

Report from the President

The years 1975-1977 have passed quickly and it has been a very rewarding experience to observe the Association's activities from the vantage point of the presidency. It has been fascinating to discover how independent, resourceful, and creative North Carolina librarians are. There have been accomplishments within NCLA and outside of it which have influenced librarianship significantly.

To put the biennium in its historical perspective, one would have to begin with the celebration of Dr. Louis Round Wilson's one hundredth birthday. I was pleased to send a letter for NCLA, because Dr. Wilson was one of the Association's founders, its first Secretary-Treasurer, and later its President. I told Dr. Wilson that we are still trying to implement the marvelous plans that he envisioned for us.

I am also happy that the Executive Board voted recently to invite all past presidents of NCLA who have retired to attend our conferences without paying the registration fee. We have a heritage from North Carolina Library Association and from the North Carolina Negro Library Association that we can be proud of and

I am glad that some of the persons who made these contributions have been recognized.

The death of Philip Ogilvie was a great



Annette L. Phinazee

loss to our profession and state. Phil cared for all of us as people in a manner which was rare. At this conference we initiated a lecture in his honor which we hope that you will consider a worthy memorial.

David McKay became our State Librarian in 1976 and we immediately invited him to attend our Executive Board meetings. At this point I am impressed by his efforts to provide an objective basis for unifying library services within our state. We are especially pleased to have the newsletter the *Tar Heel Libraries* complement our quarterly journal *North Carolina Libraries*.

We are very proud of our newest sections — Reference and Adult Services, Documents, and Children's Services. They have already demonstrated their ability to organize themselves and to present excellent programs. The Documents Section even gained experience with trying to pass a law in the General Assembly. Their achievements fulfilled my goal of "an increase in the quantity, variety, and level of participation of the membership."

The other sections have continued to be a significant force in librarianship in the state. The NCASL officially became a chapter of AASL and had another successful conference in 1976. The Public Libraries Section sponsored another series of in-service training sessions and completed its standards.

The Archives Committee has completed the Herculean task of organizing the NCLA records which are being preserved by the State Library. They also prepared "An Archives History of NCLA" which was published in *North Carolina Libraries*. We sincerely thank the committee for the years of tedious work that they put into this project.

Other significant publications by committees are the "AV News Exchange," the bibliography prepared by the Bicentennial Committee; and the "North Carolina Direc-

tory of Library Education," by the Education for Librarianship Committee.

The Membership Committee is to be commended for its new brochure and its concerted drive to enroll institutional members. This is a source of support which had not been taken advantage of to the fullest extent.

Eunice Drum accepted the Chairmanship of the Honorary and Life Memberships Committee late in the biennium when Jocelyn Stevens resigned because of illness. We are grateful to her and to her other Committee members for smoothly initiating our new policy of awarding Life Memberships.

I believe that we did improve legislative relations on the state and federal levels although there were some disappointments. A platform on behalf of all libraries in North Carolina was prepared by the Governmental Relations Committee, approved by the Executive Board, then presented to political candidates, legislators, and governmental officials. We participated in Legislative Day in Washington in 1976 and in 1977. Bill O'Shea, Jean Johnson, and members of the Legislative network represented us exceptionally well and we are grateful to them. Very special thanks go to Judie Austin and the Intellectual Freedom Committee for their hard fight to try to keep the pornography laws from being enacted and for their development of a policy statement and an attractive brochure. We are also very proud of the fine contributions that the Junior Members Round Table has made toward improving legislative relations. Their workshop and program were excellent.

As an Association we have not become actively involved in the development of institutional libraries, but on your behalf I did commend Mr. Amos Reed, Secretary, North Carolina Department of Corrections, for his expressed interest in libraries and I offered our support.

Pace setting involvement in implementing the Southeastern States Cooperative Library Survey and in sponsoring the White House Conference on Libraries and Information Science did not materialize, but we did all that we could do. Our Development Committee studied the Survey report carefully, some progress was made toward analyzing our situation, and some recommendations were made. NCLA was represented at two meetings of state associations sponsored by SELA.

Marian Leith became a member of NCLIS during this biennium and she has kept us informed of White House Conference activities. Governor Hunt has endorsed our state conference and preliminary plans are being made by the State Library Staff.

Undergirding all of our activities, while maintaining an "avant garde" position

among state association journals, is our *North Carolina Libraries*. Our latest edition is an example of how Herbert Poole and his very loyal and hardworking staff have not only provided intellectual stimulation and a communication vehicle for us, but have cooperated with other units. What a beautiful job they did of including our educational directory! We salute you, NCL staff.

All goals were not reached and there is much that remains to be done, but the Executive Board and Committees were most cooperative and I sincerely appreciate the many ways that you supported me. I thoroughly enjoyed getting acquainted and working with all of you.

Our President-Elect has pointed us toward the future and we must now leave the past without regrets and with optimism. Thank you for a wonderful two years.

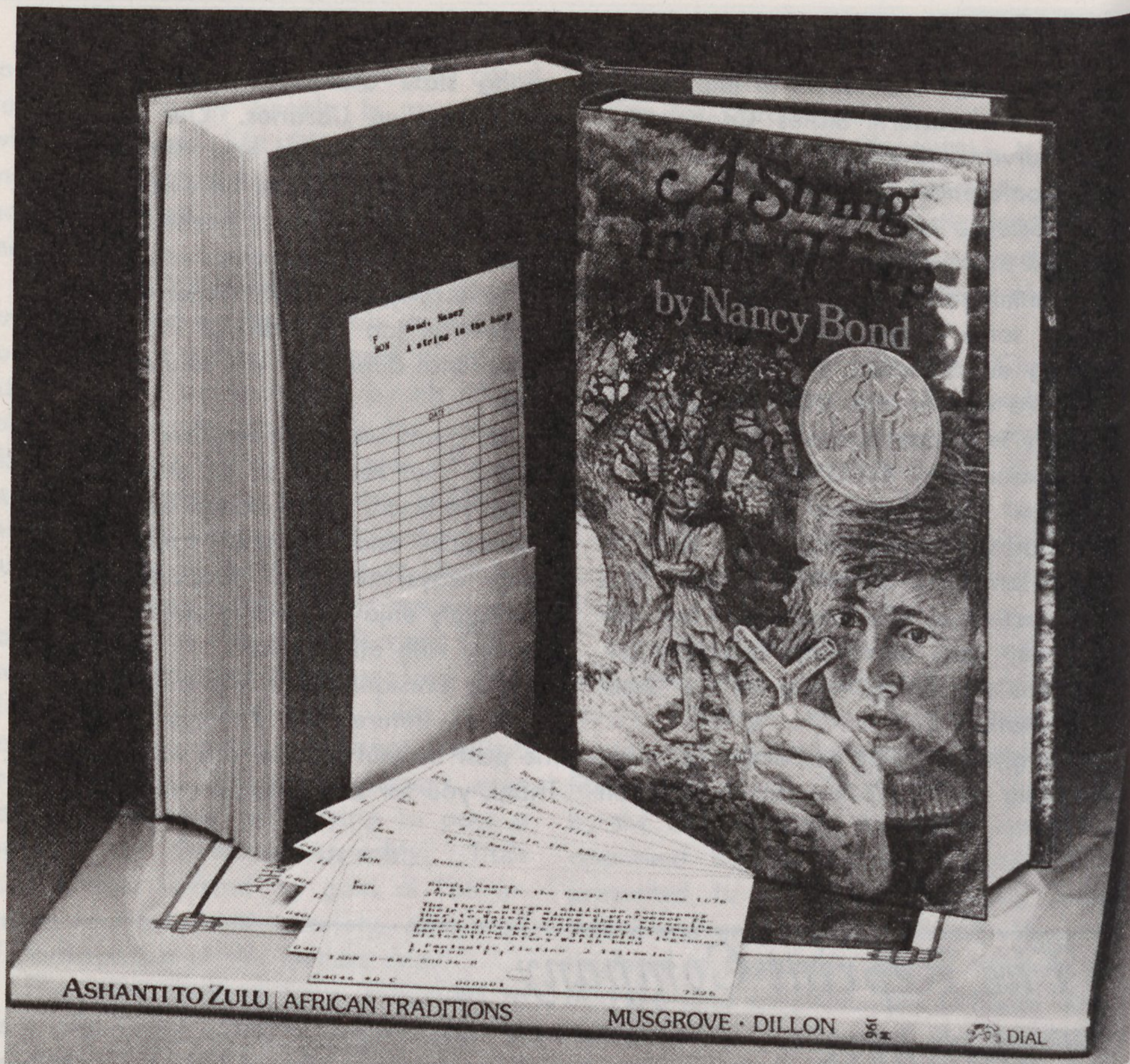
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Reflections From a Crystal Ball:

The Future of the Library

The Philip S. Ogilvie Lecture 1977*

by Dr. Donald P. Ely
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We seem to be preoccupied today with a concern for the future. There has been a proliferation of publications dealing with the future over the past few years. There are many films dealing with the future. Centers for the study of the future have been established. More and more professional meetings follow the theme of the future. Books have been written. Study commissions have been formed. Concern for the future is pervasive.

It's not so much that we haven't been concerned about the future in the past. We have always looked ahead and tried to estimate what is around the next corner. Future orientation has usually been based on the next two to five years. (How many 5-year plans have been created for developing nations?) The new emphasis, however, looks at the future as ten or more years away. The year 2000 is mentioned with some frequency.

To consider the future of one discrete field, such as library and information science, is becoming increasingly difficult. There are too many societal variables which impinge upon the field to look at it in isolation. On the surface it might seem simple to estimate what new inventions appear on the horizon, e.g., drugs to enhance learning, improved computer access, and lasers. The simplistic application is to ask what each new development might have for libraries.

This approach would be a serious error in my opinion. Someone once said the road to hell is paved with good inventions. Perhaps we have emphasized *things* first and diminished the importance of people and processes. Perhaps we have been reactive rather than proactive. A reactive person is one to whom something has happened and does something about it; but a proactive person is one who feels that something is about to happen and does something *before* it appears. The

*Address presented at the NCLA Biennial Conference in Winston-Salem on October 7, 1977.

reactive person adjusts to the situation in which he or she finds himself while the proactive person helps to shape the situation in which he or she wants to find himself.

This paper is concerned with helping proactive people prepare for the future. We first consider the future society; then the process of change; and finally what all of this means for libraries.

The Context

Before we consider libraries as a specific institution we must consider the society in which we might find ourselves. To predict the future of libraries without the perspective of the societal context is like wearing blinders. Therefore, we will review several broad future projections.

My purpose is not to predict the future. No person or group can do that. My purpose is simply to help us all to recognize the changes that are occurring to help bring about the kind of understanding that may render the changes less painful; to warn of hazards along the way; and to attempt a few glimpses of what the future could be if we would but help to create it.

Prophecies have a tendency to be self-fulfilling. Predict good things and they may come true. After all, soothsayers are literally truth-sayers. Some people may ask, "Why try to predict the unpredictable?" Unless we make predictions about the future, our own and others, we have no way to turn, no route to travel, no map to follow.

First of all, we should realize that there is no single future, but alternative futures. "The future" is a collective term, the combined futures of all individuals. If you change one individual, you change the future. The future is what you make it. If you wait for the future to happen to you, you deserve the fate which you receive.

Looking at the Future

What stance should be taken as we confront the future? There are a variety of approaches which may be used.

1. **The Passive Observer** — this individual sits back and lets the future happen to him. The passive observer feels adaptable to any situation in which he finds himself. His motto: "Que sera, sera."
2. **The Extrapolator** — this individual puts her finger to the wind two or three times and on that basis draws the curve. Even though the data are based on discrete events she feels safe in making the projections. The most frequent result is more of the same. Her motto: "Bigger is better."
3. **The Crystal Ball Gazer** — this individual is usually creative and comes up with fantasies of the future. Science fiction writers fit this category. The crystal ball gazer is a future historian who prepares scenarios for 1985 and 2001. There is just enough truth to make his projections seem very plausible. His theme song is "Fly Me to the Moon."
4. **The Synthesizer of Indicators** — this person carefully studies related developments in science, technology and society and makes estimates of future cultures. The fields of social psychology and anthropology contribute to this category. Motto: "The future isn't what it used to be."
5. **The Scientific (or Pseudo-Scientific) Investigator** — this person uses accepted research methodologies to come up with her forecasts. The Delphi technique is the *sine qua non* for gathering data but other "accepted" approaches are used. Her motto: "When you don't know what to do, gather data."
6. **The Proactive Participant** — is really quite different from the previous types. The proactive participant is one who would help to make the future happen.

This person is able to set goals and deliberately move toward them. The proactive participant is the exact opposite of the passive observer. Motto: "If you can't find a way, I'll make one."

My hope is that each of you will embrace the approach of the proactive participant. It is imperative that each of us remembers that the individual is responsible for what happens in the future, no matter what has happened in the past.

1939 is as far in the past as 2015 is in the future. But the simple review of 38 years in the past and prediction of 38 years in the future is an erroneous approach to predicting future changes. It is the *acceleration of change* which will pack so much more into the next 38 years than in the past 38. Futurists do not look at potential new inventions but rather the rate of invention. Things are moving faster. The rate of change is so rapid that we do not possess the ability to relate the new to our past experiences. Unless we are prepared to cope with these changes, we will retreat into the status quo shell and wither. Carl Rogers says that man's greatest problem in the future is "how much change the human being can accept, absorb and assimilate, and the rate at which he can take it."

What does all of this have to do with libraries and society? It has a lot to do with our concerns. Unless we can rise above our mundane, day-to-day problems and look ahead where we are going and how we're going to get there, we will be condemned to ride the eternal exercycle — peddling fast and furiously, but not getting anywhere. We need to look not only at the future but at *alternative* futures. If we can define the future as we would *like* it to be, and keep the options open for new developments, we can become masters over our own destiny rather than accepting whatever happens and trying to cope with it.

Where do we begin?

Thinking About the Future

The very thought of the future is a mind blower if you listen to those whose feet already seem to be in the 21st century.

Begin with future thinking. How do we get hold of the ability to think *forward*. Anyone who attempts to predict the future is at once an expert and a fool. Who is right? We are not privileged to know until the future becomes the present. But if we could orient ourselves to a future stance, we would be "in tune" to pick up those indicators which point to possible futures. Charles Kettering once said, "My interest is in the future because I'm going to spend the rest of my life there."

Toffler and others have presented the concept of 800 lifetimes.

... if the last 50,000 years of man's existence were divided into lifetimes of approximately 62 years each, there have been 800 such lifetimes. Of these 800, fully 650 were spent in caves. Only during the last 70 lifetimes has it been possible to communicate effectively from one lifetime to another — as writing made it possible to do. Only during the last 6 lifetimes did masses of men ever see a printed word. Only during the last 4 has it been possible to measure time with any precision. Only in the last 2 has anyone used an electric motor. And the overwhelming majority of all the material goods we use in daily life today have been developed within the present, the 800th lifetime.

Assumptions About the Future

In thinking about the future there are several assumptions which will serve as points of departure.

1. We have never experienced change in the history of mankind at the rate or the intensity or with the consequences which we now confront. We must be interested in the future because there is relatively little in the past that is useful in coping with change. The static ways and static guidelines which have dominated history are not sufficient for the future.

2. We are rapidly running out of lead time in relation to the changes about us. We have run out of lead time in matters of pollution, population control, energy and other matters. The potential failure is one of will, not of knowledge and skills.
3. There are few viable, useful, institutional, social or value systems from the past which should be perpetuated. We are face-to-face with innovating or perishing. *That* is the most uncomfortable assumption. Whatever there is from the past may be useful as a resource, but not as a guideline. We are forced to be innovative if we are to have a *present*, let alone a future.
4. The children of today are better prepared to live in our present and future society than are their elders. This means that they know more, not necessarily that they have experienced more.

Consequences of the Assumptions

If we can suspend judgment for a few moments we can consider the *consequences* of these assumptions.

1. Many of the assumptions with which we operate on a day-to-day basis are inaccurate. This means the things we believe to be true about society, about people and about the world need to be altered.
2. We carry within us potentially irrelevant value systems. Some of our values no longer apply in relation to the neighborhood in which we live, the family of which we are a part and the institutions of which we are a part—like the colleges and schools which base their curricula and calendar on the society of 75 years ago.
3. These assumptions also skirt some of the fundamental questions relating to the purpose of man. For example, what conditions must be established to help

individuals develop their fullest potential in a world that has not yet learned how to feed, clothe, shelter and educate two-thirds of its people? Arnold Toynbee helps to highlight the concern which these assumptions don't seem to touch: "What is the true end of Man? Is it to populate the Earth with the maximum number of human beings . . . or is it to enable human beings to lead the best kind of life that the spiritual limitations of human nature allow?"

Contemporary Firsts

The ambiguity of the crystal ball is always unsettling so a look at some contemporary "firsts" — things that have happened within one lifetime — might help us to gain some perspective. Within that period we have brought about such momentous changes that no other generation has ever had to deal with these factors:

1. **The speed of change** . . . 6000 years ago the camel travelled at 8 mph; 3000 years later the horse-drawn chariot moved at 20 mph; 5000 years later (1784) the Royal English Mail Coach reached the magnificent speed of 10 mph; in 1825 the steam locomotive went 12 mph; but it was not until 1880 that the steam locomotive reached a speed of 100 mph. In 1931 the airplane flew at 400 mph; 30 years later it exceeded 800 mph; and 10 years later 18,000 mph.
2. **The growth of knowledge** . . . in 1500 A.D. Europe was producing 1000 titles of books per year. That means that it would take a full century to produce a typical small town library with 100,000 books. By 1950, we were producing 120,000 titles per year (10,000 a month). We could produce, therefore, about 100 such libraries in a century. What used to take a century now took 10 months. By 1960 we could produce that many titles in 7½ months and by

1965 we were producing 1000 titles per day.

3. **Change of urban living . . .** In 1850 there were four cities in the world with a population of one million or more; by 1900, there were 19; by 1960 there were 141. Imagine all the big cities of the world, New York, Los Angeles, London, Madrid, New Delhi, Manila — if we could hold the population of those cities where they are today, we would need to build a new city for each one of them in 11 years just to keep up with the population growth. (The 1970 census showed that Los Angeles grew at the rate of 100,000 per year.) In 1940, 60% of the population was living in small towns (under 40,000 population); today 20% live there. In 1940 20% lived on the land; today it is less than 5%. Cities have been with us for 5,000 years, urban centers for 30 years.
4. **There has been a change in decision-making processes from local to national locales.** We have become a national society. A national network of radio and TV exists. Several newspapers are national in scope and periodicals further enhance the national communication picture. A local event becomes a national spectacular.
5. **Movement into a post-industrial world.** We are a service oriented economy. The manufacture of steel, automobiles and hard goods is no longer dominant. In the 1970s more people are employed in the education enterprise than in the auto and steel industries combined. That is a reversal over 30 years ago.
6. **We are a transient society.** 30% of the American population moves each year. The person who was born, raised, lived and died in the same community is a rarity. The children of today do not expect permanence nor stability;

they expect mobility.

7. **This is the first time in our society that the young are in a majority.** There are 54% of "them;" 46% of "us." Part of the source of control is in the hands of the elders but the source of the current crisis is that the source of control is in the hands of the elders but the source of power is in the hands of the young. These are launching pads to the world that is to come.

Libraries in the 21st Century

If libraries are going to be a reflection of the society in which they exist, then greater diversity marks the future of information. The interlocking, interdependent complexity of our present society cancels any attempt to claim the independence of science, or business of libraries. To consider the future of libraries apart from the social context of which they will be a part is of little value. And so libraries must be considered in the light of all of those developments which impinge upon future society. What are some of these factors?

Lasers may one day see uses we cannot imagine. Laser technology is still in its infancy, yet vast research efforts are underway. Lasers are creating an exciting new field called holography, in which light waves from an object can be recorded on film and later reproduced in mid-air as a three-dimensional "photograph." Most laser research, however, is going into the eventual development of a long-range communications system, using light waves. Many obstacles need to be overcome first, but the laser's unique properties, including highly directional, coherent, monochromatic light and its extremely wide frequency range, make this use particularly promising. Lasers may one day provide us with instant inter-planetary television as it did from the moon.

Humanizing machines and mechanizing humans are cross trends that are sure to occur in the future, but the extent to which man and machine will be united is uncertain. Computers exist which can learn, remember, see, seek goals, reason, walk, sing on key, talk, be irritable, play games, grasp, adapt to an environment and even design improvements in themselves. While artificial organs made possible by miniature electronic components are being used in the human body, man-like computers may one day contain plasma circulating through a viscera-like envelope, allowing them to be self-healing. Direct mind-machine communication is also being explored for the transfer of thought instead of words.

Experiments indicate that certain *chemicals* in the brain will, when implanted in another brain, transfer knowledge. Untrained rats have suddenly performed as if taught when injected with chemicals from the brains of trained rats, and scientists believe that memory storage, involving the DNA and RNA molecules, is the same in animals and humans. These chemicals, perhaps in pill form, may eventually have highly beneficial uses. Electrical and chemical stimulation of brain cells has also shown remarkable results in calming nervous monkeys, changing basic needs of rats and even stopping a bull in mid-charge. These early efforts may lead to a totally new understanding of the human brain, and new means of correcting mental disorders.

Practical *nuclear power* sources for every nation on earth are well within our technical capability in this century, provided the "unforeseeable" element of political and financial support is exerted. To answer the staggering future energy needs of the world, nuclear power is the most efficient source known for electric power, and could be developed in either of two systems: small, self-contained reactors could

serve individual buildings and complexes, or vast distribution systems could be set up to draw from huge multi-megawatt nuclear plants. Nuclear fusion, still a relatively undeveloped field, could provide vast energy sources without the side effect of radiation, but a great deal of research is necessary to make this practical.

The brain's capacity for sending and receiving signals through means other than the known senses has been indicated in a number of experiments. A doctor successfully transmitted Morse code by controlled brain waves alone. The phenomenon, capable of activating a computer, demonstrated the "sending" ability of the brain. ESP, the subject of extensive research, is unlikely to become a controlled science in this century, but its potential is remarkable.

Many scientists now believe that resistance to disease, which declines in advancing years, allowing the onset of fatal infection and illness, is partially a function of heredity and therefore probably amenable to control by man. Hereditary material in the cells may, through damage or simple degeneration of effectiveness, gradually stop directing these cells to repair or rebuild themselves. Recent understanding about the nucleotides that govern life itself may eventually lead to our ability to intervene generically and augment or introduce any protective function in the body, perhaps adding 50 years or more to expected lifespans.

Recent studies at Port Elizabeth Aquarium in South Africa indicate that communication in modified English can be established with dolphins. A vocabulary of several hundred sounds has been set up by recording dolphin language electronically. English words have also been converted into electronic sounds that dolphins can hear and "understand." The process used is an electronic translation of tone into intensity variation, the medium used by dolphins. It is said that dolphins'

brains react 16 times faster than humans but that their memory level is lower. Similar studies on other higher primates indicate that man may one day be able for the first time to communicate in an abstract way with the other species of life on this planet. Chimpanzees have been taught to communicate with signs used for communication with the deaf.

The ability to control the formation of new beings may be one of the most basic developments of the future. Recent discoveries about the nucleonic acids, the basic building blocks of life, have led to the belief that man may some day be able to treat genes in such a way that desired characteristics can be realized. With "human prescriptions" we could develop nearly any type of man desired — super-intelligent, highly talented, better able to survive in severe climates, in rarified atmospheres of other planets, or underwater, etc. Other research indicates that "tissue culture" reproduction may also become possible. This would allow a man to have cells from his own body placed in storage so that a complete replica of himself could be grown from these cells after his death.

