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Foreword

By Desretta V. McAllister-Harper, School of Library Science, North Carolina Central University

Dr. McAllister-Harper is guest editor for this special section of North Carolina Libraries, which focuses on Resources and Technical Services.

“Many success stories in library automation convey the impression that the installation of electronic equipment is an end in itself,” states William Matthews in the *Journal of Library Automation* March 1979 editorial. Often, stories of success in library automation fail to convey how we want automation to affect libraries and librarians or what the overall automation agenda is for libraries today or the future.

Three of the four articles in this issue of *North Carolina Libraries* concern the topic of automation. The first two articles were presented as speeches during a symposium sponsored by the North Carolina Library Association, Resources and Technical Services Section, held at the Sheraton, Southern Pines, N.C., on April 9 and 10, 1981. That program focused on sharing practical procedures for planning and implementing automation projects and presented future possibilities for networking and resource sharing in North Carolina and the Southeast. Richard Boss focuses on this theme, discussing the overall trends in the turnkey system market by providing an overview of the major considerations necessary in planning and implementing a turnkey system. He concludes with a description of the elements common to an analysis of retrospective conversion technology.

Susan Epstein emphasizes that systems fail because of the lack of: 1) planning and 2) communication to staff. Epstein also emphasizes acquiring a system.

The article by Benjamin F. Speller describes management problems that have occurred as a result of unstable economic conditions nationally and verifies through survey research that these conditions hold equally true for both small and medium-sized libraries in North Carolina and are comparable to libraries nationally. Quality management has become urgent in view of the rapid expansion and continuous changes in knowledge, communications, technology and the economy.

The fourth article, by Mae Holt, examines the effects of inflation, library policies, recent collection evaluations and user studies, use of serials and resource sharing.

Careful and continuing examination of the employment of computer technology as a means of facilitating the availability of existing information is an essential activity for all library/information professionals. We must be sure that the use of automation enhances programs and services in a manner which will provide maximum benefits for all present and future users.

Retrospective Conversion

By Richard W. Boss, President, Information Systems Consultants, Inc., Bethesda, MD

Edited transcript of a presentation made at the NCLA/RTSS Automation Symposium, April 9, 1981.

Building the Data Base

Before you undertake a retrospective conversion project you should decide on the nature of the data base that is to be built. That is saying the obvious, yet the fact that many non-standard and incomplete data bases are being created in an era when most libraries are talking about moving toward online catalogs justifies its repetition. We tend to get too preoccupied with the obviously high price tag of hardware and software and overlook the basic fact that the data base, if Properly built, will outlast several generations of hardware and software. So your data base will outlive the first computer you buy—and several others after that. After all, the 100 percent rag catalog cards have outlasted several generations of catalog cabinets in our libraries.

You should also think in terms of software being outlasted by the data base. Now software, in my opinion, should last considerably longer than hardware. The higher level Programming languages being used in software packages, including most of those now being used in turnkey packages, are more oriented to the programmer than to the hardware. The ease of writing new code or of revising existing code is emphasized, rather than efficient utilization of the machine. We can afford to have a little inefficiency in the use of the machine in order to have efficiency of people.

It is unfortunate that some libraries that went into automation very early—before 1974—built data bases with records averaging fewer than 120 characters, but many of them had little choice because computer storage was limited by the small capacity and high cost of the available technology. By 1975 libraries were creating data bases with an average record length of 300 characters. At that time, some of the libraries that had automated earlier upgraded their data bases to more complete bibliographic records. By 1978 the average length of a record had increased to 400 characters, and in a few cases libraries actually expanded their records once again in order to have a better data base. Recently, the trend has been to full MARC records averaging 700 characters, and at least one library is expanding the records in its data base for the third time. Thank heaven that they haven't got any place to go beyond 700. Once you are at full-MARC you have reached the last step—at least we hope so.

Weeding

A number of people have commented today that one might reduce the magnitude of the effort by weeding before doing a retrospective conversion.

This is true, but you can get bogged down in a weeding program, and weeding is not an inexpensive proposition in itself. There are two ways in which you might proceed with the weeding. One is a quick cut approach in which you weed the obvious things, multiple copies, textbooks, etc. The other approach is a comprehensive weeding program in which the entire collection is reviewed. In my opinion, the last thing you want to get into is a laborious title by title examination of the collections by professional staff.

If you are going to undertake a weeding program, think in terms of the kind of weeding you can do that keeps the cost per title weeded low and the time commitment minimal. As a rule of thumb, plan about a twenty-five to thirty-cent investment per title. If you have a cost-effective enough retrospective conversion technique, in balance you are better off avoiding a major weeding.

Eight Major Options

I want to spend most of my time talking about various ways that you might proceed with a retrospective conversion. I will not advise a single approach for all of you, but will seek to give you an idea of the range of options available.

MARC Data Bases

I suppose there is hardly anyone who participates in a bibliographic utility or who has had a COM catalog supplied by a COM vendor who doesn't think of utilizing his/her own machine-readable data base. If you have a MARC data base already as a result of participation in a bibliographic utility, that is certainly the logical first element in creating the data base for an in-house or shared system for circulation and/or a patron access catalog. If you have an OCLC or other bibliographic utility archival tape, the cost of the reformatting

into the appropriate operating format should not be more than one cent per record. A higher quotation should be carefully checked.

MARC is a standard format and virtually every vendor has software to accommodate it. The less your existing records conform to MARC, the more expensive it is going to be to convert the records into the operating format of the system you have selected. A reliable way to determine costs and other problems you may encounter is to take a random sampling from the total file and send it to a vendor for a price quotation.

If you are installing a turnkey system, one for which a single vendor supplies hardware, software, installation, training, ongoing maintenance of hardware and software, and software enhancement, have the vendor load your existing data base, if any, at his site before shipping the system, so that you will already have some of the bibliographic file in the system before you start building your files. The tape loading facilities available to the turnkey system vendor are much faster than those which can be cost justified for an in-house library system.

Keep in mind that what you are building is a bibliographic file. The contemporary approach is to have a file separate from the bibliographic file for information about the volumes and copies. This file may be called an item or copy file. It includes such things as call numbers, copy numbers, location codes, identification numbers, and other item specific information not appropriately part of a bibliographic record, that might be transferred from one file to another.

Previous Circulation and Acquisition Systems

Another source of bibliographic records may be any machine-readable records that were created for a previous circulation or acquisitions system, even for a batch system that used the old Hollerith IBM cards with only 80 punched columns. The idea is to try to match these brief records against a full-MARC data base. It is normally done by going to one of the COM vendors such as Autographics, Science Press, etc., and having them match tapes of your brief records against their data base(s). Usually the matching is done by comparing the records on several different points or characteristics.

The vendor tries to match on the LC card number or the ISBN/ISSN, but those are not always available. A second choice is to match on an author/title key by taking a certain combination of letters from the title and matching them against records in a data base. You may be faced with reams of printouts for editing because this approach does not always result in an exact match. The cost involved in sitting down and editing all that material can be very substantial. It is a good idea to undertake a small pilot project in which you experience firsthand what is involved in this process.

For titles for which a library has no machine-readable records, some libraries prefer to key partial records themselves and then have the vendor do the matching. The LCCN or ISBN/ISSN is used if available; otherwise, a brief author/title key is entered. The tape is then sent to the vendor for the matching. The library may not be able to do the keying less expensively than the vendor, but it can charge the cost to its regular salary budget, rather than to a supplies or operating account. Whichever matching approach is used, be sure that the records the vendor is going to provide are MARC records, not MARC-like.

Keying from the Shelf List or the Books

Another approach is to key the records from the shelf list or from the books themselves. Most libraries that take this approach create only brief bibliographic records because keying is expensive. Most libraries which

have taken this approach do not know their exact costs and claims run as low as fifty or seventy five cents per record for up to 450 characters. It is unlikely that anyone is, in fact, realizing so low a cost. By the time you calculate all of the hidden expenses such as the staff time spent on editing and the fringe benefits and overtime, the real cost is probably well over $1.00. A major commercial service bureau that does a great deal of keying for libraries charges $1.95 per thousand characters; that is approximately $1.40 for a full-MARC record.

Renting a Data Base

Another thing that you can do is temporarily load a data base. This involves the renting of a data base from a vendor such as Blackwell North America, which has over 3 million records in its data base, and loading it on the in-house system. The books or shelf list cards are then brought to the terminals, and matches are sought by LCCN or ISBN/ISSN; or by brief author/title key. The advantage of this approach over the vendor matching method is that editing can be done on-line rather than by reviewing printouts.

The great danger in this approach is that the in-house system, which was sized to support circulation and/or a patron access catalog for that particular library may not accommodate the temporary loading of a massive data base. This approach makes the most sense when the size of the computer system installed is well in excess of the immediate needs of the library because several other libraries are to be added later.

The nature of the data base used is again a very important consideration. Many of those available for lease are not MARC data bases and the majority of them reflect the vendor's history of working with public libraries. An academic library might, therefore, realize a lower hit rate than a public library. Random sampling of the data base to be used is extremely important.

MINIMARC and REMARC

Yet another approach is the use of MINIMARC. This system is a microcomputer-based stand-alone cataloging support system. The data base consists of the LC MARC data base on diskettes. The use of MINIMARC can be quite cost effective if yours is a library that has a collection that would be well represented in LC MARC tapes. We have seen libraries with hit rates against MINIMARC as low as 30 percent and as high as 95 percent. Again, you have to determine your hit rate in order to determine whether this approach is the right one for you. The libraries which have had the best experience with the data base are public libraries, although a large number of four-year and two-year colleges have also had extremely high hit rates. Productivity on the MINIMARC system is very high. We have seen anywhere from 48,000 to 90,000 plus retrospective conversions on a single system, and I am sure that, if you had the proper Organization with multiple shifts, weekend shifts and the like, you could exceed 100,000. So, if you are paying $15,000 to have the system for a year and you can get 100,000 records converted, the approach might be quite attractive. Keep in Mind that OCLC retrospective conversion would cost less than this only during : the non-prime hours.

Now you might say that it is not going to do you much good because your library has a lot of older materials, you have a lot of foreign language materials, you are somewhat more research oriented, or you are somewhat special in your requirements. There are some other ways to use this approach. One of them is currently being tried in West Virginia, a combination of MINIMARC and REMARC. As you know, Carrollton Press is building the REMARC database by keying the Library of Congress' non-MARC cataloging. They are working alphabetically by main entry and are offering the records for retrospective conversion use as they are completed. In West Virginia, the State Library uses a MINIMARC system to search for records. Failing to

find a record in MINIMARC, the operator enters the LCCN, ISBN/ISSN, or author/title key on a blank diskette. When the diskette is full it is sent to Informatics, the vendors of MINIMARC, for reformatting onto tape and delivery to Carrollton. Carrollton matches the tape against the REMARC data base and extracts any hits.

OCLC

The most popular retrospective conversion approach is to use the OCLC system. The vast majority of your libraries are associated with SOLINET/OCLC. As you know, the present retrospective conversion price is sixty cents during prime-time hours and five cents during off-hours. The off-hours rate will go up to ten in July, 1981 and to fifteen cents on January 1, 1982. When OCLC first began to offer retrospective conversion, there was no charge. The reason why the service was free was that the retrospective conversion enriched the data base. Well over a million records were added to the data base in a very short period of time as the result of the no-charge policy. The State University System of Florida alone undertook nearly a million retrospective records conversions, of which over half were new to the OCLC data base. But the rate of enrichment of the OCLC data base began to drop off dramatically in late 1979. The amount of retrospective conversion being done had also begun to have a significant impact on computer resources. The dual pricing structure now in effect was therefore developed. The idea was to establish the concept of charging for retrospective conversion and to discourage libraries from doing the work during the hours that the computer system had its greatest load. Nevertheless, the rate of retrospective conversion has continued to increase. It has grown to such a point that it is going to be necessary to increase the capabilities of the system to support retrospective conversion. The money to do that has to come from somewhere. It does not take an exceptional crystal ball to guess that the price for retrospective conversion is going to rise until it pays its share of the operating costs.

I have no way of knowing how fast the rate will go up or to what level, but I suspect that the cost to OCLC of supporting a retrospective conversion is a lot closer to sixty cents than it is to the five cents figure. So it would be wise to launch your retrospective conversion program now, ideally with a written agreement fixing the price. There is no assurance that you will get it. You can certainly try and, depending on the length of the retrospective conversion program, it may be possible. OCLC has had some protected price agreements in the past, but they have been rare. I am not aware of any that have been made recently except where OCLC is doing the actual work. That is, OCLC has bid some projects such as for the Philadelphia Free Library, where it has said that it would actually provide the labor for the retrospective conversion work for a fixed quoted price. Most of the agreements of this type provide for OCLC to use a copy of the shelf list to find matching records in the data base, add local information and create a new record for a price of seventy-five to ninety cents per record.

This price compares quite favorably with the in-house cost of doing a retrospective conversion on OCLC. The State University System of Florida estimated that its cost for converting nearly a million records was sixty-seven cents each at a time when OCLC was not charging for the service. At today's rates that would be seventy-two cents if undertaken during off-hours.

Now keep in mind that you may have to get additional terminals in order to undertake a significant amount of retrospective conversion, and the waiting time for the additional terminals can be significant. You may be eating into those remaining days of OCLC's nickel rate while waiting for the additional terminals to arrive, so it is not at all a sure thing. I would encourage you whenever you think of adopting a retrospective conversion technique to have a backup approach in mind should your first choice cease to be cost effective.

Optical Character Recognition

Another retrospective conversion approach that I was asked about here in the hall today is that of optical character recognition. Why can't we scan catalog cards and translate the images into machine-readable form? We have heard about the Kurzweil machines that scan printed books and synthesize speech for the blind. If it is possible to convert printed information into machine-readable form and synthesize speech from it, why can't you scan catalog cards? We have been to Kurzweil in Cambridge three times with stacks of catalog cards in the hope that as they continue refining that system, it will be possible to do just that. To date, the results have been absolutely miserable. Unfortunately, the scanner is geared to deal with a full size page and when you put 3x5 cards on it the machine will not register properly. The variety of type fonts and quality of catalog cards pose additional problems. It may be five or more years before this attractive new technology will be practical for libraries.

Evaluating the Technology

How should one evaluate a retrospective conversion technology? Obviously, the first thing you are going to look at is cost. Tally up all of the costs. How much are you going to have to pay somebody outside the library? That is only part of it. How much are you going to have to spend in terms of the value of the time of the staff in your library to do the necessary editing and all of the other : things associated with the retrospective conversion effort? If you do it all in-house, be sure to count in more than just the salaries. The cost of fringe benefits for staff and the like all are part of your institution's real cost, even if they do not show up in your budget. If you invest in special equipment that will be used solely for the retrospective conversion, include those costs. If your figure isn't getting close to $1.00 per record by the time you include all of these factors, do it again and do it more carefully. I submit that anyone who tells you that their figure is fifty cents or less has discovered a wonderful new method or has failed to calculate all of the costs.

A vital factor in evaluating the cost of any approach is the hit rate. Obviously, two quite different prices quoted on a cost per record basis may, in fact, be comparable if the hit rates of the two approaches are different. To assess the hit rate, check a random sample of your titles, using the various approaches you are considering, in order to determine the relative percentages you will be able to convert with each method without doing original data entry. If you pay less per hit, but you get very few hits, it means you have a disproportionately larger number of things that you are going to have to convert with an alternative and presumably more costly technique. The way to do that is one of two things. Pull a random sample and use a MINIMARC or an OCLC terminal or send them to a vendor and get a match against the data base to get a fix on what percentage you will be able to convert without doing original data entry.

As important as the cost of a retrospective conversion is the quality of the records you get. Non-MARC records will cost you more in the long run because it will be more difficult to share or exchange data bases with other libraries, and you will pay reformatting charges every time a vendor has to work with your records. Brief records may save a little bit of computer storage cost now, but you will probably pay by having to expand the records at some time in the future when patron access catalogs become common.

Yet another factor is the length of time the retrospective conversion will take. If the lowest cost option will take several years and you need the data base within one year, it makes sense to examine other options.

Unfortunately, I can't tell you from this rostrum which of the retrospective conversion techniques you should use in your library. There is no single retrospective conversion technique that is right for every size and type of library under every circumstance. You have to do that careful analysis in order to determine which is right

for you. As long as the OCLC five cent rate prevails, however, OCLC retrospective conversion proves to be the most attractive approach more frequently than any other.

One final thought: Don't enter any retrospective conversion program without a written agreement of some type that sets forth the rights and obligations of both parties. You have an obligation to the institution for which you are working to protect it in the future against all types of circumstances, even the possibility that you will become the president of OCLC and have to raise several million dollars to pay for an expanded computer system.

Planning for Automation

By Susan Epstein, Consultant, Costa Mesa, California

Edited transcript of a presentation made at the NCLA/RTSS Automation Symposium, April 9, 1981.

I am probably going to touch on some things that Dick Boss has mentioned but hope to do them in a little bit more depth, as they involve the planning process. I will agree with Dick that automation will not solve all of your problems.

Costs

One of the problems of libraries is that they do not seem to know very much about real costs. We figure that if we have people on the staff already, they are free. If we have to hire somebody else, they cost. So we do not look at cost quite the way the business world does, and that is one of our failings. When you start to talk about implementation, be brutally honest and start talking about the real costs. The real costs are not just the cost of the hardware or the costs of programming when you are putting the system together. You may be paying for a consultant. You will certainly be paying for training time, you may have some site preparation, and you may have telecommunications costs. Those things cost money, and so does lost productivity as you run a manual system and an automated system side by side, or lost productivity as you have to take people away from one to get ready for another, or to train for another. And if you can't afford all of those things that the implementation costs, then you have absolutely no business buying an automated system.

Look into your library and your operations. Why are you doing this? If you don't know, stop. It is not necessary to do everything at once. I certainly would recommend that you do not do everything at once. There is nothing more likely to produce chaos in a library than implementing a circulation system, a COM Catalog, and a new acquisition system all in the same fiscal year.

Looking Ahead

How do you see your library? We tend to have a vagueness of vision. We don't look at what we will be doing five years from now. This is a very good time to do a whole goals statement for your entire library. Now, when you are trying to make a decision whether to buy OCLC or not, somehow the idea of going into goals assessment seems a little overblown, but start thinking about what your library is going to be doing five years from now. The automation of a library is quite likely to be the largest one-time expense that any library will ever undergo, short of building a new building. When you build a new building, you always figure out why

you are putting it there, what you are doing, what kind of service you hope to be offering in five years from that building. Too few people do that with automation.

Do a systems analysis on your operation. Your solution is not always automation. There are a lot of manual things that you can do. Now, to be honest with you, however, it is very difficult sometimes to get someone to switch from a blue file to a green file if what you are doing is changing the manual operation. Some person has to take the blame for that change, usually the systems analyst or the director of technical services or the director of libraries. When you make the change in conjunction with automation, you have an advantage, because the computer can take the blame and the computer does not care. This is an asset that has been used over and over again.

