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Foreword

By Bill Pendergraft

In the opening chapter of J. D. Salinger's *Raise High the Roof Beam, Carpenters*, we are told the story of Chiu-fang Kao, a man who was a discerning judge of horses. He sent to Duke Mu of Chin a message stating that the Duke was to receive a dun-colored mare of noble breeding and great quality. When the horse arrived, it was a black stallion. Chiu-fang Kao, in his quest for greatness in the selection of horses, had forgotten color and sex.

Librarians are charged with the task of selecting instructional materials, and unlike Chiu-fang Kao, few rely only on their intuition to help them build their collections. They depend upon selection aids, the judgements of reviewers, the advice of marketers, interchange with others in the profession, and the guidance of advisory committees.

School media coordinators form media Advisory Committees composed of subject area or grade level representatives to ensure that the materials selected will meet the curricular needs of the students

served. However, as any school media coordinator can attest, there are other forces which play a role in the selection process.

There are selection policies written by the board of education which must be considered. There are citizens who find certain materials objectionable and who suggest that schools should remove those materials from circulation. There are constraints imposed by budget which often force school media coordinators carefully to prioritize faculty requests before ordering.

In light of all the forces which come to bear upon the school media coordinator in the selection process, three articles are presented in this issue of NCL to provide insight into the selection process and to give direction to the selection of materials for very specific instructional needs.

The first article, "Book Selection Methods in School Libraries—A Survey of Practices in North Carolina," analyzes the extent to which specific selection aids are used by school media coordinators in the state. While the research was undertaken in 1979, it still sets a point in time against which substantive study can be done. The second piece, "Foster children in the Junior Novel," provides an annotated bibliography to aid school media coordinators in the selection of materials which provide role models for pre-adolescents. The books reviewed include those found under the subject heading, "Foster children" in major selection aids. The third article, "Media Center programs for the Gifted in North Carolina," assesses the media center programs which serve gifted children, including a survey of materials acquired for programs for the gifted student.

A fourth article to be published in a future edition of NCL will examine the selection policies in North Carolina and the issues of censorship and First Amendment rights.

It is important continually to assess the selection policies for schools. With internal and external forces applied to the school media coordinator, and with selection policies receiving close scrutiny by boards, parents, and special interest groups, we as school media coordinators must somehow assure that Chiu-fang Kao's gift for unbiased judgement always endures.

Media Center Programs for the Gifted in North Carolina

By Elizabeth M. McIntyre, Media Coordinator, Littlefield Junior-Senior High School, Lumberton

Beginning about 1960—in wake of the spectacular 1957 Soviet launching of the first artificial earth satellite—and continuing to the present day, American literature on education for the gifted is prolific in curricular methods and programs, though not in relationship to the library. American *library literature*, likewise, reveals a dearth of information regarding the special needs of the gifted user with little mention of the school instructional media center and its role in the dissemination of programs and services. A careful scrutiny of the *Index to North Carolina Libraries, 1965–1978*, revealed one article, "The School Library Program in the Electric Age," (Spring 1970) with a single sentence devoted to gifted and talented programs:

> … Special programs for slow learners, the physically handicapped, and the academically talented are being initiated. [1]

Voices have not broken the ten-year silence since that publication. It, therefore, seemed appropriate to examine the extent and nature of existing North Carolina school instructional media center programs and/or services which might have had interim initiation—and to determine the extent that plans were being made for future implementation.

Specifically, the researcher hoped to learn: (1) how extensively distributed, geographically, are North Carolina instructional media center programs and/or services for the gifted, (2) what a comparative analysis of these programs and/or services in urban and rural schools would reveal, (3) what is their nature, and (4) how extensively dispersed are they throughout the curriculum.

The study excluded private and parochial schools, as well as the North Carolina Governor's School. It was limited to a random sample survey of North Carolina public school systems—grades K-12. The study did not evaluate the effectiveness of the programs and/or services to the gifted segment.

A "school instructional media program" includes any planned format of activities, either models of acceleration or enrichment, which in conjunction with the school curriculum, is designed to foster and promote the diverse interests formed by professional or paraprofessional persons in the school media center that is directly related to meeting the needs of the gifted child. "Gifted" refers to that segment of the school population capable of high performance or those with demonstrated achievement or potential in any of the following areas, singly or in combination: (1) general intellectual ability, (2) specific academic aptitude, (3) creative or productive thinking, (4) leadership ability, (5) visual and performing arts, and (6) psychomotor ability. [2]

Structured response questionnaires were mailed to 46 (25%) randomly selected media supervisors, directors, or coordinators from a total population of 184 serving the various county and city public systems in North Carolina. The 100% response lends to the credibility of the conclusions which have been drawn.

Twenty-four, or 52% reported programs and/or services for the gifted in which a total of 9,478 students were enrolled. Twenty-two, or 48% listed none. Ten urban and 14 rural school systems reported existing programs and/or services. A chi-square test used to analyze the urban-rural distributions showed no statistical significance at the .05 level.

To determine the nature of programs and/or services, three data groups were gathered and analyzed: (1) types of programs and/or services, (2) media utilized, and (3) whether programs and/or services were based on models of enrichment or models of acceleration.

Programs, Services, and Media

Table 1 reveals programs and/or services offered the gifted, both those listed on the questionnaire, and categories provided by respondents under the rubric "Other," i.e., "Values Clarification," "Advanced Skills Development and Critical Thinking," and "Dramatics."

Table 1: Frequency Distribution of Types of Programs or Services

Programs and/or services include	Number	Percentage
Reference and Research Skills	19	40
Great Books Program	11	23
AV Production Programs	8	17
Outreach Program to Parents	3	6
Advanced Skills Development and Critical Thinking	3	6
Values Clarification	2	4
Dramatics	1	2

In contrast, Table 2 illustrates the more even distribution of media utilized in programs and/or services for the gifted. 16mm films, sound recordings, and filmstrips top the list with distributions in the 23–26% range, while I-TV, slides, and microforms are less favorably rated.

Table 2: Frequency Distribution of Media Utilized

Media utilized	Number	Percentage
16mm Films	18	26
Sound Recordings (Records or Cassettes)	17	24
Filmstrips	16	23
I-TV	9	13
Slides	9	13
Microforms	1	1

Table 3 indicates the 3 to 1 ratio of models of enrichment over models of acceleration. Four of the 24 systems reporting specified programs and/or services based on both models of enrichment and acceleration.

Table 3: Frequency Distribution of Models

IMC programs and/or services are based on	Number	Percentage
Models of Enrichment	21	75
Models of Acceleration	7	25

Grade Levels and Subject Areas

The extent of dispersion within the system curriculums was obtained by questioning: (1) the grade level(s) at which programs and/or services exist, and (2) the subject areas in which they have been developed and are in effect.

Table 4 shows grade level dispersions. The junior high level, 7–9, has the highest concentration, followed closely by the 4–6 grade middle grades. Surprisingly, grades 10–12 comprised only 20% of the total. At the K level, relatively few programs and/or services exist, as the identification process of gifted students has not begun, or is just beginning. A 3% increase (to 14%) over level K is revealed in grades 1–3, and a sharp rise (almost double at 27%) is seen at levels 4–6 when processes for identifying the gifted have been well established.

Table 4: Frequency Distribution of Grade Levels

Grade level	Number	Percentage
7–9	19	29
4–6	18	27
10–12	13	20
1–3	9	14
K	7	11

As seen in Table 5, Language Arts is the subject area with the greatest number of programs and/or services, receiving 22 affirmative responses from the 24 systems reporting. Mathematics at 18% and Science at 16% are, interestingly, less favorably represented. After Social studies, ranking fourth at 13%, are Art, Music, and Foreign Language with even fewer programs and/or services. One respondent listed Computer Technology under the rubric “Other.” The percentage totals of this and some of the preceding tables are a bit less or more than 100% due to rounding.

Table 5: Frequency Distribution of Subject Areas

Subject area	Number	Percentage
Language Arts	22	32
Mathematics	12	18
Science	11	16
Social Studies	9	13
Art	5	7
Music	4	6
Foreign Language	4	6
Computer Technology	1	1

Of the 22 negative responses, only 23% reported programs and/or services in the planning stages. 41% responded “under consideration,” and 36% indicated none being planned. No systems reported future programs and/or services in the form of written proposals.

Conclusions

It is to be concluded, then, that in 1980 there is a wide distribution of instructional media center programs and/or services for the gifted in North Carolina public school systems. Furthermore, assuming that the sample is representative, they are not clustered in urban areas, but are evenly dispersed in both urban and rural areas.

An overwhelming majority are based on models of enrichment, rather than models of acceleration. Reference and research skills and the Great Books Program comprise high percentages of the kinds of programs and/or services available, while 16mm films, sound recordings, and filmstrips are the media chiefly utilized. Surprisingly, instructional television fell low in the category at 13%.

Instructional media center programs and/or services for the gifted are widely available in the curriculums of North Carolina public school systems. They run the gamut from K-12, with every major subject area having representation.

It is probable, though not concluded, that the majority of these programs and/or services were initiated since 1970. From data received, it appears that a zenith has been reached, and that fewer programs and/or services will be implemented in the next few years. A future study, building on the present one, could provide answers to the question of how long present programs and/or services have been in existence. The present research also lends implication to a future study which would address itself to the decline of programs and/or services in grades 10–12, at which level it would seem that the greatest number would be in effect.

References

1. Jennie Lee Rider, “The School Library Program in the Electric Age,” *North Carolina Libraries*, 28 (Spring 1970), p. [unclear in scan].
2. H. Thomas Walker, “Media Services for Gifted Learners,” *School Media Quarterly*, 6 (Summer 1978), pp. 253–54.

Foster Children in the Junior Novel

By Betty L. Kirwan, Instructor, Educational Media, Western Carolina University, Cullowhee

A nurturing adult is one who helps a child develop a positive self-image. Librarians who recommend books to children, especially foster children, need to understand the role of the nurturing adult and be familiar with books featuring adults who perform this role.

Even children who live with both biological parents frequently need some other adult if they are to develop a positive self-image. Some parents convey to one or more of their children a sense of unworthiness or unimportance. Such parents do this unconsciously when they consistently dismiss what their children say as unimportant, make little or no attempt to see things as their children see them, have little empathy for the child’s needs, and display little support or interest in the child’s

ideas. This lack of communication causes a problem. The child feels defeated and because of this defeat becomes rebellious.

Children can rebel in a number of ways. They can rebel by openly exhibiting behavior which is unacceptable. When reprimanded, they can continue in such behavior clandestinely. They can become quiet and withdrawn.

Such rebellion does not solve these children's problems. Even while they are rebelling, feeling different, they continue to feel that they are not being understood. They continue to feel that they are not being accepted by adult society. Such children need to find someone in adult society who will communicate with them, understand their needs, be sympathetic to their problems. The adult outside of the immediate family who performs this function is a nurturing adult.

Teresa Poston has identified a number of needs which preadolescents have and which the nurturing adults must recognize as he or she fosters a positive relationship with a child. A child:

1. needs to know that he or she is not to blame;
2. needs to give and receive love;
3. needs to be accepted as a member of a family;
4. needs to establish a good self-image. [1]

Adults who help meet these needs do not have to be active participants in a child's rebellion. They may act passively as listeners. The important behavior which these adults exhibit is one of acceptance. The adult fosters, nurtures, and helps the child develop an awareness of himself or herself as an individual.

This acceptance of the child allows the child to say, "I'm OK. There's nothing wrong with me even though I'm not accepted by my parents." The child's ideas and actions are accepted by a member of adult society who encourages and strengthens the child's positive self-image. It is important for the child to see that what he or she values has validity in the adult world. As one fictional child said,

> I saw that Mrs. Woodfin had been special. It didn't matter that she had lied about herself because she was a lonely old woman who needed friends. What mattered was that she had made me feel different, and because of that, I had seen myself as a person for the first time in my life. [2]

Finally, nurturing adults through their reactions to children can enable the latter to see that they are responsible for their own actions. The children may then recognize those obstacles of their own making which are causing some of their problems and may correct their own behavior.

Children who live with foster parents, or other surrogate parents, have a crucial need for the kind of nurturing adult described above. Foster children have problems greater than communicating with parents. Such children usually feel exceptional rejection because they have literally been removed from their natural home and whatever kind of security they attached to that home. They need to find acceptability and respectability.

Foster children speaking for themselves have said repeatedly that they wanted to be accepted for what they were by the foster family. [3] At the same time, it is necessary for the foster parent to exhibit a fairly low-keyed acceptance. [4] This role by the parent permits foster children to work out their problems, but at the same time have in the background a caring adult ready to support and accept them for what they are, allowing them to believe that it is all right to be different from the child with two caring parents because they do have someone who cares for them. The librarian recommending books to foster children should be aware that "teenagers who are trying to 'make it' in a broken home need to read books about other kids who face similar situations." [5] Foster children need to be exposed to literature which is not based upon idealized child-parent relationships because they usually will reject such a story's credibility. [6] These children are skeptical of professionals such as guidance counselors and social workers who are trained to listen to problems. It should be recognized also that for the foster child, no matter how miserable the living situation was with the biological parents, there is a recurring urge to return, live there, and be accepted.

Books which have as their setting a foster home or foster children provide a context particularly conducive to the role of the nurturing adult. As such, they can be of value to any child who needs the help of such an adult. They can also help those in a conventional home situation to understand and have empathy for the relationships present in a foster home.

The following critical bibliography attempts to evaluate selected books found under the subject heading Foster-Children against the needs of such children as discussed above. *Children's Catalog* and its supplements through 1979 list six books under the subject heading Foster-Children. *Junior High School Catalog* and its supplements through 1978 list only three books under this subject heading. *Senior High School Catalog*, through 1979, does not use the subject heading, Bernstein's bibliography lists thirty-five books, there are a comparable number in *The Bookfinder*, and Wilkin does not use the subject heading. The subject heading is also not used in *Books in Print*. In those bibliographies where the subject heading Foster-Children is used, we find that the books usually deal with other kinds of broken homes, running away, living with grandparents, aunts, or other family members. Poston made the observation that pre-adolescent literature does not reflect the increase in the number of broken homes. [7] I find from reading books which deal with foster children or broken homes in this age group, that it is more often other children in the home or outside of the home who act as the nurturing individuals. Unfortunately relatively few nurturing adults are found in this literature. Consequently the following bibliography includes books with and without such adults. I have tried to assess the roles played by the adults in the novels in terms of the need for nurturing adults and the need of foster children for support in developing positive self-images.

References

1. Gale Teresa Poston, "Preadolescent Needs and Problems as Seen in Family Life Fiction Published Between the Years 1965 and 1975: A Content Analysis," *Top of the News*, 34, no. 4 (Summer 1978): 344.
2. Barbara Wersba, *The Dream Watcher* (New York: Atheneum, 1979, 1969), p. 170.

3. Elinor Jacobson and Joanne Cockerum, “As Foster Children See It: Former Foster Children Talk About Foster Family Care,” *Children Today*, vol. 5, no. 6 (November–December 1976): 32–36.
4. Helen D. Stone, “Introduction to Foster Parenting: A New Curriculum,” *Children Today*, vol. 5, no. 6 (November–December 1976): 28.
5. Barbara Haley, “The Fractured Family in Adolescent Literature,” *English Journal*, vol. 63 (February 1974): 70.
6. Frances B. Cacha, “Book Therapy for Abused Children,” *Language Arts*, vol. 55, no. 2 (February 1978): 201.
7. Poston, “Preadolescent Needs,” p. 347.

A Critical Annotated Bibliography

Arthur, Ruth M. *Miss Ghost*. New York: Atheneum, 1979.

Elfie tries diligently to adapt to a number of different foster homes for she fears being sent to the mother in Australia who had deserted her. In each foster home Elfie is a victim of circumstances which cause her to lose her sense of identity and to be placed in a home for mentally disturbed children. It is a “ghost” in this home who allows Elfie to talk through her problem and eventually regain her identity. Foster children can identify with Elfie and her problems, but will find her eventual acceptance into a foster home contrived in order for the story to reach a satisfactory conclusion.

Burch, Robert. *Skinny*. New York: Viking, 1964.

Parentless and living with Miss Bessie in an old hotel, Skinny waits with apprehension the day there will be room in the orphanage for him, and he will be taken there. Although the setting is rural Georgia around 1940, the foster child can identify with Skinny’s longing to remain with the one person who has provided a stable situation for him.

Byars, Betsy. *After the Goat Man*. New York: Viking, 1974.

Figgy has been left with his only surviving relative, an eccentric grandfather, whose cabin is in the path of highway construction. The grandfather leaves the house where he has been relocated to lock himself in the cabin. The problem with the grandfather is resolved by the two children with whom Figgy plays Monopoly rather than through the aid of any adult supporter. There is little for the foster child to identify with here except Figgy’s need to find his grandfather.

Byars, Betsy. *House of Wings*. New York: Viking, 1972.

A child is left at an eccentric grandfather's and abandoned abruptly by his parents. Grandfather communicates his love and concern for the child by involving the child in nursing a crane back to health. The child develops a positive self-image by being treated as an equal in this project which is of great importance to his grandfather.

Byars, Betsy. *The Pinballs*. New York: Harper, 1977.

