

North Carolina Libraries

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Report from the President

[Photograph: Portrait of Eunice Query.]

Since the publication of the last issue of *North Carolina Libraries*, several important conferences have been held and your president has attended two significant institutes. The biennial work conference of the North Carolina Association of School Librarians was held in Durham October 8–10. You will have the opportunity to read the proceedings of this conference in the association's NEWSLETTER. This conference, as well as the annual one of the Community College group, might well serve as a model or example for the suggested off-year conferences for all sections. At the NCASL conference, the Mary Peacock Douglas award was presented to Cora Paul Bomar in recognition of her many years of service to the school libraries of North Carolina. Congratulations, Cora Paul!

During the first week in October, the first regional "Right to Read" conference was held in Atlanta. Our association was represented by the president and the first vice-president, Elizabeth Copeland. This institute was devoted to ideas for implementing one of the four educational priorities set up by President Nixon: the right of every citizen to know how to read. Other

priorities are: early childhood education, environmental and ecological study, and drug abuse. You will be hearing more about all of these because their promotion is fundamental for all types of libraries. State conferences are being planned for all, some of which will be invitational. If you should be invited to attend any one or more of them, I strongly urge you to accept.

The Southeastern Library Association held its biennial meeting in Atlanta, Nov. 5–8, with the largest attendance ever reported, as well as an excellent program. Congratulations are due to Elaine von Oesen, President of SELA for the past two years. Leonard Johnson is our new SELA representative. Watch for proceedings of this conference in a later issue of *The Southeastern Librarian*. A pre-conference was devoted to library education. Three members of the NCLA Education Committee for Librarianship were able to attend: Helen Hagan, Doris Cox, Budd Gambee. This was important because our committee is planning a conference on library education for a February date in 1971. This will be invitational, and we urge you to make every effort to attend if invited. It will be particularly important to have library practitioners present and participating in order to "tell it like it is" on the firing line. If you would like to send suggestions about library education to a member of the committee, others besides those mentioned above are: Mr. James Carruth, Mrs. Louise Plybon, Mrs. Ophelia Irving. The State Department of Public Instruction also is reviewing guidelines and requirements for preparation of school library media specialists. A number of library education agencies in the state are engaged in evaluating and revising their curricula. Now would be a good time to express your ideas to them concerning what constitutes "an up-to-date, adequate, and relevant" curriculum. Library education is very much in the news and of great concern to the profession (see letters in various issues of *American Libraries*, as well as articles). The two federally-funded institutes which I attended were devoted to various aspects of library education. In late summer, Vera Melton, Rosalind Campbell, and I spent two weeks at Rutgers exploring "Library Technical Assistant Educational Programs." Several interesting developments came out of this institute: a suggested revision of the Booth report, recommended curricula, recommended ways of providing upper mobility as well as job entrance, and recommended ways of articulating this level of education with other levels of library education. The most crucial issues seem to be recognition and acceptance by the profession and an established place in the job structure of each state that will insure the accompanying necessary salary compensation. The last week in October I was a participant in an institute at Wayne State University dealing with "Library Education for Service to the Disadvantaged." The only consensus was that library schools are not preparing people adequately to serve the disadvantaged. It was thought that a broader preparation in the social services, education, and educational psychology might be more advantageous than a liberal arts background. Then library schools could infuse the skills, attitudes and knowledge gained from these disciplines into their existing curricula, emphasizing application to library services, without the addition of special courses. One specific recommendation, based on research, was the addition of a course in children's literature specifically related to the disadvantaged. Recruitment for various levels of the library profession from among the disadvantaged was emphasized.

If you have not read the officially adopted policy of the ALA on Library Education and Manpower, I suggest that you write for a copy. Also, if you were not able to attend the ALA convention last summer, I suggest you read the account of the discussion and the subsequent adoption in the July–August issue of *American Libraries*. School librarians particularly will want to read the reaction expressed in the fall issue of *School Libraries*. The professional status of school librarians not holding the fifth year degree is being questioned. Perhaps more school librarians need to make themselves heard through membership in their professional organizations.

Several people have written me about possible additions of other North Carolina titles to be reprinted. Since Bill Powell compiled the original list, it might save time to write directly to him.

This is a reminder to committees to continue with their good work. Several are keeping me up-to-date. It is not possible for me to attend meetings of all committees, but I appreciate knowing what developments and progress are being made. The annual spring workshop is not too far off, announcements of which will be sent to all section officers and committee members later.

No one needs reminding that the General Assembly will be meeting in January, but you may need to know that NCLA's representative on the State Legislative Council is Mrs. Marion Johnson of the State Library.

Biennial School Media Work Conference

By Frances Kennon Johnson

"Focus on Learning through Unified Media Programs" was the theme of the 1970 Biennial School Media Work Conference sponsored by the North Carolina Association of School Librarians (NCASL) and the Division of Educational Media, State Department of Public Instruction. Held in Durham October 8–10, the conference attracted 626 registered participants, including members of the Department of Audiovisual Instruction, North Carolina Association of Educators.

Dr. Henry M. Brickell, who is director of studies for the Institute for Educational Development in New York City, opened the conference on Thursday night with a challenge. On reading the 1969 *Standards for School Media Programs*, he said, "I got the impression that you people are seriously intending to change the school . . . You intend some new kind of relationship between the students and the media center, between the media specialist and the faculty . . . The media program you describe has no end to its reach. It touches the behavior of every teacher and every child, every administrator . . . You would change the teacher's role as a presenter of information, for example. This is not like small-scale changes that teachers can accommodate to with skills they already have in their possession."

"You have to know," Dr. Brickell continued, "that the school is a very complex system in which you are trying to intervene." He discussed characteristics of the school as a stable institution, one which tends to resist change, and reviewed principles and approaches in effecting change in education.

In the Friday morning general session Dr. Brickell continued his presentation, focusing on what is involved in implementing the kind of media program envisioned in the 1969 *Standards*. Emphasizing that the primary goal of the media program is to improve teaching and learning, he offered a definition of learning (applicable to students, teachers, and media specialists): "To do something you've never done before, and to remember it so that you can do it again." He presented a resume of principles of learning, in the form of a set of twenty-five points that characterize conditions under which learning occurs. One point, for example, had to do with individual differences in rate of learning (and forgetting)—and the implications of these differences for the grouping of students. "In short," Dr. Brickell added, "no teaching can be so poor as to result in the same learning for all."

Dr. Brickell reminded us that, if we are to achieve communication with teachers and administrators, we must talk the language of teaching and learning, not the language of media; i.e., we must approach and work with teachers in terms of their primary concerns, relating the media center and its program to those concerns. He suggested that the role of the school media specialist is that of prime advocate or personal champion for the improvement of teaching.

Before the media program envisioned in the 1969 *Standards* can be adopted by schools, he continued, it must be fully "invented;" that is, the conditions and qualities which characterize the program must be fully recognized and understood. Unless we know what we are trying to do (or, as Mager put it, where we're going) we are likely to end up "someplace else." Once the desired program is clearly defined, it must be adopted. Dr. Brickell described conditions needed in the school to support the adoption of a new program, among which are the following: (1) The program to be adopted must be identifiable, describable: "you'll know when you have it, or when you don't." (2) The program must be accepted: "the faculty must believe that it's worth having." (3) The program must have administrative support: "Commitment by the administration that we're going to make the change." (4) Staff training is imperative: "guided practice, over time, reinforced by satisfaction on the part of the staff in what they are doing."

In short, Dr. Brickell concluded, "We can't just put new media on the center's shelves." To achieve what is implied in the 1969 *Standards for School Media Programs* we must translate these recommendations into a usable—and used—body of practice.

Following the Friday morning general sessions, conference participants attended group meetings by levels (elementary, secondary, or system-level media specialists), participated in small group discussions, and visited the extensive exhibits of instructional media.

For the elementary media specialists' program on "Teaching, Learning, and Media," Betsy Dettly (Librarian, Overton Elementary School) and Marcus Smith (Director of Instruction) traced emphases of the instructional program in the Salisbury City Schools and showed the broad base of media support provided for teachers and students in this school system—from books to closed-circuit television to an early 19th century school house to circulating animals, with resources and their use coordinated by media specialists who are as much at home in classrooms or supplementary education centers as in the library media center.

For the secondary media specialists' program, "Emerging Media Centers," Robert Lee, Superintendent, Moore County Schools, traced developments in his county which has merged three school systems into one and consolidated fifteen high schools into three, within the past six years. In developing an effective media program, Mr. Lee stated, the following factors are essential: (1) advanced planning, (2) appointment of a competent system-level media director, (3) employment of school media specialists who are capable of instructional leadership, (4) provision of system-level media support services, (5) development of a strong elementary school media program, without which secondary school programs cannot succeed, and (6) continuous evaluation.

For the meeting of system-level media specialists, Dr. Kenneth Newbold, Superintendent, Laurinburg-Scotland County Schools, discussed the role of the media director in instructional improvement. The first imperative, he emphasized, is effective communication with other groups: not other librarians or media specialists but superintendents, other supervisors, principals, and teachers. Major needs and contributions of the media specialist today, in his view, are relating to the curriculum and to curriculum development; participating actively in improving instruction, working in such areas as the diagnosis of learning needs, field testing of materials, and planning for individualization of instruction; evaluating the instructional program

and working for its improvement, in keeping with the mandate for accountability; and building public support.

State Superintendent of Public Instruction Craig Phillips attended the elementary group meeting on Friday morning and brought greetings to NCASL. He stated his viewpoint, shared by Dr. Brickell, of the media specialist as a change agent in the school, and called for the support of media specialists in solving the problems we face today in our schools—problems of human relationships, of relevance in programs, and of upgrading our competencies for the work of today, through preservice and inservice education.