The Routine and the Exceptional

When we look at library automation, library operations today, manual operations, you will find that almost everything we planned was planned for the exception. You start looking at circulation. We use the circulation system now primarily to know what does not come back. In most public libraries today without automation, we get about 95 percent of our books back anyway, but we have to go to all of the trouble of keeping all the records for those 95 percent simply so we can find the 5 percent that do not come back. The idea is to get those things automated which happen most frequently done fastest and best and cheapest, and you will be left with some things that will have to be handled manually, but expect that.

Start looking at who does what in your operation that you are trying to automate. It is quite likely that you can break the job into many pieces which require different levels of staff. With a manual system we tend to use the highest level person necessary to do all parts of the function, but the computer helps you to break functions down. You may be able to use clerical and para-professional staff to do the routine, only leaving the exception which requires professional judgement for a professional. The computer helps to identify those exceptions, which is one reason it makes it much easier to use differentiated staffing.

Learning from Others

Talk to other librarians, find out what they have done, what they would do again, and what they did best. So many people ask librarians who have already automated libraries, what did you do wrong? There is something in that question which implies that they did not do much right. Ask them what they did best. Do not criticize their decisions; you were not in their shoes at the time. You can learn a lot from them, you can go home shaking your head saying I will never do what they did, but use some professional courtesy and do not criticize them directly for what they did. You will not get good information from them if they are always on the defensive.

Do not duplicate what somebody else has done just because it worked for them. Your situation is probably not identical to theirs. You learn from them, but do not simply go out and buy one of those. Do not chase technology forever. If there is some one thing that you particularly want and no one can do it for you now, wait, But do not keep chasing the next model computer forever. You could end up with no automation, no improvement, and still be waiting five or ten years from now.

Working with Library Staff

Make your expectations realistic. Automation will not solve all your problems, the vendor will not be perfect, you will not always be precise and clear to the vendor, you will not have error-free operations, it will not save

you a million dollars in the first year of operation. The more realistic you make your expectations, the less likely you are to be disappointed. We talked about knowing yourself and your operations. One of the vital components if you are going to do that is working with your staff. And I mean ALL of your staff. You need to work with them from the very beginning so that they can feel more comfortable about what is coming and they will feel a part of it. There will be some changing of jobs. I think in many operations what happens is, for instance, in a clerical operation libraries which tend to have three levels of clerical operations tend to lose the middle level. There is the person who still wraps books, which still may need to be done, and the person who deals with the eXceptions, but the person, for instance, who types catalog cards may disappear.

One reason why it is vital to work with the staff does not have anything to do with morale or how they will feel about implementation, but it has to do with some very practical down-to-earth reasons. Your staff has a great deal of power, and that power is the ability to withhold information from you. If your staff feels threatened by what you are doing and you or a systems analyst goes down to technical services, for instance, and says, “Do you use that file to do job A?”, the staff member may say, “No, I don’t use that file to do job A.” So you then decide on a new way to do the job so that you can get rid of that file, which you proceed ' to do. About a month later, you find out, after you have already destroyed the file, that the file was used to do job B also. But you didn’t ask the specific question because you really never conceived that it was being used for job B. You had not encouraged an open communication with staff and they didn’t feel. that they had to give any extra information to you. First of all, they did not even know why you wanted that information.

Writing Specifications

Once you know that you want to automate and have a pretty good idea of what you want to automate, it is time to get down to the details. Those details need to be transferred into specifications. It is very important that you write the specifications for any automation you do, even something as basic as OCLC, because that will at least make you formulate your thinking into very precise terms. When you write an RFP, a Request for Proposal, you generally have three parts. One is the functional specifications. They say what you want the system to do, and in this area it’s very important that you talk to your vendor about what you might want to do in the future. You tell vendors exactly what you are planning and, incidentally, when you get down to the end and you have already negotiated the contract, please tell them what you have chosen.

You also are going to have to deal with contract provisions, and these often come from your purchasing department. There is a very, very delicate line that you have to walk with the purchasing department. They can be extremely helpful. They become a third party in any kind of negotiation and they can help you do things that are standard. On the other hand, they can hurt you a great deal. Most purchasing departments have never participated in the purchase of anything like a turnkey system.

They are accustomed to listing mandatory and optional functions, you can get into real trouble here because when you are buying a turnkey system it is pretty much on a take-it-or-leave-it basis. You may be able to negotiate some special features with the vendor, but mostly you are going to take what comes off the shelf. That, of course, is what makes the whole thing feasible. If you could not buy off the shelf, it would cost twice as much, so you are trading some customization. Look at all your needs and see which vendor comes the closest. The other thing that you have to watch for is the lowest bidder. You want to get away from the concept of low bid being the only factor in your choice, because it is not. You are going to have to also consider performance and you are going to have to consider features.

When you are talking about costs in the RFP make it very clear that you want to know more than just the original purchase price cost, but that you will consider operating costs over at least the next five years. Make it clear to your vendor that you are willing to pay the extra initial cost if they can reduce the total cost for five years, and make that part of your operating costs when you are figuring what your system will cost you. Put into your RFP everything that you want and be as specific as possible. Do not make your vendor guess. Do not ask for things which are contradictory. You are not going to get responses or you are going to get responses back that are not to your liking. Make sure you mention all interfaces that you would want.

I mentioned functional specifications, I mentioned contract specifications, and the other concern is performance specifications. This is where you tell the vendor how much, and how often, and how fast you want it back.

It is necessary to put these specifications in the RFP because that is what determines what kind of computer you get. The vendor, very naturally, will try to sell the smallest configuration that will do the job, because we are so conscious of price and that is the only way the vendor can keep the price down. If a vendor specifies a larger computer, a higher price than everybody else may be expected. You also need to be very precise in these specifications because they are going to end up in your contract and they are going to end up as part of your acceptance test.

Two Kinds of Tests

In your RFP there are two types of tests which you must insist on. One is called the benchmark test. A benchmark test is a test where you run the computer, not on the equipment you have bought but on the equipment supplied by the manufacturer. You run it with simulated files and try to see how many transactions an hour you can accomplish, you see if you can do the average number of transactions for year one and then you try to do the peak number of transactions for year one, then the average number of transactions for year five and then peak number of transactions for year five, and if the system cannot do it, with the configuration proposed to you, it will not work in your library. This should be done before any equipment is delivered and the Contract signed.

The other thing you are going to want besides the benchmark test is the acceptance test. That is a little different. It happens in your library on your equipment. Ideally, a great deal of the money in a contract should be withheld until after the library finishes the acceptance test. Just be reasonable on this. The vendor must pay the equipment suppliers and has put money into your project before you ever start to pay. You do not want to hold your acceptance test for two or three years until you can do your conversion, as I have known libraries to want to do. On the other hand, recognize the fact that you have almost no leverage left once you have made the last payment. Your relationship, for instance, with the circulation vendor when the last payment is made will drop dramatically. So you have to hold back the money as leverage until the acceptance test is completed. The acceptance test includes the same kinds of things I mentioned for the benchmark. It also looks at all of the functions and looks at downtime on the system and it looks at the performance rates and the response time.

The response time is vital in automated systems. Those of you who use OCLC have an instance of poor response time if you ever sat down at a terminal at 11:00 on Tuesday morning. With the circulation system, for instance, if the response time begins to get slower and slower and slower, the result is lines of people waiting to check out books, and that’s not too great for the public image. You've got to make sure the system can do what you need it to do. Now, once you have told the vendor what it is you want the system to do and

how fast and how Many, it is not the vendor's fault if you decide two years from now (because you have a little extra capacity) to add four neighboring libraries and the system still runs, but then you grow up to your fifth year projection and suddenly your system slows to a virtual walk. That is not the vendor's fault. It is your fault because you never mentioned that you were going to add the four new libraries. And they gave you the size computer needed to do the job you told them you were going to do.

Bidding

Always go to bid. In any kind of situation, except, for instance, the OCLC choice where you do not have one. Even if you have selected a vendor, go to bid. You will get a much better price from that vendor in a bid situation than you will if you just walk in and say, "I want to buy your circulation system, how much is it going to cost?" "I want to buy your COM catalog. What kind of price can you give me?" You will always get a better price in a bid situation. It is also cleaner; you can avoid all kinds of legal problems potentially. You may decide that only one vendor can possibly fill your needs and so you do not go out to bid, and sure enough, out of the woodwork comes another vendor who says, "oh yes we could have," and you can end up in a suit. There are several pending library automation suits which have now gone on for four and five years that are now in the courts of appeal. Do not get yourself in that trap.

Watch the language of the response. Dick mentions "we understand the acceptance test." There is another classic which has to do with looking at a functional specification that says, can you do this, can you do that, can you do this. The response that comes from one vendor traditionally is, "provision has been made for." Now, I will bet to you that sounds like they can do it. Right? No. What that means is if they have not thought of anything or done anything yet that means that if they ever wanted to do that they could not. It is the worst type of implementation that the vendor has. The only thing worse is "we are not going to do it, we never will do it, we have done something to our system that means we cannot do it." That is one of the things that consultants know because they read these comments over and over again. When you write your specifications, give the vendor a language he must use to respond. For instance, in functional specifications, you should list the functions that you wish and then give the vendor a choice of perhaps six possible responses and tell the vendor that every other response will be considered as "we do not have it." In operation at limited libraries means "it is available for all libraries, but only in operation of some." In test means "at test site libraries." The vendor should name three and give the date of expected release. Be very specific and get specific answers back from the vendor. The vaguer you are, the vaguer the vendor knows he can be.

Contracts

Never, ever sign a standard contract. It is the vendor's wildest dream; it is the best they can ever hope to do. They do not think they can get away with one more word than what is in the standard contract. Do not ever sign it. Get a lawyer in on it. I have known libraries which have signed contracts for hundreds of thousands of dollars worth of automation without ever having a lawyer look at any of the contracts. Both the RFP and the response should be made part of the

In-House Systems

One of the things I was asked to talk about is what about working with in-house systems, developing your own. Most people today are using turnkey systems. First of all, what is your relationship with your data

processing center? How important do they consider the library? If you are very honest, in most public library institutions you are about the lowest priority. Make sure that the data processing center you are working with has had experience with large scale data base management systems. Many of them have not. In some cases, what we have needed is a computer person, a library person, and a translator in the middle. And that will cost you money. What are you going to do about chargebacks? How much are they going to charge you for all of this? And what are you going to do about contract and delivery? I mentioned when I was talking about contracts about putting penalties in for non-delivery for a commercial vendor of COM or circulation or acquisitions. Most people do not have a position where they impose penalties on their own data processing department. You may end up three years from now with something which is still Just a gleam in some data processing manager's eyes. There is a compromise between having a city or academic data processing center do everything and not doing anything at all, and that is to have them help in running your installation. You buy the turnkey system and have them operate it. That has worked very successfully in a number of institutions. They may have the site ready, a computer room with a raised floor and proper environmental controls. They have people who are used to dealing with electronic data processing contracts, who can help you a great deal. They may have staff on duty twenty-four hours a day, seven days a week which means that things such as overdue Notices can be done in non-prime time. You may be able to share their personnel and only pay for the actual hours worked instead of having to hire a whole Person.

Implementing the System

When you actually begin to implement your system, put one person in Charge, no matter what kind of automation you are talking about. This person should be as high a level a person as possible and the more that this system impacts on the library, the higher the level of person involved. When you are implementing a circulation system, the ideal person for this position is the library director. However, the library director usually has a few other things to do. So this person who has been put in charge of the project must have the confidence and the authority given by the library director. This person must truly understand the current manual system and all people who are involved in it, and of course they must understand the new system thoroughly. The person has to be persuasive, personable, and actually a paragon. This person more than anything else involved in the system will probably make or break it.

Market your system to every one of the stakeholders you can find. You have done something different. Do not hide it under a bush. Make it something that you can be proud of. Let the library board, the trustees, the city people, the — academic people, professors, students, the public know what you have done. Let them know how far-thinking you are. Let them know why you have done it. That you have done it to enhance service, to help them. They will be pleased to know that you have thought about them; we are so often accused of never thinking of the public. If you have done it to save money, they will be overjoyed.

Technical Services Management Problems in Small and Medium-Sized Academic Libraries in North Carolina

By Benjamin F. Speller, Jr., Professor and Assistant Dean, School of Library Science, North Carolina Central University

Management problems affecting technical service operations in small and medium-sized academic libraries (hereafter referred to as small and medium academic libraries) relate to the implementation of automation plans in an internal and external environment plagued with extreme economic — uncertainty and difficulties.

Background

Automation of some standard library functions or operations has become a common trend in large academic and research libraries, particularly in the technical services areas of acquisitions and cataloging. Directors and staffs of small and medium academic libraries with less than 300,000 bibliographic items have recognized the advantages that automation of certain technical service operations could have on their efforts to provide services to their users. These directors and their staffs have met with difficulty in implementing their automation plans and maintaining current automated technical service operations in their respective libraries.1 Administrators using computer-based networks such as OCLC have been coping with implementation problems such as communicating to their own library staffs and to university personnel resulting organizational changes. These administrators and their staffs have even dealt with the technical problems of down time, response time, and terminal malfunctions. [2] But, will these individuals develop effective strategies for dealing with problems associated with capital outlay and continued inflation?

The automation efforts in these academic libraries have come at a time when most of their parent organizations have been experiencing what have been described by academic planning officials as TOUGH ECONOMIC TIMES. Small colleges are already experiencing declines in student enrollments which will result in reduced income. As this condition continues to become tougher, libraries will take their share of the inevitable cuts in budgets. [4] libraries have difficulty building capital to support computer-based networking activities because they are seriously underfinanced. [5] While small and medium academic libraries have been served well by shared computer-based networking of technical services operations, these systems usually carry a high price tag. Many of these libraries are finding it hard to pay for these services in the face of stringent budget pressures.s Inflation is another problem that has made automation of technical service operations in the small and medium academic libraries difficult, especially when project implementation includes use of regional library networks such as SOLINET and bibliographical utilities such as OCLC. Costs for the services of these library automation suppliers have increased so rapidly that financial planning in the technical services areas of these libraries has been very difficult. [7]

Survey Results

Are directors and staffs of small and medium academic libraries in North Carolina having problems in implementing automation plans and in maintaining automated operations in technical services areas? A survey of twelve small and medium academic libraries in North Carolina was conducted by telephone to see if their administrators were having problems in managing the technical services departments. The book volumes of these libraries ranged in size from about 60,000 to 290,000 and represented many geographical locations within the State. These libraries are located in colleges and universities that offer instructional programs leading to bachelor’s and master’s degrees.

The responding individuals in the libraries surveyed were asked if they would identify any pressing management problems that they were confronting in operating the technical services departments of their respective libraries. While four, or 33 percent of library directors, indicated that they had no major management problems, two of these individuals indicated that they were watching student enrollment and inflation trends for future financial planning activities. Eight, or 67 percent, of the library directors indicated

that they were having management problems. In most instances, lack of sufficient capital and inflation were mentioned as their major problems. All of the responding administrators recognized that automation of certain technical services functions might relieve the strain on the current budgets allocated for technical services; however, they do not have the capital to plan and make the initial investment in computer hardware and software. The libraries, usually in the medium-sized category, that had been able to make initial investments in automating technical services functions are now experiencing difficulty in maintaining these operations because of increasing cost. The cost increases for computer-based cataloging networks (OCLC/SOLINET) have been so frequent that financial planning by administrators of these libraries has been almost impossible.

The problems affecting the management of technical services departments mentioned most frequently by library directors are presented in Table 1 and a graphic representation of their responses are presented in Figure 1. The problems mentioned most frequently were prohibitive charges for use of computer-based cataloging networks (OCLC/SOLINET) and lack of capital to initiate the implementation of other automation plans.

What can be concluded from the findings of this survey? The management problems affecting the operation of technical services departments in the typical small and medium sized academic library in North Carolina appear to be identical to those concerns of most organizations of similar sizes nationally.

Table 1: Typical Management Problems in Technical Services

Academic libraries surveyed: N = 12.

Management problem	**Academic libraries reporting the problem**
1. Prohibitive charges for OCLC/SOLINET	67%
2. Lack of capital	50%
3. Financial planning (inflation)	33%
4. Low budget priority on campus	17%
5. Low central computer center priority on campus	8%
6. Student employee turnover	8%
7. Student employee's work quality	8%

[Figure 1: Bar chart, "Typical Management Problems in Technical Services." The horizontal axis identifies management problems 1–7 in Table 1; the vertical axis shows percentages. The bars present the same percentages as the table: 67, 50, 33, 17, 8, 8, and 8 percent, respectively.]

Alternatives

What can the administrators of these library organizations do about these problems? The following alternatives/strategies are suggested:

1. Initiate planning projects that will insure that all current operations are absolutely necessary.
2. Conduct a systematic analysis of all current operations to increase efficiency and cost-effectiveness.
3. Conduct an analysis of all existing positions in the technical services departments, including student assistants, to insure that duties and levels of difficulty are defined adequately before assignments are made. [9]
4. Initiate an internal zero-base budgeting project to establish planning and implementation priorities and alternatives. This activity could help, materially, to bring better fiscal management to the technical services departments as it would to other units of the parent organization. [10]
5. Dare to be different; do not rule out the possibility of using small (micro) computers as potential tools in implementing some automation projects on a modular basis. With careful selection or development of software, the transportability of these operations to larger computers may be possible in the future. [11] A network of microcomputers could be ideal for some library applications in small or medium academic libraries, although this alternative will require some very careful planning. [12]
6. Do not underestimate the ancillary support costs of computing. The annual cost for maintenance of software may equal its initial development price.
7. When planning for the purchase of a computer, ask the question: Could we afford to maintain this computer system if it were given to us? [13]
   Cooperate with North Carolina Schools of Library and Information Science in conducting library automation research and development projects. [14] Administrators in small and medium academic libraries cannot usually withstand the economic and political risk involved in experimenting with innovative automation projects in technical service departments on an Individual basis. [15]

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Collection Development of the 1980’s

By Mae L. Holt, Assistant Professor and Reference Librarian, J. E. Shepard Library, North Carolina Central University

Library administrators are concerned about collection development. Collection development is a problem because money appropriated in the 1980’s does not purchase the same number of resources as it did in the 1960’s and 1970’s and the customary secondary sources of library support are becoming unavailable. Library administrators must find a way to cope with these problems in order to develop a collection that will meet the information needs of library Patrons.

The Effects of Inflation

Inflation is the underlying reason for many of the financial problems faced by librarians, according to Simmons and Van Arsdale. Inflation has significantly limited what appropriated funds can purchase. It has caused the average cost of books to rise from $8.77 in 1967 to $23.96 in 1979 and the average cost of U.S. periodicals to rise from $8.88 in 1967-69 to $34.45 in 1980.

