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A Fall/Winter Issue

Jonathan A. Lindsey

In August, just before time to go to press with the Fall issue of *North Carolina Libraries*, the treasurer of NCLA pointed out to the editor that there was a potential cash flow problem for the Association if we published two issues of the journal, as projected. The elected officers of the Association were advised of this potential, and in telephone conferences the editor and Mertys Bell with the concurrence of the elected officers decided that the best course of action would be to combine the Fall and Winter issues of *NCL*. The editor moved in this direction because he in no way would want the journal to generate a cash flow problem for the Association.

The journal will resume its quarterly appearance in March 1983. We will have an issue then of many articles which have been submitted. In the Summer we will have a special issue on public library programming, and the Fall issue will possibly deal with libraries, local history, and archives. The Winter 1983 issue will be our traditional post-conference issue.

The editor, and the editorial board, greatly appreciate the esteem with which *North Carolina Libraries* is held within the state, regionally, and nationally. We appreciate your support, readership, comments, and good wishes. We hope to continue to earn your support, readership, comments and good wishes by producing a quality journal in 1983.

Vision, Venture, Vitality

Mertys W. Bell

[Image description: Two logos. At the top, an oval emblem with the words “Vision Venture Vitality” arranged around the letters “NCLA.” Below it, the national library symbol, a black circle containing a white stylized letter “i” combined with an open book.]

Our national library symbol, endorsed by the American Library Association Council in July at Philadelphia, was also officially endorsed by our Executive Board on September 17 in Raleigh. We are now in the process of negotiating with the State Department of Transportation for their assistance in facilitating the use of this logo with directional highway signs in North Carolina. Our wide-spread use of the symbol on buildings, newsletters, booklists, letterheads and other promotional materials will enhance public awareness of libraries.

Sections are offering valuable workshops during the coming months. On October 29, the Reference and Adult Services Section presented its workshop on Reference Performance and

Evaluation at the University of North Carolina at Greensboro. The 1982 NCASL Biennial Work Conference is being held in Winston-Salem on November 4 and 5. The school librarians have planned an impressive variety of speakers and activities. The Serials Interest Group of the Resources and Technical Services Section presented a workshop on Serials Deselection in Chapel Hill on October 8. In April of 1983, a workshop on Collection Development will be co-sponsored by the College and University and Resources and Technical Services sections. Then in June the Trustees Section's annual conference will be held in Chapel Hill.

Committees have also been quite active. The Finance Committee is preparing a proposed budget for the association for 1983 and 1984 — to be presented to the Executive Board in December. Have you seen the new NCLA brochure done by the Membership Committee? The Library Resources Committee is completing a Disaster Preparedness Guide as well as a revision of our Interlibrary Loan Code. The Governmental Relations Committee has plans underway for promoting an increase in funds for public libraries. Activities of the Intellectual Freedom Committee are almost too numerous to mention. Gene Lanier, chair, would welcome your attendance and support at the November 12 session of the Legislative Study Commission on Obscenity Laws. The timely report of the Nominating Committee is printed elsewhere in this issue.

The Southeastern Library Association sponsored their Sixth Annual Presidents' meeting in June. This was an informative and practical workshop for association presidents, presidents-elect, and editors of state association journals. NCLA's three representatives appreciated the opportunity to attend and compare NCLA with other state associations — favorably, of course!

North Carolina was well represented at ALA's Annual Conference. Philadelphia, ALA's birthplace and home of Ben Franklin, "inventor of public libraries in America," was an exciting experience for your President, among thousands of others.

The final report on the Networking Feasibility Study by King Research, Inc., is now being distributed by the State Library (and will become an ERIC document). This is important to all librarians in the state as we move into the next planning phase for establishing the North Carolina Library Network.

Already we are anticipating our big Biennial Conference in October of 1983. The theme, recently announced by Leland Park, is an excellent slogan for all — STAND UP FOR LIBRARIES!

Mertys W. Bell
President, NCLA

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[Photograph of Phil Johnston, a smiling man with glasses, beside the headline.]

Microcomputing In North Carolina Libraries

Benjamin F. Speller, Jr.

The introduction of microcomputer technology into the library environment has brought forth the usual issues and concerns from the practicing professionals that have normally been associated with innovation or change.[1] In spite of some problems and shortcomings,[2] recognized experts who have contributed to the current literature of librarianship, computer science, information science, and closely related disciplines usually conclude that microcomputers appear to be very cost-effective tools for those functional or operational areas for which they are appropriate in all types of library environments. The purpose of the special features section in this issue is to inform librarians of the uses that their North Carolina colleagues are making of small (micro) computers as tools in helping them to provide new or improved library services for their respective constituencies.

Microcomputers are being used in conducting instruction and some support programs in over two-thirds of the school systems in North Carolina.[3] School librarians or media coordinators are dealing with the problem of selecting quality computer courseware from the large number of commercially produced products that are available.[4] Barbara Bland describes the evaluative criteria that are recommended for use by the Division of Educational Media of the North Carolina Department of Public Instruction in order to insure that quality is maintained in school media collections.

Mary Jo Godwin describes a variety of equipment and their applications in several public libraries. The descriptions of problems encountered and their resolutions while implementing the use of microcomputers in these libraries should provide valuable insights for those librarians who are planning automation projects that may include microcomputers and related peripheral equipment.

Carl Rogers reports on a survey of microcomputer use in special libraries that was conducted during the Spring of 1982. He found that a wide range of uses were being made of microcomputers by a few special librarians. Libby Smith presents detailed descriptions of some of these applications. Both Rogers and Smith identified lack of financial support as a major reason why more special librarians are not using microcomputers.

Librarians have been concerned about the cost of producing unique application programs for their particular library environments. Robert Henkens describes an in-house conceived inexpensive information retrieval system for on-line bibliographic searching. This system was derived from a group of commercially produced software. Any library that is using a commercially produced on-line bibliographic search system might find this product useful.

Benjamin Speller and George Bowie present a brief description of some of the uses that library education programs in North Carolina are making of microcomputers in conducting their instructional and research programs for beginning professionals, experienced practitioners, and researchers. They found that the majority of programs could increase their efforts in incorporating the issues and applications relating to microcomputers in their existing instruction, research and related support programs.

The final article is an annotated bibliography prepared by Denise Dempsey which includes sources that will provide a detailed description of the microcomputer terms or concepts used by the authors in the special section of this issue. This bibliography provides sources of information for librarians whose interest in microcomputer applications transcend the local emphasis of this issue.

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Benjamin F. Speller, Jr. and Robert Burgin (who is Assistant Director of the Forsyth County Public Library, Winston-Salem, North Carolina) are guest editors for this special section of *North Carolina Libraries*, which focuses on Microcomputing in North Carolina Libraries.

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Evaluation: The Key To Selecting Quality Microcomputer Courseware for School Media Collections

Barbara B. Bland

What do school media coordinators do when principals announce the availability of funds to be spent quickly for computer courseware?

The Materials Review and Evaluation Center has the answer—select programs from *The Advisory Lists of Computer Courseware*. Since 1970 the Center, a section in the Division of Educational Media, Department of Public Instruction, has developed and distributed annotated bibliographies of noteworthy books, films, multi-media kits, videocassettes, and numerous other types of media to supplement the state adopted textbooks. For the last two years, the Center has also been evaluating and informing schools about quality computer courseware: diskettes, cassettes, modules, and auxiliary materials.

Because media personnel are responsible for coordinating the selection and acquisition of all materials for the school media collection, they are now being called upon to provide leadership in selecting computer courseware. As schools incorporate microcomputers into the instructional program, media coordinators need assistance in ascertaining that the courseware they purchase is instructional in nature and not merely electronic workbooks, toys, or games designed primarily for entertainment. School media coordinators and Media Advisory Committees will find it difficult to keep abreast of the overwhelming amount of information about this new instructional medium.

Why is it important for media personnel to be knowledgeable about microcomputers and courseware?

Media coordinators organize and make accessible to students and teachers all other media formats in the schools’ collections and, logically, will have the same responsibility for these new formats. Microcomputers and accompanying courseware are not passing fads. Properly used, they are effective learning devices capable of generating learner enthusiasm while simultaneously permitting significantly more individualization of instruction; however, as instructional tools, computers are only as effective as the courseware they accommodate. The Center’s staff recommends that school personnel move slowly when planning to purchase courseware. As with anything new in education, entrepreneurs have flooded the market with new materials ranging from exciting and outstanding to deplorably bad and inaccurate.

Originally, Department of Public Instruction reviewers were recommending less than 30% of the courseware previewed. Producers and their representatives are now being more selective in

what they submit for evaluation and the percentage has recently increased to approximately 45%.

How do media coordinators verify that computer courseware selected for their schools is among the best available?

Even when it is impossible to preview computer programs before purchases, there are ways by which responsible educators can make the best use of a limited microcomputer courseware budget. The Materials Review and Evaluation Center offers concrete help through the Advisory Lists, other related bibliographies, maintaining an examination collection of numerous computer programs for firsthand examination, and providing workshops on the selection and use of courseware. The Center's staff has contacted over 600 producers of instructional courseware and invited them to submit their products to the Center for review and evaluation. Those programs submitted are available in the Center for examination by educators interested in hands-on experience prior to purchase.

The descriptive annotations in the *Advisory Lists of Computer Courseware* give essential information for selecting appropriate computer programs for instructional purposes. Annotations cite equipment required, program components, prices, producer's names and addresses. The evaluations consider the courseware's strengths and weaknesses as related to curricular areas. Programs listed have been thoroughly evaluated by at least two Department of Public Instruction consultants in an attempt to provide accurate information about all aspects of meaningful and useful annotations.

The professional staff of the Materials Center also conducts orientation sessions for first-time microcomputer users and more comprehensive staff development workshops for selected groups of educators. These workshops focus on techniques and procedures for evaluating various types of instructional computer courseware, including programs for Computer Assisted Instruction and Computer Managed Instruction. Staff members familiar with the appropriate programs and hardware supervise workshop participants as they learn to identify strengths and weaknesses of courseware by actually running programs. Consultants conducting these sessions emphasize courseware as any other instructional media to insure a balanced collection.

What are some desirable characteristics of quality courseware?

The Center's staff stresses the importance of identifying and selecting computer programs that are educationally sound and that take full advantage of the computer's capabilities. They also insist that previewers ascertain that all instructional computer courseware exhibit appropriate production characteristics regardless of the intended audience. They point out the importance of distinct and understandable graphics as well as instructions and responses compatible with the content's academic level and the user's maturity. They identify programs in which the sound augments understanding rather than distracts the user. The Center's staff points out that user responses should elicit positive, reinforcing feedback, and that incorrect answers should not prompt elaborate, flashy responses. Moreover, students should receive tutorial assistance in arriving at desired answers in contrast to lessons which simply provide the correct answer after one or two errors.

The Center's staff works cooperatively with the Instructional Computing Coordinator who provides consultant services regarding computer hardware. With the Instructional Computing Project's microcomputer laboratory now housed in the Center, visitors and workshop participants can freely run any of the large number of computer programs on hand, using the microcomputers listed on state contract. For visitors primarily interested in purchasing courseware, trained staff members are always available not only for technical assistance, but also for assistance in interpreting program documentation and judging the overall quality of specific programs. As the Center is open year round, educators regularly avail themselves of the opportunity to visit on their own time as well as on staff workdays.

What sources other than the Advisory Lists are available to help media coordinators make wise selections?

One of the simplest yet most effective ways for school media coordinators and other educators to learn about a wide variety of available computer programs is to read the relevant journals. Several of these periodicals contain reviews of courseware and suggestions for working with microcomputers. Unfortunately, not all commercially published reviews are totally reliable. With regular reading, educators can soon evaluate the quality of the reviews and judge for themselves which magazines they deem reliable for critical, unbiased information. Some producers' courseware is previewed in more than one journal, making comparisons of editorial standards and biases possible. The Center subscribes to several reputable journals and displays them for examination.

The Center also provides a carefully selected collection of books providing general information about microcomputers and books focusing on educational applications of computers. Visitors to the Center can also examine filmstrips, videocassettes, and sixteen millimeter films related to microcomputers. By examining these additional materials, media coordinators can develop a solid core of media for a school's professional collection. The Center's staff is also available to assist media coordinators in developing guidelines for organizing computer courseware in the school media collection and, thereby, making it readily accessible to users.

What are the criteria by which educators should judge microcomputer courseware?

The Center's staff has developed procedures and criteria for evaluating instructional courseware. These appear at the end of this article. Department of Public Instruction consultants use these criteria when writing comprehensive evaluative critiques for the Center's bibliographies. However, other educators could use these same criteria to create a rating scale, for example, one to five, or a checklist by which to rank the suitability of courseware when written critiques are not essential.

The Center has acquired some data management programs and is developing criteria identifying those programs most suitable for school administrative management purposes. The staff will distribute an annotated list of these programs in the near future, including programs designed to manage attendance, budget, class scheduling, and other recordkeeping data. Management programs vary greatly in terms of complexity and costs. In most instances reviewers must input sample data and create a simulation before judging the effectiveness of

these programs. For this reason, potential users are well advised to schedule sufficient time to thoroughly examine programs in the Center.

The Materials Review and Evaluation Center frequently sponsors demonstrations of new programs, especially those which require training or preparation for successful use. Consultants from the Department of Public Instruction, school personnel, and other interested educators are invited to these sessions. Such meetings encourage an exchange of ideas between users and producers in terms of the users' needs and the programs' characteristics. If an educator is interested in a program which has not been submitted to the Department of Public Instruction for evaluation, the staff will contact the producer and request a preview copy or a demonstration if appropriate.

Items listed on the *Advisory Lists of Computer Courseware* have been thoroughly evaluated by educators who weigh overall instructional value as well as appropriateness for use in the K-12 curriculum. Reviews of materials not listed on the Advisory Lists are often available in the Center, either in commercially published reviews or in the Center's files of items deemed inappropriate for schools to purchase.

All of the Center's services related to microcomputers are designed to facilitate effective selection and use of computer courseware in the educational process. Media coordinators and other educators are invited to take full advantage of all the Center's services and resources.

The Center is open from 8:00 a.m. to 5:00 p.m. Monday through Friday. Groups may schedule visits by calling (919) 733-3929.

Barbara B. Bland is Consultant at the Materials Review and Evaluation Center, Division of Educational Media, North Carolina Department of Public Instruction, Raleigh.

Appendix: Evaluating Instructional Computer Courseware

Procedures For The Evaluator

- Review the criteria by which the courseware will be judged
- Read/examine any documentation/manuals accompanying the disk(s)/cassette(s)
- Identify the specific goals of the program as stated in the guide
- Ascertain that all components (disk(s) and/or cassette(s) and accompanying literature) are available for examination
- Make sure that the disk(s)/cassette(s) and equipment are compatible
- Run the program as directed in the manual
- Judge the courseware by the criteria listed below

Criteria Characterizing Noteworthy Courseware

General

- Follows educationally sound principles of instruction

- Uses the computer's capabilities advantageously
- Provides for ease of interaction between user, computer and program
- Provides sufficient information for user to solve a problem, reach a conclusion, grasp a concept, learn a skill or process

Documentation (support materials)

- States all objectives clearly
- Suggests characteristics of user, e.g., gifted
- Specifies expected results in behavioral terms
- Provides or suggests follow-up or related activities
- Includes pertinent information (for contact) about the producer/author for convenience of user if program won't run

Documentation (validation/field testing)

- Gives place, conditions, of field testing
- Identifies target group
- Cites variables and controls
- Specifies results of pretests and posttests

Mode/Technique

Tutorial

- Bears full task of instruction, incorporating user responses
- Presents initial, basic instruction to teach a skill, concept, process
- Assumes that user has minimal prior instruction in program's contents
- Presents information, directions, processes in clear, sequential steps

Drill and Practice

- Identifies prerequisite skills, information through pretest or in documentation
- Reinforces skills previously taught
- Varies exercises, generating data randomly to avoid user boredom or memorization
- Branches to easier or more difficult tasks, based upon user's responses
- Concentrates on skills previously taught
- Provides explanation of process being drilled if correct response is not given within a specified number of tries

Simulation

- Replicates vital aspect of original situation, process, etc.

- Provides for sufficient user involvement to make experience meaningful
- Requires a variety of tasks, e.g., making judgments, solving problems
- Presents activities too difficult, dangerous, expensive, or inconvenient for user to experience firsthand

Problem Solving

- Provides for problem solving experience which goes beyond either simple or typical word problem application
- Requires the user to apply accepted principles or rules to determine responses
- Provides the user an opportunity to create or analyze variations of the problem based on change of user input or projected program data, thus playing "What if . . . ?"
- Includes an explanation or graphic illustration of the resultant situation from the responses made in solving the problem
- Develops an appreciation for and an understanding of algorithmic methods

Games (Educational)

- Emphasizes instructional value over game format
- Requires mastery of specific skills to participate
- Correlates skill level and game complexity
- Is fun to play

Instructional Management

- Facilitates management of instruction by collecting, storing, and retrieving pertinent data for
  - Maintaining student and class records
  - Assessing test scores
  - Diagnosing student responses/progress
  - Prescribing initial or follow-up instruction
  - Monitoring time for responses
- Permits alteration of program when necessary to meet user's needs

Content

Scope

- Presents subject in manageable segments even though comprehensive in coverage
- Is adaptable as introduction or summary of topic

Accuracy

- Presents error free information about topic

- Employs appropriate grammar, spelling, sentence structure, etc.
- Gives correct instruction for proper use

Treatment

- Is free of bias
- Is authoritative
- Is logical, thorough, objective
- Is factual rather than judgmental

Appropriateness

- Uses concepts relevant to user's experience/frame of reference
- Relates to K-12 curricula

Production/Presentation

Ease of Use

- Incorporates instructions in the program itself (and presents as needed on the screen)
- Requires responses compatible with user's experience, knowledge
- Allows for user control except in timed or testing mode
- Gives directions appropriate to lowest level of use

Accessibility

- Permits user determination of the sequence of activities to be performed
- Permits user to access the program at any desired point, repeating or omitting any part
- Permits escape from the program before completing entire exercise

Pace

- If timed, is geared to maturity, capability of user
- Can be adjusted

Clarity

- Gives instructions for user in understandable, concise terms
- Provides instructions compatible with difficulty of activity to be performed
- Presents directions sequentially to insure correct use of program
- Requires minimum number of references to ancillary materials other than manual

Display

- Projects images of appropriate size and clarity for ability, maturity of user
- Permits easy viewing, reading of images and characters

Personalization

- Responds to user's performance with encouragement and reassurance
- Avoids inane quips and degrading responses
- Elicits correct responses, helps eliminate errors
- Motivates user to perform successfully

Special Features

Graphics

- Uses images other than print to enhance, clarify content, text
- Employs special effects economically/efficiently

Sound

- Increases user's understanding of projected material
- Reinforces user's response

Color

- Augments the content
- Uses effective shading in black-and-white programs

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Microcomputers Go Public

Mary Jo Godwin

The advent of microcomputers has brought to public libraries of all sizes what was once available only to large and wealthy systems — computer power. Public libraries throughout North Carolina are utilizing microcomputers to create better ways to accomplish work, manage information and express creativity. Just as microcomputers have revolutionized the business world by bringing many of the capabilities of large data processing systems to small businesses, they also offer small and medium size libraries or departments in large systems affordable means of data management.

Public librarians are not only finding the affordability and the adaptability of microcomputers to be attractive, but, more important, they are also realizing that one does not have to be a technological wizard to understand and to work with a microcomputer. What was first marketed in 1975 as a computer kit for hobbyists has become an information handling machine that stores, compares, changes and manipulates information of almost any kind to suit individual needs.

Most library personnel are familiar with the microcomputer's basic components: an ordinary audiocassette tape recorder, a television set or monitor and a unit that looks like a standard typewriter. This basic system can be expanded and enhanced by the addition of a disk drive, a printer and a modem. The capability of selecting the degree of involvement or difficulty at which to introduce microcomputers is another appealing feature to librarians. The application can be as simple as loading purchased software to make the computer a word processor or as complicated as learning how to write your own programs that meet your special needs. You are free to choose and change at your own pace.

The microcomputer is well suited for varied library applications. Beyond the standard payroll, check register and accounting programs, the microcomputer can type catalog cards, handle orders for materials, keep statistics, produce bibliographic, union and patron lists, handle information and referral services, film bookings and community calendars, and promote computer literacy.

Wayne County Public's Pioneer Effort

Varied also describes the uses being made of microcomputers in North Carolina's public libraries, while mushrooming characterizes their development. Since 1979, when the Wayne County Public Library purchased a Dynabyte 32K microcomputer with two disk drives and a Qume Daisy Wheel printer, the microcomputer movement has made its way into more than six public libraries in the state, with an equal number currently considering purchases.

Robert Burgin, then Director of Wayne County, wrote the two programs that are still being used. One is a program for printing catalog cards; the other prints a mailing list. The library purchased "WP Daisy", a word processing program, but has found it difficult to use: Unlike more recently produced word processing programs, the "WP Daisy" editing and printing commands must be

memorized. The Wayne County Library is presently working with the faculty at Wayne Community College to develop other programs to address particular library needs.

Other than problems with the printer, which required returning it to the manufacturer, the system has worked well. The major drawback noted by Wayne County staffer Gene Jackson is that the system is very sophisticated and requires in-depth staff training. “It is like having a 747 and knowing only enough to taxi down the runway,” Jackson said.

With Wayne County as a model, other libraries began considering the purchase of microcomputers. At about the same time, the public schools, community colleges and technical institutes were incorporating microcomputer courses in their curriculums. Microcomputer hardware and software could be purchased at discount prices on North Carolina State Contract. Home computers and video games were gaining in popularity and appearing in upper middle income households. Librarians and their publics were eager to find out what microcomputers were all about.

Edgecombe County Computer Literacy Project

The Edgecombe County Memorial Library decided to take advantage of this public interest in personal computers and developed a computer literacy project. Using a Library Services and Construction Act Enrichment Grant and a grant from the North Carolina Board of Science and Technology, the library purchased an Apple II Plus 48K microcomputer with two disk drives and Epson MX-100 printer. The project’s primary objective is to increase the community’s knowledge and awareness of the uses and capabilities of microcomputers. The opportunity for hands-on experience is made available fifty-three hours each week to all interested persons. The Apple is located in the reference area of the library where it is visible to the public and can be supervised by both the reference and circulation staff. Users sign up for thirty-minute sessions and can schedule time one day in advance. Mornings are reserved for adults and after school hours for students, while evenings are open for anyone.

Since November, when the computer went public, more than one thousand individual sessions have been logged. More than seventy-five percent of the users have had no previous computer experience. However, their lack of experience has not placed undue demands upon the staff to offer special instruction. A step-by-step guide is provided that tells users how to turn on the system and load programs. All software is kept in a binder at the computer desk.

In spite of almost continual use, there has been very little damage to software. Backup copies of all publicly used programs are made, thus avoiding replacement costs. The game paddles, however, have not survived the constant dial jerking and button pushing. A heavy-duty pair by the Keyboard Company is now working very well. To avoid eventual replacement of the Apple’s on-off switch, used constantly to reset programs, a multiple outlet strip with an on-off switch, a pilot light and a circuit breaker is used. It also protects the computer in case of power surges.

Unlike Wayne County’s Dynabyte, the Apple II microcomputer is easy to operate and to program. Staff training amounted to a three-hour workshop focusing on the system’s components and troubleshooting. Those desiring programming skills may take courses at Edgecombe Technical College with all fees paid by the library.

The Edgecombe project is reaching people of all ages throughout the county, not just users who come to the library. The staff has easily transported the system to elementary schools and civic clubs for demonstrations. The library plans to conduct several workshops for the public and host a computer fair with area vendors of both microcomputer hardware and software.

Some library applications are being made also. With “Apple Post,” the computer can print mailing labels for the Friends of the Library. “Apple Writer” makes the computer a word processor. “Visicalc,” an electronic worksheet of up to sixty-three columns and 254 rows, helps with budget planning and forecasting. The library plans to purchase software to handle bookkeeping and payroll.

Information and Referral At Forsyth County and Onslow County

Forsyth County Public Library’s Adult Continuing Education information service (ACE) has added two Apple II-Plus 48K microcomputers to their program of services. Funded as a Special Project by the Library Services and Construction Act, the Forsyth program combines computer literacy and information management. While a variety of software is available, “Typing Tutor”, “Elementary My Dear Apple”, “Visicalc” and a BASIC tutorial are used most often. Duncan Smith, of the ACE staff, reports users find some programs helpful in preparing for the GED while others are teaching themselves how to write programs. Their quarterly statistics indicate that about fifty per cent of the users have had no previous computer experience. Beyond computer literacy, the system will be used to maintain a profile of persons and their particular continuing education needs that can be matched against a data base of available continuing education opportunities.

OIL, or Onslow Information Line, an information and referral service of the Onslow County Public Library, is using LSCA funds to automate the service. They purchased a VECTOR III microcomputer with two disk drives from a local dealer who is also training the staff. The Onslow County staff produce a monthly calendar using the “What’s It” software package. The data base for the I & R service is being created using another software package, “TIM-3”, Total Information Management.

Other Uses

The staff at Sheppard Memorial Library in Greenville is finding that a TRS-80 Model II with a Corvus hard disk and Daisy Wheel printer is making some routine library tasks much easier. Using “Condor III”, a data base management system, Director Willie Nelms is creating a permanent file of new books, preparing lists of new titles every six months, taking care of standing orders, and maintaining a file of new borrowers. The borrowers file can also be used for direct mail. With “Scripsit”, the system becomes a word processor.

Other public libraries purchasing microcomputers for word processing are Pettigrew Regional Library in Plymouth and Cumberland County Public Library in Fayetteville.

Although none of the libraries surveyed is currently lending programs to patrons, Dr. Theodore Hines of the Department of Library Science/Educational Technology at the University of North Carolina at Greensboro forsees such lending to be an important library activity. “The astonishing

growth of personal computers in the home, the strong effort of many school systems and state education agencies to encourage school use of microcomputers, and the growing quality and variety of available programs for entertainment and education all indicate that libraries should acquire computers for patron use and begin to lend programs just as they now lend phonographic records or filmstrips."[1]

Available Data Bases

Along with more affordable computers, affordable data bases are being developed. The addition of a modem to a library's microcomputer hardware makes several reasonably priced information utilities only a phone call away. DIALOG, RLIN and ORBIT, which are familiar to the library community, are also available to microcomputer users and are not prohibitively expensive. The Source, the first and oldest of its kind (now owned by the Reader's Digest Association, Inc.), offers a variety of data bases and programs. News and current events are available from United Press International, *The New York Times* News Summary and *The New York Times* Consumer Database. Business information through the UNISTOX data base and a computer-generated Federal income tax guide enable small libraries to provide business reference resources found in larger libraries. Electronic mail is another function. A Source user can send a letter for five cents to another user; the letter arrives immediately. A wide assortment of games and educational programs is available. Users can make plane and hotel reservations as well as shop online for over 20,000 items at discount prices. EMPLOY connects employers and job hunters with a national network of executive recruitment firms and prints out resumes that match job descriptions and qualifications desired. A subscription to The Source is one hundred dollars. Usage fees are charged on an hourly basis and depend on the time of day the system is used, the current maximum being $25.00. A new fee scale for libraries is being developed. CompuServe and System Development Corporation provide similar data bases.[2]

Microcomputers and all of the resources that they bring to a public library can revolutionize library service. Their rapid growth and continued development create new and refined programs for libraries. Circulation systems that utilize microcomputers are already being marketed for libraries with up to one hundred thousand circulations per year. Computerized card catalog programs that operate on microcomputers are bridging the gap between the card catalog and large, expensive mainframe systems. All of these developments can mean faster and more efficient handling of routine library tasks plus faster and improved access to information for the patron. North Carolina's public libraries are only beginning to discover the infinite variety of applications of microcomputers suitable for libraries. It is an exciting frontier only beginning to be explored.