Time was built into the elementary and secondary group meetings for small group discussion, in which conference participants demonstrated prime qualities of the media specialist: flexibility (hundreds of people formed into small groups rapidly and efficiently) and involvement (genuine dialogue began quickly and ended reluctantly after time was called). Major points made in group discussions included these recommendations for improving teaching and learning through more effective use of media: (1) The media specialist must be informed, committed, positive, and enthusiastic in projecting the role of the media program in instruction. (2) The media specialist must have—or build—the support of his/her principal. (3) Awareness, confidence, and competence in the use of media, on the part of teachers, must be developed. Suggestions included acceptance of a leadership role by the media specialist; using a personalized approach to keep teachers informed of resources; seeking released time for teachers for inservice education; "selling" teachers through students; improving the preservice education of teachers and media specialists. (4) Flexibility and freedom must be provided in media center operations: in scheduling, in open access to all resources (the "hands-on" approach), in liberal circulation policies. (5) Both system-level support services and drastic streamlining of work procedures at the school level are required to enable the media specialist to be available to students and teachers. (6) As media specialists we must commit ourselves to full involvement in curriculum planning and support.

[Photograph: Bynum Shaw, Pauline Myrick, and Barbara Hylton, President of the North Carolina High School Library Association, pictured together.]

At the Friday evening banquet Bynum Shaw of Wake Forest University, winner of the 1969 Sir Walter Raleigh Award, explored the belief that "there's a novel in most of us," and traced the process by which he has brought an idea (a setting or a character) to a finished book: "a discipline," he said, "that is utterly demanding." A highlight of the banquet was the presentation of the Mary Peacock Douglas Award to Cora Paul Bomar, for her outstanding and sustaining contributions to the development of school media services in North Carolina. (Tribute to Cora Paul Bomar by Margaret Kalp appears in this issue.)

A business meeting of NCASL opened the Saturday morning final session of the conference, followed by "Directions 1970," in which Cora Paul Bomar (University of North Carolina at Greensboro) high-lighted concerns and trends at the national level and James W. Carruth (Director, Division of Educational Media) reviewed priorities and directions in North Carolina.

Many people worked long and hard to plan and conduct the 1970 work conference. Special thanks are due to Pauline Myrick, NCASL chairman, who performed with unshakable poise and contagious enthusiasm; B. M. Sheffield, the resourceful vice-chairman; Mary Alice Wicker, capable secretary-treasurer; the directors of NCASL; the chairmen responsible for hostess, registration, exhibits, publicity, and membership arrangements; the staff of the Division of Educational Media; the group coordinators and discussion group leaders; and many more. With

leaders such as these, North Carolina school media specialists can face with confidence the challenge of the seventies.

Bomar Receives Mary Peacock Douglas Award

Tribute by Margaret E. Kalp

[Photograph: Portrait of Cora Paul Bomar.]

Two years ago here in Durham at the last biennial work conference of the North Carolina Association of School Librarians, Mrs. Mary Peacock Douglas was the first recipient of the Award which bears her name and which had been established to recognize outstanding contributions to North Carolina school libraries. Tonight I am grateful for the opportunity which has been given to me of presenting the Mary Peacock Douglas Award for the second time. In making this presentation I look back over 25 years of professional association and personal friendship, beginning with a summer session at Peabody Library School in Nashville, Tennessee, when World War II was drawing to a close. Those of you who have not had the experience, when you were still comparatively new to library school teaching, of having Cora Paul Bomar as a student in your class really haven't lived. Even today I remember the notebook—her "Brain," as she called it—which she carried and which closed with a zipper. When the time approached for the end of class, if I showed a tendency to continue beyond the appointed hour, I would hear, rather than see, the zipping shut of that notebook. I could take the hint!

Before this group there is no need to go into detail concerning all of Cora Paul's activities. You know them well, for they have always been things which would advance the cause of school librarianship in North Carolina and in the country as a whole. First as State School Library Supervisor and later as Director of the Division of Educational Media in the Department of Public Instruction, she furnished leadership and guidance to the school libraries and educational media programs of the State. After 18 years of service in the Department of Public Instruction, she continues her contribution to the school libraries of North Carolina by bringing all of her experience and skill to the program for the professional education of school media personnel at the University of North Carolina at Greensboro.

Miss Bomar has had a particular interest in legislation which would strengthen school libraries at the State and national level. Her testimony before Congressional committees in support of Federal legislation concerned with library and media services has been expert and valuable.

Professional associations at the state, regional, national and international levels have had her active support. Elected to membership in Beta Phi Mu, the international library science honorary society, she served as its president in 1965–66. She has been president of the American Association of School Librarians, of the Library Education Division of the American Library Association and of the Southeastern Library Association. She served as chairman of the State School Library Supervisors group. In addition to Beta Phi Mu she has been elected to membership in other honor societies such as Delta Kappa Gamma and Pi Gamma Mu.

Birds and books, dogs, cats, rocks, music, and people—these are just some of Cora Paul Bomar's varied interests. Intensely aware of the world around her, she is constantly seeking new knowledge and new experiences. Wherever she goes, to institutes, conferences and

workshops, she spreads the word about good school media programs, and she has the happy ability to do more than talk. Of all the people I know, Cora Paul Bomar has the quality of being able to dream dreams, to see ahead, and at the same time she is able to translate dreams into reality and plans into action. The tremendous growth of school libraries in North Carolina which occurred under her leadership is clear evidence of this. The preservice and inservice school media specialists who now have the privilege of knowing her and working with her at the University at Greensboro are fortunate indeed, and through them Cora Paul's philosophy of service and high professional standards will spread in ever-widening circles, continuing her effective contributions to the school libraries of North Carolina.

On behalf of the members of the North Carolina Association of School Librarians, it is my privilege to present to you, Cora Paul Bomar, the Mary Peacock Douglas Award for outstanding contributions to North Carolina school libraries.

The North Carolina Union Catalog

By Cindy Knight

Recently, a student at Guilford College asked the college librarian for a copy of John Kerouac's *On the Road*. The library did not have the book in its collection. Yet, within a few days, the student was furnished a copy of the book from the Duke University Library in time to meet the deadline for his term paper. How did the librarian at Guilford know that Duke had the book, and how was the student able to obtain the book so quickly?

The fast referral of requests for books to other libraries throughout the State of North Carolina and the furnishing of those books to readers through interlibrary loan has been made possible largely through the establishment of the North Carolina Union Catalog at the University of North Carolina at Chapel Hill. Yet few Carolinians are aware of the existence of this useful resource and how it may serve their reading needs. Since an understanding of the organization and purposes of the catalog is essential to its optimum use and to the development of the catalog to its full potential, a brief description of the catalog and its history may be useful.

To begin with, the North Carolina Union Catalog,¹ located in the Louis Round Wilson Library at Chapel Hill, is a cooperative enterprise made possible by the efforts of many librarians and interested citizens who have labored over the years to make library resources quickly available throughout the state. These efforts have been financed, to a large extent, through available federal funds. As a result of these efforts, public, technical, and college libraries in North Carolina are now able to call the State Library in Raleigh, toll free, and within one day determine the locations of copies of the desired book in libraries in the state. Here's how the system works. The calls which come into the State Library are recorded and each morning a daily list of books requested is forwarded by TWX to the Interlibrary Service Center at the Wilson Library in Chapel Hill. The list of books is then searched in both the North Carolina Union Catalog and the catalog of the University of North Carolina. The names of libraries in the state which have the books in their collections are noted on the list, and it is returned to the State Library in Raleigh the same day. Requesting libraries are then notified by telephone of the locations of the books, which may then be directly requested on interlibrary loan.

The North Carolina Union Catalog began in the 1930's as a small, cooperative project of Duke and UNC; it has grown and expanded its facilities and services over a period of almost four

decades into the useful tool it now is. The catalog had its beginning in 1935, when the libraries of Duke and Carolina agreed to maintain card catalogs of each others' holdings as a means of sharing their resources. The initial exchange of cards was made possible by a grant from the General Education Board, and the expense of maintenance of the catalogs was borne by the two institutions. While this exchange of cards continues today, the catalog maintained at Chapel Hill expanded rapidly to become the North Carolina Union Catalog. As other institutions of higher learning recognized the need for a central catalog of library holdings, they joined the Duke-Carolina project. One of the first libraries to add its holdings to the catalog in Chapel Hill was the D. H. Hill Library at North Carolina State in Raleigh, a development made possible by a grant from the Works Progress Administration.

The number of participating libraries grew rapidly. Although statistics on those early years are lacking, it is estimated that approximately 97 libraries contributed cards to the union catalog. Dr. Jerrold Orne, Librarian of the University of North Carolina, estimated in 1956 that there were 15 libraries which contributed on a regular basis to the catalog and that the catalog contained approximately 500,000 cards.

In 1958, an important step in the development of the union catalog was taken with the disbanding of the University Library Extension Service and the activation of the Interlibrary Service Center at Chapel Hill. This center was established to supplement the services of the State Library and of the college, special, and public libraries throughout the state. One important aspect of the activities of the new center was the emphasis given to the expansion of the union catalog to include other significant library holdings which had not been previously included. As a result, since the founding of the center there has been a steady increase in the number of cards received annually and in the number of institutions participating regularly in the union catalog program.

Recent statistics show graphically the expansion of the catalog during the past twelve years. In the six months from July to December, 1969, 136,426 new cards were received at Chapel Hill, bringing the estimated number of cards in the catalog to approximately 1,500,000. During that same period, 42 libraries throughout North Carolina contributed cards to the catalog.²

The rapid increase in card holdings and service during those years placed a heavy burden upon the facilities in Chapel Hill, and by 1968, lack of adequate funds and library staff resulted in a backlog in the filing of about 420,000 cards. However, with the help of matching funds made available by Title III monies,³ the North Carolina Union Catalog was made a separate department within the Interlibrary Service Center at UNC, Chapel Hill, with its own staff, headed by a professional librarian. As a result of the added support and the reorganization, by February 1969 the backlog of cards had been eliminated completely and the catalog was once again on a current basis. During this same period, the holdings of the North Carolina State Library were added to the union catalog, thus adding another 15,000 new titles.

In a recent twelve month period, the Interlibrary Center received by TWX from the State Library in Raleigh 4,860 requests for the locations of books in libraries in the state. Service in locating books and materials is furnished to libraries not only in North Carolina, but also in many other states of the Union and in foreign countries.

