ansell and Cheryl Wood, of the Division of State Library, reports the present situation on a topic of interest to all librarians in the state. It is important to know about the existence of state documents in order to help Our many users locate information. The problem of access to state publications has existed in North Carolina for a number of years. Most recently it was reiterated at the Fall, 1978 meeting on State Documents at the McKimmon Center in Raleigh, at which librarians from state agencies as well as college, University, and *public libraries* all complained of problems in learning about new documents and trying to obtain copies of them.

Barbara Frichtman, Forsyth County Public Library, explains the structure and services of the State Documents Center, and Robert F. Gaines, UNC-G, addresses the *North Carolina Administrative Code*.

Recent Developments in State Documents Services in the Division of State Library

By Cindy Ansell, Head, Specialized Cataloging Branch, Technical Services Section; and Cheryl Wood, Assistant Documents Librarian, Documents Branch, Information Services Section, Division of State Library

In the past two years the State Library has taken strides toward its goal of improving access to North Carolina documents. As plans were formed and new Policies and procedures implemented, the Guidelines for Minimum State Servicing of State Documents approved by ALA in January 1975 [1]

were used as a model by which to measure achievement. This progress will begin to be evident in 1981 as printed products such as the Checklist, Classification Scheme, OCLC bibliographic records become available. Access to state documents encompasses three major areas of concern: acquisition of documents, bibliographic control of documents, and reference services.

Prior to 1980 all aspects of state documents were handled exclusively by the Information Services Section of the State Library. But in order to take advantage of new technology and conform to national standards for documents cataloging and Checklist production, Information Services and technical services now cooperate in the servicing of state publications. Information Services handles acquisition of publications, reference activities, and the cataloging of pre-1981 imprints. Technical Services is responsible for the North Carolina government agency authority file, cataloging of documents beginning with 1981 imprints, classification scheme revision, and file Maintenance. Both Sections share in the production of the Checklist. Many details are still being worked out and the physical separation of the two Branches involved complicates work flows, but the commitment of the Library and its staff to improving access to documents has made the transition a smooth one.

Acquisitions

Depository Law

One of the goals of the State Library is to acquire a comprehensive collection of items published by the State. To help achieve this goal, the depository law (G.S. 147-50) was amended by chapter 591 of the 1979 Session Laws. Prior to this revision, state agencies were required to deposit “on request” five copies of their publications to the Department of Cultural Resources. The current law (G.S. 147-50.1) makes depositing mandatory: “Every State official and every head of a State department, institution, or agency issuing any document ... shall deposit five copies with the Division of State Library of the Department of Cultural Resources” (emphasis added).

Another improvement in the depository law is the inclusion of a more comprehensive definition of state publications: “any document, report, directory, statistical compendium, bibliography, map, rule, regulation, newsletter, pamphlet, brochure, periodical, or other publications .. ” and “publications issued by private bodies, such as consultant or research firms, under contract with or under the supervision of a State agency.” However, the definition does not include “Administrative materials intended only for the internal use of a State agency.” [2]

The State Library has to date concentrated on bibliographic control, and when the improvements in control are in place a concerted effort will be made to inform state agencies of their responsibilities mandated by the change in the General Statutes. This should greatly improve acquisitions of state documents.

Bibliographic Control

The area of bibliographic control is currently being emphasized by the State Library. The Library's goal is to create and maintain both manual and automated document records which are accessible through a variety of approaches. Without bibliographic control over state publications, services to information seekers can only be incomplete and unreliable.

North Carolina Authority File Project

In March 1980 the State Library received an LSCA Grant to begin the North Carolina Authority File Project. The goal of this project, which will continue through August of 1981, is to create a card file which contains the official names and histories of all the North Carolina government agencies beginning in 1971. This monumental task involves many hours of research using General Statutes, session Laws, departmental organizational charts, and personal interviews. The files have been completed for the Departments of Administration, Commerce, Human Resources, Insurance, Natural Resources and community Development, Revenue, and State Treasurer, as Well as most independent agencies, boards, commissions, and councils. These files are being used by documents librarians to establish the form of corporate Names appearing in the documents catalog. As names are used in cataloging they are established in the official North Carolina authority file. This project is essential to the revision of the North Carolina Documents Classification Scheme, [3] and will enable librarians to make bibliographic records more Consistent and reliable. It will also bring the State Library into line with the Guidelines for Inputting State Documents in Data Bases approved by GODORT on January 26, 1978. [4]

North Carolina Documents Classification Scheme

The State Library is using information gathered in the Authority File Project to revise completely the North Carolina Documents Classification Scheme. This new edition will arrange documents by issuing agency, having eliminated the previous subject/agency approach. An effort was made to keep existing agencies in their original place in the schedule; however, this was not possible in every case due to expansion restrictions in some areas. An agency which has changed position or name while remaining under the same department will continue in the same class number with a note indicating the agency's new position or name within the department. Cross references will be present in the scheme indicating the locations and names of agencies past and present. An agency which has been transferred from one Department to another will be assigned a new class number. Notes and cross references indicating dates of transfer will be included. The inclusion of name histories, dates, and cross references has enlarged the scheme and transformed it into a Working tool for reference and cataloging librarians. The State Library does Plan to index the scheme. Currently in working draft form, the scheme will be finished after the Authority File Project is completed. The schedules will be Printed and distributed in the Fall of 1981, with update pages released Periodically.

Cataloging North Carolina Documents

In an effort to gain bibliographic control over state publications and establish a machine readable file of bibliographic records, the State Library began systematically inputting state documents into the OCLC data base on January 19, 1981. Monographs with 1981 imprints receive priority handling. As Current issues of serial titles are received, they are evaluated and input Selectively. All items input are cataloged following AACR2 and classified under the revised edition of the North Carolina Documents Classification Scheme. Items with pre-1981 imprints will continue to be cataloged following previous Conventions with cards being produced in-house.

OCLC records input by the State Library contain some fields defined for Special users. The 035 field contains the North Carolina documents classification number derived from the revised class scheme. The 037 field contains an issuing body code number which will be used in the future to arrange entries by issuing body when the Checklist is produced on-line. The 090 field contains a suggested LC class number. Prices of documents will be included in the 020 field when known.

These new cataloging procedures will create standard cataloging records in the MARC format and conform to the Guidelines for Inputting State Documents into Data Bases.

LC Name Authority Co-Op Project

The State Library and the Library of Congress are negotiating the terms of an agreement which would make the Division of State Library the authority for the form of names used in cataloging North Carolina state documents. The Library of Congress requires each library cooperating in this project to have access to both LC's authority file and a state authority file. The State Library's OCLC terminals provide access to the on-line LC authority file and the State Library has purchased the North Carolina portion of the authority file on cards. When the contract is signed, and the State Library has had its personnel trained by the Library of Congress in procedures, the State Library will begin sending established names to LC. These names will be reviewed and entered into the LC authority file.

Checklist

The *Checklist of Official North Carolina State Publications*, published bimonthly by the Division of State Library, contains approximately 150 to 250 new titles received from state agencies. Although priority is given to new titles, the State Library does attempt to make the Checklist as complete as possible by including titles of older publications as they become available. Entries are arranged alphabetically under the agencies which issue them. Serials are listed twice a year in the May/June and November/December issues. The Checklist is indexed annually. Items listed in the Checklist should be requested directly from the issuing agency and not from the State Library.

As indicated above, the State Library has implemented a new editorial policy regarding the inclusion of older publications. Prior to 1981, Checklist entries were limited to items published during the preceding six months: Selected older publications will now appear in the Checklist as they are processed.

New cataloging policies and Checklist reproduction procedures have resulted in changes in the Checklist format. The State Library is receiving OCLC cards for the items cataloged on the system, and catalog cards for pre-1981 titles are produced in-house. These cards are photographically reproduced in the Checklist offering its users full cataloging information.

Improvements in editorial policy and the format of entries make the Checklist a reference tool as well as a means for bibliographic control. The Checklist now exceeds many of the Guidelines for State Document Checklists approved by GODORT on June 21, 1977. [5]

Reference

As the reorganization of the documents program is implemented, one effect will be the improvement and expansion of reference activities provided by the Documents Branch. The backlog of publications to be cataloged will gradually decrease, thus eventually freeing staff to devote more time to reference services. The result of a more current and comprehensive Checklist and the utilization of the OCLC data base will be greater access to information for both patrons and other libraries. With better access to information in the State Library's collection, efforts will be increased to make potential users aware of the services available.

It would be hoped that the future will see a distribution center for documents at the State Library. However, in the short range the 15 libraries listed in the depository law will continue to request publications direct from the Issuing agency.