Inflation is the underlying element in the fact that federal dollars normally appropriated to libraries are running out. The Reagan administration has recommended budget cuts in nearly every federal program that is related to education and libraries. For example, cuts will occur in the Elementary and Secondary Education Act; elimination of Section II-A of the Higher Education Act has been proposed; the Library Services and Construction Act will be cut by 25 percent; the request for salary increases for the National Commission on Library and Information Science will be cut by $14,000 and CETA public services jobs will be eliminated. [2]

As a result of federal and local funding cuts some libraries are considering private foundations as supplemental budget sources, but this is not a guaranteed solution. While some private foundations are still awarding grants, others have greatly limited the number and amounts of their awards. Foundations are narrowing the scope of their activities and evaluating projects more Carefully. McGeorge Bundy, former president of the Ford Foundation, indicated that Ford is dependent on the productivity of companies in which Ford invests. Ford and other large foundations are aware of their own long term programs and they must consider the performance of the mixed market economy. Thomas Lambeth, Executive Director of the Z. Smith Reynolds Foundation, concurred with this position and stated that “if all the foundation grants made in America last year (1980) were lumped together they would not Cover projected cuts in the field of education.” [3] Therefore, it is not wise to think that private sources will replace the funds lost through federal cuts.

Parent institutions and other library funding agencies are also cutting back or not providing budget increases to cover high personnel costs, pay high utility rates and maintain other continuing programs. Budget officers are making choices regarding what will be financed. As a result, librarians must also make some choices. Many libraries such as the Library of Congress, the Boston public Library and North Carolina state-supported

libraries have placed a freeze on buying and hiring in order to stay within budget limitations. Several other libraries such as New York, Boston and Denver Public Libraries have been forced to cut service hours; drastically cut new acquisitions and lay-off some professional and clerical staff.

Inflation is also causing changes to occur in collection development procedures. “Between 60 and 80 percent of the library materials budget is being spent for continuing periodicals and serial subscriptions.” [4] Books are being purchased with the remainder of the budget. Should a large journal collection be maintained at the expense of the book collection? Is the serial collection more important for research purposes than books? Are more recent books used more by library patrons? Are books and serials of equal value for research purposes? All of these and other questions must be considered if a balanced collection is to be continued during the 1980’s.

Book collection size, number of serial subscriptions and the presence of absence of certain book and serial titles are considered when libraries are evaluated. These aspects of evaluation should also be considered in collection development. The expected comprehensiveness of the collection by the library patron must also be studied. Some library users and librarians lean toward 4 comprehensive book collection; while other scholars advocate a large current serials collection which would provide recent information and would support research efforts.

In the 1980’s library collections will not be all things to all library users and administrators will have to find methods which will permit them to build and maintain a reasonably balanced book and serials collection. Serials subscriptions should not continue to receive 60 to 80 percent of the book budget leaving only 20 percent of a shrinking budget for book purchases. With the average book cost being $23.96 few books would be purchased under such conditions:

In the past, librarians were able to purchase back lists of books. This avenue may not be open in the future. The number and possibly the quality of books which may be available for purchase are changing. This change is occurring because high interest rates and the high cost of printing are forcing publishers to be more selective in the choice of new titles they publish. Publishers want a guarantee that the title is salable, they do not want 2 warehouse full of unsalable titles.

The January 1979, U.S. Supreme Court decision against the Thor Power Tool Company [Thor Power Tool Co. vs U.S. Commissioner of Internal Revenue, 439 U.S. 522 (1979)] may adversely affect the number of back titles which will be available in future years. The ruling directed that a business could not mark down the cost of surplus items for income tax purposes and later sell the item at regular cost. There has not been a final decision in this case. A bill has been introduced in Congress which would allow companies to mark down the Value of inventory based on the company’s previous sale history with warehouse items. The U.S. Internal Revenue Service has not agreed that this procedure would be acceptable.

As a result of inflation and changes in the publishing industry, past practices of collection development will have to be reconsidered. Libraries can no longer afford to automatically review all serial subscriptions. Nor will they be able to afford to order multiple copies of titles. In order to nurture a collection in financially stringent times, plans and policies will have to be defined.

Written Collection Development Policies

Written collection development policies provide directions regarding the quantity and form of resources to be included in the collection. The policies state the institutional objectives, depth of the collection in the

various subject fields, guidelines for media forms and the indexes included in the collection. The institutional objectives define what type of instructional and research programs are available. These objectives help direct the librarian in the selection of resources to support instructional programs, faculty and student research, business activities of the community, recreational reading or to provide enrichment resources which meet the reading interests of the young and older patron.

Formally defined policies provide detailed statements regarding the collection depth for all subjects. The policy indicates whether (1) minimal, (2) basic, (3) support, (4) research or (5) exhaustive levels should be obtained for each subject. Collection policies indicate the guidelines for adding books, journals, newspapers and publications written in a foreign language. These limitations are developed in accordance with instructional objectives and Patron needs.

Another section of the formal policy defines the extent and form of other media to be included in the collection. Written policies consider whether and to what extent that 16mm films, video cassettes, filmstrips, prints, records and instructional aids should be purchased. The policies also indicate that certain forms of audio visuals such as filmstrips, records, cassette tapes, etc. would be purchased in standard forms or sizes and others would be excluded from the collection. (Definite statements of this nature would exclude unusual or odd forms from the collection.) Policy statements define the scope of the journal, newspaper and microfilm collections. This statement would indicate whether back issues of journals and newspapers should be purchased in microform. The extensiveness of the collection is outlined according to subject, institutional objectives and patron needs.

Good collection development policies are regularly updated to cover the changes in the collection, financial situation, institutional objectives, user needs and the use made of library resources. This outline can be used to indicate how book funds can be used to maintain a balanced book and serials collection.

Collection Evaluation and User Studies

Knowledge about what is actually used by library patrons is important, for librarians cannot afford to maintain a serials and/or book collection that is not used. Collection evaluation and user studies are an important part of collection development. The results from these studies can identify the resources which are used and those that are not. Studies can be designed in several different forms such as, user studies, availability studies, and assessment of collection quality studies.

User studies can pinpoint what is utilized most in collections by subject field, book title, age (imprint date) and language—English, French, German; etc. Studies of periodicals can specify what titles are used and the publication dates of the journals used.

Availability studies can identify subject areas where books are used frequently. This type of study seeks to identify specific titles desired by the library patron, specific titles which are missing and titles that may need duplication.

Collection evaluation studies that assess the quality of the collection usually require comparing the library holdings with acknowledged bibliographies or standard selection aids such as, *Public Library Catalog*, *Books for College Libraries* or *High School Catalog*. This type of checking may indicate the strong and the neglected subject areas.

When an appropriate type of evaluation is selected, considering the desired results, the information generated can help the librarian identify the types of resources used by the library patron. Serial titles that

are not used ca be identified and considered for cancellation. Book titles which are or are not on the shelves but are frequently requested by patrons can be considered fof duplication and/or replacement. Subject areas where books are not heavily used can be identified. This information can indicate where book funds can be transferred or shared with another subject field that has a greater demand fof resources. This type of information can be utilized to indicate where scarce book funds can best be used to meet the demands of the library patrons.

The value of use studies has not been agreed upon by all librarians. For example Baughman stated that depending solely upon use studies for collection development is unwise. He advocated that dependence on use study results places “the librarian behind the eight ball, since demands are observable only after the fact. One can run to catch up but it might be better to be running to keep ahead.” [5] On the other hand, Broadus indicates that use studies provide evidence which can help “build and manage collections that meet the needs of users.” [6] In order to develop a useful collection librarians need the type of facts provided by use studies.

Book use studies have been conducted in university, college, junior college and public libraries. One of the common findings is that library patrons use more recent books than older books. Fussler and Simon studied use at a large research university library and determined that a greater number of recent titles were used than older ones. Metz studied general collection use at the Library of Congress and ascertained that “nearly 65 percent of the materials used were published in the last seventeen years.” [7] Ettelt studied book use at a small community college and established that “the older the book the less likely the book is to be used. The drop in the use once the books are two years old is marked and once the books get five years old, the decrease in use stops.” [8] Jain sampled circulation at a large university library and found that publication date does influence use, older books are used less frequently than more recent publications. [9]

Serial Use

If approximately 80 percent of the book budget is used to continue serial subscriptions, a smaller quantity of books will be purchased. If this practice is continued for several years, the book collection would soon lose its recentness and possibly its appeal to the library patron. The value of large journal collections is still being questioned. Many use studies of journals have been reported in the literature. Some of the studies show that a small proportion of a serials/journal collection is actually used. Others suggest that many titles are used. The results of these studies should be compared with use patterns of each library to help indicate the best titles needed to maintain an adequate working journal collection. For example, Popovich conducted a citation analysis of business management dissertations written at State University of New York at Buffalo to determine the proportion of books and journals cited. Popovich found that periodicals constituted 49.15 percent of all cited materials and monographs accounted for 31.1 percent of the citations.

Kriz reported on a citation analysis of theses in engineering from West Virginia University. He found that an adequate book collection is more widely used than a large journal collection. Kriz found in studying other citation analyses that different subjects demand different types of collections. Kriz found that 21.5 percent of the citations in English history were from periodicals, 99 percent of the citations in chemistry were in periodicals and 82 percent of the general science citations were from journals. Baughman found social science scholars cite more frequently from non-serial literature. Schertz and Shaw determined that a very small core of journals were used most frequently at the University of Denver. Schertz and Shaw found little difference between the number of journals used in science and Social Science. Drott and Mancall studied magazine articles used by high school students. They found 39 percent of the students used periodicals and

62 percent of the total references were to books. A core of highly used magazines was identified; with only seventeen titles, more than half of the magazine articles could be found. This pattern of use of magazines by high school students is the same as use made by scientists and scholars. The study results also indicate that "one-half of the use can be provided with relatively few years of holdings (five to ten years)." [10]

The results from book use studies, the evidence collected from citation analyses and journal use studies indicate that different subject fields demand different types of literature for reading and research. They also point out the importance of knowing what is used in each library and that no general statement can be made to indicate what journal titles should be included of excluded from a specific library collection. Study results also indicate that current book collections are important. No one part of the library collection should be slighted to compensate for the great cost of another. Library administrators should use all of the resources and information available, such as written collection development policies, collection evaluation studies, citation analyses and use studies in order to maintain a well-balanced collection.

Resource Sharing

A final source to consider in collection development is resource sharing: Libraries can no longer characterize themselves as having all things for all patrons. Inflation, along with the large number of books and journals published annually, is creating a situation where no one library can acquire and hous everything. Many libraries are joining together and sharing their resources to insure that a wide range of resources will be available.

North Carolina libraries are sharing resources through the North Carolina cooperative lending system, IN-WATS and interlibrary loans. The sixteen North Carolina state-supported academic libraries have a cooperative lending system. The agreement allows graduate students, faculty members; administrative officers, and professional members of the library staff to use the libraries of the constituent institutions.

The IN-WATS information service is provided by the North Carolina state Library. IN-WATS provides reference and interlibrary loan service to county, regional, public, special libraries, four-year colleges and university libraries, technical institute learning resource centers and two-year college libraries. The service includes photocopying journal articles at cost.

Most libraries also use interlibrary loans and the presence of OCLC terminals in libraries greatly accelerates the transmission of loan requests. The three systems make a diverse array of resources available to North Carolina library users, but few formal efforts have been made to plan collection develop' ment among the libraries. Interlibrary loan, the cooperative lending system and the IN-WATS service all function with the idea, if I have it, your patron can us it. But the rising book and serial costs are going to force more libraries to develop consortia and networks in collection development, for the current methods of resource sharing are not sufficient to help libraries meet the demands of library patrons.

Resource sharing needs to expand to include planning collection development. Libraries need to share responsibilities for what is added to collections by identifying specific subject areas for which each will be responsible. This may be a practical means of insuring that a wide array of resources will be available and that even the most unusual request can be filled by one of the participating libraries. The goal of shared responsibility in collection development is for libraries that are geographically close to plan and build collections which complement each other and avoid unnecessary duplication of little used resources.

Hard times have returned to libraries. The goal of the 1980's is still to provide adequate library collections and services. In order to accomplish this, library funds will have to be used carefully. All aspects of collection development, policies, evaluation and resource sharing will have to be carefully Planned and executed.

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President's Program of the 1982 Annual ALA Conference

Theme: Responsiveness — Key to Developing Library Awareness; Awareness — Key to Meeting Fiscal Challenges.

Mark this date on your calendar!

Saturday, July 10, 1982

9:30 a.m.–1:00 p.m. *Ballroom, Franklin Plaza Hotel, Philadelphia, Pennsylvania.*

Features of the Program

- Stimulating presentations by Fred J. Glazer, Director, West Virginia Library Commission; Ronald Gross, author of *The Lifelong Learner* (Simon and Schuster, 1977); Dorothy Pollet Gray, author of *Sign Systems for Libraries: Solving the Wayfinding Problem* (with Peter C. Haskell), (R.R. Bowker, 1979), and members of the Library Logo Committee; and Dean Glenn R. Wilde, College of Humanities, Arts, and Social Sciences, Utah State University.
- Provocative interviews with members of the audience about public awareness activities in their libraries.
- Exciting game show pitting East against West, based on questions pertaining to the more than 200-year history of library public relations.

- Colorful poster display surrounding the room representing public awareness campaigns for libraries.
- Unique opportunity to meet new people and share ideas at one of 80 round tables.
- Premier announcement of the brand-new *Library Awareness Idea Search Handbook*, containing the best public awareness ideas submitted by ALA members. On sale at the convention.
- Plus music, balloons, refreshments, prizes.

More information about the President's Program will be carried in various ALA publications and in the preliminary conference program.

I hope you will join us in Philadelphia on July 10!

— Elizabeth Stone, ALA President, 1981–1982

Alternatives in Building a Video Collection

By John S. Coleman

The relative affordability of both home-type video cassette recorders (VHS and Beta) and the professional, U-matic or three-quarter inch, recorder has led to their acquisition by many academic libraries/media centers in recent years. The basic unadorned home unit can be had from discounters for less than $600 in some cases, while the U-matic unit is available for around $1400 on state contract.

Uses of Video Recorders In an Academic Setting

Aside from producing programs with a camera, there are two basic uses for the video recorder in an academic setting. First, there is the "time shifting" capability which permits the user to record programs as they are broadcast and to replay them at someone's convenience. However, copyright considerations greatly limit the institutional copying of much broadcast material, both from the commercial networks and public television. Additionally, even where "fair-use" permits the copying of broadcasts, the tapes generally must be erased shortly thereafter. So, for practical purposes, one cannot, at present, look to taping off-the-air as a method of building a permanent video collection. (However, the licensing of off-the-air taping by the Television Licensing Center may somewhat alter this situation in the future.) The second, non-production use for video machines is the playing of prerecorded tapes. As the number of video units in the educational market has grown, so has the number of programs available on video tape. It is now quite common for educational productions to be offered for sale in both film and video forms. The Public Broadcasting Service, as well as established audiovisual producers such as Time-Life and McGraw-Hill, offer whole catalogs of highquality video programming for sale, and occasionally for rent. However, David B. Walch places the average per-minute cost of an educational video cassette at $7.58 [1] which works out to slightly more than $450 for a sixty minute program. Simple calculations show that to purchase ten hours of programs at this rate, an investment of $4500 would be necessary. Even if institutions could annually devote that sum to building a video collection (and certainly many smaller schools might find themselves hard-pressed to do so), it would be a somewhat slow process whose very slowness might dampen the enthusiasm of some potential users. This paper will suggest two sources for obtaining free video programming appropriate for use in the liberal arts curriculum. "Free" here means that the only cost to the institution is for the blank video cassette onto which the material is copied.

The Federal Government As Audiovisual Producer

The Federal government is the largest producer of audiovisual materials in the world. It is estimated that the production and distribution of films and video tapes in 1978 cost the government about $1,500,000,000. [2] The vast majority of these productions are not copyrightable because public funds supported their issuance. Therefore, after one had identified and located government-produced programs which seem to be potentially valuable additions to a collection, then it is often possible to obtain permission to copy them free of charge onto video tape. However, it should be noted that the National Audiovisual Center, the central agency for the distribution of government audiovisuals, is not helpful in this process beyond supplying information about the various agencies and departments which produce films and tapes. The Center does not supply free copies of materials for duplication. Nor does the Center act as a clearinghouse for copyright information. It is sometimes assumed that anything produced by the government is automatically in the public domain and can therefore be copied without hesitation. But, there are cases where the producing agency has used an outside producer, with the result that the copyright status of the program is uncertain at best. It seems prudent to contact the producing agency directly in order to get permission to copy and, hopefully, also to get a free copy which will serve as a master.

Many government productions are now available on tape as well as on film. However, older titles may be available only on film. Provided the material is on tape, it is a fairly simple matter to copy it from the original (usually on three quarter inch tape) onto a blank tape by using cable connections between two video machines. For example, the Department of Labor's series on labor' management negotiations, Out of Conflict . .. Accord consists of six tapes: Upon request, permission was granted to Wingate College to copy the approximately three hours of this award-winning series (winner of a Red Ribbon, American Film Festival). For the cost of one VHS cassette, about $15.00, these tapes become part of a permanent collection available to the Business and Economics faculty and students. Likewise, portions of the National Institutes of Health's Series called *Medicine for the Layman* have been duplicated.

In cases where only film versions are available, the copying process is somewhat more complicated. The permission-seeking and searching for a free master remains the same. But, the mechanics of transferring from sixteen millimeter film to video tape is considerably more involved. In addition to a video recorder, one generally needs at least three other pieces of equipment. They are: 1) a 16mm film projector which has hada five-blade shutter installed so as to minimize the flicker produced when the camera is aimed at a film image on the screen. The cost of having a projector modified is in the $50-$60 range, including the cost of the shutter; 2) a special screening device which accepts the image from the projector and relays it onto a mirror from which the video camera picks it up. A number of companies market such devices at about $100, including JVC which calls its device a "Tele cine." One can circumvent the necessity for thi$ piece of equipment by simply recording the film image directly from a conventional screen, but this practice seems less satisfactory; 3) obviously, some kind of camera is necessary, and equally obvious is the fact that the greater is the resolution capability of the camera, the better the finished product will be, all other factors being equal.

Wingate College obtained the right to duplicate a series of four films produced by the Department of State and used the equipment described above. The series is the *History of U.S. Foreign Relations* which has uses in both the history and political science curricula. Available for sale from the National Audiovisual Center, the series can be rented from a number of the larger educational film libraries across the country, attesting to its quality. The tapes produced from these films are not equal in quality to the copies produced from tape masters, but they are acceptable.

To learn what is available from the government, consult the National Audiovisual Center's Reference List of Audiovisual Materials Produced by the united States Government (1978) and a 1980 Supplement. Also, request to be on the NVAC's mailing list to receive information on new productions. In looking over the list of government films and tapes, it becomes clear that the Vast majority of the programs are of no interest for the purposes under discussion here. But, a judicious selector can probably identify titles which have a Place in a video collection, given the diversity of subjects covered by government producers.