Although the North Carolina Union Catalog is by no means complete, it is one of the most valuable bibliographical resources in our part of the country. Without it, the extensive interlibrary loan services furnished by the University of North Carolina Library and the North Carolina State Library would be curtailed. From July 1968 to June 1969, the library received requests from other libraries for 13,010 temporary loans. These titles were first searched in the library catalog,

and the Center was able to fill from the UNC collections 7,684 of these requests. The remainder of the titles were then searched in the union catalog. Many of the requests are referred directly to other libraries in the state shown by the catalog to hold the needed materials. The requesting library is then notified of the referral.

What does the future hold for the North Carolina Union Catalog? Certainly, its holdings will continue to expand as the rapid growth of participating libraries continues. Currently, consideration is being given to the establishment of a single bibliographical center⁴ and the use of computers in recording and locating holdings. A recent preliminary report⁵ on a North Carolina Libraries Services Network recommended increased emphasis on involving additional state agencies and libraries in the project and the planning and development of its expanded services.

The usefulness of the union catalog, of course, is in direct proportion to the active participation of a maximum number of libraries throughout the state. Accordingly, libraries are encouraged to contribute cards to the holdings. In the past six months, there has been an encouraging response from member libraries of the Piedmont University Center, and it is hoped that this same type of response can be elicited from the Coastal and Southeastern sections of our state. Interested libraries may obtain information on how to join the project by writing to:

Mrs. Cindy Knight, Head

Interlibrary Service Center

Wilson Library

Chapel Hill, N. C. 27514

In summary, it may be said that from a small cooperative program begun in 1935 between Duke and the University of North Carolina, the union catalog has grown slowly, but steadily, to become the useful, indispensable bibliographical tool it is today, serving libraries not only in the state of North Carolina, but also in many other states and foreign countries. Its continued usefulness, however, will be in proportion to the support it receives in the future, and to the active interest and participation of libraries—academic, special, and public—throughout the state.

References

1. The North Carolina Union Catalog is a card catalog of main entries indicating the location of holdings, partial or complete, of over 100 public, academic, and special libraries throughout the state of North Carolina, using National Union Catalog symbols.
2. Of these libraries, 18 were public libraries, 19 were college libraries, and 5 were special libraries. Libraries which currently contribute cards to the catalog on a regular basis include: North Carolina State Library, Raleigh; Pack Memorial Public, Asheville; Randolph County Library, Asheboro; Mitchell County Public Library, Bakersville; Appalachian State University, Boone; May Memorial Library, Burlington; Charlotte Public Library, Charlotte; Johnson C. Smith University, Charlotte; Queens College Library, Charlotte; University of North Carolina at Charlotte; Western Carolina University, Cullowhee; Duke University, Durham; American Enka Corporation, Enka; Cumberland County Public Library, Fayetteville; Greensboro Public Library; Bennett College Library, Greensboro; Sheppard Memorial Library, Greenville; University of North Carolina at Greensboro; Guilford College Library, Greensboro; High Point Public Library; High Point College; Lenoir-Rhyne College,

Hickory; Kinston Public Library; Montreat College Library; Pfeiffer College, Misenheimer; Mount Olive Junior College; Olivia Raney Library, Raleigh; North Carolina Museum of Art, Raleigh; Richard B. Harrison Library, Raleigh; North Carolina State University, Raleigh; Rowan Public Library, Salisbury; Catawba College Library, Salisbury; Wilmington Public Library; Wilson County Public Library; Winston-Salem Public Library; Reynolds Tobacco Company, Winston-Salem; Wake Forest College Library, Winston-Salem; Duke University Medical Center Library, Durham; Davidson College Library, Davidson; Durham Public Library; Gaston County Public Library, Gastonia.

3. Funds made available by the Federal Government under Title III of the Library Services Act of 1966 (Public Law 89-511).
4. That is, a single center would be established rather than having functions shared by the State Library in Raleigh and the Center in Chapel Hill.
5. *The North Carolina Libraries Services Network: A Preliminary Report of a Feasibility Study*, sponsored by the State Board of Education, North Carolina Board of Higher Education, and North Carolina Library Association, and the North Carolina State Library. Raleigh, North Carolina, May 12, 1970.

Microfilm Edition of *North Carolina Libraries* Now Available

Backfiles of *North Carolina Libraries* are now available in the microfilm edition. The full price for volumes 1–25 (February 1942–Fall 1967) is \$20.00.

Middlemanship: Library New Careers

By Louis Shores, Dean Emeritus, Florida State University; Editor-in-Chief, Collier's Encyclopedia

Address delivered at the Library Technical Assistant Workshop sponsored by Appalachian State University, the North Carolina Department of Community Colleges, the North Carolina Library Association, and Central Piedmont Community College, held on the Central Piedmont Community College campus, May 11, 1970.

Between the Professional and the Clerical is a Someone's land of library opportunity. We used to call those who work there, Library Technicians. The tasks they perform we now describe as paraprofessional, or semi-professional; but never, any more, I hope, as non-professional. What educational literature now labels as "new careers," represented in hospitals by medical technicians, in classrooms by teacher aides, and in media centers by media aides, find their library counterparts in whom the ALA committee has now christened the Library Technical Assistant.

Too Many Professionals Dissipate Their Talents

The resistance to this middle level, in our profession, I believe, is declining. That there was any opposition, ever, to this new library career is certainly understandable. All of us who have been in this good profession of ours for any length of time have experienced the inclination of those

who control the purse strings to cut library corners. I have personally experienced attempts here, and abroad, to economize by employing clericals, or semi-professionals, to perform professional tasks. But I have, also, witnessed too many professionals, often with post-master preparation, dissipating their talents on routines and mechanics that others could accomplish at least as well, and certainly more economically. That is why libraries cry out for a new career: for a middlemanship that will release professional effort to meet challenges and opportunities librarianship has never had before.

You may not agree with my philosophy of librarianship. After a half century in library work, I am convinced, more than ever, that we are the profession of destiny. I have written this many times in the nearly two million words of my published writings, which brought me the questionable distinction, according to that C&RL article on the writing habits of librarians, of leading in quantity those with subject doctorates. If there is any quality at all in this quantity, I believe it is in the writings related to my twelve professional crusades, ranging from my basic reference concept through my shotgun marriage of librarians and audio-visualists; from library history and its oral-visual dimensions through comparative librarianship; and from library education levels which articulate lay library education with professional education for librarianship, to the present, decade-long struggle to gain recognition for a middle level. In all of this professional evangelization, I suppose, I have suffered most from the accusations by the pragmatists that I am too theoretical; and by the failure of some of the sophisticates in our profession to discover any philosophy at all in my crusades.

We Are Not an Ancillary Profession

I love philosophy. Because of that, my writings are full of theories. My lecture for the Library Association of the United Kingdom, for example, redefined Reference, as I have tried continuously since. The genesis of the new AASL-DAVI Media Standards can be found in the Florida concept which began in 1946, and even before that, when I introduced the first audiovisual course for librarians at Peabody, as early as 1935. It took the *Wall Street Journal* to recognize, first, the new dimensions I had introduced into the Oral History concept; the *Library Journal* was second. And the other day, the *New Yorker* recognized the philosophy of the Library-College idea, at a time when one of our library journals thought the profession needed a counterpart for the theological "God is Dead" protest.

So I have the temerity to devote this paragraph to a philosophy of librarianship. I am amplifying in an essay and a book. Our professional effort is concerned with the only evidence of existence—the Generic Book. (The *Saturday Review* recognized my essay as philosophy, and made it the editorial for the first National Library Week.) We are not an ancillary profession as some of us contend. We can become primary if we will release ourselves from the housekeeping we have overcelebrated. To do what? For example, in education, lead the trend to independent study with a new and better kind of education: Library-College, and Medium School. In town and gown society, guide reform away from the negative, so-called non-violence on the streets and campuses to documented dialogue in our public and academic libraries. In science and technology, meet the so-called information explosion with a Special Libraries implosion that neither the Information Scientists nor the traditional Reference Librarians have yet attempted. Telegraphically, these are a few of the challenges and opportunities in my philosophy of librarianship.

I have welcomed automation and technology, primarily, as a release of professional time for professional challenges and opportunities. But I see even more help for the professional librarian in the growing acceptance of the middle level. Let me begin by recapping *Tex-Tec*. Forgive me, since I was one of the authors of this course of study for the education of the

Library Technical Assistant in Texas junior colleges, and in the lower divisions, too, of senior colleges.

I stand by the *Tex-Tec* definition of the LTA:

Library Technical Assistant. A para-professional library worker whose duties require knowledge and skill based on a minimum of two college years, including what is academically referred to as "General education," plus formal and informal library instruction.

The only reservation I have ever had about this definition is the adoption of the term para-professional. You see, I am an old time admirer of Dr. Rhine, ESP, and Parapsychology. I believe in "para" as something beyond our present knowledge. What we mean, however, is the subsumed Webster definition: "associated in a subsidiary or accessory capacity." (*New Collegiate*, 1963, p. 610) You will note in *Tex-Tec* how meticulously we labeled our courses "Library Technical Assistance," "Library Public Assistance," "Library Media Assistance."

Library Education Has Been More Liberal Than Library Practice

For any one who will take the trouble to read *Tex-Tec*, with what Count Keyserling called "Creative Understanding," there is a whole new philosophy of LTA practice and education. In my notes, I have listed no fewer than 33 innovative approaches to library education and to library practice. I'd like to dialogue with you, about every one of them. But let me select a few that represent our concept of this new career and the preparation for it.

First, you will discover (p. 5) a perspective of articulated library education, with an exhibit of four levels. These are an education counterpart for the Practice career ladder which we have exhibited on the opposite page. In both exhibits, we have articulated the paraprofessional and the clerical. Because we do not believe in a caste system, there are overlappings. We want no Berlin walls among them. Yet we have tried to make a distinction between Clerical and Para-professional practice and education, as between professional and paraprofessional.

In the case of practice, our exhibit shows grades from one through 15: salaries from \$3,000 clerical through \$25,000 professional, based on 1967–68 schedules. The differentiations of duties were detailed in something we called Task Tallies, which were not, unfortunately, included in the book. Good articulation calls for some overlappings, and they do occur on the clerical-paraprofessional as well as on the paraprofessional-professional borders. These overlappings have always been present in library practice.