Mary Jo Godwin is Director of the Edgecombe County Memorial Library, Tarboro.

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Microcomputers In Special Libraries: A Survey

Carl D. Rogers, Jr.

The early use of computers in libraries was centered around huge mainframe machines. The utilization of microcomputers has revolutionized computer-based library applications. These small but powerful machines will fit on a desk top, some will fit into a briefcase, and others may be purchased with a variety of peripheral devices.[1]

Librarians throughout the country have begun to employ a variety of computer programs that have been developed for specific library functions. All types of libraries, including special libraries, have found that microcomputers are both profitable and efficient. While microcomputers have taken the drudgery out of many routine tasks performed in libraries, Lundeen contends that the application of microcomputers in libraries has not been as extensive as one might have expected. One major reason is that microcomputer systems have been rather limited in the amount of mass storage that they can handle.[2]

A survey of the 121 special libraries listed in the *Directory of Special Libraries in North Carolina* was conducted to determine the extent of use of microcomputers in special libraries in North Carolina. The survey instrument, consisting of 21 questions, was designed to obtain information about types of microcomputers, application programs used, and some personal information about the librarians.

Survey Findings

Responses were received from 95 special librarians or 79 percent of the libraries surveyed. The first question asks whether or not the respondent had ever used a microcomputer. Eighty-three or 68.6 percent answered in the negative and did not complete the other 20 questions.

Of the 83 respondents who indicated that they had had no experience in the use of the microcomputer and that their libraries did not have one, several provided interesting, and

concerned comments. One librarian wrote, “Our library is currently investigating ways and means for creating an entire catalog for our pamphlet collection. We will be looking at Xerox’s new word processing system as well as microcomputer capabilities . . .” Another librarian replied, “Our library does not have a microcomputer ... we interviewed three vendors about hardware and software applications for our INDEX project. All three determined that microcomputers at that time (January, 1981) could not meet our needs...”

Twelve librarians completed the questionnaire. Table 1 shows that these respondents represent libraries from both the profit and non-profit environments. The 12 librarians who responded affirmatively answered most of the questions on the survey instrument.

Table 1. Type of Special Library

Type of Library	Number	Percent
Academic	3	25%
Health Science	3	25%
Government Agency	2	16.6%
Industry	2	16.6%
Business	1	8.3%
Public Utility	1	8.3%
Total	12	100%

Equipment

Question two sought three answers: (a) what machine have you used, (b) what kind of microcomputer would you prefer using, and (c) why? The data presented in Table 2 indicate that two libraries had three different microcomputers. The most frequently cited microcomputers are: the APPLE listed by four libraries, the Radio Shack TRS-80 listed by three libraries, and Atari listed by two libraries. The other models listed are: Nexiron, North Star, Cromenco, Textronix 4051, Vectograph and SOL.

Table 2. Type(s) of Microcomputers used and/or preferred

Type of Microcomputer	Microcomputer Preferred and Reasons
Apple II	IBM.
Nexitron 2-D, Textronix-4051, and Apple II	Preferred to use present unit. The librarians have had no experience with other microcomputers.
Cromenco 2-D, Textronix-4051, and Apple II	Preferred to use the Hewlett-Packard 2647B. This unit has the capability of graphic display of chemical structures.
IBM	None. Satisfied with present unit.
Radio Shack TRS-80	Preferred to use present unit.
Apple II	Undecided.
Apple II Plus	IBM. It has personal information capabilities.

Type of Microcomputer	Microcomputer Preferred and Reasons
Atari 400 (32K)	No Response.
Radio Shack TRS-80	Preferred to use present unit. It is simple to use.
Vector Graphic 3030	No Response.
Sol	No Response.
TRS-80 Model I-Level (2)	Apple II.

Librarians who expressed preference for another type of computer wanted an IBM, a Hewlett-Packard or an APPLE II. The librarian who expressed preference for IBM indicated that this computer had a large memory and was very reliable. The librarian who preferred a Hewlett-Packard indicated that it has a capability for graphic display of chemical structures. Several preferred to continue using what they had and one librarian indicated her preference to continue with Radio Shack because “it is simple to use.”

Question three sought information on the ownership of microcomputers—whether or not they belonged to the institution or were the personal property of the librarians. Eight librarians indicated institutional ownership and four indicated personal ownership.

“How were you introduced to the microcomputers?” question four asks. Three librarians were introduced through readings, two stated that their interest developed as a result of writing programs for mainframe computers; two learned about them in classes; two had received recommendations from computer service agencies; one learned from a friend; one learned on the job; and one learned after making a purchase.

The fifth question asks how librarians obtained current information about microcomputers. Many kept up-to-date via several sources. The largest number, seven, obtained information from computer magazines; three from friends and classes, two from user groups and two from computer companies.

Question six inquires about the greatest obstacle to full use of a microcomputer by librarians. The responses were as follows: lack of adequate time, inadequate disc storage, lack of funding for memory and software, screen size, and lack of software.

Question seven sought information on the type of microcomputer available at the parent organization, the total number in use, the operating systems, programming languages, the communication capability with large computers, and special equipment. Table 3 presents the types of computers and the total number in use. The largest number cited was 78 IBM 5520s used by the Duke Power Company in Cornelius, North Carolina. The next highest number cited was two APPLE II Plus and Radio Shack TRS-80 Model IIs. Duke Power has more than one hundred operating systems, with others listing from three to one. BASIC, PASCAL, FORTRAN and DATA BASE II programming languages were mentioned most frequently. Six librarians indicated that their microcomputers had the capability to communicate with large machines.

Table 3. Characteristics and Capabilities of the Microcomputers Used

Libraries	Model	Total Number in Dept.	Operating Systems	Program Language	Can it Communicate with Large Machine?	Special Equipment
1	Apple II	1	3	Pascal and Basic	Yes	—
2	North Star	1	1	Basic, Pascal and Data Base II	Yes	Quad drive
3	Textronix	1	1	Basic and Fortran	Yes	—
4	IBM	78	100 or more	No response	Yes	Terminal
5	Radio Shack TRS-80	2	2	Basic	No	—
6	Apple II Plus	2	2	Basic Pascal	Yes	Micro-Modern Printer
7	No Response	—	—	—	—	—
8	Vector Graphic	1	1	Basic	Yes	—
9	Radio Shack TRS-80	(1) Personal Information Machine	—	—	—	—
10	Do not use any microcomputer	—	—	—	—	—
11	No Response	—	—	—	—	—
12	No Response	—	—	—	—	—

Question eight is in two parts; it attempts to ascertain whether the microcomputers were stand alone machines or whether they were used in a network. Nine respondents indicated that the machines were in stand alone mode. There were no librarians using microcomputers in network mode at this point in time.

Software, Applications and Services

Question nine is divided into 10 parts and an attempt was made to obtain information on the major applications that are being made with the microcomputer. Table 4 shows that the largest number of applications is for text preparation. The next most frequent use is for record keeping, followed by such applications as information retrieval, indexing, and introducing students to microcomputers. The services mentioned include: consulting for micro users, software development, software maintenance, documentation, and others.

Table 4. Applications

Applications	Number of Libraries (N = 12)	Percent
Text preparation	8	66.0%

Applications	Number of Libraries (N = 12)	Percent
Record keeping: employee, clientele or patrons	7	58.3%
Other	4	33.3%
Data processing (e.g., for laboratory experiments)	3	25.0%
Entry level programming purposes	3	25.0%
Research in the use/design of micro hardware/software	2	16.7%
Advanced programming	1	8.3%
Monitoring lab experiments	1	8.3%

Question number ten sought information on what services were provided for library owned microcomputers and by whom. Eight librarians indicated that they received consultation for micro users, software development, software and hardware maintenance, and documentation support. These individuals were provided these services by computer center staff and individuals from other offices of the libraries' parent organizations.

Question 11 asks who provides the software for the microcomputer and includes a description of the types provided. Sources that the respondents could choose from were vendors, a computer center, the user, and other. Each vendor provided software for his brand. One librarian indicated that Dr. Hines at the University of North Carolina at Greensboro provided software for his library. Only one librarian indicated that software is received from the local computer center.

Question 12 asks who maintains the user-contributed software. The largest number of respondents, seven, did not respond to this question. One listed computer center, one indicated users; three marked other and indicated computer systems analyst and the librarian.

Question 13 asks about the types of microcomputer services the respondents felt would be of most benefit to the users. Their choices were: provided consulting service, provide software, develop micro users group, and provide micro newsletters.

Question 14 requests a description of the library's micro users' community. Two indicated that they have a micro newsletter; two indicated that they are in a micro users group; only one reported being in a state or national users group. Five subscribe to micro publications and two said that there is no community as yet.

Management Considerations

Question 15 sought to discover who introduced the microcomputer in the library. The computer center introduced it in one library; three gave credit to a faculty member; and one indicated that a department was responsible. Among those who checked other, the sources given were Dr. Hines, a bookkeeper, the institution, and a data base workshop.

Question 16 asks why the first microcomputers were acquired. Eight indicated that they were procured for a special purpose. One said they were bought to investigate their general

capability. Describing the acceptance of microcomputers by the parent organziation was the essence of question 17. Four were enthusiastic from the beginning; one indicated a preference for large or medium sized machines. The general comments about the acceptance of the microcomputer by the library resulted in three varying responses: slow to accept, too new, and well accepted.

Librarians were asked in question 18 to indicate by marking “yes” or “no” if they are planning to acquire additional microcomputers in the future. Only two responded in the affirmative. Of the two who answered yes, one wanted to acquire an APPLE III Plus for record keeping and word processing. This machine would be used in the office. The second wanted a Textronix or Hewlett-Packard for record keeping.

Question 19 was posed to see if changes in purchasing policies for microcomputers were desired. Only two librarians responded, and they were satisfied with the current policies.

Question 20 asks what changes on microcomputers the librarian would like to see. Five persons responded to this question and suggested such changes as: (1) decrease in cost, (2) increase in memory with decreased size, (3) better documentation, (4) better software, and (5) standardization.

Conclusions and Recommendations

Few special librarians in North Carolina were found to be aware of the capabilities of the microcomputer for library operations and functions. The librarians who have microcomputers were making use of a wide range of applications which include text preparation, record keeping, data processing, information retrieval, indexing, and computer literacy activities. This study suggests that there is a need to consider the trend and pace of developments in the field of automation.

The fact that only a few librarians were using microcomputers should make the offering of continuing education programs a high priority for library education programs and professional associations.

The fact that a lack of funding was mentioned by the responding librarians as the major deterrent to the acquisition of microcomputers and related equipment appears to be germane to the issue of budgeting.

Finally, more information is needed on the use of microcomputers in special libraries on a nationwide basis. A literature search conducted for this study did not yield information to indicate that a survey has ever been conducted. The lack of such a survey prevents state and national comparisons.

Carl D. Rogers, Jr. is a student in the School of Library Science, North Carolina Central University, Durham.

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Microcomputer Applications in Special Libraries

Libby Smith

Special libraries offer a particularly good environment for the application of microcomputers. The small size of special files makes the size limitations of floppy disk files less restrictive than they would be in academic, school or public libraries. The limitations of one user at a time and one application at a time are less likely to be unmanageable in a small special library than in a larger library. Special libraries are more likely than other types of libraries to have access to user-oriented data processing support. North Carolina's special libraries have a variety of planned and actual applications for microcomputers — many more planned than actual at this point.

Microcomputer library applications in North Carolina's special libraries are of four basic types: as a word processor; as an intelligent terminal; for the automation of library activities; and miscellaneous management and accounting applications.

Word Processing

The use of a word processor makes the preparation of text immeasurably easier. With a word processor, the text remains in memory and/or on disk and can be easily modified by inserting or deleting words, characters and paragraphs or by moving whole blocks of text. Such modifications can be made either at the time the text is being composed or later (from the disk file) to update or edit the material or merely to print a new original.

Leonard Parker, at Ciba Geigy (Greensboro), makes sophisticated use of a commercially available word processing system and an Apple microcomputer to prepare a lengthy monthly report for his management. Using this system, he can call up repetitive parts of the report for users each month. His word processor interfaces with files built using the popular spread sheet program Visicalc.

The Celanese Library (Charlotte) uses a word processor for routine typing as well as for mailing lists and printing mailing labels. Frank Freeman, at the Center for Creative Leadership (Greensboro), is using his Apple for word processing, utilizing a program which he copied from a magazine.

The Environmental Protection Agency Library in the Research Triangle Park has used both a Lexitron "dedicated word processor" and the Wordstar software package on a Northstar microcomputer. While the Lexitron was the better word processor, the additional flexibility of the Northstar microcomputer prompted the tradeoff.

Intelligent Terminal

The use of a microcomputer as an intelligent terminal is the goal of a number of special libraries. The "intelligent terminal" configuration uses the microcomputer's disk memory for transmitting, receiving, and formatting data or text in conjunction with another computer system. The microcomputer can be used as a "front end" to allow offline preparation of input to another

system, usually a mainframe computer, as well as to facilitate on-line searching of the major bibliographic vendors. Offline preparation of input is less expensive, and data loss from system downtime and communications problems is avoided.

The Center for Creative Leadership's Library is using an Apple microcomputer in both these ways. Data is prepared offline for input to a data base on creativity and leadership. The data is then transmitted through a timesharing system to the Wayne State University mainframe where the data base is maintained. Data can be input at the library's convenience and then transmitted in batch mode when complete.

The Center uses the B.I.T.S. (Basic Interactive Training System) both to communicate with the Wayne State mainframe and to communicate with Dialog for online searching. A Hayes Micromodem allows the results of the Center's online searches to be saved as a text file on the Apple's disk drive. These search results can then be formatted and edited using a word processor before giving the results to the user. Since the results can also be saved longterm on a disk, periodic updating can be done.

The Duke Power Training Center (Charlotte) uses an IBM System 6 to create their catalog of training materials. Catalog records are input and edited on floppy disks. When the records are ready, they are transmitted to a mainframe for sorting and printing. Fiche output is provided to all Duke Power locations. Their circulation file is also handled on the System 6, which provides holdings information for their nineteen locations. Inventory listings for each location are provided through the System 6 printer.

At the Environmental Protection Agency Library, staff has been using a Northstar with quad density drives as an intelligent terminal in searching the major bibliographic files. The EPA Library uses a Bell 212 modem with no internal data storage, but instead receives the search results in the Northstar's internal buffer (as established by a communications protocol). When either this internal buffer or the disk is full, the communications protocol copies the data to disk. The searcher must then allow the buffer to empty or to change the disk and then restart transmission wherever it left off. Print commands must be given in groups of about twenty-five to thirty citations (with abstracts) each.

Under the EPA Library's system, it takes very little data to fill up a disk. When using a single density disk system, the staff found that a search with one hundred citations could easily fill up several disks. With the quad density disks, this is less of a problem. With the Northstar, the Environmental Protection Agency's Library staff can store about 175 citations with abstracts on a single quad density disk. Under CP/M, these citations are stored in separate files of twenty to thirty citations each and must then be printed file by file also. After receiving the search results on disk, citations can be edited, have comments inserted, and be manipulated in other ways. This capability is used primarily to then send the search results to a mainframe computer where a requester at another EPA facility can then print a search result and have the results the same day.

Library Automation

While a number of North Carolina's special libraries are looking into automating segments of their libraries' activities on microcomputers, only a few are actually well on their way. Journal files seem to be the most commonly automated file — probably because special library journal files can be accommodated on only one disk, thus simplifying sorting, printing and searching operations.

The Library of the Center for Creative Leadership has used their Apple for mounting their journal list also. The Center uses a simple data base management system, again one copied from a magazine. The system allows alphabetical sorting, searching and the use of simple Boolean "ands" in generating responses and subsets. Keys for use in journal routing are being input.

The Lorillard Library (Greensboro) also maintains their journal listing on a microcomputer — a Radio Shack TRS-80 — which provides alphabetical listings and easy updating.

Ciba-Geigy has purchased the data base management system DB-Master, which they plan to use for automating journal holdings, journal routing and circulation. They are investigating hard disk options for use in automating these systems. Ciba-Geigy is also using Apple microcomputers to "talk" to one another in transmitting experimental data gathered in the field. This data is then down-loaded to a mainframe computer.

The Environmental Protection Agency Library began experimenting with automating circulation on a microcomputer in 1980. At that time, the Agency had access to a Lexitron, a "dedicated word processor" designed primarily for text processing. The Lexitron also had an add-on "records management system" that was considerably less successful than its text processing capabilities. As is often the case with microcomputers, the disks were only single density with fixed record lengths. Consequently, each circulation record had to be as large as the largest potential record; this resulted in a tremendous amount of wasted space. By the time the Library had one thousand items in the system, five disks had been filled. Sorting the system after updating the file and generating an alphabetical title printout, for instance, took hours. At this point, EPA continued to use the Lexitron only as an offline input device and transferred the circulation system to a mainframe computer, as is done at the Duke Power Library.

The EPA's Library is now working with a CP/M-operated Northstar with quad density disks. The staff has purchased the data base management system dBase II, which allows a flexible record structure, Boolean-like retrievals and excellent report writing. The staff is in the process of designing an automated interlibrary loan system which will generate interlibrary loan requests, generate user and statistical information and identify titles which should be considered for acquisition. Files will be searchable by requester and by various data fields. Only the current file (about 1500 items) will be maintained online. As interlibrary loans are completed, they will be transferred to the mainframe computer for later manipulation.

Conclusion

The use of microcomputers in North Carolina's special libraries seems to be at a "jumping off" point. Many libraries are seriously investigating these systems but are discouraged by the difficulty of acquiring hardware, the incredible speed with which these systems are changing,

and the limited storage available on floppy disks. Still, an update of this survey in eighteen months would probably result in much more activity.

Libby Smith is Librarian at the Environmental Protection Agency Library, Research Triangle Park, N.C.

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Microcomputer-Assisted Information Retrieval

Robert W. Henkens

We are rapidly approaching a computer revolution that will put small but fast and powerful computers into the hands of many people at work and at home. Nowhere will this computer revolution—which is unfolding now—have more impact than on information specialists.

Currently, the Chemistry Department Library at Duke University and other libraries here use terminals to access information services. But I believe the power and flexibility of a small computer justifies its extra cost for use in place of a simple terminal. It is already very clear that the desktop computer used in the library, at work, and at home will play a key role in the coming information revolution.

The desktop computer can link libraries with computer networks and information services. Connected to the distant large computer via telephone lines, it is a flexible, modern terminal that allows the searching of distant giant files of information. Offline, this small computer is a powerful tool in its own right. It can do a range of otherwise difficult tasks, including displaying, processing, storing, retrieving, and otherwise managing your information fiels.

Information Services

While some librarians might consider some of the information services such as those provided by Lockheed (DIALOG) Information Services, Systems Development Corporation, or BRS as being too expensive, there are other less specialized information services such as The Source or CompuServe that are inexpensive offhours and can provide a wide range of data, including information on business, education, government, news, and science and technology.

But for many purposes, the specialized information services are worth their cost (which may be $10 or more for ten minutes of search time). They provide a powerful ability to rapidly search through large data files that may contain as many as one or two million records.

For example, through Lockheed Information Services's DIALOG, simple commands typed at the computer are interpreted and acted upon by the distant system. With the commands a search can be carried out using any of a hundred or more indexes (data bases). With experience, using the available DIALOG commands, it is possible to access many of the complex patterns of information contained within the multitude of data bases.

But therein lies a major problem for the end user of the information. A simple print-out, will reveal that some of the information will be useful and some should be discarded, some will need to be organized for further use, and some filed for later use. It is much quicker and easier to do all of these functions as well as many other things if the information is saved in a personal computer file rather than simply printed on paper.

MCAIR

The microcomputer assisted information retrieval (MCAIR) provides help in obtaining information from the large external computer files, in storing it in personal files, and in

processing it for bibliographies, reports, articles, and other purposes. The key idea here is to have a computer at both ends of the data communications chain.

For the information specialist, this provides easy access to the remote computerized data bases and rapid answers to questions. It saves time and costs by automating routine procedures and rapidly downloading information into the microcomputer. There is no need of expensive high speed printers to keep up with a high speed flow of data. Instead, the desired data can be printed offline or saved to disk for later use and further processing.

Or as Benjamin F. Speller and George F. Bowie have demonstrated, successful search strategies can be saved locally and recalled later and then sent for a search update.[1]

It may make sense to even link small or medium-sized libraries through a network of small computers in order to share resources and the time and talents of information specialists.

For the end user, the small computer provides the ability to keep track of individual files of information built up over a period of time and to process it in almost any way desired.

Equipment Requirements

The basic equipment for MCAIR is inexpensive. A first rate professional system can be set up for less than $5,000. For MCAIR the following equipment is needed: (1) a microcomputer with 48K bytes of memory (RAM), (2) at least two disk drives, and (3) a modem to link the computer with the distant one via telephone.[2]

At Duke we use an Apple II computer equipped with two Apple II disk drives and a Micromodem II™. In addition, we use a Televideo 920C terminal connected to the Apple with a SSM serial interface board for keyboard input and display and a Microsoft softcard for Z-80 CP/M based programs. These last items are optional, but they increase the efficiency and flexibility of the system. The Televideo terminal provides a standard 80 column display and 11 special keys for word processing. The Microsoft softcard allows the use of a range of useful programs that are only available for the Z-80 CP/M Apple II.

Communications Software

A good communications program is needed. We use a program for the Z-80 Apple II produced by Southwest Data Systems called Z-Term to handle communications with all the computer networks and information services.[3]

With Z-Term the telephone number of the user's choice can be selected and the microcomputer will dial and wait for a connection to the larger computer. The Z-Term will also automatically type access codes, passwords, and other information necessary to connect to the external system. Once connected, interactive communication can be made with the larger computer, the desired information obtained, printed, or saved as a text file on disk.

Word Processing

A good word processing program is needed to take full advantage of the microcomputer's ability to edit and rearrange the information received. With a word processor, the user can insert or

delete characters, words, lines, or entire sections of text can be inserted or deleted; search for and replace items; or move whole blocks of text from one place to another—all with a few simple keyboard commands.

We use a word processing program for the Z-80 Apple II originally produced by Small Business Applications, Inc., and now under Peachtree Software, called Magic Wand™. The commands are very simple and flexible and can be used effectively with very little experience. The information received can be processed to produce reports, bibliographies, and other documents or for incorporation into a computerized filing system.

Additional uses for the word processor in the library have been described recently by Theodore Hines and other library science faculty at the University of North Carolina at Greensboro.[4] For example, they are using a word processor to help design a new system to help librarians answer reference questions.

Data Management

A file or data base management system is a collection of programs that allows the handling of computerized files of information in a variety of useful ways. A good data base management system is needed to take full advantage of the microcomputer's ability to store information on disk. With the programs, a search through the information can be made to find specific records or individual items within a record, sort the records by name, number, or date, create indexes to the information, and print selected information in a variety of formats.

We currently use The Data Factory™, version 5.0 produced by MicroLab. This data base management system allows the storing of a particular file on two disks. About 10,000-25,000 words can be stored in each file.

Control Program

Everything that has been described so far can be accomplished with existing programs. But using a collection of separate programs greatly increases the difficulty.

We are currently developing a Control Program for the Apple II that will tie the separate programs together into a complete package for MCAIR. A diagram of the Apple II software is shown in Figure 1.

[Figure 1 description: A structure diagram. A box at the top, "Menu Based Control Program," connects by a dashed line to four boxes in a row: Communications, Word Processing, Maintenance, and Information. Beneath each is a chain of boxes. Communications: Z-Term, then Micromodem, then Information Services. Word Processing: Magic Wand™, then Spell, then Printer. Maintenance: Copy, then Disk Prep, then Disks. Information: dBase II™.]

Figure 1. Structure Diagram for the Apple II MCAIR Software

The Control Program will present menu options to the user and accept appropriate choices. It is designed to lead inexperienced individuals through the operations to use the separate programs for MCAIR. There is no need to learn difficult CP/M syntax.[5]

A user of MCAIR will simply have to insert a disk into the first disk drive and turn on the computer. After an informative sign on message, the user will be presented with a list:

1 OVERVIEW OF THE SYSTEM
2 INSTRUCTIONS
3 MAIN MENU
4 COMMAND MODE
—ENTER ITEM NUMBER OR TYPE HELP

By choosing number 1 through 4 the user will obtain general information or specific instructions or begin to use the various options in the system. Item 4 (press 4 and then **RETURN**) immediately puts the user into a mode that allows direct typed commands to begin a specific task. Item 3 begins a series of user menus to guide new users through the selections necessary to obtain, display, process, and save data from the information services.

MAIN MENU

1 COMMUNICATIONS
2 WORD PROCESSING
3 DATA BASE MANAGEMENT
4 DISK MAINTENANCE
—ENTER ITEM NUMBER OR TYPE HELP

The user of MCAIR would select 1 to link up with a computer network to begin a search. Immediately a further menu will appear for communications.

COMMUNICATIONS

1 SELECT INFORMATION SERVICE
2 DIAL AND LOGON
3 CLEAR MEMORY
4 PRINTER (ON/OFF)
5 MEMORY (ON/OFF)
6 VIEW MEMORY
7 SAVE TO DISK (AND CLEAR)
8 SEND FILE TO HOST
9 HANG-UP MICROMODEM
0 RETURN TO MAIN MENU
—ENTER ITEM NUMBER OR TYPE HELP

Selecting 1 would present another menu from which the user would choose from among information services such as DIALOG, ORBIT, THE SOURCE, or COMPUSERVE. After a search, selection of 0 would return to the MAIN MENU, from which you can select other word processing, disk maintenance, or data management;

In COMMAND MODE the various tasks perform a series of commands such as COMM, EDIT, PRINT, FILE, QUIT, etc.

A Look To The Future

The printed word is beginning to pass as the predominant form of information storage and retrieval. Even now bibliographic information is much more quickly and easily exchanged by electronic storage and retrieval. Ultimately, much of what is now printed may be kept in computer files. These electronic words can be stored without once printing them. And they can be sent to almost anywhere.

At present, a major limitation in using electronic storage and retrieval is the slow transmission speeds via telephone lines, which is usually 30 or at best 120 characters per second. But soon there should be widespread use of much higher transmission speeds. Even now in North Carolina plans are being made for a microwave network capable of speeds up to 150,000 characters a second.

The electronic word will not completely replace the printed word, but it will certainly change the shape of libraries. And soon the computer in the library should be as common as the card catalog, microfiche reader, or dictionary.

Robert W. Henkens is Associate Professor of Chemistry, Duke University, Durham.

References

1. Benjamin F. Speller, Jr. and George F. Bowie, III, “Microcomputer Based SEARCH*SAVE System for the DIALOG Information Retrieval Service.” Institute on Microcomputers for Instruction and Research In Higher Education offered by North Carolina Educational Computing Service (October 1981): 11.
2. Karen Momenee, “Telecommunications and Librarians.” *North Carolina Libraries* 39 (Spring, 1981): 37.
3. Software Vendor Directory, Hayes Microcomputer Products Inc. gives up-to-date data on software packages for communications which use Hayes products (these are accommodated on a wide range of microcomputers).
4. Theodore C. Hines, et al. “Quiet Please: Computer At Work” *Desktop Computing* (October, 1981): 46.
5. We will provide the MCAIR Control Program when it is completed for the cost of the medium. Please let us know if you are interested in obtaining it.

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Microcomputing In Library Education

Benjamin F. Speller, Jr. and George F. Bowie, III

The use of the microcomputer as a tool in conducting operational and service functions in school and public libraries is booming in North Carolina. Special libraries are making use of the microcomputer in a few cases with expected increases within the next two years. Academic libraries have relied upon medium and large configured computer systems because of current trends. These organizations should be expected to begin to use the small (micro) computer, as the modular approach to planning automated systems is encouraged by recognized experts in library automation.