The Free-Loan Film

Another potential source of free programs is the sponsored or free-loan film. Distributed by organizations such as the Modern Talking Picture Service, sponsored films generally fall into one of two categories. The majority are sponsored by a company or an industry group with the aim of drawing attention to their product, service, or point of view. An example of this type of film is Trees— the Endless Harvest which is sponsored by the St. Regis Paper Company. Programs of this sort are obviously not of much interest in this discussion. The other type of sponsored film contains no "advertising," overt or otherwise, and can be useful in building a collection. For example, the Exxon Corporation has underwritten a number of high-quality productions such as the Eye of Thomas Jefferson, *In Rehearsal: The New Conductors*, and Of time, Tombs, and Treasure: The Treasures of Tutankhamun. Upon application, Exxon granted a limited license to Wingate to make a video tape copy of these three. Since the film sponsors' interest lies in getting as large an audience as possible for their films, they are often amenable to granting permission to copy. However, as with government films, one needs to apply directly to the sponsor. The distributors cannot give permission for duplication. There are two approaches for locating these sponsored films. One is to check published guides to free educational materials such as the *Educators Guide to Free Films* and NICEM's Index to Free Educational Materials— Multimedia. Simply looking through the catalogs of free film distributors is another approach. A sampling of these distributors includes: Modern Talking Picture Service (5000 Park Street North, St. Petersburg, Florida 33709), Association Films, Inc., (866 Third Avenue, New York, New York 10022), Karol Media (625 From Road, Paramus, New Jersey 07652), and Audience Planners, Inc. (One Rockefeller Plaza, New York, New York 10020).

Certainly, the copying of free programs will not, by itself, provide a solution to the dilemma posed by the high cost of pre-recorded educational video tapes. As has been emphasized here, the vast majority of free materials simply have no application for serious educational use. But, if one applies the same selection criteria, in consultation with the appropriate faculty, that would be applied to any non-print media, then this approach would seem to offer some promise as a supplemental aid.

John S. Coleman was formerly reference and audiovisual librarian, Wingate College library, Wingate, N.C. He is presently assistant professor and director of the audiovisual center, Washington and Lee University, Lexington, Va.

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A Closer Look at the Hobgoblin: Users' Satisfaction with Computerized Literature Searches

By Marcia Kingsley, Reference Librarian, Jackson Library, The University of North Carolina at Greensboro

This present study was an informal but very practical attempt to analyze some of the factors involved in users' satisfaction with DIALOG and MEDLINE Searches and thereby highlight ways to improve this service in an academic library unit. In the small but growing body of user studies on satisfaction with Computerized literature searches, one tendency has been reported consistently. Users in most, if not all, surveys taken via printed questionnaires have declared their over-all satisfaction. Among the published results is Howard Fosdick's report of a "strong positive patron evaluation." [1] Ryan Hoover also reported that most users of the service thought it "worthwhile." [2] Gerald Jahoda found that users were "generally pleased." [3]

Implications of Previous Studies

The universally cheering results cited above may mean that computer searches are indeed gratifying to a majority of the users, but librarians should also consider that the results may indicate that patrons choosing to respond to the questionnaire are self-selected samples of users. Those who are satisfied may be likely to complete the questionnaires, while dissatisfied patrons may be less willing to take a few minutes to respond. And the literature has provided a forum for discussing additional cautions arising from focusing on users' expressed satisfaction as a measure of retrieval effectiveness. William S. Cooper stressed the necessity of accepting the admittedly subjective assessment by the user that a search was satisfactory. [4] He called this a "user-oriented performance rating" when quantified. [5] But Dagobert Soergel responded that the precision of recall of a search was a more valid measure of its success. The number of retrieved citations must be judged against the absolute number of relevant citations that could have been retrieved. [6] In his article "Is User Satisfaction a Hobgoblin?", Soergel wrote, "For too long an uncritical goal 'to make the user happy' has been prevalent in the library and information services profession. What is needed instead is an attempt to make the user successful." [7] In other words, the patron may be satisfied with what is retrieved, but perhaps we must question whether he should be. To this philosophical standoff later was added a thoughtful and practical article by Tessier, Crouch, and Atherton, which focused on user satisfaction as the most important measure for librarians to use, but emphasized that we should consider the nature of this satisfaction. User satisfaction, they wrote, is a state of mind; the user should "go away content." But to serve this goal the librarian needs more information about just what is important to the user and is most apt to satisfy him. Concurring in these ideas was an article by Renata Tagliacozzo who found that indication of over-all satisfaction with searches may actually contradict more specific responses provided by the patron such as assessment of usefulness and helpfulness of the retrieved material. Tagliacozzo concluded that more attention should be given to specific user needs and their satisfaction. [9]

The Survey

The members of the Reference Department at the University of North Carolina at Greensboro decided to evaluate their computer searching service by gathering data about the degrees of general patron satisfaction with searches and of specific need fulfilment through these searches. Patrons of computerized literature searches performed on MEDLINE (through the National Library of Medicine) and DIALOG data bases were surveyed by questionnaire. All searches were performed at a CRT with an attached high-speed printer.

Approximately 100 questionnaires were distributed, attached to search results over an eight month period. Though about 250 searches were actually run during this time, more of an attempt was made to obtain an equal number of completed questionnaires for each of the five participating searchers than to seek evaluations of all searches done. When a librarian had met his "quota" of completed evaluation forms, no further questionnaires were distributed with that searcher's printouts. Forty-five completed forms were returned.

The Questionnaire

Efforts were made to ensure an adequate return rate and minimize the complexity of interpreting practical implications of results by using a short; simple questionnaire. The form was kept as basic as possible, with the expectation that, the shorter the questionnaire, the higher the likelihood of both satisfied and dissatisfied patrons completing it. [10] There was no need to ask for demographic data on the questionnaire, since this information is recorded during the pre-search interview and was not pertinent to this study. Also, there was no need to ask the almost-obligatory "How did you find out about this service?" since patrons have frequently given verbal indications that recommendations from teachers and colleagues are the most effective sources of publicity for this department's searching service.

In addition, questions were worded for patrons' understanding rather than for precision of library terminology, e.g., "What index or indexes .. . were searched for you?" rather than "What data bases? . . ." Finally, on the question most directly related to success of the search (number 5), we limited the question to success in finding most of the relevant items in the indexes, the objective which seems to be most within the power of the librarian, the data bases, and the computer. (This would presumably prevent patrons from determining success on the basis of occurrences such as finding that a proposed dissertation topic was effectively preempted by a previous researcher, or, conversely, that sparseness of citations indicated the researcher might be on the threshold of academic preeminence in his field!)

Results

As expected, responses initially seemed overwhelmingly favorable. Essentially 93% of the searches were perceived as successful—33% "Definitely Successful" and 60% "Moderately Successful." (Only three respondents, or fewer than 7% indicated that their searches were "definitely Not Successful," and one of those may have marked that category in error since all other questions on the form were answered in the affirmative.

On closer examination of the 31 moderately-and-not-successful search evaluations, it was in time savings for the patron that there was the greatest frequency of evident disappointment. Fifteen, or 48% of that combined group had saved a "Great Deal" of time, but the same number had saved just "Some" time. On other questions, however, satisfaction was much more obvious: 92% of the entire group of 45 said that their searches had led to citations that would otherwise not have been discovered. Finally, on the questions about the indexes/data bases that had been searched, a surprising 78% gave the correct name, or close approximation, of at least one of the bases searched.

Conclusions

The important feedback for the staff was the frequency of saving "Some" rather than a considerable amount of time for patrons. While this time savings depends, of course, on the nature and amount of available

literature, on the amount of time possibly spent already by the patron in doing manual searching, and on other factors outside the librarian's control, it is an aspect of the service that may need attention. The reference librarians have subsequently discussed ways to identify points at which the user may feel more time could be saved for him. Since turnaround time for most searches is no greater than 24 hours, time spent waiting for results is not a major factor. However, being in an academic setting, it is this reference department's policy to familiarize a search service user with any corresponding printed indexes during the presearch interview. Despite the educational intentions behind the policy, this orientation to printed sources may sometimes be perceived by the patron as his time being spent unnecessarily. A further consideration is the possibility that some patrons had unrealistically high expectations about the amount of time computer searches could save for them. The user satisfaction "hobgoblin" described by Soergel plays a role here: just as users may sometimes be satisfied with search results when they should not be, perhaps some users not fully aware of the limitations of computerized searches are not satisfied with the amount of time saved even when the most effective searches possible have been provided for them.

Another factor to consider was the large number of respondents who knew what data bases or indexes had been searched. Towards the over-all goal of helping researchers review the literature, it is gratifying to see that many patrons had some sense of the portion of the universe of available information that had been covered. This seems to indicate that the presearch discussion of indexes and data bases is effective even though it involves the search service user in a longer interview than would otherwise be required.

The searchers at the University of North Carolina at Greensboro have found that the expressed desire of patrons to save additional time through computer searches has heightened the staff's awareness of this need. In practice this means that the librarians plan to limit the length of the pre-search interview to the extent possible without jeopardizing the librarian's understanding of the search strategy or the patron's understanding of the availability of printed indexes and their relationship to his computerized search results. In addition the staff members will attempt to explain the realistic objectives that a computer search can be expected to fulfill.

Since there may indeed be a trade-off between the patron's desire to save time in the shortrun and the librarian's desire to educate the patron about the extent and limitations of the printed indexes, further study on the points at which users see their time being saved and the points at which it could be better saved would be valuable for the future adaptation of this service.

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10. Though the first questionnaires distributed were kept to eleven questions, this number was pared further after initial results trickled in. The final form contained six questions, one with two parts, which, of course, had also appeared on the longer forms. Only responses to these six questions were analyzed.

Addendum: Sample Questionnaire

Walter Clinton Jackson Library, University of North Carolina at Greensboro

Computer Search Evaluation

1. How much time do you think this search has saved you? Response options: none; some; a great deal.
2. About how many references or articles did you receive on your printout? [Space for response.]
3. Do you think this computerized literature search has led you to library materials you would not otherwise have discovered? Response options: yes; no.
4. What index or indexes (such as Psychological Abstracts, Medline, ERIC, Dissertation Abstracts) were searched for you? [Space for response.] Response option: Don’t know.
5. Do you think the search was successful in finding most of the relevant items in the indexes? Response options: definitely successful; moderately successful; definitely not successful. If not successful, have the reasons for the results been adequately explained? Response options: yes; no.
6. Do you think the results were worth the cost? Response options: yes; no.

Your name (optional): [Space for response.]

Guidelines and Bibliography for Combined Library Operations in North Carolina

By The Community Education Committee, North Carolina Library Association

Compiled by the Community Education Committee. Published for the Committee at the direction of the Executive Board, North Carolina Library Association.

The following Guidelines and Bibliography were compiled by the North Carolina Library Association, Community Education Committee. The members of this committee were selected by State Agency heads and NCLA Section Chairmen, to represent public, school, and community/technical college libraries. They were: Roy Day, Chairman, Pamlico County Library; [First name unclear] Lovett, Wake County Public Libraries; Marge Lindsey, Department of Cultural Resources, Division of State Library; Mary Holloway, Wake County Public School System; Sue Scott, Department of Public Instruction, Division of Educational Media; Betty Williamson, Fayetteville Technical Institute; and Pamela Doyle, Department of Community Colleges.

The Guidelines are not standards. Rather, they reflect the questions and issues which should be addressed by librarians and administrators faced with or interested in a combined library situation. Since they are Guidelines for North Carolina, they specifically address conditions and requirements within this state. At present, the only two combined facilities in the state (in Pamlico and [second county name unclear] Counties) involve school and public libraries. Community/Technical College input was included, however, in anticipation of future interest in combining libraries of this type with public libraries.

Before adopting these Guidelines for North Carolina, they are being published in *North Carolina Libraries*. The intent is to give professional librarians across the state an opportunity to comment upon them. Please send any suggestions to: Roy Day, Pamlico County Library, PO Box 436, Bayboro, N.C. The committee will revise the Guidelines, considering the opinions expressed by our colleagues.

Planning for Combined Library Services

Historically, community response to combined library service has been mixed. Successful programs have worked best in isolated, rural areas with populations under 10,000 people. With this in mind, it is imperative that methodical planning for combined service be an essential part of its development. Representatives from governing bodies, system administrators and staff, and community residents should participate in the process.

When the concept of combining public library service with either a school, community college, or technical institute is proposed, planning for the program will require one to two years to complete. Staff needs this time to work out the intricacies of merging two previously independent operations.

Before planning proceeds, there is careful evaluation of the proposal as it may or may not be desirable for the community. Several excellent studies are available, in particular A Study of the Combined School Public Library, Phase II, and Phase III, by Shirley Aaron, and Combined School/Public Libraries by Wilma Woolard. These can provide information helpful in making a decision. One error to avoid is the misconception that combined service is cheaper. Studies have disproved this. Instead, the choice must be based upon improving and/or offering a wider range of library services for the community.

If a combined program is selected, another decision concerning the administrative responsibility for the program should be made before planning proceeds. This point is important because some aspects of program development will vary, depending upon the administering agency for the program. For example, if the public library administers the program, its personnel policies are followed; however, if the school system administers the program, then its personnel policies are followed. If the choice is deferred, then portions of program development will be deferred.

After these decisions are made, program development begins. This is a cooperative process involving the professional staff of the participating agencies. The first task is preparation of a written prospectus for the governing bodies and the system administrators. This should discuss in broad terms proposed library services. Tied to this description should be personnel estimates, projected hours of operation, and a preliminary budget.

Development of this document provides a checkpoint for the program before a large amount of staff time is committed to detailed planning. The agencies have an opportunity to confirm whether or not their perception of the program conforms to the conceptual and budgetary commitments of the funding bodies. Using the prospectus, modifications are easily incorporated at an early stage.

After agreement on the prospectus by the respective funding bodies, detailed planning begins. It is done by the staff of both agencies. Each aspect of library service is discussed. Policy statements and procedures are developed. It is important to remember that each agency has been operating with different policies. Therefore, this is a time of compromise formation. The result of this process is a consolidated program of service for all library patrons; for, 2 successful program must operate as a unified service, not as two entities whose common ground is the roof over their heads.

When the program document is completed and accepted, a formal written agreement among governing bodies is developed. The North Carolina statutes require joint ventures between governing bodies be conducted with a contract. The contract should clearly outline responsibilities of each party: Funding, services, personnel, and budget should be addressed. The contract should be for a specified term, should be renewable, and should contain a termination clause. The program document should be a part of the contract as an attachment or appendix to it. This provides specificity as to the intent of the contract.

Any combined program must be evaluated. Planning includes development of an evaluation program. To avoid prejudicing this process, evaluation methodology is developed as part of the program document and is incorporated in it. It should be ongoing for two years as it is not advisable to reach conclusions about the success of combined services until that period has elapsed.

Budget Development

A program budget is the preferred type to use in a combined operation. It represents a comprehensive view of library services and their costs. It deals with library materials (books, audiovisuals, serials), personnel, library facilities and operating costs, travel and in-service training, and equipment/capital outlay.

For presentation to funding agencies, it must be constructed in such a manner that it can be broken down into funding agency components. These components clearly demarcate the funding responsibility of each party for library services in accordance with the program document and contract. Although the structure of the budget will be influenced by the budget process of the administrating agency, it should be able to provide budget information in a flexible manner to the other agencies.

Again, the point must be made that a combined operation does not produce cheaper service delivery. All information currently available points to some nominal savings in facility costs. However, operating expenses for personnel, library materials, and library programs are not less than in separate operations.

Administration

Combined libraries are cooperative ventures between agencies which otherwise have separate library programs. The basis for administrative success rests upon proper planning, good staff communication, and a clear understanding of the proposed program among the parties. It is vital that a sound administrative rationale be adopted.

In the United States there are a variety of models for administering a combined library. These models are representative of two basic types: unified administration, and cooperative administration. For good management unified administration is recommended.

Under this approach, one of the parties to the contract is delegated, through the contract, the authority to direct and implement the program. The agency has line authority over the entire operation including

personnel. It is the fiscal agent and is responsible for library service delivery. This agency can be any of the parties involved in the contract.

Cooperative administration is less desirable. Studies remark that this approach may create problems for service delivery. If two programs, each with an independent staff, exist side-by-side, questions arise as to who is in charge, who makes final decisions, who sets policy, and who is ultimately responsible for actions. A modified approach has an individual representing one of the agencies designated as “Administrator” or “Administrative Head.” This individual is then responsible for coordinating delivery of services and representing the library externally. Separate administrative channels continue to exist and the library is run cooperatively. While less desirable this system may be effective in smaller jurisdictions and may, in fact, be the only feasible method of administration in some cases.

Collection Development

Resources of the library are a key element in an effective library program. They become no less salient in a combined venture. To aid planners in joint projects the committee suggests the following:

The collection should include print, nonprint materials, and the appropriate equipment to utilize media and to serve the users. Although individual items are stamped to identify owner, the collection should be integrated. Not only should all media be interfiled, but users should have access to all types of materials. If certain items are required for class work, the teacher may place them on reserve for a period of time, but they should be accessible to all users.

The library should draft a Collection Development Policy. The policy should speak to standards for selection, respective areas of responsibility for selection, as well as citizens’ request for reconsideration of materials. It should acknowledge the Library Bill of Rights, the Freedom to Read Statement, the student’s right to read, and the accessibility of all types of information to all persons. It further should clarify the amount of support expected of each party and any unique stipulations involved, such as federal fund requirements, ownership identity, security tags, special collections, etc.

The library should be funded to have the quantity of materials each would need as a separate entity. Effort should be made to balance curriculum and public needs. Bibliography includes helpful articles for ascertaining collection needs.

Personnel

Each professional staff member should have dual certification—e.g., the public librarian with the typical degree in Library Science may need courses in instructional design, multi-media utilization for learning, and techniques in media skill development. The school media coordinator may require more training in the area of the reference interview, techniques in adult education, adult programming, community analysis, outreach, and public relations. If dual certification is not required initially, all staff members must receive orientation in both school and public librarianship.

The strength of a combined program lies in maintaining the total number of staff members required to operate the programs separately. It then provides for the increased plurality of clients with optimum choices of staff.

Cooperativeness and flexibility are even more necessary characteristics in this situation where funding and administrative jurisdiction is mixed. (County, City, Board of Education) While the administrators have "worked-it-out" on paper, it is up to the staff to "carry-it-out" throughout the work day.

For the selection of personnel, a search committee representative of all concerned agencies is recommended. The agencies joined to produce a combined program must also take care to maintain a standardized pay schedule for all personnel employed under the joint venture (See Administration).

Technical Services

The organization of materials within the library should reflect the philosophy that the library offers a combined service rather than co-existing services. It is vital that the users be able to locate materials easily using a unified cataloging and classification system. This includes unified catalog. Librarians from each agency should work out the standards to be used in the combined library. Unified cataloging can then be provided in-house, or through the services of a processing center or commercial vendor. However, a shelflist for inventory control should be maintained which reflects ownership of the materials. Processing should include ownership stamps for all materials.