These predictions make the future look overly technological with human beings serving as handmaidens to the machine. Where do people fit into the picture? Back to Carl Rogers. He points out that man's greatest problem is "... how much change the human being can accept, absorb, and assimilate, and the rate at which he can take it. Can he keep up with the ever-increasing rate of change, or is there some point at which the human organism goes to pieces?" That appears to be the basic question.

On Change

One of the most frequently used words in all the futures literature is change. Many futurists see the institutionalization of

change. To me, understanding of the change process and the ability to cope with it and manage it is so basic to our personal and professional future, that it is a hollow exercise to go further without some consideration of this process.

When we pursue a new goal, the result is perceived as sufficient if we succeed. When a similar goal is pursued later, we tend to repeat our successful strategy. We develop habits on the basis of successful strategies. As habits form, the actions we take are less and less open to change. As we get older we carry our habits with us into our future and we are less open to alternative ways of behaving because we have an investment in our habits.

If we are to have a future qualitatively different from the past, we must concern ourselves with discarding our once-sufficient habits. There can be no alternative futures if the future is perceived as linked to the past. As new ideas, products, processes and concepts confront us, our habit barriers inhibit consideration of the innovations.

A central problem is — how much change the human can accept and assimilate and the rate at which he can take it. Can the future person keep pace with the ever-increasing rate of technological change alone, or is there some point at which the human organism goes to pieces? Can we leave the habits and static guidelines which have dominated our past and embrace new ways — which will be required for survival?

It always seems easy to identify those who are resisting change, but difficult for us to see the barriers in ourselves. My first boss often admonished me to calm down when I observed the laggards. He said: "Eventually they will die off and then change can begin." But if they don't die — and genetic research appears to be leading to this intriguing eventuality — how will old ideas and old habits disappear? Will we be able to change if habits don't

disappear with the demise of the people who hold them?

The Future of the Library

Perhaps we should acknowledge that there will be no single library in the future — but many libraries serving different people in different ways in different locations. Rather than to narrate the usual litany of new technological developments and how each new invention may alter the present procedures and processes of librarianship let us look at the trends which appear to be emerging.

1. There will be increasing access to information for all people, especially the information-poor in our society. The points of access will be closer to the individual — by telephone, by television, and through neighborhood information centers, for example.
2. There will be greater *diversity* of information sources. Individuals who seek information will not care if it is stored on paper, or magnetic tape or on film. It may come from resource people. It may come from non-library organizations which use library-like sources for basic information.
3. There will be increased *cooperation* among all agencies which offer education and information services to the people. Coalitions will emerge in community centers which combine work, school, government, health and information services in one central location. Libraries and schools will develop more consortia and regional service centers that one institution alone could not offer.
4. There will be greater participation in the planning and operation of information services. Citizens will demand more direct influence over the type and availability of information offered to

each community. The goals for information services will be jointly developed by professionals and community members and will consequently better reflect the information needs of the community.

5. There will be a greater willingness to employ *technology* as it becomes more and more integral to the various sectors of society. But this technology must meet the criterion of improved information services to clients. It will have to insure that the use of information is capable of fostering self-expression thus making its use more rewarding than it is today.

These are not the only trends but they seem to be the most salient for our review today. Other trends should be considered and added to this list.

The Challenge

H. G. Wells, who was deeply interested in the shape of things to come, once said: "The world is heavy with the promise of greater things." Little did he know how heavy that promise proved to be.

Like the potentials that have been predicted in the past — and have far exceeded the wildest imaginations — so will our future world be rich with the potential for a society where the quality of life enhances man's dignity. There can be deeper human relationships and less loneliness. There can be a world in which man lives with technology, not by technology. Arthur C. Clarke provides the challenge:

In the race between education and catastrophe of which H. G. Wells warned us, the last lap has already begun. If we lose it, the world of 2001 will be much like our present with its problems and evils and vices enlarged perhaps beyond endurance. But if we win, 2001 could mark the great divide between barbarism and civilization. It is inspiring to realize that, with some luck and much hard work, we have a chance of living to see the final end of the dark ages.

Long-Range Planning: An Interim Report on the Duke Experience*

by Ann F. Stone
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Nearly everyone today is in favor of planning. Indeed, today's libraries are the result of planning. More importantly, tomorrow's libraries are going to be the result of the planning and decisions made today.

What then is planning? Le Breton and Henning (1961) defined a plan as a *pre-determined course of action*. Further, their plan as described had three characteristics: first, planning involved the future; second, planning involved action; and third, planning was the result of personal or organizational causation. In other words, the future course of action had to be taken by the planner or someone designated by or for him within the organization. Planning has also been described as an attitude or way of thinking; a process or flow of events moving toward some goal; and a structure, with many components including a plan for the entire organization as well as plans for specific operations within the organization.

To develop the idea of planning in a different vein, Robert Kemper in discussing Library Planning (1970) stated four things which librarians generally assume planning to be, but which emphatically it is not. First, a library standard, although beneficial and needed, is not a library plan. Standards instead can be discriminately applied to library planning and should be used as a beginning point, but

nothing more. Second, forecasting is not planning because the planner takes no future action. Forecasting at best attempts to predict what action other people will take and what future conditions will exist. Since forecasts are really assumptions, planning is necessary precisely because we cannot forecast. Lest I be misunderstood, however, forecasting does play a role in planning. Harvard University Library, for example, recently summarized the findings of a planning study submitted to its President in May 1966. The authors of the planning study attempted to look ahead for approximately a decade, so it is now becoming possible to check the accuracy of their projections. The quantitative forecasts were based upon the experience of the preceding decade, with such adjustments as seemed to be reasonable; and they are probably as close to the mark as their authors expected. Their prediction of the number of volumes was high by only five per cent. Thus, forecasting is an integral part of the planning process, yet different from planning itself.

The third misconception is that planning deals with future decisions. Peter Drucker in 1959 concluded that decisions exist only in the present. The question facing the long-range planner is not what we should do tomorrow, rather what we must do today to be ready for an uncertain tomorrow. Finally, planning is not a bound document resulting from annual or regularly scheduled planning sessions.

*An address presented at the NCLA Biennial Conference in Winston-Salem on October 7, 1977.

Planning is a dynamic process which necessitates evaluation of results against expectations. When the term "long-range" is added to planning, it simply means grappling systematically with future opportunities, problems, and alternative courses of action.

What does planning accomplish? It gives direction to growth and complexity, it minimizes *ad hoc* decisions which usually narrow tomorrow's choices, it provides a basic framework for local service, and it opens communication channels. Regardless of the grand manner in which library planning is undertaken, it is doomed to failure unless it has the solid support, participation, and guidance of top library administration; unless it reflects the needs of the institution it serves; unless it delegates responsibilities for action; and unless it provides criteria to measure output.

The Duke experience began last January when the University Librarian, having made a commitment to library planning, sent letters to twelve members of the library staff at all levels, inviting them to be members of the Perkins Library Long-Range Planning Committee. The committee was to be charged with setting goals and priorities for future operations and organization of the Perkins system. Stated in the communication was the expectation that the planning study would have a major impact on the future direction of the library. Although the letter clearly indicated that the demands on time and energy would be great, the entire group accepted the challenge to make an important contribution to the library and to Duke.

Soon thereafter the University Librarian presented a formal charge to the members of the committee. Included in the charge were the following directives:

1. Establish long-range goals and intermediate and short-term objectives.
2. Translate idealistic goals and objectives into realistic ones

3. Determine priorities
4. Evaluate the degree to which the library is currently meeting the goals and objectives
5. Recommend program changes to permit achievement of goals
6. Recommend organizational and staff patterns necessary to achieve goals.

When the committee convened for the first meeting, the chairman delivered a threefold exhortation, "Leave behind vested interest, for we are here as representatives of the entire library and must plan with the best interests of the entire library always in mind; regard each other as equals, for even though we have different jobs in the library and come from different levels of the staff, each of us has a voice and contribution; involve the staff in the task ahead." The group agreed that self-education was a first priority. We thus searched the literature for information on planning, set up a reserve, and studied carefully similar efforts at Columbia, Cornell, Harvard, the Library of Congress, and Michigan.

Our instructions had included the stipulation that the report would contain two parts: idealistic or blue sky goals and realistic goals which could be done now, each to be presented with cost estimates. We thus began to ask many pertinent questions. Are we doing the most important things? How can we achieve the ideal if the budget level remains the same? What services or operations can be dropped or changed? For you see we were told from the beginning that solutions could not be more money. What a task!

The group soon became conscious that much information was already at our fingertips. The entire University had engaged itself in a planning effort in 1972. Further documents were generated in 1976 when each department on campus undertook a self-study as a part of re-accreditation. The library itself had on file annual reports as well as data obtained in indi-

vidual committee reports addressing specific problems. The results of two user questionnaires concerning library services were also available.

Having saturated ourselves with reading materials, we began to discuss possible methodology or how to plan the plan. There was general agreement that we should define *what we are*, in terms of mission and guiding principles; moving on to *where we are*, strengths, weaknesses, opportunities, problems, environmental factors; *where we should be*, goals and objectives; *how far along the way we already are*, evaluation; *how we get where we really want to be* or recommendations for action. To assist us in answering these questions, we quickly realized that we needed to involve the entire university community.

Thus we began with a questionnaire to all members of the Perkins Library staff, requesting that they address their thinking to what the library should be doing, where it should be going, and what particular problems needed attention, this latter area to include changes and solutions if desired. General areas of current library concern were to be kept in mind as the responses were formulated: services, collections, staffing, physical facilities, organization, current or potential patrons, and cooperative efforts. The purpose of the survey was to assist the committee in deciding on the various areas of study and planning to be pursued and the priority to be attached to each.

As this input was being sought, the committee began drafting its mission statement, guiding principles, and general objectives. In each case, as in drawing up later questionnaires, letters, or similar documents, two or three members of the committee were given the responsibility of providing the rough draft to be discussed and finally agreed upon by the entire group. I commend to you this method of work: it has proven most satisfactory for us.

We next developed a questionnaire which was circulated to each of the twenty-eight academic departments at Duke, asking that they not only rank collections and services in terms of value, but that they also indicate their own research and departmental needs. The survey sought further to acquaint members of the faculty with the problems as well as the tremendous changes looming ahead in the library world so that they would be more keenly aware of the difficult decisions confronting librarians. To date we have received twenty-six departmental responses, along with several individual responses, an excellent ratio, we think. Since we included in the questionnaire catastrophic changes like the possible closing of the card catalog, we offered to meet with representatives of each department to provide additional information and to answer questions. Teams of two staff members from the library ultimately conferred with sixteen of the departments, one of the most worthwhile exchanges we have undertaken.

An adaptation of the faculty questionnaire went to the members of the student legislature at Duke and to a select group of library student assistants. All of these returns, together with already available documents, were used as raw data to further the planning process.

The next step of the committee was to identify eleven areas of concern for intensive, in depth study. The areas selected are as follows: organization and staffing, collection development, preservation and security, personnel and staff development, services (control and circulation), services (informational and instructional), processing, administrative support, communications, public relations, and budget, each area with many sub-divisions. A letter was then distributed to all members of the Perkins Library staff, asking that those desiring to serve on one of the task forces indicate preferences reflecting their area of keenest interest. The response was very

gratifying. Everyone who volunteered was assigned. In choosing participants, the committee took into consideration individual choices and committee balance. The majority were placed in some areas of high interest. Sixty-five staff members were ultimately given specific task force assignments; two others accepted special assignments.

A general orientation meeting was held at which time additional aid was warmly welcomed. Although the participants were told that this particular job must receive some priority, they were reminded that the work of the library must go on. Support staff were cautioned about working beyond the forty-hour work week; professional staff had no such limitations beyond the fact that there are only twenty-four hours in a day! In the interest of time and efficiency, members of the initial Long-Range Planning Committee are directing each of the task forces. We are now engaged in a four months' study to be concluded with reports due by the end of October. These reports will form the basis for the final report and recommendations to the University Librarian.

Throughout the planning process we have sought to present information to our constituents. Minutes of all the Long-Range Planning Committee sessions have been distributed to the staff; reports have been delivered to councils, assemblies, and general staff meetings; articles have been written for newsletters to faculty and staff. Plans include continued efforts to keep faculty, administration, students, and staff up-to-date.

The committee has also sought to receive information from its constituents. We recently invited the chancellor to confer with the Long-Range Planning Committee so that he might express his views concerning the future direction of the University. Because of the session, we are now more aware of the changes and the limitations and can hopefully respond accordingly. As the final report is being prepared, we shall take great pains to gain the approval

of all groups, both internal and external. To insure implementation of the plan, we shall probably suggest an ongoing planning committee to assign responsibilities and measure results.

You might say the end is in sight. How do we assess the planning effort thus far? I would not be honest or fair if I told you there have been no problems. Some of the participants have said the task is impossible, for no group can cover so wide a range of topics in such a short time. Too much is expected! The effort is bound therefore to be superficial. Then there are a few who wonder if anything is going to happen as a result of the recommendations. A few probably really believe nothing will change.

There have been some misunderstandings in spite of what we thought was good communication. When the first draft of a proposed innovative and different organization chart circulated for discussion purposes, the grapevine quickly sprang into action and many were convinced that this design was the wave of the future at Duke. Other troublesome questions have arisen from time to time. Why should my group bother with this particular assignment? Is it not true that the decisions have already been made? And in some cases, the answer appeared to be in the affirmative. There was one week when a particular task force decided to launch out into some new areas, only to discover after doing some of the work that a committee was already addressing the problem or that a paper had already been written on the subject. Not all of the problems have been large, however, and some have provided amusement for all. For example, when the eleven special concerns circulated to the staff, included in the subdivisions were two rather unusual items called "date banks" and "date processing." Several librarians inquired immediately about this marvelous new service, expressing interest in working in both areas.

It is true that all of us on occasion have been overwhelmed with the magnitude of our task. Writing a mission statement, designing a questionnaire, or tackling a particularly sensitive problem can be agonizing, emotional, and sobering. Yet when we think of the opportunity of planning the direction of the library, we find ourselves being stimulated and challenged. There is so much good about the planning effort thus far that I find it easy to be optimistic. In my eighteen years at Duke, I have never seen the staff work so hard and conscientiously to insure a quality report. The day to day work is still being done. Librarians are becoming involved and interested in the total library picture. Horizons are being broadened. Growth is apparent. As one said, "The spirit of working together for a common goal in itself make the whole effort worth it." The words of another staff member are further indi-

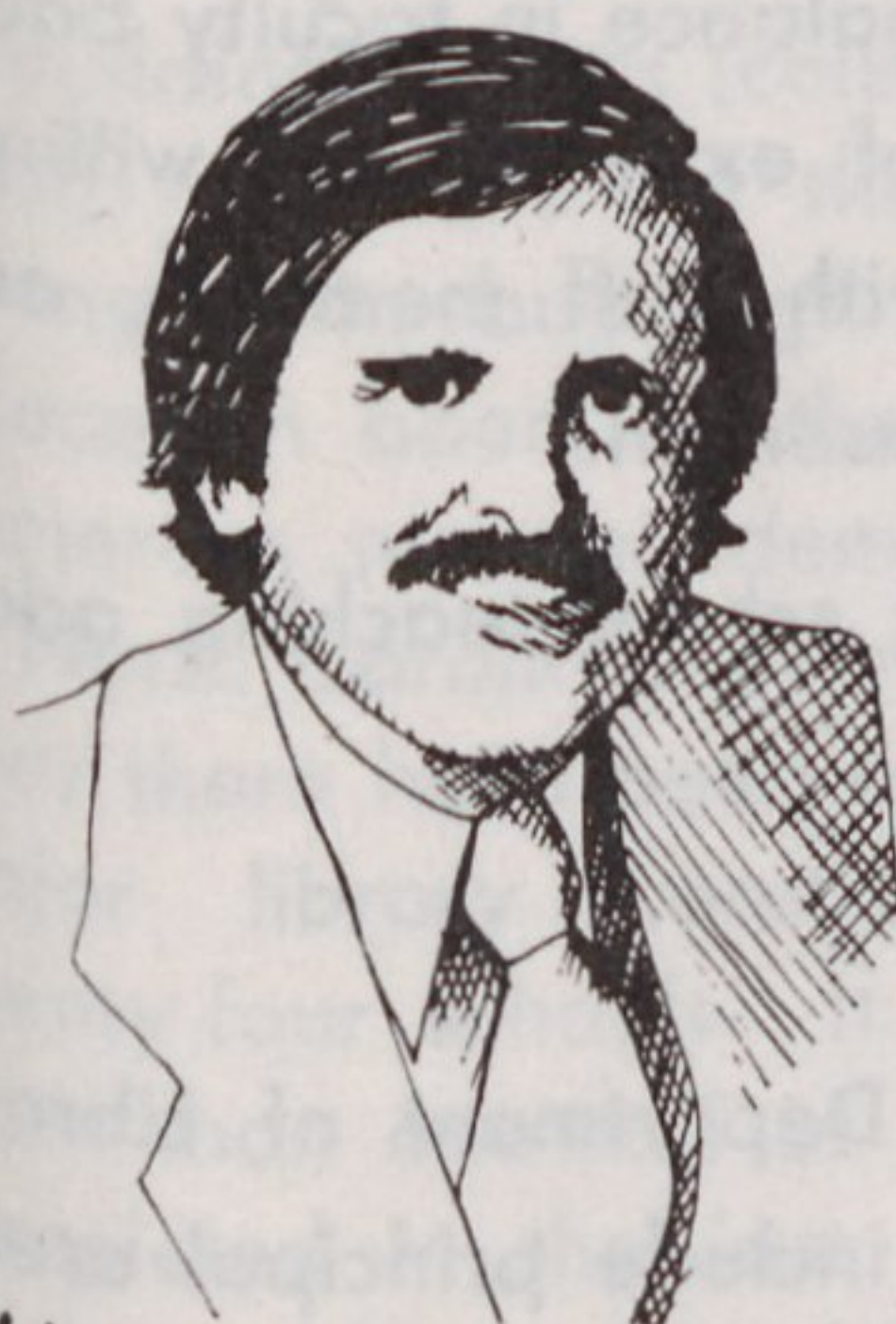
cation that the staff finds the experience satisfying, "The long-range task forces are the first opportunity many people have had to participate in a library activity that is larger than their immediate job requirements — all previous library committees have been appointed. Task force members, especially those for whom looking at the library as a whole is a new experience, are finding this personally stimulating and rewarding, as well as valuable for the library. Several people have mentioned the hope that after the Long-Range Planning Committee completes its report there will still be some ongoing forum for staff members to contribute to the planning process."

Perhaps a fitting way to close these remarks is to invite you to try the world of long-range planning. I can guarantee that anyone who participates in such an endeavor will never be the same!

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The Status and Future Needs of College and University Libraries in North Carolina

by David P. Jensen*

Director of Library Services
Greensboro College

North Carolina is blessed with a number of the South's finest university and college libraries. Despite that fact, the state as a whole has significant library weaknesses among its academic institutions. We do not have enough trained librarians in many schools, almost three-fourths of our libraries have inadequate collections, and pay is low and inequitably distributed.

Among the cornerstones of librarianship — buildings, books (collections), and people (staff) — we are (at the moment) perhaps strongest in buildings. The great higher education boom of the Sixties resulted in numerous new academic library buildings in North Carolina. From 1967 through this year there have been at least twenty-seven major library construction projects at twenty-four schools. It is noteworthy that more than one-half of those projects were completed in the last three years of the Sixties. Although public buildings constitute only one-half of the twenty-seven projects, two-thirds of the construction since 1970 has been at state institutions.

A new twenty million dollar research library is now being planned for the University at Chapel Hill. It will be paid for from the sale of the University's utilities. But the prospects for another twenty-five buildings in the next decade are not bright — especially among the private institutions — unless federal or other similar funds become available.

The prosperity that prevailed in the mid 1960s benefited public and private schools alike, but the recession that struck higher education in the early Seventies (in North Carolina) appears to have been harder on the private sector than on the public. This is a pattern reflected in nearly every aspect of academic libraries — indeed in North Carolina higher education.

According to data reported in the 1976 Higher Education General Information Survey there are 439 full-time professional librarians working in North Carolina's colleges and universities and an additional ninety-eight "other professional staff." Thirteen private and two public colleges employ two or fewer professional librarians. This means one-third of our libraries in

*An address presented at the NCLA Biennial Conference in Winston-Salem on October 6, 1977.

senior institutions do not meet national (Association of College and Research Libraries — ACRL) standards for staff; indeed six reported they employ only one trained librarian. Quantity alone does not ensure quality service. Providing excellent library service requires an enormous amount of energy, dedication, effort, and imagination on the part of librarians in any circumstance, but especially when they are alone or have only one or two professional colleagues to assist them.

Adequate pay could take some of the sting out of working with an overextended staff, but the fact is librarians in smaller institutions generally earn less than their colleagues in larger schools, and inflation has been robbing us all. From 1970 to 1976 expenditures for salaries increased 52% in public institutions, 37% in private senior institutions and 24% at private junior colleges. During that same period the Consumer Price Index rose 54.2 points. None of you need me to tell you that your pay is buying less and less.

There is one other important thing about salaries. The average pay for women is \$2,800 less than the average pay for men in our academic libraries. In one large public institution the difference between the average pay of men and women is \$5,000! Clearly this should be a matter of serious concern to all academic librarians.

Pay in relation to the rest of the nation is generally lower; how much lower is not clear from the available data. The HEGIS information does not lend itself to comparison with the recent ACRL salary survey.

Books, periodicals, documents, microforms, recordings, etc., held by our academic libraries constitute in the aggregate one of North Carolina's greatest resources. There are, however, numerous institutional differences and deficiencies. The ACRL standards for collection cannot be met by thirty-one of our forty-five senior colleges, including one-half of the public institutions.

What is worse, twenty are at the 'C' level or lower which means they have less than 80% of the collection called for in the new standards. So far as I can determine only one library slips below the 'D' level (50% of the standard) which is a considerably better record than one of our neighboring states can claim. But we have no reason to be proud on that account. One goal of this state ought to be to bring every academic library up to ACRL standards.

There has been a major shift of collection emphasis from books to periodicals over the past six years. Book collections in North Carolina have increased 27% since 1970, but the number of periodical subscriptions increased 86% and in the face of prices that have more than doubled during the same period. Considering the pace of the so-called knowledge explosion, we may expect the increasing emphasis on periodical collections to continue. It does not seem unreasonable to expect future budget norms to show expenditures for periodicals equal to or greater than expenditures for books.

The rate of book collection growth appears to have peaked in this state during the 1970-71 fiscal year. In recent years the growth rate has leveled off at about 4.8%. In this respect the state is following a national trend.

Although expenditure for non-print materials in senior academic institutions constitutes less than 2% of our budgets, collections of such materials have increased threefold since 1970. Nevertheless, institutional purposes, teaching methods, traditional organization, faculty and library resistance, and lack of funds continue to restrict the development of non-print collections. It is not likely that we will soon have such extensive A-V collections as do our community college cousins. Printed materials will continue to be the principal items collected at North Carolina's senior

colleges and universities in the foreseeable future.

Automation is assuredly one of the most important changes of the century in libraries, but its widespread use in the large number of small academic libraries in this state is yet several years away. The use of electronic data processing equipment is not likely to be cost beneficial today in a library already so starved for funds that it cannot find \$100,000 a year for its entire operation, ranks at the C level in the ACRL standards for collection, and employs a total staff of only five or six.