The State Library is presently in a transition phase in the area of state documents. Few changes had been implemented in past years to enable the library to keep abreast of this increasingly important resource. In 1979, the State Library reaffirmed its commitment to improving access to the publications of the State of North Carolina. Having established the means by which to gain bibliographic control over state documents, the library also hopes to improve the quantity and quality of other services for everyone interested in State publications.

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3. M. Sangster Parrott, *Classification Scheme for North Carolina State Publications* … updated by Suzanne Sheldon Levy (Raleigh: Division of State Library, 1975).
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State Data Centers

By Barbara Frichtman, Forsyth County Public Library

North Carolina is one of 23 states that have contracted with the Bureau of the census to establish a State Data Center. Three state agencies—the Division of State Library, the Division of State Budget, and the Institute for Research in Social Sciences (IRSS) at UNC-Chapel Hill—serve as reference points for obtaining U.S. Census information: printed reports, tapes, and computer software. The purpose of the program is to provide the public and business and academic communities with access to statistical data which is often not available except on machine-readable tapes and/or computer software. Private citizens and businesses, moreover, might be more likely to contact *public libraries* rather than the academic libraries which are depositories for materials distributed through the Government Printing Office.

The IRSS provides data to users in the academic community. Educational institutions which have computing facilities linked to the Triangle University Computation Center (TUCC) can gain access to the reports, tapes, and software through IRSS.

The State Budget Office provides a similar service to government agencies as well as to users in business, industry, social agencies, and the general public. Regional data centers have been established in ten selected *public libraries* throughout North Carolina to provide local access to the Census Bureau materials. The *public libraries* are located in the following cities: Asheville, Charlotte, Durham, Fayetteville, Greensboro, Greenville, Jacksonville, Raleigh, Wilmington, and Winston-Salem, The eighteen regional planning agencies or councils of government have also been designated as regional data centers. Each regional data center receives a copy of the North Carolina volumes of all census publications (Population, Housing, Agriculture; Retail Trade, etc.) beginning with the 1970 Census, selected Census Bureau reference materials such as the *Statistical Abstract* and *County and City Data Book*, and selected state government publications, such as the *North Carolina State Government Statistical Abstract* and *Profile, North Carolina Counties*: The Division of State Library sponsors the regional data centers in the *public libraries* and trains librarians at those libraries to use the printed reports. If statistical data is needed that cannot be found in printed reports, the patron should be referred either through the library or directly to the Budget Office. Included below are some examples of questions which can be referred to the Budget Office. This is only a small representation and does not reflect the overall capabilities of the information which is available on summary tapes and the computer software. In addition, the Budget Office can often provide more recent information than that which is available in printed reports, such as recent estimates of population or other statistics reported by various state and federal agencies or information from the 1980 Census which might not be available in print for several years. Examples:

- The number of children in Charlotte, N.C., households by age that are 18 and under, living below poverty level;
- The most recent percentage of minorities in the labor force for any North Carolina county;
- The latest figures concerning the volume of production and sales for a Particular industry;

- The current income of females in the work force by income and geographical area.
- The State Data Center publishes a Newsletter, which is free upon request to: State Data Center, Office of State Budget, 116 West Jones Street, Raleigh, NC 27611. A recent issue contained articles on statistical resources in the State Library, the publication program for 1980 Census reports, and per capita personal income in SMSA's and counties, 1973 to 1978.

North Carolina Administrative Code

By Robert F. Gaines, Documents/Microform Division, Jackson Library/UNC-G

In 1973, with the passage of the Administrative Procedure Act (GS. 150A), the state of North Carolina began to provide for the proper organization Of the rules and regulations of the departments and agencies of the state government. The passage of this act did not, however, mean immediate access to this important body of information which has such a direct impact upon our lives, businesses, jobs, and other activities. Although publication of these rules and regulations was provided for in the original act (G.S. 150-A63), appropriate funding was not forthcoming from the General Assembly until the 1980 session appropriated $70,200 for fiscal year 1980-81 in order to publish and distribute a State administrative code on microfiche. It is interesting to note that this figure Includes $21,400 for the purchase of approximately 107 microfiche readers to accompany the free sets of the code distributed to each county, and to seven other locations within the state government.

The Administrative Procedure Act has always been the responsibility of the Justice Department, as is the production and distribution of the new *North Carolina Administrative Code* mandated in the act. Until the recent publication on microfiche, only two copies were available in the state of the more than 18,000 page code. The North Carolina Court of Appeals had taken a dim view Of this situation in Orange County v. Dept. of Transportation (46 N.C.App. 350), finding that the appellants had been denied "reasonable means" of knowing what the law actually was. Certainly this decision, plus the inexpensiveness of microfiche production, spurred the General Assembly into action in 1980, seven years after initial passage of the Administrative Procedure Act.

As currently available from the Justice Dept., the *North Carolina Administrative Code* comprises approximately 97 standard 4 x 6 inch computer output microfiche with a 42 X reduction ratio. The eye-readable leader strip on each fiche includes the subject of the code title, the subject of the first rules on that particular fiche, the code title number, chapter number, Subchapter number, subchapter letter (if applicable), and the section number of the first rules actually appearing on the fiche. Each fiche also includes a locator in the lower right corner showing the grid coordinates of the rules on the fiche. The first few frames of each individual title contain a summary of the contents of that title comprised of the headings of the chapters and subchapters. Additionally, each chapter of rules is provided with a table of contents showing subchapter and sections. A summary of all titles and chapters is also provided at the end of the brief paper manual which accompanies each set of the code. Thus, while no index is yet available for the entire code, the Justice Dept. is attempting to provide adequate access through extensive use of title, chapter, subchapter, and section headings. Plans for a full-scale keyword index are progressing, and such an index may be available with the next

full edition of the code. The code itself is scheduled to be updated and reissued in its entirety every six months, although the advent of a state register will alter this schedule, as will be noted below.

For those familiar with the relationship between the *Federal Register* and the *Code of Federal Regulations*, the missing link is the state register which would serve to update the administrative code between editions, as the *Federal Register* does for the *Code of Federal Regulations*. Indeed, the Justice Dept: does plan to submit a proposal for such a publication to the 1981 session of the General Assembly. Assuming passage, a weekly state register would then become available to supplement the full administrative code, and the code itself would shift to annual cumulative issuance instead of the currently planned semiannual editions.

Cost of the *North Carolina Administrative Code* and the future state register is of some concern to librarians in the state, especially those working for state-supported institutions. The price of the code has been set by the Justice Dept. at $25.00 per copy, with free copies going only to those institutions specifically mentioned in the 1980 amendment to G.S. 150A-63 (one copy to each county government, five to the State Library, and five or so other copies to various entities within the state government and judiciary). Those librarians hoping to receive free copies of the code, and any future register based upon G.S. 147-50 will be disappointed, as the Justice Department believes that the highly specific nature of G.S. 150A-63 exempts that agency from the provisions of G.S. 147-50. Free distribution is, however, academic so long as funding is at current levels. Funding for the potential state register is also likely to provide for only the same number of free copies as is provided for the code, and, until the number of subscriptions is known, it is impossible to set a projected price for the register. The Justice Department estimates that 1,000 subscriptions will mean a subscription price of $60.00 per year for the register while 2500 subscriptions would bring the price down to $39.00.

Whatever the eventual solution to the pricing dilemma of the *North Carolina Administrative Code*, librarians from across the state will applaud its final availability, after so many years of frustration with all aspects of acquiring and working with North Carolina State publications.

Keeping Up

NCLA Spring Workshop May 8-9, Wilmington

The NCLA Spring Workshop will be held at the Cape Fear Technical Institute in Wilmington May 8-9, 1981. Willie McGough, Technical Institute librarian, is in charge of local arrangements.

All NCLA Committees will meet Friday evening, have a time to continue their meeting on Saturday morning, and meet with the NCLA Executive Board on Saturday morning. Arrangements are also being made for a meeting time and place on Friday morning for all NCLA Section Executive Committees.

Two motels are within walking distance of the Cape Fear Technical Institute. They are:

Quality Inn/Heart of Wilmington, telephone (919) 763-0121.

Wilmington Hilton Inn, telephone (919) 763-9881.

Make your plans now to attend committee meetings and the executive sessions of the sections and NCLA. If you are interested in service on an NCLA committee during the next biennium, this would be a good opportunity to gain some insight into the committee structure of the association. All meetings of committees and executive groups are open to any NCLA member.