Microcomputing activities in libraries lead naturally to the question—Are the library education programs in North Carolina using microcomputers as tools in support of their instructional, research and related activities? A survey of these programs revealed that five were making use of several different major microcomputer systems. These are Appalachian State University, East Carolina University, North Carolina Central University, the University of North Carolina at Chapel Hill, and the University of North Carolina at Greensboro.

Equipment and Use

The responding schools or departments listed the use of at least six different computer systems. The data presented in Table I revealed that 60 percent of the library education programs use APPLE II, 60 percent use Commodore PET, 60 percent use Radio Shack, Model I and 20 percent use Model II, and 20 percent use the S100 Bus series. None of the Commodore Pet microcomputers were owned by the library education programs that used them. Most of the library education programs owned more than one type of microcomputer system because of the need to demonstrate to students the similarities and differences among them.

Table 1. Microcomputer Systems

Equipment	School/Departmental Use (N = 5)
APPLE II	60%
*Commodore PET	60%
Radio Shack: Model I	60%
Radio Shack: Model II	20%
S100 BUS	20%

*All were owned by another department or academic computer center

The major applications that supported these programs' instructional and research activities can be categorized as follows: instruction, intelligent terminal, management, research and word processing. The data presented in Table II revealed that all, 100 percent, of the responding programs use the microcomputers for instruction, 80 percent use the microcomputers as

intelligent terminals, 60 percent for management and research activities, and 40 percent made use of the microcomputers for word processing.

Some Specific Applications

At East Carolina demonstrations are given to familiarize beginning students with computers in the Foundations of Librarianship course. In the course, Automation of Library Processes, students receive an indepth orientation to the TRS-80, learn elementary BASIC, and write and run a program as one of the project requirements. Students enrolled in the Seminar in Library Automation course write and run a computer-assisted instruction program.

The School of Library Science at North Carolina Central uses microcomputer programs primarily for demonstrations, hands-on use by students and simulations. Two computer programs which have been developed in-house and have been used quite frequently are

MICRO SEARCH/SAVE. This computer program is written for the APPLE PASCAL System. The computer program is designed to assist users in accessing and managing bibliographic information from online data bases such as DIALOG or BRS. The need for this kind of application program has been demonstrated by Robert Henkens[1] and reinforced in an editorial by John Sandy.[2] The benefits of this computer program are (1) saves user time and (2) reduces online system costs. In addition to emulating a CRT terminal, the system provides for: (1) automatic dial-up and log-on, (2) downloading of search results to a diskette, (3) printing search results, and (4) automatically storing and sending commonly used search profiles.

MICRO PEAS (Pacific's Electronic Acquisitions System). This computer program is written in BASIC and has been modified for use on the APPLE II Plus microcomputer. The original program was purchased from Pacific University Library, Forest Grove, Oregon. The program consists of several modules: ordering, receiving, accounting and reporting. Descriptions of each module are presented as articles[3] in two professional library journals.[4]

Several different kinds of programs are currently being used by the School of Library Science at the University of North Carolina at Chapel Hill. The program in most demand is a commercially produced word processing system called SuperScribe II. Both masters and doctoral students are producing their research papers and theses with this system. The faculty are using the system to prepare bibliographies, syllabi, and mailing lists. The 'electronic worksheet' program VisiCalc is being used in the research methods course.

Several locally written programs used by the School of Library Science at UNC-Chapel Hill include a file management program, a financial planning package, and several programs for transferring files from other computer systems to the APPLE.

Several master's research projects involve the use of the APPLE microcomputer. One, being performed in conjunction with the Environmental Protection Agency, involves translating a program which eliminates duplicate citations in online bibliographic retrievals. Another major research project being conducted by a faculty member and several students includes writing a computer program for interactive associative retrieval on several different data bases.

The Department of Library Science/Educational Technology at The University of North Carolina at Greensboro uses a variety of microcomputer based applications. These include: word processing, union lists, union catalogs, newspaper indexing, rapid reference file, subject and name authority files and thesauri, information and referral services, library statistics, inventory, ordering and selective dissemination of information. Descriptions of these and other applications have been presented in an article, “Library Applications of Microcomputers,” by Dr. Theodore C. Hines and others.[5]

Table 2. Microcomputer Applications

Application Categories	School Departmental Use (N = 5)
Instruction	100%
Intelligent terminal	80%
Management	60%
Research	60%
Word Processing	40%

Microcomputer Courses

Courses and related continuing education programs focusing on microcomputers that have been sponsored by library education programs during the last two years are

- ASU: Microcomputer Use (programming)
- ASU: Microcomputer Software from Statistics
- ECU: Automation of Library Processes
- NCCU: Microcomputers in Libraries
- UNC-G: Microcomputers in Education
- UNC-G: Microcomputers in the Library
- UNC-G: Educational Applications of Microcomputers

The use of microcomputers appears to be an accepted tool in conducting instructional and research activities at the schools or departments of library and information science in North Carolina. The major applications currently being used were not originally or specifically intended for libraries or library education programs.

The Department of Library/Educational Technology at UNC-G appears to be clearly the “Front Runner” among the library education programs that use microcomputers.

Most schools or departments own or use several different microcomputer systems in order to demonstrate their similarities and differences to students. Most schools or departments are offering at least one course or continuing education program that deals specifically with the topic of microcomputers. In the near future, there will probably be more coverage of microcomputer related topics in the traditional course offerings of the library education programs. More special

courses and continuing education programs will probably appear on the Schedule of Classes, also.

In summary, the use of microcomputers in libraries has become an accepted technological trend and library educators in North Carolina are addressing minimally the issues and applications resulting from this trend in their instructional and research activities.

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References

1. Robert W. Henkens, “Microcomputer Assisted Information Retrieval,” Institute on Microcomputers for Instruction and Research in Higher Education offered by the North Carolina Educational Computing Service (October, 1981). A description of MCAIR is presented in the Special Features section of this issue.
2. John Sandy, “On-line Databases Vital for Scientific Research,” *Science* 216 (June 25, 1985): 1367.
3. Jenko Lukas, “A No Cost, Online Acquisitions System for a Medium-Size Library,” *Library Journal* 105 (March 15, 1980): 684-695.
4. Jenkos Lukas, “The Evolution of An Online Acquisitions System,” *Journal of Library Automation* 14 (June, 1981): 100-101.
5. Theodore C. Hines et al., “Library Applications of Microcomputers,” *ACCESS: Microcomputers in Libraries* (November, 1981). Also published in *AEDS Monitor* and distributed by the New York State Library, the Minnesota Educational Computing Consortium, and by request to Dr. Hines at UNC-G.

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Microcomputing In Libraries: An Annotated Bibliography

Denise P. Dempsey

This bibliography was prepared to provide librarians with sources for obtaining information of a conceptual and practical nature about microcomputers. The organization of the citations reflects this intent. The first section includes sources which deal primarily with conceptual literature. The second section includes sources of information on general library applications with additional sources on microcomputers by types of library environments.

Computer Literacy

Glossaries, Dictionaries, and Handbooks

Bunnell, David. *Personal Computing: A Beginner's Guide*. New York: Hawthorne Books, 1978.

Lists some home and business applications for personal computers and explains the internal components of microcomputers as well as software considerations. Buyer's guides to micros and their peripherals, appendices on stores, companies, and clubs, and a glossary are included.

Burton, Philip E. *A Dictionary of Microcomputing*. New York: Garland, 1976.

Includes such features as see references, the ASCII code, tables of the powers of two, sixteen, and ten, and addition and multiplication tables of hexadecimal arithmetic.

Chandor, Anthony. *The Facts on File Dictionary of Microcomputers*. New York: Facts on File, 1981.

Has both see and see also cross-references.

DataPhase Systems, Inc. "Glossary of Computer Terms." *Information Reports and Bibliographies* 8 (No. 1, 1979): 21-37.

Although not limited to microcomputer terms, this glossary is intended for use by library professionals and staff.

Frederick, Franz J. *Guide to Microcomputers*. Washington: Association for Educational Communications and Technology, 1980.

This is a beginner's guide to the microcomputer. Time and resource sharing, service and maintenance, special applications, and lists of resources are included.

Grosswirth, Marvin. *Beginner's Guide to Home Computing*. Garden City, N.Y.: Doubleday and Company, 1978.

Explains how computers work, describes the basic components of microcomputer systems, and discusses possible applications. Evaluative criteria for the purchase of a system and a glossary of over 200 terms are included.

Gupton, James A., Jr. *Getting Down to Business with Your Microcomputer*. Northridge, Cal.: Sourcebook, 1979.

Covers the mechanics, applications, and selection of microcomputers. Chapters on specific manufacturers' systems, glossaries of terms and acronyms, and appendices of programming languages and computer companies are included.

Serial Literature

Blair, John C., Jr. "Micro Magic (Sometimes Known as 'Micro Misery')." *Online* 5 (Oct., 1981): 90-94.

An illustrated coverage of the basic aspects of microcomputer use including why a library should use a micro, where it can be purchased, and its impact on library staff routines. Also discussed are the components of a microcomputer system and how data is processed on a micro.

[Blair, John C., Jr.] "Micros, Minis and Mainframes ... A Newcomer's Guide to Computers — Especially Micros." *Online* 6 (Jan., 1982): 14-26.

An overview of the current computer technology including the capabilities and applications of microcomputers. Also included are a discussion of microcomputer networks and a glossary of approximately forty terms.

Falk, Howard. "Computer Software and Equipment Considerations." *School Library Journal* 28 (Nov., 1981): 29-32.

A description of the small computer system and evaluative questions to consider before purchase.

Grant, Carl and Klevorn, Thomas. "Microcomputers and Library Automation." *Show-Me-Libraries* 31 (Aug., 1980): 10-14.

The authors give some examples of microcomputer applications, describe the basic microcomputer system, point out some problems, and offer some suggestions for automation.

Lundeen, Gerald. "The Role of Microcomputers in Libraries." *Wilson Library Bulletin* 55 (Nov., 1980): 178-185.

Outlines the characteristics of microcomputers and discusses the use of micros in library automation and as media.

Nash, John C. and Nash, Mary M. “Libraries and Small Computers — A Perspective for Decision-Making.” *Canadian Library Journal* 38 (Aug., 1981): 207-211.

An overview of the components, costs, functions, and acquisition of small computers, including a cost-benefit analysis, case study, and guidelines for determining the micro capacity needed.

Pratt, Allan D. “The Use of Microcomputers in Libraries.” *Journal of Library Automation* 13 (Mar., 1980): 7-17.

An illustrated article describing the components of microcomputer systems, their programming, and their applications in libraries.

Library Applications

General

Ashford, J. H. “Microprocessors.” *Aslib Proceedings* 31 (Dec., 1979): 584.

Some problems in library automation which are not resolved or are worsened by microcomputer technology are described.

Bivins, Kathleen T. and Palmer, Roger C. “A Microcomputer Alternative for Information Handling: REFLES.” *Information Processing and Management* 17 (No. 2, 1981): 93-101.

[Bivins, Kathleen T. and Palmer, Roger C.] “REFLES (Reference Librarian Enhancement System).” In *Information Choices and Policies*, Proceedings of the ASIS Annual Meeting 16. White Plains, N.Y.: Knowledge Industry Publications, 1979, pp. 58-65.

A presentation of the prototype reference system REFLES. The data retrieval system stores factual information in an online microcomputer-based mode. Also included are speculations on future developments of the system.

“CLASS Offers Microcomputer Serials System.” *Wilson Library Bulletin* 56 (Sept., 1981): 13.

The California Library Authority for Systems and Services announces a Radio Shack TRS-80 Model II based serials control system, CHECKMATE.

Craven, Timothy C. “Microcomputer Simulation of Large Permuted Indexes.” In *Information Choices and Policies*, Proceedings of the ASIS Annual Meeting 16. White Plains, N.Y.: Knowledge Industry Publications, 1979, pp. 168-170.

The pilot NEPHIS printed index simulator and its possible applications are discussed.

Fosdick, Howard. “The Microcomputer Revolution.” *Library Journal* 105 (July, 1980): 1467-1472.

A survey of the current microcomputer technology and a prediction of its impact on library automation.

Hines, Theodore C., Winkel, Lois, Collins, Rosann W., and Harvey, Francis A. *Library Applications of Microcomputers* (unpublished).

The authors list thirty-three applications of microcomputers and discuss the minimum system requirements and costs.

Krueger, Donald R. “Issues and Applications of Microcomputers for Libraries.” *Canadian Library Journal* 38 (Oct., 1981): 281-285.

The impact of the microcomputer technology on the library community and possible library applications are presented.

Marcum, Deanna and Boss, Richard. “Information Technology.” *Wilson Library Bulletin* 56 (Jan., 1982): 364-365.

The reasons for purchasing a microcomputer and some features to consider when choosing a micro are discussed.

Mathews, William D. “Advances in Electronic Technologies.” *Journal of Library Automation* 11 (Dec., 1978): 299-307.

A discussion of the technological advances in microprocessing, storage, and transmission and their impacts on library applications.

“New Microbased System Developed.” *Journal of Library Automation* 12 (June, 1979): 187-188.

Bibliographic Retrieval Services announces the PDS/1 microcomputer system for building private data bases.

“1985: New Technology for Libraries.” *Library Journal* 105 (July, 1980): 1473-1478.

Top executives in information companies were asked to reply to the question of which new technology will have the greatest impact on libraries and to describe the library of 1985.

Nyren, Karl. “ASIS at Midyear 1980.” *Library Journal* 105 (July, 1980): 1479-1485.

The events of the Ninth Midyear Meeting of the American Society for Information Science are related including presentations on microcomputers in the library and for the public.

“PNBC Computer Survey Finds Widespread, Varied Use.” *Library Journal* 107 (Mar. 15, 1982): 590.

The Pacific Northwest Bibliographic Center describes the various uses of the Apple II and Apple II Plus microcomputers in the Northwest.

Rowat, M. J. “Microprocessors.” *Aslib Proceedings* 31 (August 1979): 414.

Some areas in which potential microcomputer users will probably need guidance are explored.

Simpson, George A. *Microcomputers in Library Automation*. McLean, Va.: MITRE Corp., Dec., 1978, (ERIC Document No. 174-217).

A survey of the current microcomputer technology and a discussion of the various library functions that are open to automation. A list of abbreviations, a glossary, and a list of vendors are included.

Speller, Benjamin F., Jr. and Bowie, George F., III. “Microcomputer Based Search/Save System for the Lockheed Information System (DIALOG).” *Information Processing and Management*, 18, No. 3, (1982): 161-162.

Describes a computer program written for an APPLE PASCAL system which emulates a CRT terminal with additional features which enables the user to store search profiles or diskettes; permits automatic dial-up, automatic logon, printing search results, and saving search results on diskette.

Williams, P. W. “The Potential of the Microprocessor in Library and Information Work.” *Aslib Proceedings* 31 (Apr., 1979), 202-209. *Aslib Proceedings* 31 (July, 1979): 362-363.

A discussion of the use of microcomputers in libraries and information systems in light of the reduced costs and the new technology of microcomputers.

College and University Libraries

Burton, Paul F. “The Microcomputer in the Smaller Library;” *SLA News* 160 (Nov./Dec., 1980): 175-178.

A description of the use of the Commodore PET microcomputer at Leith Nautical College in teaching students to program and in creating a periodicals database and an acquisitions file.

“Computers and Videotapes Help Teach Physics at Houston.” *American School and University* 53 (Mar., 1981): 50.

The University of Houston’s Physics Learning Center houses six microcomputers that are available to assist and to quiz students.

Hines, Theodore C. and Winkel, Lois. “Microcomputer-aided Production of Indexes.” *The Indexer* 11 (Oct., 1979): 182-201.

A description of the microcomputer-based book indexing system at the Children’s Media Data Bank, University of North Carolina at Greensboro.

[Hines, Theodore C. and Winkel, Lois], and Collins, Rosann. “Microcomputers and the Serials Librarian.” *Serials Librarian* 4 (Spring, 1980): 275-279.

The authors describe the use of a microcomputer in preparing a list of periodicals that are indexed by the Wilson indexes at the Children’s Media Data Bank, University of North Carolina at Greensboro.

Intner, Sheila. “Microcomputer Backup to Online Circulation.” *Journal of Library Automation* 14 (Dec., 1981): 297-299.

Describes the implementation of an Apple II microcomputer circulation backup system at Emory University.

“Microcomputer Lab Set Up in Pennsylvania.” *Library Journal* 106 (May 15, 1981): 1022.

A Radio Shack TRS-80 III microcomputer has been placed in the Center for the Study of Rural Librarianship of the School of Library Science at Clarion State College to study microcomputer potential for small rural libraries.

Raithel, Frederick J. “Personal Microcomputers in the Library Environment.” *Journal of Library Automation* 13 (Sept., 1980): 196-197.

Describes two experimental library microcomputer projects.

Wood, R. Kent, Woolley, Robert D., and Zsiray, Stephen W. “Videodisc/Microcomputer Research Opens New Horizons for Libraries.” *American Libraries* 12 (Apr., 1981): 208-209.

The authors describe the Videodisc Innovative Projects of the Center for Instructional Project Development of the Department of Instructional Media at Utah State University.

Public Libraries

Christian, Deborah. “The Microcomputer at Oakridge, Oregon.” *Library Journal* 105 (July, 1980): 1470-1471.

A report on the circulation desk use of an Ohio Scientific C2-8PDF microcomputer in an Oregon Public library.

D'Urso, Laurence A. "The Application of Microcomputers to New I&R Files: A Beginner's Experience." *RQ* 21 (Winter, 1981): 143-146.

An outline of the Chicago Public Library's development of the Native American Directory for its Native American Information/Referral Center (NAIRC).

"First Public Computers Put in Oklahoma Library." *Library Journal* 107 (Mar. 15, 1982): 591.

Four Radio Shack microcomputers have been placed in the Norman Public Library for public use.

"Forsyth County, N.C. Installs Public Computers." *Library Journal* 107 (Feb. 15, 1982): 393-394.

Two Apple microcomputers have been placed in the Forsyth County Public Library in Winston-Salem for public use.

Harvie, Barbara. "Out of the Arcades and Into the Library." *American Libraries* 12 (Nov., 1981): 602-605.

A description of the ComputerTown, USA computer literacy project at the Menlo Park Public Library, California.

"Kids' Computer Program Opens at Starkville PL." *School Library Journal* 27 (Aug., 1981), 12-13. *School Library Journal* 28 (Oct., 1981): 57.

Two Apple II microcomputers are being used at the Starkville Public Library in Mississippi to introduce children to computers.

"Making Kids Computer-Wise: Plattsburgh Buys Apple II." *Library Journal* 105 (Mar. 15, 1980): 669.

The Clinton-Essex-Franklin Library System has purchased an Apple II for use by children and adults.

Romans, Anne T. and Ranson, Stanley A. "An Apple a Day: Microcomputers in the Public Library." *American Libraries* 11 (Dec., 1980): 691-693.

The Plattsburgh Public Library in the Clinton-Essex-Franklin Library System has acquired an Apple II Plus system in order to promote computer literacy among rural New York children.

School Libraries

Arcanin, Jacob and Zawolkow, Geoffrey. "Microcomputers in the Service of Students and Teachers — Computer Assisted Instruction at the California School for the Deaf: An Update." *American Annals of the Deaf* 125 (Sept., 1980): 807-813.

A description of a library of teacher-developed and commercial computerized lessons located at the California School for the Deaf in Berkeley. Preservice and inservice teachers have access to the library, which serves as a regional center in a network of schools.

Brumbaugh, Kenneth E. "Personal Computing for Information Professionals." In *Information Choices and Policies*, Proceedings of the ASIS Annual Meeting 16, White Plains, N.Y.: Knowledge Industry Publications, 1979, pp. 286-288.

A listing of some educational applications for microcomputers in several different areas, including resource centers. A tabulation of the memory sizes and prices of some microcomputers that are currently available to education professionals is included.

Costa, Betty. “Microcomputer in Colorado — It’s Elementary!” *Wilson Library Bulletin* 55 (May, 1981): 676-678, 717.

A description of the Apple II microcomputer catalog in the Adams County school district, Denver, Colorado.

Glotfelty, Ruth. “Stalking Microcomputer Software.” *School Library Journal* 28 (Mar., 1982): 91-94.

The successes and failures of receiving Apple II software for previewing for use in the Pontiac Township High School’s media center.

Goldberg, Albert L. “After the Games — What?” *Media Spectrum* 7 (3rd Quarter, 1980): 11, 20.

Raises some basic questions concerning microcomputers in education and touches on some social issues brought about by the new technology.

Hug, William E. “Videodisc, Microcomputers, and Media Program: District and School.” *Indiana Media Journal* 3 (Fall, 1980): 3-5.

Examines the potential of microcomputers and videodiscs to improve educational materials and to achieve the ultimate goal of supplying the user with the information needed when it is needed.

Jones, Milbrey L. and Simmons, Beatrice (comps. and eds.) “Utilizing the New Technologies in School Library Media Centers: A Report to the Association.” *School Media Quarterly* 9 (Summer, 1981): 231-234.

A report on the meeting of the American Association of School Librarians that dealt with use of microcomputers and videodiscs in school media centers. Also included are guidelines for the selection of software and recommendations for the use of microcomputers.

Lopez, Antonio M., Jr. “Microcomputers: Tools of the Present and Future.” *School Media Quarterly* 9 (Spring, 1981): 164-167.

Identifies several currently available microcomputer systems, sources of educational software, and future uses of microcomputers in libraries.

Nicklin, R. C. and Tashner, John. “Micros in the Library Media Center?” *School Media Quarterly* 9 (Spring, 1981): 168-172, 177-181.

A discussion of the application, hardware, software, costs, and management of microcomputers in education.

Olds, Michael. “Microcomputers Enhance Learning, Administration in School Media Centers and Classrooms.” *American Libraries* 11 (Nov., 1980): 634-635.

Discusses the use of microcomputers as instructional systems and as management tools.

“School Uses Microcomputer to Replace Card Catalog.” *American Libraries* 12 (May, 1981): 293-294.

The Mountain View Elementary School in Broomfield, Colorado uses an Apple II microcomputer and a Corvus 10 hard disc as its catalog.

Stampfly, Al. “Using Microcomputers to Teach Computer Operation and Programming.” *Media Spectrum* 5 (3rd Quarter, 1978): 11.

The students of Coloma High School are taught to operate and program several different computer systems and to operate various types of peripherals.

Special Libraries/Information Systems

Hume, Stephen. “Microcomputers.” *Serials Review* 6 (Oct./Dec., 1980): 45-47.

> Examines some of the possible effects and applications of microcomputer technology in governmental libraries.

Lundeen, Gerald. “Microcomputers in Personal Information Systems.” *Special Libraries* 72 (Apr., 1981): 127-137.

> Discusses the use of microcomputers in and the requirements of researchers’ personal information systems. A twenty-term glossary is also included.

A number of microcomputer applications has been described in the literature of librarianship that may be beneficial to all librarians. School librarians appear to be heavily involved in the use of microcomputers as tools that are supportive of the teaching-learning process. There appears to be more microcomputer systems and software available in the school library environments, also.

In summary, there appears to be a viable and sustained interest in the role that microcomputers can play in helping librarians in all types of library environments meet their respective service and operational objectives.

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North Carolina's Two-Year Learning Resources Programs: A Comparison With The U.S. And The ACRL Standards

Ray L. Carpenter

The quantitative standards for two-year college libraries completed in 1979 by the Junior College Libraries Section of the Association of College and Research Libraries (ACRL) constitute the current guidelines for planning and evaluating learning resource centers or libraries for those higher education institutions known variously as junior colleges, community colleges, and technical institutes.[1] This present study presents a profile of the libraries in North Carolina's 66 institutions and a comparison with 1146 others in the U.S. in terms of those variables included in the Standards for which there are measures available in the 1977 Higher Education General Information Surveys (HEGIS), the most recent data available at the time of this study.[2] In order to report more recent information, data available from the *Statistical Abstract of Higher Education in North Carolina 1980-81* have been added in parentheses in the tables for periodical subscriptions, book collection size, total library expenditures, expenditures for materials and for salaries and wages. The library data in the abstract is actually for the period 1979-80.[3]

The HEGIS survey of libraries is supplemented by the surveys of enrollment, finance, and staff. Major financial support for computation services and data sets was provided by the Junior College Libraries Section (ACRL) with additional assistance from the Computation Center and the School of Library Science of the University of North Carolina at Chapel Hill. The Junior College Section of the North Carolina Library Association funded the computer services for analyzing the North Carolina HEGIS.

The major limitation of this study lies in the fact that the HEGIS studies did not query institutions about all of the variables specified in the ACRL *Standards*, including the physical plant (space) and equipment distribution. Moreover, as the HEGIS query about recorded materials does not jibe with definitions in the *Standards*, adjustments were made as noted in the following section on that topic.

The *Standards* do not differentiate between public and private-controlled schools, but institutions vary considerably in respect to type of control, as will be apparent in many of the following tables. More importantly, many of the standards are expressed in terms of the size of full-time equivalent student enrollment (FTE). Table 1 shows that private institutions in North Carolina are relatively smaller; nearly all (89%) have fewer than 1000 FTE students, as compared with the 42% of the public institutions of this size. Moreover, while most private schools in the U.S. are similar in size to those in N.C., the public controlled schools in the U.S. are frequently much larger. Only 7% of North Carolina's public schools have FTE enrollments larger than 3,000 in contrast with one-third of such schools in the U.S. As so few schools in N.C.

have enrollments of 3,000 or more, they are summarized collectively in each table by the footnote denoted by an asterisk. The numbers at the heads of each column in the tables identify the number of libraries reporting. These numbers change somewhat from table to table due to the variant response rate.

Table 1. Student Enrollment Size by Type of Control

FTE Students	N.C. Total (66)	N.C. Private (9)	N.C. Public (57)	U.S. Total (1146)
Less than 1000	39%	89%	32%	32%
1000<3000	55	11	61	34
3000<5000	5	0	5	11
5000 or more	2	0	2	22

One of the most salient features of the *Standards* for two-year schools is the specification of "minimal" and "good" levels, usually for each category of FTE, for several variables. These levels are noted in the tables by the letters M (minimal) and G (good) with the numerical value in parentheses called for at these levels by the *Standards*. For example, in the table on professional staff, the "M(2)" for the fewer than 1,000 FTE students category indicates the *minimum* number of professional staff required to meet standards in schools of this size. The table shows that 36% of schools in the U.S. and 65% of schools in N.C. (75% of private and 61% of public) had at least two professional staff members, the "minimum" level, while none of the private and 22% of the public schools in North Carolina had four or more professionals, the "good" level. The reader should refer to the *Standards* statement for full explication of this and other parts of the standards. A more detailed treatment of the schools in the U.S. has been published in *College & Research Libraries* in 1981. Comparing the results reported, these may enhance the reader's understanding of the status of North Carolina's schools.

Staff

The *Standards* document specifies different numbers for Professional and for Support Staff. The following two tables show the distributions for each of these kinds of staff at the minimal and good levels for each FTE student group.

Table 2. Professional Staff

FTE Student	Levels	U.S. Total (1146)	N.C. Total (66)	N.C. Private (9)	N.C. Public (57)
<1,000	M (2)	36%	65%	75%	61%
(same FTE group)	G (4)	3	15	0	22
1,000<3,000	M (2.5)	49	72	100	71
(same FTE group)	G (4)	21	42	0	43
3,000 or more	—	*	*	—	—
Median	—	2.5	3	2.5	3
Mean	—	3.4	3.2	2.5	3.3

*U.S.: 26-56% of libraries are at M, 7-12% are at G level. N.C.: 2 of 4 libraries are at M, one is at G level.