These conditions do not prevail in all our colleges and universities. Those institutions which can make efficient use of electronic data processing should do so as rapidly as they can. No library should assume that automation is too costly, but ought to investigate the possibility, weigh the advantages and costs, and make a decision based on local conditions. The decision should be reexamined from time-to-time taking into account the rapid advances now being made, especially in the field of small computers; and the continuing development of a wide variety of bibliographic bases.

A general strengthening of the basic collections at our four-year and two-year colleges is vital to the improvement of academic library service in this state. The long-held and oft-expressed belief that undergraduate colleges can achieve great savings in library expenditures by avoiding duplication of many items and sharing resources is a myth. Many years of personal experience in such a cooperative venture indicates that the essential core of materials needed for support of the curriculum must be held by each institution and that selective, cooperative acquisitions programs simply do not work at the undergraduate level. On the other hand, close cooperation among the state's research libraries to avoid costly and needless duplication of

esoteric and seldom used materials would appear to have merit. The opportunity to develop a network of cooperating libraries is already available for many institutions and ought to be pursued with vigor and originality taking the fullest advantage of modern technology.

There is always a need, and it will increase, to shift our emphasis from collection acquisition to collection *development* giving more care to the selection of individual items and to the planning of the collection's growth. We need to give more attention to methods of access, that is to improve the service to our users by making better use of the available human and material resources.

The future of academic libraries in North Carolina is inextricably tied to the health of the institutions those libraries serve. As the academic recession of this decade becomes a depression in the next, libraries must inevitably share the fate of their parent institutions. We already know there is going to be a major drop in the number of college-age men and women in the mid 1980s — those students have already been born. The decrease in the pool of potential college students may be mitigated *somewhat* in North Carolina by the fact that we are a state of positive migration — our population is increasing by persons moving into the region. There may also be an increase in the number of older persons attending college. But these factors are not likely to make up entirely for the expected loss of students.

What does this all mean? Fewer students means less institutional income, reduced library budgets and, I believe, the possibility that several of our colleges will close. The challenge to librarians will be to continue providing adequate service in the face of shrinking budgets, smaller staffs, and only slowly growing collections.

We will need to find ways to be more cost effective — to cut the waste and

squeeze everything we can out of each dollar spent. This probably means a further reduction in the relative position of salaries vis a vis the general economy.

Even libraries of state supported institutions, which have, in the current recession, experienced relative peace and security — if not the largess of the late 60s — are likely to find themselves hard pressed to justify their expenditures to the legislature and the public as well as to their own administration.

We must, then, do a better job of:

(1) justifying our requests for funds, (2) spending the funds we do receive, (3) selling our program to our administration and to our institution's public, (4) promot-

ing the use and value of our libraries to faculty and students, and (5) helping each other through networks and other cooperative ventures. In short, we must be prepared for the next decade by planning, promoting and sharing.

It is evident even in this brief review of academic libraries that North Carolina needs additional sources of funds—whether they be private, state, or federal. It is also evident that a careful and thorough assessment of academic libraries in this state such as the one completed in South Carolina last year would assist librarians and educational leaders to pinpoint strengths and weaknesses and to plan for appropriate action.



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Young Adult Services: You Can Do It

by Mary K. Chelton, Consultant*

Young Adult Services

Westchester Library System

Hartsdale, New York

In discussing young adult services, we usually attempt first to define just what is a "young adult," and we soon learn that it is a very artificial term. It is less offensive perhaps than "young people," which is too broad and vaguely patronizing besides; less psychological than "adolescent" which is probably the most accurate term; it offers more respect than the usual "teenager," but it remains indefinite, even among librarians committed to serving those whom they call "young adults." This confusion is compounded by the press and other mass communications media which use "young adult" to mean persons age 21 to 35.

Margaret Edwards, in *The Fair Garden and the Swarm of Beasts*,¹ says that young adults are people for whom there is no adequate nomenclature. The 1973 Task Force on Young Adult Services Working Paper² goes a little further and states that

Adolescence can be defined as that period in a person's development when he (or she) no longer sees him (or herself) as a child but other people do not see him (or her) as an adult. It is a period of intense intellectual, emotional and social development. To pin a specific age or grade on this individual is unnecessary and impossible.

While there may be good philosophical reasons for this lack of definition, which implies a service attitude of taking people where the YA Librarian finds them rather than imposing an institutional definition of their needs, in my experience "young adult" has meant persons of junior and senior high school age.

This view, while it is widely held by librarians serving adolescents, is at variance with the official service definitions used by the Association of Librarians Serving Children (through age 13) and the Young Adult Services Division (14-18) of ALA. The emergence of the middle school concept in education may help change these antiquated views, however, and Rosemary Young, YA Coordinator of the Denver, Colorado Public Library and YASD President, has already indicated this possibility in *SCHOOL LIBRARY JOURNAL*.³ Because none of us, including ALA's divisions, is free of institutional restrictions and territorial imperatives, the term "young adult" will ultimately be defined administratively by our local situations. If you are a school librarian in a school serving ninth to twelfth grades, your definition will be different from that of a middle or private school or public library YA librarian, although all of you will be providing young adult services.

I have deliberately used the definitions offered by school, institutional, and public librarians interchangeably in describing "young adult services" although the term itself, unfortunately, has come to be associated primarily with public library services. I see anyone engaged in library services to adolescents as a young adult librarian although goals of service may be very different because of the ultimate differences between a compulsory and a voluntary teenage audience. Since my experience has been in the public library young adult services, my bias in that direction will be evident in this paper.

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Ultimately, it is the "adult" in "young adult" which we should remember, for historically young adult services has concentrated most on the younger adolescent, the person emerging from childhood, and has attempted to introduce that person to a sampling of the wide range of options among which he or she will have to choose *as an adult and to become an adult*. Young adult services promotes the library as an empathetic, helping place in this becoming and decision-making process. Through personal contact, materials, programs, furnishings, the media, and in any other meaningful way, the library strives not to lose this age group at a crucial time in their development.

Assuming that the young adults we serve are to some degree in the state of adolescence, regardless of the grade or age definition we must use administratively,

let us examine briefly some of the significant components of adolescence, so that we might better understand our actual and/or prospective clientele. Remember, however, that while we focus on the adolescent in young adult services, it is important to recognize that adolescence is not a period separate from other periods of life but a state in the continuous growth process, and that no single description characterizes all adolescents, even within a common culture.

The most obvious component of adolescence is the biological growth acceleration which occurs. There are pronounced height and weight changes including an increased stomach size and a greater need for food. In girls, breasts develop and menstruation begins; in boys, voices change, ejaculation starts, and in both sexes there are changes in hair distribution, skin structure, and motor development. These physical changes have wide repercussions in adolescents' personal and social behavior and in their attitudes toward themselves and others. Often, just the differences in the rates of development among adolescents will cause severe anxiety for them. A sympathetic fictional portrayal of this is seen in Judy Blume's *Are You There, God? It's Me, Margaret*⁴ in which one girl is so anxious because her period has not started that she lies to her friends and tells them it has. It should also be noted that puberty is beginning at a much younger age than it did for those of us thirty-five and older.

Besides a biological and physiological maturation process, adolescence includes personal and social developmental changes. The synthesis of an independent adult identity takes place, and with it comes an emphasis on gaining self-esteem, identifying with others, and learning emotional behavior. Peer group interaction and identification become important as useful social anchors during this transition from de-

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pendence to increased independence, and from family control to increased self-control. Peers become the reference points for the adolescent's definition of social norms, especially those norms of conformity and deviation.

The personality and character development begun during infancy continue during adolescence as a personal set of values is sought through the adolescent's interaction with all the varied forces and conditions of his or her environment. This value-seeking is especially intense in the development of a sexual identity and socially appropriate sexual behavior.

Establishing independence from adults becomes an important developmental task during adolescence both emotionally and financially, although the latter is often frustrated by our society's prolonged educational demands and a recessive job market. Deciding what job or career to seek is just one part of the establishment of independence during adolescence, however, and it must be accompanied by the development of the ability to make independent decisions on matters concerning him or herself, together with the answer to the adolescent's question, "With whom shall I identify?"

All the developmental tasks and changes briefly touched on here have been universal in adolescence in many cultures, but we must also be aware of some new factors in modern Western society which affect both adolescents and our library service response to them. Besides the prolonged dependence foisted upon this age group by society's educational and vocational needs, there is a terrible segregation of adolescents and children from the rest of society — in schools, through child labor laws, in the separation of residential and business areas, in separate patterns of social life for different age groups, in the abolition of the apprentice system, and in the delegation of child care to specialists,

among others. All of these forces operate to decrease opportunities and incentives for contact between adolescents and people older or younger than themselves. Racial segregation in housing further decreases meaningful intercultural contacts among adolescents themselves.

Because of this economic and educational segregation by adults, adolescents and youth slightly older have formed a special kind of "youth culture." They are deprived of psychic support from persons of other ages, a psychic support which once came from today's transient nuclear family, and this lack makes them subordinate and powerless in relation to adults. They are outsiders to the dominant social institutions. Yet many have money, access to a wide range of communications media and are still relatively large in number. Forced to create and live within this alternative youth subculture, many older adolescents are reluctant to leave it and to become assimilated into the adult culture from which they have been segregated.

Adolescents, then, with their normal developmental tasks and trials, and with the social dislocation and segregations of modern life, might well be seen as a clientele in a state of crisis. Add to this the disturbing question of exactly what is the adulthood we and they wish for them to achieve? Consideration of that question, coupled with an understanding of adolescence is absolutely basic to providing good young adult library services.

The success of YA services depends primarily on the librarian responsible for it. If there is no person responsible for it, or if the person in the position is not well suited temperamentally or otherwise to working with adolescents, or if that person is required administratively to wear too many "hats" with YA services given the lowest priority, or if that person receives no administrative support, the best selected collection of materials will make little

difference to the usual adolescent library community. Moreover, there can probably be no "best selected collection of materials" without a young adult librarian. *The librarian is absolutely necessary and pivotal to good young adult services.*

Consider for a minute both the personal qualities and the professional qualifications of the ideal young adult librarian. First of all, the person should be a "people person," that is, someone with an approachable personality who enjoys interaction with people of all types, and someone who truly enjoys public service in all its respects. Secondly, the YA librarian should have a sense of humor and tolerance. Young adults in particular can be very trying and very funny as they act out their growing pains, and without those qualities, you will have great difficulty working with them, because you automatically represent an adult limit of some sort against whom they will test themselves.

Thirdly, the YA librarian must have a real respect for young adults and what they perceive as *their* needs and must recognize that these are not necessarily your own needs or the needs of the library as an institution. This can be a difficult tightrope to walk emotionally since you are 1) part of the library as an institution and 2) you do have your own needs and values. One of the pitfalls of not having respect for young adults is what John Holt in *Escape from Childhood*⁵ describes as a failing of all the helping professions, namely, that those set up to help others often begin to feel that the "others" (in this case, young adults) are incapable of helping themselves.

One of the primary qualities a YA librarian must have is the *desire* to be a YA librarian. Too often people are "assigned" this job when they really would rather be doing something else or are more interested in another age group. This is a particularly acute problem in large pub-

lic library systems where personnel departments make arbitrary assignments without consulting, or by deliberately by-passing, the YA services coordinator, and in schools where the librarian is there only because he or she is sick of teaching or feels that being the librarian is an easier job. If the school librarian is providing good young adult services, I guarantee that it is not an easier job, and any kind of young adult librarian must be prepared for a lot of good hard work.

It is often said that a YA librarian must be a young person rather than someone middle-aged, and I find this a terrible fallacy. While mature, well-integrated personalities occur in the under-thirty as well as in the over-thirty age groups, younger librarians can often have more trouble serving young adults because they are more self-conscious about authority roles and status, and about admitting their own lack of personal and professional experience. They also may still identify with the youth culture to such an extent that they have no perspective on what they are doing. I am sure I could also list as many problems in older librarians, but I want to kill the false assumption that the YA librarian must automatically be a young person. Therefore, the middle-aged should not consider themselves off the hook yet.

The YA librarian must like to read widely and must not be scornful of popular culture and mass communications such as paperbacks, rock music, commercial films, and television because knowledge of the interest in these is absolutely essential in working with young adults. I was once described by a colleague in Westchester as the only librarian she had ever met who had admitted enjoying anything on television outside of the educational stations, and I found that significant. An example of this is the Star Trek phenomenon in the United States. More YA energy has been expended in Star Trek fan clubs,

conventions, and memorabilia than in most of the libraries in the country, and I still meet librarians who know nothing about it. To know about it, you *must* know two popular culture media: television and science fiction.

I am often criticized for not putting liking to read at the top of the list for qualifications for a good YA librarian, but I have seen so many "readers" who were dismal failures with people in librarianship in general that I honestly feel the other personal qualities should come first and be well integrated with the reading and reader's advisory functions of young adult services. I think a librarian who is not a reader would be not only an inadequate young adult librarian but also a monumental hypocrite. Readers advisory and information services are what ultimately differentiate us from recreation specialists.

Since so much of good solid traditional YA services involves working with individual young adults, the YA librarian must learn some basic communications skills, such as how to respond empathetically to questions and to the people asking them. An example of this is the perennial young adult who charges in at the last minute for a skinny book for a book report. Instead of laying a heavy judgment based on your own values on the person by saying, "Why didn't you start this assignment earlier?" or "Most books are not under 250 pages, you know," respond to the fact that the person is frustrated and maybe frantic, by saying something like, "You must be feeling really pushed this semester." Immediately the tension dissolves and a climate is created for a good human library interaction. Along with this, please be well aware of every skinny book you have.

Besides good verbal communications skills, the YA librarian must be willing to walk around the library to help young adults. Margaret Edwards calls this the

shift "from seat to feet." You can't help anyone well hiding behind a desk, and I feel that the entire library profession has adopted three assumptions designed to drive young adults out of libraries forever. The first is the assumption that the public can find things in libraries on their own and that our main job is to get all the stuff there so we can point to it. Combined with the second assumption, which is that a librarian may not leave a service desk for one minute during the time he or she is assigned to it, this leads to a new art form I have come to call "the librarian's ballet" in which the librarian is so busy pointing in all directions that he or she never really helps anyone, or worse, never even ascertains whether they have helped themselves. When such a librarian deals with an insecure adolescent who is looking for self-esteem and is unwilling to admit a continued dependence on adults, the effect is disastrous.

It is even more so when it is combined with the third assumption which is that everyone loves the card (or book) catalog as much as we do and *should* know how to use it. I have to tell you a well-kept professional secret — they are never going to love it. The catalog was never meant to be a public tool and it is more important that the young adult find the materials and the human reinforcement which he or she needs than that he learn to use the catalog. Asking a young adult, "Have you looked in the catalog?" is the biggest possible turn-off we can offer, and I challenge you to find alternative questions which will allow for a more human interaction, because, I repeat: *They are never going to love it.*

Public speaking skills are almost essential since young adult librarians must be prepared to give booktalks, visit classes and faculty meetings, speak in in-service training sessions, and speak to community or PTA groups. These can be learned on

the job but anyone terrified of public speaking will have problems.

Some political knowledge is essential for the young adult librarian. Young adults are a volatile group, usually not well liked and often feared by the community and your adult colleagues, and your advocacy role with young adults will bring you up against these forces. You must have a sense of when to confront and how to circumvent them to serve your patrons well. Also, young adults often will tell you about rather serious personal or social matters and you will have to decide what to do with that knowledge. I do not have all the answers, but I have to say that there is no place in YA librarianship for an Alice-in-Wonderland, surrogate teenager mentality. Being a young adult librarian is a political act because you are, by your existence, advocating service to a politically oppressed group of people.

In case that remark seems outlandish, please realize that there are no "shield laws" for librarians forced into the miserable arbiter role between parent and child. The conflict of rights and services confronting any librarian trying to serve parents and their adolescent children equally is overwhelming. At the same time the adolescents are reaching for information and experiences, their parents are often trying to inhibit their access to both, and the young adult librarian is caught right in the middle. Our current adolescent pregnancy statistics are testimony to the failure of parental control of one type of information.

Finally, the young adult librarian must accept being a role model for the young adults he or she serves, not only for the profession but for all of adulthood, which is pretty scary. Many times, if you are good, you will be the only adult a young adult can talk to at that particular time in his or her life, and you *must* accept that responsibility. Be well aware of what atti-

tudes toward people, reading, loving, and living you are projecting because they will always be watching you and thinking, "Do I want to be like him?" or "Do I want to be like her?"

Young adults do not expect you to be perfect, and I am not suggesting YA librarians as surrogate parents, but in *Young Girls: A Portrait of Adolescence* by Gisela Konopka,⁶ a fifteen-year-old describes an ideal parent, and by association, I feel she is describing an ideal young adult librarian. Notice the switch from "parent" in the first sentence to "person" in the second.

I suppose that an ideal parent is not of such a different species. I'd consider an ideal person someone who could accept other people without first taking on things like, "Oh, that person's younger than I am," or, "that person's older than I am," or, "they grew up in a different part of town," and would start by looking at people as potential friends and seeing them in that way, more optimistically, perhaps, than thinking, "I won't get along with them."

And I suppose, try to understand — that your children aren't just old individuals for you to mold, to turn out exactly like you, that they are people, and they want to do things to see what life is like, and that they have the right to explore as much as you do, within certain confines — you don't want to let them kill themselves just to see what it is like.

But I think that acceptance of other people, and other ideas, and an openness to them — although that doesn't necessarily mean compromising your own ideals — are really important things for a person to have. And I suppose not being hung up about different roles or games that people have to play — not just masculine/feminine sorts of roles, but roles about parents and children, and people having to have power over each other. You know, it doesn't have to be that way, and I think it is really important for it not to be and for people to understand that.

Now that I have described the ideal young adult librarian and you have decided that I am having fantasies about Wonder Woman and Superman, let us look at what this paragon of service actually does. YA librarianship is a specialty which crosses all specialties and because the interests of adolescents are so eclectic,

we might more accurately be called two-way library interpreters, rather than specialists. With all the resources of the library and the community as our province, YA librarians interpret the library to young adults and young adults to the library.

Whether you are in a school or public or special library, given your YA community's needs and your institutional and personal goals and objectives, your YA materials collection should include some of the following:

Books: Have as many in mass market paperback format as possible and display them on racks so the covers are visible. Young adults adore paperbacks. You should also watch for good titles which have never been reprinted in paperback and call these to publishers' attention.

The ratio of adult to juvenile titles will vary according to the reading levels and interests of your clientele, and also according to the age limits you place on your local definition of "young adult." Remember, however, that transition to adulthood is not enhanced by a collection of safe and sanitized juvenile titles, nor by the total absence of any mind-stretching titles of superior literary quality.

Do not be a snob about the junior novel. A lot of young adults, like adults, read solely for emotional reasons and find junior novels immensely satisfying. Since most junior novels are formula-written sermons, however, be aware of what is being preached in them and whether it fits into your view of the purposes of young adult services.

Include such browsing items as cartoon collections, books of photographs, trivia quizzes, and the *Guinness Book of World Records*.

Weed vigorously to keep the collection alive and current, whether it is kept separate or interfiled.

Recordings: You should have a wide

sampling of current popular music which is very trendy and difficult to keep on top of. Most YA librarians involve young adults heavily in the selection of recordings. Be careful to identify peripheral musical interests among your young adult community so that your collection for them is not lopsided. There are many good spoken word recordings which are often unexplored resources for expanding horizons. *Alternate World Recordings*,⁷ for example, specializes in science fiction.

You will inevitably have a security problem with popular YA recordings which is disillusioning but true, so expect that some will be stolen and figure possible security solutions into your planning.

Pamphlets: The best and cheapest sex information and the most current career information is in pamphlet form. Do not bury these things in the vertical file. Leave them on top of tables and bookcases, or put them in brightly decorated boxes on shelves next to the books and loops on the same subject. Start a "new pamphlet" display somewhere, or better still, put up a piece of clothesline and clip the new pamphlets to it so they are visible and accessible. Be as critical of pamphlets as of any other media. Their size and format often make them more enticing and they should not be considered ephemeral even if you can afford to give them away.

Newspapers: You should include subscriptions to local papers from which you can clip articles of special interest for the bulletin board if no one picks them up. Usually, though, I find a fair number of newspaper readers among young adults. Subscribe to all the local school papers and any alternative papers in the area. These can also be displayed on the clothesline, in boxes, or spray paint a wine rack and roll each paper into each separate slot. Subscribe to any youth-produced papers in your community of interest to

your young adult patrons. Read all these items yourself for community background.

Referral Files: You should maintain an up-to-date file of every helping agency for adolescents in your community which includes not only hours, services and fees, but also directions, a contact person, and any comments on the quality of service given there. If you are not committed to keeping your files absolutely up-to-date and are not willing to take some personal responsibility for what happens at the end of your referral, you should *not* have these files, I do feel, though, that not having them shows a major gap in your service attitudes toward young adults and toward the library's information role in general.

Reference Works: These will vary according to your institution and your community needs. Public YA librarians usually depend on an adult or reference department to buy these and will buy only a few bibliographic ready-reference items for the YA librarian's shelf or desk. Try to have material in a variety of formats which circulates since many YAs come unprepared to work in the library.

If you are in a departmentalized public library be sure you are involved in the selection of reference materials and in the formulation of service policies. One of the biggest fallacies in these days of term papers and reports is that school-related reference work is unimportant and should be part of "adult reference" thus freeing the YA librarians for readers' advisory work. Most teenagers do not come to the library primarily to find a good book to read, but rather to do homework. The way they are treated in this reference need may determine whether they ever return.

To relegate homework needs to adult-oriented reference librarians ill-equipped to deal with adolescents in the face of compulsory education laws to me is idiocy. School may be oppressive, but it is also

important to teenagers as runaway statistics at report card time inevitably show. Besides this fallacy, it interests me that many school-related reference needs are really reader's advisory in nature for which adult reference librarians are inadequate because they are usually poorly read in YA materials.

The politics of a YA librarian being absorbed by a higher-status, lower-service reference department interested in strictly factual, supermarket, countable interactions are very real, and should be guarded against. Reference librarians often do not wish to validate the reader's advisory function inherent in YA services. Both functions should also be present in school library YA services.

Films: 16 millimeter films are of great entertainment interest to young adults and they are great discussion promoters. Usually individual libraries must borrow these from some central source in a school district or a library system. Be sure that you are familiar with what is available, what might be purchased, and that YA interests are represented in any centralized film collection. If you lack facilities to show them yourself, at least call them to the attention of other youth professionals in the community who can show them to young adults.

Do not neglect to acquire 8 mm. films for YAs, if possible, because many offerings in this area are of interest to them and they can be circulated more easily than 16 mm.

Games and Puzzles: Some incredible educational games exist which may be circulated or reserved for in-house use, and the proverbial chess set is a great attraction for some young adults.

Yearbooks: School yearbooks are great fun for young adults to identify friends, and sometimes lovers, in local schools; to see

what a new friend looked like three years ago, etc. They are a very good way for you to get to know young adults' names. Yearbooks, in fact, are so popular that you may face a security problem.

Posters: These are often best used to brighten up the library for young adults but can be circulated successfully in tubes, or laminated and rolled to be checked out. They are especially popular with young teenagers.

Magazines: Besides the titles aimed specifically at the young adult readers (unfortunately, most of those are aimed at girls with a heavy sexist bias), there are titles on popular music and on just about any recreational interest you can find among young adults: motorcycles, playing the guitar, bicycles, monsters, science fiction, karate, hot rods, surfing, skiing, etc. You are limited only by their interests and your budget.