1981-83 NCLA Committee Interest

I am interested in serving on the following NCLA committee(s) during the 1981-83 biennium:

- Archives
- Audiovisual
- Constitution and Codes
- Education for Librarianship
- Finance
- Goals and Objectives
- Governmental Relations
- Intellectual Freedom
- Library Resources
- Membership
- Networking
- Public Relations

Name: _____

Address: _____

Telephone: _____

Return to: Mertys W. Bell, Vice President/President Elect, NCLA, Guilford Technical Institute, P.O. Box 309, Jamestown, NC 27282.

Carolina Libraries: Interface ’81

NCLA/SCLA — October 7-9, 1981

Charles Kuralt, anchorman for the popular “Sunday Morning” television show and host of CBS News weekday “Morning” program, will set the stage for the NCLA/SCLA Joint Conference in Charlotte. As keynote speaker at the First General Session at **10:30 AM on Wednesday, October 7**, Kuralt will relate some of his “On the Road” experiences to an interstate audience of librarians.

Kuralt was born in Wilmington, North Carolina, and his father now lives in Charlotte. He edited the *Daily Tar Heel* at the University of North Carolina at Chapel Hill and was a reporter-columnist for the *Charlotte News* before joining CBS in 1956. From 1967 until 1980 he traveled in his 25 foot van down the backroads of America, filming daily happenings, interesting stories, county fairs—the very

essence of American life at the grassroots, filmed by his camera crew of four. Earlier, he reported from Africa, Latin America and the Arctic Circle. His documentary work includes specials on China, a Mt. Everest climb and tributes to Louis Armstrong and Jack Benny.

His stories have been broadcast as segments of the CBS Evening News with Walter Cronkite. He frequently substitutes for Dan Rather on the CBS Evening News. Kuralt has anchored "Sunday Morning" since its inception in January, 1979, and CBS' "Morning" since the Fall of 1980.

[Photograph: Portrait of Charles Kuralt, identified by the caption "Charles Kuralt."]

Leon Martel, futurist, will be featured at the Second General Session/Banquet on **Thursday evening, October 8**, and will give his listeners "A Forecast for the 80's," tailored for members and friends of the North Carolina and South Carolina Library Associations. He is Executive Vice President of the Hudson Institute, the East Coast "think tank," and specializes in predicting future trends and examining social, political and economic movements.

[Photograph: Portrait of Leon Martel, identified by the caption "Leon Martel."]

Dr. Martel is co-author of the important new book on the future, *The Next 200 Years*, an exciting rebuttal of the doomsday projections of many others. He has been on the faculty of Hofstra University and has served as head of the Russian and East European desk at the Navy's European Center, and as Intelligence Research Analyst in the National Security Agency. Armed with facts, figures and common sense, he presents a convincing case that the seemingly insurmountable problems of today's world are obstacles which can be overcome. His positive and realistic view of the future is based on studies made at the Hudson Institute. He will examine and assess inflation and prospects for bringing it under control, the consuming problem of the "energy crisis," and consumerism.

John Henry Faulk was named by the National Broadcast Editorial Association as the 1980 recipient of the James Madison Award to honor him for his outstanding contributions to preserving our First Amendment privileges as guaranteed under the United States Constitution. He will share his personal experience with censorship during the Third General Session of the NCLA/SCLA Joint Conference on **Friday, October 9, 1981**. He is also being sponsored by the NCLA Intellectual Freedom Committee.

[Photograph: Portrait of John Henry Faulk, identified by the caption "John Henry Faulk."]

Faulk has been described as a storyteller, a folklorist, a homespun humorist, a constitutional authority, and a one-man show. A victim of the witch-hunt of the McCarthy era, Faulk took legal action and won. From this landmark case, when he challenged the leadership of the American Federation of Television and Radio Artists, emerged his book, *Fear on Trial* which was later dramatized on television with George C. Scott on CBS, the network that had originally dismissed him. Today, he is the featured storyteller on "Hee-Haw," continues to write, farms and still broadcasts on radio.

He is a native of Texas, earned his MA in English at the University of Texas, and received both a Julius Rosewald Fellowship and a Rockefeller Foundation Fellowship. With his folksy style of humor, he

brings to his audience a living experience in opposing infringement of the rights of the individual to intellectual freedom.

North Carolina SOLINET Users Group to Meet At Meredith College On May 13

The North Carolina SOLINET Users Group will meet from 9:30 to 3:30 in Cate Center auditorium at Meredith College in Raleigh, North Carolina on Wednesday, May 13, 1981. The general topic of the meeting will be "Repercussions of AACR2 For SOLINET Users." The morning sessions will include presentations and discussion of use of the on-line name-authority file and name-authority work under AACR2, as well as some discussion of the new name-address directory. After lunch, the afternoon sessions will be devoted to discussion of problems and solutions in cataloging the various formats (A-V, serials, music scores and sound recordings) in the OCLC system.

The Interlibrary Loan Discussion Group will meet with the rest of the SOLINET Users Group for the morning sessions, then meet separately in the afternoon for discussions of its own.

Cost of the one-day meeting will be seven dollars and fifty cents per person (7.50), including lunch. For those who choose to have lunch on their own, the cost will be three dollars (3.00). All interested librarians, both professional and paraprofessional, are cordially invited to attend. For further information, please contact: April Wreath, secretary/treasurer, at the Health Sciences Library, University of North Carolina at Chapel Hill; Chapel Hill, North Carolina 27514; telephone (919) 966-2111.

Public Librarians Study Censorship

Public librarians from thirteen counties in southeastern North Carolina gathered in Tarboro on December 12 to be updated on concerns connected with censorship attempts and intellectual freedom in North Carolina. The Edgecombe County Memorial Library with Mary Jo Godwin, Director, served as host for the program and luncheon.

Dr. Gene D. Lanier, Chairman of the ECU Department of Library Science and the North Carolina Library Association Intellectual Freedom Committee, delivered a paper entitled, "What To Do Before the Censor Comes—and After." He charged the gathering to update their selection policies based on the newly revised Library Bill of Rights and identified strategies for handling censorship attempts. Following Dr. Lanier's presentation, Professor Emily S. Boyce of the ECU Department of Library Science, spoke on "North Carolina anti-Obscenity Legislation." She identified and explained current statutes of interest to librarians and boards of trustees. Mrs. Amanda Bible, Director of the Columbus County Public Library in Whiteville, completed the program with a detailed account of happenings in her county this year when a censorship attempt occurred. She and Dr. Lanier displayed hundreds of editorials and news accounts from state and national newspapers covering the controversy.

Neuse … An Historical Profile

The Neuse Regional Library System traces its beginnings, as do many of our *public libraries* throughout the state, as a private institution serving a few educated and well-positioned people in the local community.

The "Up-to-Date Club of Kinston" was formed through the efforts of fifteen interested men and women in 1896. A private club charging $3.00 per year, the "Up-to-Dates" did not flourish; fortunately, neither did they flounder, and by 1908 they had grown to 44 members and the club was incorporated as the Kinston public Library Incorporated. During this first year of chartered operations, the library operated on the majestic budget of $184.08, which included the first paid librarian at the "reasonable" salary of $10.00 per month. This salary, plus a $30.00 book budget, accounted for the major expense items for those early years. In 1909 the now-called "Kinston Literary Association" applied to the Board of Aldermen for permanent financing and was granted the princely sum of $12.50 per month from the public coffers. The library, while now supported in part from public funds, still remained a subscription library; however, it was able to reduce the dues to the popular price of $2.00 per year, or if you preferred quarterly billing, $.50. It was not until July 1, 1933, that the city and county governments, working through the now-called "Executive Committee of the Kinston public Library Incorporated," saw fit to create the Free public Library of Kinston and Lenoir County.

About this time, library service was beginning in Greene County. The "Mother's Club of Snow Hill" formed the stalwart foundation upon which library service was built in the county. In Jones County, only rumors of library service existed and all eyes looked north for the inspiration of a community library.

The three counties continued to develop their own unique form of library service for the next 29 years.

In the early 60's, the Kinston/Lenoir County Public Library was approached concerning the concept of regionalization. The program was attractive to the local board, particularly from a financial point of view, and the contract was signed. Thus, in 1962, the Neuse Regional Library system was created and charged with equalizing public library service to 80,000 people spread over three rural counties and what must have seemed like miles and miles of miles.

The Neuse Regional Library grew and prospered, both in facilities and budget. The years 1975 and 1976 were banner years for the facilities of the system. Jones County constructed four new 1500 square foot buildings at the cost of $100,000 and located them in their four major population centers of Maysville, Trenton, Pollocksville and Comfort. Greene County provided 7000 square feet in the new office complex for their public library. This commitment to quality facilities continues today as a new 25,000 square foot facility is on the drawing boards for a Headquarters Library to be located in Kinston, and a three-year remodeling program is half complete in a 6000 square foot Kinston branch which is one of the four branches located in Lenoir County. In the past 90 days over $4500 has been spent to purchase new furniture and do some minor remodeling to the old Headquarters facility while awaiting a new building.