Foster children are dealt with by concerned adults in a realistic and effective manner. These adults play an understanding but passive role in helping two of the three children work out their problems and learn to love. These two children in turn aid the third in developing a positive self-image.

Cleaver, Vera and Bill. *I Would Rather Be a Turnip*. Philadelphia: Lippincott, 1971.

Even though the story has as one of its main characters an illegitimate boy who is sent to live with his grandfather, the main character, his twelve year old relative Anne, is so strongly drawn that the reader develops an empathy for her as she grows and faces problems when shunned by her friends. Ruth, the black maid, aids in Anne's development in a satisfactory supportive manner while accepting the boy unashamedly.

Corcoran, Barbara. *A Dance to Still Music*. New York: Atheneum, 1974.

A recently deaf girl runs away from an impatient mother, and is accepted by an unconventional but understanding widow living on a house boat. Through the acceptance and patience of the widow, the girl learns to accept herself, and her responsibilities and to relate to others.

Cunningham, Julia. *Drop Dead*. New York: Pantheon, 1965.

This book belongs to the "escape from an ogre" genre. The fact that the protagonist is a foster child is simply an easy way to propel the child into the clutches of a horrible person, thereby permitting the central action of the story to take place. This is a well written story which holds children's interest, but not particularly recommended for foster children. It would probably reinforce their skeptical view of adults. However, there is an aspect which corresponds to a reality in the life of foster children. The foster child must take action and be responsible for creating his future.

Dunlop, Eileen. *Fox Farm*. New York: Holt, 1979.

Adam's father, a widower, remarries and at the insistence of his new wife moves to Australia leaving his son with the Darkes. Conspiring with his foster brother, Richard, Adam helps secretly to care for an orphaned kit. This activity brings Adam out of his self pity and preoccupation with rejoining his father. By caring for the young fox, Adam develops a friendship with his foster brother. He also learns that to be a part of his foster family he must contribute to the relationship. Foster children will identify with Adam's desire to be reunited with his father, but may find his equally excessive desire to care for an orphaned kit to be contrived.

Fox, Paula. *How Many Miles to Babylon*. New York: White, 1967.

A boy, left with three aunts because his mother is in a mental hospital and his father has abandoned them, fantasizes about finding her as a queen of an African tribe and himself as a prince, In his real search for his mother, an abduction by a group of boys allows him to use his cunning to escape and return to his aunts and mother who is the antithesis of his mental image. Foster children will identify with the aunts' and the boy's longing for his mother.

Hunt, Irene. *Up a Road Slowly*. Chicago: Follett, 1966.

Realistic situations, outcomes, and relationships are believable for the foster child who Will have empathy for Julie's anguish at being sent to live with her maiden Aunt Cordelia. They will also recognize in lying, alcoholic Uncle Haskel the irresponsible individual who is unable to acknowledge obstacles of his own making.

L'Engle, Madeline. *Meet the Austins*. New York: Vanguard, 1960.

For the foster child, this story will have an air of unreality. The too perfect relationship between the children and parents in the Austin home ruins an otherwise well written book concerning a child's sudden loss of family and need for adjustment.

Paterson, Katherine. *The Great Gilly Hopkins*. New York: Crowell, 1978.

A belligerent foster child is dealt with in a firm but loving manner. The foster parent and the school teacher play an active role in helping Gilly develop a positive self-image and recognize values in others. Foster children will empathize with Gilly's longing to return to her mother, her cunning in trying to cope, and the aloofness of the social worker.

Wier, Ester. *The Loner*. New York: McKay, 1963.

A homeless, nameless child is shown searching for some adult attachment. The adults in the sheep camp who take in the boy develop into a loving, supporting, but not domineering family. Children coping with loss of family will identify with David's search, his attempts to please the adults in his life, his sense of failure, his growing sense of responsibility, and developing sense of self worth.

Wilkinson, Brenda. *Ludell*. New York: Harper, 1975.

A black child, abandoned by her mother into the care of her grandmother, develops into a discriminating ambitious adolescent through the love and support of her extended family. There are no positive male images in this story, and the black dialect will make the reading difficult to some.

Book Selection Methods in School Libraries—A Survey of Practices in North Carolina

By Mary Strowd Ward Riggsbee, Librarian, Northwood High School, Pittsboro

Recommendations by the American Library Association state that schools with an enrollment of as many as 250 students should have one full-time professionally trained librarian. However, a public school in North Carolina has a librarian only if the school system decides to use an allotted classroom teacher position for the library, or if the local system finances that position.

The librarian has to plan and perform all of the activities that occur in a library or oversee assistants in their performance of them. (In addition, the librarians may have tasks neither professional nor library-related, such as monitoring study-hall.)

One professional activity, materials selection, is particularly essential to the success of the library. Materials must be available for study and for pleasure. Wise and proper selection of books is enormously time-consuming, and the school librarian cannot consistently make good choices without sufficient aids. The librarian, of course, cannot read every book before purchasing it; therefore, one must rely on the recommendations of professional reviewers. By using these aids one can also benefit from several informed opinions concerning a [text unclear in scan].

The purpose of this study is to investigate how librarians in North Carolina public schools use review media when making book selections for their libraries. [1] It determines (A) which review media they use, (B) how many they use, (C) to what extent librarians depend on the reviews, and (D) indicates other techniques that are used and the degree to which they are used.

During November, 1978, this writer mailed questionnaires to 66 public elementary and high school librarians in North Carolina who were chosen by systematic random sampling from a list of the 2,034 public schools. Of the 66 librarians contacted, 55 (83 per cent) responded.

According to the responses, they use a variety of review media. The largest number of librarians use at least sometimes *School Library Journal*, *Booklist*, *Library Journal*, *North Carolina Libraries*, and *Horn Book*, respectively. Of the thirteen professional journals listed on the questionnaire, the 10 most used are used by 40 percent or more of the librarians. (See table 2.)

The journals that are used regularly by the largest number of responding librarians are *School Library Journal*, *Booklist*, *Horn Book*, and *Library Journal*. (See table 1).

Table 1: Percentages Showing Degree to Which North Carolina Public School Librarians Use Book Selection Aids—Professional

Book selection aid	Librarians replying	Use regularly	Use less than regularly	Never use	Total that use
School Library Journal	52	46%	42%	12%	88%
Booklist	44	36%	55%	9%	91%
Horn Book	44	23%	48%	29%	71%
Library Journal	43	26%	56%	18%	82%
Elementary English	42	7%	55%	38%	62%
North Carolina Libraries	42	5%	71%	24%	76%
Wilson Library Bulletin	42	17%	45%	38%	62%
Book Review Digest	41	10%	51%	39%	61%
Bulletin of the Center for Children's Books	40	13%	43%	45%	56%
Choice	38	3%	34%	63%	37%
Appraisal	37	0%	35%	65%	35%

Book selection aid	Librarians replying	Use regularly	Use less than regularly	Never use	Total that use
School Libraries	36	11%	50%	39%	61%
Science Books	36	0%	53%	47%	53%

This table contains percentages of the number of librarians who replied to each question. Because of rounding, some statistics do not equal 100 per cent.

Publishers Weekly is the trade periodical that shows the highest percentage (52 percent) of users. (See table 2). In the general periodical grouping, the largest number of respondents (46) answered the question regarding local newspapers: 85 percent of the librarians use these reviews; 11 percent use them regularly. (See table 2.)

Table 2: Percentages Showing Degree to Which North Carolina Public School Librarians Use Book Selection Aids—Trade

Book selection aid	Librarians replying	Use regularly	Use less than regularly	Never use	Total that use
Publishers Weekly	42	2%	50%	48%	52%
Kirkus Reviews	41	2%	27%	71%	29%
Retail Bookseller	40	3%	38%	60%	41%

Table 2, continued: General Periodicals

Book selection aid	Librarians replying	Use regularly	Use less than regularly	Never use	Total that use
Local newspapers	46	11%	74%	15%	85%
New York Times Book Review	44	7%	59%	34%	66%
Saturday Review	41	5%	51%	44%	56%
Harper's	40	0%	43%	58%	43%
Atlantic Monthly	39	0%	38%	62%	38%
Time	39	8%	74%	18%	82%
New Yorker	38	0%	47%	54%	47%

This table contains percentages of the number of librarians who replied to each question. Because of rounding, statistics may not equal 100 per cent.

There is a wide range in the number of media used by each librarian. At one extreme, there are ten librarians, each of whom reported using 20 or more different media.

One uses all 23 media, plus 2 that are unlisted. The modal number of media is a tie of 13 and 14. (Five librarians use 13 titles, and five use 14.)

Four librarians use 11 media, which is also the mean and the median. Three librarians use 5 media, and nine use fewer than 5, including one who apparently does not use any review media at all.

Of all the librarians who returned the questionnaires, more use (1) review media and (2) requests by students and faculty than use any other selection technique. Both of these two selection techniques earn 52 adherents (95 percent of the 55 returned questionnaires.) Requests influence 34 librarians (65 percent) regularly; review media influence 24 (46 percent) regularly; and there are 21 (42 percent) librarians who report that they personally review books regularly.

Book clubs also draw a large number of replies (51), of which 67 percent of the responding librarians indicate being influenced by them. Only 10 percent of the respondents are influenced by them regularly, however. All 50 of the librarians who answered the question about personal reviewing indicate they do review, 42 percent of them doing so regularly.

For the statistics of the 1978-79 North Carolina librarians' use of selection aids to have heightened meaning, they were compared with Marjorie Fiske's findings for the 1956-58 California librarians' use of aids. [2]

The use of Wilson publications could not be included in the comparison, however, because of the difference in the manner of listing them in the two questionnaires. The comparison shows that North Carolina school librarians in 1978 differ in book selection practices from the practices of those California School librarians during 1956-58. The most obvious difference is that there is a larger percentage of reporting North Carolina Librarians than there were California librarians using and relying on (i.e., using regularly) every item listed.

In the two studies, there are 38 percent more North Carolina librarians who use *Booklist* than California librarians who used it, and there is a 61 percent difference in the use of *Horn Book*.

Local newspapers, which were not shown to be used in California, are used by 85 percent of the North Carolina librarians and relied on (used regularly) by 11 percent. Time is also used by North Carolina librarians (82 percent), although it is used regularly by only 8 percent. It, like newspapers, was not used by the California librarians.

In the North Carolina survey, all 50 people who answered the question on personal reviewing participate in this method of selecting books. Forty-two percent use the method regularly. North Carolina librarians differ most in their use of selection aids from that of California librarians in the area of faculty and student requests. Fiske's librarians did not discuss student requests and complained about the small number of— and type of— requests that they received from teachers. In contrast to that total absence of use from Fiske's librarians, 52 of 55 North Carolina librarians answered the question, with 100 percent of them saying that they use requests and 34 (65 percent) answering that they use them regularly. Other comparisons seem to show that North Carolina public school librarians wisely choose the review media that they use. Studies of book reviews and reviewing media were conducted by Alice Lohrer, Zena Sutherland, and Rosemary Weber. Conclusions gained from these three studies are that *Booklist*, *Bulletin of the Center for Children's Books*, and *Horn Book* are three journals that have especially helpful descriptive and critical reviews.

Weber studied the number of the children's and young adult books that were reviewed in seven periodicals during 1977. These seven reviewing media published a total of 7,611 reviews of the 3,915

books that were studied. *School Library Journal* and *Booklist* reviewed the largest number of those books during 1977 and carried the largest number of reviews of books not carried in other periodicals. The returned questionnaires from North Carolina librarians show that the two leading media in Weber's study are the two media that have the largest percentage of users among North Carolina school librarians. The 55 returned questionnaires, show that 52 librarians answered the question regarding *School Library Journal*. Of these librarians, 88 percent use its reviews; 46 percent use them regularly.

The comparisons made in this study show that North Carolina public school librarians during 1978 used a greater variety of reviewing methods than did the California 1956-58 school librarians. The comparisons also show that North Carolina librarians use all of the aids more regularly than did those in the California group and that the media that are most frequently used by North Carolina librarians are those that, according to Weber's survey, provide the most reviews and contain the most helpful information in those reviews.

References

1. This survey may be read in detail in the Master's research paper entitled *North Carolina School Librarians' Use of Book Selection Aids*. It is located in the School of Library Science, North Carolina Central University, Durham, North Carolina.
2. This is information on the California study of 1956–58, which comes from *Book Selection and Censorship: A Study of School and Public Libraries in California*, by Marjorie Fiske.

Libraries, Foundations, and the 1980's

By Thomas Lambeth, Executive Director, Z. Smith Reynolds Foundation, Winston-Salem, North Carolina

Delivered at the North Carolina State University Friends of the Library dinner commemorating the acquisition of one million volumes by the D. H. Hill Library, April 21, 1981.

I am pleased to be here because libraries are important. Libraries are important everywhere, but certainly no where more important than on the campus of a research university. A research university, located in a center of intellectual ferment such as the Triangle, demands a library of the quality and the size which D. H. Hill has realized.

Your gathering here tonight is, however, more than a celebration of the attainment of a new milestone in the development of this facility. It is also a recognition of the importance of the kind of support that organizations such as the Friends of the Library provide to a valuable educational resource.

My former boss, Rich Preyer, told me some time ago about going to a party at the White House. It was one of those evenings that was given over to recognizing achievement in the arts. He noticed Erskine Caldwell, famous author, standing on one side of the room by himself and went over to speak

to him. To start up a conversation, he turned to Caldwell and said: “Mr. Caldwell, what are you writing these days?” To which Caldwell replied, “Checks.”

I hope it is not too crass of me to point out that to some extent tonight is an occasion on which we say thank you to those who write checks. Fortunately, there have been people willing to provide financial support for the strengthening of this library. Even more fortunately, however, this library has not had to depend alone upon large foundations or state appropriations or big bequests. There have been individuals of varying degrees of affluence who have been willing to share some of their money in support of D. H. Hill. That kind of broad base is critical to the development of such an institution.

Why are libraries important? Why is it important that a public library receive private funds? What does all of this have to do with foundations? What does it have to do with the United States of the 1980's? It is those questions that I want to address in the next few minutes.

Thomas Carlyle described the true college as “a collection of books” and Milton wrote that “Books are not absolutely dead things but contain a potency of life in them to be as active as the soul whose progeny they are,”

It seems to me that in those words are captured the spirit of places such as this. Books are the pockets in which we place ideas and universities bring those ideas and people together. From that confrontation comes most of what is beautiful and valuable in our lives. So it is fair to say that the support which an institution gives to the expansion of its library is one of the truest measures of its commitment to the ideal of liberal education and to its purpose of enabling free men and women to make good use of their freedom.

This institution can be proud of the commitment which it has demonstrated, and those who are its friends can be encouraged by the intelligence with which this institution and its library have approached this point in their development. Book inflation has been a far more devastating economic fact for libraries than it has been for our society as a whole. You, here, have shown imagination in your efforts to gain control of costs through those measures you have taken to deal with duplication and overlapping services, and with the establishment of cooperative ventures with other libraries in the Triangle.

There are those who would argue with the premise that private sources—whether they be individuals, corporations, or foundations should provide funds to a part of a public institution. Why, they say, should private money be used to build up a facility that can rely on all the taxpayers for its support?

Most of you know that the answer is very simple. The support of any level of government, however generous, is going to be only sufficient to provide the essentials—to keep things going. Private giving is the margin of excellence. So we—in the private foundation world—have much to gain by concerning themselves with the future of libraries and universities such as this. At the foundation I direct, which has a mandate to spend its money for the benefit of the people of North Carolina, we

are especially interested in your future. And I hope you are interested in ours. This is the point where I make my plug for foundations.

There are places in the world where private philanthropy has a bad name—where it is considered bad for institutions or individuals to be indebted in any way to wealth. Indeed, in some of the nations of Western Europe legislation in recent years has discouraged the establishment of foundations. Several years ago when the King of Sweden proposed to endow a worthy activity, much of his nation's press and leadership was aroused to say that he should leave charity to the government, where it belonged. We have not come to that point in our country. We have a healthy respect for the role of both the private and the public sector in helping people when they need help.

Our danger is not from any government attitude but from the economic realities of life. Present law requires foundations each year to spend a sum equal to five percent of their asset value or all of their annual income, whichever is larger. Fortunately, the yield of most foundations is greater than five percent so they can pay out their annual income and need not dip into assets. But in a time of ten to twelve percent inflation and with a law that prevents foundations from putting some of their annual income aside to build up assets, foundation funds in real dollars are actually diminishing. In the last ten years the actual real dollar value of foundation assets has declined between $3 billion to $5 billion.

This year we are trying to change that law to provide that we pay out five percent, but may retain any earnings above that amount to build uP the corpus of foundations. This may mean, temporarily, that there will be a small decline in foundation grants. It will mean, however, that foundations will go on existing and will grow so that over the long run those who benefit from them will gain.

I hope those of you here tonight will support these efforts because I think the private-public mix in our society is good. It is good in education and it is good in providing for the other needs of our people. That mix is good in our society generally because it prevents dominance by any one interest—a constant threat to our kind of democracy. It has been good for institutions such as this library which are a part of our arts and humanities treasure as Americans. Our progress in those fields in the last decade has been characterized by a national commitment to partnership that may be threatened by new directions in the federal government and people who generally believe in the value of such institutions.