High-Interest, Low-Reading Level Materials: Format is extremely important in those materials and you will soon find that most of them are produced by educational publishers for classroom use. A few good ones do exist and I think this picture will be changing. Again, do not be a snob. If you are a slave to literary merit as a primary criterion for evaluating print materials, you will go crazy with high-interest, low reading level materials, all of which tend to be formula written and very superficial.

We desperately need to formulate and to figure out how to juxtapose standards for materials for people who can read and standards for materials for those who cannot.

Despite the fact that you will hear endless discussions over the merits of separate versus interfiled public library young adult collections, do not be confused. Neither is an absolute. As long as there is a good YA librarian who has the materials some-

where and knows how to get them into the hands of young adults, you have young adult services.

The actual services are implied in the list of materials: reader's advisory floor work, designing and compiling booklists, answering reference questions, making referrals, giving booktalks to classes, guiding tours in the library, advising youth professionals and teachers in the community; speaking to adult and young adult groups about adolescents and library services to them; planning programs yourself or in co-sponsorship with another agency or department or library; writing reviews, newspaper releases and radio spots; attending staff in-service, and professional association meetings; running interference for young adults with the rest of the library staff; trying to get advance notice of mass assignments; visiting youth institutions and providing service directly or cooperatively there; calling the community's attention to gaps in its overall youth services through program forums, private conferences, and if necessary, testimony at public hearings. The list of services is endless and a good YA librarian is limited only by lack of imagination, time, training, initiative, politics or administrative support.

I am sure it is becoming obvious that I could talk for days on this topic, so I would like to conclude with a few comments on continuing education beyond the expected reading of professional literature, inadequate as it is in young adult services. Your professional associations are your vehicle not only out of the isolation of your local situation but they are also a way for you to grow and to make a professional contribution to young adult services. Even if you cannot attend conferences, your dues help pay the salaries of people working in your interest on publications, on legislation and with other segments of the profession.

Unfortunately, many librarians feel that

their professional education ends, rather than begins, with the M.L.S., and they do not realize the continuing education opportunities inherent in strong professional associations at every level. You do have to give for what you get, too, if only in money.

Another problem is that few people in YA services take the time to write about what they are doing so we all run in place reinventing the wheel all the time. I encourage you to write constantly about your successes and your failures so that YA services is recorded and visible in professional literature.

Besides writing and participating in our professional association, it is wise to read in allied fields which also serve adolescents, especially the health and legal professions, and occasionally to attend non-library conferences such as the National Youth Workers conference held in Indiana in June, 1977. Librarians talking to librarians can often be like the blind leading the blind.

Young Adult Services is often criticized as lacking a firm philosophical base, and you will often find that flexibility and expediency become confused in actual practice. Besides being advocates for youth's right to know, I feel the ultimate goal of YA services could well be summed up in a poem called "Lies"⁸ by Yevtushenko with which I would like to end . . . as you begin:

TELLING lies to the young is wrong
 Proving to them that lies are true is wrong.
 Telling them that God's in his heaven
 and all's well with the world is wrong.
 The young know what you mean.
 The young are people.
 Tell them the difficulties can't be counted,
 and let them see not only what will be
 but see with clarity these present times.
 Say obstacles exist they must encounter.
 Sorrow happens, hardship happens.
 The hell with it.
 Who never knew
 The price of happiness will not be happy.
 Forgive no error you recognize,
 it will repeat itself, increase
 and afterwards our pupils will
 not forgive in us what we forgave.

Notes

¹Margaret Edwards, *The Fair Garden and the Swarm of Beasts, The Library and the Young Adult*, rev. ed. (New York: Hawthorn Books, 1974), p. 16.

²ALA Public Library Association. Goals, Guidelines and Standards for Public Libraries Committee. Task Force on Young Adult Services. "Working Paper (revised July 1973)" in *SCHOOL LIBRARY JOURNAL* 20 (September, 1973): 7 ff.

³Rosemary Young, "I the YA Corner: Toward Defining Young Adults," *SCHOOL LIBRARY JOURNAL* 22 (October, 1975): 84.

⁴Judy Blume, *Are You There, God? It's Me, Margaret* (New York: Bradbury Press, 1970).

⁵John Holt, *Escape from Childhood: The Needs and Rights of Children* (New York: E. P. Dutton, 1974).

⁶Gisela Knopka, *Young Girls: A Portrait of Adolescence* (Englewood Cliffs, N. J.: Prentice-Hall, 1976).

⁷Alternate World Recordings, Inc., 148 East 74th Street, New York, N. Y. 10021.

⁸Yevgeny Yevtushenko, *Selected Poems*, translated by Robin Milner Gulland and Peter Levi (New York: E. P. Dutton, 1962).

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Faculty Resource Pool: Mark of An Innovative Institution*

by **Dr. John M. Bevan**
Vice President for Academic Affairs
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The first printed report to the Board of Regents of Florida about the plans for the University of West Florida presented a conceptual frame of reference which specified certain features for an academic program: individualized instruction fostering flexibility and incorporating student programs in independent study, close attention to student counseling, experimental learning associated with vocational or professional pursuits, a liberal learning focus with an emphasis on teaching, and strong preparation in a major field of study. Furthermore, the fact that the students enrolled would be older and more mature added a dimension of assurance to the venture, decreasing any likelihood of its being caught up in frivolous or rah-rah

episodes which tend to detract from the dignity and thrust of the academic enterprise.

Because the objectives cited above are not easily realized in a large monolithic structure, it was decided that a collegium-like structure embracing smallness would be introduced to guarantee attainment of these objectives, to insure a sense of "identification," and to avoid feelings of "alienation." The model selected was the cluster college model. Other means were suggested as ways of reinforcing this model: differentiation in buildings (separate buildings for each college); program distinctiveness (being set apart to some degree by what goes on in each college); student/student, student/faculty, and faculty/faculty interactions peculiar to the inherent program uniqueness of each college. What

*An address presented at the NCLA Biennial Conference in Winston-Salem on October 7, 1977.

was sought was not only a *personalized* approach described as "they know me and I know them," but also an *institutional identification* expressed as "what happens in your college may be similar, but it's not the same as what happens in our college." In brief, the cluster structure provided for distinctiveness in each college within the University and called for the development and reinforcement of programs or program emphases that were unique to each college. Thus, in the smallness of a college housed among other colleges on a large campus, students and faculty members know and are known by each other and by each colleague within the structure of a total university complex, i.e., they are known because they can maintain themselves as persons in a relatively small group identifiable by college name and program.

The uniqueness to Alpha, Gamma, and Omega Colleges was provided through the arrangement of disciplines within the colleges. Each college *had a different set of academic disciplines*. In the assignment of disciplines to the respective colleges, two practical and determinate factors were introduced: 1) numbers of students (FTE's) a discipline might attract; 2) the necessity of dividing up the areas of Business and Education, thereby controlling the amount of political influence each might exert within any unit of the University. The traditional division format (the Humanities, the Physical and Biological Sciences, the Social Sciences, and the Arts) was avoided. Instead, disciplines from each of these traditional divisions were placed in one or the other college and with minimum duplication from college to college.

By setting up its collegium format in this way, the University of West Florida became unique to higher education in the United States. What was done through this arrangement demonstrated rather conclusively that it isn't any particular array of offerings or groupings of disciplines

which defines liberal learning as much as it is a grouping of faculty members competent and secure in their own fields, faculty members willing to converse and plan with like-minded colleagues from other fields. It constitutes evidence in support of the supposition that what develops from the interaction among intelligent and competent men, regardless of the separateness imposed by disciplines, is what gives uniqueness to the program of any particular college. However, as programs took shape and faculty were employed at the University, one matter became perfectly clear; namely, if a faculty member does not see the uniqueness of his or her college in terms of the interaction between the disciplines within that college, then in all probability he is less likely to participate fully in the academic aspects of the undergirding concept. Such a person may as well be a member of a large department, in a large university, where he teaches his particular subject matter and recognizes relationships only within the framework of specialty courses. Furthermore, he is not likely to be supportive of a "collegium" concept or structure. I hasten to add that such a person would not be hampered necessarily in his "personal" counseling of students. But colleges of the type established at the University of West Florida must stress not only "personal contact" in the development of both students and faculty, but also distinctive identifiable program components. Uniqueness of each college is not left to the definition provided by the assignment of certain disciplines to any given college, but to the nature of the *interaction* between the persons of differing disciplines within that college. The very validity of the collegium concept academically is based on what can and does happen between academicians when placed in any setting, recognizing that what does happen is attributable to the expressed expertise of

those in a given field and not in spite of their expertise. In such an arrangement there develops interdisciplinary projects, interdisciplinary seminars, and programs which spell distinctiveness for each college. The same seminar with the same title will undoubtedly be different when offered in different colleges by men from different disciplines; i.e., the nature and import of one set of disciplines focusing on the same topic or problem.

Over the past several years I have been in touch with one of my former colleagues in an attempt to define the peculiar characteristics of "collegium." Using the approach of systems analysis, it has become very clear to us that in the typical liberal learning setting, the disciplinary boundaries have provided a conventional structure for program building in which academic disciplines mature and become more complex, reproducing by fission. Thus, in an expanding university climate this process produces a profusion of courses and departments based on the separate disciplines. The same process replicates itself time and again, also in the small college, though the small college has a lot less of everything it takes to be a university. Ultimately it becomes almost impossible for the college to hold an original or novel posture and to reject the typical university model. Even new seats of liberal learning quickly freeze into the static university form when this happens, losing whatever evolutionary viability might have been fostered initially, becoming the victims of an early arthritic process, spawned by a tenured high ranked oligarchy representing all the academic vested interests. Such a situation takes the edge off the thrust of generative people and the order of the day commands new ideas to be resisted, creative projects to be underfunded, and political harassment to be released in the guise of academic respectability and quality control. Soon a

college's resources become committed to program maintenance and there is little energy left for new experimentation and adaptation, because people expend most of their energies in committees searching out one process or another as original aspirations for vibrant programs grow dim and distant. In such a situation the only change that can occur is random change provoked by desperation, or process change for the sake of exercising stagnant process.

As I analyze what happens in the newer and more innovative institutions, the dominant unique feature appears to be a "faculty resource pool system" composed of people and ideas interwoven into the structure and operation of the college. Too, I'm never sure that what I observe isn't an *attitude* more than it is an element of structure. Persons within these structures consider themselves as resource persons (source persons) with extensions to every level and every dimension of the institution. Consequently, in such an arrangement there are as many limitless numbers of programs as there are human beings. The only limit to the number of possible arrangements is the levels of competence and energy of the persons interacting. Thus this pool of human resource provides an almost limitless number of programming options within a limited human scale dimension. This same "resource pool" tends to be open and able to draw upon other energy resource systems such as career service internships, adjunct faculty, community talent and expertise, visiting scholars and visiting artists. Translated within a field theory context, the resource pool is always changing with the addition of programs or persons. The interactions that ensue insure diversity and uniqueness within diversity, i.e., the people are unique and the programs they develop bear close resemblances to those interacting in them.

In handling the disciplines of Business and Education as they did, the planners of the University of West Florida recognized that in a "discipline programmed system" the sophisticated development of any part comes at a cost to the development of the whole. This happens because program development proceeds pyramidally. Basic instruction is provided first with specialists pouring over at the apex, supported by the assumption that only students (majors) who have gone far enough up the incline can profit from work with the specialists. In contrast, the "resource pool system" fosters and thrives on diversity. It does not ignore the contribution of any specialist, but each specialist's contribution is made within the context of the whole. This being the case, the system is enriched and expanded as competent faculty and competent students are added; too, a faculty member never "fills" a slot, but represents a source responding to other sources.

The basic issue is not the choice between a generalist and a specialist, but between conflicting models of human development. In the resource pool concept, the assumptions are that the geneticist grows out of the biologist, who grows out of the scientist, who grows out of the total human being. And when employing faculty, the question is not only what he or she brings in terms of professional and specialty resources, but how this person might enrich and expand the pool of faculty resources in order to exploit and stretch the program and persons within the program — those who make up the collegium. It is a dynamic system wherein the whole is much more than the sum total of the parts, and where acting, interacting and reacting are the fundamental processes.

Incidentally, the argument on "quality" is frequently employed by overly developed specialists as a political weapon to guard their own vested interests and privi-

leged positions. No one is against quality, nor persons teaching or doing research in their areas of competence. However, there are times when I conclude that the over exercised specialist might be the least able person to set standards in a collegium. His criteria may be intrinsically very narrow and his filtering system so refined as to exclude most of what is important in undergraduate education.

It must be remembered that the liberal learning situation attempts to make the student more aware of what it means to be a scientist-artist-scholar human being. It provides rich and diverse opportunities for the learning of specialized knowledge and skills, but not at the expense of learning the skills of being a human being, i.e., the process of humanizing humans. Interestingly enough, the general change agent for this situation is a specialist, but a specialist who can see ways of relating his knowledge, skills, and experience as a whole human being to the skills, knowledge and experience of other human beings from different disciplines. Out of a resource pool of such specialists come new formulations and a continuous redefining of old ones, resulting in the propagation of ferment and growth. Of course, if the specialists gathered are insufficiently grounded in this kind of enterprise, then they are only capable of operating within fixed disciplinary boundaries from which there emerges a tight-knit discipline system that gradually erodes the system as a whole, producing inevitably several satellite groups of "have-nots." The outgrowth of these sub-cultures is hostility and paranoia, because a tightly-knit discipline system operates to the advantage of some disciplines (departments) and to the demise of others.

With its arrangement of disciplines along the lines of practical definition and functional expectation, the University of West Florida can best be described as a

"resource pool system," much different than the traditional university model of departments *qua* disciplines. Its "faculty resource pool" provides it with distinctive markings and sets it apart as an innovative institution.

Another similar, but different model, was developed at Evergreen State College, Olympia, Washington. Its format is peculiarly problem oriented and industrial. Faculty members are identified by discipline, but not as members of a department. They are resource persons contracted into and out of specific problems on which students and faculty members are working together. As in industry, a specialist is assigned to a problem along with a number of other specialists of differing disciplines. So, too, at Evergreen State the important thing is what the different specialists can contribute to the solution of the problem on which they focus their expertise.

The founding philosophical rhetoric of Evergreen State posits a unity of life: "The whole is a whole; each individual's life is a whole, this is the nature of nature, this is the nature of the student, this must also be the nature of the curriculum. It, too must be a whole. Thus it is that this holistic conception is implemented in the form of a broadly conceived problem or theme oriented interdisciplinary studies program in which the student and faculty are immersed 100%. Neither the faculty nor students are fractioned by several concurrent and often conflicting courses. In these coordinated studies the Sciences, the Social Sciences, the Humanities, and the Fine Arts interact, interdigitate, interweave in a fashion similar to their interacting and interweaving in the real world. This represents men's minds working in concert, sometimes symphonically, sometimes cacophonously, always authentically." Some 60% of the students and faculty are engaged in some twenty different coordinated

studies at basic, intermediate, and advanced levels of work. The program does not ignore the necessity of acquiring specialty skills; however, it offers an opportunity for specialization without compromise of individuality; a small group may concentrate on a particular problem with a clearly articulated and limited set of objectives, procedures, and evaluation methods spelled out.

Evergreen takes pride in a curriculum that "remains viable," sensitive to the world outside, and responsive to change by having the inherent capacity for modifiability. (It is assumed that people are growing continuously through interaction and, as a result, programming is continuously changing.) It even institutes a self destruct system, i.e., programs are designed and offered for a given year and there are no guarantees of any offering being repeated.

It should be noted that a team of faculty and students can work concertedly and uninterruptedly since all programs are of the full-immersion variety. There are no class bells to break up a seminar discussion, no conflicting class obligations to preclude extended field trips, no deterrents to devoting oneself full time with full effort and concentration. The absence of departments and divisions means that interdisciplinary studies can operate without the problem of dues-paying or other allegiances to the department's source of bread and butter, e.g., promotion in rank or election to tenure, merit salary adjustments. There are no promotions in rank because there are no ranks. Every faculty member bears the non-hierarchical title, "member of the faculty." There is no tenure, but rather three-year renewable appointments; there is no merit salary, only a salary schedule along which one moves based on years of experience. The kinds of forces that are so often divisive and petty are removed; the faculty can work

truly as members of teams, learning both substance and pedagogy from one another. Faculty are assigned to programs according to competencies, institutional needs, personal interests and overall curricular development. The curriculum emerges out of a "resource pool" of faculty and students.

Needless to say, the academic community of Evergreen State is different from the community of the University of West Florida, each having its own and uniquely different "faculty resource pool" format.

Another institution equally exciting is Empire State College, New York State's answer to England's Open University. In this particular setting, a single faculty member acts as a consultant to twenty-seven to thirty students in arranging for expertise support from other professionals in the surrounding community. Each student has his own program designed according to his/her personal goals. Students and mentors work in a one to one relationship and the mentors work with each other looking to each other and anticipating help from each other. This is done in the interest of each student. In this situation a mentor can say truly, "These are my students," but in saying this, he accepts the responsibility of arranging his student's entire program. Out of necessity, the mentor must be interdisciplinary in outlook, holistic in theoretical orientation, critical in evaluation, and willing to extend himself/herself in every possible way for his/her students.

Twenty to twenty-five mentors (professors) are located at each of the several centers scattered throughout New York State. As we indicated, these men and women are responsible for consulting with each student and giving the necessary direct guidance to see each student through a degree granting program. As was stated, they must have an interdisciplinary orien-

tation, be committed to independent study, recognize that work experience can be translated into academic credit, and have a devotion to teaching with full realization that their own kicks in discovering knowledge may have to come through the research and exploration of their students. In these professors are found the sense of challenge, the fusion of the worlds of college and career, the abilities to apply intellectual skills on a broad scale, the representation of many disciplines and the channel for coordinating each student's support staff. They are the sources of information, sources in referral, implementers, coordinators, evaluators, cataloguers of talents and skills found in the surrounding community. They are stripped of departmental apparel, such as the classroom, the blackboard, the podium and the laboratory, even the regular contact with colleagues of the same discipline. They are there with the student and whatever adjunct persons who want to help them help the student. They are the caretakers of the student's portfolio: contracts, bibliographies, experience, comments, and evaluations of field advisers and tutors. And remember, most of these mentors are Ph.D. specialists. Incidentally, they're also backed up by a "think-tank" operation, located in Saratoga Springs, where study modules are created. Study modules cover the widest range of topics and are ready made for distribution. Interestingly enough, they are not widely used by the mentors in the individual centers.

In every sense, Empire State is a "resource pool system"; it may represent the purest of its kind. Though another equally promising design is the competency based model of Alverno College which strives vigorously to involve "both a synthesis of educational goals and a more complete definition of the performance specifications linking educational strategies to the particular goals." Graduation requirements

are defined in terms of eight competencies with six levels of accomplishment in each of the eight competencies. These competencies are:

1. to develop effective communications skills
2. to sharpen analytical capabilities
3. to develop workable problem-solving skills
4. to develop a facility for making value judgments and independent decisions
5. to develop facility for social interaction
6. to achieve understanding of the relationship of the individual and the environment
7. to develop awareness and understanding of the world in which the individual lives
8. to develop knowledge, understanding, and responsiveness to the arts and knowledge and understanding of the humanities.

Each professor, regardless of discipline, serves on evaluation panels for each competency and each level within the developmental process; each professor is a specialist and generalist by definition of function and responsibility; each professor is a resource person for student and colleague; each professor is trained to become exemplary of the characteristics the program espouses for its students.

There are other models: Raymond College and Callison College of the University of the Pacific, Eckerd College, The University Without Walls, Austin College, Ottawa University, New College of the University of Alabama, Mars Hill College, New College in Florida, The Honors Center of Davidson College, Hobart and William Smith Colleges, and several others. Each is undergirded by a "faculty resource pool system." Of course, this is not to conclude

that such a characteristic is the only unique one found in these institutions. There are other features present to some degree in most of them: abandonment of the tradition of a sharply circumscribed campus, abandonment of the tradition of a fixed age group, abandonment of the traditional classroom as the principal focus for instruction, abandonment of a heavily prescribed curriculum and credit points, abandonment of spoon feeding in favor of emphasizing self direction in learning, abandonment of catalogue control programs in favor of individual contract and self designed programs, abandonment of paradigms which have the instructor and student staring at each other from opposite ends of the log, abandonment of conventional certifying of faculty members according to degrees prescribed and ceremoniously protected, abandonment of the concept of the graduate as a finished product rather than a student who continues the "struggle of being and becoming."

In considering "resource pool systems" we have looked briefly at comprehensive programs. It might profit us to look at such a system within a structure which adheres to a departmental format. I refer to Davidson College's professor emeriti and library resource program for Extended Studies.

By implementing and developing extended studies programs in 1971-72, the Library at Davidson College became more an integral part of the teaching function and less a depository or book dispensary. Extended Studies is a year-long program involving every student and almost every faculty member in broadening experiences, e.g., a student designed project, a faculty research project, a seminar suggested by students or their mentors, mutually agreed upon group projects which take students to other areas of information on or off the campus. Every student is expected to complete one such project each year.

During the freshman and sophomore years the program may be in any field; during the junior and senior years the projects are in the student's major area of study. In this program the areas of an approach to investigation and inquiry are almost unlimited. The only stipulation states that whatever is undertaken must incorporate the same academic objectives as other regular academic pursuits.

Extended Studies offered the Library an unprecedented opportunity to become fundamentally a stronger teaching facility. In its initial year the program played a major part in the 25% increase in circulation. Since that time circulation has more than doubled, producing a work load beyond the capabilities of the Library Staff. To meet the demand, a search for a Coordinator of Library Resources for Extended Studies was initiated. Qualifications for this position were defined as follows:

This should be an individual trained in reference work and familiar not only with book resources, but also with micromaterials, cassettes and electronic developments feasible for undergraduate library use. He or she should be responsible for making special arrangements with neighboring institutions for use by Davidson students; should be responsible for inter-library loans and be provided with the means necessary to expedite the process; should apprise faculty members of needs in their fields and students on the availability of materials at Davidson; would be responsible for a substantial travel fund to be used by students, faculty, and library personnel, when the project involved necessitates travel; should also advise against particular projects whose expense in travel or other areas is out of proportion to the resources of the college; would not be responsible in those areas of Extended Studies which do not involve library resources; would supervise the work of three to five emeriti professors and emeritus librarians of the college. The emeriti would be given office space in the library and would work in close conjunction with the Coordinator of Library Resources for Extended Studies.

The program utilizes the talents and experience of professors emeriti who become members of the reference staff of the library, available to students for coun-

sel and assistance in Extended Studies and independent study. They provide support also to the regular faculty and are expected to be familiar with the resources of Davidson College and with those of universities in the region. They advise students concerning opportunities available, both in respect to library resources and the special skills or interests present in the college personnel. They are responsible for the direction of as many individual extended studies students as their abilities and activities warrant. This involves the usual advice, guidance, encouragement and evaluation. When feasible and under agreements made with the Coordinator, the emeriti are available to accompany students to neighboring institutions.

This arrangement broadens the intellectual offerings of the library by identifying learned and experienced men as consultants and by offering the students close contact with individuals and with library resources to which they might not otherwise have access. The "Professor in the Library" can open many doors which the "Professor in the Classroom" can only refer to by way of recommendation. (In some specialized projects travel to neighboring research centers may be essential. In such cases, funds are made available to the Coordinator and Professor or Librarian Emeritus for expenses incurred.)