The Neuse Regional operational budget also reflects the commitment made by the communities for a quality library program. Since its inception in 1962, the budget has risen almost 500% to its present level of $517,000.00 per year with local support for fiscal year 80-81 at $3.70 per capita.

The Region employs 36 people and at present operates nine branches, two bookmobiles and a Headquarters building.

Down East 3:3 December 1980.

Membership/Subscription Reminder

Membership and subscription renewals were mailed January 31, 1981, for renewals of biennial memberships and annual subscriptions. If you have not renewed your membership or subscription by May 15, 1981, you will not receive the summer issue of *NORTH CAROLINA LIBRARIES*. You will want to renew your membership promptly to be sure that you are included in the mail ballot for 1981-83 biennial officers of the association-

Mrs. Hallie Sykes Bacelli

In Memoriam

Mrs. Hallie Sykes Bacelli of 1305 McDowell Drive, Greensboro, N.C. died at her home on November 9, 1980.

From the beginning of her career she was an active member of NCLA, having served as Editor of *North Carolina Libraries* from November 1942 through 1943 and from October 1951 through May 1953. She served as Secretary of NCLA from 1953-1955; and was a member of the Archives Committee from 1952 until the time of her death. In 1977 at the biennial meeting of the Association, Hallie was awarded a life membership.

In a very special way, Hallie enriched the lives of hundreds through her work with children, teachers, and administrators in the Greensboro City Schools as librarian; through her work with the Eastern Star as Worthy Advisor of Rainbow Girls; and through her work with Guilford County Schools as Director of School Libraries. Her leadership, guidance, and planning ability were valued highly by those with whom she worked.

Hallie Sykes Bacelli's contributions to Greensboro City and Guilford County Schools, her untiring devotion to the work of the North Carolina Library Association, and her love for children and young people will be indelibly stamped in the memories of all who knew her.

DDC Workshop June 1

The School of Library Science at North Carolina Central University in Durham will sponsor a workshop on the Dewey Decimal Classification, 19th edition on June 1, 1981. The workshop will concentrate on five segments for participants. These segments include:

The organizational structure (individuals responsible for changes and innovations in DDC);
The 19th edition (its characteristics, differences, and what to look for);
The 20th edition (the future);
Reclassification (should you, and how to do it);
Twenty-five problems to solve.

John P. Comaromi, Chief of the Decimal Classification Division, Processing Department, The Library of Congress will speak and serve as resource person. Coordinator of the workshop is Desretta V. McAllister. Interested persons should write to:

Registrar

DDC Workshop

School of Library Science

North Carolina Central University

Durham, NC 27707.

Renfrow Report

By Robert Burgin

This is the first part of a two-part article on the Renfrow Report and its implications for public library funding. The first part deals with the report itself; with what it is and what it recommends. The second part will look at what the report and its concept of state funding based on ability to pay could mean to *public libraries*.

What is the Renfrow Report? Properly titled ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY IN NORTH CAROLINA, it is the report of the Governor's Commission on public School Finance. The Governor authorized the Commission back in June 1977 and charged it with studying the question of the state's funding of education, especially with regard to equal access to educational opportunity.

One of the basic ideas to come out of the report is that state funding should make up the difference between local fiscal capacity and the cost of a quality education program. Local fiscal inequalities should not lead to inequalities in education. A child in a poor county should not necessarily receive a poor education.

Now it has been suggested that the same approach be used for state aid to *public libraries*, that local ability to pay should be a factor in state funding. A patron in a poor county shouldn't necessarily receive poor library service. But more about this in the next column.

Let's begin our look at the Renfrow Report with its assessment of the present system of state funds for education. State aid to schools, says the report, is a hodgepodge of pupil unit, teacher unit and personnel budget approaches. Roughly speaking, teaching positions are allocated based on the number of pupils and the grades they attend. The teacher salary is based on certificate level and experience. Supervisory and principal positions are based on the number of teaching positions.

Allocations for fuel, water, light, telephone and so on are based on the number of state-approved teaching positions. In all there are over 60 line-item allocations used to distribute state funds to local school districts.

This just won't do, says the Renfrow Report. The funding formula doesn't address educational needs or program costs. Nor does it do anything to equalize funding for education across the state. In 1975-76, some school systems spent less than $800 per pupil, while some spent more than $1000 per pupil.

What do we do about the problems with the present system? First, the Report suggests a Basic Aid Fund that would relate to the cost of various educational programs. At present, all pupils count roughly the same. Renfrow recommends giving weight to the various programs. Grades 4 through 8 are given the weight of 1.00; the other grades, 1.23. And there are "add on" units—5.40 for the trainable retarded, 0.30 for agriculture courses, and so on.

The upshot is that instead of allocating teachers based simply on the number of students in a given district, the Report recommends allocating teachers based on the educational programs that those students take part in. The idea is to reflect service demands on the various instructional programs.

The second half of the Renfrow Report deals with the need for equalization" of funds available to school districts. Here we get the idea that children should have access to a given level of education no matter where they live, rich county or poor. To that end, the Renfrow Report makes three recommendations: required local effort, the establishment of an equalization fund and a hold-harmless provision so that no district loses state aid under the new funding system.

The theory behind required local effort is that all counties should be willing to pay a minimum amount for education. That minimum, in turn, should be based on the county's ability to pay. Poor counties would be required to pay less in total dollars per pupil than rich counties, though everyone would pay the same relative to their ability to pay. The Report calls this "equal effort."

How do we determine ability to pay? To answer that question, the Report deals with various measures of local wealth: property wealth per pupil, based on county property valuations; a county's contribution to the general fund; a county's taxable retail sales.

The Renfrow Report works out several rather complicated combinations of these measures to determine a county's ability to pay. Once we have the ability to pay, we can determine how much a given county should be required to pay for its schools. Renfrow suggests that all counties be required to pay a uniform figure, something like a 20 cent levy on assessed property valuation. A property-rich county like Dare is then required to pay more per pupil ($311 in one example) than a property-poor county like Robeson ($47 in the same example). Still, relative to the ability to pay, the two counties are being required to pay at the same rate.

After we determine a relative measure of each county's wealth, we can also determine how much equalization money it should receive from the state. Renfrow recommends that the state start with $40 million in equalization funds and use a "bottom up" distribution method (sound familiar?) to

guarantee a certain level of funding for every county. Robeson, for example, would get $91 per pupil while Dare would receive no equalization money since its wealth, as measured above, exceeds the state's "guaranteed wealth" level.

Finally, there is hold-harmless money, which simply means that no county would receive less state aid under the new plan (sound familiar again?). Dare, for instance, should receive about $700 per instructional unit so that its state aid package wouldn't decrease.

State aid to the schools, then, would become a total package made up of the basic state aid fund, the equalization fund and the hold-harmless fund. To that, each county would add its required local money. All that money would be multiplied by the number of instructional units in the given county (weighted according to the number of pupils in various educational programs, the experience and training of the teachers) to come up with the total dollars available to that county for education. Any other local money the county might raise would be added to that.

That, in a nutshell, is the Renfrow Report. Next time, we'll look at what implications the Report might have for the state funding of *public libraries*.

Robert Burgin. Down East, 3:3, December 1980.

RTSS Symposium On Automation

The Resources and Technical Services Section of the North Carolina Library Association has planned a symposium with the theme "Automation in Technical Services" to be held at the Sheraton Inn in Southern Pines, NC on April 9-10, 1981. The featured speakers will be Richard Boss, Senior Consultant at Information Systems Consultant, Inc. and author of *Library Managers Guide to Automation*, 1979, and Susan Epstein, Special Assistant to the Librarian at Los Angeles County Public Library. This symposium is designed for participants from all types and sizes of libraries and information centers. Registration is $30.00. Attendance will be limited to 150.

ECU Alumni Annual Meeting

The Library Science Alumni Association of East Carolina University held its annual business meeting in the Department on November 15. Dr. Thomas Brewer, Chancellor, welcomed the returning alumni and cited changes in the University programs over the past years.

Dr. Gene D. Lanier, Chair, Library Science, outlined the progress the Department had made in its various degree programs and spoke of future goals of the Department. Dr. Gene Brunelle, Director, Joyner Library and adjunct professor of library science, also extended greeting.

The association presented service awards to Ms. Anne Briley, Serials Librarian, Joyner Library, for her leadership in the early years of the Association. Neal Hardison, Dean, Learning Resources Center, was recognized for his continuing service to the organization.