Budget cutting—whether in Raleigh or Washington—is always a dangerous time because it requires that a divergent group of people with different values must establish priorities for all of us. It is still the best system around, but it is not perfect.

Most Americans believe in the effort to control government spending, but I hope that consensus will not be used as a cover to do injury to basic values in our federal system. It is important that there be a full debate as to what is appropriate in government support programs. -

It seems appropriate to me to give some attention to this subject tonight because, surely, libraries are associated with the learning and the preservation of values. The setting of national priorities is surely a question of values.

From the President on down we have heard in recent weeks the suggestion that nothing truly important will be lost by cutting back on funds for education, the arts, or the humanities because traditionally the private sector has supported those and will be the inevitable salvation of all of them.

It isn't necessarily so.

First, the private sector has been supportive long before the establishment of the national endowments or before the inauguration of massive educational assistance programs. But, support in terms of needs and in terms of ability to provide support was disappointing and geographically restricted. Anyone who believes that there would be arts councils in Pamlico and Stokes counties today if it had not been for the push of federal and state funds must also believe that deregulation of natural gas will not increase the price to the consumer.

If all the foundation grants made in America last year were lumped together they would not cover projected cuts in the field of education alone. If corporate contributions—which rose only four percent last year—were to rise ten percent this year, they would not cover the cuts proposed in public broadcasting and the two national endowments.

Perhaps the greatest contribution of federal support in these areas has been—not the money—but the value of demonstrating a kind of national commitment to certain values.

During congressional hearings, Maurice Abravanel from Utah, a musician, was given 30 seconds to explain why the American people should support such things as libraries and symphonies. He said: "For the same reason that farmers plant flowers—because man cannot live without beauty."

For some years now we have given truth and beauty a limited national commitment but it has produced a great deal. In Winston-Salem, for example, one federal dollar has produced as much as 40 private dollars for programs in our community. And I can tell you that the Reynolds Foundation's money for various programs has resulted directly from the leveraging effect of federal and state funds committed to those programs.

It is very important that, as we make necessary sacrifices in taxpayer support of such things as the arts and the humanities, we are careful that we do not deliver the wrong messages about our priorities. I would probably be considered a hawk on defense, and I would have little argument with those who say we need to strengthen our country militarily. But, it does concern me that we spend $600 per capita in this country on defense and only 70¢ on the arts. I am not certain I can justify $52 million for military bands and only $13 million for the national Endowment for the Arts music program. Let's not get into the posture where we say billions for defending America but pennies for what makes it worth defending.

There is another spirit that lurks among the budget cutters and among many of our people that should concern those of us here tonight. Last year a Cambridge survey produced the statistic that 28 percent of our people believe that science is bad. Other results of that survey reveal the beginnings of a fear of progress, of research, and of scientific inquiry. This may be relative. It is likely that people

are afraid of science when they think of DNA research and proud of it when they watch the landing of the space shuttle. It is important that they realize the same spirit produced both.

There is a hint of another spirit which I find disturbing.

This nation and this state have always been committed to education. One reason for that has been the conviction, especially among the middle class, that education offers the means of making life better for their children. Today it is evident that many Americans doubt that. We have become a nation of pessimists, although the very idea of this country is optimistic.

We must restore our peoples' faith in our institutions. Here at a public institution that is a special challenge. North Carolina State University belongs to everybody in North Carolina. It belongs to many who will never send their children there, who will never even visit—who may not be especially fond of it— but who own it along with every other citizen of the state. We need to be more concerned about our accountability to all these people. We need to demonstrate our respect for their ideas and their concerns—we need to be as solicitous of their minds and hearts as we are of their tax dollars. That need to let them know that they benefit—in a real day-by-day way from a research university and its library—is especially challenging.

One example: the amount of coal in the top kilometer of the earth's crust is estimated to be sufficient to last another 5,000 years if we maintain today's rate of use. If we continue to increase that rate only four percent a year, however, we'll use it up in only 138 years. The answers to how to deal with that kind of problem are not going to leap out of the air. They involve research, they involve referral to the store of knowledge found in a place such as this. They do impact directly on the life of a saleslady in Burgaw and her children and her grandchildren. They need this place.

In summary: libraries are important, most of all because when they flourish free men are safe. They give a perspective to our national policy, they help us make right choices, they keep our vision to the future with a healthy respect for the past.

Documents: Public Information and the Government

By Michael Cotter

What does the current moratorium on U. S. government publishing have in common with the Paperwork Reduction Act of 1980? How do the present budgetary constraints affect the dissemination of public information? Why might the trend to allow the private sector to perform certain functions currently performed by the government result in increased costs for obtaining public information by libraries and their users? What is the government's obligation to publish or otherwise disseminate information obtained from the public? The answers to these and similar questions of concern to depository librarians and all users of public information are in the timing of certain provisions of the Paperwork Reduction Act (public Law 96-511) and the prevailing philosophy to reduce the extent of governmental activities. Many of these questions were discussed at the meeting of the Depository Library Council to the public Printer, in San Antonio, April 14, 1981, with

Ken Allen, of the Office of Information and Regulatory Affairs in the Office of Management and Budget. He described the provisions of the moratorium and the Paperwork Reduction Act and discussed the Administration's philosophy toward information gathering and dissemination. [1]

The temporary moratorium on the production and procurement of new audiovisual aids and government publications [2] is one of several aspects of the idea that the Federal government is publishing unnecessary and expensive materials, which is part of the reason that the Paperwork Reduction Act was passed. It is also a result of the government''s current review of activities in many areas, such as federal aid, regulations, and public services. The provisions of the moratorium will probably apply to all new periodical titles, pamphlets under [number unclear in scan] pages, and audio-visual materials not currently under printing contract. As part of the moratorium, the President has directed that the Federal departments and agencies review their current and planned spending for new publications and audio-visual materials and report to the Director of the Office of Management and Budget no later than July 15, 1981, with their specific plans to "prevent abuse" of unnecessary spending on publications in the future. [3]

As a result of the review of publishing activities, we will see fewer government publications; in view of the political and economic climate, we should expect nothing less than a reduction in government publishing. In addition to this review, the Act requires a 25% reduction in the amount of federal information to be collected from businesses, institutions, and the public over the next three years; this might also result in fewer publications. The intent of this reduction of information collecting is to reduce the burden of paperwork now required of the public and private sectors. The questions remains, though, whether the information will be available from the government (and if so, in what form) and how the lack of this information will affect all segments of society:

At the present time, with a reduction in government publishing expected and with the prevailing philosophy that the private sector can do it better and cheaper than the government, we could expect that the private sector would fill the publishing gap. Although some firms already perform this function by organizing public information so it is accessible, one would not expect that all Publishers would meet this standard. One might ask, though, if it isn't the responsibility of the government to organize and index public information, in accordance with Title 44 of the United States Code, the public Printing and Documents Act? The possibility of increased publishing by commercial firms of information obtained from the public by the government is expected to continue in the future, but will vary according to the interpretation of the requirement of government publishing and dissemination. [4]

One hopes that improved organization of governmental information collecting as specified in the Paperwork Reduction Act will improve the efficiency of the public and private sectors. We must ask, however, whether we will know less about our society than we know at present. If not, we will have less accurate information on which to base our decisions in marketing, land use, banking, housing, farming and other activities. Without the objectivity of government data, we will be forced to rely on information provided by interest groups whose accuracy and interpretation falls short of the government data we are now using.

Even if accurate data were to be compiled, however, we might not have access to it as readily as we now have in our depository libraries. This information might languish in agency files; it might be obtainable only through Computer access; or it might be available in organized form only from a Commercial publisher or a data base vendor—all of which will ultimately cost the taxpayer more for the product or service they need. It might be a false assumption, under the present administration, that the public has a right to public information; in Mr. Allen's opinion, the trend in the "current administration would believe that it is not the responsibility of the government to tell people out there what's there [in government]. It's the responsibility of the public to find out." [5]

What are the recourses for librarians and others who believe that public information should be available to all? Although no legislation has been introduced to amend Title 44 in this Congress and the government is too Preoccupied with passing the budget, reforming social security, and improving national security to be concerned with information policy, it is timely to write to one's Congressmen and the Joint Committee on Printing with specific data on the impact of the publishing moratorium, the Paperwork Reduction Act, and Various information management programs as they affect depository libraries and their users.

References

1. The author has a portion of the public transcript of this meeting; it is being edited for distribution by the GPO to depository libraries at a later date.
2. "Federal audiovisual aids and publications," Statement by the President, April 20, 1981, *Weekly Compilation of Presidential Documents*, v. 17, no. 17 (April 27, 1981), 447.
3. Allen, in the minutes of the Depository Library Council, pp. 345–47 of the transcript.
4. Allen, pp. 327, 329.
5. Allen, p. 327.

Carolina Libraries: Interface '81

North Carolina Library Association and South Carolina Library Association.

Charlotte Civic Center, Charlotte, N. C. — October 7–9, 1981.

Conference Program

Tuesday, October 6, 1981

3:00 p.m.–8:00 p.m. Conference registration.

7:30 p.m. Joint (NCLA/SCLA) Executive Board, Conference Planning Committee dinner/business meeting.

Wednesday, October 7, 1981

7:30 a.m.–1:00 p.m. Exhibitor set-up.

8:00 a.m.–5:00 p.m. Conference registration.

9:00 a.m.–10:30 a.m. SCLA Executive Board meeting.

10:30 a.m.–11:30 a.m. First General Session. Speaker: Charles Kuralt.

11:30 a.m.–12:00 noon. NCLA Business Meeting; SCLA Business Meeting.

1:00 p.m. Exhibits open (ribbon cutting).

1:00 p.m.–2:30 p.m. On-line Users Group luncheon meeting, *Ivey's—Arthur's Restaurant*.

2:00 p.m.–4:00 p.m. NCLA Roundtable on the Status of Women in Librarianship. Speaker: Nancy Stevenson, Lt. Governor, S.C.

2:00 p.m.–4:00 p.m. Resources & Technical Services/Networking.

2:00 p.m.–4:00 p.m. SCLA Library Administration Meeting. Speaker: Dr. Ruth M. Katz, Associate Director, Joyner Library, East Carolina University. Topic: "Grant Writing: Formula for Success."

2:30 p.m.–4:30 p.m. A-V field trip to PTL.

4:00 p.m.–4:30 p.m. SCLA RTS Business Meeting.

4:00 p.m.–5:30 p.m. JMRT.

4:00 p.m.–6:00 p.m. NCLA Education for Librarianship.

Exhibits open.

5:00 p.m.–7:00 p.m. NCLA/SCLA honoring exhibitors with autographing wine & cheese party. Membership invited. *Civic Center—Plaza Level*. Free.

7:00 p.m. until. NCLA Roundtable on the Status of Women in Librarianship social (WBT Fun Bus trip to Fourth Ward).

Thursday, October 8, 1981

8:00 a.m.–5:00 p.m. Conference registration.

8:30 a.m.–9:30 p.m. NCLA/RTSS breakfast/business meeting. *Time range as printed in the program.*

9:00 a.m.–5:00 p.m. Exhibits open, *Civic Center*.

9:00 a.m.–9:30 a.m. NCLA Business Meetings: Public Library Section; Junior College Section.

9:30 a.m.–10:30 a.m. Joint programs for Public Library Section—Speaker: Dr. Peggy Sullivan, Past President, ALA; Junior College Section/Two Year College Section—Speaker: Dr. Sam Greer, Associate Dean, Consumer Science, Winthrop College. Topic: "The Human Side: A Precious Resource."

10:00 a.m.–11:00 a.m. SCLA Business Meetings for Public Library Section and Two Year College Section.

11:00 a.m.–12:00 noon. Time for exhibits.

12:00 noon–2:00 p.m. Special Libraries luncheon meeting. Speaker: Dr. Martha Jane Zachert, University of South Carolina Library School. Topic: “Special Libraries—British Neighbors.”

1:00 p.m.–2:00 p.m. SCLA/Bibliographic Instruction Interest Group luncheon.

1:00 p.m.–2:30 p.m. A-V New Technology.

2:00 p.m.–2:30 p.m. NCLA Business Meeting, College and University Section.

2:30 p.m.–3:30 p.m. Joint program for College and University Sections. Speaker: Dr. Richard Meyer, Associate Director, Clemson University. Topic: “Faculty Status: Second Thoughts.” Reactor panel: Dr. Bill Summers, Dr. Ed Holley, Dr. Annette Phinazee.

1:00 p.m.–3:00 p.m. NCLA/PR Workshop.

2:30 p.m.–5:00 p.m. Public Library Section/Planning Process. Speaker: Dr. Mary Jo Detweiler, Director, Prince William County Public Library, Manassas, Va. Topic: “How the Planning Process Helped My Library.”

2:30 p.m.–4:00 p.m. A-V Mediation.

3:00 p.m.–4:30 p.m. Library Resources. Speaker: Patrick Valentine, Cumberland County Public Library. Topic: “Foreign Language Resource Materials; An Example of Library Cooperation in NC”/Business Meeting.

3:30 p.m.–4:30 p.m. SCLA Business Meeting, College and University Section.

4:00 p.m.–5:30 p.m. RTSS Serials Interest Group program/business meeting.

4:30 p.m.–6:00 p.m. SCLA Archives and Special Collection Roundtable.

5:00 p.m. Exhibits close.

6:00 p.m. Presidents’ Party (NCSLA/SCLA), by invitation.

7:30 p.m. Second General Session (banquet). Speaker: Leon Martel.

9:30 p.m. or after banquet. Alumni Association receptions.

Friday, October 9, 1981

8:00 a.m.–3:00 p.m. Conference registration.

8:00 a.m.–9:00 a.m. Beta Phi Mu breakfast.

8:30 a.m.–3:00 p.m. Exhibits open, *Civic Center*.

8:30 a.m.–11:30 a.m. A-V Section selection of A-V materials.

9:30 a.m.–11:30 a.m. Third General Session. Speaker: John Henry Faulk.

11:30 a.m.–12:00 noon. SCLA Business Meeting for School Librarians Section; NCLA Business Meeting for School Librarians Section. Exhibits open.

11:30 a.m.–12:00 noon. SCLA Business Meeting for Trustees Section.

12:00 noon–1:30 p.m. Joint program and luncheon, Trustees Section. Speaker: Nancy Stiegermeyer, President Elect, ALA Trustees Association.

12:00 noon–2:00 p.m. Joint program and luncheon, School Librarians. Topic: "Management Techniques for School Media Coordinators."

1:30 p.m.–2:00 p.m. NCLA Business Meeting, Trustees Section.

2:00 p.m.–2:30 p.m. SCLA Business Meetings: GODORT; SOLINET Users Group.

2:00 p.m.–2:30 p.m. NCLA Business Meeting, Reference & Adult Services.

2:30 p.m.–4:00 p.m. Joint programs: Documents/GODORT—Speaker: Margaret T. Lane. Topic: "State of State Documents in NCLA & SCLA." Panel topic: "State Legislation and the ALA/GODORT Guidelines for State Documents"; N. C. SOLINET Users Group; Reference & Adult Services/Public Services—Speaker: Mike Berry, Century 21, Charlotte, NC. Topic: "Getting Organized: A Personal & Professional Approach."

2:30 p.m.–3:00 p.m. NCLA Business Meetings: Children's Services; YA/Public Library Section. SCLA Business Meeting, Children's/YA Section.

3:00 p.m. Exhibits close.

3:00 p.m.–4:30 p.m. Joint program, Children's/YA, *Civic Center, Room B*. Laura Sims, Storyteller; Augusta Baker, Guest Storyteller.

4:00 p.m.–4:30 p.m. SCLA Business Meeting, Public Services.

4:30 p.m.–5:00 p.m. NCLA Business Meetings: Documents; SOLINET.

5:15 p.m. until. NCLA old/new Executive Board cocktail/dinner meeting.

Registration for NCLA/SCLA Joint Conference will be mailed during August to all active members of NCLA.

Special Libraries

The North Carolina SLA Chapter and the Special Libraries section of SCLA will hold a joint luncheon meeting on Thursday, October 9. Professor Martha Jane Zachert of the University of South Carolina Library School will be the Speaker. The program entitled Special librarians: British Neighbors will feature a slide presentation based on Professor Zachert's visits to several British Special Libraries during her recent trip to Europe. A tour of special libraries in the Charlotte area is also planned.

Documents

Program topic for this joint meeting of NCLA and SCLA Documents sections will be State of State Documents in North Carolina and South Carolina Libraries. A panel of eminent librarians from North

Carolina and South Carolina libraries will critique their state documents during this program on October 9. The main speaker for the program will be Mrs. Margaret T. Lane, former Louisiana Recorder of Documents and current Coordinator of the ALA- GODORT State and Local Documents Task Force. Mrs. Lane will speak on State Legislation and the ALA-GODORT Guidelines for State Documents.

Status of Women in Librarianship

The recently formed Roundtable on the Status of Women in Librarianship of NCLA will meet on Wednesday, October 7. Besides adopting by-laws and electing the first slate of officers, a major speaker will deliver a rousing address. They plan to round out the day with a social and double-decker bus trip to Fourth Ward that evening.

Public Libraries

Peggy Sullivan, former President of the American Library Association, will be the featured speaker for the NCLA and SCLA joint program on Thursday Morning, October 8. Sponsored by the NCLA and SCLA public Libraries Sections, she will speak on important library issues, with the specific topic to be announced later.