In many ways this program is an expression of a "faculty resource pool system." It is not fully implemented at this time, but it has been initiated. I've used this illustration merely to show that a "resource pool system" may be introduced into a setting without the necessity of changing or embracing the entire structure in accommodating to it.

In closing, let me make a few observations. Something conceptually and structurally new is occurring in society today and no philosopher or soothsayer has

interpreted adequately the signs appearing on the horizon. Recently and agonizingly, society emerged from the agrarian age to be pummelled headlong into our industrial era. Now it's being propelled into a technotronic phase before those in it have adjusted fully to the industrial impact or discarded the value apparel of their agrarian forebears. Its members work feverishly to develop devices and systems to relieve themselves of work, but without decreasing working time. Citizens' values become clouded, vanish and are retrieved, a little worse for wear.

All in all, one thing becomes clear: a new set of literacies is essential to a modernized world. To date we have rested our case on verbal, mathematical and scientific literacies. Maybe it's time we recognize that imperative to the fast-encroaching upheavals of the next decades are what might be called "organizational" and "conceptual" literacies. John Gardner, former President of Common Cause, points out that we are victims of arthritic institutions and we'll hobble along until we build *self-renewing structures*. Is it not amazing that the most highly organized societies today (the United States, Japan, West Germany, Russia) do not know how to organize themselves vis-a-vis new aspirations and conditions, let alone organize among themselves? Yet certain "organizational" and "conceptual" literacies set the boundaries and provide the style for action and interaction within and between nations and their institutions.

No one will deny the need for new structures in meeting the eroding forces which confront academe. It may very well be that one of the best models for preparing persons within the academic community is one which embraces a resource pool concept and its appropriate structure. Maybe out of this kind of structure is born a greater concern for community and concern for individuality. Maybe in this

structure there is much conceptually new to be unearthed; maybe in this structure we can better answer the question "Organized for what?" than we can in a system which divides and splinters us.

It's time we realized that too often the price of narrow learning is broad ignorance and the consequence of ignorance through knowledge is just as fatal as the consequence of ignorance through magic. It's time we ventured the risks in exploring new systems in the hope of finding better solutions and of producing persons whose wisdom enables us better to cope in the process of humanizing humans.



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Libraries – Repositories of Wisdom:

An Address Given Upon the Dedication of the E. H. Little Library at Davidson College

by **Dr. Louis B. Wright**

**Director Emeritus, Folger Shakespeare Library
Consultant in History,
National Geographic Society**

It is a great pleasure to be at Davidson College, one of the ancient and honorable institutions of the South. You represent the best of our traditions, and you have consistently maintained a high sense of proper values in education.

We live in a period which places an inordinate emphasis upon information. We constantly hear injunctions to improve our sources of communication, and we are burdened with a plethora of gadgets to help us transmit information even to those unwilling to receive it. One of the oldest instruments of communication is the book. You may have heard from certain "advanced thinkers" that the book is obsolete, about to be superseded by this, that, and the other electronic medium. Let me assure you that the book remains secure, and that you are wise in preparing a library for the adequate and convenient use of this

ancient and reliable means of communication. To Mr. E. H. Little, for his optimism and his wisdom in making possible this great repository of the wisdom of the past, we are all indebted.

Nobody has yet formulated an economic law to explain the ebb and flow of rare books, works of art, and antiques between one country and another, but such a law exists, and perhaps we can state it: Rare books, works of art, and antiques flow toward the sources of economic strength just as certainly as bad money drives out good in accordance with Gresham's Law. When the United States ceases to import books and build libraries, then the Secretary of the Treasury can begin worrying in earnest about our economic health and our prospects for the future—as indeed, he seems already to be doing. Fortunately for us and our civilization, we

are still managing to build libraries and buy books to fill them. This occasion, when we are gathered to dedicate a splendid new library, is an indication of a faith in the future and a respect for the past that is a peculiarly American manifestation.

This occasion also illustrates another characteristic in our social and intellectual development that we can describe as a law of society. It may be stated this way: The quality of our civilization is measured by the quality of our libraries. By any standard, a nation without books is barbarous. A nation without libraries has no concern for its history and traditions and no pride in the perpetuation of traditional values. A school without a library is unable to carry on the best traditions of education. It is a pleasure to contemplate this library and to realize that it symbolizes the best in both our educational system and in our civilization as a whole.

It may be instructive for us to contemplate for a few minutes the tradition of book collecting and library founding that we have inherited—a tradition that has had remarkable manifestation in America and has transformed the very bases of learning in the Western world. Few people ever stop to consider the enormous contribution that book collectors have made to civilizing us. Without them we would be a nation of barbarians and Philistines, mumbling in ignorance.

From the earliest period of settlement in English America, we have had a respect for books. Occasionally today when we stop to pore over the offerings of paperbacks at the corner drug store, some of us may begin to worry about the quality of the books being read. But just because the bare-bosom murder mysteries seem to predominate, let us not jump to unwarranted conclusions. Hidden among the paperbacks are hundreds of titles of readable classics, and it is statistically provable that more worthwhile books are being read in

the United States today than ever before in our history. This tradition for worthwhile literature had its start with the first settlement at Jamestown.

The early colonists brought little libraries with them. Most of their books were utilitarian, for they could not afford much space in their luggage for items that were merely entertaining. But we might also remember that our ancestors found entertainment in books that we would regard today as merely "improving"—so improving that we would have none of them. For example, our forebears, both Puritan and cavalier, derived an incredible satisfaction from reading pious books, such works as Arthur Dent's *A Plain Man's Pathway to Heaven*, Lewis Bayly's *Practice of Piety*, or William Hunnis, collection of penitential Psalms which he gave the allitera-

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tive title of *Seven Sobs of a Sorrowful Soul for Sin* (this was an exceptionally popular book). Even such a gilded gentleman of Virginia as William Byrd II of Westover, who was never regarded as a paragon of virtue, read sermons avidly and appears to have enjoyed them. But sometimes a good sermon could not hold his attention, as for instance on Christmas Night, 1710, when he recorded in his secret diary the passage: "In the evening I read a sermon in Mr. Norris, but a quarrel which I had with my wife hindered my taking much notice of it."

Our colonial forebears were keenly aware of the value of books in transmitting the best of the civilization that they had left behind — the civilization that they wanted to perpetuate in the New World. They were determined, as they often stated, not to let their children "grow up barbarous in the wilderness." Hence they brought over all the books they could afford; every cultivated man believed that he had an obligation to bring together a usable library; and the founding of town and academic libraries became a work of virtue.

Cotton Mather, a pious divine of Boston, and William Byrd, an impious planter of Virginia, both had well-selected libraries of roughly the same size, something on the order of 3,600 titles. Curiously, for all the difference in the backgrounds and points of view of these two unlike colonials, they had many of the same books.

Although book collectors of this period were under considerable pressure to lend books to their less fortunate neighbors and friends, they often grumbled, as who wouldn't, at having to lend a favorite book. Byrd found particular pleasure in puttering about his library, arranging his books, and dipping into this or that volume. He records in his diary his displeasure at being interrupted by some neighboring caller.

All of us who gather books and preside over libraries have reason to be thankful for the example set by an Englishman in the early seventeenth century, Sir Thomas Bodley, whose career deserves a few moments of our consideration. Bodley was an extraordinary man — a scholar and diplomat of distinction, as well as a philanthropist. Born in 1545 and dying in 1613, he served Queen Elizabeth ably as an ambassador to Denmark, France, and the Netherlands. Learned in Hebrew and Greek, as a young man he lectured at Oxford. A contemporary of Shakespeare's, he despised his fellow countryman's theatrical craft. Bodley, for all his talents and his skill as a diplomat, would be totally unknown today if he had not found immortality in books. He established the great Bodleian Library at Oxford.

Before we lavish all our praise on Bodley we ought to pay a tribute to another person, a certain Mrs. Anne Ball, a rich widow whom nobody remembers. Bodley married the widow, and without Mrs. Ball's fortune he could not have founded the Bodleian Library. Mrs. Anne Ball deserves a niche somewhere.

Like every philanthropist, Bodley was beset with requests for contributions to this and that charity. Luckily for the world, he had the wisdom — and the crustiness — to resist pleas to found a hospital, to give to the relief of the poor, to found a home for orphans, to help impoverished widows, and to scatter his charity at large. The poor we have always with us, he reminded persistent collectors for charity, and he insisted that he owed a higher service to society than making provision for the healing of a few broken bodies. With extraordinary singleness of purpose, he set about creating a great library that would endure and grow through the centuries to come.

Bodley made his first offer to the vice-chancellor of Oxford in 1597 to refurbish

the rooms over the Divinity School known as Duke Humphrey's Library. By 1600 new shelves were installed and Bodley was ready to begin the essential work of finding books. Some he himself gave outright. Others he sought from his friends. He became the greatest wheedler of books in the kingdom, and he appointed a librarian named Thomas James and taught him to be a beggar of books. Perhaps James owed his appointment to the fact that he brought with him some manuscripts and sixty volumes of printed books. Where James got the books is somewhat uncertain. Anthony a Wood, the seventeenth-century antiquary, ungraciously said that James stole them from various Oxford colleges, but, be that as it may, the books found a new home in Bodley's library.

If we had time to consider some of the other great English book collectors, we would find what modern sociologists call a curious ambivalence toward women — that is, wives. For example, Thomas Rawlinson, who died in 1725, remained a bachelor until the year before his death to give greater scope to his hobby. He filled his house so full of books that he had to sleep in the hallway, and at the end of his life he married his servant maid, in order, the gossips said, that he might have somebody always handy to dust his books. Another collector, Clayton Mordaunt Crachérode, who died in 1799, remained a bachelor, it was said, because he had so many books he could not squeeze a wife into his house.

Bodley was determined to encourage every potential collector to give books to his new library. To honor them for their gifts, he provided a handsome Register of Donations where their names were to be written in a large fair hand and their books described with accuracy, "lest," he said, "the goodness of men's gifts be not made apparent to their full content."

When King James signified an interest

in visiting the Bodleian Library the founder and the librarian put their heads together to see how they could please one whom they foresaw might be a great benefactor. King James was an author — and vain. His Majesty would be certain to ask about his own works and might want to see the copies. Bodley instructed his librarian to give out that the royal volumes had been sent away to be bound in fine velvet — but on no account to go to that expense. They were to be merely hidden until the King had departed.

Bodley was determined to make his library an institution for scholars and learned men. He had no interest in entertaining students, who were expected in this time to buy such books as they wanted for amusement. Hence he refused to have in his library what he called "riff-raff" books, which included plays, ballads, almanacs, romances, and "such like trash." And that explains why the Bodleian for a long time refused to give house room to the First Folio of Shakespeare's plays. A university library should be devoted to learning, Bodley said, and learning in the seventeenth century did not embrace contemporary belles lettres.

Thomas Bodley established a precedent for book collectors and benefactors of libraries that has had a far-reaching influence. He knew that a library can be a fountainhead of learning. And he was determined that the Bodleian would serve the state as no other form of charity could. The preservation of the living thoughts of great men who have lived in the past but whose words and wisdom are available in books seemed to Bodley more important for the world of his own day — and for posterity — than making easy the hard lot of widows and orphans or giving crusts to the poor. Measured in sentimental terms, Bodley may have seemed lacking in human sympathy. But if he had not turned a deaf ear to pleas for human charity and

given all his energy and means to the collection and care of books — objects that must have seemed inanimate and cold to unthinking sentimentalists — our civilization would have lost a potent influence that has made it better and finer.

What Bodley did for the whole English-speaking world has been emulated in the United States by a succession of great book collectors and philanthropists. Few people realize what the nation owes to these men.

I realize of course that in this diffuse nation of ours not everyone comprehends or appreciates books. There was the Hollywood actress, for example, who came into her living room to find her newest husband slowly spelling out the words of a comic book. "My God," she exclaimed, "I've married a bookworm!" There was also the Los Angeles wife who sued for and obtained a divorce on the grounds that her husband read Emerson and "was peculiar." But a majority of Americans respect books, and we all ought to take time occasionally to contemplate what our libraries mean to the totality of our civilization. For the United States today is one of the most book-conscious nations in the world.

Despite the efforts of our colonial ancestors to equip themselves with essential books, the new nation lacked adequate libraries. Thomas Jefferson provided the young government with his personal library to form the first Congressional library — and devoted much time during and after his presidency to collecting books. Even a century ago the United States still lacked libraries sufficient for research purposes.

Now all that has changed — changed within less than a century — and the bibliographical center of gravity has shifted to this continent. How has this come about? Because of the devoted and highly intelligent activity of a body of American book collectors who have searched the world,

not for curiosities, but for books with meaning and significance.

In the growth of its library strength, the United States has had one development that is peculiar to this nation. Thanks to the generosity of several collector-philanthropists, the United States has a group of independent libraries, not connected with either universities or with the government, that are research institutions engaged in the active advancement of learning. Nowhere else in the world has this kind of library development taken place. These libraries serve the highest functions of a university by providing places where both faculties and advanced students can carry on important studies necessary to a nation that proposes to occupy a position of intellectual and cultural leadership. These endowed libraries — the Huntington, the Morgan, the Newberry, and the Folger — not only collect books and manuscripts but they see that these materials serve the highest functions of scholarship. Other countries have research institutions operated at the expense of the taxpayer. In the United States these institutions founded by private enterprise provide incomparable research facilities at no expense to the public purse.

A century ago no one would have guessed that a patch of semi-desert eleven miles northeast of Los Angeles would one day be the site of one of the best libraries in the Western world for the study of English literary history and the development of American civilization. And yet today the Huntington Library, which occupies that desert site, houses a remarkable collection of books and manuscripts brought together by a cold-blooded railway and real estate magnate who got a vision somewhere along the line of the value that such material would have for his country. Furthermore, he realized that books and manuscripts must be used, and he set up a foundation to provide for the continuance

of a living library that would subsidize scholars and their publications.

Henry Clay Folger, a poor boy who graduated at Amherst College in 1879, received in college a similar vision. He had an almost religious conversion to literature. Unlike St. Paul, who went out as a missionary when the scales were struck from his eyes, Folger went to work for what became the Standard Oil Company. That was fortunate for us. For Folger accumulated a fortune, cultivated his taste for books, and brought together a library which he bequeathed to the public in 1930 to be a research institution in perpetuity. Furthermore, he provided enough capital to insure both stability and growth. The Folger Library has vastly increased the original holdings that the founder left, and it is now perhaps the most effective place in the Western Hemisphere for the study of the background of Anglo-American civilization. Its great strength is in Renaissance materials and in the diverse historical sources that enable the scholar to recreate any aspect of British civilization from the introduction of printing into England about 1476 until the death of Queen Anne late in 1714. It also is the greatest Shakespeare library in the world, but Shakespeare is only one part of its activities.

The creation of these two libraries gave scope to the personal interests of two great collectors, Huntington and Folger, and I have mentioned these two because I have had intimate contact with their libraries. These two men found in book collecting for a great purpose a satisfaction that endured to the end of their lives. Indeed, I know of no more fascinating occupation than the search for old books that have meaning. It has been my good fortune to be a vicarious book collector — a collector with other people's money, which is a very satisfactory occupation. But seriously, the building of a library that will have continuing utility through the centuries, that

has vivid contacts with the past, that preserves the best of the past to instruct the present, is a vocation that I would not willingly exchange for any that I know.

I am not much of a missionary but there is one message that stirs in me an evangelical zeal. That is an exhortation to all young people to get interested in books, to begin to collect. Not everyone can be a Henry E. Huntington or a Henry Clay Folger, but everyone can experience some of the same fascination in collecting books that have a special meaning for the collector. Start buying books that illuminate some special interest of your own: books about some particular author, some episode in history that concerns you, some theme that has a special fascination. If food is your main interest in life, start collecting cook books. I had a friend who made the greatest collection of cook books in the world (Lord Westbury) — but he died of over-eating a few years ago, and we bought some of his books for the Folger. Realize that book collecting is a pleasure and a joy to you as an individual, and that the books that you bring together may have a continuing value to society.

To return to my original thesis: Books are a measure of our civilization, and when we consider the extraordinary progress made in the United States during the past century in creating great libraries, we must take immense pride in our accomplishment. That accomplishment is a tribute to the wisdom and the generosity of a great body of book collectors who deserve some special preserve in a bibliophilic heaven where they will be eternally surrounded by those rare books that they have always wanted and sought.

Every library is a research library. Every library is a repository of the wisdom of the ancients. Solomon enjoins us to "get wisdom." In this fine library, the gift of Mr. Little, you will find wisdom as well as knowledge. Make the most of it.

Eight Exemplary School Media Programs

by **Elsie L. Brumback, Director**
Division of Educational Media
State Department of Public Instruction

Eight schools across the state have received \$10,000 each from ESEA Title II Special Purpose Grant funds to establish and implement exemplary school media programs. The eight schools will use the grants to implement the *MEDIA PROGRAM RECOMMENDATIONS* which have been approved by the State Board of Education as the bases for school media programs for elementary and secondary schools. The schools are:

J. H. Rose High School
grades 10-12, Greenville City Schools,
District 1

Clinton High School
grades 9-12, Clinton City Schools,
District 2

Manning Elementary School
grades K-5, Roanoke Rapids City
Schools, District 3

Magnolia School
grades K-12, Robeson County Schools,
District 4

Reidsville Senior High School
grades 10-12, Reidsville City Schools,
District 5

Walter Bickett Elementary School
grades K-5, Monroe City Schools,
District 6

Mooresville Senior High School
grades 10-12, Mooresville City Schools,
District 7

Fairview Elementary School
grades K-8, Jackson County Schools,
District 8

The eight schools were selected on a competitive basis from eighty-eight local school administrative units which submitted project proposals. The project applications were reviewed, selected, and approved by the State Board of Education. One school in each of the eight educational districts was selected. The major thrust of each project is to place emphasis on providing and promoting an exemplary media program to meet the needs of students and teachers in the school. The guidelines for such a program have been outlined in *MEDIA PROGRAM RECOMMENDATIONS* and ascertained by completion of the Media Assessment Instrument.

The schools selected differ greatly in types of programs, facilities, grade levels,

and staffing patterns. Collectively, they will provide an opportunity for administrators, teachers, media specialists, parents, and other interested citizens to observe the educational value of the school media center — its program, services, and resources. Each will show how a good media center operates and how it contributes to the school's total instructional program. All types of media are now being acquired by each school, and remodeling of some media centers is in progress.

J. H. Rose High School will use its ESEA Title II grant to acquire additional library books, periodical and audiovisual materials including filmstrips, transparencies, metric-media kits, tapes, recordings, and slides. Their Media Advisory Committee was heavily involved in the planning for the implementation of the Special Purpose Grant. An elective program entitled Phase III was proposed for students needing remediation in the areas of English, biology, and Western cultures. Materials will be purchased to support each of the areas. The school includes a resource department consisting of three teachers who work exclusively with remedial programs in English and mathematics. Uniformity in the purchase and use of instructional materials in the remedial programs is the project goal. Two professionals and one and a half aides compose the media staff.

Clinton High School has a new media facility which houses reading/listening/viewing, production, conference, storage, and office areas. It is the goal of the center to establish a multi-media learning laboratory which will undergird the entire instructional program. Purchases will be guided by the objective of Clinton High — to educate for the development of productive, self-directing, responsible citizens. The spacious new facility is staffed by two media specialists and one media aide.

Manning Elementary School opened in 1957 with twenty-two classrooms arranged

in five pods accommodating four-member teaching teams. In addition, there are facilities for administrative and staff offices, special education, music, physical education, and additional teaching stations. The attractive media facility was completed in 1976 and can easily accommodate three classes simultaneously in addition to individuals and small groups in carrels, conference, and production areas. The support area is spacious and equipped with ample cabinets and counter space for varied production activities. Special emphasis will be given to the theme: "Production of Media for Instruction and Learning." Production workshops for teachers (K-5) will be provided by the media staff which consists of one full-time professional and one media aide.

Magnolia School is unique in its tri-racial population and the fact that it serves all grades (K-12) from one media center. The setting affords an excellent opportunity to explore cultural differences among the students with emphasis on human relations and human values. The Magnolia School faculty and media staff have committed themselves to an exemplary media program that has as its first priority the provision of adequate resources, facilities, and services which will result in a greater appreciation of individual differences as reflected in student interaction. The grant monies will be used to purchase materials which are relevant to the theme: "Our Culture, Other Cultures, Other Worlds." The staff includes one full-time professional and one media aide.

Reidsville Senior High School is a renovated facility which serves over one thousand students. Further renovation will be completed over the summer providing a teacher/student production center and more space for individual student use. The funds at Reidsville will be used to expand and update the collection of print and non-print materials to support specific goals.

In a program to increase the relevance of instruction and provide for greater individualization, emphasis will be placed on the production of materials by students. The overall goal of the Reidsville program is to encourage students to become independent users of media. The staff presently consists of one media specialist and two aides. Another media specialist will be employed for the 1977-78 school year.

Walter Bickett Elementary School has a newly renovated media facility which can accommodate sixty students in the reading/listening/viewing area and thirty students in an adjoining reference area. In addition, support space affords production-work-storage, office, and conference areas. The Media Advisory Committee determined that the three curricular areas of greatest need were math, social studies (North and South America), and kindergarten. Funding from the grant will allow the full-time media specialist and media aide to purchase resources in these critical areas. The project will support the present and long-range goals of the Walter Bickett School which include effective communication, accurate computation, and self-knowledge.

Mooresville Senior High School is placing emphasis on the theme "Environment and Environmental Education." The interdisciplinary approach will involve every teacher and student in the school. Each teacher has already participated in cooperative planning, including the design of specific objectives supportive of the theme. Detailed plans for presentation have been made, and materials, needed to implement the course objectives, have been requested. The faculty is committed to cooperative planning, and every teacher and staff member will be involved in the final evaluation of the impact the program has made. The full-time media coordinator and aide are busy purchasing materials to support the environmental study

project. Emphasis is also placed on further expansion of the media facility to incorporate multi-media production and utilization by teachers and students.

Fairview Elementary School is another school with a "podular" structure with each pod leading directly into the media center. Individualization of instruction is much in evidence at Fairview, and additional materials will be purchased to further this program. By using many different delivery systems, the media program hopes to provide for individual differences in both the cognitive and the affective domains. Fairview's Media Advisory Committee is guiding the selection and purchase of all materials. Two full-time media specialists and two media aides coordinate the many faceted program.

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New North Carolina Books

by William C. Burris
Professor of Political Science
Guilford College

RICHARD WALSER. *Thomas Wolfe Undergraduate*. (Durham: Duke University Press, 1977). \$8.75.

Richard Walser's book on Thomas Wolfe's career at Chapel Hill (1916-1920) is concise, which is one way of saying that it is well-written, well-handled, and well enough so it makes selecting a signal merit about it onerous. Nevertheless, one might settle on the book's successful tracing of a development, a growth and a change as one of its most admirable accomplishments. For Walser does this, not only with Thomas Wolfe, taking the writer from his freshman year through graduation, but he also manages to capture a vivid impression of a university in transition as well. The result is something more than a sketch (though it is not a complete and subtle portrait) of both. A reader will see Wolfe emerge as a type — one of many bright, hopeful young men (and a few women) involved in college composition on the subject of "Who I Am," late hour bull-sessions, "society initiations," nebulous dreams, football cheers, and the issue of school spirit; but he will also perceive these things (and more rigorous pursuits) as involving Thomas Wolfe and no other.