The new officers are Ms. Brenda Lewis, Media Specialist, Rose High School President; Ms. Carolyn Cobb Oakley, Coordinator of Library Services, Vance Granville community College, Henderson,

President-Elect; Ms. Anne Watson, Audiovisual Librarian, Joyner Library, East Carolina University, Director; Ms. Sherron Deal, Librarian, Ahoskie High School, Director.

A social at the home of Emily S. Boyce and co-hosted by Earl Castello, Steck-Vaughan Company, was held for the members after the football game.

The State Council for Social Legislation Library Platform

The State Council for Social Legislation was founded in 1920 and is composed of 25 statewide civic, church, professional, and social organizations with 800,000 individual members. The North Carolina Library Association is a member of the State Council.

Each biennium the State Council selects needs in North Carolina and urges the General Assembly to enact legislation to meet those needs. Among the issues which are being supported by the State Council for the 1981 session of the General Assembly is the Expansion of Library Services. The statement of the State Council Legislative Program for 1981, which concerns libraries is Expanded Library Services

> There is a major need for increased funds to provide library services in North Carolina to persons confined in state-operated institutions including corrections, health services, juvenile centers, and special schools; to pre-school and early school children; and aid to older adults. With the expanded services provided by the up-to-date library, there is a high return on every dollar expended.

The support of this coordinating body for library services will help all libraries in the state.

Representatives from the North Carolina Library Association to the State Council for Social Legislation are: William O'Shea, Cy King, Carol Reilly, and Elizabeth Laney.

NCLA Scholarships Deadline April 15

The North Carolina Library Association administers three funds which assist students of Library Science who are residents of North Carolina. The North Carolina Library Association Memorial Scholarship is a $1,000 Scholarship for any type of study of library science. The Query-Long Scholarship is a $500 scholarship for a student who plans to work with children. The McLendon Student Loan Fund awards loans at a low rate of interest.

All of these funds are available for original or continued study in library Science to a student enrolling in library school for the first time, to a student Currently enrolled in a library school, or to a practicing librarian who wishes to Continue studies.

To be eligible the applicant must have been a legal resident of North Carolina for at least two years, show a genuine interest in professional library Work, show a need for financial assistance, hold an undergraduate degree, have been accepted by a library school. Members of the Committee are: Eugene Huguelet, Marjorie Lindsey, Anne Sanders, Myrtle McNeill, Diana Tope, and Elizabeth Laney, Chairman. Applications for 1981 Scholarships are due April 15, 1981. For application forms, contact:

Mrs. Elizabeth J. Laney, Chairman

Scholarship Committee

Route 1, Box 281 F

Spring Hope, N.C. 27882

Telephone: Home 919-478-3836 Work 919-733-2964

Durham County Library Association Sponsors Spring Seminar

The Durham County Library Association and the School of Library Science, NCCU, will jointly sponsor a Spring Seminar April 11, 1981, at the library school. The seminar, "The Moral Majority and Libraries," will feature LaMarr Mooneyham, Chairman of the North Carolina Moral Majority, Amanda Bible, Director of the Columbus County Library, Charles Markham, an attorney, and Dr. P. L. High, a minister. Mooneyham will address the subject — "Establishment of Criteria for Textbook Evaluation." Mrs. Bible will present a case study centered on Judy Blume's *Wifey*, Markham will discuss the legal ramifications of censorship, and Dr. High will discuss the religious viewpoint of humanness and evolution.

Registration for the seminar should be made with Benjamin Speller, NCCU, (919) 683-6485. Registration will be $10.00 and will include lunch.

North Carolina Union Catalog

POLICY STATEMENT January 1981

It has been a little over four years since the North Carolina Union Catalog (NCUC) was moved from the Wilson Library, UNC-Chapel Hill, to the State Library. During this time we have received 946,000 cards. Of these, 520,000 have been filed in the North Carolina Union Catalog; 426,000 were duplicates of cards already received.

The North Carolina Union Catalog provides locations for monographs owned by non-SOLINET members. We do not file cards for material cataloged in the SOLINET data base since the location information for these publications can be obtained from SOLINET. There are about 330 libraries or library systems in the state; of these, 40 belong to SOLINET.

In order to distribute the interlibrary loan requests equitably, we need the participation of all non-SOLINET member libraries in the North Carolina Union Catalog; most of our interlibrary loan requests are from these libraries. During the past few months the number of cards being received at the North Carolina Union Catalog has decreased when compared to previous years. If you are not participating in the North Carolina Union Catalog, may we urge you to actively contribute cards for your acquisitions.

Libraries participating for the first time should write to the Union Catalog Division, Library of Congress, Washington, D.C. 20540 and request a symbol for their library to be used in the Union

Catalog. When the symbol is assigned: please notify the Union Catalog at the State Library which symbol you will be using.

Cards should be sent to: Union Catalog, Department of Cultural Resources, Division of State Library, 109 East Jones Street, Raleigh, North Carolina 27611. Questions concerning the Union Catalog should be addressed to David Bevan, Chief, Information Services Section, at the same address.

The North Carolina Union Catalog, in conjunction with the SOLINET data base, aims to be a complete record of the bibliographic resources of the libraries of the state. The basic catalog is housed at the State Library in Raleigh with regional access provided by the microfilmed edition at strategic locations throughout the state.

I. Function

A. A principal function of the catalog is to provide locations of books and other library materials in the State to facilitate access to them.
B. To provide verification for purposes of interlibrary loan.
C. To provide lists of holdings of libraries in the state to prevent duplication of expensive and little-used materials.
D. To provide catalog copy for those libraries who may wish to use it.

II. Area Included in the Catalog

The State of North Carolina.

III. Types of Libraries

A. Public
B. Academic
C. Technical Institute
D. Community College
E. Special
F. Any other collection available to users

IV. Choice of Participating Libraries

Any library in North Carolina willing to accept the responsibilities of participation may contribute to its holdings. Access to the North Carolina Union Catalog is open to all who find it useful.

V. Choice of Materials Reported

All cataloged monographic works, both book and microform, may be reported. Doctoral dissertations, children's books and light fiction should be omitted. Libraries with significant special collections are encouraged to report titles in this area.

VI. Instructions to Participating Libraries

A. Cards must be submitted in alphabetical order by main entry.
B. Send main entry cards for non-SOLINET items.

C. Use good quality card stock, preferably 10 point (this quality needed when microfilming catalog).
D. Use location symbol (1/8 inch letters) established by National Union Catalog.
E. Stamp symbol clearly in left margin of card.
F. Aim at bibliographic completeness.
G. Insofar as possible, the Library of Congress form of entry should be used.
H. Alterations in main entry and discards should be reported to the Union Catalog at the time of change.
I. Cards should be mailed to the Union Catalog when 1,000 are accumulated, or every three months if the accumulation is less than 1,000.
J. Call numbers are not necessary and may be omitted.

VII. Access to Catalog Information

A. By submitting interlibrary loan requests to the State Library in Raleigh.
B. Through SOLINET terminals for materials listed in that data base.

David Bevan

O'Shea Announces Retirement

H. William O'Shea, director of the Wake County *Public Libraries*, has announced his retirement for December 31, 1981. O'Shea has been director of Wake County *Public Libraries* since 1966, and is currently president of the North Carolina Library Association.

In announcing his retirement plans O'Shea indicated that he felt that the Wake County Libraries were at a particularly critical and exciting time in their history, and that for the libraries to achieve a clear system status would require an administrator who could make a commitment of five to eight years. O'Shea has seen the Wake County Libraries grow from the two libraries of Raleigh to a confederated type of city-county-municipalities libraries which provide services throughout Wake County.

NCLA Minutes and Reports

North Carolina Library Association: Minutes of the Executive Board

The North Carolina Library Association met on January 15, 1981 at 10:00 A.M. in Joyner Library, East Carolina University, Greenville, North Carolina.

Members present were: Bill O'Shea, Mertys Bell, Bob Pollard, Emily Boyce, Carol Southerland, Mae Tucker, Jonathan Lindsey, Dottie Butler (Children's services), Eugene Huguelet, Carolyn Oakley, Bill Snyder, Arabelle Shockley, Ann Webb, H. K. Griggs, and David Harrington. Members absent were: Phillip Ritter, Leonard Johnson, Norma Royal, Nathaniel Boykin, Martha Davis and Lillie Caster. Committee representatives present were: Gene Lanier (IFC) and Roy Day (Community Education Committee). Guests were Willie McGough, Patsy Hansel and Judith Sutton. Nominees for NCLA

Officers for 1981-83 were: Geneva Chavis, Gwendolyn Jackson, Mary Jo Godwin and Benjamin Speller.