Almost two-thirds of the schools in N.C. met the professional staff criteria. However, private institutions fare somewhat better than their publicly controlled peers when we recall that nearly all of the private schools are in the less than 1,000 FTE range. Not shown in TABLE 2 is that 13% of the schools in the U.S. have less than *one* professional (all schools in N.C. have at least one).

Table 3. Support Staff

FTE Students	Levels	U.S. Total (1146)	N.C. Total (66)	N.C. Private (9)	N.C. Public (57)	N.C. <1 Support Staff	N.C. 1<4 Support Staff
<1,000	M (4)	4%	8%	0%	11%	0%	92%
(same FTE group)	G (6)	<1	0	0	0	see row above	see row above
1,000<3,000	M (5)	15	14	0	14	3	58
(same FTE group)	G (10)	1	0	0	0	see row above	see row above
3,000 or more	—	*	*	—	—	—	—
Median	—	3.0	2.6	2.0	3.0	—	—
Mean	—	4.6	2.9	1.9	3.1	—	—

*U.S.: 5-29% are at M, 1-4% are at G level. N.C.: 1 of 4 libraries is at M, none at G level.

The inadequacy of support staff was far greater; neither private nor public institutions came up to mark to any significant degree. In addition, the data from Tables 2 and 3 suggest a serious deficiency in developing professional-support staff ratios. Consider the public-controlled schools with 1,000-3,000 students: 71% had at least 2.5 professionals, but 58% had fewer than four support staff members.

Table 4. Ratio of Professional to Support Staff

Ratio Prof.:Support*	U.S. Total (1111)	N.C. Total (66)	N.C. Private (9)	N.C. Public (57)
<1:0.5	19%	21%	11%	23%
<1:1.0	19	30	67	25
<1:1.5	27	21	11	23
<1:2.0	14	11	11	11
<1:3.0	14	11	0	12
1:3.0 or more	7	6	0	7
Median	1:1.0	1:0.9	1:0.7	1:1.0
Mean	1:1.3	1:1.2	1:0.8	1:1.2
Minimum	1:0.0	1:0.0	1:0.3	1:0.0
Maximum	1:20.0	1:5.0	1:1.5	1:5.0

*The percentages in each row are for the respective row interval; they are not cumulative except as they total 100%, each column.

Table 4 amplifies the relationships implied in Tables 2 and 3. The minimum level of the *Standards* for staff implies that there should be at least two support staff for each professional.

Assuming the minimum ratio of professional to support of 1:2, calculations allow us to conclude that 83% of all North Carolina schools fell short of this “standard” (100% of the private and 81% of the public schools). Although public schools more nearly approximated the “standard” ratio, nearly one-fourth of them had less than *one-half* support staff for each professional.

Table 5. Hours of Student Assistance, Annual

No. of Hours	U.S. Total (1051)	N.C. Total (62)	N.C. Private (9)	N.C. Public (53)
<500	35%	52%	22%	57%
500<2,000	19	24	33	23
2,000<6,000	28	23	44	19
6,000<10,000	10	2	0	2
10,000 or more	8	0	0	0
Median	1,600	250	1,520	180
Mean	3,360	1,250	2,070	1,110

Student assistants constitute a special factor in support of library services. If 500 hours can be considered as a rough equivalent of 12 full-time weeks of work (40 hours per week), over one-half of the schools lack this level of support. The median number of hours varied greatly by type of control; that for private schools was nearly nine times as large as for public.

Collections

The *Standards* for collection size refer to written and recorded materials. The HEGIS inquiry and the *Standards* statement do not coincide precisely in terminology and definitions for the various kinds of materials. The distribution of periodical subscription *titles* as reported to HEGIS appears in Table 6. “Other written materials” as called for in the *Standards* are represented in Table 7 as the number of *volumes* held, as reported by HEGIS. HEGIS does not distinguish as do the *Standards* between “motion pictures and videotapes” and “other recorded materials”; Table 8 thus represents as “audiovisual” titles the best approximation of the *Standards*.

Table 6. Periodical Subscriptions

FTE Students	Levels	U.S. Total (1146)	N.C. Total (66)	N.C. Private (9)	N.C. Public (57)	N.C. <100 Titles	N.C. <200 Titles
<1,000	M (200)	37%	42%	63%	33%	4%	54%
(same FTE group)	G (300)	12	8	13	6	see row above	see row above
1,000<3,000	M (300)	41	11	0	11	3	43
(same FTE group)	G (500)	7	0	0	0	see row above	see row above
3,000 or more	—	*	*	—	—	—	—
Median	—	280	210 (217)	220 (221)	200 (213)	—	—
Mean	—	350	220 (228)	230 (235)	210 (227)	—	—

*U.S.: 8-36% are at M, 3-17% are at G level. N.C.: All 4 are below M level.

Fifty-eight percent of North Carolina schools had fewer than 200 current periodical subscriptions, the minimum standard for enrollments of less than 1,000 FTE students. Nearly two-thirds of private schools met the standard as compared with one-third in the public sector. (Not shown in the table is that 24% of schools in the U.S. had fewer than 100 subscriptions as compared with 4% in N.C.) The numbers in parentheses for 1979-80 show an increase in the number of subscriptions but no change in the standards levels.

The size of the book collection was below standard in most institutions, but private schools, of which 89% had fewer than 1,000 FTE students, do considerably better than the public schools. Nearly two-thirds of them met the “good” level, a point that no public school attained. (North Carolina fell far short of the U.S. in respect to book collections. Nationwide, 39% of public schools were at “minimum” in the less than 1,000 FTE class as were 35% in the 1,000-3,000 class). A comparison of the median figures for public and private schools is instructive. On average, public schools’ bookstock is about half of that in the private schools. This is possibly due to the fact that public schools are much younger and have had less time to accumulate holdings, an assumption partly substantiated by the 1979-80 figures in parentheses, showing growth primarily in the public institutions.

Table 7. Book Collection Size (Volumes)

FTE Students	Levels	U.S. Total (1146)	N.C. Total (66)	N.C. Private (9)	N.C. Public (57)	N.C. <10,000 Volumes	N.C. <20,000 Volumes
<1,000	M (20,000)	43%	35%	100%	6%	12%	54%
(same FTE group)	G (30,000)	18	19	63	0	see row above	see row above
1,000<3,000	M (30,000)	33	25	0	23	0	33
(same FTE group)	G (50,000)	6	3	100	0	see row above	see row above
3,000 or more	—	*	*	—	—	0	33
<10,000 volumes	—	12%	5%	0%	5% (1%)	—	—
<20,000 volumes	—	20	41	0	47 (30%)	—	—
Median	—	27,300	22,300 (24,400)	41,600 (42,100)	19,300 (22,300)	—	—
Mean	—	33,900	24,600 (27,600)	43,000 (44,000)	21,700 (25,300)	—	—

*U.S.: 12-24% are at M, 2-8% are at G level. N.C.: 1 of 4 is at G, the other 3 are below M level.

Table 8. Audio-Visual Titles

FTE Students	Levels	U.S. Total (1069)	N.C. Total (65)	N.C. Private (9)	N.C. Public (56)	N.C. <100 Titles
<1,000	M (365)	76%	92%	88%	94%	4%
(same FTE group)	G (1475)	40	73	63	78	see row above
1,000<3,000	M (1475)	59	77	0	76	0

FTE Students	Levels	U.S. Total (1069)	N.C. Total (65)	N.C. Private (9)	N.C. Public (56)	N.C. <100 Titles
(same FTE group)	G (3550)	26	54	100	53	see row above
3,000 or more	—	*	*	—	—	0
Median no.	—	2,140	3,750	1,700	4,360	—
Mean no.	—	4,660	5,080	2,980	5,420	—

*U.S.: 38-50% are at M, 17-29% are at G level. N.C.: 3 of 4 are at M level.

In Table 8 all “recorded materials,” the term used in the *Standards*, are represented by the HEGIS count of the number of *audiovisual* titles: “audio recordings, motion pictures, filmstrips, slides, overhead transparencies, videotapes” and “other recorded materials” as does the *Standards* statement. Consequently, in order to maximize the effect of the *Standards*, the M and G intentions, but its count does not distinguish between “motion pictures and video tapes” and “other recorded materials” as does the *Standards* statement. Consequently, in order to maximize the effect of the *Standards*, the M and G levels in Table 8 constitute some of the “motion pictures and videotapes” and “other recorded materials” values called for in the *Standards*. For instance, schools with enrollments (FTE) of less than 1,000 are expected (in the *Standards*) to have 15 units of “motion pictures and videotapes” and 350 of “other recorded materials”. Table 8 has combined these to indicate that 365 audiovisual units are required for the minimum level.

Although the data do not account for the degree of specificity accounted for in the *Standards* — distinguishing counts of motion pictures and videotapes from counts of other types of recorded materials — they do show that most N.C. schools in all classes of student enrollment have holdings that exceed the minimum and the “good” levels and surpass the national figures in this respect. Furthermore, it should be noted that recorded or audiovisual materials are probably undercounted, as they are sometimes controlled entirely or in part by an agency or department in the institution other than the library or learning resources center. Such holdings are in effect unreported if the institution fails to take account of such departments when polled by HEGIS. Despite gains and losses among individual schools, the 1979-80 figures show no meaningful change on average and are not presented.

Table 9. Materials: Other Than Books, Periodicals, and Audio-Visuals

Volumes	U.S. Total (1078)	N.C. Total (66)	N.C. Private (9)	N.C. Public (57)
Median	1,560	990	670	1,090
Mean	7,090	3,010	3,580	2,920

Because the reporting of other kinds of materials, such as maps and charts, is less consistent in respect both to reliable enumeration and consensus about definition, Table 9 simply reports the median and mean volumes held. As the *Standards* call for as few as fifty units for schools with FTE of less than 1,000 and 350 units for the 1,000-3,000 FTE category, most institutions presumably meet the minimum standards. Note, however, the extraordinary difference between

the means and the medians, especially for private schools. That the data about holdings of this kind vary so greatly may largely be due to an unreliable inventory in many schools.

Table 10. Percent of Bookstock Added (Standard: 5% of the collection should be added yearly)

Percent Added	U.S. Total (1146)	N.C. Total (66)	N.C. Private (9)	N.C. Public (57)
<4%	23%	18%	56%	12%
4%<5%	14	11	22	9
Cumulative % under 5%	(37)	(29)	(78)	(21)
5%<7%	22	23	11	25
7%<10%	19	14	11	14
10% or more	22	35	0	40
Cumulative 5% or more	(63)	(72)	(22)	(79)
Median	6.1%	6.9%	3.4%	7.7%
Mean	8.8	9.1	4.1	9.9

The *Standards* call for annual acquisition of five percent of the existing collection. The best indicator available for this in the HEGIS data base is the annual acquisition rate for the *bookstock* part of the collection. Consequently, Table 10 tells us only about bookstock additions, not about the important collections of “recorded materials” (HEGIS does not inquire about this). On average, that is, comparing medians and means, private schools did not meet the standard for collection development. Public schools, in spite of 21% falling below the 5% mark, fare better than their peers in the U.S., while private schools fared worse. Recall that this data is based on reports for one year, 1977, which may not be a sound indicator of a general pattern of acquisitions.

Budget

The *Standards* state that “... a fully developed Learning Resource Program will usually require from 7 to 12 percent of the educational and general budget of the institution, whether these are separately identified as learning resources or diffused in a multiple number of accounts.”[5] Most institutions fell well below this budgetary standard; in North Carolina it was met by only nine schools, all public. Collectively, however, the state fared somewhat better than the U.S. as a whole, as may be seen by examining the medians and means. If we combine the schools with less than 3% and those with 3-4%, we see that in North Carolina 29% and in the U.S. 52% of the schools would have to double their budgets to meet the standard of 7% or more. Tables 12, 13, and 14 provide further insight into the budgetary situation. No change is apparent for 1979-80.

Table 11. Library Expenditure as a Percent of Institutional Expenditure (Standard: 7-12%)

Library’s % of Institutional Budget	U.S. Total (1107)	N.C. Total (66)	N.C. Private (9)	N.C. Public (57)
<3%	30%	11%	11%	11%

Library's % of Institutional Budget	U.S. Total (1107)	N.C. Total (66)	N.C. Private (9)	N.C. Public (57)
3%<4%	22	18	33	16
4%<7%	37	57	56	58
Cumulative Less than 7%	(89)	(86)	(100)	(85)
7<13%	9	12	0	14
13% or more	1	2	0	2
Cumulative 7% or more	(10)	(14)	(0)	(16)
Median	3.9%	4.7%	4.2%	5.1%
Mean	4.5	5.1	4.2	5.3

Library budgets are modest, but private schools compared favorably with their peers in the U.S. That is, no North Carolina private school had less than a $35,000 yearly budget, but in the U.S. 53% of private schools were in this category. The private school median of $65,000 in N.C. was far larger than the private school U.S. median of $34,000. The public schools' U.S. median of $133,000 is a third higher than that for N.C. where FTE enrollments are considerably smaller. Changes in N.C. for 1979-80, in parentheses, showed larger growth on average in operating dollars in public (up 17%) than in private (up 13%) schools.

Table 12. Total Library Operating Expenditures

Total Library Budget ($)	U.S. Total (1146)	N.C. Total (66)	N.C. Private (9)	N.C. Public (57)
<$35,000	15%	0% (0%)	0% (0%)	5% (0%)
35,000<75,000	22	30 (15)	67 (50)	25 (11)
75,000<150,000	28	52 (54)	33 (38)	54 (56)
150,000<250,000	16	15 (18)	0 (13)	18 (19)
$250,000 or more	18	3 (12)	0 (0)	4 (14)
Median	$102,000	$97,000 (114,000)	$65,000 (75,000)	$100,000 (124,000)
Mean	166,000	117,000 (138,000)	70,000 (79,000)	125,000 (146,000)

Table 13. Materials Budgets

Materials ($)	U.S. Total (1146)	N.C. Total (66)	N.C. Private (9)	N.C. Public (57)
<$10,000	16%	5% (0%)	0% (0%)	5% (0%)
10,000<20,000	22	24 (18)	44 (50)	21 (14)
20,000<40,000	30	55 (54)	56 (38)	54 (56)
40,000<75,000	22	15 (25)	0 (13)	18 (26)
$75,000 or more	11	2 (3)	0 (0)	2 (4)
Median	$27,000	$23,000 (32,000)	$20,000 (19,000)	$25,000 (32,000)
Mean	39,000	29,000 (35,000)	20,000 (21,000)	31,000 (35,000)

Table 14. Salaries and Wages Budgets

Salaries and Wages ($)	U.S. Total (1146)	N.C. Total (66)	N.C. Private (9)	N.C. Public (57)
<$20,000	16%	3% (3%)	0% (0%)	4% (0%)
20,000<40,000	23	23 (14)	56 (38)	18 (11)
40,000<75,000	21	42 (47)	44 (63)	42 (45)
75,000<100,000	11	17 (19)	0 (0)	19 (21)
100,000 or more	30	15 (20)	0 (0)	18 (23)
Median	$55,000	$53,000 (60,000)	$40,000 (44,000)	$57,000 (65,000)
Mean	99,000	71,000 (79,000)	40,000 (43,000)	76,000 (84,000)

Differences between private and public schools are demonstrated again in the findings about materials and personnel expenditures. The much smaller budgets, especially for personnel, in private schools may be attributed to their smaller enrollments. Given the very limited total budgets, it is not surprising to find that over 40% of the private schools and a fourth of public schools spend less than $20,000 on materials. As the number of staff in these libraries is small, salaries and wages budgets are unsurprising. The 1979-80 data for materials show private schools little changed, public schools up about 13%. Both had a 10% average increase in salary money, less than the increase in the cost of living for that period. An important question is the *quality* of resources provided by such limited funding.

Public Services

Although the *Standards* provide no guidance about the amount of time the library should be accessible to users, the HEGIS data afford information about this fundamental indicator of service. Table 15 shows that the average hours open per week is about the same in N.C. and the U.S. However, private schools in North Carolina provided more access than public schools in North Carolina and more than the private schools in the U.S. This may account in part for their relatively high rate of loans and reference transactions reported in the following two tables. (Conversely, it may be that higher demand for loans and reference service require more hours of access). If the 92% of schools open between 50 and 75 hours a week are on a seven-day schedule, they presumably are accessible approximately 8-10 hours a day. The extent to which these hours are in the evening or on week-ends, times that employed students may need to use the library, cannot be determined with the available data.

The appendix to the *Standards* consists of nearly 70 users' services for which statistics might be collected. The HEGIS data furnish measures for estimates of two important factors in that list, reference services and circulation.

Table 15. Hours Open Per Week

Number of Hours/Week	U.S. Total (1145)	N.C. Total (66)	N.C. Private (9)	N.C. Public (57)
<50	10%	2%	0%	2%

Number of Hours/Week	U.S. Total (1145)	N.C. Total (66)	N.C. Private (9)	N.C. Public (57)
50<75	80	92	67	96
75 or more	10	6	33	2
Median	64	64	72	64
Mean	64	64	73	63
Minimum	10	45	66	45
Maximum	168	87	87	76

The figures in Table 16 do not provide the kinds of precise distinctions called for in the *Standards*. For instance, they do not tell if the service consists of “extensive assistance” or if the service was to particular user groups such as the physically handicapped. In order to interpret the table accurately, note that the percentage distributions are for the number of reference and directional transactions *per FTE student*. The HEGIS questionnaire does not inquire about the type of user; consequently such other users as faculty and staff are in effect not counted in the tabulation. If the number of the *total* population of users were known and used as the divisor, the number of transactions would be smaller than represented in the table. The means and medians of the public and private schools differ greatly — private schools providing on average about two and a half times as many transactions as the public ones.

Table 16. Reference and Directional Transactions Per FTE Student Per Week

Number of Transactions	U.S. Total (991)	N.C. Total (58)	N.C. Private (8)	N.C. Public (50)
<0.1	42%	22%	12.5%	24%
0.1<0.5	44	52	12.5	58
0.5<1.0	9	17	50	12
1.0 or more	5	9	25	6
Median	.13	.19	.66	.18
Mean	.36	.40	.75	.31

As in the previous table, the total figures (in this case, loans) are expressed in terms of the number of FTE students. Users other than students are not included; thus the results are somewhat inflated, higher than actually the case if faculty, staff, and other users were included. The private schools show on average higher usage than those under public control. Considering the total of North Carolina’s schools, the table shows that 39% of them lend fewer than 8 items per year per student. In sum, circulation data suggest a low rate of use.

Table 17. Annual Loans per FTE Student

Number of Loans/FTE	U.S. Total (1130)	N.C. Total (66)	N.C. Private (9)	N.C. Public (57)
<4	24%	6%	0%	7%
4<8	31	33	0	39
8<12	20	26	11	28
12<20	14	20	22	19

Number of Loans/FTE	U.S. Total (1130)	N.C. Total (66)	N.C. Private (9)	N.C. Public (57)
20 or more	11	15	67	7
Median	7	9	23	8
Mean	14	12	21	10

Summary

The analysis of the 1977 HEGIS to determine how closely learning resource centers in North Carolina's two year institutions of higher education met the ACRL standards may be briefly summarized as follows:

1. *Staff.* A majority met professional, but not support staff standards. Public schools had a high proportion (60% of their total) at the "good" level for professional staff. Both types of schools fell far short of support staff levels recommended, like most schools in the U.S.

2. *Collections.* Private institutions came closer than public ones to having the recommended number of periodicals, and, unlike public schools, compare favorably with the U.S. Book collections were up to standard in private schools. Public schools in North Carolina fell short of the standards and of their counterparts in the U.S., presumably because they were established more recently.

The standards for audiovisual titles were more nearly approximated by both private and public schools than for the standards for such other materials as maps and realia. The standard for collection development as measured by percent of *bookstock* added is unevenly met. Fifty-six percent of private schools added less than 4%; 22% added 5% or more, the standard level. Only 12% of public schools added less than 4%, and 79% met the 5% level, with 40% adding 10% or more.

3. *Budget.* The recommendation that institutions allocate from 7-12% to learning resources is rarely satisfied. Only 16% of public and none of the private schools' centers received 7% or more of their institution's budgets, a finding similar to the pattern in the U.S. as a whole.

Assuming that the *Standards* in general are a useful measure for evaluating and developing library resources and services and the HEGIS data provide a reasonable approximation of the status quo, at least for the year studied, 1977, we find that most libraries are below standard for many factors, most notably perhaps in respect to support staff. The limited data analysis for 1979-80 shows some improvement, principally among public school, in respect to collection development and budget. Given the increase in materials costs and for cost-of-living salary increases, gains were small in most schools, and represented a loss in purchasing power for many. Further improvement in data gathering and analysis could afford a full and more precise measure of libraries in terms of the ACRL *Standards*. The most serious shortcoming in a study of this kind is the lack of measures that can ultimately and clearly indicate the *quality* of libraries' services and collections. However, several of the most important factors presently in the *Standards* are measurable, and the status of libraries in North Carolina in those terms is fairly clear. Assuming that management policy and practice would be effective and efficient, the

allocation of considerably more funds is probably the key factor for bringing these learning resource centers and libraries more nearly up to the levels specified in the *Standards*.

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Libraries, Books, and Reading In The People's Republic of China: A Traveler's Account

Mary Jane Conger

Chinese culture has always stressed the importance of books and scholarship, yet prior to the 1949 Communist take-over, the level of literacy was low. The new government had as one of its earliest goals to raise the literacy level. A set-back occurred from the beginning of the Cultural Revolution in 1966 to the downfall of the "Gang of Four" in 1976. During this period being "red" was considered better than being "expert." Some libraries were closed, and others were broken into by the Red Guards. The type of material the populace was allowed to read was severely limited. Recently, libraries, scholarship, and knowledge have been allowed to flourish.

I arrived for a twelve-day general tour of China in December 1979, three years after the downfall of the "Gang of Four." This was my first visit to China. It gave me an opportunity to combine my interest in East Asian history with observation of the role of libraries, reading, and books in another society. Since my visit, I have had the privilege of corresponding with three people in China. Two are English majors attending a University in Xian; the third was our group's national guide. Our correspondence has been in English and covers a large range of topics. But some of their comments pertain to books and reading, and these comments prove enlightening.

As I wrote down my observations each night while I was in China, I wondered what observations a Chinese traveler would make, based on a twelve-day, four-city visit in the United States with limited command in English. Yet, because of the lack of information presently available to us concerning Chinese society, travelers' observations are one of the few ways Americans have of learning about Chinese libraries and Chinese attitudes toward books and reading. Even though the observations are casual, the comments made here may be instructive not only about the role of libraries, books, and reading in Chinese society but about their role in American society as well, since studying an institution in another country often raises questions about the role of the institution in one's own society.

Canton Happy Machinery Park

The first stop on our trip after entering the People's Republic of China was Canton. Our local guide announced that the next morning we would be visiting a factory. Having done some prior research on libraries in China, I realized the factory might have a library or, as the Chinese call it, a reading room. I made inquiries through the proper channels to see if I might visit the reading room sometime during the tour of the factory. Since no one mentioned my request, I imagined it had not been granted. As with all our tours of factories and communes, we had a briefing by officials, accompanied by tea at the start of our tour. After the briefing an official asked to see the person who was interested in seeing the reading rooms. All had been arranged, but not quite the way I had expected. I had tried out my Chinese on our local guide the day before. (I had studied Chinese for three years but the last time I had tried to carry on a conversation was in 1973.) My conversation with the guides had not been overly successful, but they kept on encouraging me. Our local guide had had arranged with the factory officials for me to see one of the two reading rooms. He said that to help me practice my Chinese, I would be accompanied by a young factory worker who did not know any English. By necessity, my Chinese did improve greatly during the forty-five minutes I was away from the group, but not having a translator severely limited the number and type of questions I asked.

The name of the factory we were visiting was translated for us as Canton Happy Machinery Park. It has six thousand, one hundred workers and produces primarily sugar refinery equipment and all types of drilling equipment. The two reading rooms were in two different buildings. At first, the official asked me which reading room I would like to visit, explaining that one was for leisure reading, the other for technical research. I indicated the former. There was a conversation between two of the officials which I could not follow. Then I was told that the reading room for leisure reading was closed, would I like to see the other? I speculated that the leisure reading room might have been closed because it was Sunday (the traditional day off except for round-the-clock shift work) or that it was very close to lunch time. Consequently, my factory worker guide and I walked over to the building that housed the technical research reading room. It was made up of two rooms, the largest being about twenty by fifteen feet. Books in Western languages were in a glass door bookcase which could be locked. This was located in the smaller room. When I walked into the reading room there were seven or eight young men at various tables. All activity stopped and my guide explained who I was. For many of these men this may have been the first time for them to have personal contact with a Westerner. Fortunately, one of the young men knew a little English. What questions he could not understand I tried to ask in Chinese; whereupon, all of them would discuss what I was trying to ask and after some clarification or writing down of characters, I would usually get some kind of answer. I was told that the library contained about 10,000 volumes. The card catalog was entirely in Chinese. Either Western books were not cataloged, or the information was translated into Chinese. All the catalog cards were handwritten. Even call numbers and dates were written in Chinese characters. (Many newer classification schemes in China use Arabic numbers, and dates are often expressed in Arabic.) The card catalog allowed for access by author, title, place being described, and subject. I asked if the catalog was easy to use. The English-speaking worker said it was very hard to find material in the catalog. Almost all the books I glanced at were over ten years old, both for foreign and Chinese titles. On the magazine racks, however

there were many recent issues in Chinese, Japanese, English, Russian and German. My guide indicated it was time to go. There were still so many questions I wanted to ask, but there was not the time nor the language expertise.

Shansi Teacher's Training University

The only other library I was able to visit was at the Shansi Teacher's Training University. Here, the whole group toured the University and visited the library. The university has as its sole purpose the training of teachers for all levels, elementary through college. It has a student body of 2800 and 1500 teachers and staff. It is a four-year institution. Part of our tour was spent talking to English majors; afterwards, other students who did not know English joined us to show us around. Evidently, word spread quickly that I was the only one in the group that knew any Chinese at all. I soon had several students around me asking questions so that I had very little chance to ask questions of my own. But, as I joined the group in the library, a student who did know some English started talking with me. The library is not in a separate building, but takes up the larger part of three floors of a four story brick building. The group was told that, before 1949, the library had 20,000 books; it now has 1.2 million books. One room had current periodicals; nearby was a desk and behind it a closed stack area. This was a periodical service desk and the stacks contained back issues of periodicals, mostly unbound. There was also a reserve reading desk but no reserve reading room. Professors could ask that certain titles be put on reserve. Otherwise the normal loan period for circulating materials was one month. If material was not returned on time, borrowing privileges would be curtailed, a much stiffer penalty than is common in our country. Only teachers, staff and students of the university can use the library. They are not permitted even to enter another university library. A special card is required for admission into the city and provincial libraries. There are very few bookstores, and—compared to American bookstores—very few titles in stock. Even if a title were available to a student who had been denied borrowing privileges, chances would be good that he or she could not afford to buy the title.

The card catalog was set up in one room to itself. It was divided into two sections, one for Western material, the other for materials in characters. The character catalog was arranged using what is called the "four-corner system." This means the cards are arranged in the order of the direction of the first stroke in the first character. Several students I talked to said it was a difficult system to use.

Much of one floor of the library was devoted to reading rooms. There were no individual carrels, but rather long tables. Each reading room could seat up to ninety-six people, and there were four reading rooms. The reading rooms were a popular place to study, especially in the winter time as it was warmer in the library than other places. However, the rooms were cold by our standards; the temperature the day we visited was about 60° F. Students try to get to the reading rooms early so as to get good seats under the lights. By our standards the lighting would be considered poor. The reading rooms were open in the morning and from two to six in the afternoon.