Mr. Walser seems in touch with people. Personal interviews with Wolfe's contemporaries at the University have contributed in good measure to his grasp of his subject, and he obviously knows much. But

he seems wise as well, and for the most part his picture of the just-about-to-burgeon Wolfe and Chapel Hill is rendered with understanding and humor. Perhaps the best illustration of this touch is reflected in his treatment of Wolfe's relationships with four different professors. Each of these men receives a chapter, one for each of Wolfe's years as a student at Chapel Hill; and one is left with the idea, really, that it is, after all, people who validate institutions, as it is people who make books.

In view of this, and keeping in mind his generally unpatronizing flavor, one of the summarizing remarks that Walser makes about those formative years for Wolfe at the then villagelike campus does strike one as a little atonal: "What is important," he writes of Wolfe's association with the four teachers, "is that there in that Southern wilderness, under Bernard, Greenlaw, Koch, and Williams, he (Wolfe) flourished like a palm tree in Arcadia." Walser rounds out this observation by maintaining that, in letting Wolfe "race against himself at his chosen speed, they were wise, enlightened men." When one reads this estimate of the four and ruminates over the statement that, in October 1919, though the University had enrolled, by Walser's accounting, only 1350 souls, 608 of these were in the English department, one really wonders about "progress and wilderness."

But by any accounting, Walser's work is a solid, capable contribution. It is a book that will be enlightening to those engaged by Thomas Wolfe, of course, but it is also one that will interest those who seek insight into educational and cultural change. This book belongs in every North Carolina library.

Richard M. Morton

MASON P. THOMAS, JR. and L. LYNN HOGUE. *Kids and Cops: Law Enforcement Services for Children in North Carolina*. (Chapel Hill: The Institute of Government, 1974). 124 pp.

The preface to this book states that it is "designed to meet the practical needs of a law enforcement officer working with children in North Carolina." As such, it is quite technical, and is probably of limited interest to the average reader. The book focuses on concrete information about the mechanics of the North Carolina juvenile justice system and provides a somewhat idealized version of how that system is supposed to function. An excellent summary of North Carolina juvenile law is given, along with a review of the constitutional rights of children. There is also a review of official policies and procedures concerning juvenile arrest, detention, diversion from juvenile court, and the handling of special cases such as runaways and child abuse. An appendix contains extensive quotations from the North Carolina General Statutes relevant to juveniles.

A more general discussion of the North Carolina juvenile justice system may be found in an earlier publication: *As the Twig is Bent: A Report of the North Carolina Juvenile Justice Corrections System*, (Raleigh: North Carolina).

Thomas J. Bernard

ADELAIDE FRIES, STUART THURMAN WRIGHT and J. EDWIN HENDRICKS. *Forsyth: The History of a County on the*

March, Revised Edition. (Chapel Hill: The University of North Carolina Press, 1976). \$6.95.

This revised edition of the original volume published in 1949 was sponsored by the Winston-Salem/Forsyth County Bicentennial Commission. Most of the material of the earlier edition has been retained; however, it has been rewritten. The result is a county history that is better than most of those I have seen in recent years. The chairman of the publications committee was a professional historian and he has done a commendable job in arranging the material. Familiar historic periods are used and the social and economic affairs of the county are discussed in each period. The reader can follow rather easily the history of the county from the coming of the Moravians down to the present day.

Since the book was written as a part of a patriotic celebration it does not dwell on things that should not be celebrated. The focus is on progress, improvement and optimism. Though a short chapter is devoted to the "Black Community," the history of black people is not here. The history of "politics" in Forsyth County is here. The dark and sorrowful side of people's lives is not here. But given the purpose of the book, this is not really to be expected. All things considered, it is a good county history. Every library that maintains a collection of county histories should order it.

PATSY MOORE GINNIS and J. L. OSBORNE, JR. *Rough Weather Make Good Timber*. (Chapel Hill: The University of North Carolina Press, 1977). \$9.50.

Interest in oral history has increased in recent years. Unfortunately, once recordings are made they are too often filed away in libraries; few people hear them. This book is a good example of how oral history can be shared with the general

public — put the recollections into a book. Ginnis set out to record the recollections of the rural people of North Carolina about times past. Osborne, an artist, travelled across the state looking for scenes that retained the flavor of the old days. Interviews and illustrations provide an experience in nostalgia that should not be missed.

The oldest person interviewed was ninety, the youngest fifty-three. Though most of the interviews were done in the western counties, enough entries came from the Piedmont and East to balance the picture. In addition to first-hand accounts, entries include family stories and legends that date back to the Revolution. Ginnis has done very little editing, presenting the material just as it came from people. She has arranged the material in a most interesting and effective fashion. The result is an unusually successful account of the old days in North Carolina.

This book will be of interest to both social historians and the general reader. It is recommended to all North Carolina libraries.

SHARON SHAW. *Auctions*. (Winston-Salem: John F. Blair, Publisher, 1977). \$3.95.

JOHN FOSTER WEST. *Wry Wine*. (Winston-Salem: John F. Blair, Publisher, 1977). \$3.95.

Sharon Shaw and John Foster West have lived a while; their poetry reveals experience and reflection, sorrow and hopefulness, acceptance and optimism. Both link emotion with intellectual ideas, rarely succumbing to esoteric metaphors, strained associations or artzy-smartzy graphics. These poets fulfill what is perhaps the first obligation of the poet — communication with the reader.

Ms. Shaw writes of time, balance, sleep, love, marriage, leaving, death and forgetting. Her writing is disciplined and re-

strained; her skill with language allows her to put just the right edge on the feelings she is expressing. The result is a series of thoughtful yet moving poems that provoke an emotional response in the reader: "Yes, those are my feelings, my thoughts, my remembrances." Some of the poems speak to what may be called, for lack of a better term, the female dilemma. But there is no anger, shouting or self-pity here, only the sharing of one of life's experiences: *The quiet times will come again/ water and land will make amiable patterns/ and the furies lie at rest*. Sharon Shaw does not cobble for effect; her poems are real. They are intuitive, imaginative and personal. Poets who are compelled to write about personal intimacies can take a lesson from this woman.

Readers of this journal are probably familiar with the Appalachian themes of John Foster West. His "prose-poetry" in *This Proud Land* stands out in my mind as one of the most successful efforts to capture the spirit of mountain people. *Wry Wine* touches on the mountain experience, but extends far beyond regional interest.

These poems have a masculine robustness about them — a taste for "cheap red," a lust for beautiful young women, love and respect for one's mate, tenderness toward children, a protest against old age. Many of the poems are personal, but West does not allow deeply felt emotions to ruin his poetry: *And I am jealous for a moment's beat/ because I cannot see/ which hug is for the father's bones inside/ and which is for the mother-cloak I wear*. A lesser poet, given the circumstances, would have slurped a bit here, yanked at the reader's sympathy and spoiled the effect.

West writes about distinctions, but does not preach about them: youth and age, life and death, lust and love, male and female, dreams and reality. Yet, he does not mince his words in telling the reader

where he stands: Your brand of equality is for the birds—/ male penguins who freeze their asses/ squatting on Antarctic ice hatching the deserted eggs/ dropped by their liberated mates./ Buy the book and read "Other Helens, Other Troys," for an even stronger point of view.

In my judgment, Shaw and West stand high among North Carolina poets. Every library should purchase their books.

JOSEPH C. SLOANE, (Ed.). *The American Situation: The Camera's Century*. (Chapel Hill: The University of North Carolina Press, 1975). \$9.95.

The case for photography as an art form has long been made. But anyone who still doubts should be persuaded by the camera-studies in this superb little volume. Prepared under the auspices of The Ackland Art Center at Chapel Hill, it is a study in pictures of the people of America. The purpose of the book is "to suggest something of what it has meant to be an American over the past century." The faces here are compelling: old and young, rich and poor, black and white, male and female. The selections reflect the immense variety of American life; each picture a study in culture and humanity. The American drama is revealed in such pictures as "Boys in a Water Hole," "Mill Boys," and "Coal Miner's Child." The photographs range from a rural scene near Wadesboro to the Ramapo Mountains and the streets of Chicago and New York. A thousand words cannot describe a picture; you must see these yourselves.

POOLE, HERBERT (Ed.). *Academic Libraries by the Year 2000: Essays Honoring Jerrold Orne*. (N.Y.: Bowker, 1977). 205 p. \$15.95.

It is very difficult to review a volume produced to honor Jerrold Orne, who well merits the Festschrift. If one criticizes the contents, the reader might assume one

was criticizing the honoree. However, assured, such is not the case. Suffice it to say that the authors in the volume are prestigious and all have written well.

One of the questions to be answered is "Do we really need another predictive volume considering all those that have gone before?" I would answer yes, since this volume zeroes in and stays relatively zeroed in on the academic library picture. The volume is well organized progressing in papers from the general to the specific. The first paper by Ed Holley sets the stage in terms of looking at past events in academic funding and enrollment and using these to point us toward reality.

A thoughtful paper by Damon Hickey on the impact of instructional technology on academic libraries puts that section into context and emphasizes the isolation of the library from the classroom in most academic institutions, with some exceptions such as community colleges. This paper leads almost automatically into the paper by A. P. Marshall on the librarian as educator.

The Marshall paper acts as a mini state-of-the-art on the librarian as educator. We are led from the passive, through library orientation, to active teaching in subject areas. He emphasizes the fact that it is societal pressure for equality, and changes in the social structure that have made it possible for librarians to act as educators and break out of the mold of institutionalism.

David Kaser uses a point in time, 1969-1970, as a transition point in academic library administration which can be used to foretell the trend. The scholar-librarian with a doctorate becomes less important than the administrator with political and managerial skills. Although well and scholarly written, I believe the article would have been enhanced had Mr. Kaser included the footnotes for the people he cites throughout.

The chapter by Herbert Poole and Thomas Mott deals with the application of operations research to library administration. It provides a short background and definition of operations research, its history, its differences from scientific management. It tends to ignore the relationship between systems analysis and operations research. It provides a gamut of techniques for particular types of problems, and then does sample exercises to demonstrate how various techniques are to be used. Bibliographically they have tended to ignore the worst of Morse, Raffel and Shishko, Buckland, etc. However, articles such as this are needed in the library literature, and it is hoped that the Festschrift will be indexed by the various abstracting and indexing services so that practitioners will be able to locate this valuable paper.

Richard Dougherty's predictions on the personnel outlook are timely and deal with different training requirements, different numbers and tasks that will be needed and is generally pessimistic. As in most of the articles, the optimism of the past has now yielded to a factual look at the data rather than the hope, and shows a need for real professionalism as well as a larger knowledge base.

Beverly Lynch deals with the employment and status of women in academic libraries. She states that the past is a good predictor of the future. Her conclusion is that "The emphasis on publication and research will lead some women to invest additional degrees, plan their career strategies early, and work full time. These women will advance along with men into the higher-level and higher-paying positions in academic libraries."

Lester Asheim speculates about the required education for future academic librarians. He includes among his speculations a clearer separation of professional from non-professional tasks, the need for

theory before skills, a redefinition of core curricula which resemble skills courses, and discusses a vocation versus a career.

William Webb sees, in terms of collection development, an almost linear growth continuum in terms of numbers of publications, their price increases, inflation in terms of currency, more microforms, more reprints, more data bases and technological innovations, more students, more governmental involvement. He does not see the student growth as quite linear. However, given the speculations Mr. Webb makes, and given the economics, he sees more bureaucratization and less effectiveness.

Virgil Massman then discusses college library collection development. In this article, we find that the prime change will be the applications of technology to do and provide what had been primarily physical operations. Some stabilization in library size and in collection size is to be expected. Less dispersion in reviewing is also to be expected.

Lawrence Livingston takes a look at what standardization efforts have been made, what they mean for national networking, and what we might expect in terms of various kinds of standard identifications for people, books, and journals.

The volume ends with an article by William Welsh dealing with technology and a national bibliographic data base. His article expands on Livingston's and also provides some speculations about telecommunications.

The references in all the articles are relatively current (when there are references). The Festschrift also includes a biography of Jerrold Orne and a bibliography of his writings. Because of the diversity of articles, there is something in this volume for every library educator or academic librarian.

Henry Voos
Rutgers University

North Carolina

Library Education News

Appalachian State University

Department of Educational Media

Returning faculty members for the Fall Semester in the Educational Media Department are: DR. JEFF FLETCHER, Chairman; MRS. ILA JUSTICE, MR. ROBERT McFARLAND, MR. JOSEPH R. MURPHY, MR. JOHN PRITCHETT, MR. JOSEPH LIGGETT and MISS SUSAN PLATE. JESSE JACKSON will be returning as artist-in-residence.

DR. D. JOLEEN BOCK has been appointed to direct the program for learning resources personnel in two-year institutions. Her degrees include AB and MA in Theatre Arts from the University of Denver and MSLS and Ed.D in Higher Education from the University of Southern California. She was most recently Dean of Instructional Resources at College of the Canyons in California. Dr. Bock is a former chairperson of the Community and Junior College Section and has served on numerous committees in several divisions of ALA. She has been a consultant for learning resources programs and facilities on the West Coast and in American Samoa. Her publications include the yearly *LJ* architectural survey of two-year colleges, as well as articles in *Microform Review*, *Audio-Visual Instruction* and other professional journals. She has co-authored the soon-to-be-published *The LRC: A Planning Primer*.

DR. ALICE NAYLOR has joined the Educational Media faculty as the director of the Graduate and Undergraduate Program in School Librarianship. She received the BA in Journalism and an MA in Library Science from the University of Wisconsin and a Ph.D in Educational Administration

and Supervision from the University of Toledo. Her most recent position was that of Associate Professor and Coordinator of the Library Media Technology program at the Community and Technical College in Toledo, Ohio. Her library experience covers many areas in school libraries and public libraries including the development and hosting of television programs for children. She has served as children's librarian and high school librarian in Wisconsin and coordinated the Young Adult Services program for the Cuyahoga County (Ohio) Public Library. Her publications include many articles appearing in *Ohio Association of School Librarians*, *Top of the News*, *Wilson Library Bulletin*, *Library Journal*, *Wisconsin Library Bulletin*, and *The Kappan*. She is also a joint author of *Handbook for Measuring the Quality of Library Service* (Scarecrow, 1974). Her experience as a lecturer and speaker has taken her to Utah, Tennessee, Indiana, Hawaii, Montana and several other states.

Beulah Campbell and Ila Justice attended the National Storytelling Festival held in Jonesboro, Tennessee in October. This is an annual affair with outstanding storytellers from all over the country participating.

The Supervising Teacher's meeting which is held each semester in conjunction with the Student Teaching program directed by Susan Plate took a different slant. Besides the current cooperating teachers, several area media coordinators were invited to Boone for input into the Educational Media program which is presently being revised. ASU was repre-

sented by Joleen Bock, Beulah Campbell, Jeff Fletcher, Ila Justice, Alice Naylor, Susan Plate, and Susan Austin. Participating guests were: Olive Falls, Martha Glass, and Jan Skeen, Christine Miller, Hazel Carroll, Cecilia Denning, Gladys Jessup, Johnny Shaver, Mary Tolbert, Joe Perry, Carol DeLong, Elizabeth Storie and Gloria Miller.

Educational Media students assigned to Spring Semester student teaching are: Melanie Bolick, Irene Gabe, Cathy Garland, Joan Gransee, Pat Gwaltney, Diane Hubbard, Susan Sands, Kim Smith, and Janice Wright. Dr. Alice Naylor will be supervising and directing the program.

Alice Naylor spoke on "Continuing Education Needs" for the "Library Media Professors and Practitioners Idea Exchange" at the Ohio Library Association conference in Dayton at the end of October.

Joe Murphy is presently working on a documentary about Watauga County that will result in an hour and a half program on color videocassette. Students in his Cinematography and Television classes are assigned topics on specific aspects of the local culture to shoot on either film or tape. The Super 8 film is then transferred to $\frac{3}{4}$ " cassette tape for editing. The object of the program is to compare and contrast the attitudes about life in Watauga County that are expressed in the words and actions of the people who live and visit there. The program should be finished sometime this summer.

A tentative proposal for a one evening and one day conference for School/Library Media Center Personnel on the topic "Mainstreaming: Its Impact on the School Media Center" is being considered. It is tentatively set for Friday, April 28 and Saturday, April 29. For further information direct requests to Dr. Alice Naylor.

ALICE NAYLOR has been selected as Chairman of the Research Committee of the Young Adult Services Division of ALA. The committee is issuing a call for papers

for presentation at the 1978 ALA Conference on the topic of adolescent reading and media-oriented interests. Abstracts should be sent to Dr. Naylor.

WILLIAM A. BAKE, who was Practitioner-in-Residence in the College of Learning and Human Development during the previous academic year, will be teaching a media course entitled "Color Photography" in the EM Department. Dr. Bake is now the University's general Practitioner-in-Residence. His new book, *The Blue Ridge* (Viking: \$15.95) has received excellent reviews in many North Carolina newspapers.

DR. D. JOLEEN BOCK has been appointed to serve on a jury of three librarians and four architects to judge entries for the Library Buildings Awards sponsored by ALA and the American Institute of Architects. The First Honor Award for Distinguished Accomplishment in Architecture is given to an architect on the basis of his or her solution of the problems presented in planning a library.

Mr. JOHN PERKINS, director of the Inglewood California Public Library, visited ASU during the Fall Semester. Mr. Perkins and his staff are noted for their excellent staff manuals, the latest of which are *Library Service to the Spanish Speaking* (also available in Spanish) and a 4th edition of *Library of Congress Classification Adapted For Children's Library Materials*. These manuals are particularly useful as teaching tools in library education. "The LRC: Its Relationship to Lifelong Learning and Non-Traditional Education" was the topic of a workshop which Dr. Joleen Bock conducted at the North Carolina Community College Adult Education Association Conference in Charlotte during the Fall Semester.

The "Mainly Media" Club, advised and sponsored by SUSAN PLATE, resumed its meetings with 17 new members. Projects for the year include a social for the faculty, working with the Language Arts Fes-

tival, preparing for May Day-Play Day and several other minor projects such as bulletin boards and the keeping of a scrap book.

CATHY HILTON, JILL JORDAN, GAYLE ALSTON, VICKY BRADLEY, BRENDA SEAL-EY and SUSAN KEUNZEL, the Educational Media students participating in the Fall Semester student teaching program visited the Instructional Materials Center in Raleigh, the State Library and Ravenscroft School libraries. They also visited with Elsie Brumback, Director of the Division of Educational Media, State Department of Public Instruction. This field trip is a regular feature of the student teaching program in the Educational Media Department coordinated by Susan Plate.

East Carolina University

Department of Library Science

The ECU Library Science Alumni Association has elected officers for the year with NEAL HARDISON, Sampson County Technical Institute, as President. Other officers are JANE ALLIGOOD, John Small School, Washington, President-Elect; SCOTTIE COX, Wayne Community College, Secretary-Treasurer; VIRGINIA QUINN, Duplin County Schools, Director; WILLIAM SNYDER, Holiday Public Library, Clinton, Director; and VIVIAN CRICKMORE, Director. The Board has planned several business and social gatherings during the year at professional meetings.

JUDITH D. DONNALLEY has been promoted to associate professor. She came to ECU in 1969 after holding previous positions with the West Virginia Library Commission, the University of Pittsburgh, and Morris Harvey College.

Dr. MILDRED DANIELS SOUTHWICK, Professor Emeritus, has established a scholarship award in memory of her parents, Adin Denning Southwick and Bessie Amanda Daniels Southwick and in honor of her relatives and friends. The award will be

given annually in the spring to a graduate or undergraduate student in library science who has established exceptional credentials in terms of academic achievement and outstanding potential in the reference area of library science. The scholarship will carry Dr. Southwick's name. She joined the Division of Library Services at ECU in the summer of 1954. She was promoted to rank of full professor in 1966. During most of her tenure she was Director of the Reference Department in Joyner Library. A native of Poughkeepsie, New York, she holds degrees from Vassar College, the University of Wisconsin, and the University of California at Berkeley. She has authored and co-authored a number of scientific articles for scholarly journals and holds membership in numerous professional organizations including the American Association for the Advancement of Science, the American Library Association, Delta Kappa Gamma, and Sigma Delta Epsilon. Dr. Southwick retired from the faculty in 1971. Since retirement she has been active in the American Association of Retired Persons, Delta Kappa Gamma and First Presbyterian Church, Greenville.

Eta Chapter of Alpha Beta Alpha, Library Science undergraduate fraternity, has elected STARR BATTEN, Middlesex, its new president. Other new officers include SHARON HORN of Moorestown, New Jersey, vice-president; LINDA MAYO, Greenville, secretary; SARAH EARNHARDT, Mooresville; historian/recorder; and MARIANNA LONG, Salisbury, treasurer. Assistant Professor LUDI JOHNSON is faculty advisor for the group. The Outstanding Member Award for 1976-77 went to KATHERINE L. JOHNSON of Wilson.

Two professors have been appointed to American Library Association committees. EMILY S. BOYCE, Professor, has been appointed to the Planning Committee of the Resources and Technical Services Division. Associate Professor DONALD E. COLLINS

will serve on the Adult Library Materials Committee of the Reference and Adult Services Division. Boyce is on educational leave fall semester attending classes at Catholic University.

The Library Science Outstanding Senior Award for the 1976-77 school year went to BILLIE JEAN MANN, Grifton. MARJORIE R. TAGGART, a native of Syracuse, New York, was the first recipient of the Mildred Daniels Southwick Award. Ms. Taggart is a graduate of Northwestern University and recently received the Master of Library Science degree.

During the Fall Semester, JUDITH G. LETSINGER joined the faculty as a visiting instructor. She worked specifically with the student interns in school media centers during the semester as well as conducting a seminar in school media center administration for practicing librarians. Since 1973, Ms. Letsinger has operated as an independent consultant on libraries and media centers. Prior to this, she was Chief Consultant of Field Services in the Division of Educational Media in the N. C. State Department of Public Instruction as well as Director of the ESEA Title II Demonstration School Libraries Project and ESEA Title II Projects for the Experimental use of Materials. She is also past president of the American Association of School Librarians.

Teaching fellowships for the 1977-78 school year have been awarded to VICKEY L. BAGGOTT, Winston-Salem; JOHN S. BARKER, Tarboro; SALLIE A. CHAUNCEY, Washington; R. DAVID CROOK, Cary; DONNA H. LAROUSSINI, Greenville; FRANCINE I. MARTIN, Conway; and JANE M. WILLIAMS, Williamston.

Among the courses available Spring Semester which begins January 9, appropriate for practicing librarians are *Introduction to Reference* (Th 6:30-9:30); *Library and Society* (M 4:00-6:00); *Government Publications* (T 3:00-6:00); *Automation of Library Processes* (M 6:30-9:30); *Library of*

Congress Classification System (W 6:30-9:30); *Seminar in Library Administration: Academic* (W 4:00-6:00); *Seminar in Library Administration: Public* (Th 4:00-6:00); *Research Methods in Library Science* (T 6:30-9:30); *Introduction to Audiovisual Instruction* (T or Th 6:30-9:30); *Educational Communications* (T 6:30-9:30); and *Design of Multimedia Materials* (W 3:00-6:00). Application forms are available from the Graduate School, ECU, Greenville, NC 27834.

University of North Carolina at Chapel Hill

School of Library Science

The National Endowment for the Humanities has awarded the School of Library Science a grant of \$29,300 to conduct a "National Conference on the Role of the Humanities and the Public Library" on March 5-7, 1978. Announcement of the grant was received by Professor ROBERT N. BROADUS, Principal Investigator, from the Office of Congressman L. H. Fountain.