Coordination of selection, purchase verification and order procedures should follow the intent of the collection development statement. However, order procedures must allow for the fiscal reporting procedures required by each agency.

Facilities

When considering the combination of a public library with either a school, community college, or technical institute library, great care should be taken in the design of facilities. Planning for combined operations should include the following considerations:

Square footage requirements will be based on the types of programs and areas of services to be provided. These programs and areas of services will be affected by the type of combined operation being considered. All factors affecting programs and services must be taken into consideration. Facilities must be provided to meet the needs of all ages and the physical conditions of patrons.

Space allocations must be adequate to meet immediate requirements and must also provide for the expansion of existing services and for the addition of new programs and services. Optimum space requirements may be provided if a new facility is constructed; however, compromise may have to occur and only minimum requirements may be met with the renovation of an existing building. Regardless of the type of building being considered for a combined operation, future expansion of the building is an integral part of planning.

The location of the library plays an important role in the effectiveness of its operation. The building must be accessible to all library patrons while the school or college is in operation and also accessible to everyone when the remainder of the school or the college is closed. An outside entrance to be used by the general public during school hours and by everyone after school hours is preferable. Schools, community colleges and technical institutes often are not located in shopping, business, or governmental centers; when such is the case: planners should have serious reservations about combined libraries in these facilities, since experience has shown that successful public libraries are located "where the people are." An exception might be a

functioning community school which has been accepted and is being used as a multi-purpose center by community residents.

Attention must be given to adequate lighting in all areas. In addition: many non-print materials may need areas of controlled lighting for viewing purposes and this requirement must be met.

The library should have a defined and well-lighted parking area for library patrons. The availability of parking near the library will facilitate the use of the library by the general public.

The security of the patron and the facility should be of primary importance when a combined operation is considered. The installation of a uniform security for all materials is recommended where circumstances make it desirable.

Adequate facilities are an integral factor in the provision of good library service. Basic standards to be considered in facility planning are included in the bibliography.

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New North Carolina Books

Compiled by Maurice C. York

A Dust of Snow

A. C. Snow. *A Dust of Snow*. Raleigh: The News and Observer Publishing Company, 1980. 197 pp. $9.95.

For the past several years the News and Observer Publishing Company has published collections of cartoons or articles by individuals on its staff. In 1980 A. C. Snow, editor of The Raleigh Times was chosen to publish a collection of his articles which had appeared under his by-line “Sno Foolin,” or other articles.

A collection of news articles takes on a different character when they are bound into a monograph. What has been ephemeral, coffeeground or potatopeel wrappings, takes on a level of permanency which can be confronting. To have the collection arranged adds to the potential confrontation. In many instances the confrontation generated by this collection is one of self recognition, the I-have-been-there kind of pleasant surprise.

Surry County born and bred, Baptist by heritage, Presbyterian by choice, humorous by instinct, gentle by nature, sure of the right word by gift and discipline, A. C. Snow sees ourselves as others see us, hears our dialogs with acute inflections, and puts it all together for us in many slices of life experiences: He says he cannot write fiction. So, for each of the episodes, there is a life experience at the base, many autobiographical. Sometimes, however, you are not sure if the autobiography is yours or the writer’s!

For three decades A. C. Snow has provided interesting, thoughtful, provocative insights to his readers. One wishes he had provided a date for each of the pieces chosen for this anthology. We hope that in several more years he will venture again to provide another collection. Jonathan A. Lindsey, Editor, *North Carolina Libraries*

Wilson County’s Architectural Heritage

Kate Ohno. *Wilson County’s Architectural Heritage*. Wilson, N.C-' County of Wilson, 1981. 177 pp. $11.44 paper plus postage—total $13.04- (Order from Wilson County Planning Dept., P.O. Box 1228, Wilson, N.C: 27893)

This work is the product of a one-year survey of historical buildings if Wilson County. It was supported by the U.S. Department of the Interior, the N.C. Division of Archives and History, and Wilson County. Only part of the buildings surveyed—usually the most unique examples of the county’s rural architecture—are included. The book contains a representative sample of common structures, such as schools and churches. The city of Wilson is treated only slightly, because Ms. Ohno and Robert C. Bainbridge recently published *Wilson, N.C.: Historic Buildings Inventory*.

Ohno presents a brief description of Wilson County’s beginnings, social and economic development, topography, and attitudes towards preservation. This is followed by a short section, “preservation tools,” which describes the federal, state, and private agencies that aid the preservation movement, including Wilson County’s efforts.

The main body of this publication is divided into the townships that fall in and outside the city of Wilson. Each township’s history is revealed, complete with marvelous old black and white photos depicting families, houses, buildings, and street scenes. Grand architectural details have been captured in nearly every photograph, making the work a boon for architectural historians.

The work is well documented and footnoted throughout, citing clearly in the bibliography many oral interviews and published and unpublished works. The book also contains separate biographical indexes of builders, carpenters, contractors, masons, and architects known to have been active in Wilson County,

making this a most valuable research tool for historians, preservationists, and others interested in the heritage of Wilson County. The book is very suitable for college, school, and public libraries that have a special subject emphasis in the field of architecture and architectural history, as well as any North Carolina collections. One wishes that such a resource were available for every county.

Maryellen LoPresti, North Carolina State University

The Southern Guest House Book

Corinne Madden Ross. *The Southern Guest House Book*. Charlotte: East Woods Press, 1981. 192 pp. $6.95 paper.

Corinne Madden Ross has added another delightful travel book to her growing number of titles on the subject, including the prize-winning *Christmas in Scandinavia* (1977), *The New England Guest House Book* (1979), and many magazine articles. She has done Southerners the great favor of publishing in paperback a book that can help them plan vacations that are special from several points of view.

A guest house resembles the "bed and breakfast" form of lodging that has long been popular in Europe. It is a private home that offers only lodging or lodging plus breakfast. In this day of rising costs for hotel and motel accommodations, guest houses often are surprisingly inexpensive. Some charge as little as five or ten dollars per person per night. Many of the Southern guest houses are historic buildings; some are listed in the National Register of Historic Places and are included on tours in their locales.

Mrs. Ross has visited almost all of the houses and has made friends of the owners. She gives personal tid-bits of description and very detailed information concerning addresses, telephones, costs, accommodations, and seasons the houses are not open. Pen-and-ink drawings or photographs of each of the guest homes are included.

Of inestimable value to travelers is her pertinent, concise historical information about the District of Columbia and each of the eight southeastern states covered. Parents of children who want to know everything about their travels will be grateful for this, as will librarians who have students needing interesting information but "not a whole book" about a state.

The Southern Guest House Book is highly recommended. It made this librarian want to do some traveling just to see the guest houses.

Jane Hobbs Wilkes County Library

The Andy Griffith Show

Richard Kelly. *The Andy Griffith Show*. Winston-Salem: John F. Blair, 1981. 195 pp. $7.95 paper.

North Carolinians have a special fondness for native son Andy Griffith and the television show set in Mayberry, a representative North Carolina town. Therefore, Richard Kelly's new book, *The Andy Griffith Show*, will be a popular title in public libraries in this state. Although the show went off the air in 1968, continuing re-runs have kept episodes fresh in the public's mind.

Richard Kelly is a professor of English at the University of Tennessee. He is the author of several books, including two on Douglas Jerrold, a comic journalist of the nineteenth century. His interest in the Andy

Griffith Show dates from his graduate student days at Duke University when he began watching the series, drawn by its North Carolina references and picture of rural nostalgia:

Kelly's study of this television series is unusual in that little has been done to document and study the production and development of individual television programs. His goal is to show how the series developed and how, even within the constraints imposed by time and money, television can produce materials of artistic integrity. The book, which includes an index, is divided into four parts: Part one traces the development of the show from its conception to its conclusion. Part two, entitled "The Comedy of Nostalgia," examines the artistic qualities of the series that made it a classic. Part three is a sample television script with commentary, and part four contains a listing and summary of all 249 episodes of the show.

The book is fun to read simply to bring back to memory favorite episodes, characters, and turns of phrase. For the fan it has the attraction of enlarging on the familiar—sharing behind-the-scene happenings and the logic behind the characterizations, sets, and actions. For the reader interested if television production, story development, and acting, there is both explanation and example. An analysis of the sociological reasons for the popularity of the series is included. Photographs of scenes and interviews with the actors complete this picture of a part of our television heritage, one of special interest to North Carolinians.

Barbara K. Walker, BHM Regional Library

M. V. Sexton Speaking

Suzanne Newton. *M. V. Sexton Speaking*. New York: Viking Press, 1981. 196 pp. $9.95.

Suzanne Newton writes that works of fiction need to include both "stories and significance," and her newest work, *M. V. Sexton Speaking*, contains both in good measure. It has the additional contribution of a likeable, if unusual, female protagonist. Martha Venable Sexton, sixteen, was orphaned at six when both parents died in a mountain climbing accident. Since then, her home has been in a small North Carolina town where she has lived a quiet, lonely life with her aunt and uncle. Life with Uncle Milton and Aunt Gert has given M. V. a no-nonsense, somewhat old-fashioned outlook that has isolated her from friendships with peers. To avoid being a "responsibility," Martha Venable, at her aunt's urging, takes a summer job at a bakery. The experience widens both her horizons and her circle of friends to include the warm, free-spirited couple who run the bakery, a young man trying to decide on a career, long-forgotten school chums of her aunt and uncle, and romance with the boy next door.

M. V.'s droll observations keep the story moving as she watches and then, hesitantly, joins in the activities of the world around her. As the story and summer end, both the reader and M. V. are happily aware that her newly gained self-confidence and awareness of the needs of others will make her transition from adolescence to the adult world a smooth one.

M. V. Sexton Speaking should prove popular with public and secondary school readers. Librarians looking for young adult fiction with strong female protagonists will find M. V., written in an emphatic first person, especially valuable. The major characters are well developed and, for the most part, believable. However, given Martha Venable's inquisitiveness, her lack of knowledge of her family's background seems unlikely.

Mrs. Newton, who lives in Raleigh, has written four other juvenile titles, two of which, *What Are You Up To, William Thomas?* and *C/O Arnold's Corners*, have won the American Association of University Women Award for Juvenile Literature.

Laura S. Gorham, Durham County Public Library

The Correspondence of William Tryon and Other Selected Papers, Volume II

William S. Powell, ed. *The Correspondence of William Tryon and Other Selected Papers, Volume II, 1768–1818*. Raleigh: N.C. Division of Archives and History, 1981. 960 pp. $28.00.

For almost eighty years the North Carolina Division of Archives and History has been responsible for preserving in original and published form the documentary heritage of our state. Historians have depended upon the scholarly outpouring of this great agency to provide the sources vital to the writing of North Carolina state and local history.

With the release of volume two of The Correspondence of William Tryon and Other Selected Papers, the tradition of excellence in documentary publications is continued. Approximately 800 documents for the period between 1768 and 1788 have been gathered from the holdings of the North Carolina State Archives, the British Public Record Office, and a variety of archival repositories and manuscript collections throughout the United States: These documents reflect one of the most important eras in the development of this state and the activities of one of its more fascinating public figures.

The work concentrates on the last four years (1768-1771) of Royal Governor William Tryon's administration in North Carolina. A limited number of items reflect Tryon's continued contacts with the province between his departure for New York in 1771 and his death in 1788, and only the last will of his widow, Margaret Wake Tryon, extends the end date to 1818. As would be expected, major emphasis is placed upon the Regulator movement in Piedmont North Carolina and the Battle of Alamance that ensued. Substantial attention is given to such topics as Tryon's interest in legislative activities, operation of the governor's office, construction and occupation of the governor's celebrated residence in New Bern, survey of the Cherokee Indian boundary line, quitrents, taxes, post roads, and provincial defense. Criticism of Tryon in the New England press stirred heated debate after he assumed the governorship of NeW York in 1771, and the papers reveal that North Carolinians were quick to defend their former governor.

Professor William S. Powell is to be highly commended for another noteworthy accomplishment. His editorial skill, the excellent source references and footnotes, and an extensive index combine to make an important historical source. This book and volume one of the series are essential for all academic libraries and for those public libraries that aspire to build worthwhile North Carolina research collections. Donald R. Lennon East Carolina University

Leaves from the Notebook of an Appalachian Physician

Hugh A. Matthews. Leaves From the Notebook of an Appalachia" Physician. Edited by Ruth B. Matthews. [Cullowhee, N.C.: Hugh A. Matthews 1980]. 198 pp. $7.95 plus tax, postage, and handling—total $9.25. (Order from Neil's Way Enterprise, P.O. Box 63, Cullowhee, N.C. 28723)

Dr. Hugh A. Matthews, the Appalachian physician referred to in the title, has followed his entertaining, nostalgic Neil's Way (1978) with another book of remembrances, these from his adult days as a family physician in the North Carolina mountains.

The book is divided into four sections. The first traces, in interview form, Dr. Matthews's own rather remarkable road to becoming a physician. Section two, "On Unforgettable Patients," is perhaps the most interesting. It contains short, informal stories of some of the more unusual folk of Dr. Matthews's

professional acquaintance. A few of the episodes are just plain funny, some are sad, and a few are tragic in their revelation of ignorance of the most rudimentary health and sanitation practices. One word to the squeamish: a few of these tales have graphic medical details and may not be suitable for pre-dinner reading.

Section three uses the interview technique again, this time with Dr. Jerome L. Reeves. This method of writing undoubtedly has value, but an interview often loses some of its vitality when it's reduced to ink on paper. It needs editing to make the text read smoothly and to provide coherent, organized, and pertinent information to the reader.

Section four is a collection of prayers composed by Dr. Matthews for specific occasions. This section would be stronger if all of the dates and occasions were known and identified; alas, they are not. Nevertheless, a few of the prayers are genuinely touching, in the best sense of the word.

Public libraries throughout the state will want to consider this book for their adult, regional collections.

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

C.S.S. Neuse: A Question of Iron and Time

Leslie S. Bright, William H. Rowland, and James C. Bardon. *C.S.S. Neuse: A Question of Iron and Time*. Raleigh: N.C. Division of Archives and History, 1981. 165 pp. $10.00 paper plus postage—total $11.50. (Order from Caswell/Neuse State Historic Site, P.O. Box 3043, Kinston, N.C. 28502)

This informative and well-researched book should be a delight to all Civil War buffs—especially those interested in the war on a local level. The book is very well organized for easy study. Part I deals with the historical background of ironclads and discusses the construction of the C.S.S. Neuse at White Hall on the banks of the Neuse River. This detailed account of the progress and problems of the construction of the Neuse is interspersed with accounts of the events of the war and their effect on the building effort and on the destruction and sinking of the ironclad in the Neuse River near Kinston.

Part II is a fascinating account of the efforts to raise the C.S.S. Neuse, beginning with the birth of the idea in the early 1940s and ending with the raising of the hull, after many setbacks, in 1963. Parts I and II are enhanced by detailed illustrations and photographs.

Parts III and IV, the architecture of the Neuse and the inventory of recovered artifacts, are elaborately illustrated with photographs and detailed drawings of what the ship actually looked like and of the type of supplies, weapons, and ammunition it carried.

Three appendixes deal with the preservation of the Neuse and its artifacts and with crew life aboard the vessel. The fourth appendix gives information on the C.S.S. Albemarle, another North Carolina-constructed ironclad: The book concludes with detailed notes and an extensive bibliography.

This book is highly recommended for North Carolina collections of public and academic libraries. Jackie Beach Edgecombe County Memorial Library

A Partial History of Henderson County

James T. Fain, Jr. *A Partial History of Henderson County*. New York: Arno Press, 1980. 601 pp. $10.95 plus postage—total $11.95. (Order from T. Michael Fain, 2000 Dilworth Road East, Charlotte, N.C. 28739)

Looking ahead to the nation's Bicentennial, many residents of Henderson County felt that the history of the people of this county and their works should be preserved. Mr. Fain, a retired editor of the local newspaper and a Henderson County resident for fifty years, approached the editors of The Times-News with the idea of a weekly column dealing with various aspects of the history of Henderson County and its county seat, Hendersonville. ThuS began a newspaper column in 1975 that 287 weeks later was discontinued, not because it was finished, but because it was felt the columns should be collected into book form.

Drawing widely and wisely from published works on Henderson County and unpublished papers and records, Mr. Fain has produced the most definitive work on Henderson County from an historian's viewpoint.

A Partial History is approached from a subject point of view. There are ninety-seven chapters with such headings as "The Low Country Influence," "The Trauma of Wars," and "Early Public Education." The table of contents is invaluable because it is the only clue the reader has to the wealth of information contained in the book's 601 pages. Many of the chapters overlap and lack smooth transitions because they were written as individual newspaper columns, but this style also allows Mr. Fain's humor to shine through all the people and places discussed. The book's only major fault is the lack of an index: Also slightly annoying is the number of typographical errors, including several incorrect dates.

Mr. Fain graduated from The Citadel, the military college of South carolina. He joined the newspaper staff of the Hendersonville Times-News in 1928 and was its editor from 1956 until his retirement in 1972. His qualifications as a writer and historian cannot be questioned.

Without reservation I recommend the book for public, university, and special libraries with collections pertaining to North Carolina history and genealogy. Except for local schools, I feel the book is too difficult, especially without an index, for school libraries.

Carolyn Vaughan, Henderson County Public Library

Cabins & Castles: The History & Architecture of Buncombe County, North Carolina

Douglas Swaim, ed., Talmage Powell, and John Ager. *Cabins & Castles: The History & Architecture of Buncombe County, North Carolina*. Asheville: Historic Resources Commission of Asheville and Buncombe County, 1981. 225 pp. $12.00 paper. (Order from Asheville City Planning Dept., P.O. Box 7148, Asheville, N.C. 28807)

In recent years the N.C. Division of Archives and History has joined forces with several city and county governments to inventory historically and architecturally significant structures, publishing the results with photographs and accompanying historical text. *Cabins and Castles* is an excellent example of such an inventory and joint cooperation.

Cabins and Castles provides a wonderful package deal for the reader: Ager's history of Buncombe County, Powell's sketch of Asheville, Swaim's architectural essay, and the inventory description with photographs. As the book's title literally explains, the architecture of the county is as diverse as the [word unclear] mountain cabin to George Washington Vanderbilt's castle, Biltmore. Chronological accounts by Ager and Powell outline the social and economic context that allowed for such diversity in one relatively small geographic setting. Asheville's growth as a nationally famous tourist and health resort, and as the commercial hub of western North Carolina, resulted in an energetic and urbane environment in great contrast to the Buncombe County countryside. Swaim's architectural history describes this contrast not only in terms of architectural forms and styles, but also in terms of the economic and social developments, personalities, and politics that influenced

that architecture. By examining the county's architecture from the mountain farmer's vernacular dwelling to the real estate developer's subdivision, Swaim has illustrated the natural and artificial responses of man to his environment.