The faculty had their own set of rooms: one for preparing for classes, another for their own collection of books. Both in the general stacks and in the stacks for the faculty I noticed a wide

variety of subjects. Unlike the factory reading room the collection included books with recent imprint dates. Western books were housed in separate stacks, and there I saw such titles as: *Reader's Digest*, *Popular Science*, *Index Medicus* and *U.S. Monthly Catalog*.

Later on the same day, after we had visited the university library, I asked one of our local guides about restricted books in libraries. He told me valuable classical books, some foreign books, some translations and books containing political thinking not in favor were restricted. To use any of the books with restricted access one must give a legitimate reason for wanting to read them and obtain permission from local party officials.

The Thorn Birds and the English Classics

While we were visiting the fourth city on our tour, Changsha, a young man of about college age, struck up a conversation with me in English. After answering many of his questions, I had a chance to ask a few of my own. He had been studying for graduate exams in the city library and was returning from having lunch with his family. He said the library was about the only place where one could find materials in English to read. I asked if he had read very much English literature either translated or in the original. He replied he had read *Treasure Island*, *Oliver Twist* and *Tom Sawyer*. I had asked the same question of a few students at the Shansi Teacher's Training University. They had read *Oliver Twist* and *Tom Sawyer*. These students as well as other students were very interested in reading more contemporary works in English. One of the first questions our English speaking guide asked me, once we had gotten to know each other, was what was on the best seller list. One of the first books I mentioned was the *Thorn Birds*. He replied that he had read that book, and that it had too much sex for him.

This young man, age 25, is very interested in modern American literature and has written some interesting comments about our literature and history. He wrote saying he had recently finished reading *Gone With the Wind*. His comment was: "The book was so well written, but I can't agree to the author's viewpoint toward the American civil war. I think the war was great because it had liberated the black slaves in the south and smashed the feudalist society." For most Chinese, any written material, whether fiction or nonfiction, has a purpose in teaching or reforming the person reading the material. To have a novel written for pure enjoyment is an unusual idea. Although I have tried to explain that our literature, especially our popular fiction, does not necessarily have any other purpose except to entertain, I often wonder how many Chinese students are trying to figure out what our novels are teaching our population.

While my friend is interested in modern American literature, for him to be admitted to the graduate level of the educational system he must read more traditional British literature. In one letter I asked him what type of questions were asked on these exams which he kept writing to me about not making a high enough score. He replied: "Now I am going to present you a few questions from the examination paper last time: Identify the following characters in what book they made their appearance: Angel Clare, Becky Sharp, Mrs. Bennet, Ernest Everhard and Falstaff ... Study the following list and give brief and pertinent answers: (1) Stevenson's method of writing (2) The younger romantics as distinguished from the old ones (3) William Tyndale and the Biblical Style (4) Ben Johnson and Shakespeare contrast ..." As I am not an expert in British literature, with the assistance of one of my colleagues in the reference department I searched

for materials that would answer these questions without resulting in exorbitant mailing costs. I wanted to ask him if the staff at his college or public library would have provided such assistance.

Service to Library Patrons

Indirectly, I received the answer to my unwritten question several letters later. I mentioned in one letter that I had been busy preparing bibliographic instruction lectures for students of Asian history. He wrote back: “By the way could you explain a little bit about the library system in your country?” I responded by briefly indicating the types of libraries we have, whom they serve, the difference between public and technical service areas. I also mentioned that, in theory and, I hoped in practice, librarians try directly or indirectly to help their patrons find materials they want or need. His comments were as follows: “The library system in China is quite similar to yours, so far as the classification of books is concerned. But in China the library never provides or helps to find the research materials you want. To say nothing about teaching you how to use the library and how to do research. All they do is to take out the books from the bookstore in line with the booklist you give them.” It is interesting to speculate what American college students might write to a foreign librarian about the library system in this country.

Access to Libraries

Throughout my trip and in the letters from my friends in China I received the impression that books and libraries are very important to the Chinese. Two or three times in each city we visited I had a chance to go out by myself and wander around the streets of the city. Usually, I would strike up a conversation with someone in Chinese, indicating that I was an American. As I talked, other Chinese would join in the conversation. (Many Chinese are still not used to seeing Westeners, especially in the smaller cities, and to hear one attempting to speak their language, no matter how poorly, is even rarer.) When I mentioned I was a librarian there would always be nods (of approval or understanding I do not know). If I asked if the city had a library everyone would nod their heads and point out the direction. When I asked if they went to the library often, I received an affirmative answer.

Most Chinese have little access to television, and both radio and television stations broadcast only a limited number of hours; it appears that reading is one of the main sources of entertainment. As there are not enough copies of popular books in bookstores or libraries, reading and the borrowing of books are considered a privilege. Another of my friends wrote that, although libraries are free, they are only open to citizens of the jurisdiction or school and “one has to hand in a small sum of money to guarantee that he will not lose or spoil the book he has borrowed.” The young national guide indicates there are limits on how many books may be borrowed from the library. “For some popular books, such as Kissinger’s *The White House* we are only allowed to read them in the reading room in the library there.”

I hope to return to the People’s Republic of China to visit my friends and to request permission to visit some of their libraries. Until then, I will be left with the impressions I have given here, along with information I have gathered from other librarians who have traveled to China in the

last few years. Included is a selected bibliography of articles published since 1978 that will broaden one's knowledge of the Chinese and their world of books, reading and libraries.

Mary Jane Conger is Serials Cataloger, University of North Carolina at Greensboro.

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A Short History of the Documents Section of the N.C. Library Association

Susan B. Van Dyke

Beginning librarians, or even staff members with other duties, are frequently given responsibility for the government documents collection. Though actual working experience teaches quickly, a novice often has a lack of time and training to do an adequate job. Recent technological developments and changes in government publishing compound the job problems both for new librarians and the experienced. Workshops and conferences bring together librarians with common working situations; this develops an exchange of ideas and information regarding alleviation of job problems. Several leading librarians saw the need for meetings and communication and cooperation to improve work skills of documents librarians, and, in 1973, they formed an organization to fill that need: Documents Librarians of North Carolina.

Few meetings were held for documents librarians until the late 1950s and the 1960s. The American Library Association and the Special Libraries Association both gave attention to documents work at several of their national conferences, but no special attention had been

given to a permanent organization of documents librarians until 1972. In 1972, the Government Documents Round Table of ALA (GODORT) was formed.

On the state level, the North Carolina Library Association provided documents librarians with an opportunity to meet at the 1965 biennial conference. At this meeting, on November 4, 1965, in Winston-Salem, approximately twenty-five persons involved with documents collections held an open forum. Questions were answered concerning the responsibilities of depository librarians, interlibrary loans, and the processing of documents.[1]

Beginnings of the Organization

Several years later, Louise J. Hawkins, then department head of the Wilson Library documents collection at UNC, formulated and distributed a questionnaire for North Carolina libraries receiving federal documents on a depository basis. Many questionnaire respondents expressed an interest in a workshop or meeting of the state's documents librarians.[2] Long realizing the need for such a meeting, Mrs. Hawkins proposed a program and date for this assembly.

The meeting was scheduled for March 23, 1973, at UNC. Mrs. Hawkins and her staff planned the activities of this first North Carolina Documents Librarians Conference, attended by forty-nine librarians. Guest speakers for the meeting were Dr. Angell Beza and Mrs. Judy Poole of UNC's Social Science Data Library who spoke on services of the data library, and Dr. Fred Roper, Assistant Dean of UNC's Graduate School of Library Science, who spoke on the selection of documents. A panel discussion on record keeping systems at four large depositories followed. Then, several topics were discussed in an open forum, led by Grey Cole, who was then documents librarian of UNC-G. Among these was the need for a newsletter for documents librarians. During the forum, it was suggested that a permanent documents librarians association be formed. Marking the beginning of formal organization, two committees were appointed. The first was to draft a constitution; the second was to nominate officers and plan a program for the first meeting.[3]

The first annual meeting of the Documents Librarians of North Carolina (DLNC) took place at D.H. Hill Library on the North Carolina State University campus. Held on October 5, 1973, the meeting drew over fifty librarians. The Constitution and By-laws were first discussed and adopted by unanimous voice vote. As stated in the Constitution, the purposes of the organization are promotion of state-wide cooperation, opportunity for problem and idea sharing, sponsorship of projects, and promotion of bibliographic control. The first elected officers were Louise Hawkins (Chairman), Grey Cole (Vice-Chairman), Betty Sell (Treasurer), and Gene Teitelbaum (Secretary).[4] Ensuing from this first meeting, correspondence between Louise Hawkins and Suzi Rose discussed the need of a newsletter for the group. Mrs. Rose volunteered to be editor of the publication.[5] Funding for the newsletter came from dues collected at the meeting and the first number was issued in February 1974. Entitled *The Docket*, the newsletter's purposes were to provide news: on meetings and committee work of the organization, from North Carolina libraries concerning documents staff or collections, and from Washington affecting government publishing and depository libraries.

The State Documents Depository System

During the time of these first meetings, DLNC and NCLA appointed an Ad hoc Committee on a State Documents Depository System. This committee was formed to investigate the depository system in North Carolina and the concern of librarians over the depository law and bibliographic control of North Carolina publications. In May 1974, the group sent out questionnaires on the need for a state depository system. Results revealed that thirty libraries were willing to become depositories. The committee recommended that NCLA and the North Carolina State Library jointly request a Legislative Study Commission to further investigate a depository system, whereby state publications would be automatically deposited at selected libraries.[6] Resulting from this group's initial efforts in 1977 and the intense work and support of others, N.C. Ratified House Bill 241 was passed in 1979. N.C. General Statute 147-50.1 now states that five copies of all government issued publications must be deposited at the State Library. Though a system of depositories for all state publicatons has yet to be established, having all publications at the State Library greatly enhances bibliographic control. A listing of the State Library's holdings will now serve as a catalog of state government documents.

Affiliations of the Organization

The third annual meeting, held October 10, 1975, at UNC-Charlotte, opened with discussion of NCLA affiliation. A written ballot vote showed a majority in favor of affiliation, and a petition to NCLA was signed by all members present. It was determined that DLNC should be a section of NCLA.[7] Completed petitions and requests for affiliation were submitted to the Executive Board of NCLA on November 17, 1975. At the Board's December 5th meeting, the new Documents Section was "created".[8]

Major changes in the organization as a result of NCLA affiliation concerned dues, memberships, and meeting schedules. All members of DLNC must now first join NCLA, then request membership in the Documents Section. Meetings are scheduled as a part of the NCLA biennial conference, with a separate daylong meeting on the alternate years when NCLA does not meet.

Another affiliation was approved at the October 7, 1977, Documents Section meeting. Bernadine Hoduski, founder and active member of GODORT (the Government Documents Round Table of the American Library Association), spoke on bibliographic access to government publications. During that day's business session, a motion for the association to become an affiliate member of GODORT passed. This affiliation entitles the group to receive news, announcements and newsletters from GODORT. Other benefits include seed money for workshops, participation in Round Table activities, and national communication between documents librarians.

Recent Workshops

An especially useful workshop on locating census data was sponsored by the Documents Section in Raleigh, April 27-28, 1978. Workshop leaders came from Census Data User Services in Alexandria, Virginia and Charlotte, North Carolina. They instructed the group of over thirty librarians on the history of the U.S. Census Bureau and guidelines for locating data. Participants performed exercises for hands-on experience.

The seventh annual meeting of DLNC, October 19, 1979, in Charlotte, focused on local documents. Six speakers with varying experiences in local collections discussed municipal and regional government publications. This informative program concluded with a recommendation for the documents Section to develop guidelines for local documents service. A joint committee with the Public Library Section developed these guidelines and published them in *The Docket* (8:1, Jan. 1981).

Skilled use of the *Federal Register* and the *Code of Federal Regulations* is mandatory for federal government documents librarians. A workshop to develop this skill was sponsored by DLNC in October 1980. Carol Mahoney of the Office of the Federal Register addressed the group and outlined steps for research on federal regulations.

Since its inception, DLNC has actively and successfully pursued its goals. The annual meetings, workshops, committee activities, and *The Docket* have all served to further and improve communication between documents librarians. This communication has led to provision of better services and augmented professional growth. Attendance at meetings, as well as membership in the Documents Section, increases each year. The strength of the organization can be seen in its continued growth and its many accomplishments. Contributions and accomplishments of the group include directories of documents personnel published in 1976 and 1981; workshops given on Census materials, use of the *Federal Register*, and other pertinent topics; sponsoring speakers from the Government Printing Office; and influencing local and federal legislation.

Susan B. Van Dyke is Documents and Serials Librarian, Gardner-Webb College Library.

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Should Public Libraries Help To Improve Literacy in North Carolina?

Viewpoint by H. K. Griggs, Sr.

The Problems

"Illiteracy in this country is turning into a blight that won't go away. While the United States has the highest proportion of its young people in college than any other nation, it has not figured out how to teach tens of millions of its citizens to fill out job applications, balance a check book, or write a simple letter",[1] was "the theme of an editorial by editor Marvin Sowe about a year ago",[2] as reported by John H. Sweet, chairman of the team which prepared "Ahead: A Nation Of Illiterates," and published in *U.S. News & World Report* on May 17, 1982. According to this report, "Today a staggering 23 million Americans (ages 16 and over) 1 in 5 adults, lack the reading and writing abilities needed to handle the minimal demands of daily living. An additional 30 million are only marginally capable of being productive workers. Thirteen per cent of high school students graduate with reading and writing skills of sixth graders".[3] This same report states that "the number of illiterates is steadily mounting, swelled by nearly 1 million dropouts a year and also by immigrants from Latin America and Asia, many unable to read or write English or their own native languages".[4] This study by the *U.S. News & World Report*, states further "These functional illiterates exact a high national price. One estimate places the yearly cost in welfare programs and unemployment compensation due to illiteracy at 6 billion dollars. An additional 237 billion a year in unrealized earnings is forfeited by persons who lack basic learning, according to Literacy Volunteers of America". This study quotes Barbara Bush (wife of Vice President Bush) "most people don't know we spend 66 billion dollars a year to keep 750,000 illiterates in jail. I'm trying to remind people there is a correlation between crime and illiteracy, between illiteracy and unemployment." Many school officials fear this illiteracy problem "could worsen in wake of Reagan administration proposals to curtain federal efforts in teaching basics, including a sharp cut in adult education funds."[5]

The Response

The cut in federal, state, county and local funds for schools, community colleges, and technical institutes, colleges and universities caused some national business volunteers, and public leaders recently to form an alliance to help focus attention on the problem of adult illiteracy in America. This group met in December, 1981 to form the "Coalition for Literacy".[6] On May 26, 1982 at a meeting in Chicago, American Library Association Executive Director, Robert Wedgeworth, introduced a small group of business, library and educational leaders to the Coalition for Literacy, whose purpose was to focus national attention and resources on adult

illiteracy. Director Wedgeworth and coalition members expressed ahope that such leaders would “help promote a three year public awareness campaign to identify the illiteracy problem for all Americans and how what must be done to overcome it”. A few of the background items given by Director Wedgeworth were (A) one out of 5 adults in our country is illiterate; (b) more than 50 million Americans have never finished high school and 26 million have not finished the ninth grade; (C) illiteracy costs American people five or six billion annually”. He reported further that “functional illiteracy is the most curable problem facing our society”. He cited “many national programs already in place to provide basic literacy: Lauback Literacy International, which has tutors for 30,000 students; Literacy Volunteers of America, which provides tutorial programs for approximately 13,000 students; Adult Basic Education programs, in which 2.4 million adults have been served; and A.L.A. training for librarians to educate their peers in providing literacy programs in libraries.”[7]

In addition, the above four organizations working in the coalition for Literacy are assisted by Contact, Inc., International Reading Association, National Advisory Council on Adult Education, National Commission on Libraries and Information Science, B. Dalton Book Seller, American Association for Adult and Continuing Education, and American Association of Advertising Agencies which publishes *The Written Word* to promote communications in the field of functional illiteracy. Telephone number for Contact, Inc. is 402/464-0602) for further information.

Bob Purcell, a coalition representative, declared “our whole society is hurt by the fact that 23 million American adults can’t read at functional level”.[8] He added “America’s economic, military strength demands a literature populace. We want folks to know that illiteracy hurts all of us and the people who care can do something about this problem”.[9]

The Written Word (June 1982) reports that the campaign of the coalition will generate public awareness through television, radio, newspapers, magazines, and other media.[10] *The Key* (newsletter of the Adult Literacy Project in the New Castle District Library Center (Penn.), July 1982, reports that both ABC’s “20/20” and CBS’ “60 Minutes” will broadcast about illiteracy this fall. The ABC show will focus on the needs of non-reading adults in the midwest. CBS will report about law suits filed by non-readers against school districts.[11]

Libraries Can Help

In a recent publication *Literacy - Libraries Can Make It Happen* published by the ALA Office for Library Outreach Services, the question is asked “why should libraries lead the fight against functional illiteracy?”[12] The answer is given: “Beacuse the public library is the local alternative educational resource in every community”.[13] The reasons given are

1. “The library is local. The network of 8,000 public libraries can unite and strengthen the actions of all literary organizations and put American people to work on a problem that can be solved.”[14]

2. “Also, the library is an alternative. Local libraries are in an ideal position to deal with the illiterate adult who associates his inability to read with unfortunate experiences in school. The library can provide a non-threatening learning environment free from the stigma of a

social service agency. The library is a place where people from all economic and ethnic backgrounds come and go, not just those who need help."[15]

3. "Further, the library is an educational resource. Libraries have traditionally been involved in development of reading skills, stimulation of reading and dissemination of information about educational opportunities in the community. As a neutral agency, the library can work with and coordinate activities of other literary programs, sponsored by educational institutions, governmental agencies, or private organizations. And by working with other groups, libraries can avoid a duplication of efforts and can help other literacy groups deliver their services. Librarians have the training to identify, find and even produce the written materials that can be matched with various levels of skills, etc."[16]

This ALA publication also offers some suggestions on how public libraries may get involved:

1. Focus total attention on the problems of illiteracy in the community.

2. Collection of special materials for beginning adult new readers that may be used or borrowed by agencies for use by new readers or individuals.

3. Develop information and referral service which refer people to other agencies where they may receive assistance for learning.

4. Provide services to new readers such as counseling or learners advisory/independent learner assistance.

5. Provide library sponsored tutorial programs in libraries-coordinated by librarian or volunteer for other agencies-providing in tutorial techniques or in collection development.

6. Developing collaborative or cooperative tutorial/learning programs with other agencies.[17]

The Library's Historical Role

It was Melissa R. Forinash, Reader Development Program of The Free Library of Philadelphia, who wrote in the *Opening Doors for Adult New Readers*[18] that "for decades public libraries have been providing guidance to adult learners. The forms of these services has changed over the years as the needs of adults have changed. In the 1960's it became evident to librarians and educators, as well as to governmental officials, that a large number of previously overlooked adult Americans had difficulties with reading. Since then several research projects have focused upon the reading skills needed by adults. While research was being done, libraries were doing something about it. Some provided materials; some started tutorial programs for the adults in the communities where none had existed before; some cooperated in research related to adult learning. The experience of these libraries provided information and impetus for yet other libraries to begin service in more communities."

Dr. Helen H. Lyman, literacy expert, writing in the preface of the same book, notes that 'providing materials for adult new readers is an important responsibility of librarians. The development of such collections serves a large and growing group of users."[19] Further, she wrote, "the development of collections for adult new readers is a unique and basic function of libraries of all types — academic, school, public and special. Collections meet current definitives

of literacy and needs of the learner/user where they include: a variety of media formats from multiple sources, a range of skill levels, and useful and meaningful content and appeal to potential users."[20]

Linda Bayley writing in her *Opening Doors for Adult New Readers* states "Traditionally, the educated middle class has been the mainstay of the public libraries. Now, more and more libraries are trying to expand their capabilities to provide service to other segments of the community, including the adult new reader. Who is the adult new reader? This is not an easy question to answer, most new readers do not wear labels. Chances are that their inability to read has been a well kept secret."[21] Further, she states "Organized Adult Basic Education Classes may be provided by local school systems or community colleges. Job training programs may have classes in basic skills. In some communities volunteer groups provide tutoring for adult new users."[22] By working with these adult education programs you can identify some adult new readers or potential users of the library. Another way to identify new readers is to use the census or planning commission data. Often low income, unemployment or underemployment and minority group status, accompany poor reading skills. This is by no means always the case. There are people with comfortable incomes and good jobs who read poorly or not at all, and certainly the inability to read transcends all ethnic groups."[23]

It was Marguerite Yates, Chairman of the American Library Trustee Association Task Force on Literacy, who wrote of "American Library Trustees' Cursade Against Illiteracy" in the summer edition of *American Public Librarians — 1978*. "The fact that 20% of our population is functionally illiterate should be disturbing to our entire literate community. Illiteracy, therefore, must be a responsibility of library service is the symbol of literacy in each community, large and small. Further, she says "Functional illiteracy exists in all types of communities (urban or rural), among all strata (lower, middle or upper) among all nationalities and races. It is truly a national problem. Next to the educational system, the library network seems the focal point for a concerted attack on illiteracy in America. It reflects the community more than any other institution. It can act as a catalyst in the lot of the unserved." She closed this news release with an appeal: "We ask your help in spreading the word and corralling the forces in your community against functional illiteracy."[24]

The Problem in North Carolina

With over 1 million illiterates in North Carolina among those persons not in school (over age 16) according to the 20% national average, the need for special illiteracy programs is absolutely necessary. The question of illiteracy programs for public libraries in this state was raised with a former chairman of the Public Library Section. The answer was that this responsibility really belongs to the educational agencies and institutions of this state where the educational dollars go. This librarian educator felt that the library schools do not train librarians to do such a job in illiteracy. To do such work for illiterates requires a special expertise be developed by the right type of training which most public librarians do not have. Most public libraries do not have funds to employ skilled personnel for such work nor to purchase or produce such materials as are needed in such a program. The special illiteracy programs were started with L.S.C.A. funds and dropped when these funds were "cut off".

The Governor, the former Lieutenant Governor, the head of the Department of Cultural Resources, the State Superintendent of Public Instruction, some members of the State Board of Education, some members of the Board of Higher Education, the heads of community colleges and 2 year technical colleges, and many other educational, business, industrial and other civic and political leaders in North Carolina seemed to have been unaware of this serious mammoth problem among us.

According to an Associated Press Report on Illiteracy in the Greensboro Daily News of September 8, 1982, "illiteracy caused North Carolina to lose its bid for high technology jobs, indicates a two month literacy study."[25]

"The 945,000 Tar Heel adults who cannot read at the eighth grade level lose as much as 1 billion dollars a year in personal ioncome," the study shows.[26]

Also, George Trevor, Director of the Charlotte area Literacy League, reported in the same release "if a person cannot read as well as the sixth grader, he is generally considered a functional illiterate. That means he cannot take a written driver's test, complete a Social Security Application, fill out a tax form or a job application."[27] Using the national 20% average means that there are over 1 million in our state.

Thus the billions of dollars in welfare, health care, prisoner upkeep, because of no jobs, etc. are losses which could be reduced tremendously if we had an effective massive literacy program.

North Carolina's Response

The public libraries of this state could help as an important ally if adequate funds were made available from the state, counties and cities. But the job is too big for libraries even with more funds. The libraries are already helping with literacy programs. Special reading programs which sometimes include whole families are helping with literacy programs; taking books to home centers are some of the other ways the librarians are helping to improve the literacy level. There was not enough enthusiasm, vision of the immensity of illiteracy, and concern for the over 1,000,000 adults of our state educational, civic, political, industrial and business leaders did not put forth some effort to form a state coalition for literacy in order to develop an awareness of the problem and make plans for improving the literacy rate in the state. The state must use every agency possible — private and public to produce an effective program.

The Post Conference on Illiteracy after the A.L.A. Conference[28] in Philadelphia provided an opportunity for public librarians, trustees, tutors, or state educational leaders to learn more about literacy programs for the illiterates. Three representatives from the Rockingham County Public Library and one from the Durham County Public Library were in attendance. There were representatives from many states, as well as Mexico and India. The workshop on illiteracy brought to our attention the staggering amount of information being done by public libraries, state agencies, volunteer organizations to improve literacy in many states and Canada. It also focused attention on so little being done by many state educational institutions and agencies and public libraries in many states. No other North Carolina state agencies sought to take advantage of this training to help work with some of the 1 million illiterates in North Carolina. In such cases, the public libraries would become a special learning center for those who could nto

use the community college, technical institutions or other private agencies. Retired teachers, students and others in those communities in New York, New Jersey, Florida, Connecticut where public libraries have sponsored literacy programs. Let us tap these resources in North Carolina to help improve the literacy level.

The Need For Concerted Effort

The need for some overall state concern to promote and monitor the direction of programs to work toward lowering the illiteracy rate is apparent. The critical need for funds is a must for all agencies to help improve literacy for the 1 million adults in this state or we must continue to pay the terrific price of having deprived persons as illiterate. The need for a coalition for literacy should be supported by every agency which is concerned about the low literacy level in this state and how much it costs the state.

It was Barbara Bush (wife of Vice President Bush) who said in the meeting of the National Affiliation for Literacy Advance, held in the Smoky Mountains of North Carolina in June, 1982,[29] "Sometimes I get discouraged by the overwhelming number of functional illiterates we hear about. When I get really discouraged, I remember Helen Keller, who said that literature kept her from being 'disenfranchised from life'. Somebody taught deaf and blind Helen Keller to read, and somebody taught her what disenfranchised means. If someone could teach her, surely we can teach some able hearing and seeing people to read."[30]

What are we doing North Carolinians (library trustees, librarians, library friends, state legislative leaders, state administrative leaders, state superintendent of schools, Governor, Lt. Governor, State Board of Education, State Board of Higher Education, industrial and business leaders) to help reduce illiteracy level? What kind of coalition against illiteracy should be formed to help reduce this 1,000,000 illiteracy level? This coalition should be formed to focus awareness enough to be concerned about this problem and to provide plans and resources to get the job done. A state which in a short time can develop plans and raise a $25,000,000 fund to build a student center in Chapel Hill, could also form a coalition to develop awareness and develop plans and secure resources to reduce the catastrophic effect of the 1,000,000 illiterates in this state.

H. K. Griggs, Sr. is the retired Reidsville Senior High School Principal; Chairman, Rockingham County Public Library Trustee Board; Immediate Past Chairman, North Carolina Library Trustee Section, N.C.L.A.; Secretary, Southeastern Library Trustee-Library Friends Association; and Member of the American Library Trustee Association's Task Force on Illiteracy (new ALTA — Committee on Service to Specialized Clientele — 1982-84).

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New North Carolina Books

Maurice C. York, Compiler

William R. Finger, ed. **The Tobacco Industry in Transition: Policies for the 1980s.** Lexington, Mass.: Lexington Books, 1981. 339 pp. $23.95.

Although it is not spelled out in the title of this collection, which was sponsored by the North Carolina Center for Public Policy Research, North Carolina is heavily represented. In fact, almost all of the articles have some connection with the state, through author background or affiliation, location of farmland, research, and industry, or social and political implications. In chapters where this is not the case, general considerations, such as smoking and health, are involved.

The editor is a free-lance writer with training in economics and southern history. His work has appeared in *The New York Times*, *The Washington Post*, *Christian Century*, and *Southern Exposure*. He currently is editor of *N. C. Insight*, the magazine of the North Carolina Center for Public Policy Research.

The book, with thirty chapters by twenty-nine authors, is “designed to provide an interdisciplinary understanding of tobacco in the 1980s. It has been prepared for use by a wide range of readers—from scholars and experts to those with only a casual or limited interest in the subject.”

Transition and interdisciplinary are key words; chapters vary widely (an interview, chapters from books, reprinted magazine articles, essays, a summary of the 1981 Surgeon General’s report, an annotated bibliography, chronologies, etc.) to present information on historical, political, economic, research, business, and social implications of the tobacco industry at a time of change and uncertainty concerning its prospects and the prospects of farmers, researchers, politicians, employees in tobacco manufacture and trade, and others whose future is closely connected to developments in the industry. Understandably, currentness is important, and material as recent as 1981 is included.