The invitational conference, to be held at Quail Roost, will feature seven major papers beginning with KATHLEEN MOLZ, Professor of Library Science at Columbia University, and including the following: E. LAURENCE CHALMERS, JR., President, The Art Institute of Chicago; DAN LACY, Senior Vice-President, McGraw-Hill, Inc.; RONALD WILLIAMS, President, Northeastern Illinois University; CHARLES FRANKEL, Old Dominion Professor of Philosophy and Public Affairs, Columbia, University. Each paper will have two readers, one a scholar in the humanities and another a public librarian. Professor LESTER ASHEIM, William Rand Kenan, Jr., Professor of Library Science at UNC-CH, will summarize the discussions at a concluding session on Tuesday evening, March 7.

The NEH grant was the result of a feasibility study conducted by Professor Broadus in the fall, 1976. According to

Dean Edward G. Holley, "The interest of NEH in public libraries and the Endowment's increasing attention to the vital role of the humanities in public life suggest the timeliness of a conference which will address the role of the humanities in the public library. Professor Broadus has consulted numerous individuals in the public library field as well as humanities scholars and NEH officials in the state-based programs in developing plans for this conference. The meeting holds considerable promise for mapping out areas of mutual interest and concern as public librarians plan their progress for the next decade."

The School of Library Science has announced that NANCY PROTHRO NORTON will receive the Susan Grey Akers Scholarship of the School of Library Science Alumni Association for 1977-78. Ms. Norton, a Phi Beta Kappa and Magna Cum Laude graduate of Duke University, will receive \$1,000.00 to further her education in the master's program at Chapel Hill. The School of Library Science Alumni Association established the Akers Scholarship in 1954 in honor of Dr. Susan Grey Akers who served as Director and Dean of the School from 1932 until her retirement in 1954.

Other students receiving scholarships from the School include the following Carnegie Tuition Scholarships: Master's Program — JANET MARIA GIBSON (B.A., Wake Forest), LORETTA K. MERSHON (B.A., Newark College; M.A., University of California at Santa Barbara), REXANNE DAWSON NEWNAM (B.A., UNC-Chapel Hill), EDWARD S. PROCTOR (B.A., Duke University), PATRICIA W. BOODY (A.B., Pfeiffer), and KAREN A. PARROTT (B.A., UNC-Chapel Hill); Ph.D. Program — DAVID P. JENSEN (A.B., Greensboro College; M.S.L.S., UNC-Chapel Hill), and T. BRIAN NIELSEN (B.A., Bard College; M.L.S., S.U. N.Y. at Albany).

Receiving a University Research Assistantship is BARRY KENT MILLER (B.A.,

Wake Forest), while DEBORAH A. MAYO (B.A., UNC-Chapel Hill; J.D., North Carolina Central University) received a Graduate School Service Fellowship.

Awarded University Library Assistantships for 1977-78 are, Master's Program — JOHN E. ALLISON (A.B., UNC-Chapel Hill), CHARLENE V. BIRD (A.B., UNC-Chapel Hill), MARK E. BONDS (B.A., Duke University), ROBERT L. BYRD (A.B., Duke University; M.A., M.Phil., Yale University), PRISCILLA L. CAPLAN (A.B., Radcliffe), JOSEPH W. COLLINS (B.A., Canisius; M.A., UNC-Chapel Hill), CATHERINE R. DOUD (B.A., Albion College), MARGARET J. FIELDS (B.A., Denison University), JAMES B. FITZGERALD (B.A., Wake Forest; J.D., UNC-Chapel Hill), LAURA D. GRIFFITHS (B.A., Clemson University), TERI LYNN HERBERT (B.S., Memphis State; M.S., UNC-Chapel Hill), JUDITH S. ICARD (B.A., Appalachian State), MARTHA R. KEENS (B.A., UNC-Greensboro), ANNETTE M. LeCLAIR (B.A., University of Minnesota at Minneapolis; M.A., University of Virginia), YI-HSIA E. LEE (B.A., National Taiwan University; M.S. Oklahoma State), JOAN B. LYON (B.A., St. Andrews Presbyterian College), GRACE E. McDOUGALD (B.S., Campbell College), NORBERT B. McLEAN (A.B., UNC-Chapel Hill; M.A., Duke University), MARJORIE A. MARKOFF (B.A., Goucher College), CYNTHIA A. MARSHALL (B.A., Roanoke College), STEFANIE MENDELL (B.A., UNC-Chapel Hill), EVA B. MURPHY (B.A., Wellesley College; M.A., UNC-Chapel Hill), ALEXANDRA PANZER (B.A., University of South Florida), PATRICIA L. PRIETO (B.A., Tulane University), SHARON A. REILY (B.A., Randolph-Macon Woman's College), LINWOOD M. RESPESS (B.A., UNC-Chapel Hill), JAMES W. ROMER (B.A., Erskine College; M.A., UNC-Chapel Hill), PATRICIA L. RYCKMAN (UNC-Chapel Hill), LOIS J. SCHULTZ (B.M., M.M., Northwestern University), TIMOTHY D. SMITH (B.A., University of California at Riverside; M.A., Uni-

versity of Pennsylvania), EDWARD H. TEAGUE (B.F.A., UNC-Chapel Hill; M.A., University of Georgia), ROBERT F. YEHL (B.A., Cortland State), MAURICE C. YORK (A.B., UNC-Chapel Hill); Ph.D. Program — DELMUS E. WILLIAMS (B.A., University of Richmond; M.S.L.S., University of Kentucky).

Research assistants include the following: JANE F. BELSCHES (B.A., William & Mary), JUDY ANDREW CLAYTON (B.A., UNC-Chapel Hill), ELLEN D. JOSLIN (B.A., UNC-Chapel Hill), CYNTHIA A. LOWE (B.A., Westhampton College), JULEIGH G. MUIRHEAD (B.S., Abilene Christian College), JUNE D. PARKER (B.A., UNC-Greensboro), CYNTHIA L. PURYEAR (B.A., Westhampton College), FRIEDA B. ROSENBERG (B.A., Dominican College; M.A., Johns Hopkins), JEAN A. WHITMAN (B.A., Gettysburg College), CHERYL J. WOOD (B.A., UNC-Greensboro).

The Environmental Protection Agency Assistants include the following: BENJAMIN F. BAREFOOT (B.A., North Carolina State University; M.A., UNC-Chapel Hill), KATHERINE A. BRIDGES (A.B., Smith College), JULIAN W. GREEN (B.A., Dartmouth College), CAROLYN R. HOLLEY (B.A., Northeast Louisiana University), DONNA J. KEKLOCK (B.A., Old Dominion University), PATRICIA A. LANGELIER (A.B., Boston College), G. CAROLINE LELEAR (B.A., Thiel College; B.A., Ohio State University), JETT C. McCANN (B.A., Elon College), JAMES W. OLIVER (B.A., University of Virginia), JEANNE C. SAWYER (B.A., Duke University), SUSAN E. TULIS (B.A., University of Connecticut), NAN V. WILLIAMSON (B.A., Wake Forest).

The Audio-Visual Assistant is ARCHIBALD M. MARTIN, JR. (B.A., University of the South). The Block Assistant is MARY LYNN WILSON (B.A., University of Tennessee at Chattanooga). The Computer Assistant is SUSAN M. CANNON (B.A., UNC-Chapel Hill).

The Louis Round Wilson Scholarship

(for a Doctoral Student) was awarded to JO ANN BELL (B.A., Duke University; M.S.L.S., UNC-Chapel Hill; M.B.A., East Carolina University). The Alumni Graduate Fellowship was awarded to Ph.D. student, ARLENE T. DOWELL (B.A., Oklahoma Baptist University; M.S.L.S., University of Illinois).

MS. DIANNE D. JONES (B.A., Bennett College) received a Carnegie Grant-in-aid.

KARIN SUE NEGORO, a student in the School of Library Science, has been awarded one of the four \$2,500 scholarships of the Special Libraries Association for graduate study leading to the master's degree. Ms. Negoro, who received a BA degree from the University of California at Riverside and a MA degree from Pennsylvania State University, has held an assistantship in the Environmental Protection Agency Library for the past year. She will continue her program by working toward a double master's degree in marine science as well as library science. She has recently completed an evaluation of the library service needs of the UNC Institute of Marine Sciences at Morehead City.

GRADUATE RECEIVES LC INTERNSHIP

KATHRYN McKEAN MENDENHALL, a 1976 graduate of the School of Library Science, has been selected for the Library of Congress Internship Program for 1977-78. Ms. Mendenhall was one of only five interns selected in national competition from among the fifty-eight ALA accredited library schools in the United States.

The Library of Congress Internship Program is designed to recruit outstanding library personnel and prepare them for a wide range of professional positions within the Library of Congress through 20 weeks of seminars, tours, and rotational work assignments. Students selected for this program must be nominated by their library school faculty and finalists are selected

after interviews by a committee at the Library of Congress.

Ms. Mendenhall received her B.A. degree from UNC-CH and her M.A. from the Middlebury Graduate School of France in Paris. Her master's paper, "Collection Building in the National Sciences at the University of North Carolina," was described by Dean Edward G. Holley as one of the best to have been completed at Chapel Hill in recent years. Ms. Mendenhall completed her master's courses with a 4.0 average and received the Epsilon Chapter Award by Beta Phi Mu, library science honorary, for outstanding scholarship in the School since 1976. For the past year she has been Readers Service Librarian at the College of St. Thomas, St. Paul, Minnesota.

Previous LC interns from UNC-CH include: Walter Barnard, 1958; Rodney Sarle, 1959; Benny Ray Tucker, 1960; Alma Skinner Mather, 1961; Katherine Gardner, 1965; Constance Carter, 1966; John H. Womeldorf, 1969; Bruce Langdon, 1971; and Susan Tarr, 1975.

FIRST DOCTORAL STUDENTS SELECTED

After several years of planning and following approval of the UNC Governing Board, the School of Library Science and the University of North Carolina at Chapel Hill admitted five students to its new program leading to the Ph.D. in Library Science. Included in the fall semester class for 1977 are the following:

JO ANN BELL, B.A. Duke University, M.S. in L.S. UNC-CH, and M.B.A. East Carolina University. Member of Beta Phi Mu and Beta Gamma Sigma. Ms. Bell is on leave from her position of Health Sciences Librarian at East Carolina University. She has also been awarded the first \$1,000 Louis Round Wilson Fellowship, sponsored by the Edwards Foundation and announced at the Louis

Round Wilson Centennial Dinner on December 2, 1976.

ARLENE TAYLOR DOWELL, B.A. Oklahoma Baptist University, M.S. in L.S. University of Illinois. Member of Beta Phi Mu, Alpha Lambda Delta, Sigma Tau Delta, Kappa Delta Pi, and holder of the Shaprio Award for the Illinois student showing the most professional promise (1966). Ms. Dowell has taught at the University of Illinois, UNC-CH, and North Carolina Central University and was formerly assistant Head of the Catalog Department at Iowa State University. She has been awarded a \$3,000 Alumni Graduate Fellowship by the Graduate School.

DAVID PHILLIP JENSEN, A.B. Greensboro College, M.S. in L.S. UNC-CH. Member Beta Phi Mu. Mr. Jensen is on leave from his position as Librarian of Greensboro College. Awarded a Carnegie Tuition Grant for 1977-78.

THOMAS BRIAN NIELSEN, B.A. Bard College, M.L.S. State University of New York at Albany. On leave from his position of Assistant Undergraduate Librarian for Reference and Instruction, UNC-Chapel Hill. Awarded a Carnegie Tuition Grant for 1977-78.

DELMUS EUGENE WILLIAMS, B.A. University of Richmond, M.S. in L.S. University of Kentucky. Member of Beta Phi Mu. Mr. Williams was formerly Library Cataloger at Washington and Lee University. He has been awarded a University Library Assistantship.

SPRING 1978 COURSES

The School of Library Science announces the following courses of interest to practicing librarians during the spring semester, 1978:

LIBS 122 *Selection of Books and Related Materials for Young People*. Dr. Susan Steinfirst, Assistant Professor of Library Science. Thursday, 7:00-9:30 p.m.

LIBS. 220 *Storytelling: Materials and Methods*. Dr. Mary E. Kingsbury, Associate Professor of Library Science. Tuesday, 3:30-6:00 p.m.

LIBS 310(17) *Seminar in Reference Services*. Dr. Kay Murray, Associate Professor of Library Science. Thursday, 3:30-6:00 p.m.

LIBS 341(2) *Seminar in Public Libraries*. Dr. Kay Murray, Associate Professor of Library Science. Tuesday, 7:00-9:30 p.m.

LIBS 342 *Seminar in Academic Libraries*. Dr. Edward G. Holley, Professor of Library Science. Wednesday, 7:00-9:30 p.m.

LIBS 344 *Administration of Archives and Manuscript Collections*. Dr. Mattie Russell, Curator of Manuscripts, Duke University, and Visiting Associate Professor of Library Science. Tuesday and Thursday, 8:00-9:15 a.m.

LIBS 348 *Seminar in Biomedical Librarianship*. Mr. Sam Hitt, Director of the Health Sciences Library, UNC-CH, and Adjunct Associate Professor of Library Science. Tuesday, 3:30-6:00 p.m.

LIBS 349 *Seminar in Rare Book Collections*. Dr. Paul S. Koda, Curator of Rare Books, UNC-CH, and Adjunct Assistant Professor of Library Science. Thursday, 7:00-9:30 p.m.

Registration will be handled through the Evening College.

The School of Library Science will offer two courses in law librarianship during the second term of the 1978 Summer Session, July 5-August 9. These courses are:

LIBS 346: *Seminar in Law Librarianship*. A course intended for those who are preparing for careers as law librarians and for others who may now be working in law libraries. Following an introduction to the Anglo-American legal system, course content will be concerned with the objectives, characteristics,

services and development of law libraries in the United States, special problems in the selection and acquisition of law materials and their organization for use, the administration of law library services, and with law librarianship as a profession. The course will carry three semester hours' credit. Professor Mary W. Oliver, (B.S. in L.S., J.D.) Law Librarian, University of North Carolina, will be the instructor.

LIBS 210: *Legal Bibliography*. This course is an introduction to the literature of Anglo-American jurisprudence. Emphasis will be placed on the use of reports, statutes, administrative regulations and decisions, treatises, periodicals, and indexes as bibliographical tools. The course will carry three semester hours' credit. Visiting Professor Cameron Allen (M.S. in L.S., LL.B.) Law Librarian, Rutgers University, will be the instructor.

These courses will be open to students enrolled for a graduate degree in librarianship at the University of North Carolina at Chapel Hill or at other approved institutions, to those who already hold a professional degree in librarianship, and to others, as special students, with the permission of the instructors. Students who wish to receive graduate credit for these courses must be admitted to the School of Library Science as graduate students. Tuition and fees for the two courses will be \$127.00 for North Carolina residents and \$457.00 for non-residents. Fees for room and board are additional.

Enrollment for these courses will be limited, and applications to register for them must be submitted by June 15, 1978. Application forms for either graduate or special student status and further information may be obtained from:

Fred W. Roper, Assistant Dean
School of Library Science 026A
University of North Carolina
Chapel Hill, NC 27514

Library Roundup

Directors of public libraries from all over North Carolina met in Burlington in November to consider revision of the formula for distribution of State Aid to Public Libraries. Representatives were elected to serve on a committee including librarians, legislators and representatives of the Governor's Office. The committee will hold public hearings across the state before devising a final formula. Library directors elected to serve on this committee are BILL SNYDER, Sampson-Clinton Public and HENRY HALL, Scotland County Memorial, representing small libraries; ELIZABETH COPELAND, Sheppard Memorial (Pitt County) and ROBERT BURGIN, Wayne County Public, representing medium-sized libraries; JOHN PRITCHARD, Catawba County Public and GEORGE VIELE, Guilford County, representing large libraries; PHIL RITTER, Central North Carolina Region and LOUISE BOONE, Albemarle Region, representing regional library systems; and NEAL AUSTIN, High Point and DEAH STRAW, Southern Pines, representing municipal libraries.

From WAYNE COUNTY PUBLIC LIBRARY:

ROBERT BURGIN, formerly Assistant Director of the Onslow County Public Library, is now Director of the Wayne County Public Library.

From PETTIGREW REGIONAL LIBRARY:

NELLIE SAUNDERS, Director of the Pettigrew Regional Library for seven years, is now Director of the West Florida Regional Library in Pensacola, Florida.

From ROWAN PUBLIC LIBRARY:

PHILIP BARTON, formerly Director of the Southport-Brunswick County Library, is

now Director of the Rowan Public Library in Salisbury.

From BLADEN COUNTY PUBLIC LIBRARY:

JIMMY McKEE, formerly Librarian at the Montgomery County Library (Sandhill Region) is now Director of the Bladen County Public Library.

From FORSYTH COUNTY PUBLIC LIBRARY:

NANCY DOYLE BOLT, formerly with the Forsyth County Public Library, is now a consultant for the National Endowment for the Humanities in Washington, D. C.

On Thursday, December 22, the U. S. Department of Commerce, Economic Development Administration announced approval of a \$567,000 grant for Forsyth County that will be used to build a three-story, 42,000-square foot addition to the main public library building.

"I think it's great," Library Director Bill Roberts said of the grant. "I think the people of Forsyth County will appreciate the new facilities."

The library addition will include a 250-seat auditorium, a learning lab, a children's department, additional space for books and new quarters for the North Carolina room.

The addition will be built behind the existing library where a parking lot now exists. The addition will have a parking lot on its ground floor. The county has also bought a 14,000-square-foot lot across Fifth Street for more library parking.

The \$567,000 grant will pay for only

a portion of the \$2-million project. The rest of the money will come from the sale of county general obligation bonds that voters approved for library construction nearly three years ago.

Construction of the addition must begin on or before December 24 to comply with Local Public Works grant regulations.

From NEW HANOVER COUNTY LIBRARY:

The New Hanover County Board of Commissioners has approved a Five-Year Capital Improvement Plan which provides \$2.6 million in revenue sharing funds for a new library building. KATHERINE HOWELL is Director of the New Hanover County system.

From THE NORTH CAROLINA STATE LIBRARY:

The State Library sponsored a workshop in October for project directors and personnel involved in projects funded by the Library Services and Construction Act. Special guest and speaker was PAULINE WINNICK, Coordinator of Public Library Services, LSCA, United States Office of Education.

The LSCA Continuing Education Project is continually looking for personnel in public libraries in North Carolina to apply for continuing education grants. More information and application forms are available from Ms. LLOYD CHILDERS, Division of State Library, 109 East Jones Street, Raleigh, N. C. 27611.

From COLUMBUS COUNTY PUBLIC LIBRARY:

AMANDA BIBLE, Director, reports that the Columbus County Commissioners and the Library Boards of the Whiteville and Columbus County Libraries have agreed to merge the two libraries. The new Columbus County Library will be housed in the Whiteville Library building, which will be expanded and renovated.

From WAYNE COUNTY PUBLIC LIBRARY:

A grant from the North Carolina Arts Council and the National Endowment for the Arts has enabled the Wayne County Public Library and the Community Arts Council to sponsor a North Carolina Writers Series. The series of creative writing workshops and readings features North Carolina writers MARIANNE GINGHER, THOMAS WALTERS, GERALD BARRAX and SALLIE NIXON.

The Wayne County Public Library's 1977-78 Film Fest is off and running. The Film Fest features a free film each month. "Brian's Song" kicked off the series in September, and over 250 people turned out for the Halloween Spooktacular. "King Kong" and other film classics are scheduled for the future.

LIZ OLDHAM is the new Extension Librarian at the Wayne County Public Library. She is a recent graduate of the University of Tennessee School of Library Science.

PAT STEVENS is now Cataloger. She was formerly Desk Assistant.

MARSHALL BECTON is now Desk Assistant. She is a graduate of NCCU.

From CUMBERLAND COUNTY:

The CAPE FEAR LIBRARY ASSOCIATION, which is an organization of libraries and people interested in libraries in the Cumberland County area, is currently sponsoring an Audio Visual course. Developed in cooperation with the Center for Continuing Education at Fayetteville State University, participants will receive 3 CEU's upon completion of the course. Members of the Association hope to continue to offer courses which will benefit area librarians and others in the community.

From CUMBERLAND COUNTY PUBLIC LIBRARY:

JOHN GRIFFEN, principal of E. E. Smith Senior High School, has been ap-

pointed to the Board of Trustees of the Cumberland County Public Library to fill the unexpired term of the late INEZ EASLEY.

From CHARLOTTE-MECKLENBURG PUBLIC LIBRARY:

MARY HOPPER, PR person with the Public Library of Charlotte and Mecklenburg County, reports the Library received the highest recognition of the Charlotte Public Relations Society — the Infinity Award. The library's summer reading program for young adults — "16 WAYS to Read Your Summer" — a cooperative effort of the library and Charlotte radio station WAYS, was cited as "an imaginative summer reading program."

From DURHAM COUNTY LIBRARY:

Groundbreaking for the new Durham County Library was held Monday, October 31, 1977, at 11:00 a.m. Mr. DEWEY SCARBORO, chairman of the Durham County Board of County Commissioners, conducted the ceremony. Dr. WILLIAM C. BENNETT, pastor of the Trinity Avenue Presbyterian Church and former library trustee, gave the invocation. Remarks were heard from Dr. BENJAMIN POWELL, former director of the William Perkins Library and current chairman of the Library Board, and JOHN WHEELER, President of the Mechanics and Farmers Bank and Vice-Chairman of the Library Board.

Actual construction of the 65,000 square foot main library is to begin in early November, with the opening date expected early in 1979. The \$3,000,000 building will replace the 5,400 square foot Carnegie library built in 1921. The general contract for construction was awarded to J. M. Thompson and Company of Raleigh. The architect is Mr. Charles Knott of Durham.

From THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL:

The Map Room has recently acquired through a gift of the widow of Dr. WHAT-

LEY WILLIAM PIERSON two hand-painted maps by well known 17th century cartographers Willem Janszoon Blaeu and John Speed. H. G. JONES, Curator of the North Carolina Collection, has recently contributed an article on the teaching of history to the *North Carolina Historical Review*, and has addressed audiences at Atlantic Christian College, Methodist College, and at the Elizabethan Celebration in Manteo. A valuable collection of books, manuscripts, recordings and other materials has been given to the library by MRS. ANNABEL MORRIS BUCHANAN of Paducah, Kentucky. Mrs. Buchanan has been an active scholar and supporter of research on Appalachian folk music for many years, as well as a composer and musician in her own right. ELLEN B. NEAL presented a paper on "Practical Finding Aids for Small Historical Agencies" at the recent convention of the American Association for State and Local History in Charleston, S. C. MARY HORRES, Associate Director of the Health Sciences Library, is the new President-Elect of the North Carolina chapter of the Special Libraries Association. JO ANNE BOORKMAN has been appointed assistant to the director for Public Services in the Health Sciences Library, and JULIE BLUME, RICHARD HINSON, and REBECCA DAVIDSON have joined the reference staff there. APRIL WREATH has been appointed Head of Cataloging Services, and CAROLYN LIPSCOMB Head of Circulation Services in the Health Sciences Library. TUCKER SCHECTER has joined the Undergraduate Library staff, filling in for BRIAN NIELSEN who is on leave for doctoral study in the School of Library Science.

MARGARET WINCHELL has been appointed Slavic Cataloger at Wilson Library. Ms. Winchell received her Master's degree in Slavic Languages and in Library Science from Indiana University where she also worked in the library as a graduate student. She was working as a Cataloging

Assistant at the University of Minnesota Library before joining the Wilson staff.