The inventory list is arranged by townships and by neighborhoods within Asheville. The photographs by Mary Jo Brezny are excellent, but of necessity, small in size. The accompanying text briefly describes the structures' history, past occupants, and notable features. This well-designed paperback is indexed and includes an illustrated glossary of architectural terms.

Cabins and Castles should be included in any library's collection of local and North Carolina history or American architecture. With today's interest in historic preservation, this book should be found in city and regional planning libraries as an example of government involvement in the recording of our manmade heritage.

Marshall Bullock, Chapel Hill

North Carolina and the New Deal

Anthony J. Badger. *North Carolina and the New Deal*. Raleigh: N.C: Division of Archives and History, 1981. 102 pp. $3.00 paper.

The 1980 election has been heralded as marking a shift in the political direction of the United States. Anthony J. Badger's *North Carolina and the New Deal* is especially timely since it examines an earlier change in the political climate. University lecturer in the department of history at Newcastle university, Newcastle-on-Tyne, England, Badger is the author of Prosperity Road: The New Deal, Tobacco and North Carolina, published in 1980 by the university of North Carolina Press.

In this latest work, as in his earlier book, Badger concentrates on the interaction of New Deal policies with local practices. He discusses the extent to which the Roosevelt administration was able to impose its will from above and to make fundamental changes in the state. Programs dealing with farmers, textile manufacturers, and the tobacco industry are examined. Badger notes that the federal government relied heavily on local leaders to administer these activities: As a result, few fundamental changes in the state's economy were effected. The author shows how various interests accepted programs that helped them, individually, while opposing federal intervention in other areas. In many cases, the New Deal helped to secure the positions of powerful local forces. The topic of relief also is presented, with the author noting the reluctance of state and county officials to assume responsibility for social reform. Badger points out the conservative attitudes of state leaders regarding welfare and their unwillingness to accept centralized control from Washington.

Badger discusses the various governors, congressmen, and senators who led the state during the New Deal. Universally, the governors approached the ills of the Depression by encouraging efficiency and reduced spending. They were uniformly skeptical of the New Deal social reforms. On the national level: North Carolina senators Josiah W. Bailey and Robert R. Reynolds were critical of the New Deal. Because they were closer to the voting public, who generally supported the New Deal, members of the House of Representatives were more sympathetic to Roosevelt's program.

Despite the difficulties of implementing programs, the New Deal made some difference in North Carolina. It helped farmers with better prices, staved off foreclosures for businesses, and gave emergency help to thousands of local citizens. In the final analysis, however, the fundamental nature of the state remained the

same. Badger concludes that the actual effects of the New Deal challenge the traditional view of the progressive nature of the state.

Badger's work is a good general survey of the Roosevelt programs in North Carolina. The author uses no footnotes and relies heavily on secondary sources. However, he includes a useful bibliographical essay for further reference. Sixty-six illustrations provide excellent visual perspective.

North Carolina and the New Deal should be purchased by school, public, and college libraries interested in the New Deal or in North Carolina history.

Willie Nelms, Sheppard Memorial Library, Greenville

Documents

Less Access to Less Information by and about the U.S. Government: A 1981 Chronology

From the Washington office of the American Library Association (January 1982)

In the past year, the Reagan Administration has taken a series of actions which reflect a trend to restrict government information dissemination policies and programs. The new ground rules in Washington represent more than the natural shift of priorities from one administration to another. The old order has changed: information policies are being questioned and revised: programs are being examined and eliminated. The Federal Paperwork Reduction Act of 1980 (PL 96-511) provides the rationale for some of the restrictions. Another major factor is the ongoing battle of the budget which has produced many casualties including hundreds of government periodicals and pamphlets. These two factors have given the Office of Management and Budget much more influence over federal information activities.

ALA's conviction that a democratic government has an obligation to make available to its citizens the results of its actions was expressed in a resolution passed by Council in July 1981 (CD #71.2). The resolution states "… that in the development of information dissemination policies and procedures the underlying principle of any legislative or executive action continue to be free and equal public access to the data collected, compiled, produced, and published in any format by the government of these United States." With access to information an overriding ALA priority, members should be concerned about this series of actions which creates a climate in which government information activities are suspect.

Here is a partial chronology from 1981 of what seems to be an emerging pattern of restricting citizen access to government information:

April: President Reagan imposed a moratorium on the production and procurement of new audiovisual aids and government publications using the rationale that the federal government is spending too much money on public relations, publicity, and advertising. "Much of this waste consists of unnecessary and expensive films, magazines, and pamphlets."

April: The Office of Management and Budget (OMB) issued Bulletin no. 81-16 which provided procedures and guidelines for the moratorium. All agencies were required to review and reduce planned or proposed publications and to develop a management control plan to curtail future spending on periodicals, pamphlets and audiovisual materials.

June: OMB issued a model control plan to assist agencies in developing new or improved control systems to carry out the policies and guidelines in Bulletin No. 81-16, "Elimination of Wasteful Spending on Government Periodicals, Pamphlets, and Audiovisual Products."

June: OMB Bulletin 81-21 required each federal agency to submit its plan for reviewing its information activities by September 1, 1981. The objective was to establish a process "... which forces agencies to focus on and allows us (OMB) to influence decisions on how they process, maintain, and disseminate information." Bulletin No. 81-21 also required the designation of the single official in each federal agency in the executive branch who will be responsible for information resources management as required by the Paperwork Reduction Act of 1980.

September: David Stockman, Director of OMB, issued Memorandum 81-14, requiring heads of executive departments and agencies to pay special attention to the major information centers operated or sponsored by their agency. Among the types of information centers to be evaluated are clearinghouses, information analysis centers and resource centers. Evaluation criteria included these questions: Could the private sector provide the same or similar information services? Is the information service provided on a full-cost recovery basis? October: OMB Bulletin 81-16, Supplement No. 1, required agency review of all existing periodicals and recurring pamphlets to reevaluate their necessity and cost-effectiveness using OMB-approved control systems. Agencies must submit a new request for all series to be continued after January 15, 1982. October: New fees and royalties for government research studies and reports were announced. October: Public Printer Danford Sawyer, Jr. proposed to close all Government Printing Office bookstores outside of Washington, D.C. plus a few Washington locations. Approximately 24 of the 27 GPO bookstores would be closed, because, it is claimed, they compete with the private sector and are losing money. October: The Justice Department submitted to Congress the Administration's proposal to severely limit the applicability of the Freedom of information Act.

November: According to the *Washington Post* (November 9, 1981) over 900 government publications have been or will be eliminated and the government claims that millions of dollars will be saved as a result

November: *The Washington Post* (November 20, 1981) also reported that the Commerce Department was considering replacing the National Technical Information Service with contracts to private firms. NTIS indexes and distributes at cost thousands of federally funded technical reports and research studies.

November: One example of a discontinued publication is the Securities and Exchange Commission News Digest, hardly an ephemeral public relations piece. The SEC will continue to print it for internal use but will no longer offer subscriptions or make it available for depository library distribution. Instead, a private firm will publish it at a 50 percent increase in price (from $100 to $150 per year).

December: Citing budget cuts, the National Archives discontinued the interlibrary loan of microfilm publications from the Fort Worth Federal Archives and Records Center. About 400,000 reels of census, diplomatic, pension and other records used heavily by genealogists were lent to libraries annually.

Keeping Up

Using the School Media Center to Improve Instruction: An Outstanding Example from North Carolina

By George Sheppard and Sarah C. Thompson

Answering the Question

Editor's note: The following information comes from a letter and a booklet of case studies received by *North Carolina Libraries* from George Sheppard, who is Professor of Education at Idaho State University. Dr. Sheppard writes:

"As an instructor in a school media center administration class at Idaho State University, I frequently related to students that the purpose of the school media program was to support curriculum or the instructional program in the school. It became apparent to me that this generalization was inadequate for beginners in the field and what was really needed were examples of specific methods that media specialists used to enrich classroom instruction. In other words, the question arose, "What kinds of things do media specialists really do to assist instructors?"

"With this question in mind, I developed a questionnaire for practicing media specialists which asked:

- Give an example of a teacher's lesson objectives that your media program supported.
- What methodology was used by the classroom teacher?
- What was the supportive role you were able to offer as media specialist (including instructional material provided)?

"I then used the U.S. H.E.W. Office of Civil Rights, Directory of Public Elementary and Secondary Schools, to select a national random sample of 2000 schools in order to mail out questionnaires that would identify some of these supportive roles.

"Case studies from the survey were incorporated in a pamphlet, Using the School Media Center to Improve Instruction: A Collection of Case Studies (36 examples from 28 media specialists in 13 states). This pamphlet was indexed in the February, 1981 *Vertical File Index* and mentioned in the September, 1981 *Wilson Library Bulletin*."

Below is the case study written by Sarah C. Thompson, which was included in George Sheppard's publication. Sheppard indicated that this case study was selected by five graduate students at Idaho State University as one of five outstanding examples for the entire group.

The Case Study

- **Media Specialist:** Sarah C. Thompson
- **School:** West End Elementary School
- **Location:** West End, North Carolina
- **Subject:** Language Arts: 7–9 grades

Lesson objectives:

To encourage students to read for personal pleasure and leisure. To assist classroom teachers in teaching students to use the card catalog. To familiarize students with a variety of media and develop the Library Media Center as an interest center. To enrich resource material and expand classroom activities and information.

Methodology used by the classroom teacher and the supportive role incorporated: Media Specialist Sarah C. Thompson reported that

Students read a story in their book about the occult. As a follow-up, they chose an area of the occult to research and report back to the class. Each student did some individual research for this class report. Committees were formed and these committees came to the library for further research. I put on reserve for them all the books I had about the occult sciences and then arranged interlibrary loans with our public and county libraries for other books. I also arranged for visits to the public and the county libraries for groups of students during the school day. There they used magazine articles and other materials not available here in the school library. Before they went to the other libraries, I reviewed with them the use of the microfilm reader and the *Abridged Reader's Guide to Periodical Literature*. When they completed the committee research, their teacher had them decide how they wanted to present the material. They chose a fair-booth type of presentation and called it an "Imagination Fair."

The students issued invitations to each homeroom of each grade 3–7 for a specific time and allowed each homeroom 45 minutes for their visit to the Fair. We closed the Media Center for everything else for one day and the students set up their fair booths as soon as they arrived that morning. By 8:45 the first group of students arrived at the Fair. Each booth had posters, pictures, realia, and demonstrations going on all the time. The 8th grade students did an excellent job and the younger students seemed to thoroughly enjoy their visits. While the Fair was in progress, I made pictures of each booth and the students who manned it and later had them published in our county papers, along with a write-up of the activity.

At the end of the day, while the clean-up was in progress, the teacher asked for the students' reactions and a wrap-up of the unit. Each student informally gave his or her reaction to the unit & his opinion of the "Imagination Fair." Each one in his own way said he had learned more in a more interesting way than in any previous unit they had studied on research skills.

This same teacher and group of students are now doing a unit on genealogy and I have assisted them again by reserving books, ordering books: and arranging for interlibrary loans of books. I also made masters of the pedigree sheet so that the teacher could run off copies for each student: I arranged for or suggested outside speakers in the community who had expertise in this field to come and talk to the students and tell them how to go about searching for their ancestors. Since the Media Center is the only space we have large enough to hold the entire 8th grade at one time, the speakers all came here to talk to the group. This project is not completed at this time: However, I have assisted students in writing letters for information, have secured addresses for them and have done several other small things to make it easier for them to find information.

Glamour Readers' Survey

In the September issue of *Glamour* magazine, readers were invited to respond to a survey on what *Glamour* readers felt about banning books. The results of this survey are revealed in the November issue. A resounding majority of respondents stated that banning books limits a student's ability to learn and sets the stage for repressive policies that go against the grain of our democratic way of life. Among the principal findings of the survey were:

- 79% felt no one has the right to tell a student what he cannot read.
- 89% believe public libraries have a responsibility to carry all kinds of books.

- 60% stated school libraries should be free to stock any type of book, and 40% answered that libraries should not stock books with pornographic passages or immoral teachings.
- 72% said that the right to read is protected by the law.
- In terms of book selection, one-third assigned the task to the school librarian, one-third to the PTA, one-fourth to the school board, and 6% to the school principal.
- 40% responded that junior high school students should be free to read any book and 35% responded that senior high school students should determine their own reading.
- Finally, 89% voted that an individual who wants to ban books should have to read them first.

A full report of the survey is printed on page 41 of the November [1981] issue of *Glamour*.

November 1981 ALA Office for Intellectual Freedom Memorandum-

New Hanover Celebrates Its 75th Birthday

The Wilmington Public Library opened its doors on November 30, 1906. As the library celebrates its 75th anniversary, it is interesting to look back and compare past and present library services.

"New Books at the Library" and "Many New Books" were often the headlines for library news in the past. In most cases the newspaper was able to print the entire list of new acquisitions for the month. The *Wilmington Morning Star* (February 10, 1924) lists 70 new titles for the previous month. The technical services staff of the current library cataloged and processed 1,181 volumes during the month of September 1981. A monthly list of new books is now available in the library.

Headlines in the *Wilmington Evening Dispatch* (April 17, 1928) read "Book Circulation from Library has Noticeable Increase." The article said, "The circulation for March totaled 8,641 and established a high record for that proven popular and rapidly growing institution." A similar article today would reveal that the library has had an average circulation of 23,355 books per month since moving into the new building.

The *Wilmington Evening News and Dispatch* (July 9, 1925) boasts of a new library record of 99 new patrons signed up in one month. The new facility also broke a record in August of this year by issuing 1,228 new library cards.

The *Wilmington Evening Dispatch* (March 5, 1910) reveals an early interest in building and preserving a North Carolina collection at the library. The article stated, "The board of trustees of the Wilmington Public Library desire to procure as much material relating to the State of North Carolina as possible, and to that end the board appeals to citizens of Wilmington to generously donate to the library any books, pamphlets, papers, or documents, relating to the history of the State."

The first bookmobile to enter New Hanover County was the book truck. It was sent to the area by the North Carolina Library Association and sponsored by the Wilmington Public Library. The *Star-News* (November 1, 1936) headlines read "Library on Wheels To Tour New Hanover." The book truck remained in the area for several months, bringing books to county patrons unable to use the city facilities. Today the bookmobile makes 63 stops during a three-week period.

Certainly the Public Library has given the community many hours of entertainment in the past 75 years. An article dated Sunday, March 30, 1924, stated, "During the month of February the library issued 3,749 books; if each book required four hours to read, there was furnished the people of Wilmington 14,996 hours of

entertainment and amusement, or instruction and enjoyment, and if that was worth 10 cents an hour, the value of the library to the city during the time mentioned was $1,499.60."

An updated version of these statistics would read, "During the month of September 1981, the library issued 22,043 books; if each book required four hours to read, there was furnished the people of New Hanover County 88,172 hours of entertainment and amusement, or instruction and enjoyment, and if that was worth $1.75 (the price of one hour's entertainment at a movie), the value of the library to the county during the time mentioned was $154,301.00."

Beverly Tetterton, Down East, December 1981.

Elvin Strowd Appointed University Librarian At Duke

Elvin E. Strowd has been appointed University Librarian and Director of the Perkins Library System at Duke University effective January 1, 1982. He has been Acting Librarian for the past year, following Connie Dunlap's retirement.

Strowd joined the Duke library staff in 1955 as Head of Circulation. In 1970 he was named Assistant University Librarian for Circulation and Departmental Libraries, and in 1978, Assistant University Librarian for Public Services:

Strowd has served in various capacities with the North Carolina Library Association, having been Director on the Executive Board and recently chairman of the College and University Section. For six years he was advertising manager for *The Southeastern Librarian*.

Strowd has held positions in Acquisitions and Circulation at Wilson library at UNC-Chapel Hill, was Assistant Field Director of the American Red Cross at Fort Gordon, Ga. from 1951-53, and in 1950-51 was an instructor of history at Guilford College in Greensboro.

He received a Council on Library Resources Fellowship for 1970-71 and the Durham Savoyard's distinguished service award in 1973 for services as producer and member of the technical crew.

He holds a bachelor's degree from Guilford College, as well as a Master's degree in History and a B.S. in Library Science from the University of North Carolina at Chapel Hill.

North Carolina SOLINET Users Group To Meet At UNC-CH May 13

The spring meeting of the North Carolina SOLINET Users Group will be held in Manning Hall, at the UNC-Chapel Hill Library School, on Thursday, May 13, 1982. The program, lasting from 9 a.m. to 3:30 p.m., will include a panel discussion by SOLINET board members, a talk by a representative from the Library of Congress on the relationship between national and regional networks, an update on the Triangle Research Libraries Network, and a presentation by a representative from SOLINET. There will be a brief business meeting after the program presentation, at which officers for next year will be elected. Everyone is invited to attend; lunch will be on your own in Chapel Hill. Registration is four dollars (4.00) per person. For more information contact the Coordinator of the N.C. SOLINET Users Group:

Roberta Engleman, Rare Book Collection, UNC-CH, Chapel Hill, N.C. 27514. (919) 962-1143.

Quiz Bowl Regional Competitions Held March 20

Fifty counties are participating in the 1982 Quiz Bowls. Regional competitions and the local coordinators include:

- **Durham Region — Laura Gorham, Coordinator:** Chatham; Durham; Forsyth; Nash; Rockingham; Wake; Lee.
- **Greenville Region — Meredith Foltz, Coordinator:** BHM Region; CPC Region; Edgecombe; Pitt.
- **Edenton Region — Elizabeth Laney, Coordinator:** Albemarle Region; East Albemarle Region; Pettigrew Region.
- **Jacksonville Region — Jean Penuel, Coordinator:** Brunswick; Columbus; Duplin; Neuse Region; New Hanover; Onslow; Wayne.
- **Gastonia Region — Amy Sherif, Coordinator:** AMY Region; Cabarrus; Catawba; Gaston-Lincoln Region; Haywood.
- **Troy Region — Karen Seawell, Coordinator:** Cumberland; Sandhill Region; Union.

The statewide finals are scheduled for Saturday, April 24, at N.C. Central University in Durham. For further information contact: Nancy Wallace, Young Adult Librarian, State Library of North Carolina, 109 E. Jones St., Raleigh; or telephone (919) 733-2570.

I&R Meeting Scheduled for June

Jane Williams and Audrey Piner are working with the Executive Committee of the NC Alliance of Information and Referral Services on plans for a cosponsored meeting which will serve not only as NC AIRS' annual meeting but will also feature a keynote speaker and short sessions on facets of I&R work. The meeting will be June 7-8, Meredith College, Raleigh. The I&R meeting is the week following the Library Trustee-Librarian Conference, and we apologize for the close scheduling. However, the meeting planners wanted a location with reasonably priced but inviting accommodations, and June 7-8 are the only dates Meredith can host the meeting. Libraries which have or are considering I&R services are encouraged to send staff members, not only to learn from the speakers and to meet and talk with other library I&R staffers, but also to learn about the I&R's run by other organizations such as the United Way, Voluntary Action Centers, social services departments, etc. Brochures on the meeting wilt be mailed in the spring.