The book is divided into six parts: “World Leaf Sales Expand—But U. S. Share Shrinks”; “Corporate Diversification and International Expansion”; “The Rise of Smoking: Rights and Ramifications”; “Alternatives for Tobacco Farmers”; and “Politics of Tobacco: Policymaking Under a Cloud of Smoke.”

In addition to the wide variation in type and length of articles, equally varied viewpoints are represented, including those of Elizabeth Tornquist, William F. Buckley Jr., the chairman of the board and chief executive officer of R. J. Reynolds Industries, the general counsel to Federal Employees for Non-Smokers’ Rights, and a former secretary of agriculture.

The usual repetitiveness and varying quality of chapters in such a work are evident here, but in many cases authors refer the reader to other chapters and sections that contain related material. Thus, the reader has the advantage of being able to skip about freely in the work.

Reference aspects of the book are significant. In addition to comparative and historical tables and charts, it contains chronologies (“Landmarks in the Tobacco Program” and “Chronology of

Major Federal Actions and Events on Smoking and Health"), a directory chapter ("Resources on Tobacco Production and Marketing"), a "Selected Bibliography on Smoking and Health," and extensive lists of references and notes for many of the chapters. There are a few appendices, and the book ends with an index and section "About the Contributors."

The editor admirably succeeds in attaining his objectives. This thorough, balanced, altogether readable collection should be a valuable addition to the state's public libraries, appropriate special libraries (especially medical, business, and tobacco industry collections), and academic libraries at all levels.

Joe Rees
Duke University

Sylvia Wilkinson. **Bone of My Bones.** New York: G. P. Putnam's Sons, 1982. 272 pp. $13.95.

"It's easy to live in your imagination/When you can't control the situation." —John Entwhistle

Bone of My Bones chronicles the passage from childhood through adolescence to adulthood of Ella Ruth Higgins, one of the most endearing young heroines since Scout in Harper Lee's *To Kill a Mockingbird*. The ten-year-old daughter of an alcoholic father and a loving but "simple" mother, Ella Ruth copes with growing up in rural Summit, North Carolina, in the 1950s with independence and courage not uncommon to children in the South. In many ways Ella Ruth behaves like Everychild, retreating into a fantasy life to survive and surmount the injustices and lunacy of so-called reality.

Ella Ruth records the adventures of her alter egos in countless Blue Horse notebooks while acting as first person narrator of the events in her everyday life. As the story progresses, Ella Ruth sorts out many of the seemingly senseless real life events to make sense of them. The very difficult task of growing up (much too hard for children) is beautifully described by Ms. Wilkinson.

The character development is superb, and the plot entirely believable. The author's ear for dialog is excellent and her ability to construct conversation is among the best this reviewer has encountered. Some readers may find the swearing in the book objectionable, but the language is so in keeping with the way most adolescent boys and their good-old-boy fathers converse that it may not be a consideration.

The novel evoked an especially personal emotional response from this reviewer. With every page there was the phenomenon of recognition, of familiarity with much of what Ella Ruth was experiencing and feeling. Finally, I realized: "That is what growing up in the 1950s in small-town North Carolina was like for me and so many other little girls." There was the power of tradition, the pain of sexism and racism that continue today. There was so much love so seldom expressed, and so much strength and courage that many of us really could and did raise ourselves. There was the rebellion against parents and then, suddenly, the recognition that we carry them with us forever.

It is possible that in order to understand many of the allusions in the novel, one must be at least thirty years old and have grown up in the region; but the book has a universal appeal. *Bone of*

My Bones is a book of so many layers and textures that there is something for everyone. For many of us the book may be a Rorschach test: we bring to it as much as we take from it.

I highly recommend the book to all public libraries for both general and North Carolina collections, to academic libraries that want to preserve a very special book, and to the daring among the high school media specialists.

Nancy O. Massey
Hyconeechee Regional Library

John Ehle. **The Winter People.** New York: Harper & Row, 1981, 1982. 272 pp. $13.95.

Another mountain story based on the theme of illegitimate birth, this takes place during the 1930s west of Asheville, near the North Carolina-Tennessee state line.

Collie Wright, unwed mother, lives alone in her log cabin with her baby, Jonathan. The identity of the baby's father is hidden from Collie's family, who live farther down the cove.

Collie is afraid when she sees two strangers approach her cabin from the woods, but she offers them shelter and food. The man, Wayland Jackson, is a widower and the third generation of clockmakers, originally from Philadelphia. He and his daughter, Paula, headed for Tennessee, are delayed because of vehicle trouble and rain-slick roads. They sleep in the old spring house but enjoy the warmth of the fire in the cabin. Paula is good help with the baby, and Mr. Jackson "has manners a good deal better than those of the men who Collie had grown up with." Slowly they become a part of the community, with Wayland setting up a clockmaking shop in the corner of a store and Collie's father spending time with Paula "because he found that she was curious about the mountains themselves, their age and history."

Descriptions of Collie's three brothers, their neighbors, country store scenes, an exciting bear hunt, and daily activities fill the book, with many scenes taking place in the fire-lit cabin.

When the father of Collie's baby appears one night, the terror begins. Wayland, who has grown to love Collie, becomes involved in fighting that ends in killing. Now there seems to be no way out except a heart-breaking decision made by Collie to protect her family and "to complete what she had started."

The author, born in Asheville, has written five novels set in the North Carolina mountains. *The Winter People* and *Lion on the Hearth* are set in about the same time frame, near the same location, and are family centered, with sibling rivalries and concerns about rightful inheritances. The writing does not match the quality of that in *The Land Breakers*, Ehle's most unforgettable novel.

The Winter People is recommended for fiction collections in public libraries, especially those that collect works by North Carolina writers.

Martha Palmer
Nantahala Regional Library

Betty Bettz. **Up North.** New York: Seaview Books, 1982. 312 pp. $14.50.

Up North follows the fortunes and misfortunes of southerners, mostly from North Carolina, who have grown to New York City. It describes the soft and charming southern belles who can become the “quintessential southern woman,” strong and dependable when the need arises.

The primary character is artist Nell Proctor, who grew up in the mountains of North Carolina. She has married, then divorced, a member of a prominent New York family. During the year included in the story, Nell develops new insights into her own feelings through experiments with sculpture in several media and through interaction with the other characters.

The catalyst for the story is William Rabb, vice-president of Rabb Pharmaceuticals, a North Carolina company with offices in New York City. The plot focuses on twelve friends of Rabb who assemble at the annual North Carolina Society of New York dance to see him honored as Man of the Year. Each person has a dream for success that can be assisted by manipulating William. When a freak accident incapacitates William, the various southerners look to his eccentric, unpredictable, and demanding brother, Bernard, chairman of Rabb Pharmaceuticals.

This easy-to-read novel has a story that makes it a book one “can’t put down.” The descriptions of locales in North Carolina and in New York City are accurate enough to be believable. Although the story takes place in New York City and nearby Connecticut within a period of one year, flashbacks describe the lives of the characters as children in the South.

Each of the middle-aged characters is well developed and becomes an interesting individual. The multiplicity of important persons sometimes makes it difficult to remember who is married, who is divorced, and who is sleeping with whom.

Born in Charlotte, North Carolina, Betty Bettz is a graduate of Duke University. She has been a resident of New York City for twenty years. *Up North* is her second novel. Her first, *Blue Ladies*, introduces Gilky Museum and the work of “culture-vultures” and tax-deductible philanthropy. It examines the pain, the hurt, and the economic dilemma of women left along after long marriages.

Up North is recommended for libraries with collections of light fiction or North Caroliniana. The language used by the characters may be offensive to some readers.

Elizabeth J. Laney
Pettigrew Regional Library

Joe A. Mobley. **James City: A Black Community in North Carolina 1863-1900.** Raleigh: North Carolina Division of Archives and History, 1981. 113 pp. $3.00 paper plus postage—total $4.00.

After the capture of New Bern by the Union army in March, 1862, many blacks from eastern North Carolina sought freedom and safety there. The refugees were settled in the Trent River camp, which later became James City. The settlement was named for the Reverend Horace James, the first superintendent of Negro affairs in North Carolina, who later served as the assistant commissioner of the Freedmen’s Bureau for North Carolina.

During the period from 1863 to 1900, the blacks who settled at James City adapted themselves economically, socially, and politically to their new status as freedmen. With the assistance of teachers from the North, the freedmen learned to read and write. They were encouraged to seek employment, and most did so successfully. The most difficult problem faced by the settlers of James City was that of land ownership. Their settlement was located on land that the owners refused to sell. After a long and unsuccessful court battle, the original James City began to dissolve in 1893. Many residents relocated at the present site of James City nearby, where they could purchase land.

This book is the first in a series of research reports to be published annually by the Division of Archives and History. Abstracts of two other reports, which were submitted but not published, are included at the end of this report. At the time the book was published, the author, Joe A. Mobley, was a member of the staff of the Research Branch, Archaeology and Historic Preservation Section.

Attractively illustrated with photographs and engravings, this book provides interesting reading. It is well documented with many types of sources. There is an appendix of statistics relating to the settlement, and an excellent index.

The author has admirably achieved his objective of providing a history of a specific black community as a model for the study of Afro-American history on the local level. This book would make a useful addition to academic, public, and high school library collections.

Anne Berkley
Durham County Library

Barbara T. Cain, comp. and ed., Ellen Z. McGrew, and Charles E. Morris. **Guide to Private Manuscript Collections in the North Carolina State Archives.** Raleigh: North Carolina Division of Archives and History, 1981. 706 pp. $16.00 paper plus postage—total $17.00.

Although the primary functions of the North Carolina State Archives are to preserve and make available the official records of the state and local governments, it has collected, almost from its inception in 1903, papers of individual citizens relating to the history of North Carolina. Through the series of Archives Information Circulars, in workshops for beginning and advanced researchers, and by means of a variety of other programs, the State Archives has built an impressive record of achievement in keeping the public informed of its resources.

With a grant from the National Endowment for the Humanities, the State Archives has brought up to date one of its most important links with its users, the *Guide to Private Manuscript Collections in the North Carolina State Archives*. First published in 1942 and revised in 1964, the guide has grown from a slim volume describing 815 collections to a fat compendium of more than 2,300 entries, requiring an index of 188 pages. The new edition includes collections received through December 31, 1978, and additions to previously accessioned collections through June 30, 1979.

The guide is organized in three sections. The first describes 1,640 collections of personal papers, which include correspondence, diaries, financial and land records, literary manuscripts, and other original source material. The second section summarizes the contents of 186

additional collections available on microfilm, and the third lists 480 account books. The first two sections are arranged by collection number, and each entry includes the collection title (the name of the person or family by or about whom the collection was created), inclusive dates, volume of material, and a concise but informative description of the major features of the collection. The entry also indicates the place of residence and occupation of the person(s) principally connected with the collection and includes, where applicable, references to significant related collections in the State Archives or in nearby repositories.

The list of account books is arranged numerically, and information is provided on the person or firm that kept the accounts, place of residence or business, principal occupations and activities, number of volumes, and dates. The index permits access by name, place, and subject.

Substantial editorial work is evident throughout. Entries from the 1964 guide have been revised to reflect additions to collections described therein, to provide greater clarity and detail, or to correct errors. Researchers should note, however, that the guide describes only those collections classified by the State Archives as private collections. Omitted by this definition are the records of organizations (except in cases of material contained by chance in an individual's papers), the iconographic, military, and audiovisual collections, and, of course, the records of the state and its political subdivisions.

Academic libraries and public libraries that serve historical researchers will want to add this guide to their reference collections. It is a worthy companion to the recently published *Guide to the Cataloged Collections in the Manuscript Department of the William R. Perkins Library, Duke University* (Santa Barbara: Clio Books, 1980) and the slightly older *The Southern Historical Collection: A Guide to Manuscripts* (Chapel Hill: Southern Historical Collection, 1970 and supplement, 1976).

Robin Brabham
University of North Carolina at Charlotte

Clarence Gohdes. **Scuppernong: North Carolina's Grape and Its Wines.** Durham: Duke University Press, 1982. 115 pp. $14.95.

Federal census figures in 1840 revealed North Carolina to be the leading wine-producing state in the Union. The distinction was based chiefly on home production of wine from scuppernongs, America's first important native wine grape.

In *Scuppernong: North Carolina's Grape and Its Wine*, Clarence Gohdes, professor emeritus of American literature at Duke University, carefully relates the story of this bronzy green, tough-skinned grape. The result is a fact-filled, yet entertaining account of one of North Carolina's most overlooked gifts to the nation.

A sport of the muscadine species native only to the South, the scuppernong appears to have been domesticated first in northeastern North Carolina. In fact, the reader learns, the grape attracted its name in 1811 because of its association with the Scuppernong area, a swamp section of Tyrrell County.

Scuppernong cultivation spread rapidly in the state. One confident viticulturist in the late 1840s envisioned Wilmington as the future "Bordeaux of America" and established the nation's first

vine dresser's school near that port city. After the Civil War, some southerners extolled grape-growing as an inexpensive means for the region to return to prosperity; and the scuppernong was planted widely throughout the South. A number of vineyards in North Carolina reopened, and several Tar Heel-connected vintners successfully promoted their products nationwide. At the turn of the century, "Virginia Dare," a scuppernong wine, was "the most popular vinous drink in the United States."

The national prominence of the scuppernong, however, did not last. Other grape varieties were proving better suited for urban fresh fruit markets; and wines made from less expensive grapes of large California and New York vineyards were increasingly popular. All grape production in the nation soon encountered "the buffetings of the Prohibition years." But, Gohdes argues, southern viticulture suffered the most and longest. For in the South, there was little market for legal sacramental and medicinal wines; and the availability of moonshine rendered less attractive the permitted home production of "nonintoxicating" wines and fruit juices. Demand for the scuppernong dropped and many vines were abandoned.

After the repeal of Prohibition, efforts were renewed to persuade southerners to plant grapes. Federal and state government agencies provided much assistance to vineyardists. Today southern viticulture, benefiting from the nation's increased interest in grapes and wines, is on the verge of a better future. But the outlook for the scuppernong itself, Gohdes concludes, is not as certain. Popular hybrids, with the scuppernong in their pedigrees, will undoubtedly survive. Each year they claim a larger percentage of the southern grape and wine output. The fate of the scuppernong and the wine made from its fruit, however, must depend on devotees determined to continue the long and fascinating story of America's premier native wine grape. Gohdes's work should do much to strengthen that determination.

Well-written, with a good index and attractive illustrations, *Scuppernong* is a significant addition to the historiography of North Carolina and southern horticulture. It is recommended for academic and public libraries.

Robert G. Anthony, Jr.
University of North Carolina at Chapel Hill

Thomas J. Schoenbaum. **Islands, Capes, and Sounds: The North Carolina Coast.** Winston-Salem: John F. Blair, 1982. 332 pp. $22.50.

In *Islands, Capes, and Sounds* Thomas Schoenbaum describes the heritage of the North Carolina coast and offers suggestions for managing the coastal resources without destroying the rich heritage of the region.

Schoenbaum currently is a professor of environmental law at Tulane University, and is a former professor of law at the University of North Carolina at Chapel Hill. He has played an important role in formulating the legislation that serves to protect North Carolina's environment. In an earlier work, *The New River Controversy* (1979), he describes the controversy between a public utility and the North Carolinians who reside along the New River. Schoenbaum successfully fought many legal battles on behalf of the residents and the heritage of that region. The coastal region subsequently benefited from his work on the drafting and implementation of the Coastal Area Management Act.

However, Schoenbaum's talents clearly extend beyond the legislative world. In *Islands, Capes, and Sounds* he gives the reader a true appreciation of the coast's beauty, heritage, and resources. He begins in the northern coastal region, describing the early settlements of Roanoke Island and the Albemarle and Currituck sound areas. With each chapter he moves farther south, finally reaching Cape Fear and Brunswick County. Along the way he explains how the coast has changed over the years, both from natural forces and from man's development of the land along the beaches and sounds. The financial interests of land developers are contrasted with the interests of those who seek to retain the natural beauty of the coast. He also discusses the legal issues relating to coastal development. The author's suggestion for preserving the coastal heritage is to let nature take its course.

The author's interesting story of the coast is greatly enhanced by many photographs and maps. An appendix serves as a visitor's guide to each coastal region, and an extensive bibliography and index are provided.

This books is highly recommended. Any library that serves the residents of the coastal area should have it.

Arlene Hanerfeld
University of North Carolina at Wilmington

Advertisement

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[Image of the stamp: "America's Libraries," with the letters ABC and XYZ, "USA 20c," and "Legacies To Mankind."]

Get the Official ALA First Day Cover

To celebrate the long-hoped-for and eagerly awaited issuance of the America's Libraries stamp, ALA commissioned a special engraved first day cover. The envelope carries a handsome cachet of Benjamin Franklin, founder of the first lending library in the country as well as our nation's first Postmaster General. The envelopes are postmarked from Philadelphia on July 13, the first day issue, with the America's Libraries stamp. A special card inside the envelope gives a brief history of the American Library Association and its role in the development of library services in the United States.

A limited edition of no more than 2000 have the signatures of Elizabeth Stone, 1981-82 president of ALA who worked so diligently toward the issuance of the stamp, and Robert Wedgeworth, executive director of ALA.

[Image of the first day cover: an envelope with the alphabet letters A through L, a portrait of Benjamin Franklin, and the words “America’s Libraries” and “First Day of Issue.”]

Handy Mail Order Form

ALA first day cover with canceled stamp: $2.00. ALA first day cover and canceled stamp with autographs of Elizabeth W. Stone and Robert Wedgeworth: $3.00 (no more than 2000 will be sold). Add 50¢ for postage and handling. Order from American Library Association, 50 E. Huron St., Chicago, Illinois 60611.

[The printed order form has blank lines for quantity, amount, total, name, address, city, state, and ZIP.]

Documents: Less Access To Less Information By and About the U.S. Government

A 1982 Chronology: January to June

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

This year, the Reagan Administration continues a series of actions begun in 1981 which reflect a trend to restrict government publications and information dissemination activities. These restrictions are due to a combination of specific policy decisions, the Administration’s interpretation and implementation of the 1980 Paperwork Reduction Act (PL 96-511), and agency budget cuts. The current climate in which government agency activities are considered unnecessary frills goes well beyond the need to review information dissemination programs and to eliminate duplication and waste. The new ground rules in Washington represent more than the natural shift of priorities from one Administration to another.

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 in overriding ALA priority, members should be concerned about this series of actions which creates a climate in which government information activities are suspect.

The following partial chronology from January to June 1982 supplements a 1981 chronology prepared by the ALA Washington Office in January 1982:

January: The free Government Printing Office pamphlet *Selected U.S. Government Publications* used for years to alert readers to new general interest and consumer oriented government documents was discontinued because GPO says it is too expensive to mail out every month. GPO suggests that readers subscribe to the comprehensive bibliography, the *Monthly Catalog of U.S. Government Publications* which costs $90 a year. (*Washington Post*, January 22)

February: The President's FY 1983 budget requested zero funding for the Library Services and Construction Act; Titles II A, B, and C of the Higher Education Act which provide funds for college library resources, research and training programs and research libraries; and the National Commission on Libraries and Information Science. Less money was proposed for the state block grant which contains funding for school library resources and for the U.S. Postal Service subsidy which supports the fourth class library rate and other nonprofit mailing rates. (Office of Management and Budget, *Budget of the United States Government Fiscal Year 1983*)

March: A 300 percent increase in the cost of an annual subscription to the *Federal Register*—from $75 to $300—went into effect. (February 25 *Federal Register*, p. 8151). In 1981, the price of a year's subscription of the *Congressional Record* increased from $75 to $208. Sen. Charles Mathias (R-MD) stated that circulation of the *CR* declined almost 20 percent in the last three years as the price increased. (*New York Times*, June 2)

March: Many publications formerly distributed free are now available only for a fee and government agencies are urged by OMB to start charging prices high enough to recover their costs. For example, because of budget cuts, the Agriculture Department's Economic Research Service will discontinue free distribution of its publications and make these reports available only on a paid subscription basis. The alternative was to curtail basic research activities. (March 29 *FR*, p. 13178).

March: A reference collection standby, the *Dictionary of Occupational Titles*, is threatened because 87 of the 97 jobs remaining in the Labor Department's occupational analysis division are being eliminated. (*Washington Post*, March 2)

April: The President signed Executive Order 12356, National Security Information, which substantially increases the amount of information that can be classified. (April 6, *FR*, pp. 14873-14884). Critics see the Executive Order as a reversal of a 30-year government policy of automatic declassification of government documents. Although the National Archives still has the authority to review clasified documents, budget cuts are likely to limit the ability for Archives to carry out this function effectively (*Chronicle of Higher Education*, April 14).

May: The Administration supports Senate amendments to the Freedom of Information Act to restrict the type and amount of government material available to the public (*Washington Post*, May 4).

May: The government's two biggest collectors of statistics, the Census Bureau and the Bureau of Labor Statistics, have cut programs because of budget reductions. The Census Bureau has dropped numerous studies and the Bureau of Labor Statistics has asked Congress for an emergency $5.6 million appropriation "to maintain the accuracy" of such key economic indicators as the Consumer Price Index. According to a May 4 *Washington Post* article, "Many of the programs being trimmed helped the government monitor how its programs were being used. Others helped policy makers predict economic trends." The article also quoted a business leader testifying at a congressional subcommittee hearing in March: "A million dollars saved today through short-sighted reductions in the budgets for

statistical programs could lead to erroneous decisions that would cost the private and public sectors billions of dollars over the long run."[1]

May: The Office of Management and Budget has agreed to make available a complete list of discontinued government publications as a way "... to assure an orderly and equitable transfer of discontinued government publications to the private sector." The list, which should be available in mid-July, can be obtained from Bill McQuaid (202/395-5193). (Association of American Publishers *Capital Letter*, May)

May: In April, the General Services Administration closed the Washington, D.C. Federal Information Center, leaving the 40 information centers in other parts of the country still operating. However, citing budget cuts, walk-in services have now been eliminated, leaving only the telephone numbers and people to answer them. A saving of $260,000 of the centers' $4 million annual budget is anticipated. (*Washington Post*, May 25)

May: The *New York Times* (May 10) reported that GPO destroyed $11 million worth of government publications that were not selling more than 50 copies a year or earning more than $1,000 in sales a year. The millions of documents were sold as wastepaper for $760,000. Although a few copies of most titles have been kept in stock, generally people looking for one of the destroyed publications will be told to find it in one of the depository libraries.

June: In keeping with its policy to refuse to offer for public sale anything that won't yield $1,000 a year in sales, GPO has selected only 25 of the 69 publications which the National Bureau of Standards wanted to offer for public sale. As a result, the rejected publications are available to the public only through the National Technical Information Service whose prices for NBS publications are generally two to three times higher than GPO's for the same document. (Memo from NBS official, June 14)

June: Continued cutbacks on free publications result in the Health and Human Services Department no longer distributing copies of *Infant Care* without charge as it has for 58 years. (*New York Times*, June 2)

June: The Office of Management and Budget permits federal agencies to begin putting out new publications and films, but OMB will keep a close eye on precosts and top agency officials will monitor content. According to a preliminary count, the Administration has eliminated about 2,000 of the 13,000 to 15,000 publications distributed before the President's April 1981 moratorium on government book, periodicals and audiovisuals. (*Washington Post*, June 11)

Note

1. Many of the problems encountered by government agencies at all levels and by the private sector as a result of the cutbacks in government programs are reported in the following hearings of the Subcommittee on Census and Population of the Committee on Post Office and Civil Service, House of Representatives, 97th Congress, Second Session: Impact of budget cuts on Federal statistical programs (Hearing, March 16, 1982; Supt. of Documents no. Y4.P 84/10:97-41) and Bureau of the Census fiscal 1983 budget (Hearing, February

25, 1982; Supt. of Documents no. Y4.P 84/10:97-42). These should be available in depository libraries throughout the state.—Editor's note

Keeping Up

Southern Books Competition Winners Named

Seven publishers with ten titles have been named outstanding examples of the book publishers crafts by a Committee of three Philadelphia bookmen who judged the 1981 Southern Books Competition. Thomas J. Colaizzi, Production Manager of Lea and Febiger; Clinton Matlack, National Publishing Company; and Henry Baust, Jr., Retired, F. A. Davis Company, reviewed the 98 books submitted by Southern publishers for the 1981 Southern Books Competition. The Committee chose ten books which it considered to be the outstanding titles in the competition. These ten titles are:

Publisher	Author	Title
Mercer University	Orchard, John Bernard	*A Synopsis of the Four Gospels*
National Geographic Society	Windsor, Merrill,	*Splendors of the Past*
Oxmoor	Myrick, Burny	*The Timeless River*
Oxmoor	Witt, Susan	*Susan Witt's Classics for Needlepoint*
Rose	DeSpain, Richard	*More than a Memory*
Texas A&M	Green, A. C.	*The Texas Hill Country*
Texas A&M	Pickle, Joe	*H. W. Caylor, Frontier Artist*
Texas Christian	Boyd, Maurice	*Kiowa Voices*
Trinity	Davenport, Marguerite	*The Unpretentious Pose*
Univ. of South Carolina	Lumpkin, Henry	*From Savannah to Yorktown*

In addition, the Committee named sixteen titles from fourteen publishers which it considered excellent examples. The Committee commends Southern publishers for the overall excellence of their product and encourages them to continue to seek to preserve the excellence of the bookmaker's profession.

The Southern Books Competition has been a project of the Southeastern Library Association since 1952. A permanent collection of books named outstanding is housed at the University of Kentucky, Lexington.

The 1981 books will be available for exhibit in libraries through arrangements made with Mr. Stewart Lillard, Administrative Librarian, Everett Library, Queens College, Charlotte, NC 28274, Telephone: 704/332-2777. The books will also be on display at the Southeastern Library Association's Biennial Meeting in Louisville, November 10-12.

UNC-CH Health Sciences Library Celebrates Completion of Construction

The Health Sciences Library at the University of North Carolina at Chapel Hill celebrated the completion of its three-year construction project with a building celebration on Thursday, September 16, and Friday, September 17, 1982. From 10:00 a.m. to 5:00 p.m. each day tours and activities provided a look at the new building and demonstrated services and capabilities of a modern health sciences library. In conjunction with these events, special exhibits were displayed and drawings held for free library services. UNC-CH Chancellor Christopher Fordham and other University officials spoke briefly to about 120 persons in a public ceremony Thursday afternoon in the library courtyard.

The $3.6 million project began in 1979. Its purpose was to renovate the three original floors of the building and to build three additional floors to expand the library's space and its services. The new library has nearly 66,000 square feet of usable space, which includes seating for 730 users and a stack capacity for 263,000 volumes. One of the library's new services is an extensive audiovisual services department. It includes equipment for using 35 mm slides, videocassettes, videodiscs, audiocassettes, and video-display terminals for computer-assisted instruction.

The Health Sciences Library supports the teaching, research, and patient care activities of the Division of Health Affairs and North Carolina Memorial Hospital and meets as well the health information needs of other campus users and health professionals throughout North Carolina. Its resources include a staff of 56 and a collection of nearly 200,000 volumes, including 3,700 currently received serial titles. The director is Samuel Hitt.

[Photograph: the new Health Sciences Library at UNC-Chapel Hill, a multistory brick building with horizontal bands of windows and a tree in front. Caption: A view of the new Health Sciences Library at UNC-Chapel Hill. Begun in 1979, the $3.6 million project included renovating the three original floors and building three additional floors. A building celebration was held September 16 and 17.]