I am sorry to say, however, that we have not overlapped quite as tolerantly in library education as in library practice. Generally speaking, I have contended, Library Education has been a little more liberal than library practice. The practitioner is more of a pragmatist. He likes to keep his feet on the ground. He is, more frequently than the library educator, a parrot of the cliché, "Tell it like it is." Usually, the library school teacher is more likely to quote the line from *La Mancha*: "It takes more courage to dream it like it should be." But in the case of overlappings it has been the practitioner, perhaps because of budget, who has been willing to let three levels cross the boundaries freely.

In education for librarianship, for example, in which I have headed an ALA accredited school longer, probably, than any one in the business, we've placed strong barriers between undergraduate and graduate programs. How many tearful young women have I had to console, these four decades, when they were confronted with the necessity of repeating the reference

course they had as an undergraduate when they entered an ALA accredited graduate school. In 1941, at Peabody, I held the first conference, ever, on articulation. And although, since, we have had some guidelines set up—the so-called NCATE-ALA undergraduate program—there is still some heartbreak deciding later to acquire an ALA Master's on top of an NCATE bachelor's.

I see another cross to bear in the preparation of the LTA. Except this time it can be a double laceration. I hope not. I wouldn't blame the NCATE senior colleges if they put up a Berlin wall between their program and the new junior college one. But *Tex-Tec* has dared to imply, if not suggest outright, an articulation throughout. In this plan there is a device called "catch-up," not related to Heinz in any way. It proposes that all of the techniques which have made graduate school deans raise eyebrows about the graduate quality of library school curricula be allocated to the junior college LTA program. NCATE undergraduates and ALA graduates who enter their respective programs without these techniques should be given a non-academic credit catch-up in something we call a skills laboratory.

Telegraphically, here are some highlights of the other 32 innovations in the *Tex-Tec* concept of the middle level. There are other articulations as well as the one within library practice and library education. For example, two peripheries have caused librarianship some earthquakes in the last two decades, or more. One of these is the audiovisual movement; the other the Information Science explosion. Although the rabids in these two rebellions will not admit it, there are many parallels in these two peripheries. I have been deeply involved in both, since Florida State was the first library school in the world to require its graduates to be audiovisually educated; and we were one of six universities represented on the cover of ADI (before it became ASIS) journal, with programs in Information Science. Consequently, *Tex-Tec* has articulated throughout with these peripheries.

Other articulations are also anticipated in *Tex-Tec*. One of the toughest is with vocational education. All of my academic life I have rebelled against the authoritarian definition of the term "liberal" as applied to education. Our disciplines hierarchy has always impressed me as being the antagonist of true liberalism. Often their contention has boiled down to "my subject is more substantive than yours." In the middle ages, theology was tops. Today, the natural sciences are. Some of the Humanities are given the respect that goes to the aging. Sociology is still a little less respectable than some other disciplines; education is on the other side of the railroad tracks. And as for vocational education, no elite liberal would be caught dead in it.

All Subjects Have Elements of Liberal and Vocational Education

Philosophically, I believe all subjects have elements of both liberal and vocational education within them. The Library discipline, and believe me we have a discipline as substantive as any, is a good example. Because of this, however, our articulation with vocational education presented an exciting challenge and opportunity, especially as we worked with two understanding vocational education leaders in the Texas Education Agency. Perhaps you will understand better than some of our reviewers just what we accomplished.

After these articulations, *Tex-Tec*, better in my opinion than ever before, sees a clear-cut middlemanship. It does not confuse the LTA and the clerical, as so many do, especially among the reluctant in our profession. The basic difference is that the LTA has a book involvement that the clerical never has. And that book involvement requires the general education the junior college gets; and the leger, or the student in the lower division of the senior college, gets. The high school graduate does not get it, at least as part of his secondary schooling. I refer you to the *Tex-Tec* syllabi for Technical Assistance, for Public Assistance, for Media Assistance, in

particular, for illustration. But never forget that in the *Tex-Tec* concept of articulation, the middle level is based on the clerical just as the professional is based on the paraprofessional.

As the next *Tex-Tec* innovation, I point to the new dimensions suggested for the differentiated "In-Service" and "On-the-Job" trainings. Recommended for readjusting some staff shortages by releasing professional time now devoted to semi-professional and even clerical tasks to create some prototype paraprofessional positions. Working directly with the nearest junior college offering an LTA program, or proposing to start one, activates a work-study arrangement which would fill staff vacancies immediately. Either work-study plan could be adopted.

Under one plan two students team up to fill a library staff position. One term, student A studies in the morning, works in the afternoon; student B does the opposite. The library has a full-time vacancy filled by two people for a contracted period of three years, paying each of the two students half the budgeted salary, with increases provided for increasing competence. At the end of that period the library may have two full-time paraprofessionals, or potential professionals who could be encouraged to further professional preparation. This plan works well where the library and the education agency are closely located. The other plan alternates the co-ops every term, each team member working full time every other term.

Perhaps these half dozen or more examples of *Tex-Tec* innovations are of greater interest to library practice. Now let me parade a few dimensions in the *Tex-Tec* concept of LTA education. The first course, titled simply *Library Use*, is an innovative effort in an area that has frustrated most of us at one time or another. I have taught library use in school and college for four decades. This has included periods in third, fourth and sixth grades; junior and senior high; college freshman orientation; English course units; one-hour courses, both elective and required; and trail-blazing with a required course for all graduate students on Library Search and Research. I wrote a text for *Scholastic* as early as 1928; a pioneer one on encyclopedia use for Compton's; co-authored one for Barnes & Noble; prototyped another graduate students' search course for Collier's; and I have forgotten how many more.

In *Tex-Tec* I drew the assignment for that course. I wanted to do something better than anything I knew in the vast literature on library use. This course had to serve both as a requirement for all junior college freshmen, and as a gateway for those whom we hoped to recruit for LTA, first, and perhaps ultimately for librarianship, professional. Look at what we came out with. And I say we because the whole *Tex-Tec* team, and the advisory committee, too, breathed life into my work, again and again.

If I bubble about some of the 15 units more than about others, it is only because time forces me to select. Unit one, titled "Library Orientation," tries to overcome staff and student frustrations caused by the customary Cook's tour during Freshman Orientation week. You may not think much of the exercises; but try them once. Note that from the start I eliminate the term that has always been anathema to me—"nonbook materials." We teach the Generic Book from the beginning; a film, a transparency overlay, a videotape, a remote computer console, all are as much a book as some print bound in hard covers.

What do you think of Unit VIII, "Sources for the Courses," aside from the corny title? Or Unit IX, the *Good Books*, in which the seeds for a lifetime reading habit, and private library collecting, are hopefully planted by comparing the Five-Foot Shelf of Harvard President Elliot's *Classics* with Chicago President Hutchins' *Western World*, only, *Classics*.

The two last units aim to prepare freshmen for college and career life. Unit XIV re-orientes library use to the independent study trend in American colleges. Gateways to librarianship are opened,

both on the paraprofessional and professional levels, in Unit XV. How many freshmen will be recruited to the new career of middlemanshp from this required library use course remains to be seen. But the freshmen who select librarianship over such other junior college new career opportunities as medicine, aviation, teaching, etc., will embark, I believe, on a curriculum of intrigue and excitement.

The first LTA course is titled *The Library Technical Assistant*, and overviews middlemanshp, relating it to all levels of library work. Then the student settles down to the routines and techniques of library assistance. Course two, developed by Tom Wilkinson of El Centro Junior College, reveals the experience of one who has taught the junior college program. His use of audiovisual media and his organization of acquisitions, classification, and cataloging assistance deserve comparative examination by any one who contemplates teaching junior college students. Note, particularly, the exercises Tom has devised. The tools he introduces, especially bibliographic, underwrite the desirability of junior college general education.

What follows in the sequence is Mayrelee Newman's course on Public Services Assistance. Middlemanshp in circulation and reference highlights the instruction. In the former, changing systems are re-enforced with skills in such hardware as photocopying, automatic systems, including computer applications. Sensitivity, the LTA student is introduced to the Library's information function, his role in relation to that of the professional; and to the use of such accessories as microforms and teaching machines.

The last course, by Richard Smith and William Tucker, concentrates on the library media we have called audiovisual. From graphics, through projections and transmissions, the student learns to operate and maintain equipment related to films, filmstrips, slides, transparencies, opaques; to discs and tapes. There is considerable attention to data processing, to the organization of a media center, and to media production.

In overview, these are some of the dimensions of the *Tex-Tec* syllabi. I believe any junior college undertaking LTA education needs to begin with something like this program. Suggestions for practice, field work, observation are described throughout, and innovated in the work-study and skills laboratory ideas.

Tex-Tec has, besides, placed the LTA program in the Junior College educational climate. Any one who has worked in this movement that began at Joliet, Illinois some years ago is caught up by the courage of the community college prospect. I happen to believe in College for all, philosophically, historically, educationally. Repeatedly I have written and spoken my dissent with the elitism position of the Ivy League. The Junior College is boldly designing a post-secondary program that believes all high school graduates are higher educable.

Library Education Belongs in the Junior College

If for no other reason, library education belongs in the community junior college. It is the faith of our profession that learning of all mankind should be continuous from birth to death. In what other setting in our entire educational system is the climate more appropriate for the beginning of a library career? The someone's land of library opportunity is the American junior college. And the someone who will spur our profession to its rendezvous with destiny could well be the new generation of Library Technical Assistants.

Link Between Classroom, Library Offered By New Research Program

A new social studies program which links classroom work with library research through student examination of developing national and social concerns is now available to high schools from University Microfilms, a Xerox Company, located in Ann Arbor, Michigan.

Titled "Bridges to Inquiry," the new program for students, teachers, and librarians combines microfilm with printed materials. Six study topics are offered at present, each covering a social concern at the beginning of the century which continues unresolved today.

Topics include the effects of the automobile on society and the beginning of the conservation movement. Others deal with the impact of psychology, urban problems, social reforms and their causes, and changes in the aims of public education. Costs for each series range from \$113 to \$133.

In announcing "Bridges to Inquiry," University Microfilms' president Robert Asleson said, "All too often educational publishers produce materials which present a wealth of factual knowledge but fail to guide students in the inquiry process."