The two sections are co-sponsoring a SWAP 'N' SHOP display of examples of effective public relations. Representatives from all types of libraries are invited to submit samples of good printed pieces. Anyone interested in participating should send 100 copies of the sample to: Mary Hopper, public Relations Director, public Library of Charlotte and Mecklenburg County, 310 N. Tryon Street, Charlotte, NC 28202. Samples must be received no later than September [date unclear in scan].

Public Relations Committees of Public Libraries Sections

On Thursday afternoon, October 8, the two public Relations Committees (of public Libraries Sections) will sponsor a workshop on library public relations. Case studies to be tackled include a hypothetical censorship situation, a lawsuit by a former library employee and examples of how to handle the hard decisions Made necessary by a budget cut. Librarians will be instructed in the fine points of media relations, communication with staff and the Board, cultivating grass roots support from users, and maintaining a positive source. Case study Workbooks and other materials will be provided.

Continuing Education Committees of Public Libraries Sections

Mary Jo Detweiler, Director of Prince William County Public Library, Manassas, Virginia, will give a presentation on How the Planning Process Helped My Library on Thursday afternoon, October 8.

Bibliographic Instruction/Library Orientation Interest Groups

NCLA/SCLA - Calling all those interested and/or involved in Bibliographic Instruction/Library Orientation - you name it. Meet your counterparts for lunch, sponsored by the Reference and Adult

Services section of NCLA and the SCLA Bibliographic Instruction Interest Group, Time/Place: Thursday, October 8th, 1:00- 2:15PM at Arthur's Restaurant in Ivey's. Free wine provided. Short business meeting for SCLA BI interest Group.

All NCLA/SCLA Online Users

(E LUNCH OR NBRLUNCH OR ROOT LUNCH) and you get an online users' Meet-your-counterparts luncheon, sponsored jointly by the Online Users' Interest Group of SCLA and the Reference and Adult Services section of NCLA. Mark your calendars and set your palates for 1:00 to 2:30PM on Wednesday, October 7th, at Arthur's Restaurant. Free wine will be provided.

Resources and Technical Services Sections and Networking Committee

A joint program co-sponsored by NCLA and SCLA Resources and Technical Services and the NCLA Networking Committee will be presented on Wednesday afternoon, October 7. Joe Hewett, University of North Carolina at Chapel Hill, will speak on Research Triangle Library Network (RTLN).

Trustees Section

The NCLA and SCLA Trustees sections will have an outstanding speaker for their luncheon meeting on Friday, October 9. Mrs. Nancy Stiegermeyer, First Vice President-President Elect of the American Library Trustees Association will speak from her broad experience and training on a local, state, regional and national level. There will be an opportunity for questions at the end of her Presentation.

Library Administration Section (SCLA)

Dr. Ruth M. Katz, Associate Director, J. Y. Joyner Library, East Carolina University, will present a program on Formula for Success: A Good Idea Plus a Willing Sponsor on Wednesday afternoon, October 7. All librarians interested in grants will not want to miss this session sponsored by the SCLA Library Administration section. Dr. Katz has spent about ten years working full-time in job situations totally dependent on grants and contracts with governmental and private sector sponsors.

Children's Services Sections

The children's Services Sections of NCLA and SCLA will present a STORY KALEIDOSCOPE featuring North Carolina and South Carolina librarians sharing stories, songs and other activities with special guest storyteller, Laura Sims of New York. Scheduled for Friday afternoon, October 9, this program will have great appeal also for school librarians.

> "A Story is told and between listener and teller a vivid world unfolds in empty space. As the story connects us with the continuous thread of shared human image and experience, the boundaries between the ordinary and the magical dissolve."

— L. Simms

Augusta Baker will also be present as a guest storyteller.

Archives Committee (NCLA) / Archives and Special Collections Round Table (SCLA)

Watch for the SPECIAL EXHIBITS of the history of the two library associations!

School Librarians

The schools section (SCLA) and the NC Association of School Librarians (NCLA) will sponsor a joint luncheon and program at noon on Friday, October 9. A panel of experts will share information on Management Techniques for School Media Coordinators.

Junior Members Round Tables

On Wednesday afternoon, October 7, the Junior Members Round Table will Present a joint program on Professional Burn-out, with a speaker from the Institute of Government at Chapel Hill. A JMRT hospitality suite will be open continuously during the entire Conference.

College and University Sections

A reactor panel on Faculty Status for Academic librarians will be a program attraction sponsored by the NCLA and SCLA College and University Sections on Thursday afternoon, October 8. Richard Meyer, Associate Director, Clemson University Library, will speak, with responses given by three deans of library schools: Dean Bill Summers (also SCLS President), University of SC, Dean Ed Holley, University of NC at Chapel Hill, and Dean Annette Phinazee, North Carolina Central University.

Two Year College and Junior College Sections

The joint program for Two year and Junior College Sections will encompass the subject, Library Management. Dr. Sam Greer, Associate Dean of Consumer Science, Winthrop College will be their speaker on Thursday Morning, October 8.

Library Resources Committee (NCLA)

The NCLA Library Resources Committee's program on Thursday afternoon, October 8, will cover the topic, Foreign Language Resource materials.

Audiovisual Committee (NCLA)

The agenda planned for the joint conference includes emphasis on Future Application of Technology in Libraries (Two sessions on Thursday afternoon, October 8) and A Pragmatic Look at Today: Acquisition and use of Technology in Libraries (Friday morning, October 9). A field trip is also planned to visit video and film production facilities in the Charlotte area.

Public Services Section (SCLA) / Reference and Adult Services Section (NCLA)

A practical, realistic approach to success in organizing your life and work will be Presented in a workshop format by Mike Berry, Regional Director of Century 21, Charlotte. The Reference and Adult Services Sections will be sponsoring this interesting program, Getting Organized: A Personal and Professional Approach on Friday afternoon.

Intellectual Freedom Award (NCLA)

At the NCLA business session on Friday morning, October 9, the first Intellectual Freedom Award will be presented.

Housing Application

North Carolina/South Carolina Library Association, Charlotte, North Carolina, October 6–10, 1981.

[Map: Downtown Charlotte hotel locations. The hotel key identifies 2, Best Western—Downtown; 6, Executive Inn; 19, Quality Inn—Downtown; 20, Radisson Plaza Hotel; 27, Rodeway Inn—Downtown; and 28, Sheraton Center Hotel.]

Instructions

The Charlotte Convention/Visitors Bureau will handle all housing and all housing applications must be sent directly to the Bureau in writing on the official form (below).
No telephone calls, please! Reservations will not be taken by telephones.
Confirmations will be mailed from the hotel to only one person.
Allow at least one month for confirmation.
After confirmation has been received, reservation changes must be made directly with the hotel.
If sharing a room with others, please send in only one housing application listing the names of all occupants.
Applications must be postmarked no later than September 6, 1981.
We shall confirm your room based on availability.
Select your preference of first, second, and third choice of hotel/motel and mail it to:

Housing Bureau, Greater Charlotte Chamber of Commerce, P.O. Box 32785, Charlotte, North Carolina 28232.

Rates

Hotel and address	Single: 1 person, 1 bed	Double: 2 persons, 1 bed	Twin: 2 persons, 2 beds	Additional persons
Quality Inn—Downtown, 201 South McDowell Street	$36.00	$40.00	$40.00	$5.00
Radisson Plaza Hotel, 2 NCNB Plaza	$49.00	$59.00	$59.00	$10.00

Hotel and address	Single: 1 person, 1 bed	Double: 2 persons, 1 bed	Twin: 2 persons, 2 beds	Additional persons
Sheraton Center, 555 South McDowell Street	$48.00	$58.00	$58.00	$10.00

Rates quoted do not include 4% North Carolina sales tax. The additional-person rate is for a room with two beds.

Deposit: Unless this application is accompanied by a deposit of one night's room rate, the rooms will only be held until 6:00 p.m. Deposits are refundable provided cancellation notice is given motel up to 72 hours prior to arrival. Make checks payable to "Charlotte Convention Housing Bureau."

First choice hotel/motel: _____. Second choice hotel/motel: _____. Third choice hotel/motel: _____. NCSCLA.

Arrival date: _____. Time: _____. Departure date: _____.

Number of rooms: _____. Type (1 person–1 bed, etc.): _____.

Number of rooms: _____. Type (1 person–1 bed, etc.): _____.

List of all occupants (please bracket names of persons sharing same room): name, street, city/state/ZIP: _____.

Confirm reservation to: name, address, city, state, ZIP: _____.

Note: Additional names may be listed on a separate page attached to this application.

Workshop Words Worth Recall

By Alice Ihrig

Speaking at the organization meeting, NCLA Roundtable on the Status of Women in Librarianship, March 20, 1981.

I don't often say to people that I'm not a librarian. It sounds defensive. I certainly might rethink my approach to this had I another choice to make—but in the enthusiasm of youth, I was going to invent polyester, or something equally interesting. Biochemistry sounded very interesting at that point. But I have begun to use another term which I like, and which I wish more trustees would use and that is an advocate for libraries. It seems to me that anyone who is involved in libraries either at the career level, or simply the interest level as expressed by people like trustees, should take on the advocacy role today. Because it seems to me that we are not going to get anywhere with any of our aims and ambitions if we are not willing to stand out as advocates.

There is a tendency to regard people who go into libraries as being passive, wonderful people. (You do have that nice halo, and people really think you are nice—you are obviously putting yourself into a situation where you do a wonderful job and people don't think they have to pay for a wonderful job.) I guess what I'm saying is that in addition to visibility, we have got to be a lot noisier, and we have

been. This means we're going to have to take risks. It means that even though the job you have may be comfortable, even though it is one you enjoy and don't want to lose and want to pursue, that we are going to have to stand up. In the vernacular today, it's called "being aggressive." Now, you'll notice I didn't use the word "assertive." I think assertive isn't enough. If you are doing assertive things, please offer a workshop in how to be aggressive, because that's the name of the game.

It's very interesting, I think, that in recent years, we have begun to be noticed. There was a time when librarians were ignored. Now we're beginning to turn up, and we're beginning to turn up in headlines. This one says, "Librarian jobs scarce, Pay low, Especially for Women." So, what's new? But we are being discovered. And we're being discovered by the U. S. Department of Labor, Bureau of Labor Statistics.

Now, I've suggested that one of the things we have to think about is action to overcome whatever bias, prejudice, hiring practices, whatever we now have. And I would like to start with a very basic feeling that you need to be recruiters of excellent people for libraries. The library schools do recruit. I think they are no longer being regarded as dumping grounds, for people who can't think of anything else to take. And that was true in many, many schools for a long time. But I think you need to be on the alert for bright, interested, competent women who ought to go into the masters program in library science. Those of you in public libraries ought to pinpoint the page girls who start out with you, and direct them, push them towards a career in library science. I think unless we are presenting the best and the brightest, people will still feel that somehow you ought to go into law, or you ought to go into medicine, something of this sort, rather than into libraries. We need to upgrade the pool of people who are choosing librarianship as a career. And you do this by watching people and by your own example.

Very few people understand what a masters in library science has involved. They really don't know what you did to get your masters in library science. I don't know how many of you have masters degrees. It's becoming so much more common now than it used to be, but regardless, we need to upgrade the image of the masters degree in library science. We need to make absolutely sure that those who have it make a point of having it. I am not talking about downgrading those who do not. That is not our business, and we would not do this. But we need always to stress that this is a higher degree, and that many women have it, and that this adds to competency.

Anyone who works in a bureaucracy, and you do, should remember that the name of the game is to make people look good. Nothing is more important in a sense to the success of your career than the fact that this library gets a good reputation, and that reputation is gained with teamwork. Teamwork does not mean subjugating yourself and doing all the work and never getting any credit. Teamwork simply means that you organize so that your job is an important part of the effectiveness of that library. And if you do this, then we're all made to look good, because the library then looks good, and you can pinpoint your role in achieving that goal. It is not a non-feminist goal. When you're head of your next library, you're going to want to be sure that the people who work under you are also dedicated to the idea that they can do a better job on behalf of that library, because you're going to need people who are going to make you look good, too. Unless our libraries are important to people,

unless they work well, unless they do perform services, unless they are out front, then you ought to get out of the library business now, because the jobs are going to deteriorate, and the salaries are not going up. Unless you're committed to your own career as part of the career that we all indulge in in terms of promotion of library services of all kinds, then it's possible that you ought to get into something else.

Research in Librarianship

Reports collected by Betty Young; edited by Herbert Williams

Editor's Note: The Graduate Library School of University of North Carolina at Chapel Hill celebrated its 50th anniversary March 26–28, 1981, with a symposium focused on Research in Librarianship. Included are reports collected by Betty Young and edited by Herbert Williams. Besides these seminars the celebration included the Beta Phi Mu dinner at which David Kaser spoke, a reception honoring Susan Grey Akers, and a breakfast for past presidents of the UNC-CH Library School Alumni Association.

Dean Edward G. Holley opened the Fiftieth Anniversary Celebration on Wednesday evening with greetings to the participants, characterizing the celebration as an "opportunity to look at the future as we celebrate the Past."

Research in Librarianship

David Kaser, Professor at the Graduate Library School, Indiana University.

David Kaser suggests that, in the past, the priorities for research in librarianship have been three: significance, methodology, and creativity, in that order. He suggests that we have given inadequate attention to creativity and calls on us to reorder our priorities.

Research in librarianship, Kaser pointed out, has emphasized significance and methodology at the expense of creative scholarship. Creative research begins with problem recognition when the scholar identifies enigmas and paradoxes and recognizes wide relationships in order to hypothesize. Each researcher must find his own problems, for his curiosity alone is the motivation to research. Dr. Kaser urges that we look for significance in its broadest sense, that we see methodology as a means to an end, and that we redouble efforts to bring creativity into our own research and that of our students.

Children's Materials and Services in Schools and Public Libraries

Two faculty members of the School of Library Science spoke on research concerned with "Children's materials and Services in schools and public Libraries."

Professor Mary E. Kingsbury began by reminding the group that Frances Henne, more than twenty years ago, had called for a systematic approach to research concerned with services to children. "Yet

today," said Kingsbury, "we still base much research on myth." The assumptions, or myths, on which research is based still separate us from reality.

Professor Susan Steinfirst said that the relationship between children and books is often done by social scientists and English scholars, who look at the form and content of a work. In children's literature there are four major kinds of studies: Reading interest, content analysis, historical analysis, and literary analysis. Current research seems to be particularly concerned with how our social and cultural values are reflected in literature for children. Professor Steinfirst said there was a dearth of longitudinal studies available and also a great need for studies on religious and informational books.

Bibliographic Control and Access

Dr. Joe A. Hewitt stated that the terms "bibliographic control" and "access" were used first to document and record the status of published and unpublished works, and second to provide library records to make research accessible in topics such as cataloging, management, bibliographic coverage by geographic or subject areas, networks, data bases, use studies, or the impact of new systems on library operations.

Dr. Hewitt observed that there are, nevertheless, hopeful signs for sound research, among them the smaller, more focused problems and dissertations. Computer analysis permits and monitors studies and search strategies never before possible. He added that growing concern by funding agencies is causing researchers to give more scrupulous attention to data and methodology.

Services to the Public: the Role of the Public Library

In her discussion of "Service to the public: The Role of the public Library," in terms of research carried out in the 1970's, Mary Jo Lynch, Director of the ALA's Office of Research, stated that the past decade had been rich in research on public libraries. Ms Lynch discussed what she considered to be a few of the important studies done during this period, including studies on reference service, performance measures, user's views of public libraries, statistical information systems for management, local policies and financing, the question of fees for library services, and the planning process as developed by the public Library Association.

Personnel

Ann Stone, Duke University's Personnel Librarian, addressed issues in personnel in libraries in the 1970's. Ms Stone pointed out that increased attention was paid to personnel matters during this period as it became more evident that effective development of human resources was essential for existence, and as attitudes toward work and rights of workers changed. She described it as an era of entitlements for personnel, of technological change, of turning to modern management techniques, and of recognizing the necessity of accountability in libraries.

Seminar: Research in Librarianship

Author of a well-known book on Selecting materials for Libraries and comfortably familiar with all *library literature* in his field, Dr. Robert W. Broadus chose references from 21 articles and five books relevant to the current status of research in collection development and use.

Recent use studies continue to use citations in many fields and laws such as Bradford's (1934) specifying the number of examples needed for a valid sample and Urkhart's, which states that interlibrary loan is a measure of journal use throughout the country.

Although use studies should continue, and they help administrators make better use of resources, they could be improved. More use of data processing will help. So far, use studies say only what has been used; they ignore new approaches and do not show future use.

Administration and Management in Academic Libraries

Richard M. Dougherty, Director of Libraries at the University of Michigan, presented a paper pointing out the problems that academic librarians will face in the decade of the 1980's with escalating costs and deteriorating collections. He ended with a challenge to make this an exciting period of change based on a philosophy of shared dependencies.

Problems that Dougherty believes will make the next ten years crucial for academic libraries are related to a decrease in access to collections: lack of space will require more books to be placed in storage, the high cost of books means buying less of the materials users want, deterioration of collections will bring restricted use for preservation reasons, more research materials on film and fiche means less possibility of home use, and there will be increased charges for interlibrary loan and data-base searching.