From News Flash, No. 118 (February 12, 1982)

Linder Retires; Gaddis Named Director

George Linder retired March 31, after serving for seventeen years as Director of the Durham County libraries. Born in Wisconsin, he has served as library director for three North Carolina counties—Lincoln, Catawba, and Iredell—as well as the director of the Spartanburg county libraries in South carolina. As director in each library system he built new libraries. He became director of the Durham Public libraries in 1965, with one of his prime goals the building of a new main library building for Durham, which was then housed in the former building on East Main Street that had been built around 1920. The new main building of the Durham County Library was dedicated in October 1980.

Ms. Dale Gaddis, who succeeds Linder, has most recently served as assistant director of the Durham County Library system. Born in Farmville: Virginia, she graduated from Duke University, and received her master's degree in library science from Emory University in 1967.

Legislative Day to be Held in Washington

The eighth annual Legislative Day in Washington has been scheduled for Tuesday, April 20, as part of National Library Week activities April 18-24- Sponsored by the American Library Association, the purpose of Legislative Day is to bring as many library supporters as possible to Capitol Hill for aday of intense, coordinated lobbying of Congress on behalf of library programs and funding. Attempts are being made to have a delegation of library supporters from every state attend this event.

Legislative Day activities will include thorough briefings for delegates on the current status of federal library legislation, followed by visits to Congressional offices, where delegates relay information from the briefings along with stories of how federal funding and legislation have made the difference in library programs back home. Informative handouts will be provided by the ALA Washington Office, but state delegates are encouraged to distribute their own fact sheets as well. A late afternoon wrap-up session for delegates will be followed by a reception for delegates to mix informally with legislators and their staffs. A photographer will be present to take pictures for local press and library publications.

N.C. Library Association President Mertys W. Bell will head the Tar Heel delegation. Accompanying her will be Louise Boone, Governmental Relations chair, Arial Stephens, vice chairman of Governmental Relations, and the following delegation: Leland Park, Bill Bridgman, Gary Barefoot, and Arabelle Shockley and Paula Short. Additional librarians may also plan to join those making the trip from North Carolina.

From News Flash, No. 118 (February 12, 1982)

Judith F. Davie Appointed to Faculty at UNC-G

Dr. Kieth Wright, Chairperson of the Library Science/Educational Technology Department announced the appointment of Dr. Judith F. Davie.

Dr. Judith F. Davie has joined the faculty of the Library Science/Educational Technology Department of the University of North Carolina at Greensboro. She has major teaching responsibilities in the areas of the organization of knowledge and children's services and materials.

Dr. Davie received her Ph.D. degree and M.S. degree from Florida State University; her undergraduate degree is from Birmingham-Southern College. She has had graduate teaching experience at Appalachian State University as well as school library-media and classroom teaching experience in that state.

Dr. Davie is active in the American Library Association where she has worked with the Association of Library Services for Children, the American Association of School Libraries and the Young Adult Services Division. She is co-editor of the ALA publication, *Media and the Young Adult*. Her research interests include programming and materials for exceptional children, field experience in library education and new trends in programming and materials for children. She is Vice-President, President-Elect of the North Carolina Association of School Libraries, and is a member of the Beta Phi Mu and Delta Kappa Gamma Honor Societies.

Mrs. Mollie Huston Lee Pioneer Librarian: An Appreciation

Mrs. Mollie Huston Lee was born in Columbus, Ohio, January 18, 1907 and died on January 26, 1982 at Durham County General Hospital, Durham N.C.

Mrs. Lee attended public schools in Columbus. She received the B.A. degree from Howard University in 1929 and the B.L.S. degree from Columbia University in 1934. She was married to the late Dr. James Sumner Lee,

Sr., who was Head of the Biology Department at North Carolina Central University. She was the mother of one son, James Sumner Lee, Jr., and grandmother of Marc and Malik.

Profiles of the professional life of Mrs. Lee were written by the late Ray N. Moore and published in *North Carolina Libraries* (1972) and in *Wilson Library Bulletin* (1975). Mrs. Lee's own article about the North Carolina Negro Library Association was reprinted in 1977 in *North Carolina Libraries*.

From the beginning of her library career in 1930 as librarian at Shaw university and during her thirty-seven years as public librarian in the city of Raleigh, she made every effort to sponsor programs which would give mothers information on family living and child care. Her efforts to bring some of the country's most celebrated black authors to Raleigh are well known. These celebrities came for little remuneration to participate in the special presentations for children, mainly because of Mrs. Lee's enthusiasm and dedication to raising the cultural level of the community.

Mrs. Lee's career included many "firsts" and honors. Her "firsts" included initiating of library service to the black citizens of Raleigh which culminated in the establishment of the Richard B. Harrison Library. She developed the finest black collection of literature in a public library in the Southeast. She was the first black to receive a scholarship to the Columbia University School of Library Service, the first black library supervisor on the state level and was the Governor's appointee on the State Library Board and the first black woman elected "Tar Heel of the Week." She founded and was first president of the North Carolina Negro Library Association in 1934.

After her retirement, Mrs. Lee served frequently on the staff of the Durham County Library. She was awarded life membership in the American Library Association and in 1980 she received the ALA Black Caucus Award: She was a charter and continuing member of the Advisory Council for the school of Library Science at North Carolina Central University and was an advisor to students doing research at North Carolina Central University and the University of North Carolina, Chapel Hill. She was a member of the Board of Directors of the Durham Coordinating Council for Senior Citizens. She continued her friendship and interest in writers such as Jesse Jackson, E.J. Josey, and others.

Mollie was truly a "pioneer librarian" whose contributions will continue to have influence and who will be missed as we wrestle with the problems of the age.

Annette L. Phinazee; Joan M. Spencer

Remembering Lucy Hyman Bradshaw

By James R. Jarrell, Assistant Acquisitions Librarian, University of North Carolina at Greensboro

Mrs. Lucy "Laney" Hyman Bradshaw, Director of Library Services at Winston-Salem State University, who was affiliated with that institution for thirty-seven years, from Library Assistant to Director, died November 3, 1981.

As a colleague and friend, we had much in common. Her professionalism produced perfection. We shared and participated in the Fine Arts Society, Library Literary Club, and the College Publications Committee when I matriculated at Teachers College. After completing courses in children's literature and School Library Organization/Administration and teaching for several years, Mrs. Bradshaw was one of those to recommend me to the School of Library Service at Atlanta University. I had to work hard for she was known by the faculty. She earned membership in Beta Phi Mu International Library Science Honor Fraternity.

She was a diligent worker and expected this of her staff. She believed in and practiced all library functions, both minor and major. “Mrs. Bradshaw had participated in the development of every aspect of the library program. Her administration covered one of the most challenging periods of modernization and expansion for the library. The highlight of her tenure was assisting with the planning for the construction of the C.G. O’Kelly Library building, completed in 1967 and the addition and renovations to the existing building, completed in 1971.” (From: “Mrs. Bradshaw Retires,” *Battering Ram* [Summer 1980], p. 5)

Lualgia P. Alcorn, retired Media Specialist and the person responsible for my being at Winston-Salem Teachers College, states this diligence:

> Laney was more than a professional colleague to me. She was a personal friend and her family and mine were one and the same. She was warm, loving, faithful, competent, subdued, and dedicated to anything with which she was associated. I can recall quite vividly that when O’Kelly Library was built, to get it organized and running smoothly without too many delays, she would carry catalog cards and trays home to continue work at night after her family chores were completed. This act alone attests to her genuine concern and dedication to the library profession and WSSU. Many examples of this type could be cited to indicate the manner in which she worked without seeking praise or self aggrandizement.

“Later, I learned how invaluable her services had been to the North Carolina Library Association. I saw her in action as Chairperson of Local Arrangements and later as Chairperson of Exhibits when there were biennial conferences in Winston-Salem. Lucy was most efficient, modest, and supportive of every effort that I was aware of to improve library services North Carolina. In addition, she was active in regional and national associations”, recalls Annette Lewis Phinazee, NCLA President, 1977-78 and Dean, School of Library Science, North Carolina Central University. Lucy served 0* many committees of NCLA and was a member of the American Library Association.

My mentor, Casper Leroy Jordan, Central Librarian at Atlanta Public library, states, “I long admired the dignity and the integrity which she demonstrated in meeting the challenges of her profession. She brought fresh hopes and opportunities to thousands of lives.”

James R. Jarrell Assistant Acquisitions Librarian University of North Carolina at Greensboro

Robert F. Fisher Is New Director of Robeson County Public Library

Floridian Robert Francis Fisher began his duties as Director of the Robeson County Public Library on November 16, 1981. He received an MLS from Florida State University in 1973 and has been employed by the Jacksonville Public Library for eight years. He most recently held the position of Head of the Circulation Department. Earlier, he was a Reference Librarian, then a Branch Librarian in the Jacksonville system.

From News Flash, No. 115 (November 12, 1981)

Networking Feasibility Study for North Carolina

On January 5, 1982, Vernon E. Palmour of King Research, Inc., and David McKay, Division of State Library, signed a contract to study the feasibility of establishing and operating a statewide library network for North Carolina by identifying the potential functions of such a network, the products and service to be derived from it, and the probable costs of the appropriate network approaches. The purposes of the study are:

1. To assist the library community in arriving at a consensus on the functions, priorities, and structure of a statewide network.
2. To identify the potential benefits of a statewide library network as a basis for making recommendations to the Governor and to the General Assembly.
3. To propose a realistic incremental plan of action, identifying steps to be taken prior to actual network structure and design.

A statewide library network for North Carolina could take many forms and could provide many possible combinations of services and products. The decision on which form to adopt and which services and products to initiate should be founded on the expressed needs and preferences of members of the library community across the State.

Orientation sessions for Doug Zweizig and Vernon E. Palmour were held at the State Library On January 5 and 6, at which presentations were made by State Library Administrators, Section Chiefs, and Consultants; by members of the Ad Hoc Committee on Multitype Library Cooperation, and NCLA Networking Committee, and the Technical Subcommittee; by members of the Triangle Research Libraries Network, and by the Chairman of TULCC, the Triangle Universities Library Cooperation Committee.

Of the seven tasks proposed by King Research, Inc., for the study, Task I, a needs assessment of all types of libraries, consisted of a number of on-site visits and conferences, and four public hearings in Charlotte, Asheville, Greensboro, and Greenville. Attendance was good with Greensboro attracting the largest number, 72. Statements and discussion were informative and stimulating, calling attention to library automation already underway, the products and services a network might provide, the need for knowing what is available in local regions, the problems of document delivery, and to the invaluable service of the State Library In-WATS and Interlibrary Loan services and the strong spirit of cooperation already prevailing in the State.

Copies of the Request for Proposal and the proposal of King Research, Inc., are available on interlibrary loan from the Division of State Library, 109 East Jones Street, Raleigh, NC 27611; (919) 733-3683. The final report is expected by the end of June 1982, and will also be made available for loan upon acceptance by the review committee.

For further information contact Marge Lindsey, consultant for multitype library cooperation, Division of State Library (coordinator for the study); Dr. Ruth Katz, associate director, Joyner Library, East Carolina University, Greenville (chairman of the NCLA Networking Committee); or Bill Horner, systems librarian, D.H. Hill Library, North Carolina State University (chairman, Technical Subcommittee, Ad Hoc Committee on Multitype Library Cooperation).

Marjorie W. Lindsey, Consultant for Multitype Library Cooperation, Division of State Library

The North Carolina Foreign Language Center Serves Everyone

The Foreign Language Center serves all residents of North Carolina: students and refugees, tourists and military personnel, as well as more long-term local library patrons. Any library—whether public, school, college, military, private or special—can borrow from the collection through Interlibrary Loan (ILL). The Center is funded by the Library Services and Construction Act through the North Carolina State Library. The Center is open [opening hour unclear]–6, Monday through Saturday. Trained personnel are on hand Monday through Friday.

The Center provides recreational readings in non-English languages, resources for learning English as a Second Language (ESL), materials for learning other languages, and bilingual information resources. The Center consists of books, comics, cassette tapes, records, sound filmstrips, posters and games which span the globe. All told, about 75 languages are represented: The Center also is a reference resource for questions about foreign languages or materials.

The Foreign Language Center buys recreational and instructional books, with the emphasis on contemporary novels and poetry, popular non-fiction, and juvenilia. The Center continues to build a reference collection of bilingual popular and technical dictionaries which we hope will be useful to businesses and agencies engaged in international trade. It also receives forty or so magazines.

The North Carolina Foreign Language Center has been in operation now for five years. Each year its collection has improved and its circulation increased. This past year the book circulation was approximately twice the amount of book stock—and twice last year's circulation. Much of the increase was in Interlibrary Loan and long term deposit collections. Along with the circulation increase, there has been a broadened call for Foreign Language Center services, with requests from all types of libraries in North Carolina, for reference as well as materials.

In addition, the Foreign Language Center has cautiously expanded its services to other states. The Southeast has not traditionally been an area of heavy settlement of non-English speakers, and even today the influx of immigrants, refugees, visitors and transient workers has not been as great as in certain other parts of the country.

The largest book collections are in French, German, Italian, Japanese, Korean, Spanish and Vietnamese, with good sized collections in Arabic, Chinese, Greek, Hebrew, Hindi, Hungarian, and Russian. The Center has several shelves each of books in Dutch, Polish, Portuguese, and Yiddish. Smaller collections contain Albanian, Bengali, Catalan, Czech, Danish, Finnish, Gujarati, Latin, Lithuanian, Marathi, Norwegian, Panjabi, Persian, Serbo-Croatian, Slovak, Swedish, Tagalog, Thai, Turkish, Ukrainian, and Urdu. We have dictionaries, grammars and occasionally other readings in languages from Afrikaans and Armenian to Welsh, Yoruba and Zulu. Last year we added substantially to our holdings in Chinese, German, Gujarati, Hindi, Japanese, Korean, Latin, Marathi, Panjabi, Russian, Spanish, Urdu, and Vietnamese. Altogether, the center stocks over 18,000 cataloged books, plus a couple thousand paperbacks.

The audio-visual department offers a panorama of the world's folk and popular culture. Teachers can make especially good use of these materials. We try to have something representing every country or linguistic group.

Also, the Center offers records and cassettes with instruction booklets for learning other languages. Languages available are Afrikaans, Albanian, Amharic, Arabic, Armenian, Baluchi, Bulgarian, Burmese, Cambodian, Chinese, Czech, Danish, Dutch, Finnish, French, German, Greek, Hausa, Hebrew, Hindi, Hungarian, Indonesian, Irish-Gaelic, Italian, Japanese, Kirundi, Korean, Lithuanian, Luganda, Malay, Moré, Norwegian, Persian, Polish, Portuguese, Romanian, Russian, Serbo-Croatian, Shona, Sinhalese, Slovak, Spanish, Swahili, Swedish, Tagalog, Taiwanese, Telegu, Thai, Turkish, Ukrainian, Urdu, Vietnamese, Yiddish, and Yoruba.

The Foreign Language Center is also an English as a Second Language (ESL) resource library. We have a selection of works on teaching ESL and other languages, plus vocabularies, grammars and cultural aids in English as well as many other languages. We have records and tapes designed to help foreign speakers—

ranging from Arabian and Armenian to Laotian and Vietnamese—learn English. We are particularly well stocked in ESL dictionaries and textbooks for Spanish speakers. And we have the complete line of Orbis ESL materials. Especially heavy use is made of the ELS, Regents, Modern American English, and New Horizons ESL kits. Each kit contains a textbook along with cassettes and can be used to learn English, no matter what the language background of the patron. However, all ESL materials are best used to supplement language classes, not in place of them. Please have a resource file of English classes available in your community so that you can help your patrons learn the dominant language of our country.

To make a request, you can either order specific titles or general subjects. Recent examples of the latter: prose and poetry records in German, ESL cassette tapes for Cambodian adults, cookbooks in French and Spanish, large print novels for an elderly woman, tapes to learn Hebrew. Send extra (unaddressed) ILL forms if the request requires several books or different types of materials to fulfill it, and leave enough room on the ILL forms for us to put the names and titles. Please give us as much background information (on a separate sheet of paper) as necessary for us to make a good selection of materials. In general, we order only one copy of each book title, so please indicate if a substitute work may be sent. Large deposit collections, for four months or more, are also available if a library, school or agency requests one. Please use institution letterhead.

North Carolina Foreign Language Center 328 Gillespie Street Fayetteville, NC 28301 919/483-5022

Patrick Valentine, North Carolina Foreign Language Center Newsletter, January 1982.

NCLA Scholarships To Be Awarded This Year

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

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

To be eligible the applicant must have been a legal resident of North Carolina for at least two years, show a genuine interest in professional library work, show a need for financial assistance, hold an undergraduate degree, have been accepted by a library school. Applications for 1982 Scholarships were due March 1, 1982. For more information contact:

Mrs. Elizabeth J. Laney, Chairman Scholarship Committee Route 1, Box 281 F Spring Hope, NC 27882
Telephone: Home: 919-478-3836; Work: 919-793-2114

Applications Open For 1981-82 Baker & Taylor Grassroots Grants

If you would like to attend the Southeastern Library Association conference in Louisville, Kentucky but need financial assistance to defray travel and housing costs, take advantage of the JMRT/Baker & Taylor Grassroots Grants being offered through the NCLA Junior Members Roundtable.

The Grassroots Grants programs, initiated in 1978, offers one $250 stipend to graduate or undergraduate students majoring in library science in North Carolina. The program is being continued in response to the high level of interest and support generated by the first year's grants.

To qualify, students must be members of the North Carolina Library Association and its JMRT affiliate. Winners will be selected on the basis of professional promise and leadership ability.

John Pritchard, NCLA/JMRT President commented, "State and national library conferences offer an excellent opportunity to share experiences and exchange ideas about everyday problems and solutions. The Grassroots Grant program enables students to meet with library professionals, participate in workshops and visit exhibits. Students also obtain a better understanding of the role of the library association in their lives and in affecting the future of librarianship."

To apply for a North Carolina Grassroots grant, or to apply for membership in JMRT, contact Carole Working, JMRT Grassroots Grants Coordinator, 225 Whitener Dr., Boone, NC 28607; phone 704-264-0669.

Guide to Sex Discrimination Laws Available from ALA

Equality in Librarianship: A Guide to Sex Discrimination Laws is a new publication written by Jane Williamson for the American Library Association Committee on the Status of Women in Librarianship. The 24-page pamphlet is intended to help individuals recognize sex discrimination in employment and to suggest tools with which to fight it.

Williamson defines the areas of discrimination prohibited by federal law, explains the laws and enforcement procedures, and presents various options for redress. Each section recommends additional print and organizational resources. The pamphlet also includes addresses of federal and state enforcement agencies.