"Our program," he continued, "seeks to develop thinking skills—not simply memory skills—by combining independent study and research with group discussions, simulations, and role-playing."

Reference support of "Bridges to Inquiry" is provided by a library of periodicals on microfilm selected as valuable source material for independent study. To motivate classroom discussions, printed guides for students, teachers, and librarians accompany the periodicals. Techniques such as simulation and role-playing are incorporated to better involve students in the process of inquiry and problem-solving.

Because complete issues of periodicals are selected for the program, the microfilm can also be used to study other facets of American life during the period spanned by each periodical. Publication dates range from 1895 to 1925.

An illustrated folder with complete information about "Bridges to Inquiry" can be obtained by writing University Microfilms, Ann Arbor, Michigan 48106.

Commission on Obscenity and Pornography: Buried Alive?

Reported from Office of Intellectual Freedom, American Library Association

Running 1,050 pages, the Report of the President's Commission on Obscenity and Pornography has finally been published. The first run only consisted of enough copies for members of Congress, the press, and the Commission itself. Bantam Books, however, is bringing out a paperback edition of the complete report. Priced at \$1.50, it was released on October 12.

The report contains an overview and findings, the reports of the Commission's four panels, and the formal testimony received by the Commission. It does not include empirical data from the

studies performed under the auspices of the Commission. This material was published by Bantam, in ten volumes, around Thanksgiving.

The Report and the Commission have been sources of controversy since last winter when two Commission members, Rev. Winfrey Link and Rev. Morton Hill, began holding unofficial hearings around the country. Official hearings were held in May, and ALA appeared and gave testimony. Hill, Link, and Charles Keating, "President Nixon's only appointee to the Commission" and founder of Citizens for Decent Literature, have consistently claimed that the proceedings have been biased by the preconceptions of the majority of the commissioners, and particularly Dean William Lockhart, chairman.

In late August, the preliminary report was leaked to Associated Press, which promptly publicized the major findings: that pornography does not have a direct casual relationship with anti-social behavior, and that adults should have free access to pornography. Since then, a disheartening series of statements and events have effectively held up publication of the report and undermined its impact. President Nixon's press secretary, Ron Ziegler, and Vice President Agnew have both made public statements to the effect that the Commission (with the exception of Keating) was not appointed by Mr. Nixon, and this administration will not accept a recommendation that adults should have free access to pornography.

In September, Keating sought and received a court injunction against publication of the report to allow him time to write a lengthy "minority" statement. Every major newspaper, and many with smaller circulations, have carried editorials about the report (as leaked to AP) with the majority taking a moderate or critical view of its findings. In effect, the Commission's report has been "tried and found guilty" by many factions, because it failed to confirm long-held "folk-beliefs" about the "evil" of obscenity and pornography.

Whether the recommendations of the Commission will have any effect on federal and state legislation can't really be determined. It seems safe to say that any immediate influence will result in tightening (in over-reaction) the laws concerning pornographic materials, rather than lifting restrictions for adults, as recommended. As one source close to the Commission sadly commented: "The Commission majority is twenty years ahead of the rest of the nation."

H. L. Mencken seems to have provided a suitable epitaph for the Commission on Obscenity and Pornography: "Human beings never welcome news that something they have long cherished is untrue; they almost always reply to that news by reviling its promulgator. Nevertheless, a minority of bold and energetic men keep plugging away, and as a result of their hard labors and resultant infamy, the sum of human knowledge gradually increases."

Mexico Program to Follow June 1971 Dallas A.L.A. Convention

All librarians from the *North Carolina* Library Association are invited to take part in a Mexico program from June 26 to July 4, 1971, being planned by The Haley Corporation Travel Service of San Francisco to appeal especially to members of our profession.

The time will be divided into five nights in Mexico City with such "must see" sights as the Folklórico Ballet, the floating gardens of Xochimilco, the bullfights, Chapultepec Park, the Pyramids of Teotihuacan, shrine of Guadalupe, the 16th century Monastery of Acolman, the Museum of Anthropology, and the University of Mexico. The group will visit Cuernavaca, resort city since Toltec times, and still have time to browse the silver shops of colonial Taxco, where the night is spent. Then on to the "riviera of the Pacific"—Acapulco—for two sun- and fun-filled days of just relaxing before returning home.

In addition to the "tourist" side of the program, round-table discussions and informal social gatherings with Mexican librarians will be arranged to give an insight into our profession South of the Border. There will also be special visits to such libraries as the National Archives, University of Mexico Library, Library of Anthropology and History, the National Library of Mexico, and perhaps the famous collection of the Library of Don Isidro Fabela.

The group will stay at first class hotels in twin bedded rooms with private bath; ten meals are included, some in outstanding restaurants of Mexico City; all sightseeing, entrance fees, English speaking guides are included, as well as air-conditioned motorcoach transportation between Mexico City and Acapulco. Flights from your hometown to Dallas, thence on to Mexico City and return from Acapulco to home again can be arranged by The Haley Corporation and the least expensive fare possible quoted.

The cost of the program from arrival in Mexico City on June 26 until departure from Acapulco on July 4 will be \$235.00 per person. For additional information and a colorful descriptive brochure, please contact the Group Dept., The Haley Corporation, 500 Sansome Street, San Francisco, Calif. 94111.

National Reading Council Organized

Secretary of Health, Education, and Welfare Elliot L. Richardson has announced appointment of the initial members of a National Reading Council to focus and coordinate the Nation's effort in reading.

President Nixon has named Walter W. Straley, Vice President of the American Telephone and Telegraph Company, to serve as Chairman of the Council. Mrs. Nixon has consented to serve as Honorary Chairman.

"In his message to Congress on education reform last March, the President proposed that we take new steps to achieve the Right to Read for every young American, and earmarked additional funds to be directed to this effort," Secretary Richardson said. "Today, Acting Education Commissioner Terrel H. Bell and I are taking a very important step toward this objective by naming, at the President's request, distinguished citizens from many fields to serve on a National Reading Council."

The Council will have members from education, business and industry, government, labor, the arts, entertainment, sports, communications, science, and other fields. It will work closely with public and private organizations as well as professional educators and others to strengthen reading programs and foster innovation in this field.

In order to link its work most directly to Federal activities in this field, the National Reading Council will report through the Secretary of HEW to the President.

"The Office of Education looks forward to working closely with the Council on this project," Acting Commissioner Bell said. "The Council will lead in the formation of a new partnership of public and private interests to achieve reading success in the United States. We seek the combined resources of every organization and every individual who can help cure this Nation's reading deficiencies."

"Universal reading competence is one of the most important educational goals this country has. The major task of the National Reading Council will be to create national recognition of the gravity of the problem of reading deficiency and to work through every conceivable agency until illiteracy in this country has been eradicated."

Report from SELA Convention

By Alva Stewart

Tar Heel librarians were well represented at the preconference and the general and special sessions of the 24th biennial conference of the Southeastern Library Association held at the Marriott Motel in Atlanta, November 4–7, 1970.

At the final business session of the conference Miss Elaine von Oesen, assistant state librarian, SELA president during the 1968–70 biennium, turned the gavel over to her successor Porter Kellam, director of libraries, University of Georgia.

Other Tar Heel librarians who participated in conference sessions were: Dr. Doralyn J. Hickey, School of Library Science, UNC-Chapel Hill, who led a panel discussion on "Libraries and the New Technology;" Neal Austin, High Point Public Library, who presided at a meeting of the Intellectual Freedom Committee; Miss Louise Hall, UNC-Chapel Hill Library, who presented a paper on bibliographic control of microforms; and William S. Powell, UNC-CH Library, who spoke on his experience in compiling a state gazetteer.

Participants in a pre-conference institute on library education included Miss Myrl Ebert, librarian, Division of Health Affairs, UNC-CH; Mrs. Mary Frances Johnson, School of Education, UNC-Greensboro; and Leonard Johnson, director of libraries, Greensboro Public Schools.

Alva Stewart, librarian, N. C. Wesleyan College, attended a meeting of state chairmen of committees promoting membership in A.L.A. and SELA.

Total registration at the conference was 1,575, a record attendance at a SELA conference. North Carolina ranks second among states in SELA membership, with Georgia leading the way.

Library Round-Up

High Point Public Library Sponsors The Young in Touch Series

The Young In Touch, a new series of monthly "concerns" programs for young people, a way of reaching the world through films, books, recordings and group search, began in October at the High Point Public Library.

Seeing, listening, reading—all the latest multi-media approaches to problem probing are explored in these sharing sessions. An adult group leader each time guides discussion and sums up viewpoints.

Librarian Neal F. Austin moderated the first Young In Touch program on man as creator, when an Academy Award film, "Why Man Creates," examined man's motivation, life style and need for creative expression in a flashing relay of film techniques.

Books probed were "Introduction to the Art of the Movies" by Lewis Jacobs, "The Liveliest Art" by Arthur Knight and "The Medium Is The Massage" by Marshall McLuhan and Quentin Fiore.

Variations on the theme were offered in recordings, "Rubber Soul" by the Beatles and "Steppenwolf" by Steppenwolf.

The November topic was Poverty. Future concerns include peace, drugs, pollution, the generation gap, responsibility and faith.

The program has been coordinated by Miss Betty Carolyn Ward of the library staff.

97-Year-Old Quaker Adds Memories to Tape Collection

[Photograph: Joseph Durham is interviewed by Dr. Algie I. Newlin, retired member of Guilford College faculty.]

In May 1970 the Guilford College Libraries initiated a field project in oral history. The College's Campus Library, through the help of a retired faculty member, has been gathering oral history materials on magnetic tape from elderly citizens throughout the North Carolina Quaker community. For the present, the end product of the summer's project will be several dozen raw tapes stored in the Campus Library's Quaker Collection awaiting future researchers.

D. H. Hill Library of North Carolina State University

Miss Mary Elizabeth Poole, Documents Librarian, D. H. Hill Library, is the compiler of the six-volume work: *Author Index (with titles) to the Monthly Catalog of United States Government Publications, 1947-1962*. Recently published by University Microfilms, a Xerox company, Ann Arbor, Michigan, this index fills the gap in author indexing in the *Monthly Catalog* for 1947-62 and includes the 1943/44 and 1945/46 supplements.