History of Libraries

Before beginning his presentation on the history of libraries, Professor Budd L. Gambee distributed that "most traditional keepsake of library conferences" — a bibliography. The focus of Dr. Gambee's presentation was the methodology used in preparing "Books on Library History since 1970: a Selective Bibliography." Quality was not the criterion used to select the final eighty-five items; instead, Prof. Gambee's stated aim was to compile a list of book-length research by one author (or the close collaboration of joint authors) in library history or biography published since 1970, in English, by reputable Publishers in the form of printed hard cover or paperback books. Dr. Gambee also included in his bibliography a list of sources, a subject index, and information about library history course offerings at ALA accredited library schools.

Research in Medical Librarianship During the '70's

Mary Horres, Associate Director of the Health Sciences Library at UNC— CH, gave a brief overview of technical developments in medical libraries during the seventies, then noted that some of the most

important research in the field during this period concerned exploration of technological applications in medical libraries, use and user surveys, collection development, library administration, and development of online reference services.

Information Science and Libraries

Charles H. Davis, Dean of the Graduate School of Library Science at the University of Illinois presented a paper on the impact of information science on libraries and the educational process and suggested areas for further study and thought.

Even though computer technology is bringing the most important changes to libraries since the invention of printing from movable type, a paperless society is not nearly upon us. After all, users of online services very often require printouts, he pointed out. Davis believes that in the future no one medium will predominate. All media, telecommunications, films, books, etc., should and will serve the educational and recreational needs of library patrons, each medium in its own way. It will be the responsibility of the librarian to serve as intermediary between the media and users, interpreting needs of the users and selecting the medium which will best fill those needs.

Education for Librarianship: Present and Future

Dr. Lester Asheim, William Rand Kenan, Jr., Professor of Library Science at UNC-CH, addressed the broad issues of education for librarianship. Characterizing this age as a rapidly changing one, Asheim noted that the library as a social agency (and hence library education) is subject to the same forces. He enumerated some of these changes as being the increased importance of communication and information, the dramatically changing technological scene, the tendency toward specialization, the uncertain economic situation, the complexity and therefore increasing difficulty of managing service organizations as well as the new moves toward interagency cooperation.

To prepare librarians to deal adequately with these forces, library education procedures and tools must change. One area for possible change, of course, is the curriculum. Asheim noted that the content, the teaching methods, the prerequisites and length of the training program are all areas which should be evaluated and possibly modified. He further noted the dichotomy between the professional and technical staff with a library, emphasizing, however, the value and importance of both.

Despite the “threat” of information being provided by agencies other than libraries, the future looks promising because the value of information and those who provide access to it (by whatever name they are called) is clearly recognized by our society.

Core Curricula and Extended Programs

Kay Murray, Associate Professor at the School of Library Science reported on what the school is currently doing in the way of “Core Curricula and Extended programs.” Dr. Murray explained that a core curriculum is based on the assumption that there is a body of knowledge central to librarianship

that all librarians should know, and she described the development of the "block" which was begun in 1974 following two years of discussion and planning. The "block" is essentially a 12 credit hour course required during the first semester for all new students, which gives them all a common background in six subject areas from which they can develop more specialized knowledge. Dr. Murray then described the extended program on which the School of Library Science will embark in the fall of 1982, which extended course requirements from 36 to 48 semester hours.

Off-Campus Degree Programs

"Off-campus Degree programs" were discussed by Library School Associate Professor Marilyn L. Miller. Dr. Miller began by enumerating the variety of methods and techniques used in providing non-traditional education programs, and proceeded to describe the development of the Portsmouth, Virginia, project in which the MLS program is made available to practicing school librarians in the Portsmouth school system. Library School faculty visit Portsmouth to teach specialized courses using local resources, and the students spend two summers in Chapel Hill to study the basic "block" courses.

Continuing Education

JoAnn Bell, Director of the Health Sciences Library at East Carolina University, defined Continuing Education as any learning activity of a professional that builds on knowledge of the individual and does not lead towards a degree or certificate.

Although library schools should be the place best equipped to give continuing education, usually it is a peripheral activity of such schools. To find out why this is so, Ms Bell surveyed deans and faculty of library schools as to what continuing education programs they consider appropriate for library schools, and surveyed deans regarding actual continuing education activities of their schools. The results indicate that library school faculty and deans do not have strong attitudes either for or against continuing education programs within the professional school, although more responses favored participation in workshops, institutes and invited conferences than for continuing education Courses in the school's curriculum.

Non-Traditional Library Positions and Their Impact on Education for Librarianship

Protesting, firmly and clearly, that they did not regard their professional work as "non-traditional" or even as "alternative" careers, the panelists Proceeded to describe their libraries' services and collections to nearly 100 Participants at the Saturday session.

Panel moderator Gene Lanier from East Carolina University opened the session with a brief, concise discussion of the wide variety of professional careers available in library science today. Panelists Eva Metzger, Mary Metter and Barbara Semonche, all from the Triangle area, picked up Lanier's lead and graphically described their career development from their professional education at UNC-CH School

of Library Science to their present involvement as information managers in three different kinds of libraries.

Reports of Doctoral Student Research

The seminars were concluded with six current doctoral students reporting on their dissertation in progress research. Frances Holt discussed her study of collection use in three black liberal arts colleges, including variables for subject, publication date, inclusion in selection of tools, as well as circulation. George Craddock discussed the results of his preliminary survey to determine the role of the library director of the small private liberal arts college as perceived by administration, library staff, and faculty. George Gaumond's research involves an organizational analysis of departmental libraries in American universities.

Brian Nielson is researching the impact of a user fee on librarian responsiveness in providing on-line bibliographic services. Arlene Dowell has made a five year projection of the impact of rules of form of heading in AACR2 on selected academic library catalogs, looking at types of headings which conflict, types of materials which conflict, types how much conflict exists following the first year, and the difference the size of the library makes in the impact. Delmus Williams discussed his research on the role of accreditation as performed by the Southern Association of Colleges and schools on the process of change in academic libraries, and the impact and value of the accreditation process on these libraries as well.

Awards Dinner

At a gala dinner on Saturday evening, alumni from each decade reminisced about the School at the time that they were students. Their memories were tied together by alumni President Nell Waltner who set the scene for each decade by recalling events that took place during those years outside of the University of North Carolina.

The main focus of the evening was the presentation of five Distinguished Alumnus Awards to Herman Howe Fussler, Emerson Greenaway, Mary Elizabeth Poole, William Stevens Powell, and Mary Eunice Query. Herman Fussler, class of 1936, is an acknowledged authority on library management and resources, microphotography, and documentation. He directed the University of Chicago library for 25 years and has published a number of articles and books in the field of library science. Mary Elizabeth Poole, class of 1936, is a retired librarian from North Carolina State University who is a nationally recognized documents librarian with numerous publications in the field. Emerson Greenaway, class of 1935, is recognized as innovator in public library administration and author of the Greenaway Plan for acquiring current trade books for public libraries. Mary Eunice Query, class of 1939, is retired from the faculty of library science at Appalachian State University and is recognized for outstanding contributions to the field of school librarianship. William Powell, class of 1947, is a noted North Carolina historian who is recognized for his contributions to research and professional organizations in both history and library science.

[Photograph: Five Distinguished Alumnus Award recipients. Seated: Poole, Query; standing: Fussler, Greenaway, Powell.]

Keeping Up

North Carolina Libraries Receives Wilson Award

The 1981 H. W. Wilson Periodicals Award was presented to *North Carolina Libraries*. Jonathan A. Lindsey, editor, received the award at the annual summer conference of the American Library Association, July 1, 1981, in San Francisco. The Wilson Periodicals Award was created twenty year ago to recognize excellence in library publication. The award is judged by a standing committee of the American Library Association, of which David Warren is the chairman. The nominees for the award are judged on the basis of "sustained excellence in both format and content, with consideration being given to purpose and budget."

North Carolina Libraries is the first state library association journal in the Southeast to receive the award, although an earlier recipient was *Southeastern Librarian*.

Elections Results, 1981-83 Biennial Officers

Following is the report of the NCLA Nominating Committee from the recent mail ballot for officers of the association for the 1981-83 biennium. These officers will assume responsibility following the biennial conference in Charlotte, October 7-9, 1981.

Vice-President/President Elect: Leland Park
Second Vice-President: Carol Sutherland
Secretary: Mary Jo Godwin
Treasurer: Robert Pollard
Directors: Gwendolyn Jackson and Kay Murray

Congratulations!

NCLA Executive Board Meeting July 31

The NCLA Executive Board will meet July 31, 1981, 10:00 a.m., Conference Room, Learning Resource center, Randolph Technical

College, Asheboro, NC. Catered luncheon $3.50. Executive Board meetings are open meetings. If you desire to attend and have lunch, please make reservation with Bill O'Shea.

Legislative Day - April 7, 1981

By Arial Stephens

Following the successful plan of action from former legislative days in Washington, the 1981 delegation found our schedule tight, but easy to follow in visiting the offices of our eleven representatives and two senators. The weather was brisk, the tulips and pansy beds were picture postcard lovely, and our reception hospitable. The delegation consisted of Arabelle Shockely of the Winston-Salem schools, Shirley McLaughlin of Asheville-Buncombe Technical Institute, Annette Phinazee, Miriam Ricks, and Kenneth Shearer of NCCU, David McKay of the State Library Arial Stephens of the NCLA Governmental Relations Committee and two students of NCCU per Congressman. NCCU makes the annual Pilgrimage to D. C. for Legislative Day, to view Library of Congress, and Dean Phinazee appeared before the Congressional Hearing scheduled for the morning.

Eileen Cooke, ALA Washington, and her staff presented an overview of the legislative situation, passed out packets of information for the Congressmen and for the delegations. We then descended on the congressmen and/or their aides to tell the library story. Fortunately, many of the aides were old friends to the delegation, having met with us in Prior years or at least having sat in on our discussions with the Congressmen. Previously we have been able to see about half of the Congressmen personally; this year they all seemed to be busy cutting the budget and we saw only Congressman Stephen Neal. The aides and assistants were most cooperative and understanding as we spoke of rising postal rates, the loss of CETA, inflating periodical costs, block granting of ESEA-II, and reduced funding under the Reagan Budget.

The various delegations reassembled in the Rayburn Building for a de-briefing session with Eileen Cooke, reporting on their general impressions. It was a long-faced crowd that reflected library austerity of Grave proportions. While the congressional aides were understanding and reassuring of their utmost efforts, they nonetheless reaffirmed the Presidential budget will be tight and libraries will most probably suffer the meat-axe surgery of hard times and inflation fighting.

From 5 to 7 p.m. the ALA Office and the District of Columbia Library Association held a champagne reception in the Rayburn Building for the delegates and congressional guests. Again we had an opportunity to talk with staff members as well as congressmen from other states. The reception was well handled as usual and the contacts in a less pressured Setting were well made. Our thanks to ALA Washington and the DCLA for hosting this affair. The day was worth the investment of time and money to visit on the Hill with our law makers and tell them what libraries do for their constituents.

ALA Committee on Professional Ethics Presents New Code

The ALA Committee on Professional Ethics has prepared a new draft of a Code of Professional Ethics which it will present to ALA membership at the 1981 annual conference. Many library publications are being asked to circulate the text of the new code so that librarians generally will be aware of its content. Comments about the new draft can be sent to the chairman or to Jonathan Lindsey, Meredith College, who is on the committee.

Statement on Professional Ethics, 1975

Introduction

The American Library Association has a special concern for the free flow of information and ideas. Its views have been set forth in such policy statements as the Library Bill of Rights and the Freedom to Read Statement where it has said clearly that in addition to the generally accepted legal and ethical principles and the respect for intellectual freedom which should guide the action of every citizen, membership in the library profession carries with it special obligations and responsibilities.

Every citizen has the right as an individual to take part in public debate or to engage in social and political activity. The only restrictions on these activities are those imposed by specific and well-publicized laws and regulations which are generally applicable. However, since personal views and activities may be interpreted as representative of the institution in which a librarian is employed, proper precaution should be taken to distinguish between private actions and those one is authorized to take in the name of an institution.

The statement which follows sets forth certain ethical norms which, while not exclusive to, are basic to librarianship. It will be augmented by explanatory interpretations and additional statements as they may be needed.

The Statement

A Librarian Has a special responsibility to maintain the principles of the Library Bill of Rights. Should learn and faithfully execute the policies of the institution of which one is a part and should endeavor to change those which conflict with the spirit of the Library Bill of Rights.

Must protect the essential confidential relationship which exists between a library user and the library.

Must avoid any possibility of personal financial gain at the expense of the employing institution.

Has an obligation to insure equality of opportunity and fair judgment of competence in actions dealing with staff appointments, retentions, and promotions.

Has an obligation when making appraisals of the qualifications of any individual to report the facts clearly, accurately, and without prejudice, according to generally accepted guidelines concerning the disclosing of personal information.

Statement on Professional Ethics 1981

Introduction

Since 1939, the American Library Association has recognized the importance of codifying and making known to the public and the profession the principles which guide librarians in action. This latest revision of the CODE OF ETHICS reflects changes in the nature of the profession and in its social and institutional environment. It should be revised and augmented as necessary.

Librarians significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, librarians are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

Librarians are dependent upon one another for the bibliographical resources that enable us to provide information services, and have obligations for maintaining the highest level of personal integrity and competence.

Code of Ethics

I. Librarians must provide the highest level of service through appropriate and usefully organized collections, fair and equitable circulation and service policies, and skillful, accurate, unbiased, and courteous responses to all requests for assistance.
II. Librarians must resist all efforts by groups or individuals to censor library materials.
III. Librarians must protect each user's right to privacy with respect to information sought or received, and materials consulted, borrowed, or acquired.
IV. Librarians must adhere to the principles of due process and equality of opportunity in peer relationships and personnel actions.
V. Librarians must distinguish clearly in their actions and statements between their personal philosophies and attitudes and those of an institution or professional body.
VI. Librarians must avoid situations in which personal interests might be served or financial benefits gained at the expense of library users, colleagues, or the employing institution.

Executive Board Endorses Library Commission

On recommendation of the chairman of the Public Library Section, NCLA, the NCLA Executive Board endorsed House Bill 455 which would create a State Library Commission. Presently there is a State Library Committee which is advisory to the State Librarian. The Commission concept would return to a level of trusteeship parity with the other Divisions of the Department of Cultural Resources and would continue the precedent set in 1909 when the North Carolina Library Commission was established.

The new Commission would continue the membership of six plus the president of the North Carolina Library Association, and add the current chairmen of the NCLA Public Library Section, the College & University Section, the Junior College Section, and the North Carolina Association of School Libraries Section. The addition of these four individuals would enhance the statutory power to evaluate and approve the State Library's plans for public library development, multitype library cooperation, federal library programs, and the State Library's policies.

NCLA Receives $7,500 for ERA Efforts

The North Carolina Library Association received $7,500 from the American Library Association to support NCLA activities in behalf of ratification of the ERA amendment. These funds were channeled through the association to North Carolinians United for ERA, which has been coordinating efforts to achieve the passage of the amendment in North Carolina.

Arlene Taylor Dowell to Join Faculty

Arlene Taylor Dowell will join the faculty of the University of Chicago Graduate Library School September 1, 1981, as an Assistant Professor. She will teach in the area of cataloging and classification and will develop a special course on bibliographic utilities and networks.

Ms Dowell is a graduate of the Oklahoma Baptist University. Her M.S. (L.S.) is from the University of Illinois. She has just completed her doctorate in the School of Library Science at the University of North Carolina. Ms Dowell is active in ALA and has taught courses at the University of Illinois, the University of North Carolina, and North Carolina Central University.

Ms Dowell is the author of *Cataloging with copy* and of a major portion of the 6th edition of *Introduction to Cataloging and Classification* with Bodan Wynar and Jeanne Osborne. She has also published a number of articles.

Davidson Building Featured in Choice Cover

The March 1981 issue of CHOICE featured on its cover Eumanean Hall (1849) at Davidson College. “Eu Hall” housed the library collection of the Eumanean Literary Society which was merged with the collection of its companion, the Philanthropic Literary Society, into the college library in 1887.

CHOICE has featured pictures of library buildings in color on its covers — since September 1980. Congratulations to Leland Park, librarian, and to Davidson College for this recognition.

N. C. Plans Statewide Summer Reading Program

North Carolina Children’s librarians, working with the community schools program and school libraries open during the summer months, are planning a Statewide Summer Reading Program based on the theme. EXTRA! READ ALL ABOUT IT!

[Illustration: Artwork accompanying the “EXTRA! READ ALL ABOUT IT!” statewide summer reading program.]

Planned for local flexibility, the Program is in newspaper format and features the 10 general categories of Dewey. Even though the program features nonfiction, all rules and reading requirements will be established by local libraries.

Materials are planned to include reading folders, activity sheets, membership cards, bookmarks and certificates signed by Governor Hunt — Editor-in-Chief. A rubber star stamp accompanies the materials packet for use in showing reading progress on the reading records.

The program features a read-to-me component for preschoolers and their parents. The reading record for school-age children encourages them to write a feature story of their own.