President Bill O'Shea presided. The minutes of October 8 were read and one correction was noted. Mae Tucker stated that representatives from the ten states are elected for a four-year term to the Executive Board of SELA; while the officers are elected for a two-year term. The minutes were then approved.

Mr. O'Shea welcomed and introduced the nominees present for officers of the NCLA for 1981-83.

Bob Pollard gave the treasurer's report for the period of December 4, 1979-December 31, 1980. He gave a thorough explanation of the financial status of the association. He reported that the mail ballot for raising dues in the association—$5.00 per category—was approved. He pointed out that the finances of the association were in better shape. He announced that data from the computer revealed that there are now 2195 members in the association.

Jonathan Lindsey reported for *North Carolina Libraries*. He announced that volume 38 was complete and volume 39 was up for bids. He stated that 2373 copies of NCL were being mailed. He said that the relationship between *Tar Heel Libraries* and *North Carolina Libraries* was excellent. He stated that the calendar of up-coming events looked good.

Mr. Lindsey announced that the Ray Moore Award would become a biennial award instead of an annual award. He was pleased to share with us the news that NCL had been nominated for the H. W. Wilson Award. Mr. Lindsey went over the process of reviewing articles for publication. He revealed that he, one associate editor, a section editor and in some cases an outside person, reviews all articles before publication. He reminded the Board that NCL is the official journal of NCLA. He mentioned that each section of the Association appoints a person to the editorial board and that person becomes a voting Member of the section executive committee.

Mr. Lindsey discussed the H. W. Wilson Award. He pointed out that the award was set up for excellence in library type publications. Mr. Lindsey stressed the fact that it was a prestigious award, and carried a $500.00 stipend. Mertys Bell made a motion for the Board to send a letter endorsing NCL's nomination. Bob Pollard seconded. The motion passed.

Mr. O'Shea reported that he had received information concerning a $4,000.00 grant from ALA to have ERA passed in North Carolina. He stated that he had turned the information over to the appropriate people. He thanked the NCLA nominees for coming and stated that some were unable to come because of prior commitments.

Mrs, Bell called the Board's attention to a recent article in a North Carolina State Publication about NCLA's Treasurer, Bob Pollard. She announced that Joe Boykin, chairman of Networking Committee, has assumed a new position at Clemson University. Ms. Bell stated that the Handbook/Constitution and Code Committee planned to have a preliminary handbook by the Spring Workshop. She told the section chairmen that Leonard Johnson would be contacting them concerning their by-laws and also asked them to be thinking of a good resource person from their section.

Bob Pollard announced that since the death of Hallie Bacelli in December, two donations in her honor had been received. He discussed with the Board several ways of honoring her. Mr. Lindsey suggested an article about her be printed in the next NCL publication. President O'Shea recommended that the Honorary and Life Membership Committee prepare an appropriate honor for her.

Mr. O'Shea called for the committee reports.

Arial Stephens reported from Governmental Relations. He discussed Legislative Day in Raleigh, February 11, 1981. He stated that this was an excellent opportunity to inform the legislators about what is going on in libraries in North Carolina. Mr. Stephens discussed Legislative Day in Washington during National Library Week. Mr. O'Shea stressed the need for getting representatives finalized in order to obtain reservations in Washington. Mertys Bell stated that expenses would be assumed by individuals. She asked the section chairmen to please inform Arial Stephens of their representative as quickly as possible. There was discussion from the Board concerning what types of libraries would be represented in Raleigh. Carol Southerland made a motion that future State Legislative Days represent all libraries in North Carolina and be patterned after ALA Day in Washington. Mr. H. K. Griggs seconded. The motion passed.

Gene Lanier reported from Intellectual Freedom. He asked the Board's endorsement of Amanda Bible for the John Phillip Immroth Award. The endorsement passed. He requested that the NCLA President write a letter to Mr. Steven Stabbe, Chairman of the North Iredell High School English Department, commending him for his efforts to have *Brave new World* returned to the shelves. The request passed. Mr. Lanier's report is appended to the minutes.

Mertys Bell reported from NC/SCLA Conference '81. She gave to the Board a copy of the Joint Conference Committee for NCLA/SCLA Conference in October. She stated that she was pleased to have Fred Marble on the committee and that he seemed to have many good ideas for the conference. She gave to the Board an updated listing of NC/SCLA counterparts and resource persons. Ms. Bell asked Executive Board members to please let her know the sections that had not made contact with South Carolina. She said that information concerning section programs was needed immediately for press release. Ms. Bell asked the section chairmen to please give suggestions for dignitaries to invite to the conference.

Arial Stephens discussed with the Board the necessity of securing accommodations for the NCLA 1983 Conference. Emily Boyce made a motion that the Board authorize Mr. Stephens to negotiate contracts with Benton Convention Center and the Hyatt House in Winston-Salem. The motion was seconded and passed.

Mr. Stephens reported that space was being blocked for the 1981 Conference in Charlotte. He stated that Leland Park would be mailing information to the vendors in the near future. Mr. Stephens announced that August 15 was the deadline for pre-registration; September 1, for housing, and that meal events would be by pre-registration only.

Eugene Huguelet expressed concern to Mr. Stephens that his counterpart in South Carolina felt more time was needed for their business meeting. Mr. Stephens said that he would try to work out these scheduling problems.

Mr. Roy Day reported from the NCLA community Education Committee. Mr. Day's report is appended to the minutes.

President O'Shea called for the section reports.

Bill Snyder reported from the Junior members Roundtable. He stated that vice-chairman, Tim Coggins, had resigned and that the Executive Board would soon meet to replace him.

H. G. Griggs reported from the Trustees' Section. Mr. Grigg's report is appended to the minutes.

Carolyn Oakley reported from the Junior College Section. She stated that the Executive Board met on January 9 and plans were made to appoint a new director for the Section, She said that activities were being planned with South Carolina for the Conference in October. She mentioned the possibility of a program on "Administrative management". Ms. Oakley said that a brochure was planned for mailing to all the members.

Arabelle Shockley reported from the North Carolina Association of School Librarians, She stated that the Executive Board met in October during the NCASL conference. She announced that $1,000.00 had been raised by the Association for a Student scholarship. She reported an increase in membership and stated that during the Winter Media Conference in Fayetteville, NCASL would be sponsoring two sessions.

Eugene Huguelet asked the Board if an ALA member of ACRL is a voting member of the NCLA ACRL Chapter of College and University. Mertys Bell suggested that Mr. Huguelet write a letter to Bill O'Shea and have him refer it to the Constitution and Code Committee for clarification.

Under items of new business president O'Shea called for a report from Willie McGough concerning the Spring Workshop. Mr. McGough will be handling local arrangements for the workshop on May 8 and 9 in Wilmington. He discussed with the Board several possibilities for different activities to be held at Cape Fear Technical Institute during the workshop. The Board moved to accept Mr. McGough's invitation to Cape Fear Technical Institute and to attend a fair reflecting the heritage of Wilmington. He assured the Board that he would work out all the necessary details. Mr. Lindsey suggested that information announcing the Spring Workshop could come out in the Journal.

Bob Pollard reported for Lillie Caster from the Resources of Technical Service Section. Ms. Caster's report is appended to the minutes.

Martha Davis submitted a report from *the public Library* Section. Her report is appended to the minutes.

Eugene Huguelet reported from the College and University Section. He stated that Plans were underway for a workshop in April at Salem College.

Dottie Butler reported from the Children's services Section. She stated that the Board was in the process of getting a new vice-chairman. She said that plans were underway for the Fall Conference and a campaign for increasing the membership.

Mae Tucker reported from SELA. She announced that the 1982 Conference would be in Louisville and in Atlanta in 1984. Ms. Tucker's report is appended to the minutes.

Under items of new business, Judith Sutton presented a petition for the establishment of a roundtable on the status of women in librarianship. She stated that the petition had more than enough signatures to be approved by the Association. A lengthy discussion followed by the Board on the formation of roundtables. Emily Boyce made a motion that the Board accept the petition and it was seconded by Bob Pollard. The motion carried. Bill Snyder made a motion that the Board advance $300.00 from membership fees to help get the roundtable organized. Dottie Butler seconded. The motion carried. President O'Shea directed the steering committee of the roundtable to meet with NCLA Treasurer Bob Pollard to work out the financial operations. Mae Tucker suggested that President O'Shea ask the Handbook/Constitution and Code Committee to make a recommendation for the formation of future roundtables and sections.

The meeting adjourned at 3:30 P.M.