Recent staff appointments to the staff of the N. C. State University Library are as follows:

Mr. William C. Horner filled the new position of Systems Librarian on September 1, 1970.

Mr. Daniel A. Yanchisin and Mr. William V. Frazier are now Reference Librarians.

Mrs. Inna Nichols began work as a Catalog Librarian on September 1, 1970.

Miss Ann Baker Ward has been appointed Interlibrary Center Librarian in the D. H. Hill Library, replacing Mrs. Alyce Forsee who resigned effective October 7, 1970.

A Guide to Library Cooperation

White House Conference on Aging, November 29-December 3, 1971

Prepared for the White House Conference on Aging, 1971, by the American Library Association, 50 E. Huron St., Chicago, Ill. 60611

The President in calling the 1971 White House Conference on Aging, said:

"I hope it will fully consider the many factors which have a special influence on the lives of the aging and that it will address precise recommendations not only to the Federal Government but also to the government at other levels and to private and voluntary sectors as well."

Before, during, and after the Conference, many people, both lay and professional, will need and want to be better informed on all aspects of aging. This guide suggests ways in which all types of libraries can contribute through the special services only they can provide.

The Library's Responsibility to the Aging

Aging has daily personal implications for every person in our society. The social, economic, and biologic problems resulting from the process of aging place responsibilities on all types of libraries, especially the public library. Libraries serve their communities by:

1. Contributing to a positive attitude toward aging and the aged;
2. Providing information and education on aging and its problems for professionals and laymen who work with this group, and for those who are retired;
3. Facilitating the use of libraries by the aged through improved library design;
4. Providing library service appropriate to the special needs of all the aged, including the homebound and the institutionalized;
5. Utilizing the potential of the older person as a volunteer to reach his peers;
6. Employing older adults in programs designed specifically to serve the elderly;
7. Involving the elderly in the planning process when designing special services and programs for older adults;
8. Working with other agencies and groups concerned with these needs and problems;
9. Continually exploring ways of making these services more effective.

Libraries should experiment with new materials and services as well as make continued use of traditional library materials and services; should maintain adequate standards; and should use innovative techniques and programs to reach the aged who can no longer be served effectively as a part of integrated adult services.

New Three Year Plan

The Prologue Year — 1970

- This is the year when older Americans will speak out on their needs as they see them. Their voices will be heard in thousands of communities—in forums, hearings, and meetings across the nation.
- The ideas advanced and needs described in the Forums, as well as information from other sources, will be forwarded to Washington. Technical committees will draw on these materials to prepare background papers. The papers will provide a backdrop for the recommendations to be worked out during the Conference year of 1971.

The Conference Year — 1971

- This is the year when policy recommendations will be developed—first in community and state White House Conferences during the first half of 1971. The recommendations from the Conferences, with recommendations proposed by national organizations, will be forwarded to the Technical Committees. New background papers will be drafted. They will provide the foundation for the work of the national White House Conference in November 1971. From this Conference will come the final and "precise recommendations" requested by the President for federal, state, and local government action and private and voluntary action.

The Post-Conference Year — 1972

- This is the year when follow-through begins: the plan of action for the 1970's. If the Conference goals are achieved, a new national policy on aging will have been developed in the deliberations of the Conference Year. Now the drive for greater public awareness in and concern for the needs of older Americans will be intensified. Action by federal, state, and local governments will be sought. Requests will be stepped up for a stronger commitment by national organizations serving older people and for more involvement in their own behalf by older people themselves.

From Fact Sheet issued May, 1970, Office of Communications, White House Conference on Aging.

Who Will Need Library Service?

- Older Americans — participating in forums, meetings, and hearings
- The general public — of all ages
- Members of the State and Local Committees for the White House Conference on Aging
- Members of organizations — of the local units of the several hundred national voluntary organizations participating in the White House Conference on Aging, and of other organizations concerned with the needs of the aged and aging
- Staff, volunteer, and professional workers — of agencies and institutions, public and private, serving the needs of the aged and aging
- Delegates to the White House Conference on Aging

For What Purposes?

- To plan effective pre-conference discussions of the problems affecting the aged and aging
- To prepare for participation in the White House Conference on Aging
- To recognize the significance of the topics it deals with
- To interpret the news of the White House Conference on Aging
- To understand the recommendations of the White House Conference on Aging
- To relate local situations to the recommendations
- To take informed action to implement the recommendations of the White House Conference on Aging

What People Will Need to Know

The Conference objectives outlined in the White House Conference on Aging Act (P.L. 90-526) include:

1. Assuring middle aged and older persons equal opportunity with others to engage in gainful employment which they are capable of performing; and
2. Enabling retired persons to enjoy incomes sufficient for health and for participation in family and community life as self-respecting citizens; and
3. Providing housing suited to the needs of older persons and at prices they can afford to pay; and
4. Assisting middle-aged and older persons to make the preparation, develop skills and interests, and find social contacts which will make the added years of life a period of reward and satisfaction; and
5. Stepping up research designed to relieve old age and of its burdens of sickness, mental breakdown, and social ostracism; and
6. Evaluating progress made since the last White House Conference on Aging, and examining the changes which the next decade will bring in the character of the problems confronting older persons

The subject content of the White House Conference on Aging will be organized under nine needs for older people, including:

1. Income
2. Health
3. Nutrition
4. Housing
5. Transportation
6. Employment and Retirement
7. Education
8. Roles and Activities
9. Spiritual Well-Being

Each of the nine Committees dealing with needs also will consider ways of meeting needs, which are called Needs Meeting Mechanisms. The mechanisms will be the subjects as well for separate and overall study. Five of the Technical Committees will deal specifically with these studies:

1. Planning
2. Facilities, Programs and Services
3. Research and Demonstration

4. Training

5. Government and Non-Government Organization

New North Carolina Books

By William S. Powell

Myra Champion. *The Lost World of Thomas Wolfe*. Asheville: Thomas Wolfe Memorial, 1970. Illus. (79)p. \$3.00 paper.

Pictures of Asheville, of Thomas Wolfe, and people associated with Wolfe are the main attraction of this attractive little book. There are no captions as such; instead there are appropriate quotations from *Look Homeward, Angel*. Myra Champion is to be commended for the careful blending of picture and text into a work that will explain the writings of Thomas Wolfe to new readers as well as old.

Chalmers Gaston Davidson. *The Plantation World Around Davidson*. (Davidson: Author, 1969.) Illus. Map. 86pp. \$3.75.

This is an interesting and informative little book. Professor Davidson has dug into the records to present interesting accounts of a number of elegant plantations in the Piedmont region of Mecklenburg County around Davidson. Pictures of those which remain are included as well as a few old pictures of buildings which have completely perished or been altered in appearance. Some have been lovingly restored, and he tells us that there is hope for a better future for some which have been neglected in recent years. Cleverly concealed at various spots throughout the book are good examples of Prof. Davidson's humor. They will produce little chuckles of amusement. We look forward to an early visit to "Ingleside" to examine the porch which is supported "on cement covered pillows." Females of the "Woman's Lib Movement" might also find some satisfaction in a pilgrimage to this handsome house. The author relates that the builder of this mansion had hard luck with his wives: he was married three times but produced only one offspring . . . who died while a young man.

John Ehle. *Time of Drums*. New York: Harper & Row, 1970. 328 pp. \$6.95.

One in a series of novels about a mountain family, *Time of Drums* deals with two North Carolina mountain brothers during the Civil War. The setting is wartime in Virginia, in the mountains of southwestern North Carolina, and at Gettysburg. The time is 1862 and 1863. The older brother is a colonel, later a brigadier general; the younger one a private. Both love a young widow: young Woofer is the father of her child, but Owen Wright marries her. The setting and mountain traits are accurate, the scenes of Gettysburg and elsewhere during the war are believable, but adjacent "plantations" and farms of small red clay and rocky acreage are difficult to believe. A character sometimes speaks flawless English while in similar circumstances he sounds only semi-literate. My personal impression is that some of the dialogue was composed to fit the 1970 image of what Southern speech was in 1860. *Time of Drums* does not ring as true as John Ehle's *The Land Breakers*; it's a simpler story, but the author's skill as a novelist is clearly evident. The characters *do* live.

Paul Green. *Home to My Valley*. Chapel Hill: The University of North Carolina Press, 1970. 140pp. Illus. \$5.95.

There are nearly two dozen delightful little stories of Paul Green's childhood in Harnett County here in his fortieth published work. The common little events which he relates are not unlike the things which happened to most North Carolinians forty or fifty years ago, more or less, or stories which they heard with great delight. But Paul Green has the happy knack of recalling and recording them in a homespun style that is very appealing. Preaching that seemed endless, personal feuds over a worthless strip of land, cornbread and molasses, corn shucking, and delightful stories about people that might have been true: they are among the simple themes. They are folklore-like and will bring back happy recollections to some readers and create a longing for a return of "the good old days" in others.

Richard O'Connor. *O. Henry, The Legendary Life of William S. Porter*. Garden City: Doubleday & Company, Inc., 1970. 252pp. Illus. \$6.95.

Many, perhaps all, of O. Henry's works are now in the public domain and new editions of the stories of Greensboro-born William Sydney Porter are beginning to appear. A renewed interest in his writings seems to be accompanied by a new interest in the man himself. This book is not a full biography of O. Henry, in spite of the subtitle. After a brief review of the first years of his life, author O'Connor devotes most of his work to the final eight years when most of O. Henry's writing was done. It is an interesting and readable book which bears evidence of careful research on most points. However, we would question his description of Greensboro as a mountain town.

Bruce and Nancy Roberts. *A Portrait of Appalachia, Where Time Stood Still*. New York: Crowell-Collier Press, 1970. Illus. 115pp. \$5.95.

Very realistic, typical pictures which suggest the beauty as well as the hardships of Appalachia occur on almost every page of this book. This frontier country which still retains many frontier features is described with sympathy and understanding. The friendship, devotion to duty, and respect for the past which the residents of this region have are discussed with something akin to nostalgia; the poor diet, lack of medical care, rare opportunities for personal improvement, and other disadvantages are related with straightforward candor. It will be a callous reader indeed who is not moved by the plight of these magnificent people. Bruce Roberts' sharp pictures have a three-dimensional character about them and without exception they are masterpieces of photographic art.