Alumni Association Adds To NCCU Scholarship Fund

Emmalene Reade, President of the North Carolina Central University School of Library Science Alumni Association presented a check for $1,000 to Dean Annette Lewis Phinazee as the Association's Annual Contribution to the Jenkins/Moore Memorial Scholarship fund on May 16, 1982. This $1,000 contribution brings the total amount given to the School of Library Science by its Alumni since 1975 to $10,000.

Southeastern Library Association to Publish Revised Handbook

A revised SELA Membership Handbook is scheduled for publication this fall in time for distribution to members attending the Louisville Conference. The handbook will include the history, purpose and duties of each office, committee, section and roundtable of the association, as well as a 1982 membership directory.

One free copy will be distributed to each 1982 SELA member. Conference attendees will receive their copies in Louisville and others will receive copies by mail.

Members desiring an additional copy and non-members may purchase a handbook for $10 (including postage) from SELA. Orders and payment should be sent to Southeastern Library Association Handbook, P.O. Box 987, Tucker, Georgia 30084.

Supreme Court Rules On Book Removal From School Libraries

On June 25, 1982 the United States Supreme Court rendered its decision in *Board of Education, Island Trees Union Free School District No. 26, et al. v. Pico, et al.*, stating that the First Amendment's guarantee of freedom of speech limits the discretion of public school officials to remove books they consider offensive from school libraries. In the Court's plurality opinion, Justice William Brennan said, "Local school boards may not remove books from school library shelves simply because they dislike the ideas contained in those books and seek by their removal to prescribe what shall be orthodox in politics, nationalism, religion or other matters of opinion."

The Supreme Court, however, failed to give any guidelines to school boards on the limits to their power to remove books. Instead, in a 5-4 decision, the Justices agreed only that the dispute must go back to a federal trial court to see if the school board members had "constitutionally valid concerns" that justified their removal of the books.

The well-known case concerns the removal in 1976 of nine titles, including works by such noted authors as Kurt Vonnegut, Bernard Malamud, and Richard Wright from the Island Trees Union High School library. The books were removed on order of the school board after appearing on a list of objectionable titles circulated by a conservative parents' group. Steven Pico and four other students sued the school board in 1977 on the ground that the removal of the books had violated the students' First Amendment rights.

Initially, a federal District Court ruled without trial in favor of the school board, a procedure known as summary judgment. Under federal court procedures, summary judgment is appropriate when the issue is purely one of law, with no significant facts in dispute. The federal District Court said that no facts were in dispute and that as a matter of law the school board had not infringed upon the students' First Amendment rights.

In the fall of 1980, a three-judge panel of the United States Court of Appeals for the Second Circuit reversed that ruling. Summary judgment was inappropriate, the appeals court said, because the school board's motives may have been impermissible under the First Amendment and the students were entitled to a trial to determine, as a question of fact, what those motives were. The school board appealed to the full Circuit Court, which sustained the reversal in a 5-5 tie vote.

Subsequently, the school board appealed to the Supreme Court, arguing that it was entitled to summary judgment because the First Amendment was inapplicable to decisions about the contents of school libraries.

Although the Supreme Court's vote on the case was 5-4, the decision to remand for trial was badly fragmented. There was no majority opinion. Associate Justice William J. Brennan, Jr. wrote the plurality opinion, joined in full by Associate Justices Thurgood Marshall and John Paul Stevens and in part by Associate Justice Harry A. Blackmun. Associate Justice Byron R. White

wrote a separate concurring opinion. Chief Justice Warren E. Burger and Associate Justices Lewis F. Powell, William H. Rehnquist, and Sandra Day O'Connor all filed dissenting opinions.

Memorandum (July 1982) from the Office of Intellectual Freedom, American Library Association

Duke University Names New Assistant University Librarian

On September 1, John Lubans, Jr. became the new Assistant University Librarian for Public Services at the Duke University Library. Lubans will supervise operations of public service units within the Perkins Library system, including the branch libraries. Lubans comes to Duke from his position as campus librarian of the Houston Community College system. Prior to that, he was Assistant Director for Public Services at the University of Houston, and, earlier, at the University of Colorado. Lubans received the M.L.S. from the University of Michigan and M.A. in public administration from the University of Houston.

Special Libraries Directory, 2nd Edition, Available

The second edition of the *Directory of Special Libraries in North Carolina*, covering more than 140 special libraries across the state, is now available. Compiled and edited by Sangster Parrott and Diana Noble, this edition should prove even more useful than the first edition.

The price of the directory is $6.50 per copy. Checks should be made payable to North Carolina Chapter, Special Libraries Association, and orders sent to; Pamela Puryear, Forest Resources Library, 4012 Biltmore Hall, N. C. State University, Raleigh, N.C. 27650.

Beta Phi Mu Chapter At NCCU Meets To Initiate New Members and Elect New Officers

The Beta Xi Chapter of Beta Phi Mu International Library Science Honor Soceity met at the North Carolina Central University School of Library Science on Sunday, May 16, 1982. Seven graduates of the School of Library Science were initiated. They were

- Arneice L. Bowen (‘82)
- George F. Bowie, III (‘82)
- Sally Long (‘82)
- Nancy McNitt (‘81)
- Carolyn Parker (‘81)
- Patricia H. Perry (‘82)
- Sharon S. Whitmore (‘82)

The newly elected officers for the 1982-83 academic year are

- Joseph L. Fleming (‘60), President
- Lois D. Leggett (‘79), Vice President
- Janice Hammett (‘80), Secretary/Treasurer
- Duane Bogenschneider (‘79), Delegate to the Advisory Assembly

Women in Fiction Bibliography Available

The Image of Women in Fiction, a partially annotated bibliography of 348 titles of English-language fiction which portrays women as the protagonist, is available from the Ramsey Library, UNC-Asheville. This bibliography also includes short stories, classics (including translations of foreign works), and a major section of critical books and articles. The bibliography is free of charge. Send a 9 x 12 manila envelope with 71¢ postage to Marie Devine, Ramsey Library, University of North Carolina at Asheville, Asheville, N.C., 28814.

Two New Libraries

Construction of Pender County's Hampstead Branch began following a ground-breaking ceremony held on August 16. The event was sponsored by the Pender County Board of Commissioners. The new branch will consist of 3,600 square feet and is located on US 17 north of Hampstead adjacent to the Olde Point development area. Construction costs are estimated to be $129,983; John Sawyer of Wilmington is the architect for the project. It will be the first branch library for Pender County, and the only major county building to be located in the eastern part of the county.

Dedication of the new Tyrrell County Library building was October 3. Gladys B. Swain, chair of the library board, presided at the ceremony. State Senator Melvin R. Daniels, Jr. gave the dedicatory address. The 5,000 square foot building cost $181,227, excluding the site, and has a book capacity for 13,500 volumes. The library is located on Main Street in Columbia.

News Flash, No. 125 (Sept. 14, 1982)

Katherine Howell Retires as Director of New Hanover County Public Library

Miss Katherine Howell, who retired as Director of the New Hanover County Public Library on August 1, grew up in Rome, Georgia. She still owns a family farm there and has close ties with her hometown. She received an A.B. degree in sociology from Converse College in 1941.

After college Miss Howell spent a few years working in the Rome, Georgia, First National Bank. It was a time when library work, nursing and teaching were almost the only outlets for women who wanted to work. Her mother was the Chairman of the Rome Library Board and through her Miss Howell knew the need for professional librarians. She decided to give library science a whirl and says it has been giving her a whirl ever since. She attended Emory University near Atlanta and received her degree in Library Science in 1946.

After graduation, the Librarian at Emory placed her in the Long Beach Public Library in California, where she worked in the reference department. She worked in various libraries in and around Rome until 1954 when she accepted the position as assistant librarian in Wilmington. "It was just after Hurricane Hazel had ravaged the Carolina coast and I was impressed with the locals and how they were handling the situation." When asked if she had ever considered leaving Wilmington, she replied "never."

In March of 1956 she was awakened one morning on her day off by a knock on her door. She was surprised to see the entire Library Board standing there and asking her if she would take over as city librarian. It was not an easy task as the budget had to be prepared and the library

was going to move to new headquarters in June. No plans had been made for the move, so while trying to prepare her first budget she was measuring shelves and furniture. It is ironic that her last major accomplishment was to move the library to its new 48,000 sq. ft. building. She said it was the big goal she had set for herself before her retirement.

Aside from the two library moves, Miss Howell is proud of the library's book collection. She has purchased all adult books for the past 27 years. She owns very few books of her own and says, "I've kind of always looked on the library's collection as my collection, too. I'll still be in here using it after I've retired."

Miss Howell is a long standing member of the American Library Association, the North Carolina Library Association, and the Southeastern Library Association. She has held various offices and has served on many committees over the years. Aside from career-oriented interests, Miss Howell is a member of the North Carolina Literary and Historical Association, the Historic Preservation Society of North Carolina, the North Carolina Arts Society, the North Carolina Folklore Society, and the National Trust for Historic Preservation.

Beverly Tetterton, Down East, August 1982

ALA in Philadelphia Features Forsyth Library Posters

This year's annual ALA Conference was also the debut of the Poster Session concept, wherein libraries wishing to showcase or explain new or outstanding ideas or services had the opportunity to do so. Each Poster Session lasted two hours, during which time librarians associated with whatever was exhibited on the 4' x 6' bulletin boards were available to offer further explanation or to answer questions.

Forsyth County's library staff submitted three proposals which were accepted. Tim Jackson, Head of Children's Outreach and Sylvia Sprinkle-Hamlin, Head of Extension were the presenters for the Poster Session on children's Outreach. The display featured large color photos and other explanatory material. Associate Director Robert Burgin and Business/Science's Mary McAfee explained the statewide Quiz Bowl which has become so popular in North Carolina in recent years. Finally, Bonnie Fowler of ACE and Duncan Smith, Kernersville Branch Librarian, formerly of ACE, handled the Poster Session on microcomputers based on public library service, which was one of the most popular because of the timely topic. Almost seventy-five visitors asked to be sent additional information, and Ms. Fowler was also quoted in a *Philadelphia Enquirer* article on our changing libraries.

Forsyth County Public Library, July 1982

Meeting on State and Local History

The Federation of North Carolina Historical Societies held its annual meeting on November 18 at the Velvet Cloak in Raleigh. The first session began with an opening address on "The Landless People of Antebellum North Carolina" by Guion G. Johnson, author of *Antebellum North Carolina: A Social History* and coauthor of *Research in Service to Society: The First Fifty Years of the Institute for Research in Social Science at the University of North Carolina*. Later in the morning, a panel made presentations on particular ways of "Advancing the Study of North

Carolina History"—through its architecture, cemeteries, state and local history celebrations, genealogy, and public works.

Following lunch, Robert Brent Toplin, professor of history at the University of North Carolina at Wilmington and producer of the film *Denmark Vesey's Rebellion*, explained how historical organizations can use films in public programs. During the afternoon, there were four concurrent discussion groups on "Preserving State and Local Landmarks," "Publishing State and Local History," "Preserving State and Local Records: Public and Private," and "Teaching State and Local History."

News Flash, No. 124 (Aug. 14, 1982)

Legislative Day 1982

With Judith Letsinger and Arial Stephens planning before us, how could we go too far wrong in 1982? With Arial on hand to back up the first timers on this interesting day, matters went rather well.

Annette Phinazee, Dean of Library Services at N.C. Central University and a group of her students represented library education. Gary Barefoot spoke up for trustees as well as colleges and universities. He was ably joined in this area by Dr. Leland Park and Mary Williams. Arial Stephens, Judith Sutton and Louise Boone represented public libraries, and David Harrington spoke to the schools' situation. Willie McGough did his part for technical institutes. David McKay, State Librarian, was in town for a COSLA meeting; he was able to make the entire day with us.

Legislative Day dawned with uncertain prospects weatherwise, but it turned glorious as the day wore on. Delegates reported to the Rayburn Building at 8 a.m. for a briefing session, coffee and doughnuts. Thus fortified, delegates set out on a round of closely-scheduled appointments of fifteen to thirty minutes first in the Rayburn Building, then on to the Dirksen Building. Lunch was on the run. Then forward to the Cannon Building and finally back to the Rayburn Building for the last appointment at 3 p.m.

We called upon all thirteen of our congressmen. The congressman or his top aide heard our story of how federal funds are used. This year the chief burden of our visit was what the zero budget figure will do to service in our state and the problem of increasing postal rates.

Six of the congressmen were generous enough with their time to talk to us at some length: James Broyhill, Walter Jones, James Martin, Stephen Neal, Charles Rose and Charles Whitley. Other congressmen were either out of the office or at committee meetings. Representative Fountain met with some of our delegation at the reception later in the day.

Following the visits to congressional offices, all delegates reassembled in the Rayburn Building for de-briefing with Eileen Cooke of the ALA Washington office. The general feeling seemed to be that we may have some small hope of escaping the zero funding. But we will have to keep working.

The North Carolina delegation left Washington with some feeling of satisfaction and conviction that the trip was well worth the time and money invested in keeping our congressmen abreast of library programs and problems in the state.

Louise V. Boone
Chairman
Governmental Relations Committee

Foundation Center Seeks to Expand Network

If you would be interested in establishing a funding information library for the use of nonprofit agencies in your area, the Foundation Center would like to hear from you. The Foundation Center is a national service organization supported by over 400 foundations and corporation grant makers.

A program is currently being launched in order to allow for the continued expansion of the funding information network. Local affiliates are nonprofit agencies or libraries that provide fund-raising information or other funding-related technical assistance in their areas. Local affiliates receive a 20% discount on the purchase of a core collection of Foundation Center materials and agree to provide free public access to the collection.

The Foundation Center welcomes inquiries from agencies interested in providing this type of public information service in their area. The first step in the designation process calls for the director of a local organization or library to write Stephen Seward, network coordinator, explaining how the responsibilities of network participation would be met and requesting an application form. Write to: Stephen Seward, Network Coordinator, Foundation Center, 888 Seventh Avenue, New York, NY 10106.

News Flash, No. 124 (Aug. 12, 1982)

Storytelling Festival Held at Forsyth County Public Library

The first Tarheel Storytelling Festival was held on May 14-16, 1982, in Winston-Salem. The Festival was sponsored by the Tarheel Association of Storytellers, Inc., and it was aimed at librarians, daycare teachers, reading specialists, school teachers and persons interested in sharing stories.

The formation of the Tarheel Association of Storytellers was spearheaded by Shirley Holloway, staff member of the East Winston Branch Library. Louise Pulley, staff member of Children's Outreach also played an instrumental role in the development of the Association. The Association was awarded a $2,800 grant from the Arts Council with the support of the Grassroots Arts Bill, North Carolina Cultural Arts Coalition and the Forsyth County Public Library. The festival included workshops on storytelling techniques, concerts, a banquet and "olios." The "olios" were group storytelling sessions where everyone in attendance had the opportunity to tell a story.

Workshop leaders of the festival were Augusta Baker, former Coordinator of Children Sevices at the New York Public Library and presently storyteller-in-residence at the University of South

Carolina; David Holt of Farview, N.C., a nationally known storyteller; Laura Sims of New York, a storyteller for the Historical Museum of History in New York and founder of the Oncenta Storytelling Center; Diana Young of Raleigh, a consultant for the State Library Children's Services; Claude Thomas, a Minister of Youth Education who is a former employee of the Children's Outreach Department and Jane Warfford a teacher at Southwest Junior High School who specializes in plays, puppets, drama and Readers Theatre.

Forsyth County Public Library, May 1982.

Children's Book Week Workshop Held

Children's Book Week was observed November 15-21, 1982. On October 4, children's services personnel interested in celebrating children and their books were invited to attend the committee-planned CELEBRATION to be held at the State Library in Raleigh. The event focused on the middle-aged child with presentations by Dr. Arthea Reed, UNC-Asheville; Dr. Frances Wagner, NCSU; and Dr. Gerald Hodges, UNC-Greensboro. Following these presentations were two hours of book talks featuring Mary Lou Rakow, Wilson County Public Library; Gail Terwilliger, Cumberland County Public Library; and members of the Children's Book Week Committee. Participants brought a bag lunch for "Dinner on the Grounds," behind the State Library.

News Flash, No. 124 (Aug. 12, 1982)

NC-AIRS Sponsors Conference

The North Carolina Alliance of Information and Referral Services (NC-AIRS) cosponsored a statewide I&R conference with the State Library on June 7-8, 1982 at Meredith College, Raleigh. Seventy-seven people from libraries, United Way agencies, Voluntary Action Centers, Social Services Departments and other agencies attended this conference. New NC-AIRS officers elected during the conference include: Carol Reilly, president (Wake County Public Libraries); Sarah Ahmad, treasurer (Care-Line, NC Dept. of Human Resources); Jo Anne O'Donnell, vice-president (ACCESS, Cumberland County Library); Caroline Garrison, secretary (Gaston County I&R).

The NC-AIRS encourages public libraries already involved in I&R, or considering the development of I&R service to contact any of the officers about membership. Individual memberships are available at $5.00 for part of a year and $10.00 for a full year (Jan.-Dec.). Checks made out to NC-AIRS should be mailed to the treasurer at Care-Line, NC Dept. of Human Resources, 325 N. Salisbury St., Raleigh, NC 27611 (Attn.: NC-AIRS on envelope).

Among its purpose, NC-AIRS was organized to promote professionalism in the delivery of I&R services, the exchange of ideas and experiences among I&R practitioners, and public awareness about I&R among N.C. citizens and government officials.

News Flash, No. 124 (Aug. 12, 1982)

School and Library Service to Children Conference Held at Appalachian State University

Approximately 100 persons representing public, school, state libraries, and library school faculty from the ten southeastern states attended “School and Library Service to Children: Crises in the Southeast,” on June 4-6, 1982. The Continuing Education Center of Appalachian State University in Boone was the site of the conference sponsored by the Southeastern Library Association. Diana Young, Chairperson of the School and Children’s Librarians’ Section presided.

Topics at the conference included private sector funding possibilities; school and public library cooperative efforts; Southern Association standards for school libraries; budget challenges—personnel and resources; intellectual freedom/censorship; and exemplary programs in the Southeast. Sara Hodgkins, Secretary, North Carolina Department of Cultural Resources, spoke briefly as did Paul Spence, President of the Southeastern Library Association.

Gail Terwilliger
NCLA Childrens Services Newsletter (No. 4, Aug. 1982)

NCCU School of Library Science Publishes Book on Black Librarians in the Southeast

The Black Librarian in the Southeast: Reminiscences, Activities, Challenges, a 286-page compilation of papers by professional librarians and library educators, has been published by the North Carolina Central University School of Library Science. The book, edited by Dr. Annette L. Phinazee, dean of the library science school, includes papers presented at a colloquium which celebrated the 35th anniversary of the NCCU School of Library Science in 1976. The softcover volume is available for $12.00 a copy from the North Carolina Central University Alumni Association, P.O. Box 19795, Durham, N.C. 27707.

Dr. Phinazee writes in her introduction to the book, “A record of what these librarians accomplished while they were in positions of responsibility can be compared to present conditions. There are useful examples of successful interracial projects, effective coalitions with political leaders, and programs which appealed to young, old, and handicapped in their communities. The *Negro Braille Magazine* is a unique contribution which stemmed from a ‘corner for the blind’ in the Stanford L. Warren Library (now a branch) in Durham, North Carolina.”

UNC-CH Health Sciences Librarians Elected To Offices

April Wreath, head of Cataloging Services at the UNC-CH Health Sciences Library was elected president-elect of the Health Sciences OCLC Users Group for 1982/83.

Mary Horres, Associate Director of the UNC-CH Health Sciences Library, was elected to a three-year term on the Board of Directors for the Medical Library Association. She was also appointed to a four-year term beginning July 1, 1982, on the Biomedical Library Review Committee of the National Library of Medicine. The Committee is responsible for the initial

review and evaluation of grant applications and makes recommendations to the NLM's Board of Regents and its director for support of the worthiest projects.

Semonche Elected at SLA Convention

Barbara P. Semonche, chief librarian for the Durham Morning Herald and the Durham Sun newspapers, has been elected chair-elect of the Newspaper Division of the Special Libraries Association. The elections were held at SLA's annual convention in Detroit this past June. Semonche presented a paper at the conference on staff development and news library management. The Newspaper Division of SLA is an international organization with nearly 450 members in the U.S., Canada, Great Britain, Australia, West Germany, and France.

NCSLA Bulletin (Aug. 1982)

ECU Announces Library Science Lecture Series

The ECU Library Science Department and the ECU Library Science Alumni Association will sponsor the 1982-83 Library Science Lecture Series. Lectures will be held monthly, with the exception of November, from September through March, and will be open to students, faculty, librarians, and other interested persons. Each program will begin at 6:30 p.m. in Room 221 of the ECU Library Science Department, Joyner Library. A social hour will follow each lecture. The series will carry one unit of CEU credit for those librarians and teachers who are eligible and attend at least five of the six lectures. There will be a $5.00 fee charged for those persons wishing CEU credit.

Dates and topics for the 1982-83 Library Science Lecture Series are:

September 28, 1982: Local History and Community Resource Materials in Libraries

Librarians speak on the importance and significance of the library as a primary resource for current and historical community information—what it can do for the library, its users, and community. Speaking on the general issue: Dr. Donald E. Collins, Department of Library Science, ECU. Discussing local history and community resources in a public library; Donna Burke, Local History and Genealogy Librarian, and Glo Mercer, Reference Librarian, Wayne County Public Library, Goldsboro. Elizabeth Copeland, former Director of Sheppard Memorial Library, Greenville, and Executive Coordinator of the *Chronicles of Pitt County*, will discuss the involvement of a librarian in a community historical project.

October 27, 1982: Library Services to the Handicapped, Part I

Representative handicapped library users (blind, wheel-chair, and hearing-impaired) discuss their problems and needs in relation to libraries.

December 2, 1982: Library Services to the Handicapped, Part II

Experts in the field answer the concerns expressed by speakers in the previous lecture, and discuss library services to the blind and physically handicapped. Speakers will be Charles Fox and Penny Hornsby, Chief and Assistant Chief of Special Services, North Carolina Regional Library for the Blind and Physically Handicapped, Raleigh. Ann Watson and

George Moye, Jr. of the Media Center, Joyner Library, ECU, will demonstrate library equipment/resources for the handicapped.

January 31, 1983: Energy and Environmental Resources

Joe Stines, formerly Children's Librarian, Sheppard Memorial Library, and currently Librarian at the Energy, Environment, and Resources Center, University of Tennessee, will speak on energy resources for libraries.

February 23, 1983: Networking and Resource Sharing in Libraries

Will cover various aspects of networking and resource sharing, including an update on the study being conducted by King Research, Inc., to determine the feasibility of establishing and operating a statewide library network for North Carolina. Speakers include Dr. Ruth Katz, Associate Director of Joyner Library, ECU, and Chair of the NCLA Networking Committee, and Marjorie W. Lindsey, Consultant for Multitype Library Cooperation North Carolina State Library.

March 29, 1983: Genealogy in Libraries

The significance of libraries as a resource for family history will be discussed by Charlotte Carrere, Professional Genealogist of Goldsboro; Willie Nelms, Director of Sheppard Memorial Library; and Lee Albright, Head of the Genealogical Section, North Carolina State Library.

Bonnie L. Baker Named Staff Employee of the Year at D.H. Hill Library

Bonnie L. Baker, who has worked in N.C. State's D.H. Hill Library for twenty years, was named the 1982 Staff Employee of the Year. Although she does not have a formal library degree, through her experience she became a library technical assistant, and, later, head of circulation at D.H. Hill Library since 1977. She began her work in libraries at the Olivia Raney Public Library in Raleigh. After working for ten years for the Durham Life Insurance Company, Ms. Baker came to D.H. Hill Library.

Many of her staff have commented on the high morale and open communication in the Circulation Department under her supervision. She herself feels that one of the most difficult, and one of the most rewarding parts of her job is delegating authority. She says that she is "grateful to my supervisors, Linda Fuller and Don Keener, for showing me how to delegate authority to those I supervise," adding that, having authority given to her makes it much easier to delegate in turn to those working under her.

Joyner Library Helps ECU Celebrate Its 75th Anniversary

As part of East Carolina University's seventy-fifth anniversary celebration, the publication *Library Notes*, edited by Nancy Shires, devoted its Spring 1982 issue to a retrospective look at the libraries and librarians at East Carolina University over the years.

This issue included a history of the East Carolina Library, from 1909 to the present, written by Anne Gunn; a sketch in words of James Yadkin Joyner, for whom the present library was named, written by Maury York and Nancy Shires; and a brief survey, with photographs of all the

directors of East Carolina's library. In addition, the newsletter contains a list of firsts in the library, by Michael Cotter; a description of East Carolina's literary societies, by Maury York; and some rememberings by early graduates of the university.

Emily Boyce Named To Chair ECU's Library Science Department

Emily S. Boyce has been appointed chairperson of the Department of Library Science at East Carolina University.

Professor Boyce, who has been acting chairperson for the past year, was the unanimous choice of the department to succeed Dr. Gene B. Lanier, according to Dr. Angelo A. Volpe, Dean of the College of Arts and Sciences.

"The quality of the credentials she brings to this position follows the tradition of quality that was established by Dr. Lanier, the previous and first chairperson of the department," Volpe said. Lanier requested more than a year ago to be relieved of administrative duties to devote his time to teaching and research, including his advocacy of intellectual freedom.

Lanier and Boyce were original members of the library science faculty when the department was created in 1966. Volpe thanked Lanier "for all he did in bringing about the successful evolution of this department."

Emily Boyce serves on the Executive Board of the N.C. Library Association and on the governing council of the American Library Association.

She is a member of the Bibliotherapy Committee of the Association of Cooperative and Specialized Library Agencies, a division of the ALA. She is a regional director-elect for the N.C. Community Colleges Learning Resources Association. A native of Rich Square, N.C., Boyce holds an MA degree in Guidance from ECU and the master's degree in Library Science from the University of North Carolina-Chapel Hill. She has done postgraduate work at the Catholic University of America, Washington. Prior to joining the ECU library faculty in 1959, she was a librarian at Tileston Junior High, Wilmington, and at the Wilmington public library. She joined the ECU library in the cataloging and circulation departments.

Volpe said the appointment was effective at the start of the fall semester.

Atkins Library Names Government Documents Area In Honor of State Senator

The Atkins Library, University of North Carolina at Charlotte, recently named its government documents area in honor of the late state senator Frederick Douglas Alexander. Alexander was the first black to serve on the Charlotte city council in the twentieth century and the first black ever elected to the North Carolina senate from the western portion of the state.

In addition, the library has acquired a substantial collection of the professional papers of Senator Alexander; papers of T. J. Reddy, a member of the Charlotte 3; and files of attorney Julius Chambers, who successfully argued the *Swann v. Charlotte-Mecklenburg Board of Education* case before the Supreme Court, establishing the constitutionality of busing to achieve racial integration.

America's Libraries Stamps Offered to Librarians

The first commemorative U.S. stamp honoring all of America's libraries is now being made available to librarians in an exclusive first day of issue limited edition framed set. The framed America's Libraries stamp set has been specially prepared for librarians for use on office walls, in libraries or for personal use.

Librarians can order the First Day Commemorative Stamps, Product No. 172-222 for $34.95, plus 10% postage and handling, from: Upstart Library Promotionals, Box 889, Hagerstown, Maryland 21740, (301) 797-9689.

Conference on the Management of Resources

The Librarians' Association of the University of North Carolina at Chapel Hill will hold its 7th annual Spring conference on March 7-8, 1983. The conference theme will be the "Management of Resources: Today & Tomorrow."

Speakers will include Nina Matheson, Consultant, Planning Office of the National Library of Medicine; Anne Beaubien, Director, Michigan Information Transfer Source; Jay Lucker, Director, MIT: Allen Kent, Director, Office of Communication Programs, University of Pittsburgh and Thomas Litzenburg, President of Salem College (Winston-Salem). Also on the agenda is a panel discussion by Worth Fulk, UNC-CH: Thomas Lambeth, Z. Smith Reynolds Foundation Inc. and Kent Mullikin, National Humanities Center, on alternative sources of funding.