Art work for the program was provided by Darla Johnson, Forsyth County Public Library and Ron Jones, Wake County Department of Library. The Summer Reading Program is sponsored by the N. C. Department of Cultural Resources, Division of State Library and funded by TITLE I of the Library Services and Construction Act.

Renfrow Report

By Robert Burgin

In the last column, we examined the Renfrow Report on state aid to public schools, what the Report is and what it recommends. Now we turn to the question of what Renfrow and its concept of state funding based on ability to pay could mean to public libraries. (In all this, am assuming that the reader is familiar with the December 1980 column in DE. If not, the reader had better read that article before proceeding.) _ The theory behind ability to pay is not unattractive. All citizens of the state, it argues, have the right to receive a certain level of library service. If a county or region cannot, due to its local fiscal situation, provide that level of service, then the state should supplement the local funds. A patron in a poor county should Not necessarily receive poor library service.

As an example, let's say that the State Library implements an equalization Plan based on ability to pay. As in the Renfrow Report, this equalization fund would be in addition to some larger basic grant. For the sake of example, we Could set the target funding level (also known as the guaranteed wealth level) at $2.00 per capita. Based on certain measures of its ability to pay, Alexander County is required to provide $1.22 per capita in local aid. The state then supplies the $0.78 needed to bring Alexander up to the guaranteed wealth level. If Alexander raises more than $1.22 per capita locally, the state would still provide the same amount of equalization money—$0.78 per capita.

What about "richer" counties? Based on the above example, what Renfrow calls the Property Wealth Index places Dare, Brunswick and Forsyth in that category. Their local required effort would be above the $2.00 per capita guaranteed wealth level, so they would receive no equalization funds. They would still, of course, receive the basic grant.

What implications, then, does this kind of funding plan have for public libraries in North Carolina? My own feeling is that the Renfrow Report, rather than providing answers, raises a number of questions that would have to be resolved before such a plan could be feasible.

- How is ability to pay determined? Determining the ability to pay and the local required effort are key concepts for Renfrow and any Renfrow-like plan for state aid to public libraries. The Renfrow Report suggests four possible measures of ability to pay, all of which have drawbacks.

The first alternative is a Property Wealth Index, based on the adjusted assessed valuation of property per capita. Second is the General Fund Plus Property Index, which combines the county or region contribution to the state general fund per capita and the adjusted property valuation per capita. A third alternative, a Property Plus Sales Index, combines the adjusted property valuation per capita with the taxable retail sales per capita. Finally, Renfrow suggests a Combination Index which takes in account property, sales and general fund contribution. In the end, Renfrow recommends the Combination Index, which takes into account both the ability to pay of taxpayers and the available local tax base.

The choice of wealth index can be crucial. The richest library on the Combination Index is 9.25 times "richer" than the poorest library on that scale. The same ratio for the Property Plus Sales index is only 5.73; for the General Fund Plus Property Index, only 3.47. Projections based on twenty counties show that, under one index, ten counties would have a required local effort level above the actual 1979-80 local per capita level. However, using another index, only three of those counties would face the situation of being required to increase local funding.

- How would the minimum level of participation be enforced? Under a Renfrow-like plan, only equalization funds are tied to required local effort. A library that did not raise its required local funds would only lose the equalization funds, not the larger basic grant. Would this be sufficient? Or would the entire state aid package be tied to the required local effort? In the latter case, it seems clear that several libraries would have to increase local funding or face the loss of state revenues.
- What part of the state aid package would be based on ability to pay? In the Renfrow Report figures, the largest portion of state aid to public schools is the Basic Aid Plan—a weighted per capita distribution. The Basic Aid Plan would make up 85-98 percent of state aid to the schools.
- What about the forgotten half of the Renfrow Report? As noted above, over 85 percent of state funds to public schools, under Renfrow, would be distributed on a weighted per capita basis. Could such a plan be used by public libraries? Could various cost indices be developed for library programs and service populations? For example, does library service to rural patrons cost more than library service to other patrons? If so, librarians might develop a factor to measure that cost differential. A rural patron might count 1.5 to a city patron's 1.0; the cost to serve a rural population of 1000 might be equal to the Cost to serve a nonrural population of 1500. State aid could then be allocated based on such weighted per capita figures.

It is clear that such cost indices would require a great deal of work and study. The schools are ahead of libraries in this area. Renfrow not only examines the actual costs per student of various educational programs in North Carolina; the Report also compares its figures with those of other states. Indices to measure the relative costs to serve rural patrons, inner city patrons, illiterate Patrons and so forth, or to provide bookmobile service, would have to be developed before the notion of weighted per capita could be applied to public libraries.

As is often the case in the real world, there are obstacles in translating a plausible and attractive theory into practice. The Renfrow Report, as pointed out above, raises many questions. Only after

they are answered might the concept of ability to pay provide an answer to the always difficult question of state aid.

Down East, Vol. 3, No. 4.

NCCU Awards Wilson Fellowship

The School of Library Science of North Carolina Central University has awarded a Wilson Fellowship valued at $1000 to Raefette V. Byers of Durham for graduate study toward the Master's degree. The H. W. Wilson Company awarded fellowship money to the School during this school year for 1981-82. Ms, Byers is a senior Music major at North Carolina Central University and is a Member of the national Student Educators' Association, Delta Sigma Theta Sorority, NCCU Concert and Touring Choirs, and the Music Educators' Association of North Carolina. Ms Byers' matriculation will begin in the 1981 Summer School session.

Library Science Faculty Publish Books

Dr. Fred W. Roper, Dr. Susan Steinfirst, and Dr. Mildred Downing, faculty Members of the School of Library Science, UNC-CH, had new books published during the current academic year.

Roper's book, *Introduction to Reference Sources in the Health Sciences*, co-authored with Jo Anne Boorkman (Assistant Director for public Services, Health Sciences Library), is the first of a new series of publications by the Medical Library Association, Chicago. The Roper-Boorkman book discusses Various types of bibliographic and information sources and their use in reference work in the health sciences. In addition to the major work of authors Roper and Boorkman, other contributors include former University of North Carolina students Taylor Putney, Rebecca Davidson and Richard Hinson, as well as Julie Kuenzel Kwan (Biomedical Library, UCLA), J. Michael Heman (Upjohn Company, Kalamazoo), and Sandra Colville-Stewart (Biomedical Library, UCLA).

Susan Steinfirst co-authored with Margaret Hodges a new edition of Elva S. Smith's classic, *The History of children's Literature*, published by the American Library Association, Chicago. More than an annotated bibliography (approximately 3,100 entries), the Steinfirst-Hodges revision includes extensive narrative sections at the beginning of each chapter to provide an overview of such topics as folklore in *the history of children's literature*, history of children's literature from Anglo-Saxon times to 1900, and history of illustration of children's books.

Most recently published is Mildred Harlow Downing's fifth edition of her *Introduction to Cataloging and Classification with 58 Exhibits*, McFarland & Company, Inc., Publishers, Jefferson, NC. The new edition, revised and enlarged in accordance with the second revision of the Anglo-American Cataloging Rules and the 19th edition of the Dewey Decimal Classification, also includes three chapters describing the Library of Congress Classification Schedules. The aim of the Introduction is to survey major aspects of the field of cataloging and classification and to serve not only as a basic first course in the discipline but also as a foundation for more advanced work. An introduction to both

theory and practice, the 230 page book also includes two chapters on the Library of Congress Classification and sample catalog cards written by research assistant, J. Paul Bain.

NCSU Celebrates its Millionth

North Carolina State University celebrated the acquisition of one million volumes by its D. H. Hill Library with a reception and dinner sponsored by the NCSU Friends of the Library on April 21, 1981. The celebration capped a two-year drive that brought in a total of $352,627 in private donations of books and cash contributions. NCSU is now one of 15 universities in the Southeast and one of 90 universities in the nation with library collections of one million volumes. The event was commemorated by the announcement of a matching grant of $25,000 provided by the Z. Smith Reynolds Foundation for the development of a significant collection in the history of science and technology. The collection of approximately 900 volumes consists of works of historical importance in a wide variety of scientific and technological fields. Other acquisitions announced included four limited editions of books on papermaking by the late Dard Hunter and the acquisition of the non-medical portion of the library of the late Dr. George Rosen who was Professor of the History of Medicine at Yale University. The collection contains approximately 9,000 volumes in history, sociology, economics, literature, and the history of science. Two hundred of the items are rare 16th and 17th century works.

In Memoriam Scottie Winstead Cox

1930–1981

By Mary Avery, Director, Learning Resource Center, Rowan Technical College

Scottie Winstead Cox, 51, Dean of the Learning Resource center, Wayne Community College at Goldsboro died Saturday, May 9. Memorial services were held 3:00 p.m., Sunday, May 17, at the First Christian Church, Goldsboro.

Scottie received her BS and MAED in Library Science from East Carolina University. She was a librarian in the Goldsboro City Schools from 1960 until 1968. In 1968 she joined the Learning Resource center staff at Wayne Community College where she held the positions of librarian, Director, and Dean. She was President of the NCCC Learning Resources Association 1975-76, Secretary- Treasurer of the East Carolina Library Science Alumni Association, a member of the NCLA Intellectual Freedom Committee, and a guest lecturer in the East Carolina University Department of Library Science.

Scottie was a leading advocate of the Learning Resources center concept, a devoted and respected member of the Learning Resources Association, and an inspiration and friend to all who knew her. She is survived by husband Carl, son Scott, daughter Carla and grandson Josh.

Memorials may be made to the Learning Resources Association scholarship fund through Lucy McGrath, LRA Treasurer, Carteret Technical College, Morehead City, NC.

Lanier Keynotes N. C. High School Library Meeting

Dr. Gene D. Lanier, Chairman of the ECU Department of Library Science, was keynote speaker in March at the annual conference of the North Carolina High School Library Media Association. Membership is made up of secondary Students around the state who serve as library assistants or have a genuine interest in library work. The meeting this year was held at the Bordeaux Inn in Fayetteville, NC.

David Griffin of South View Senior High School in Hope Mills, president of the organization, introduced Dr. Lanier. Lanier made a presentation entitled “Opportunities in media.” The other featured speaker was Ms Elsie S. Brumback, Director of the N. C. State Department of public Instruction Division of Educational Media.

In Memoriam Benjamin Edward Powell

1905–1981

By Erma P. Whittington, Manuscript Department, Duke University Library

Benjamin Edward Powell, librarian emeritus of Duke University, died March 11, 1981. Dr. Powell began his library career as a student assistant in the Duke University Library in 1924. He returned after graduation and a year of teaching and coaching to become Head of the Circulation Department from 1930 to 1934 and from 1935 to 1937. During these years he obtained a degree in Library Science from Columbia University and began work on a Ph.D. at the University of Chicago. In 1946 Dr. Powell returned to Duke as the University Librarian after having been head of the library at the University of Missouri from 1937 to 1946.

Dr. Powell was active in the American Library Association, serving on many committees, on the council, as vice president 1958- 1959, and as president 1959-1960. He likewise held many positions in the Association of College & Research Libraries including that of president 1948-1949. He served on the executive board of Southeastern Library Association and was acting chairman 1951- 1952. He was also a member of the advisory committee of Association of Research Libraries from 1950-1955, and a member of the executive board of the North Carolina Library Association. Dr. Powell served for many years as chairman of the Board of Trustees of the Durham public Library.

During Dr. Powell’s administration at Duke University the library greatly expanded both in collections and in space. The library was enlarged twice, more than tripling the space of the original building. When Dr. Powell retired in 1974 the collection totaled over 2,000,000 volumes and 4.5 million manuscripts.

Dr. Powell was a gentle man and gentleman an unassuming man who shied from spotlights, a quiet man who spoke with the authority of knowledge, the dedication of conviction and the assurance of competence. He leaves an example for living and giving which enriched the world around us.

North Carolina Library Association - Round Table on the Status of Women in Librarianship

The North Carolina Library Association's newest division is the Round Table on the Status of Women in Librarianship. Over 200 NCLA

members signed petitions urging the establishment of the Round Table, and the NCLA Executive Board compiled at its January, 1981, meeting.

The organizational meeting of the Round Table took place on March 20, at Meredith College in Raleigh, with Alice Ihrig giving the keynote address. Over 100 enthusiastic attendees signed up for committee work, and RTOTSOWIL was on its way.

The Steering Committee met April 13 at the Chapel Hill public Library and chose a triumvirate of leaders: Judith Sutton, public Library of Charlotte and Mecklenburg County; Ruth Katz, Joyner Library, East Carolina University; and Cathy Collicut, Forsyth County School System. The group has begun writing by-laws and planning a program for the NCLA Biennial Conference in October, as well as a workshop on Management problems for women.

The workshop, "On the Way up," is tentatively scheduled for July 30–31 at the Forsyth County Public Library in Winston-Salem. Those interested in participating in NCLA's newest, brightest, most beautiful group should contact Mary McAfee, Membership Committee, Forsyth County Public Library, 660 West Fifth Street, Winston-Salem, N. C. 27101.

Nominees 1981–83 NCASL Officers

Chairperson/Elect: Susan Plate Rancer

Current Position: Media Specialist, McLeansville Middle School, Guilford County.

Higher Education:

M.A. Library Science—University of Wisconsin—Oshkosh.

B.A. Elementary Education—Marion College of Fond du Lac, Wis.

Former Positions:

Assistant Professor—Appalachian State University, Boone, NC.

Librarian—Catholic Central High School, Marinette, Wis.

Teacher—St. Luke, Two Rivers, Wis.

Teacher-Librarian—St. Joseph, Carnegie, Pa.

Teacher—St. Henry, Fort Wayne, Ind.

Professional Memberships: Educational Media Association, North Carolina Library Association, Catholic Library Association, North Carolina Association of Educators, American Library Association.

Publications, Excluding Book Reviews:

Unpublished Master's Paper "The Works of Meindert DeJong," August 1974.

Library Education News for Appalachian State University in each issue of *North Carolina Libraries*.

"Comment on" in *Catholic Library World*, September 1976; October 1977; March 1978.

"Accountability and the School Media Center Director," *Southeastern Libraries*, Spring 1978.

Director—Coastal: Cecil Reid

Current Position: W. Brunswick High School, Brunswick County.

Higher Education:

B.A., ASU—Educational Media/Art.

ASU—Media Certification.

Former Positions: Commercial Artist.

Professional Memberships: NCLA.

Director—At-Large: Ethel T. Tyree

Current Position: Instructional Materials Supervisor, Hertford County.

Higher Education:

M.L.A.—North Carolina Central University.

B.A.—North Carolina Central University—History.

Former Positions:

Teacher/librarian, Calvin S. Brown, Winton, N. C.

Librarian, Ahoskie High School, Ahoskie, N. C.

RTSS Biennial Membership Meeting and Breakfast to Be at NCLA/SCLA Convention in Charlotte

On Thursday, October 8, 1981, from 8:30 a.m. to 9:30 a.m. there will be a membership meeting of the Resources and Technical Services section of NCLA. The meeting will be for pre-registered members of the section only. A full breakfast will be served, followed by a brief business meeting that will include the election of officers. More information will be mailed to members later. Plan to attend this first all-membership meeting!

N. C. SOLINET Users Group Meets to Discuss AACR2; Elects New Officers for Coming Year

On Wednesday, May 13, 1981, the North Carolina SOLINET Users Group had its spring meeting at Meredith College in Raleigh. The Meeting, attended by nearly 250 persons, focused on "Repercussions of AACR2." The emphasis was on name authority work, implementation of AACR2, and discussion of the effects of AACR2 by type of OCLC format.

Panel discussions, discussion groups, and talks by Mary Alice Treat of SOLINET highlighted the meeting. The Interlibrary Loan Discussion Group met concurrently as a part of the Group, joining it for part of the discussions.

The meeting concluded with a business meeting, at which new Officers of the Group were elected for the coming twelve months. The new officers are Roberta Engleman (UNC-Chapel Hill), Coordinator; Janie Morris (Duke University), Assistant Coordinator; and Barbara Cassell (UNC-Greensboro), Secretary/Treasurer.

District Media Officers Elected

At the recent eighth annual conference of the North Carolina Community College Learning Resources Association in Fayetteville, Officers were elected for the eight districts in the state. They will lead activities and plan programs for the coming year.

Officers elected for District II, covering Beaufort, Carteret, Craven, Duplin, Lenoir, Pamlico, Pitt, Sampson, and Wayne counties include: Dr. Shirley T. Jones, Dean, Learning Resources, Craven Community College, Director; William V. Ward, Medial Specialist, Carteret Technical College, Vice-Director; and Sybil Moore, Library Technical Assistant, Coastal Carolina Community College, Secretary.

North Carolina Foreign Language Center Fifth Anniversary Open House Celebration

Friday, August 14, 1981, 4 p.m. You are cordially invited to a Reception celebrating five years of specialized foreign language service by North Carolina's public Library System to the People of North Carolina.

New North Carolina Books

Maurice C. York, Compiler

Medical Education at Chapel Hill: the First Hundred Years; Centennial Alumni Directory

By Michael D. Sprinkle, Wake Forest University

W. Reece Berryhill, William B. Blythe, and Isaac H. Manning. *Medical Education at Chapel Hill: The First Hundred Years*. Chapel Hill: University of North Carolina School of Medicine, 1979. 210 pp.