Thad Stem, Jr. *Journey Proud*. Charlotte: McNally and Loftin, Publishers, 1970. 81pp. \$4.00.

I have never known how to review poetry; I haven't tried to write any since I was a 'teen-ager; much of what is published today just doesn't mean anything to me. Thad Stem's poems in *Journey Proud*, however, have hit a responsive note in my mind. They call up mental pictures which are clear, they say things in a way which I envy. They bring forth a sigh of satisfaction that I feel the same way about something as he does. There are spots of humor, references to childhood games that I recall, and homely images that arouse a sense of pride that they should rate being recorded. This is a pleasant little volume which will please a great many people. Every library should have it, and every librarian should see that it isn't stuck back with the ordinary 811's; it's something special to be recommended to another patron as soon as one returns it.

Richard Walser. *Literary North Carolina, A Brief Historical Survey*. Raleigh: State Department of Archives and History, 1970. 137pp. Illus. \$3.00.

Prof. Walser's thorough familiarity with the literary attainments of North Carolinians in a variety of fields is distilled here into an entertaining and informative volume. It is not a catalogue of writers and their works. Instead, in seventeen chapters, he discusses periods, types of literature, and other related matters. Novelists, poets, historians, humorists, dramatists, and others are appraised, their works cited, and in some cases illustrated. *Literary North Carolina* will appeal to a wide range of readers, but librarians will be grateful for such a convenient reference work. The careful index will be especially valued by those seeking a short cut to the mass of facts in the book.

Thomas Wolfe. *The Mountains, A Play in One Act; The Mountains, A Drama in Three Acts and a Prologue*. Edited with an Introduction by Pat M. Ryan. Chapel Hill: The University of North Carolina Press, 1970. 170pp. \$8.50.

Wolfe's first intention was to be a playwright. It was only after he had been unsuccessful in getting his plays produced in New York that he turned to the novel. At the Carolina Playmakers while a student at the University of North Carolina and at Harvard he worked with the drama; *The Mountains* was begun as a one-act play in Chapel Hill and performed in Cambridge. It was later reshaped into the three-act version. Prof. Ryan's introduction is a very good concise review of this aspect of Wolfe's life. His carefully documented essay will be of interest to Wolfe's admirers. The full text of the play (or plays) as Wolfe left them makes up the bulk of the book. Wolfe's list of characters, directions for the setting, and other features would make possible the production of this work by anyone interested in doing so.

Appalachian's Library Science Professional Library

[Photograph: A student using a microfilm reader.]

[Photograph: A wet study carrel equipped with new educational technology.]

[Photograph: Individual previewing equipment placed at strategic points in the library.]

[Photograph: A librarian and student conferring at a table in a room with acoustically treated floors, to reduce noise for other students nearby.]

[Photograph: A spacious reading area with bookshelves, and students seated at tables reading.]

The age of inquiry and independent study has strengthened the role of the library in today's society. At Appalachian State University the Library Science Professional Library is a collection of professional material related to librarianship to supplement and enrich the curriculum of the Library Science Department.

The organization and administration of this library provides students with the opportunity to see the ideas proclaimed in the classroom, to examine media mentioned in lectures, and to use selection aids and library tools needed to complete assignments. Methods are being effected to alter the image of librarianship from an uninteresting, book-dusting profession to the vital and engrossing profession which gives access to the many resources that are an integral part of learning.

For many years the nucleus of what was to become the Professional Library was a professional collection which occupied a few shelves in the Juvenile Library in D. D. Dougherty Memorial

Library. The knowledge explosion accompanied by an accelerated rate of change increased emphasis on an educational system undergirded by a strong library which in turn demands a more highly trained librarian. To strengthen the library science program at Appalachian, a librarian was employed in September 1965 and the small professional collection was moved from the Juvenile Library into its own quarters located in the wing occupied by the Library Science Department. This move to establish a Library Science Professional Library also looked toward the time when the Library Science Department would seek ALA accreditation.

Further development of the Library Science Professional Library resulted from the impact of the federally funded workshops and institutes sponsored by the Library Science Department. These programs are responsible for the major bulk of the collection in the Professional Library. Materials not applicable to the professional collection were donated to the main collection in Belk Library.

Newness was the earmark of September 1968. The first year-long federally funded institute for training in librarianship was getting under way; the Library Science Department faculty was increased by two members; and the main library collection was moved into new quarters, the Carol Grotnes Belk Library. These factors and the growth of the Professional Library's collection necessitated the moving of this library into larger and better facilities; however, this move still did not provide space for a multi-media approach.

The following two years was a period of rapid growth for the Professional Library, the Library Science Department, and the University. The program of the Library Science Department expanded from an emphasis on school librarianship to include a program for junior college librarianship. Enrollment, particularly in the number of graduate students, doubled. With the influx of materials from the institutes and the emphasis on educational technology, the quarters housing the Professional Library were no longer adequate.

Therefore plans were begun early in 1969 to move the Professional Library to the main floor of D. D. Dougherty Memorial Library. The area selected had been the reference section when the main university library collection was housed in this building. Having been used by various departments since the main university collection was moved, renovations were needed. One of the objectives of this move was to demonstrate that the media center concept can be implemented in an old building. People are attracted to this new area, which extends an invitation through its openness, fresh colors, interesting realia, and relevant posters. Carpet, installed for acoustical purposes, also makes the library more appealing. Audio-visual equipment, such as a wet carrel, rear-view projection for films, filmstrips, and 8mm film loops, and microfilm readers, is stationed throughout the area. Arranged around screens are typewriters for use by library science students.

The long overdue moving day came late in June of 1970. Though still used primarily by library science students and faculty, the location has increased awareness of the Library Science Professional Library and of the services extended to the entire university community.

The present collection consists of nearly 5,000 printed volumes in addition to vertical file material, periodicals, microforms, tapes and films. An initial collection of realia relating to the history of printing was purchased this fall. The collection of the Professional Library has also been enhanced by donations from the personal libraries of Mary Peacock Douglas and Susan Gray Akers.

The future of the Library Science Professional Library will be to merge into an educational media center of the training complex for teachers of all levels and specialists in media. In the

meantime, the Professional Library will endeavor to represent current trends and developments in library practice.

North Carolina Library Education News

Appalachian State University — Department of Library Science

[Photograph: Portrait of Lois B. McGirt, Assistant Professor at ASU.]

Lois B. McGirt, formerly instructor at the University of North Carolina at Greensboro, has joined Appalachian's Department of Library Science as assistant professor. In addition to teaching library science courses she is engaged in supervising library science majors who are engaged in student field experiences.

Representing Appalachian at the recent Southeastern Library Association conference in Atlanta, Georgia, were Doris Cox, Mell Busbin and student James Vannoy. All were in attendance for the preconference concerned with library education.

Mell Busbin, assistant professor, attended a conference on library education sponsored by the University of Illinois at Urbana, Illinois, in early September.

Mrs. Mayrelee Newman, Miss Eunice Query, and Dr. Doris Cox represented the department at the Office of Education Conference on Summer Institutes, Peabody College, Nashville, Tennessee recently.

Miss Eunice Query was a participant in an institute at Wayne State University in October dealing with "Library Education for Service to the Disadvantaged."

The Library Science Club has planned a Christmas party at the Cox home in Hound Ears. Previous meetings of the club featured a symposium on student teaching and a dialogue with a social psychologist on "Changing the Librarian's Image."

Plans are now developing for a conference on Library Services in the Appalachian Region to be held here in spring or early summer.

Eunice Query and Mayrelee Newman are serving as consultants for a Library Technical Assistant Training Program in Community Colleges.

The department will offer four two-week term courses this summer which will include: *Interpreting Books*, *Children's Literature Workshop: Special Types of Users*, *School Library Workshop: Humanizing the Learning Center*, and *Two Year College Workshop: Opportunities Change Affords*.

East Carolina University — Department of Library Science

Many new students have been admitted to the new Master of Library Science degree program which was approved by the North Carolina Higher Board of Education in July. A number of graduate students who were in the old master's program have been able to transfer also to the new program. The new degree program permits students to gear their training toward the type of library, school, public, or college and university, in which they are most interested. At present,

the department is still making available the old degree, Master of Arts in Education with a Library Science major. Many undergraduates have transferred from the General College program this fall into the Bachelor of Science program also, which includes a quarter of internship in a school library under the supervision of a professional librarian.

[Photograph: Gene D. Lanier announces the new MLS degree.]

[Photograph: East Carolina's library science students make use of library materials.]

Teaching fellowship appointments have been made for the coming year. Working with the faculty in the department will be Alfredia L. Brown, Wilmington; Ingrid P. Gibbons, a native of West Germany; Ruth A. Hodge, High Point; and Steven E. Howell, Garysburg. The local chapter of Alpha Beta Alpha has begun its activities for the year with James Gorst, Greenville, serving as president. Following the fall departmental meetings, representatives were elected to the Library Science Student Advisory Board. This group meets with the chairman of the department periodically to consider requests, suggestions, and criticisms concerning curriculum and departmental activities. Gorst serves on this board along with G. William Garrett, Danville, Virginia; Cheryl Adams, Angier; and Steven E. Howell, Garysburg.

Faculty members have been attending professional conferences including the Biennial School Media Work Conference of the North Carolina Association of School Librarians in Durham. Emily Boyce, associate professor, coordinated the secondary school group discussions and Gene D. Lanier, chairman, led one of the discussion groups. Lois T. Berry, assistant professor, also attended. Judith A. DeBoard, assistant professor, attended the annual conference of the American Society for Information Science in Philadelphia. Topics of discussion included automated library services and operations, research on classification and indexing, and new problems and methods in information science. Representing the department in Atlanta at the Southeastern Library Association conference was Emily S. Boyce and Marilyn Searson, new assistant professor in the department.