David Harrington, Secretary. Bill O'Shea, President.

(Reports mentioned as appended to the minutes have not been reproduced in NCL.)

Treasurer's Report

December 4, 1979–December 31, 1980

Receipts

Item	Amount
Balance on hand	$0.00
Association dues and receipts	$10,224.25
Sections (Schedule 1)	$4,758.91
Total dues and receipts	$14,983.16
North Carolina Libraries (Schedule 1)	$6,312.18
1979 Conference (refund from UNC-G)	$117.71
Committee reimbursement	$91.37
Interest—General Fund	$325.00
Board luncheon reimbursement	$261.49
Transfer from General Savings	$17,100.00
Transfer from former treasurer	$1,627.97

Item	Amount
Total transfers	$18,727.97
Loan repayments	$280.00
Refund: ALA Representative	$45.06
Refund: U.S. Treasury	$13.00
Refund: Telephone	$18.49
Total refunds	$76.5[unclear in scan]
Total receipts	$41,175.43
Total cash to account for	$41,175.43
Expenditures (Exhibit B)	$40,375.68
Cash balance, December 31, 1980	$799.7[unclear in scan]

Fund Balances

Fund	Balance, December 4, 1979	Receipts	Disbursements	Balance, December 31, 1980
General Fund: Checking	$0.00	$41,175.43	$40,375.68	$799.7[unclear in scan]
Savings: CD	$10,000.00	$562.31	$5,562.31	$5,000.00
Savings: Passbook	$9,599.08	$12,755.63	$14,847.30	$7,507.41
Scholarship Fund: CD	$11,480.00	$861.17	$861.17	$11,480.00
Scholarship Fund: CD	$19,000.00	$1,721.38	$1,721.38	$19,000.00
Scholarship Fund: Passbook	$2,182.19	$2,716.48	$2,500.00	$2,398.67
McLendon Loan Fund: CD	$3,631.52	$247.30	$247.30	$3,631.52
McLendon Loan Fund: Passbook	$305.96	$857.10	$0.00	$1,163.06
Ray Moore Fund: CD	$1,000.00	$109.23	$109.23	$1,000.00
Ray Moore Fund: Passbook	$609.27	$165.75	$0.00	$775.02
NCASL Fund: Wachovia Money Market	$2,000.00	$225.89	$225.89	$2,000.00
Total	$59,808.02	$61,397.67	$66,450.26	$54,755.[unclear in scan]

Cash Disbursements

Item	Amount

Item	Amount
Executive Office (salaries and taxes)	$151.[unclear in scan]
Executive Office: Telephone	$776.20
Executive Office: Postage	$461.20
Executive Office: Printing and stationery	$1,388.33
Executive Office: Computer charges	$1,295.15
Executive Office: Photocopy	$29.50
Executive Office: P.O. Box rent	$16.00
Executive Office: Clerical help	$75.25
Total Executive Office expenses	$4,042.13
President's expenses	$757.08
Treasurer's bond	$62.00
Preparation of '79 taxes	$25.00
Audit of Treasurer's books	$150.00
1981 Conference speakers deposit	$2,250.00
ALA Representative expenses	$1,125.00
SELA Representative expenses	$236.60
Section expenses (Schedule 1)	$4,746.00
North Carolina Libraries	$17,529.36
ALA Washington Office	$200.00
ALA dues	$100.00
Governmental Relations Committee	$1,034.41
Membership Committee	$147.63
Library Resources Committee	$17.70
State Council for Social Legislation dues	$100.00
SOLINET dues	$10.00
Spring Workshop	$454.80
Scholarship awards (3)	$2,500.00
McLendon loans	$200.00
Executive Board luncheons	$189.43
N.C. 1980 Galaxy Conference	$100.00
Returned check	$25.00

Item	Amount
Miscellaneous	$37.60
Transfer to General Savings	$4,000.00
Transfer to McLendon Loan Fund	$184.00
Total transfers	$4,184.00
Total expenditures (to Exhibit A)	$40,375.68

Highlighting the 1981 ALA Midwinter Conference

By Norma M. Royal, NCLA Representative to ALA Council

The 1981 American Library Association Midwinter Conference, held in Washington, D.C., January 31 - February 5, 1981, was just what one usually finds it to be—inviting. involved, and informative. There were the countless number of meetings; including the growing number of delegates and other attendees (nearly 4,000), and the continuous array of Council business.

Major Concerns & Issues of the Council

Divisional dues discounts was one of the major items which the Council had on its agenda. Many members of the Council feel that ALA Divisions should have reduced student rates; however, many of the Divisions feel that a $5.00 divisional dues structure would not pay for the services and materials that the students receive. No final decision was made on this matter; however, it has been postponed until the Annual meeting this Summer. This will allow the Executive Board time to study and react to the operating agreement with divisions.

Another item which took a considerable amount of time during the last Council session dealt with alternate Chapter and Divisional Councillors. This item will also be discussed at the Spring Executive Board meeting, then brought back to the Council for further consideration. At the present, ALA State Associations (ALA Chapters) have no council representation to Midwinter and annual meetings, if its one elected councilor is unable to attend.

A deep concern was expressed for increased monitoring of fire protection in conference hotels. The Council passed a resolution that requires the ALA Conference Manager be directed to obtain the National Fire Protection Standards for hotel construction and for the protection of hotel guests. Relative information will be included with the hotel reservation information made available to members prior to annual and midwinter conferences.

The Council also passed a resolution in which the Association will support the International Year of Disabled Persons, by establishing an IYDP Committee, formulating projects, and motivating the membership to participate in these programs.

The ERA Task Force's report was accepted. It included an update on the ERA Campaign in which North Carolina has been selected as one of the target states. This means that North Carolina will receive

greater attention from the Task Force and a possibility of additional funds to be used in achieving ratification by 1982.

Bits & Pieces

There was an expressed concern relative to the high hotel rates. Chris Hoy who is Head of Conference arrangements, was asked to address this issue. Several councillors wanted to know what efforts ALA takes to insure that its members receive the lowest room rates possible for conferences.

AWARDS. The John Newbery Medal for the most distinguished contribution to literature for children will be awarded to Katherine Paterson for *Jacob Have I Loved*. The two Newbery Honor Books are: *The Fledgling* by Jane Langton and *A Ring of Endless Light* by Madeleine L'Engle.

The Randolph Caldecott Medal for the most distinguished picture book for children will be awarded to Arnold Lobel, author/illustrator of *Fables*. Caldecott Honor Books are: *The Grey Lady, and The Strawberry Snatcher*, *Truck*, *Mice Twice*, and *The Breman-Town Musicians*.

The Batchelder Award given to an American publisher for the most outstanding translated children's book will be awarded to the William Morrow Company of new York for the 1980 publication of *The Winter When Time Was Frozen* by Els Pelgrom and translated by Ralph and Maryka Rudnik.

IT'S ONWARD WEST! Centennial Trains West is planning two trains to San Francisco, California for the annual ALA meeting this Summer. THE SAN FRANCISCO ZEPHYR will depart from Chicago (Union Station) at 6:50 P.M. on June 22, arriving in San Francisco at 4:10 P.M. on June 25. Intermediate stops where ALA members can join: Galesburg, Il., Burlington and Ottumwa, IA., Omaha, NE., Denver, CO., Cheyenne, WY., Ogden, UT., and Reno, NV.

THE SUNSET LIMITED will depart from New Orleans at 1:00 P.M. on June 22, arriving in San Francisco at 8:25 P.M. on June 25, Intermediate stops For further information, call ALA in Chicago (312) 943-7710 or T. V. Travel, Inc., Dayton, Ohio (800) 543-9683 (8 A.M. to 5 P.M. EST).

Censorship in North Carolina Libraries, 1979 Study

By R. Philip Morris, NCLA/IFC Chairperson, 1977–79

In the Spring of 1979, the Intellectual Freedom Committee of the North Carolina library Association conducted a survey of *public libraries*, public school libraries, community college and technical school libraries and college and university libraries. The Purpose of the survey was three-fold. One, the committee wanted to document Censorship in *North Carolina libraries*. Two, the committee wanted to learn just how extensive and intensive censorship attempts had become. Three, the committee also Wanted a sense of direction. Toward which goal should the committee direct its energies to achieve maximum impact and the greatest productivity? The committee used the Survey as a vehicle to increase awareness of its work and scope of activities.