Raleigh Mann, comp. and ed. *Medical Education at Chapel Hill: Centennial Alumni Directory*. Chapel Hill: University of North Carolina School of Medicine, 1979. 302 pp. $32 set. (order from Ms. Colette Batten, Medical Alumni Association, 231 Macnider Bldg. 202-H, University of North Carolina, Chapel Hill, N. C. 27514)

This handsomely boxed set, which contains numerous illustrations, commemorates the centennial of the University of North Carolina School of Medicine. The first volume is basically an historical compilation from original sources and is designed to be an overview beginning with the earliest efforts at medical education which are associated with the University of North Carolina at Chapel Hill. Its account ends in 1978. The second volume lists graduates of the School of Medicine, housestaff of North Carolina Memorial Hospital, graduates of the University Curriculum in Biomedical Sciences, and graduates in the Medical Allied Health professions. Each listing includes full name, degree, degree year, specialty, codes for MDs, and present address. The School of Medicine alumni listing also includes photographs of the graduates by degree year. The set is appropriate for North Carolina collections or as a reference source in large public or academic libraries.

Images: the Outer Banks

By Donald R. Richardson, Hyde County Schools

Gene Furr. *Images: The Outer Banks*. Text by Cameron McRae. Chapel Hill: Cinehaus Publications, 1981. 96 pp. $25.00 (Library discount: 20%. Order from publisher at 604 Tinkerbell Road, Chapel Hill, N. C. 27514)

Images: The Outer Banks gives a contemporary cameo portrait of the Outer Banks of North Carolina and life on them. It is well-balanced between text and photographs and gives a good introduction to as well as a review of this unique part of North America. Division titles —“Beginnings,” “A Way of Life,” “The Coast Nearby,” “Tourists,” “The Future” — indicate the areas of emphasis.

The text is sometimes more lyrical than the photographs. Mr. Furr is an award-winning photographer for the *Raleigh News and Observer* and the *Raleigh Times*, and his photography for Images reflects his journalistic approach. He excels in composition and treatment of subject, but the consistent high contrast of the photographs, including those in color, could bother some readers.

Of special interest are several character studies of Outer Banks craftsmen. Mr. Furr’s photographic style catches the harshness of life on the Outer Banks as seen in the faces of its people. At the same time, these faces emanate a Serenity which is the result of being neither conquered by nor the conqueror of nature but rather of having made peace through acceptance of and willingness to work through what may come.

Mr. Furr has received over one hundred awards in state, regional, and national competition. He was named North Carolina Press Photographer of the year in 1977. He has served as guest lecturer at

colleges and universities, and was 1977 president of the North Carolina Press Photographers Association.

Mr. Furr states his purpose as an attempt to record in photographs and text what will "... change and be a part of the past." He takes a slice of time on the Outer Banks and preserves it in this book.

Images: The Outer Banks will serve readers who are planning to visit the Outer Banks and those who have visited them. This makes it especially appropriate for high school libraries, public libraries, and North Carolina Collections. Although it includes material of an historical nature, it is primarily a book of photographs. Schools and colleges offering courses in photography would find it useful. The price of the book, with today's tightening budgets and inflation, might be prohibitive to most libraries that already have similar materials in their collections.

Politics, Bar and Bench: A Memoir of U. S. District Judge John Davis Larkins, Jr.

By James Elliott Moore, Cumberland County Public Library

Donald R. Lennon and Fred D. Ragan, eds. *Politics, Bar and Bench: A Memoir of U. S. District Judge John Davis Larkins, Jr.* New Bern: The Historical Society of Eastern North Carolina, 1980. 204 pp. $15.00 (order from the society, P. O. Box 1734, New Bern, N. C. 27560)

This engaging memoir of the life and work of United States District Judge John D. Larkins, Jr., began as an oral history project of the staff of the East Carolina Manuscript Collection. Following the completion of the interviews, Donald R. Lennon, director of the Manuscript Collection, and Fred D. Ragan, Chairman of the Department of History at East Carolina University, undertook to transform some twelve hours of interviews into a coherent historical Narrative. The readability and high interest of this work attest to their success. Judge Larkins' long career of public service has spanned some of the most exciting decades in the history of North Carolina. Starting out as a fledgling attorney at Trenton in 1930, Larkins found himself drawn to politics and was elected the youngest member of the North Carolina Senate in 1936. During the Nine sessions that he sat in the senate, he served as president pro tempore and Chairman of every major committee. Rising quickly in the ranks of the Democratic party, Larkins chaired numerous Jefferson-Jackson Day dinners; he Served as secretary and later chairman of the state Democratic party and as a Democratic national committeeman. He sought the Democratic gubernatorial nomination in 1960 but was defeated in the primary. The following year, Larkins was appointed United States district judge for the Eastern District of North Carolina by President John F. Kennedy. During his time on the bench, Larkins presided over the highly controversial school integration cases and other civil rights questions. He also ruled on environmental issues and important narcotics and smuggling cases before taking senior judge status in 1979.

Lennon and Ragan open *Politics, Bar and Bench* with an excellent introduction in which they outline Larkins' life and place his political and legal careers in perspective. The text of the volume—the judge's reminiscences arranged chronologically—is supplied with good footnotes and an index. In their attempt to create a personal memoir from the materials on hand, the editors are most successful. By utilizing the judge's candid and entertaining style, they provide a unique, behind-the-

scenes view of the individuals involved in some of the most important political and judicial decisions made in North Carolina and the nation during the past fifty years. In addition, there is much anecdotal material that furnishes insights into the characters of many of the state's leaders. Finally, there emerges a portrait of Larkins himself: a man who relished the excitement of the political life and who sought to carry out the difficult duties of a federal jurist. This is an excellent book and is highly recommended for legal collections, academic libraries, and the larger public libraries.

Mary

By Nancy Snowden, Henderson County Public Library

Mary E. Mebane. Mary. New York: Viking Press, 1981. 242 pp. $12.95.

In her autobiography, Mary Mebane, who teaches at the University of Wisconsin at Milwaukee, writes of survival and of breaking out of a life with no future and no options. Her decision early in life to be different leads to disappointment, fear, and alienation, but ultimately to triumph.

Though born Black and poor in 1933 in Durham County, Mebane excels without the help of her family or peers. She quickly learns that those around her have chosen to survive by "not knowing, not seeing—and certainly, not saying anything at all about what [the world] was really like." But Mary refuses this passive acceptance of the status quo. Two factors play major roles in Mary's escape from the tedium of daily life which entraps her mother. An avid reader, Mebane learns to live in the world of books and her own fantasies. An equally valuable lesson is that "protest is the most effective way of stopping unfair treatment."

Throughout Mary, the imagery is that of the senses: the pleasure of "a drink of cool well water from a sweet-tasting gourd"; "the clear, full soprano tones of one voice ... like a crystal glass bell." The most enjoyable scenes aré those references to the rituals of rural culture which include the Saturday night dose of senna, redeye whiskey, and the wearing of a flannel cloth to ward off colds. The most painful passages are those describing the incidents of racial hatred in the white community.

Mary is composed to some degree of individual pieces written for the New York Times and for this reason sometimes lacks cohesiveness. This does not detract from the overall readability of the book, however, and I heartily recommend it for school and public libraries as a vivid portrayal of life for a Black Girl in the pre-civil rights South.

Abstracts of Vital Records from Raleigh, North Carolina Newspapers 1820–1829

By Maurice C. York, East Carolina University

Lois Smathers Neal, comp. *Abstracts of Vital Records From Raleigh, North Carolina Newspapers 1820-1829*. Spartanburg, S. C.: The Reprint Company, Publishers, 1980. 944 pp. $50.00.

Librarians, genealogists, and historians will be pleased to learn that Lois Smathers Neal has completed volume two in a series that will cover the period from 1799 to 1915. The second volume adheres to the same format and maintains the high quality of Neal's first volume (see review in *North Carolina*

Libraries, Spring, 1980). This work contains a few differences, however. A weighty tome, it contains 6,520 abstracts—thirteen hundred more than in volume one. Owing to the more regular appearance of death notices during the 1820s, volume two relies less heavily on news items giving proof of death. The *Raleigh Minerva* ceased publication in 1821, so Mrs. Neal uses the semi-weekly

Register, which began in 1823. (It is interesting to note that this paper never has been abstracted or indexed.) Keep'em coming, Mrs. Neal!

The Bard of Ottaray: the Life, Letters and Documents of Shepherd Monroe Dugger

By Carolyn Jamison, Appalachian State University

Leslie Banner Cottingham and Carol Lowe Timblin. *The Bard of Ottaray: The Life, Letters and Documents of Shepherd Monroe Dugger*. Banner Elk, N.C.: Puddingstone Press, 1979. 226 pp. $7.00.

"Ottaray" is the name given to the western North Carolina mountains by the Cherokee Indians. It is fitting that one of the first spokesmen for this region is called "The Bard of Ottaray." Shepherd Monroe Dugger (1854-1938) spent

is life in the North Carolina mountains in and around the community of Banner Elk. He was a businessman, orator, farmer, geologist, engineer, surveyor, mine operator, and the first superintendent of schools in Watauga County. More importantly, he is remembered as the author of *The Balsam Groves of the Grandfather Mountain* and *The War Trails of the Blue Ridge*. Dugger's style of writing in these works may be the best example of the worst excesses of the florid, highly romanticized writing of the late nineteenth century. However, his insights into the lives of the early settlers of this region and his loving descriptions of the beauty of the mountains cannot be discounted.

This biography completes the series of volumes on Dugger issued by Puddingstone Press. (The others were reprints of *Balsam Groves* and *War Trails*.) In it the authors have attempted to defend Dugger's work and to place it in perspective. They acknowledge his excesses of style and perhaps have coined a new word "Duggerism" to describe extravagant, unwieldy prose. Yet they go on to show that while critics often labeled Dugger's writing unintentionally humorous, Dugger was very conscious of the humor in the stories he was telling and exaggerated his descriptions to bring about that effect.

The actual biography and analysis of Dugger's work cover only the first sixty-six pages of the book. The remainder is made up of supporting documents, letters and photographs relating to Dugger's life. Also included are two, brief unpublished manuscripts by Dugger that were among his papers. The authors have made an exhaustive and detailed study into the life of one of North Carolina's little known authors and have documented his contributions to the cultural history of the mountain people of North Carolina. Those public and college libraries with large North Carolina collections will want to consider purchasing this book.

RTSS Summer Report: Automation in Technical Services Seminar at Southern Pines

As a direct result of the RTSS membership survey on what topics RTSS members wanted discussed more, on April 9 and 10, 1981, the Resources and Technical Services section of NCLA sponsored a Symposium on Automation in Technical Services, which was held at the Sheraton Inn, Southern Pines, N. C. The Symposium, attended by 142 registrants from North Carolina, Virginia, and South Carolina, featured speeches by Richard Boss and Susan Epstein, as well as concurrent sessions on automated acquisitions, cataloging, and circulation, and concurrent sessions on retrospective conversion, COM catalogs, and locally designed systems. The meeting concluded Friday, April 10 with a panel discussion on "The Present and Future of Networking and Resource Sharing in North Carolina and the Southeast," a topic arising directly from the focus on automation.

Richard Boss, one of the two featured speakers at the general sessions, is Senior Consultant of Information Systems Consultants, Inc., of Bethesda, Md. and Boston, Mass., and author of *THE LIBRARY MANAGER'S GUIDE TO AUTOMATION* (1979). Susan Epstein, the other main speaker for the general sessions, is Special Assistant to the County Librarian, Los Angeles public Library System. In 1974 she installed the first COM catalog in the country.

At the conclusion of the meetings evaluation forms on the Symposium were returned by approximately two-thirds of those attending. The forms Showed that those attending were pleased with the symposium meeting its objectives, with the new knowledge they gained, with the value of the information they gained, and with the physical arrangements and schedule.

Those filling out the evaluations suggested a wide range of topics for future Symposia: on-site visits by small groups to see actual automated systems in operation; visits to vendors with seminars to meet with their research and

development personnel; demonstrations by vendors of library hardware and software; and mock sessions on cost evaluations for system selection. Other topics included archive tape processing, on-line patron access catalogs, system design, more about TRLN, and conversion projects.

The aim of RTSS this Biennium has been to present programs of immediate interest to the membership. If anyone has more suggestions for future programs, please contact the Executive Committee of the Resources and Technical Services section.

NCLA Minutes and Reports

North Carolina Library Association: Minutes of the Executive Board

May 8–9, 1981

The North Carolina Library Association met on May 8, 1981 at 1:00 P.M. in the Board Room of Cape Fear Technical Institute, Wilmington, North Carolina.

Members present were Bill O'Shea, Mertys Bell, Bob Pollard, Emily Boyce, Carol Southerland, Mae Tucker, Jonathan Lindsey, Dottie Butler, Carolyn Oakley, Arabelle Shockley, Phillip Ritter, Leonard Johnson, Martha Davis and David Harrington. Members absent were: Norma Royal, Eugene Huguelet, Nathaniel Boykin, Bill Snyder, Ann Webb, Lillie Caster and H. K. Griggs, Sr. Guests were: Roy Day, William Kirwan, Miriam Ricks, Benjamin Speller, Arial Stephens, Leland Park, Ralph Scott, Maurice York, Michael Cotter and David McKay. President O'Shea presided. The minutes of January 15, 1981 were read and approved.

Mr. O'Shea recognized Willie McGough, Head Librarian at Cape Fear Technical Institute. Mr. McGough welcomed NCLA members to Wilmington and introduced the president and vice-president of CFTI to the Board.

Mr. O'Shea introduced David McKay from the State Library. He presented to the Board pending legislation on the creation of a State Library Commission. He requested that NCLA officially endorse the legislation and explained to the Board what the bill would do for libraries in North Carolina. Martha Davis made a motion that the Board endorse the creation of a State Library Commission. Mertys Bell seconded. The motion carried.

Bob Pollard gave the treasurer's report for the period of January 1, 1981–March 31, 1981. He presented to the Board a thorough explanation of the financial status of the association. He reported that approximately 1,300 renewals had been mailed. He presented the section chairmen with a computer print out of statistical information concerning the membership of each section:

Mr. Pollard stated that an audit for the year 1980 had been completed by a firm in Raleigh. He discussed with the Board the CPA's recommendations for filing state income tax. Martha Davis made a motion that the Board follow the advice of the firm in filing a 1980 state income tax return. Arabelle Shockley seconded. The motion carried.

Jonathan Lindsey reported from *North Carolina Libraries*. He stated that the fall publication would be devoted to architecture, the winter to the biennial conference, the spring to technical services. He said that the deadline for submitting articles for publication in the summer edition would be May 15th.

President O'Shea mentioned that he and Mr. Lindsey had discussed the possibility of using NCL to carry constitutional revisions. Mr. O'Shea stated that this would eliminate the need for separate mailing. He suggested that Mr. Lindsey and Mr. Johnson (handbook chairman) work together to see if this would be possible for the summer edition.

Bob Pollard asked the Board to instruct him in the correct procedure for distribution of funds for members joining roundtables. The Board discussed at length the differences that exist between sections and roundtables. Jonathan Lindsey recommended that the concern be forwarded to the

Handbook/Constitution and Code Committee for clarification regarding the formation of roundtables and sections.

Mr. O'Shea called for committee reports.

Arial Stephens reported from Government Relations. He discussed the success of Legislative Day in Washington and stated that the office of every congressman was visited.

Leonard Johnson reported from the Handbook/Constitution and Code Committee. Mr. Johnson presented Board members with a working copy of the proposed handbook. He asked that each member react to the preliminary edition and submit any suggested changes to him by June 19, 1981. Mr. Johnson stated that he had enough work copies for all section officers. He said that the committee intended to have it finalized for distribution at the fall conference.

Mertys Bell reported on the NCLA/SCLA Conference. She distributed a draft of the proposed program for the fall conference. Ms. Bell stated that volunteers were needed in the following areas: registration, membership, information desk, directions and monitoring. She asked that any member willing to volunteer their time contact her.

Leland Park reported that there were 122 spaces for vendors to exhibit at the fall conference. He stated that 44 had already been sold.

Section reports were called for by President O'Shea.

Carolyn Oakley reported from the Junior College Section. She stated that plans had been finalized for the fall conference. Ms. Oakley said that Dr. Sam Grier would be speaking and felt that his presentation would be of interest to all librarians.

Bob Pollard reported for Lillie Caster from Resources and Technical Services section. Mr. Pollard reported that the symposium in Southern Pines on "Automation in Technical Services-Practical Perspectives" was Very successful. He stated that the by-laws from the section had been drawn up and mailed to the chairman of the Constitution and Code Committee for review.

Martha Davis reported from the public Libraries section. She discussed plans for the fall conference. She announced that two outstanding speakers, Peggy Sullivan and Dr. Mary Jo Detweiler, would be on the program.

William Kirwan reported for Gene Huguelet from the College and University Section. He stated that a workshop was recently held in Winston-Salem concerning public relations for academic libraries. He said that Dr. Richard Meyer would be speaking at the fall conference.

Arabelle Shockley reported from the North Carolina Association of School Libraries. She stated that a board meeting was held in March concerning plans for the fall conference. She announced that she and Mary Arden Harris would be delegates to the AASL Affiliates Assembly at American Library Association.