Registration is $25 (nonmembers), $20 (members) and $15 (retired librarians and students). For further information contact Beth Jo Mullaney, Circulation Department, Wilson Library 024-A, University of North Carolina, Chapel Hill, NC 27514; telephone 919/962-1053.

Federation Bulletin Available

The *Federation Bulletin*, the bimonthly newsletter of the Federation of North Carolina Historical Societies, is now available to individuals for an annual subscription fee of $10.00. The *Bulletin* contains timely information on historical programs and activities throughout the state. If you wish to subscribe to the *Federation Bulletin*, send a check or money order to the Federation of North Carolina Historical Societies, 109 E. Jones Street, Raleigh, North Carolina 27611.

Myrtle C. Bennett Joins Library School Faculty at NCCU

Myrtle C. Bennett has joined the faculty of the School of Library Science, NCCU. Dr. Bennett earned her M.S.L.S. at Atlanta University and her Ph.D. at Iowa State University. Her doctoral research in 1979 was a survey of computer applications and usage in large American university libraries.

Dr. Bennett will add strength to the School of Library Science in both technical services and management. She worked for eleven years as a cataloger at Atlanta University and Iowa State University. Most recently she was Director of Library Service at North Carolina A. and T. State University. She has also served as a reference librarian and, therefore, brings a variety of professional experience in university librarianship.

Dean Annette L. Phinazee stated that “Dr. Bennett will lend new insights and perspectives in the organization of information and the administration of libraries. Her presence will permit the faculty to continue strengthening the curricula in special librarianship and microcomputer applications.” Bennett’s appointment as assistant professor began in the fall, 1982 semester.

UNC-CH Announces Two Associate Librarian Appointments

Karen Seibert has been appointed Associate University Librarian for Public Services at the University of North Carolina at Chapel Hill, effective September 1, 1982. Ms. Seibert comes from the University of Illinois at Chicago Circle Library, where she was Head of the Reference Department. Prior to that she was at the University of Arizona, Tucson, where she served as Humanities Librarian and Assistant Head of Reference Department. Ms. Seibert received her MLS degree from Indiana University, Bloomington, Indiana.

D. Clifton Brock, former Associate University Librarian for Public Services, is now Associate University Librarian for the Special Collections, a newly-created position at the University of North Carolina at Chapel Hill.

Hitt Receives Award

Samuel Hitt, Director of the Health Sciences Library, was the 1982 recipient of the Marcia C. Noyes Award at the recent Medical Library Association annual meeting in Anaheim, California. The Noyes Award is the Association’s highest professional distinction, presented in recognition of an individual whose career has resulted in lasting, outstanding contributions to health sciences librarianship. The award was established in 1947 in honor of one of the founding members of the Association and has been presented twenty-one times. Hitt has been director in Chapel Hill since 1976.

NCSLA Bulletin (August 1982)

ECU Announces Library Science Workshop Series

The East Carolina University Library Science Department will present a Library Science Saturday Workshop Series on two Saturday mornings during each semester, 9 a.m. - 12 noon; October 16, November 20, January 15, and February 12. Students, faculty, librarians/media personnel, and other interested persons are invited to attend. A $5.00 fee will be charged for each workshop to cover expenses and materials. The series will carry one unit of CEU credit for those librarians and teachers who are eligible and attend at least three of the four workshops. There will be an additional $5.00 fee for those persons wishing CEU credit. Registration will be limited to 40 persons at each workshop session, and pre-registration is required. All workshops will be held in the Department of Library Science, Joyner Library, East Carolina University campus.

SATURDAY, October 16, 1982. WHAT’S NEW IN 025?

A practical approach to the cataloging of materials according to AACR II. New terminology and procedures will be emphasized. Attention given to future trends and reconciling old

cataloging with the new rules. Workshop Presenter: Judy Sadler, Department of Library Science, ECU.

SATURDAY, November 20, 1982. MONEY: HOW TO WRITE SUCCESSFUL GRANT PROPOSALS.

Grant money is tight but it is still there. “Money” will share the secrets of successful grant writing and give you an opportunity to try your hand at proposal writing. Workshop Presenters: Ruth Katz, Associate Director, Joyner Library, ECU, and Bob Franke, Office of Sponsored Programs, ECU.

SATURDAY, January 15, 1983. FIX IT YOURSELF: AUDIO-VISUAL EQUIPMENT REPAIR.

Save yourself time and aggravation by learning simple audio-visual equipment repair. Why pay money or lose time if you can do it yourself? Many problems are minor and can be repaired quickly and easily in your library/media center. Repair of films, filmstrip, and overhead projectors, record and tape players will be stressed. Workshop Presenter: George Moye, ECU.

SATURDAY, February 12, 1983. WHAT MY MICROCOMPUTER CAN DO IN THE LIBRARY.

Techniques for making the most effective use of your microcomputer. Library applications: acquisitions, cataloging, inventory, circulation, and more. Educational applications, including problems with software selection and student use. Hands-on experience will be provided on both TRS and Apple so you can see and do for yourself. Workshop Presenters: Veronica Pantelidis, Department of Library Science, ECU and Janet Shelor, Pitt County Schools, Greenville, NC.

Friends of Haywood County Public Library Sponsor Series

Friends of Haywood County Public Library hosted another series of three programs focusing on “Historical Haywood County.” On June 8, the topic was “Haywood County, Its Land and Use,” moderated by Gordon B. McKinney of Western Carolina University. Speakers included Ronald D. Eller of Mars Hill College, Patricia Beaver of ASU and Jim Horton of WCU. July 13 was the date for “Haywood County, Its Music and Dances” featuring Jim Trantham, local musician and singer of traditional ballads, as well as music and dances by local talent. The August 3 program focused on “Haywood County, Its Heritage Crafts.” Presentors discussed such mountain handicrafts as quilting, pottery and gunsmithing; a display of authentic folk art was on exhibition. All programs were held at the Terrace Hotel, Lake Junaluska. Project director is C. J. Overback, a Haywood County Friend. The series was made possible by a grant from the N.C. Humanities Committee.

News Flash, No. 122 (June 10, 1982)

NCCU Announces Fellowship Awards

Annette L. Phinazee, Dean of the School of Library Science at North Carolina Central University, announced fellowship and scholarship awards for 10 new students enrolled in the school’s graduate program.

Fellowships of $4,000, in addition to tuition and fees, funded under Title II of the Higher Education Act, have been awarded to Edith I. Ballard of Gates, a 1982 cum laude graduate of NCCU with a major in history, and to Darlene Price of Athens, Ga., a 1981 cum laude graduate of Johnson C. Smith University with a major in history.

The Leo Brody Scholarship of $500, awarded under a grant from the Kinston businessman, has been awarded to Myra Kornegay Hill of Kinston. Mrs. Hill will be on leave as children's librarian at Neuse Regional Library to attend NCCU as a full-time graduate student in library science. She is a graduate of the University of North Carolina at Greensboro.

Jenkins-Moore Fellowships totaling $3,500 were awarded to Carrianne Beverly Council of Fayetteville, a magna cum laude graduate of Shaw University; Mashell Y. Fashion of Moncks Corner, S.C., a graduate of South Carolina State College; and Robin D. McNeil of Elizabeth City, a graduate of Elizabeth City State University.

Minority Presence Awards, funded by the University of North Carolina system, have been designated for Donna Cooper Burke of Goldsboro, a graduate of North Carolina State University and an employee of Wayne County Public Library; Elizabeth G. Harrell of Fuquay-Varina, also a North Carolina State University graduate, an employee of the Wake County Public Libraries; Margaret J. MacDonald of Raleigh, a graduate of Bowling Green State University; and Sue E. Wanchock of Charlotte, a graduate of UNC-Greensboro.

Broad River Association Links Area Libraries

There are times to "think big" and to see the overview. However, sometimes a more localized view can bring about a more practical perspective. This was part of the thinking behind the formation of the Broad River Library/Media Association formed in 1981 in Cleveland County. Although there is profitable association with other North Carolina organizations such as NCLA, Metrolina and Western North Carolina Library Association, the librarians felt a need for more local emphasis. For the past two years, representatives of the various libraries have met for quarterly meetings. News was exchanged, projects were started, and friendships developed.

From the beginning, there has been emphasis on action. Several projects have been completed. One is a union list of current serials. There is a plan to enlarge this list to include prior magazine holdings. Another project is a computer compilation and print-out of the genealogical holdings of the member institutions. This will be available without charge to the public in the member agencies and will also be available for sale to individuals or other libraries.

A project that was encouraged by the ties established within the Broad River group is having a community library card. Beginning September 1982, Cleveland County citizens were able to have one card that enabled them to check out and return books to any of the four libraries in the county. The Common Card Project was made possible by an LSCA grant awarded to Cleveland County Memorial Library. It is the first project of its kind in North Carolina.

The member institutions of Broad River Library/Media Association are the Cleveland County Historical Museum, Cleveland County Memorial Library, Cleveland Technical College, Gardner-Webb College, Isothermal Community College, Mauney Memorial Library.

More information can be obtained from: Carol Wilson, Secretary, Broad River Library/Media Association, c/o Cleveland County Memorial Library, 104 Howie Drive, Shelby, NC 28150.

Sylvia Minton is New Director of Onslow County Public Library

Sylvia Minton began work as the new director of Onslow County Public Library on June 14. She has been director of the Mitchell (South Dakota) Public Library for two years. The city library serves readers in 11 South Dakota counties through small collections in hospitals, nursing homes and fire stations. The 22-year veteran of library service said that she is glad to be returning to North Carolina, her native state.

News Flash, No. 122 (June 10, 1982)

Librarianship Workshop Held at ECU

Librarians representing public, school, community college and university libraries along with publishers' representatives and members of the general public attended the sixth annual workshop sponsored by the ECU Library Science Alumni Association June 22, 1982. Coordinated by Dr. Gene D. Lanier, the all-day session was involved with attempted censorship cases in libraries across the state.

The morning session included an update by Dr. Lanier of censorship attempts in North Carolina libraries and a reexamination of intellectual freedom principles. Participants then joined in a discussion of interpretations of the Library Bill of Rights which have been approved and revised by the American Library Association Council the past two years.

Roles were assigned to the participants in preparation for the afternoon session. "Censorship and the Library—A Role Play" was the theme for the day as participants became members of the reconsideration committee or a group who opposed censorship of a film, or a group who simulated removal of a film in a library situation.

The film, "The Lottery," an adaptation of the Shirley Jackson controversial short story, was shown. This was followed by a short caucus by the different groups. The workshop was concluded with everyone participating in a simulated censorship hearing. Dr. Lanier said, "This gave librarians an opportunity to participate in a hearing and to examine their own philosophies concerning intellectual freedom."

NCSLA Bulletin (Aug. 1982)

Herald-Sun Clip File on Microfiche

The Herald-Sun Newspaper Library announces the sale of its clip file collection on microfiche. Each fiche contains two rows of 35mm microfilm with 14 frames of clippings. A total of 70 to 80 clips are on each fiche. The fiche are arranged under the same personal names and subject headings as Herald-Sun Library clip files. The cost is 2 fiche for $1.00 for selected headings or 3 fiche for $1.00 if the entire collection is purchased. All the headings for UNC, Chapel Hill, Orange County, Hillsborough, and Carrboro have been completed. Contact Barbara Semonche for more information.

Weaverville Library Renovation Wins Award

The North Buncombe Library in Weaverville is the recipient of the Griffin Award, presented by the Preservation Society of Asheville and Buncombe County “for outstanding contributions to historic preservation.” Jan Wiegman of Asheville, the renovation, also received an award.

Conversion of the mid-1920’s former Weaverville Baptist Church building was completed in 1981 and provided 4,900 square feet of finished space for the library.

The project was accomplished through the hard work and support of the whole community. The National Trust for Historic Preservation awarded $500 in matching funds to cover the cost of an architectural consultant. There were grants from the Z. Smith Reynolds and James G. K. McClure Foundations and contributions from the county and state.

News Flash, No. 123 (July 13, 1982)

Mount Airy Public Library Dedicated

A near-capacity crowd at Andy Griffith Playhouse attended the dedication on May 16 of the $1.6 million Mount Airy Public Library. U.S. Representative Stephen L. Neal, one of two guest speakers at the afternoon dedication, termed the passive solar facility as a “shining example to the rest of the country.” In referring to the federal programs which helped fund the design and construction of the new library, Neal called solar energy the “common sense approach to the nation’s energy problem.”

Jon Veigel, the executive director of the state’s Alternative Energy Corporation (AEC) said that the library shows how a city can be responsible for its energy future by taking advantage of the climate as a resource. Veigel predicted that the cost of supplying solar energy at the new library in the next 50 years will be “dramatically” less than with other energy sources. Following the dedication ceremony, an open house was held in the new, white-granite library. The facility includes 14,000 square feet of floor area and uses extensive amounts of natural light throughout its three levels to create an “open space” interior environment. The library is one of 33 projects nationwide funded by the U.S. Department of Energy to demonstrate the use of passive solar design techniques in a public building.

News Flash, No. 122 (June 10, 1982)

Frances Reid Retires

Frances Reid retired June 30, 1982. Frances joined the State Library staff on May 1, 1975. She served as general Public Library Consultant and worked primarily with librarians and public officials in the western half of North Carolina. In addition, she has been a moving force in the establishment of the Friends of NC Public Libraries and in the nurturing and development of local Friends groups throughout the state. With her able assistance, the Appalachian Regional Development Act grants for construction of public libraries have been administered, and she has provided sage advice on numerous other building projects as well.

Frances came to the State Library from Spartanburg, South Carolina, where she was librarian of the Spartanburg County Library. Prior to that she was Field Service Librarian for the South Carolina State Library and also has served as an Army librarian in Alaska and Japan.

News Flash, No. 122 (June 10, 1982)

Marine Science Libraries Conference Held

The Duke University Marine Laboratory and the NOAA Laboratory located on Pivers Island, Beaufort, North Carolina, hosted the 8th Annual Conference of the International Association of the Marine Science Libraries and Information Centers October 17-20, 1982. The conference met in the L. E. Gray Auditorium on the Duke University Marine Laboratory campus. The theme of the Conference was “The Geography of the Oceans.” The program was divided between the political-economic aspects and the physical aspects. As an international organization, the association tries to present both the U.S. and the Canadian viewpoints.

NCSLA Bulletin (1982)

Roberta Williams Becomes New Library Director of Transylvania County Library

Roberta “Bobbie” Williams has resigned her position as director of Duplin County-Dorothy Wightman Library. She became director of Transylvania County Library and succeeded Elizabeth Kapp, who has announced her retirement after 38 years of service there. During Bobbie’s tenure in Duplin, a new headquarters building was completed and occupied, new programs were developed, and the Friends group was strengthened. She began her new duties on September 1.

News Flash, No. 122 (June 10, 1982)

NCASL Biennial Work Conference Convenes On November 4 and 5

The focus of the NCASL Biennial Work Conference was: Emphasis: Updates and Strategies. The 1982 work conference was held at the Winston-Salem Benton Convention Center on Thursday and Friday, November 4-5. The program participants were Katherine Paterson, Alice Fite and Jody Charter.

The Program Committee included Gwen Cathey, Registration; Sandi McCall, Publicity; Nona Pryor, Exhibits; Sue Spencer, Media Fair: Lynn Vrooman, Local Arrangements. They planned two days of workshops, exhibits, “talks about titles,” concurrent sessions, and luncheon programs to involve library media specialists with updates and strategies for school library media programs into the ‘80’s. Of particular interest was the Media Fair, with demonstrations and information exchange on Thursday morning, Nov. 4.

North Carolina Association of School Librarians Bulletin, Vol. 15, No. 2.

Plans Begun for New Cumberland Library

Initial designs for the proposed $4.5 million Cumberland County Public Library call for a three-level structure on the sloping site beside Cross Creek with the main entrance on Maiden Lane. Included is a 250-seat auditorium on the main floor, along with nonfiction, reference, business, periodical and language collections. The second floor would house fiction, audiovisual and children's materials. The lower level would be set aside for administrative offices, work space and a loading dock for deliveries and the bookmobile. Building the library depends on voter approval of $4.5 million in bonds in the November general election. Architect Dan MacMillan said that the basic design will be complete by October, and if approved by voters, could be set out for bid in the summer of 1983. The two years required for construction would target November 1985 as the opening date.

News Flash, No. 124 (Aug. 12, 1982)

NCLA Minutes And Reports

North Carolina Library Association Minutes of the Executive Board, June 4, 1982

The Executive Board of the North Carolina Library Association met Friday, June 4 in the Guilford Room at Guilford Technical Institute at Jamestown. Members present were Mertys Bell, Leland Park, Carol Southerland, Mary Jo Godwin, Bob Pollard, Gwen Jackson, Bill O'Shea, Emily Boyce, Mae Tucker, Jonathan Lindsey, Cindy Pendergraft, John Pritchard, Shirley Jones, Paula Short, Nancy Fogarty, Doris Anne Bradley and Ruth Katz. Sue Williams, Vice-Chairperson of the Children's Services Section, and Judith Sutton, Vice-Chairperson of the Public Library Section, represented their sections. Also attending were Arial Stephens, Louise Boone, Elizabeth Laney, Patrick Valentine and Willie McGough.

President Bell called the meeting to order to 10:30 a.m. The secretary read the minutes of the March 19 and 20, 1982 meetings. They were approved with no corrections.

Bob Pollard gave the treasurer's report for the period January 1, 1982 - March 31, 1982 and distributed samples of the new membership cards. A question was raised about the ALA Representative's expenses. Mr. Pollard reminded the board that the association is on record to pay the representative's full expenses. Rather than amend the budget at this time, the board asked the treasurer to indicate the item as actual expenses.

Arial Stephens gave the final financial report on the 1981 Joint Conference.

Dr. Park reported that Arabelle Shockley has resigned as Local Arrangements Chairperson for the 1983 conference and that Robert Burgin has been appointed to the post. Mr. O'Shea made a motion to approve the appointment, Mr. Pritchard seconded and the motion passed unanimously.

Dr. Park asked for comments and suggestions for the 1983 conference. The board expressed a preference for no preconferences and encouraged sections to incorporate such activities into the regular conference program.

Jonathan Lindsey reported for *North Carolina Libraries* announcing editorial board changes and plans for upcoming issues. In response to an inquiry about editorial board representation for the Roundtable on the Status of Women in Librarianship, the NCL Board suggests to the NCLA Board that their representation parallel their representation parallel their representation on the NCLA Board.

Ruth Katz made a motion that the NCLA Board approve the addition of a Roundtable on the Status of Women in Librarianship representative on the editorial board of *NC Libraries* and that the Constitution, Codes and Handbook Revision Committee change all references to NCLA "sections" to read "sections and roundtables". Emily Boyce seconded and the motion passed.

In Gene Lanier's absence, Emily Boyce distributed copies of a written report from the Intellectual Freedom Committee. President Bell announced that Dr. Lanier had been awarded the 1982 Hugh M. Hefner First Amendment Award. Gwen Jackson made a motion that a special commendation be given to Dr. Lanier for his substantial contribution to the cause of Intellectual Freedom and in recognition of his receiving the Hugh M. Hefner Award in Chicago on May 1982. John Pritchard seconded the motion; all approved.

There was some discussion about increasing the Intellectual Freedom Committee's budget to cover expenses. It was noted that Dr. Lanier and ECU had absorbed a lot of these expenses. The president agreed to respond to the matter.

Patrick Valentine, reporting for the Library Resources Committee, asked for comments from the membership concerning the revision of North Carolina's Interlibrary-Loan Code particularly in the areas of fees and lending of current fiction.

Carol Southerland, Chairperson of the Membership Committee, distributed samples of the new membership brochure.

President Bell read a report from the Nominating Committee with the results of the election of the SELA Representative. Rebecca Ballentine was elected to the position.

The president announced the resignation of Kay Murray after which there was some discussion concerning the method and qualifications of the replacement. The need for "new blood" as well as the desire to have continuity and experienced board members was expressed. The president asked all section chairpersons to contact their members for nominations for Director and to submit the names with supporting information to her by Sept. 1. Jon Lindsey suggested having an ad hoc committee review the nominations with the president and recommend to the board the replacement for Ms. Murray.

The Scholarship Committee report was given by Elizabeth Laney. Winners were Gail Harrell, Viola Roth and Charlotte Darwin. Loan recipients were Dan Campbell, Barbara Kirby and Joyce P. Kelly.

Willie McGough reported that the Public Relations Committee had surveyed the membership and they expressed a need for assistance with handling censorship issues. He suggested the association produce some high quality TV spots with the funding to come from private industry. Some of the board members were opposed to accepting such funds. Mary Jo Godwin, Chairperson of the Public Library Section Public Relations Committee, invited Mr. McGough to attend their next meeting so the two committees can coordinate their activities.

Louise Boone shared highlights of 1982 Legislative Day. The group called on all thirteen congressmen and the two senators and came home with feelings of satisfaction and conviction.

Section reports were given by Sue Williams for Children's Services, John Pritchard for JMRT, Shirley Jones for Junior College, Judith Sutton for both Public Library and Trustee Sections and Nancy Fogarty for Reference and Adult Services.

Cindy Pendergraft of Documents said the section sponsored a very successful workshop in April which was attended by Raymond Taylor, Superintendent of Documents.

Paula Short of the Association of School Librarians distributed sample copies of the association's newsletter and announced that the association's conference will be November 4 & 5 in Winston-Salem.

The Resources and Technical Services Section Chairperson, Doris Anne Bradley, reported three interest groups, Serials, Cataloging and Acquisitions, have affiliated with the section. A workshop on collection development to be jointly sponsored by RTSS and the College and University Section is being planned for April, 1983. Plans are being developed for a $250 award to send a technical services librarian to the 1983 NCLA biennial conference.

Ruth Katz of the Roundtable on the Status of Women in Librarianship announced that a workshop, "Getting Our Fair Share: Personally and Professionally", will be held July 29 - 30 at Guilford College. The roundtable is also planning to publish a newsletter.

SELA Representative Mae Tucker reminded the board of the biennial conference in Louisville Nov. 10 - 13. The association held a conference on "School and Children's Services" at Boone June 4 - 6.

President Bell distributed copies of recommended changes in the Honorary and Life Membership Committee proposed by the Constitution, Codes and Handbook Revision Committee. Ms. Boyce made a motion to accept the changes. John Pritchard seconded the motion and all approved.

The State Council for Social Legislation's legislative priorities were presented. Dr. Park and Mr. O'Shea recommended that the board "single-shot vote" for expanded library service. The board agreed to this response.

President Bell read a letter she had written to legislators in support of the ERA. The board concurred. ALA had requested $2500 for field coordinators for the ERA. NC United for ERA asked for a waiver of the stipulation that these funds be used only for mailing, communication, etc. and not for salaries. President Bell discussed the matter with staff at ALA and decided not to grant the waiver.

A letter from Gail Keresey, JMRT Constitution Committee Chairperson, asking if the JMRT ballot could be included with the mailing of the NCLA ballot was read. Bob Pillard responded that this would not be convenient with the current programming of the computer and would require manual pulling and stuffing of JMRT ballots. There was some discussion and Mr. O'Shea suggested that the president and the treasurer should decide what to do.

President Bell addressed the group of Health Sciences Librarians meeting in May about the benefits of affiliating with NCLA.

The meeting adjourned at 3:46 p.m.

Respectfully submitted,
Mary Jo P. Godwin
Secretary

Intellectual Freedom Resolution

Approved September 17, 1982, Executive Board, NCLA

WHEREAS, we as concerned citizens in a democratic society and as librarians do recognize the growing problem of censorship in our state, and

WHEREAS, we believe that libraries should be a marketplace of ideas and make available the widest diversity of views and expressions to their users, and

WHEREAS, well known and widely accepted books and other library materials have been attacked by overzealous advocates of so-called "clean" literature, and

WHEREAS, the First Amendment rights of our citizens have been threatened by these groups, and

WHEREAS, professional librarians use specific written criteria and review mechanisms for selection of materials in building library collections, and

WHEREAS, if current state laws are modified, librarians may be subjected to undue harassment or punitive action, and

WHEREAS, we believe it is impossible to legislate morals, and

WHEREAS, minors are protected under current legislation, and

WHEREAS, we believe in the right of an individual to choose, and

WHEREAS, North Carolina statutes dealing with obscene materials have been declared constitutional by the courts,

THEREFORE, be it resolved that we do hereby support the retention of the prior adversary hearing in N.C. Statute 14-190.2.

Honorary and Life Membership Committee By-Laws Changes Adopted June 4, 1982

Personnel

Chairman, plus six members, representing various sections, in addition to the President of the Association exofficio. The Chairman will be selected from the outgoing committee for continuity.

Function

1. To seek recommendations for honorary and life membership by notices in the Summer and Fall issues of N. C. Libraries. Recommendations should be accompanied by biographical information, including contributions to librarianship. All nominations should be submitted by January 31 of the conference year.

2. To recommend to the Executive Board, at the Spring Workshop prior to the conference, names of persons deemed worthy to receive these honors. The President of N.C.L.A. will notify the honorees by phone and letter within a month after the Spring Workshop and report their response to the Chairman.

*3. To prepare the citations and have the certificates lettered and framed.

4. To notify the honorees of the time and place of the conference and present the awards. The Chairman will perform these duties.

Criteria

1. Honorary memberships may be given to non-librarians who have rendered important services to the library interests of the state.

2. Life memberships may be given to librarians who have served as members of the North Carolina Library Association and who have made noteworthy contributions to librarianship in the state. These memberships are limited to librarians who have retired.

3. Honorary memberships for non-librarians should be given at a time considered appropriate in relation to the contribution made.

4. Contributions of both groups should be above the local level.

5. Selections of the past are to be reviewed with the idea of adding any persons overlooked.

* Number 3, current functions deleted.

NCLA Nominating Committee Report

The following are nominees for NCLA Executive Board officers for 1983-85. Biographical data will appear in the Spring 1983 issue of *North Carolina Libraries*.

Office	Nominee	Affiliation and address
First Vice-President (President Elect)	Pauline F. Myrick	Moore County Schools, P.O. Box 1180, Carthage, N.C. 28327

Office	Nominee	Affiliation and address
First Vice-President (President Elect)	Carol Southerland	P.O. Box 1588, Elizabethtown, N.C. 28337
Second Vice-President	Geneva Chavis	Route 1, Box 479, Battleboro, N.C. 27809
Second Vice-President	Mildred Jane Williams	Division of State Library, 109 East Jones Street, Raleigh, N.C. 27611
Secretary	Michael J. LaCroix	James A. Jones Library, Greensboro College, Greensboro, N.C. 27420
Secretary	Roberta S. Williams	Transylvania County Public Library, Brevard, North Carolina
Treasurer	R. Philip Morris	High Point Public Library, 411 South Main Street, P.O. Box 2530, High Point, N.C. 27261
Treasurer	Eunice P. Drum	3001 Sherry Drive, Raleigh, N.C. 27604
Directors (2 to be elected)	Jerry A. Thrasher	Cumberland Public Library, P.O. Box 1720, Fayetteville, N.C. 28302
Directors (2 to be elected)	Mary B. Padgett	Caldwell County Schools, P.O. Drawer 1590, Lenoir, N.C. 28645
Directors (2 to be elected)	Clarence Toomer	Library/Learning Resources Center, Shaw University, Raleigh, N.C. 27611
Directors (2 to be elected)	Shirley B. McLaughlin	Route 2, Box 181k, Fletcher, N.C. 28732

NCLA Biennial Meeting Dates

1983: October 25-28 in Winston-Salem, North Carolina

1985: October 1-5 in Raleigh, North Carolina