Martha Davis, member of the NCLA-IFC and media specialist with the Greensboro City School System, provided an in-depth analysis of the public school library responses to the survey. Her study divided the responses by type of school, i.e.: elementary, junior high school, senior high school.! The committee owes much to Ms. Davis who broke ground in developing the survey and who identified

the methodology adopted to analyze the responses. Also appreciation is due Marilyn Miller, faculty advisor to Ms. Davis at the School of Library Science, University of North Carolina in Chapel Hill, who provided

Many Suggestions on how to improve upon the original intent of the committee's survey. This report attempts to present the results of the tabulations of responses from *public libraries*, community college and technical school libraries, college and university libraries, and public school libraries as a whole. Responses from 728 libraries out of 2,276 libraries to which surveys were sent were received by May 9, 1979 (Table A). The greatest response was received from the community college and technical school library sector (71.9%) and the poorest response was from the public school library population (28.9%).

Table A: Returns as Compared to the Total Number of Possible Returns, by Type of Library

Measure	Public	University/College	Community/Technical	Public school
Libraries sent questionnaires	114	54	57	2,051
Libraries responding	60	34	41	593
Percentage responding	52.6%	54.9%	71.9%	28.9%

Profile of Respondents

As a group, librarians in North Carolina who responded to the survey are in their 30s, have been in the profession for two to ten years, have their MLS degree, and have been employed in their present position for from two to ten years.

The largest group of public librarians who responded to the survey were in the 30-39 age bracket. Approximately one-half of the respondents have between two and ten years of professional library experience. 61.7% of the 60 respondents have a Master's Degree in Library Science, and 10% have a degree beyond the MLS. Most of the respondents have been employed in their present positions from two to ten years.

University and college librarians who responded appear to be about ten years older than their public library counterparts. They have spent more time in the library profession. They have more formal education than public librarians, but, like public librarians, they have been employed in their present positions for two to ten years.

The librarian of a community college or technical school library has been in the profession from two to ten years. All but one of the respondents have the MLS degree and most librarians are in their second to tenth year in their present position. The average age of a librarian of a community college or technical school library is from 30 to 39.

Public school librarians have spent from two to ten years in the library profession and have spent as many years in their present position. Slightly less than one-half of the respondents' education stopped with a college degree and a librarian's certificate of degree. Approximately the same number

have the MLS degree or a Master's Degree in another field. Almost one-half of the respondents were in their thirties.

Attitude Vs. Experience

Nearly one-half of the respondents admitted to allowing fear of censorship to affect their selection of library materials (Table B). This fear dominated public school librarians where 53.8% feel they have avoided the purchase of library materials because they anticipated censorship problems. Public librarians allow that selection may be affected by fear in 35% of the respondents. A small segment (7.3%) of the community college and technical school librarians who responded and even a smaller segment (5.9%) of the respondents from university and college libraries believe their selection of materials may be affected by fear of a censor.

Table B: Grounds for Objections to Materials, by Type of Library

Grounds for objections	Public: number	Public: percent	University/College: number	University/College: percent
Sex	12	40.0	1	50.0
Profanity	8	26.7	0	—
Race	3	10.0	0	—
Sexism	0	—	1	50.0
Religion	2	6.65	0	—
Violence	3	10.0	0	—
Other	2	6.65	0	—
Total	30	100	2	100

Table B, continued: Community/Technical and Public School Libraries

Grounds for objections	Community/Technical: number	Community/Technical: percent	Public school: number	Public school: percent
Sex	0	—	62	34.6
Profanity	0	—	72	40.2
Race	0	—	8	4.5
Sexism	0	—	0	—
Religion	0	—	18	10.1
Violence	0	—	5	2.8
Other	0	—	14	7.8
Total	0	—	179	100

79.7% of the respondents have not been faced with censorship problems. If the survey provides an accurate sampling, the reverse is enlightening. One out of every five librarians who responded has had to face a censor!

Selection Policy and Complaint Procedure

82.3% of the respondents were aware of a selection policy in their institutions. But 72.2% of the respondents felt the selection policy at their institutions were adequate. It is interesting to note that while only 70% of the respondents from *the public library* sector had selection policies, 85.7% of the respondents felt that their policy (or lack of policy) was adequate for their library. In university and college libraries, a selection policy was reported from 61.8% of the respondents, however 95.2% of the respondents felt comfortable with the policy or lack of it. 76.2% of the respondents reported that their libraries have a written procedure for the handling of complaints. Public school library respondents appear to be the best covered (81.8% have such procedures) and college and university library respondents report such procedures in only 14.7% of the libraries. Approximately two-thirds of the *public libraries* and two-thirds of the community college and technical libraries have written complaint procedures.

Recent Censorship Attempts

Respondents report that 15.1% of the libraries experienced a formal complaint between 1974-1979. *Public libraries* reported that three out of ten libraries experienced complaints. Community college and technical libraries reported no formal complaints. Public school libraries report that one out of every six libraries were involved with a formal complaint. Of the 110 libraries reporting formal complaints 63.6% counted a maximum of two complaints in the five years prior to 1979. 5.5% of the *public libraries* with complaints and 3.3% of the public school libraries with complaints reported more than 10 complaints filed.

In *public libraries* and in public school libraries the group which lodged the most complaints were parents. 60.6% of the complaints came from parents. Reasons for complaints in *public libraries*, in decreasing order of number of cases reported were sex (40%), profanity (26.7%), race and violence (10% each) and religion (6.65%). In public school libraries profanity (40.2%) was the reason given for generating the greatest number of complaints.

In no case reported in *public libraries* was the complaint resolved by removing the material in question from the shelf. When any action was required of the librarian, material was either reassigned to another section of the library (20.8%), or relocated on restricted shelving (16.7%). The majority of cases were resolved by leaving the materials in place on the shelves (58.3%). College and university libraries left questioned materials in place in two cases (comprising 66.7% of the total). Resolution of complaints in public school libraries followed the same pattern of leaving the questioned material in place in 32.8% of the reported cases. Reassignment of materials and restricting materials accounted for the resolution of 24.4% of the complaints. 38.2% of the complaints, however, resulted in removing the materials from the collection.

Awareness of NCLA-IFC

The most important reason for the survey was to ascertain and increase awareness of the Intellectual Freedom Committee of the North Carolina Library Association. Of the 728 respondents, 405 were aware of the NCLA-IFC, and 301 were not aware of the committee. The greatest percentage of librarians who were unaware of the IFC were from the public school sector. 58.9% of the public

school librarians were unaware that the IFC would make itself available to assist in censorship situations. The committee was surprised and somewhat discouraged that of the 60 public library respondents only 43 were aware that the NCLA-IFC existed and of those 43 only 36 were aware that the committee stands ready to assist in providing support for librarians who are facing a censorship situation.

References

- Davis, Martha Elaine. "A case study of a committee conducting a study: the Intellectual Freedom Committee of the North Carolina Library Association conducts a study on censorship in *North Carolina Libraries*." A master's paper submitted to the faculty of the School of Library Science at the University of North Carolina at Chapel Hill. December, 1979.

Editor's Note: In 1979 the Intellectual Freedom Committee, NCLA, conducted a survey of librarians in N.C. The data from that survey was submitted to the editor in the Fall 1980. Philip Morris and the 1978-79 NCLA/IFC are to be commended for the development of the survey. Complete tabular analyses for this summary are available from Mr. Morris at the High Point Public Library.

Since the survey North Carolina librarians have experienced several cases of attempted censorship, most significantly in Columbus County and in Greensboro. Recent information from the Intellectual Freedom Office of ALA reports that North Carolina has been designated a test/target by certain groups with religious and political conservatism at their base.

Librarians in the state are urged to be alert to any instances of attempted or reported censorship. They should know how to contact the IFC/NCLA, and they should know that the press is their ally. Censorship is serious business and cannot be ignored.

North Carolina Library Association Membership

Please complete information below.

Membership number: _____
Name: first, middle, last: _____
Position: _____
Business address and ZIP code: _____
Mailing address (if different from business) and ZIP code: _____
New membership or renewed membership: _____

Mail to: Mr. W. Robert Pollard, Treasurer, NCLA, P.O. Box 5082, NC State University Station, Raleigh, North Carolina 27650.

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Transcription Note

This accessible edition transcribes the supplied scan of the Spring 1981 issue. Original print page numbers, repeated running headers, and printer artifacts have been omitted. Reading order has been restored where columns, captions, and page breaks interrupted text. Tables have been re-created as text tables, and advertisements have been gathered at the end. Descriptive photograph notes are editorial additions. Bracketed “unclear in scan” notes identify text or digits that could not be read confidently; they are not part of the original. Historical language and printed statistical inconsistencies have not been modernized or silently recalculated. The Blackwell North America advertisement listed in the original contents is not present in the supplied scan.

End of Issue: North Carolina Libraries, Volume 39, Number 1, Spring 1981