To order, send $1 to Committee on the Status of Women in Librarianship, ALA, 500 E. Huron St., Chicago, IL 60611. Women's groups that wish to distribute multiple copies at conferences and meetings should contact Margaret Myers, Staff Liaison, at the same address.

Reference and Adult Services Section Elects New Officers

Nancy Clark Fogarty has been elected chairman of the Reference and Adult Services Section of NCLA. This new member of the Executive Board is presently Head Reference Librarian, Jackson Library, at the University of North Carolina at Greensboro. Her mailing address is Nancy Clark Fogarty, Head Reference Librarian, Jackson Library, UNC-Greensboro, Greensboro, North Carolina 27412; (919) 379-5419.

Other officers elected include:

- **Vice Chairman/Chairman-elect:** Larry Barr, Associate Professor, Department of Educational Media, Appalachian State University, Boone, N.C.
- **Secretary/Treasurer:** Nancy Ryckman, Assistant Reference Librarian, University of North Carolina at Greensboro, Greensboro, N.C.
- **Director-at-large:** Lynne Barnette, Business Reference Librarian, Durham Public Library, Durham, N.C.
- **Director-at-large:** Nancy Frazier, Humanities Reference Librarian, University of North Carolina at Chapel Hill, Chapel Hill, N.C.
- **Director, School Libraries:** Mary Love Wilson, Director of Libraries, Charlotte Country Day School, Charlotte, N.C.

Three North Carolina Candidates for ALA Council

The following librarians, three of whom are North Carolina librarians, have been nominated to ALA Council from the ten states in the Southeastern Library Association for May 1982 election:

- Elsie L. Brumback, Director, Division of Educational Media, State Department of Education, Raleigh, North Carolina 27611.
- Barbara C. Cade, Resource Librarian, Area I, Atlanta Public Libraries, Atlanta, Georgia 30310.
- Ann Heidbreder Eastman, Director of Public Affairs Programs, College of Arts and Sciences, Virginia Polytechnic Institute and State University, Blacksburg, Virginia 24061.
- Gerald C. Hodges, Assistant Professor, Department of Library Science/Educational Technology, University of North Carolina at Greensboro, Greensboro, North Carolina 27412.
- Ronald S. Kozlowski, Director, Louisville Free Public Library, Louisville, Kentucky 40203.
- Forrest C. Palmer, Professor of Library Science and Documents Librarian, Madison Memorial Library, James Madison University, Harrisonburg, Virginia 22807.
- Lelia G. Rhodes, Director of Libraries, Jackson State University, Jackson, Mississippi 39203.
- Benjamin F. Speller, Jr., Professor and Assistant Dean, School of Library Service, North Carolina Central University, Durham, North Carolina 27707.
- Jane C. Terwillegar, Instructor, Department of Educational Media and Librarianship, University of Georgia, Athens, Georgia 30602.

NCLA Minutes and Reports

North Carolina Library Association: Minutes of the Executive Board, December 3–4, 1981

The Executive Board of the North Carolina Library Association met Thursday, December 3, 1981 at 1:30 p.m. in Johnson Hall at Meredith College in Raleigh. Members present were Mertys Bell; Leland Park; Carol Southerland; Robert Pollard; Kay Murray; H. William O'Shea; Emily Boyce; Mae Tucker; Jonathan Lindsey; Eugene Huguelet; Shirley Jones; Paula Fennell; Doris Anne Bradley; Gary Barefoot; Ruth Katz; Gene Lanier and Mary Jo Godwin. Also attending were members of the old Executive Board: Lillie Caster; Martha Davis; Leonard Johnson; H.K. Griggs; Carolyn Oakley; Arial Stephens and Norma Royal. Judith Sutton, vice-chairperson of the Public Library Section, and Vivian W. Beech, vice-chairperson of JMRT, represented their respective sections. President Bell presided.

The minutes of the October 7, 1981 business session during the Biennial Conference and the October 9, 1981 Executive Board meeting were approved after "Constitution and Codes Committee" on pages 1 and 2 was changed to "Constitution, Codes and Handbook Committee"; dates for the 1983 conference were changed to October 25–29; and Mr. Lindsey's motion on page 3 was changed to "all sections' constitution and bylaw changes having prior approval of the NCLA Constitution, Codes and Handbook Committee be approved by the Executive Board." The motion was seconded and approved.

Robert Pollard gave the treasurer's report for the period October 1–November 30, 1981 and a membership count—1849 members as of December 3, 1981.

President Bell recognized Arial Stephens, Conference Chairperson, for a report. Board members expressed appreciation to Mr. Stephens and the conference committee for a profitable, well-attended and intellectually

stimulating conference. Mr. Stephens called for any outstanding bills from the sections. President Bell asked all section chairpersons to inform Mr. Stephens of any pre-conference financial agreements with South Carolina counterparts.

Dr. Leland Park outlined plans for the 1983 conference to be held in Winston-Salem, October 25–29. He asked for approval of the following chairpersons for the 1983 conference: Conference manager, Arial Stephens; Local Arrangements, Arabelle Shockley; Exhibits, William Witten. Robert Pollard seconded the motion. All approved.

The Conference section for the NCLA Handbook was distributed. Changes were noted and duties of the committees outlined. Plans for the 1985 conference, tentatively set for October 1–5 in Raleigh, were announced.

Jon Lindsey announced that the winter issue of *North Carolina Libraries* will be 112 pages. Deadlines for upcoming issues and the topics they will cover are: Spring—February 10, Technical Services; Summer—May 10, Circulation; Fall—August 10, Microcomputers in the Library; Winter—November 10, Management. He reminded the section chairpersons that there are currently three vacancies on the Editorial Board. They are in the School Librarians, Trustee and Junior College Sections.

Lillie Caster reported for the Resources and Technical Services Section on activities during the biennium. An award for the best article in *North Carolina Libraries* dealing with technical services will be donated by Microfilm Corporation of America. During the spring of 1981, the section sponsored a symposium on automation and technical services.

Martha Davis reviewed the organization of the Public Library Section and its planning council. Some of the section's committees and their accomplishments during the biennium were: Genealogy—published a bibliography of cemetery records in the state, a slide-tape presentation and a book for beginning genealogists; Governmental Relations—participated in Legislative Day, February 11, 1981; Literacy—sponsored a workshop; Statistics—issued a report on output measures of public libraries; Young Adult—published "Grassroots."

Paula Fennell presented a report from the School Librarians. She noted that the group's efforts to increase memberships were successful. They also awarded a $1,000 scholarship and honored an outstanding school administrator.

The College and University Section Chairperson, Eugene Huguelet, reported that their efforts have been concentrated on by-laws.

Vivian Beech, reporting for JMRT, noted that building membership will be a major goal for the biennium. Committee chairpersons have been appointed, and the executive board is planning to meet in January.

The Junior College Section report was made by Carolyn Oakley. Setting goals and increasing membership were the group's major accomplishments. They also published the results of Dr. Ray Carpenter's study of North Carolina Two-Year College Libraries.

President Bell praised the members for their excellence in goal setting and accomplishments. She announced the dates of upcoming meetings of the Executive Board: March 19 and 20, 1982, Greensboro College; June 4, 1982, Guilford Technical College; September 1 or 8, 1982, place to be announced; December 3, 1982, East Carolina University, Greenville.

Norma Royal gave a report on current ALA Council activities. She noted that she has served as a member of the ERA Task Force, Roundtable on the Status of Women in Librarianship and the Council Orientation Committee.

The Board adjourned for dinner at 6:00 p.m., followed by sharing and planning sessions with counterparts.

The Board reconvened Friday morning, December 4 at 9:30. President Bell called the meeting to order.

Jane Williams, Assistant State Librarian, presented plans for a contracted study of continuing education for North Carolina library personnel. The study, to be administered by the state library, includes an inventory of continuing education providers, needs assessment and recommendations to those involved in continuing education for coordination. Librarians will be selected to serve on an advisory committee. She asked that the sections consider persons to serve on the advisory committee. After some discussion it was concluded that the Committee on Education for Librarianship should serve as the future liaison and that the section chairpersons return the response sheets to Ms. Williams within two weeks.

Robert Pollard answered questions about financial statements, stationery, check draft forms, bulk mailing and labels. He suggested a new membership card format. Dr. Park made the motion that Mr. Pollard pursue the new post card membership format. Mr. O'Shea seconded. The motion carried.

President Bell called for discussion on the renewal of the Association's membership in the North Carolina Council for Social Legislation, dues being $100.00. Speaking against renewal were Dr. Lanier, Mr. Stephens and Mr. Johnson. Speaking for continuation of membership with review next fall were Mr. O'Shea and Ms. Tucker. Mr. O'Shea made a motion that membership be renewed for 1982 and that NCLA representatives to the Council present a progress report at the next Executive Board meeting in December of 1982, with a letter explaining the Association's position accompany payment. Ms. Boyce seconded. The motion carried unanimously.

President Bell announced that the NC Media Council's Winter Media Conference will be held in Fayetteville January 21 and 22.

A request from Hannah McCauley, ALA Chapter Relations Committee Chairperson, for the opinion of the Board on the proposed rules for National Divisional Conferences was read. Kay Murray made a motion that a letter be sent to ALA supporting biennial conferences with the opportunity for divisional meetings in the off year. Ms. Caster seconded. Mr. O'Shea offered an amendment to the motion to include support for the current guidelines as presented in Ms. McCauley's letter. Ms. Caster seconded. The amended motion carried.

Patrick Valentine, reporting for the Library Resources Committee, asked for clarification of the proper procedure for publishing the committee's disaster preparedness manual. There was some discussion regarding publications and solicitations made in the name of the Association and the need for a publications committee. Mr. Barefoot made the motion that the Board approve publication of the disaster manual and that it authorize the committee to negotiate publication plans prior to the approval of the Executive Board. Ms. Boyce seconded. There was some discussion after which Mr. Barefoot withdrew his motion. Mr. O'Shea offered another motion that the Board authorize the editor of *North Carolina Libraries* to facilitate the publication of the disaster preparedness manual. Ms. Boyce seconded and the motion was carried unanimously.

President Bell read a letter from Jonathan Lindsey summarizing the need for an ad hoc publications committee to recommend policy to the Board. Ms. Bell announced the appointment of Jerry Thrasher as

chairperson of this new committee with Marge Lindsey and Ed Holley as members and two more members to be appointed. It is hoped this group can make a preliminary report at the March meeting.

[First name unclear] Lovett, member of the Community Education Committee, distributed "Proposed Guidelines and Bibliography for Combined Library Operations in North Carolina." The President directed the editor of *North Carolina Libraries* to publish the document as a committee report in the journal.

Gene Lanier reviewed recent presentations made by himself and members of the Intellectual Freedom Committee. He has been appointed a member of the Legislative Research Study Committee on Obscenity Laws. He reported on confrontations in Raleigh (*J.T.* and *Animals*), Lincolnton (*How Does It Feel?*) and Pitt County (*Catcher in the Rye*, *Grapes of Wrath* and *Of Mice and Men*). He announced that Elliot Goldstein of SIRS is establishing the NCLA Intellectual Freedom Award to be presented biennially.

Mae Tucker, SELA representative, distributed the names of Southerners who have been nominated for ALA Council and announced the following tentative dates and sites of SELA's biennial meetings: Louisville, Kentucky, November 10–13, 1982; Biloxi, Mississippi, October 15–20, 1984; Atlanta, Georgia, late fall of 1986; possible joint meeting with AWLA in 1988.

President Bell asked for section chairpersons to submit names of people to serve on the Scholarship committee.

The meeting adjourned at 12:25 p.m.

Mary Jo P. Godwin, Secretary; Mertys Bell, President

NCLA Junior Members Round Table: Minutes of the Executive Board Meeting, January 9, 1982

The Executive Board of NCLA/JMRT met January 9, 1982 at the Holiday Inn-North in Raleigh. Present were John Pritchard, Vivian Beech, Olivia Weeks, Cindy Ansel, Jan Shepherd, Shirley Keresey and Mary Jo Godwin. Absent were Bill Trafton, Bill Snyder and Carole Working. The chairman called the meeting to order.

Vivian W. Beech, Vice-Chairperson, reported on the NCLA Executive Board Meeting December 9 and 10. She noted that as of December 3 JMRT had 28 members and a balance of $98.37. There was general discussion of ways to increase the membership. Encouraging students to join and asking each board member to be responsible for recruiting five members were suggested. There was some discussion about preparing a brochure to attract new members. Olivia Weeks volunteered to check on format, design and possible cost of such a brochure.

Preliminary plans for a workshop in early October 1982 were formulated. Carole Working recommended engaging a management team that uses video equipment in teaching management skills. Winston-Salem was suggested as a possible site and October 14 and 15 as dates.

Other projects to be undertaken were: awarding a Baker & Taylor Grassroots Grant to a NC library school student for the SELA conference in Louisville, Kentucky, November 10–13, 1982; helping staff the JMRT booth at the ALA conference in Philadelphia and sponsoring a special group-fare train trip to Philadelphia. Carole will distribute the Grassroots Grant information to the library schools with assistance from Jan, Cindy and Mary Jo. An October 9, 1982 deadline for applications was set. The executive board will review them and select a winner at their meeting October 13.

Shirley suggested having an identifying sticker for the ALA conference badges of NCLA/JMRT'ers. These can be distributed and memberships can be solicited while staffing the booth.

The JMRT Conference Special will be similar to the train trip to the 1980 conference in New York, leaving from Raleigh's AMTRAK station on Friday, July 9 at 7:41 a.m., arriving in Philadelphia at 4:05 p.m., fare of $99.00; return dates are the choice of the traveler. Mary Jo will make arrangements.

The Chairman appointed Vivian Beech to serve as the Affiliate Representative. Members who will be attending the Mid-Winter Conference were asked to gather information about JMRT's evaluation of its role and possible name change so that the board can discuss the issue at their next meeting, Saturday, March 20 at 10:00 a.m. at Greensboro College.

The meeting adjourned at 11:15 a.m.

Mary Jo P. Godwin, Secretary

Note: Since our meeting, Carole Working has recommended publicizing the Grassroots Grants during the spring and making an award by June. She feels we will receive better response now than in September. John agrees and has asked her to go ahead with distributing information to the library schools.

MJPG

American Library Association, Midwinter Conference, Denver, Colorado: A Report

The American Library Association was primarily concerned with three major issues when it convened in Denver in January. Proposals, resolutions and other Executive Board and Council documents were presented to the ALA's governing body during the four working days and addressed the following issues:

- Operating Agreement between ALA and its Divisions
- Policy for national divisional conferences
- Proposed revisions of the Federal classification and qualification standards for library and information service positions proposed by the U.S. Office of Personnel Management.

The draft Operating Agreement dated December, 1981 is restricted to the ALA's membership divisions and does not address relationships involving round tables, chapters, ALA program offices, etc. The principal intent of the Agreement is to define those services which divisions receive from ALA at no cost and those for which charges are made to divisions. The Agreement addresses itself to such things as dues, relationships between Council, Executive Board, publishing personnel, annual conferences, special projects and activities of this nature.

The draft Operating Agreement passed the Executive Board at the midwinter conference after various revisions were incorporated in the final proposal. The draft Agreement will be published in *American Libraries* so that ALA members can review it and offer comments. Council hopes to finalize this agreement in July and then to get busy with the issue of divisional conferences.

The policy for Divisional national conferences is and has been a hot issue within the ALA. Especially difficult are decisions about the frequency of such meetings, the procedures for gaining approval from ALA Executive Board and Council, and the extent to which State associations should be consulted about proposed conferences in their geographical areas. In October, 1981, the Executive Board approved a document which stated there would be a three year interval between national division conferences and a two year notice to state chapters. At the annual conference in San Francisco, the Council postponed action until the annual

Philadelphia conference. This was done to separate discussion of the Operating Agreement with which all the Divisions were relatively well satisfied from discussion of Divisional national conferences (where there are considerable differences among the Divisions).

The issue of the proposed revision of federal classification standards for federal library employees could have a serious impact on the profession. The proposed revisions were issued from the United States Office of Personnel Management without consultation with ALA and have the potential of downgrading the value of the MLS degree in federal employment. It was widely recognized by ALA Councilors that position descriptions and pay grades in all types of libraries could be affected by changes at the federal level.

Council passed a resolution criticizing the proposed revisions and organized a task force to gather information and develop arguments against the proposal. The ALA Washington office will coordinate the work.

The Chapter Relations Committee and Chapter representatives discussed specifically the transfer of the Chapter Relations Officer (Ms. Patricia Scarry) to the Public Relations Office. The Committee drafted a letter to the ALA's Executive Director requesting the reestablishment of the status of the Chapter Relations office. The Committee also discussed the proposal for a national logo for libraries. A proposed design will be presented to the Chapters prior to the Philadelphia conference for consideration.

The agenda for Philadelphia promises to be full and challenging as these issues are discussed.

Emily S. Boyce, NCLA Chapter Councilor

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1. *North Carolina Libraries* seeks to publish articles, book reviews, and news of professional interest to librarians in North Carolina. Articles need not be of a scholarly nature, but they should address professional concerns of the library community in the state. Examples of the types of articles published in the journal would include evaluations of library practices and programs; biographical and historical studies; state of the art reviews; and reports of studies or surveys of North Carolina libraries.
2. Manuscripts should be directed to the Editor, *North Carolina Libraries*, Carlyle Campbell Library, Meredith College, Raleigh, NC 27611.
3. Manuscripts should be submitted in triplicate on plain, white paper measuring 8½" × 11".
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6. Each page after the first should be numbered consecutively at the top right-hand corner and carry the author's last name at the upper left-hand corner.
7. Footnotes should appear at the end of the manuscript. The editors will refer to *A Manual of Style*, 12th edition, University of Chicago Press. The basic forms for books and journals are as follows:

- Keyes Metcalf, *Planning Academic and Research Library Buildings* (New York: McGraw-Hill, 1965), p. 416.
- Susan K. Martin, “The Care and Feeding of the MARC Format.” *American Libraries* 10 (September 1979): 498.

8. Photographs will be accepted for consideration but cannot be returned.
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Upon receipt, a manuscript will be acknowledged by the editor. Following review of a manuscript by at least two jurors, a decision will be communicated to the writer. A definite publication date cannot be given since any incoming manuscript will be added to a manuscript bank from which articles are selected for each issue. Publication can be reasonably expected within twelve months.

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- Anders, Mary Edna. *Libraries and Library Service in the Southeast: A Report of the Southeastern States Cooperative Library Survey, 1972–74*. The University of Alabama Press, 1976. $5 (originally $10).
- Ward, James E., Albright, Jane A., Phillips, Kathleen. *Southeastern Bibliographic Instruction Directory: Academic Libraries*. Southeastern Library Association, 1978. $1.25 (originally $6).
- Tucker, Ellis Eugene, ed. *The Southeastern Library Association, Its History and Its Honorary Members, 1920–1980*. Southeastern Library Association, 1980. $1 (originally $5).

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