Dottie Butler reported from the children's Services section. She stated that activities had been finalized for the fall conference. She announced that Laura Sims would be on the program, as well as Augusta Baker.

The Documents section report was given by Michael Cotter. He discussed plans for the biennial conference. He brought to the attention of the Board the consequence of implementing public Law 96-5111 on libraries.

President O'Shea reported for Norma Royal from ALA. He read a draft to the Board on the "Charge of the Chapter Relations Committee". The draft attempted to form stronger ties between the Chapter Relations Committee and ALA.

Mr. O'Shea read a statement from Ms. Royal asking the Board's support for the By-Laws Amendment-Position 79 on the ballot.

Mae Tucker reported from SELA. She stated that the Southeastern Library Association Workshop was held March 4-6, Atlanta, Georgia. She reported that Paul Porterfield from Queens College Library in Charlotte did an excellent workshop on workshops. She announced that the 1982 SELA Biennial Conference would be held in Louisville, Kentucky on November 10-13, 1981.

There was no old or new business.

The meeting adjourned at 4:00 P.M.

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

The North Carolina Library Association Executive Board reconvened the following morning, May 9, 1981 at 10:00 A.M. at Cape Fear Technical Institute.

Gene Lanier reported from the Intellectual Freedom Committee. He discussed with the Board various happenings across North Carolina including intellectual freedom. He mentioned that the committee had given support to many librarians facing issues of censorship. Mr. Lanier said that the aim for the IFC was to be visible and he felt that this was accomplished. He stated that the committee had been represented at several workshops on censorship. He announced that the committee had nominated Amanda Bible for the John Phillip Immroth Memorial Award, but voted at Mid-Winter not to award it this year. Mr. Lanier discussed with the Board the effects of Senate Bill No. 295 on libraries in the State. Emily Boyce commended Mr. Lanier and the committee for all their time and hard work involved in defending library positions.

President O'Shea asked that the Board move on the draft presented by Norma Royal. Emily Boyce made a motion that the Board support the draft on the "Charge of the Chapter Relations Committee". Carol Southerland seconded. The motion carried.

Leonard Johnson discussed with the Board the issue concerning the formation of roundtables and sections. Phil Ritter made a motion that until it becomes an official bylaw the Board instruct the treasurer to distribute membership dues (by using 25% of the basic membership due, plus any

amount for added sections or roundtables) equally among sections or roundtables chosen by the member. Emily Boyce seconded. The motion carried.

The North Carolina Library Association Executive Board met again on May 9 at 11:00 A. M. for a general session with the section members.

Mr. O'Shea expressed appreciation to Willie McGough and his staff for hosting the spring workshop at Cape Fear Tech.

Mertys Bell discussed the joint conference with South Carolina in the fall. She mentioned that it would be of great help to her if members interested in serving on committees would fill out the survey form printed in the spring issue of NCL, Ms. Bell stated that the conference looked great and distributed a proposed program to the members. She stated that volunteers were needed in many ways during the conference, and she asked members to contact her, if interested, Ms. Bell reported that the deadline for preregistration was September 1, 1981. She said that the forms used for listing speakers, rooms and arrival times were needed by June 1, 1981.

Ed Sheary reported from the Audiovisual Committee. He discussed plans for the fall conference. Mr. Sheary requested that the committee's name be changed to the media Committee. President O'Shea authorized this change.

Roy Day reported from the media Educational Committee. He stated that the committee had met twice this year prior to the Spring Workshop. The Committee decided that a realistic immediate goal would be the development of a selective, annotated bibliography, to be available in any type of NC library faced with or interested in a combined library situation. Mr. Day stated that the committee felt that the development of "standards" was too ambitious a change at this time. Rather, a set of "guidelines," based on literature search and experiences within North Carolina, seemed to be a more realistic undertaking.

He announced that plans were to develop the bibliography for presentation at the next NCLA Executive Board meeting.

Mildred Mathis reported from the Handbook/Constitution and Code Committee that the handbook revisions had been submitted to Mr. Lindsey for publication in the summer edition of NCL. Mr. O'Shea expressed his gratitude to the committee for the outstanding job that they had done on developing an up-to-date handbook for the association.

Gerald Hodges reported from the Education for Librarianship Committee. He said that plans were finalized for the fall conference. He reported that a number of roundtables would be set up for library educators and librarians to exchange ideas.

Arial Stephens, Governmental Relations Committee, discussed Legislative Day in Washington during national Library Week. He spoke also on Legislative Day in Raleigh, February 11, and felt that this was very successful.

The Honorary Life Membership Committee report was given by Miriam Ricks, who stated that narratives were in the process of being compiled for recipients of this award and that the announcements would take place during the fall conference.

Mark Holloway reported from the Goals and objectives Committee. She stated that a questionnaire was being compiled by the committee to assist the Association in being responsive to the membership.

Gene Lanier from the Intellectual Freedom Committee gave a summary of the committee's activities. He stated that quarterly meetings had been held. Mr. Lanier mentioned that over 62 requests had been received from librarians across the state. He said that the committee was more visible than ever before and had been reported in several library publications. He stated that the second notebook has been started containing clippings from newspapers in the state on issues of intellectual freedom. He discussed plans for the fall conference and was looking forward to hearing speaker John Henry Faulk.

Pat Ballentine reported from the Library Resources Committee and discussed plans for the fall conference. She stated that the theme for the program would deal with library cooperation in North Carolina. She mentioned that the committee was working on an inter-library loan policy. Ms. Ballentine said that the committee was in the process of producing a handbook on library disasters.

The public Relations Committee report was given by Mary Hopper. She told of plans for the fall conference saying that a panel discussion would concentrate on three problems that all librarians face—censorship, dwindling budgets and lawsuits from former employees.

Phil Ritter reported from the Membership Committee. He stated that attention was being focused on the fall conference and volunteers would be needed to assist the committee. Martha Davis suggested that the planning committee for the conference take a look at the possibility of closing certain tables (registration, membership) during the general sessions.

Elizabeth Laney reported from the Scholarship Committee that 23 applications were received. Ms. Laney said that two $1,000.00 grants were awarded and one $500.00 grant, plus several $200.00 loans. She represented the association on the State Council for Social Legislation and distributed to the members a brochure on expanded library services in North Carolina.

Mae Tucker spoke from the newly created Roundtable On The Status of Women In Librarianship. She welcomed any new members to the roundtable and spoke on its purposes.

Jonathan Lindsey presented a statement on professional ethics prepared by the Professional Ethics Committee of ALA. He mentioned that it had taken five years to finalize the statement.

President O'Shea thanked all members for attending the Spring Workshop.

The meeting adjourned at 12:45 P. M.

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

Constitution and Bylaws: Recommended Changes

North Carolina Library Association

Changes in Constitution and Bylaws Recommended by the Executive Board and the NCLA Constitution, Codes and Handbook Committee (May 9, 1981).

Layout note: The original prints the present text and suggested changes side by side, with changes underlined. They are presented sequentially below, with explicit labels, retaining the original section numbers.

Constitution: Article III. Membership

Present Constitution

- Membership in the North Carolina Library Association shall consist of four classes: individual membership, institutional membership, contributing membership, honorary membership. Only individual members have voting privileges.

Suggested Changes

- Membership in the North Carolina Library Association shall consist of five classes: individual membership, institutional membership, contributing membership, honorary membership, and life membership. Only individual members have voting privileges.
- Life. The Honorary and Life Membership Committee may recommend to the Executive Board for life membership persons who are no longer actively engaged in library work. Such nominees may be elected by the Executive Board.

Constitution: Article V. Executive Board

Present Constitution

- The officers of the Association, the past President, two Directors elected by the Association at large, the representative of the Association to the ALA Council, and the chairman of each section shall constitute an Executive Board. The North Carolina member of the Executive Board of the Southeastern Library Association and the Editor of *North Carolina Libraries* shall serve as ex-officio and voting members of the Executive Board.
- Quorum. Five members of the Executive Board shall constitute a quorum.

Suggested Changes

- The officers of the Association, the past President, two Directors elected by the Association at large, the representative of the Association to the ALA Council, the North Carolina member of the Executive Board of the Southeastern Library Association, and the chairman of each section shall constitute the Executive Board. The Editor of *North Carolina Libraries* and Chairmen of Round Tables shall serve as non-voting members of the Executive Board.

- Quorum. A majority of the voting members of the Executive Board shall constitute quorum.
- Representatives to the North Carolina Public Library Certification Commission. The Executive Board shall nominate an individual to be named by the Governor to serve, with the chairman of the Public Libraries Section and the chairman of the North Carolina Association of [text unclear in scan] Library Certification Commission as required by the General Statutes of North Carolina (G.S. 143B-68).

Constitution: Article VI. Finances

Present Constitution

- The executive board shall approve all encumbrances (any claims on property) and expenditures of Association funds, but may delegate to the President authority to approve encumbrances and expenditures.
- The Executive Board shall administer the business affairs of the Association, and it shall have power in the intervals between meetings of the Association to act on all matters on which five of the nine members reach agreement.

Suggested Changes

- The Executive Board …
- The Executive Board shall administer the business affairs of the Association, and it shall have power in the intervals between meetings of the Association to act on all matters on which a majority of the members reach agreement.

Constitution: Article VII. Affiliations

Present Constitution

- The North Carolina Library Association shall be a member of the North Carolina Legislative Council upon payment of its annual dues, and it shall appoint representatives to the Council as fixed by the Council.

Suggested Changes

- The Executive Board of the North Carolina Library Association shall be empowered to enter into other affiliations as deemed beneficial to the Association.

Constitution: Article VIII. Sections and Round Tables

Present Constitution

- Sections of the Association may be organized by application, signed by fifty voting members of the Association, and approved by the Executive Board.
- Round Tables of the Association may be organized by application, signed by fifteen voting members of the Association and approved by the Executive Board.

- With the permission of the Executive Board, Sections and Round Tables may charge fees or dues for their purposes. Funds received will be earmarked and used at the discretion of the officers of the Section or Round Table.

Suggested Changes

- Sections of the Association may be organized by application, signed by one hundred voting members of the Association, and approved by the Executive Board.
- Round Tables of the Association may be organized by application, signed by twenty-five voting members of the Association and approved by the Executive Board.
- With the permission of the Executive Board, Sections and Round Tables may charge fees for their purposes. Funds received will be earmarked and used at the discretion of the officers of the Section or Round Table. (Delete words "or dues.")

This publication of proposed constitution and by-law changes for the North Carolina Library Association meets the notification requirements of the current constitution. The above changes will be placed before the membership for ratification at biennial conference October 7–9, 1981.

Bylaws: Article I. Officers

Present Bylaws

- The list of nominees shall be published in *North Carolina Libraries*, *Tar Heel Libraries*, and the Division of State Library *News Flash* as soon as possible.
- Any member wishing to be placed on the ballot for any office shall obtain a minimum of 50 signatures of N.C.L.A. members and submit them to the Executive Secretary by April 1st of the year of election. The Executive Secretary will verify the 50 signatures and notify the member that he will be placed on the ballot.

Suggested Changes

- The list of nominees shall be published in *North Carolina Libraries*.
- Any member wishing to be placed on the ballot for any office shall obtain a minimum of 50 signatures of N.C.L.A. members and submit them to the Chairman of the Committee on Nominations by April 1st of the year of election. The Treasurer will verify the 50 signatures and notify the member that he will be placed on the ballot.

Bylaws: Article II. Duties of Officers

Present Bylaws

- The President shall serve as a member of the North Carolina Library Certification Board, as provided by law.
- Treasurer. The Treasurer shall assist in the preparation of the budget; he shall keep whatever financial records of the Association the President and the Executive Board deem necessary; and shall perform such other duties as the Executive Board may prescribe.

- The Headquarters Office shall send one copy of the report of the biennial meeting and special meetings of the Association to the *Library Journal*, one copy to the *American Libraries*, one copy to the Southeastern Library Association, one copy to the President who will keep it on file, and file one copy at the Headquarters Office.

Suggested Changes

- Delete current section 3 and renumber following sections.
- Treasurer. The Treasurer shall assist in the preparation of the budget and keep whatever financial records of the Association the President and the Executive Board deem necessary. He will collect and disburse all funds of the Association under the instructions of the Executive Board and keep regular accounts, which at all times shall be open to the inspection of all members of the Executive Board. He shall handle and keep all membership records. He shall execute a bond in such sum as shall be set by the Executive Board, the cost to be paid by the Association. He shall perform such other duties and functions as may be prescribed by the Executive Board. (Formerly Sections 7 and 8)
- The Editor of *North Carolina Libraries* shall send a report of the biennial meeting and special meetings of the Association to the editors of *American Libraries*, *Library Journal*, *Southeastern Librarian*, and the *Wilson Library Bulletin*. The report will also be published in *North Carolina Libraries*. (Formerly Section 9)

Bylaws: Article III. Membership

Present Bylaws

- Dues shall be collected on a biennial basis beginning in 1973 as follows:
  1. Individual members
     1. Trustees and non-salaried librarians, $10.00. Librarians making up to $12,000, $15.00. Librarians making $12,000–$20,000, $20.00. Librarians making over $20,000, $[amount unclear in scan].
     2. Retired librarians, trustees, “Friends of the Library” members, library school students, and other non-librarians, $5.00 for the Biennium.
  2. Institutional Members. Any library in the state: public, college, university, school, or special. The biennial dues shall be based upon the annual operating budget: $50,000 and under*, $10.00 for the Biennium; $50,001–$100,000, $20.00 for the Biennium; $100,001 and up, $30.00 for the Biennium.* Branches of libraries holding library institutional membership. All institutional members will receive the official publications of the Association.
  3. Contributing Members. Any individual, association, firm, or organization interested in the work of the Association, $30 for the Biennium.
  4. Honorary Members. No dues.
- Association members may be members of Additional Sections by paying additional dues of $2.00 biennially for each Section to the Association and designating the Sections.

- Publications. All members of the North Carolina Library Association shall receive the official periodical publication of the Association or any other publications that may be so designated. Subscriptions to *North Carolina Libraries* are available to non-members at $3.00 per year or $1.00 per issue.

Suggested Changes

- Dues shall be collected on a biennial basis beginning in 1973 as follows:
  1. Individual members
     1. Librarians earning up to $12,000, $20.00. Librarians earning $12,000–$20,000, $25.00. Librarians earning over $20,000, $35.00.
     2. Trustees and non-salaried, and inactive personnel—retired librarians, library school students, "Friends of Library", and other non-librarians, $15.00.
  2. Institutional Members. Any library in the state: public, college, university, school, or special. The biennial dues shall be based upon the annual operating income: $50,000 and under*, $10.00; $50,001–$100,000, $20.00; $100,001 and up, $30.00.* Branches of the libraries holding library institutional membership. (This sentence moved to Article III, Section 9)
  3. Contributing Members. Any individual, association, firm, etc. interested in the work of the Association, $30.00.
  4. Honorary and Life Members. No dues.
- Association members may be members of Additional Sections or Round Tables by paying additional dues of $4.00 biennially for each Section or Round Table to the Association and designating the Sections or Round Tables.
- In the event that the person selects more than one section or Round Table membership, the 25% of the biennial dues plus the $4.00 per additional section or Round Table dues paid will be distributed on an equal basis to each Section or Round Table membership chosen.

(The following sections of this article are renumbered to accommodate the insertion of section 4.)

- Publications. All members of the North Carolina Library Association including Institutional Members shall receive the official periodical publication of the Association or any other publications that may be so designated. Subscriptions to *North Carolina Libraries* and single issues are available to non-members at a rate recommended by the Editorial Board and approved by the Executive Board.
- No change. (Formerly Section 9)

Bylaws: Article IV. Sections and Round Tables

Present Bylaws

- The Secretaries of the Sections and Round Tables shall submit to their Headquarters Office of the North Carolina Library Association a copy of their important papers and reports.

- The Chairmen of the Sections and Round Tables shall submit all bills to Headquarters Office for payment from their allocated funds. Bills in excess of allocated funds must have the prior approval of the Executive Board.

Suggested Changes

- The Secretaries of the Sections and Round Tables shall submit copies of their important papers and reports to the Association archives located in the North Carolina State Library.
- The Chairmen of the Sections and Round Tables shall submit all bills to the Treasurer for payment from their allocated funds. Bills in excess of allocated funds must have the prior approval of the Executive Board.

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Transcription Note

This accessible edition transcribes the supplied scan of volume 39, number 2. The contents are not hyperlinked. Numbered, Roman-numbered, and bulleted lists are distinguished, and original section numbers are retained, including nonconsecutive numbers in the constitutional excerpts. Continued text has been reunited; the conference program is presented together, followed by section announcements and housing information. Side-by-side constitutional comparisons are presented sequentially with explicit labels. Tables are re-created as text tables. Photograph and illustration descriptions are editorial additions. Original page numbers, repeated running headers, and printer artifacts have been omitted. Advertisements are gathered at the end. Bracketed "unclear in scan" notes identify uncertain readings. Historical language and inconsistencies in the original data, dates, and times have not been silently modernized. The Blackwell North America and Out of Print Dealers advertisements listed in the contents are not included in the supplied scan.

North Carolina Libraries, Volume 39, Number 2, Summer 1981