North Carolina Central University — School of Library Science

[Photograph: Faculty of North Carolina Central University School of Library Science. Seated: Dorothy Campbell, Ann Jenkins, Tommie Young. Standing: Hazel Stephenson, Annette Phinazee, Evelyn Pope.]

Annette Hoage Phinazee was appointed Dean of the School in April 1970. Mrs. Phinazee earned the B.L.S. and M.L.S. degrees from the University of Illinois and the D.L.S. degree from Columbia University. She taught in the School of Library Service at Atlanta University, and then was Associate Director of the Cooperative College Library Center before coming to Durham.

Mrs. Tommie A. Young joined the faculty as a full-time assistant professor in June 1970. She has the M.A. degree from George Peabody College and taught formerly at Arkansas A. & M. State College.

Miss Hazel Stephenson became an instructor, with primary responsibility for the School's library, in September 1970. She is a graduate of the School of Library Science at U.N.C. Chapel Hill and was Circulation Librarian at Women's College, Duke University in 1969/70.

Mrs. Helen Peacock, Chapel Hill, and Miss Miriam Ricks, Raleigh, are part-time teachers during the fall term.

Field trips made in the summer included one to Washington, D. C. to attend the National A-V Forum Conference with visits to the Library of Congress and the Smithsonian Institution. Other groups made trips to the Museum of Natural History, State Library, and Richard B. Harrison Library in Raleigh; and to selected schools in Charlotte.

The University of North Carolina at Chapel Hill — School of Library Science

Raymond L. Carpenter, Jr., became Acting Dean of the School on July 1, 1970, following the resignation of Walter A. Sedelow, Jr., who has joined the faculty of the University of Kansas at Lawrence. A member of the School's faculty for eleven years, Dr. Carpenter holds the rank of Associate Professor, and his primary professional interests are research methodology and administration. He holds the title of Research Associate in the Institute for Research in Social Science, and he serves as Principal Investigator for the NASA Sciences Interaction Program, involving research in interdisciplinary scientific communication. Dr. Carpenter received both a Master of Science in Library Science degree and a Ph.D. degree in Sociology from UNC-CH.

Ruth Stone has become a full-time faculty member of the School. Taking her place as School Librarian is Mrs. Leslie Trainer, who is presently enrolled in the School. Martin Dillon, who formerly was a full-time faculty member of the School, will be serving this year under a joint appointment as Assistant Professor of Library Science and of Computer and Information Science.

During the first term of the 1970 summer session, Margaret Kalp taught two courses, "Libraries and Librarianship" and "Basic Reference Sources and Methods," for the School of Education at UNC-G. Budd Gambee taught two sections of the course in "Non-book Materials" during the second summer session at the Department of Library Service of North Texas State University, Denton, Texas.

In September the School moved into its spacious and handsomely renovated new quarters in Manning Hall, the building which housed the School of Law from 1922 to 1968. The new facilities permit the expansion of instruction, afford special quarters to house the children's book collection and audio-visual laboratory, provide much-enlarged classroom and office space, and make available a multi-level stack area for the School's library.

Lecturers who are scheduled to appear during the fall semester are: Charles H. Stevens, Director for Library Development, Massachusetts Institute of Technology, Boston; Charles K. Bauer, Librarian, Lockheed Aircraft Corporation, Marietta, Georgia; Ralph Simon, Librarian, Aeronautics, Astronautics, Engineering Sciences and Industrial Engineering Library, Purdue University, Lafayette, Indiana; and Ellis Mount, Engineering Librarian, Columbia University, New York.

Librarians in the area are invited to attend the seminars and a social hour, with the UNC Chapel Hill School as guests, to be held on October 21.

The curriculum has been revised and several new courses are being offered including six-hour sequences in Methods, Materials, and Services for early childhood, grades 4–9, young adults, and adults. Added emphasis is being placed upon the education of early childhood library specialists and public librarians. Attention is being given to special librarianship through the lecture series in 1970/71.

Sixty alumni, faculty members, and friends of the School met for breakfast during the Biennial School Media Work Conference in Durham on October 10. The objective of the meeting was to

bring the alumni up-to-date on activities and plans. An alumni steering committee of Doris Brown, Gladys McAdams, and Norma Royal will work with the Faculty on the celebration of the School's 30th anniversary in 1971.

The University of North Carolina at Greensboro — Library Education Program

Martha G. Styers of Winston-Salem, a 1970 graduate of the master's program in library education, and Mary Frances K. Johnson represented the UNC-G library education program on a panel discussion, "The Graduate Speaks: The Shock of Recognition," during the pre-conference institute on library education held November 4, 1970, preceding the Southeastern Library Association Conference in Atlanta.

M. Sangster Parrott, as representative of the American Association of State Libraries on the Subcommittee to Draft a Study Proposal on State and Federal Documents, attended a meeting of the subcommittee at Indiana University on October 9. The purpose of this meeting was to review and adopt the "Research Design for a Comprehensive Study of the Use, Bibliographic Control and Distribution of Government Publications," which has been drafted by the staff of Indiana University's Graduate Library School and Research Center for Library and Information Science.

A new course in *Public Documents* (3 s.h.) has been approved by the Graduate Administrative Board and will be offered in the spring semester, 1971, with M. Sangster Parrott as instructor.

Mary Frances K. Johnson represented the UNC-G program at a planning clinic on October 7 in Cleveland, held by the School Library Manpower Project, AASL, for representatives of library education programs interested in applying for a grant to conduct one of six experimental programs for education of school library media specialists.

[Photograph: Cora Paul Bomar, Conductor of Pilot Program.]

For the second time, the School of Education, University of North Carolina at Greensboro, has been selected to conduct a pilot program to recruit and prepare college graduates for employment as school media specialists to fill positions for the 1971–72 school year. Cora Paul Bomar will coordinate the program, which will be conducted under a contractual agreement with the Division of Educational Media, State Department of Public Instruction, which was awarded a grant for this purpose under the North Carolina State Plan for the Education Professions Development Act.

The University will work in cooperation with school administrative units in the commuting area. These administrative units will be invited to participate in the program by: (1) appointing a representative to serve on an advisory committee, which will advise and participate in recruitment of trainees, program planning, directing practicum experiences for trainees, and continuing evaluation of the program; (2) identifying specific positions that might be filled by trainees recruited by the particular unit.

A maximum of ten applicants will be selected for participation in the program, which will provide intensive fulltime training on the University campus from January 25–May 31, 1971, and continuing inservice education during the 1971–72 school year while trainees are employed as school media specialists. Major elements of the 1971 Spring Semester program include orientation, January 28–29 and February 1–2; course work during the 1971 Spring Semester; and at least thirty hours of field experience in a school media center. Tuition and registration

fees will be paid by the project, and each trainee will receive a stipend of \$37.50 per week for sixteen weeks.

Western Carolina University — Department of Library Services

The department began the fall quarter with a new program in Library Science Education. Through the new program, students may obtain a Bachelor of Science Degree in Education with a major in Library Science or certification in Library Science. Undergraduate-graduate courses are offered for those who wish graduate credit for certificate renewal.

Mrs. Sarah Elizabeth Rucker has been appointed Director of the Library Science Program and Kenneth A. Crysel has joined the faculty as Assistant Professor.

The department offers courses in the Evening School in order for area librarians to take advantage of the Library Science Program.

[Photograph: Portrait of Sara E. Rucker, Director.]

[Photograph: Portrait of Kenneth A. Crysel, Assistant Professor.]

Kenneth Crysel represented the department at the School Media Work Conference in Durham sponsored by NCASL and the State Department of Public Instruction. Also, Mr. Crysel attended the Western District NCHSLA meeting on October 22, 1970, at East Henderson High School, Flat Rock, North Carolina, to invite the members to a special visitor's day on November 18, 1970 in the Department of Library Science. A free luncheon will be served to the guests.

Mrs. Elizabeth Rucker represented the department at the OE National Conference on Summer Institutes, Peabody College, Nashville, Tennessee, and attended the Southeastern Library Association meeting in Atlanta, Georgia.

Students and faculty members have visited the libraries at Tuscola Senior High, Haywood County, and Scotts Creek Elementary School, Sylva. The group toured the centers and observed classes and saw the media center in action.

The department has had as visitors the library clubs from Sylva-Webster High, Sylva, and Camp Laboratory School, Cullowhee. The department hosted an open house during Homecoming.

The department completed a successful summer program with eleven course offerings, which included two workshops.

The Library—Where It's At!

A checklist for the librarian in preparation for special services before, during, and after the White House Conference on Aging

To Provide Services in Relation to the White House Conference

1. Confer with agencies in the community which serve the aged about:

- Local activities planned, such as meetings of WHC committees, study programs, publicity programs

- Key people—older adults, delegates, committee members, subject specialists
 - Kinds of materials and services likely to be needed
 - Areas of library-agency cooperation
2. Confer with all other librarians in the community—public, school, college and university, hospital and institutional, special—to insure availability of all resources, cooperative planning of activities.
 3. Locate appropriate materials for purchase, or to borrow.
 4. Organize information on community activities and resources of special importance in relation to WHC:
 - Calendar of meetings
 - Program resource file, speakers, panel members; films, charts, materials, available from other agencies
 - Bulletin board for special information
 5. Publicize the availability of such information.
 6. Prepare a collection of materials of particular use to clubs, organizations, and agencies in the community with special interest in the needs of the aged and aging.
 7. Inform club presidents and program chairmen of the availability and use of such materials for programs, committee work, and study:
 - Mail an informative brochure
 - Call a meeting in the library to introduce the materials, and to demonstrate their use
 8. Invite each delegate and local committee member to visit the library to examine materials and discuss services, either individually, or at a designated time for the entire group.
 9. Use the library's publicity program—newspaper space or radio or TV time—to provide information on WHC topics.
 10. Sponsor or co-sponsor with other agencies and organizations—meetings, discussion series, audio-visual programs on WHC topics.
 11. Provide reading lists and exhibits of use and interest for the general public of all ages.

Beside each item, the original checklist provided three checkboxes for librarians to mark their progress: "we are ready," "can do quickly," and "must begin to plan."

Note: Limited copies of this "Guide" are available on request at \$5.00 for 50 copies from Order Department, American Library Association, 50 East Huron Street, Chicago, Illinois 60611.