CYNTHIA ADAMS has been appointed Network Reference Librarian. Ms. Adams received her Master's degree in Library Science from Emory University. Prior to joining the professional staff of the Library, she was Assistant Librarian and Instructor in Library Science at Longwood College, Farmville, Virginia.

BEVERLY J. BIVENS has been appointed Public Services Librarian, Periodicals Department. Ms. Bivens received her Master's degree in Library Science from the University of North Carolina at Chapel Hill. Prior to her appointment she served several years as a paraprofessional periodicals assistant at Wilson Library.

From QUEENS COLLEGE:

MARGARET CHAPMAN retired as librarian this past summer after suffering a heart attack. Upon her retirement, Miss Chapman was presented the prestigious Algernon Sydney Sullivan Award for outstanding contributions to Queens College.

From NORTH CAROLINA STATE UNIVERSITY:

The Documents Department of D. H. Hill Library has produced a 35-minute slide/tape program to orient users to the services and resources of their department. The Interlibrary Center has added ISI's OATS service to its range of services available to faculty and students. A memorial fund has been established in the library for the late Dr. C. HORACE HAMILTON, a regular contributor to the library for several decades. An exhibit of stamps and library materials relating to entomology has been mounted in the library by BOYD STEWART of the Reference Department and Dr. Maurice Farrier of the Entomology Department of the University. MELBA ELLEN FRANKLIN, Desk Supervisor in the Circulation Department and library staff member for 35 years, retired last July 31.

CY KING, Assistant Director for Collection Development, attended the ALA Pre-Conference on Collection Development in Detroit this summer. JEAN PORTER of the Documents Department attended the Second International Conference on Transfer of Water Resources Knowledge at Colorado State University in June. LILLIE CASTER, Head of Monographic Cataloging, has been reappointed to the SOLINET Data Base Control Committee.

From UNIVERSITY OF NORTH CAROLINA AT GREENSBORO:

MARY JANE CONGER has joined the staff, having recently come from the College of William and Mary. Ms. Conger holds an M.L.S. degree from UNC-CH. The Reference Department held a reception for new faculty at the University on October 7, with food and beverage provided by the library staff.

From THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE:

Atkins Library has completed organization of the Eugene Payne Cartoon Collection in the Library's Special Collections Unit. Payne, now an editorial cartoonist for WSOC-TV, won a Pulitzer Prize in 1968 for his work in the *Charlotte Observer*.

From GREENSBORO COLLEGE:

STAN HICKS is back on the library scene, this time as Acting Librarian at Greensboro College, holding DAVID JENSEN's position while David is on leave to pursue doctoral work at UNC-CH. Stan has been in private business in Greensboro after leaving the assistant directorship at UNC-G Library. ANNE WASHBURN has added a telephone book collection to the reference sources at Greensboro College.

From EAST CAROLINA UNIVERSITY:

Dr. WILSON LUQUIRE has joined ECU's Library as Associate Director. Dr. Luquire was recently a CLR Management Intern at the Joint University Libraries in Nashville,

and has degrees from Furman and Indiana University. He is an accomplished organist.

From JOHNSON C. SMITH UNIVERSITY:

A farewell luncheon honoring Mrs. MARY C. FLOWE, on her resignation as Acting Director, was given as a tribute to her 16 years of service to the Library. MILDRED W. SANDERS, Head of Technical Services, attended the Library Outreach Services workshop held in Chapel Hill in April. A recent user survey at JCSU reveals student interest in the library's resources has grown, and given the library a number of ideas about improving service.

From UNC-ASHEVILLE:

MALCOLM E. BLOWERS has joined the staff at the D. Hiden Ramsey Library as University Librarian, following the retirement of Ainsley Whitman on September 1. Mr. Blowers has taught history at Roberts Wesleyan College and Greenville College, and has served in the libraries at the University of Tennessee and Findlay College. He is currently a doctoral candidate at the University of Tennessee. Ramsey Library recently hosted the annual china painting exhibit, in collaboration with the Asheville China Painters' Guild.

From GUILFORD COLLEGE:

"Operation Facelift" in the Guilford College Library has brought several changes in appearance to that facility. The circulation desk, reference area, and placement of current reading materials have all been moved to concentrate movement and conversation in an area where people are least likely to do extended reading or study. A 3-M book detection system has also been installed to cut down on book loss in the building. ROSE SIMON, Faculty Liason Librarian, has been designated Project Librarian for the CLR Library Service Enhancement Grant awarded to the Guilford College Library. Guilford was one of only thirteen such grant recipients in the

country. HERB POOLE, College Librarian, has edited *Academic Libraries by the Year 2000: Essays Honoring Jerrold Orne*, just published by Bowker. DAMON HICKEY has contributed a chapter to that volume. MARLENE HANSEN has joined the staff as Library-Faculty Liason Officer, taking over Rose's duties for the period of the CLR grant. MIRIAM HOLLAND joins the staff as audiovisual and interlibrary loan manager. OLIVE JENKINS is the new Library Secretary.

From DUKE UNIVERSITY:

An \$80,000 grant from the National Endowment for the Humanities will enable Perkins Library to compile a union list of the South Asian government serial publications in major U. S. libraries. AVINASH C. MEHESHWARY, South Asian Bibliographer, will direct the project. An exhibit honoring the presidents of Duke University was recently mounted in the library by Dr. MARK STAUTER, Assistant University Archivist. CAROL AVERY, Cataloger and Reference Librarian, has contributed an article to *Michigan Libraries* on the "multi-roller" program at Duke. Dr. MATTIE RUSSELL has an article in the October *American Libraries* on the B. C. West case, a legal case involving property rights of documents. The Friends of the Library have published a book this fall, *Oracles* by Reynolds Price with etchings by Jacob Roquet. *Oracles* is a translation of a number of Biblical episodes and visions. East Campus Library recently mounted an exhibit on Islamic Art, in conjunction with a new course taught at Duke on Islamic civilization. SHELLEY E. PHIPPS has come to Perkins as a CLR Management Intern from the University of Arizona at Tucson. Shelley was Orientation Librarian at Arizona, and now follows closely the work of the Long Range Planning Committee. SCOTT BULLARD, Assistant Head of the Acquisitions Department, is founder and

editor-in-chief of a new journal published by Pergamon, *Library Acquisitions: Practice and Theory*. JOYCE FARRIS has joined the Monographic Cataloging staff on a part-time basis. Joyce has a library degree from UNC-CH, and special competence in Hebrew.

From ASHEVILLE-BUNCOMBE TECHNICAL INSTITUTE:

Ms. SHIRLEY B. McLAUGHLIN, librarian at Asheville-Buncombe Technical Institute since 1968, has been named Director of the Learning Resources Center. Ms. PEGGY CYLE will assume the duties of librarian.

The new Learning Resources Center at Asheville-Buncombe Technical Institute was formally dedicated October 20, 1977. The new structure will house the library, audiovisual services, learning laboratory and guided studies program. A reception officially opening the new facility was held October 20. It was attended by numerous community college and technical institute personnel, as well as local officials, Asheville-Buncombe faculty and staff, and representatives from the local academic community. Approximately 250 people attended.

From BLADEN TECHNICAL INSTITUTE:

With the resignation of Ms. Shelby Bordeaux, Mrs. KAY BULLARD has assumed the position as Acting Director of the Bladen Technical Institute Learning Resources Center.

From SANDHILLS COMMUNITY COLLEGE:

Mrs. Nancy Scism has joined the Learning Resources Center staff at Sandhills Community College as Assistant Librarian. Mrs. Scism was formerly with Danville (Virginia) Community College.

From CARTERET TECHNICAL INSTITUTE:

Ms. LUCY McGRATH, formerly librarian at Carteret Technical Institute, is now Director of the Learning Resources Center.

Mr. BILL WARD has assumed the position of Media Technician.

From THE LEARNING RESOURCES ASSOCIATION:

District 2 of the Learning Resources Association held their Fall meeting at Wayne Community College on November 4, 1977. Mrs. MERTYS BELL, Associate Dean of Learning Resources, Guilford Technical Institute, and JOHN THOMAS, Associate Dean of Learning Resources, Davidson Community College, spoke on the Processes Involved in Building New Learning Resources Center facilities.

From WILKES COMMUNITY COLLEGE:

The 98th birthday of N. C. POET LAUREATE JAMES LARKIN PEARSON was celebrated on the campus of Wilkes Community College on September 18, 1977. A conversation between Pearson and Jay Anderson, of the college faculty, touched Pearson's early life, printing, and poetry.

The James Larkin Pearson Collection is part of the Wilkes County Community College Learning Resources Center.

From COASTAL CAROLINA COMMUNITY COLLEGE:

Over 500 people attended dedication ceremonies Wednesday, September 28, 1977, of Coastal Carolina Community College's \$1.4 million Learning Resources Center and Student Activities Center. Dr. DAVID BRUTON and Dr. BEN E. FOUNTAIN, JR. were featured speakers for the dedication.

The two-story LRC contains 23,500 square feet and will hold 50,000 volumes. It has special sound-proof rooms, student lounges, and a special video taping room.

From RANDOLPH TECHNICAL INSTITUTE:

MIKE GREEN, Director of Learning Resources, Randolph Technical Institute, and the N. C. Department of Social Services, Division of Services for the Blind are

sponsoring a Program for the Blind. The program consists of Braille, Beginning and Advanced; communication skills, penmanship, and nutrition in daily living. The program is open to legally blind residents of Randolph County.

From THE STATE BOARD OF EDUCATION:

The State Board of Education has approved \$90,600 for Phase II of Course Development of the N.C. Rural Renaissance Program. Funds will provide for a consortium of ten technical institutes and community colleges to engage in instructional materials development. Institutions involved in the project are Beaufort Technical Institute, Caldwell Community College, Catawba Valley Technical Institute, Central Carolina Technical Institute, Central Piedmont Technical Institute, Guilford Technical Institute, Johnston Technical Institute, Martin Community College, Southwestern Community College, Wilson Technical Institute. Central Piedmont Community College is the coordinating institution.

From HAYWOOD TECHNICAL INSTITUTE:

NEAL MILLS has assumed the position of Media Specialist at Haywood Technical Institute. Mr. Mills holds the M.A. in Educational Media from Western Carolina University.

Ms. JAN FISHBACK has assumed the position of evening librarian at Haywood Technical Institute. Ms. Fishback was formerly with the public schools in Florida.

From MONTGOMERY TECHNICAL INSTITUTE:

Ms. NANCY CHEN is librarian at Montgomery Technical Institute. Ms. Chen is a native of Taiwan. She holds the M.A. degree from East Carolina University.

Ms. GRACE REYNOLDS has joined the staff at Montgomery Technical Institute as a Library Technical Assistant.

Ms. BOBBI EWING has joined the Learning Resources Center staff at Montgomery Technical Institute as Evening Coordinator of the Learning Lab.

From CENTRAL CAROLINA TECHNICAL INSTITUTE:

BOB LAWRENCE and DON TRULL have joined the Learning Resources Center staff at Central Carolina Technical Institute as Media Technicians. Mr. Lawrence was formerly with the Art Institute of Fort Lauderdale, Florida. Mr. Trull was formerly with Randolph Technical Institute as an instructor.

From GUILFORD TECHNICAL INSTITUTE:

Ms. CHERYL REID has joined the staff at Guilford Technical Institute as Tutorial Specialist. Ms. Reid replaced JOHN MALLARD who is now Skills Lab Coordinator.

From FORSYTH TECHNICAL INSTITUTE:

The Learning Laboratory at Forsyth Technical Institute has expanded its program to include curriculum students in remedial and supplementary programs. Ms. PAT NUNALEE, coordinator of the lab, also indicates they are working effectively with a number of Vietnamese, Korean, and Spanish students.

From THE COLLEGE OF THE ALBEMARLE:

The College of The Albemarle has received Federal approval for a new classroom/learning resources center of 75,000 square feet. In addition to federal and state funds, some 70 businesses, 13 organizations, two foundations, and 320 individuals have contributed funds for the construction. Tentative date of occupancy is September, 1979.

From CENTRAL CAROLINA TECHNICAL INSTITUTE:

Central Carolina Technical Institute and the Lee County Public Library have just completed a two-year supplement to their

original six-volume book catalog. The subject catalog was started in 1974.

The two libraries' collections concentrate on different areas: science, technical and legal at Central Carolina Technical Institute, and fiction, literature, and popular non-fiction at Lee County.

The catalog is available to Central Carolina Technical Institute, all branches of the Lee County Public Library, the local high school and the public libraries of neighboring counties.

From THE LEARNING RESOURCES ASSOCIATION:

The Learning Resources Association Spring Conference will be held in Greensboro March 15, 16, 17, 1978. The keynote speaker for the conference will be Dr. PATRICIA CROSS, distinguished Research Scientist at the Educational Testing Service, Berkley, California. Dr. Cross is the author of numerous books including *Beyond The Open Door* and *Accent On Learning*. Also speaking at the conference will be Dr. MALCOLM KNOWLES, Professor of Adult and Community College Education at North Carolina State University. Dr. Knowles is author of several books including the *Adult Learner: A Neglected Species* and *A History of Adult Education In The United States*.

The Conference theme will be "Humanizing the Learning Resources Center: A Team Approach."

From FAYETTEVILLE TECHNICAL INSTITUTE:

Ms. DOROTHY WALKER has joined the staff at Fayetteville Technical Institute as a Library Technical Assistant in charge of Circulation. Ms. Walker was formerly with the catalog department at UNC-G.

From SANDHILLS COMMUNITY COLLEGE:

Mrs. NANCY SCISM, formerly with the Danville Community College Library, has been appointed Assistant Librarian.

From J. H. ROSE HIGH SCHOOL, GREENVILLE:

The J. H. Rose High School Library/Media Center was one of eight schools across the state selected to receive a ten thousand dollar Elementary and Secondary Education Act Title II Special Purpose Grant.

Application for the grant at Rose was coordinated by LEIGH LEDBETTER and BRENDA LEWIS, media coordinators at Rose. The project they submitted concentrated on the purchase of high interest/low reading level books and audiovisual materials on a wide variety of subjects.

The basic purpose of the project was to purchase various types of media for the students who have reached high school level without ever having acquired the necessary reading and cultural skills. Purchasing such needed materials is only one part of the program, however; working directly with the teachers and students with these materials is the true challenge of the project.

Research Triangle area librarians from DUKE UNIVERSITY, DURHAM TECHNICAL INSTITUTE, NORTH CAROLINA CENTRAL UNIVERSITY, NORTH CAROLINA STATE UNIVERSITY, and the UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL formed a workshop to meet their counterparts. The goal of the "Counterparts Workshop" was to facilitate sharing of operation procedures among members of the group, to promote cooperation from participating libraries, and to pool information which indicates the scope and availability of library resources among member libraries. Each person met with others whose work most closely resembled their own; different libraries hosted different library departments. The experiment provided an opportunity not only to meet people who perform similar tasks, but to learn from different library systems.

JMRT T-SHIRTS

Did you miss your chance to buy a JMRT T-Shirt at NCLA? Don't be left out. Barbara Zimmerman is taking orders. Choose between these mottos: "Best Thing Between Two Covers" and "Librarians Circulate." They are available for \$3.50 in Small (30-32), Medium (34-36), Large (38-40), and Extra Large (42-44) in Sky Blue. These are men's sizes and run a bit large. They are made of cotton and polyester and will not shrink or fade. Send Check made to JMRT and order to Barbara Zimmerman at Stanly County Public Library, 133 E. Main St., Albemarle, N. C. 28001.

BIBLIOCHANGE

When the popular "Bibliography Bargains" column ceased being published in *RQ* (*Reference Quarterly*), the need for it continued. Now a similar column, "Bibliochange," is being published in each issue of the quarterly *Southeastern Librarian* under the authorship of Celia Wall, Engineering Librarian at Memphis State University. Anyone wishing to submit a bibliography for consideration should send a copy of their bibliography along with a citation (author, title, date, number of pages, ordering information) to Ms. Wall, Engineering Library, Memphis State University, Memphis, TN 38152. Information regarding subscriptions to the *Southeastern Librarian* should be directed to the Southeastern Library Association headquarters, P. O. Box 987, Tucker, GA 30084.

Sue Dodd, Data Librarian from IRSS (Institute for Research in the Social Sciences) at UNC-Chapel Hill, spoke to the regional chapter of ASIS (American Society for Information Scientists) on November 9 at Burroughs Wellcome in the Research Triangle Park.

Her topic was "Bibliographic Control in Technical Documentation." She described the IRSS Data Library, its collec-

tion, user services, and some problems unique to data management.

Membership in the Institute is open to any UNC faculty member who is engaged in social science research, whether funded or not. Among the services offered by the Institute are (1) Research Design, (2) Research Development and Administration, (3) Educational services, including sources of information concerning funding possibilities, and (4) Manuscript preparation.

The collection includes the complete 1970 census, with some 1960 census, all Harris polls since 1958, as well as public opinion data from the Gallup polls' Knight-Ridder Newspaper, Inc.

ELLA SCARBOROUGH, head of Duke Power and Technical Library, has been appointed to the Board of Directors of the North Carolina Library Association, as the Special Libraries representative.

BARBARA DUVAL, formerly of Midrex Corporation and Central Piedmont Community College Libraries, is now Librarian at the Mercy Hospital's School of Nursing in Charlotte.

JEAN SHARP, Librarian at Enka in Asheville, reports about the flood damage caused by the heavy November rains. Since the library is on the third floor, there was no major damage. Ms. Sharp said, however, "because we send the library to our people, our journal collection is very mobile. We expect a heavy loss of current journals and circulating monographs." In mid-November, soon after the flood, she said it was too early to estimate the book loss.

LEE HADDEN has joined Burroughs Wellcome in Greenville as their first Librarian. Prior to serving a nine-month internship with the North Carolina State Museum of Natural History, Mr. Hadden worked for three years selling books. He is a member of NCLA and SLA. His wife, Linda Powell Hadden, is with the Edgecombe County Library.

Southeastern Conference on Biblio-Instruction

The "Southeastern Conference on Approaches to Bibliographic Instruction" will be hosted by the Robert Scott Small Library, College of Charleston, Charleston, S. C. on March 16-17, 1978. The conference, intended for academic librarians who are presently involved in instructional programs as well as those who are initiating such programs, will address itself to several areas of concern in bibliographic instruction: objectives for bibliographic instruction; instructional evaluation; faculty-librarian communication techniques; bibliographic instruction in the Southeast; grants available for bibliographic instruction programs; and a panel on "Reaching the Student Through Bibliographic Instruction: Which Method Works?," which will feature presentations focusing on different approaches in the philosophy and the application of bibliographic instruction programs. Registration will be limited to 150.

For further information contact:

Cerise Oberman-Soroka
Robert Scott Small Library
College of Charleston
Charleston, S. C. 29401

NOMINATION FORM FOR THE 1978 OUTSTANDING AUTHOR AWARD SOUTHEASTERN LIBRARY ASSOCIATION SELA Author Award Criteria For Selection

Purpose:

To recognize works of literary merit by authors in states encompassing members of the Southeastern Library Association. Books are considered on the basis of their significance and importance to the general public as well as literary excellence in poetry, fiction, drama and non-fiction.

Guidelines:

Author: Native or *bona fide* resident of a Southeastern Library Association state at the time the work was written or published.

The Work: Two awards may be made — one each in the categories of fiction and non-fiction. In each category works must have been published within the five years prior to December 31st of the year preceding the biennial conference.

Detach and mail to Joseph A. Jackson, Chairman; The University of Tennessee at Chattanooga, Chattanooga, TN 37401.

Author Nominated

Title of Work

Publisher

Date of Publication

_____ Fiction

_____ Nonfiction

Nominations must be received by January 31, 1978.

SELA Member Making Nomination

Address

NCLA Section Activities

Children's Services Section

Ann Gehlen and her Program Committee did an outstanding job in planning both a pre-conference program (in conjunction with the Adult/Young Adult Services Committee of the Public Libraries Section) and a conference program for Children's Services Section. Over 350 people attended the pre-conference to hear Mary K. Chelton, President of YASD; Joan Lipsitz, author of *Growing Up Forgotten*; and Barbara Elleman, Children's Book Reviewer for *Booklist*; and to visit exhibits and demonstrations during the idea exchange. Librarians and others in youth services across the state made presentations at the 16 idea fair tables, which were equally divided between those dealing with children and those dealing with young adults.

The Section held a "meet the poet party" honoring Arnold Adoff on Thursday night of the conference. Approximately 125 persons were invited to the informal gathering. Christopher Baar-Lindsay and Linda Brown served as hostesses, assisted by Frances Collier and Gail Terwilliger.

The biennial section meeting drew approximately 300 people. Audience and speaker were equally surprised by a large frog puppet (manipulated by Joe Stines) which introduced speaker Arnold Adoff. Adoff gave a brief formal talk then entertained numerous questions from the floor. His books were available for sale at the session and were autographed before and after the program.

The two major items of business considered during the business portion of the meeting were election of officers and revision of the bylaws. Officers elected to serve for the 1978-79 biennium were: Christopher Baar-Lindsay, Chairman; Gail Terwilliger, Chairman-Elect; Suzanne Williams, Secretary-Treasurer. Bylaws revisions provide that 1. Two or more candidates will be nominated for each elective office; 2. Vacancy occurring in the office of Chairman-Elect or both Chairman and Chairman-Elect during the interval between regular meetings will be filled by mail ballot.

BYLAWS

CHILDREN'S SERVICES SECTION

NORTH CAROLINA LIBRARY ASSOCIATION

(Adopted September 25, 1974)

(Revised October 6, 1977)

ARTICLE I: NAME

The name of this organization shall be the CHILDREN'S SERVICES SECTION OF THE NORTH CAROLINA LIBRARY ASSOCIATION.

ARTICLE II: OBJECTIVES

The objectives of this organization shall be (a) to bring together members of the North Carolina Library Association who are interested in promoting library and informational services for children and whose organized discussions and actions will provide a broad base for leadership, (b) to encourage research in this field of knowledge, (c) to stimulate, and to engage in the creation and exploration of informational sources and materials, and (d) to help to fulfill the objectives of the North Carolina Library Association.

ARTICLE III: MEMBERS

Members of the North Carolina Library Association who state a preference for this Section at the time of payment of the Association dues shall become members.

ARTICLE IV: OFFICERS

The Officers of this organization shall be: (1) Chairman, (2) Chairman-Elect, who shall serve as Vice-Chairman, (3) Secretary-Treasurer.

The Chairman-Elect, and the Secretary-Treasurer shall be elected at the regular biennial meetings and shall serve for a two-year term, or until their successors are elected and have assumed their duties.

ARTICLE V: EXECUTIVE COMMITTEE

The Executive Committee shall consist of the Chairman, Vice-Chairman, Secretary-Treasurer, the immediate Past Chairman, and Chairmen of the Committees. The Executive Committee shall have general supervision of affairs of the Section and shall have the power to act for the Section on administrative business of the Section in the intervals between biennial meetings. Such administrative business shall include only that business which necessarily must be dealt with prior to the regular biennial meetings.

ARTICLE VI: MEETINGS

1. The regular meeting shall be held as a section meeting of the biennial meeting of the North Carolina Library Association.
2. Special meetings may be called at the direction of the Chairman, the Executive Committee, or upon written request, signed by 15 members and delivered to the Executive Committee of the Section.
3. A Quorum for the transaction of the business of this Section shall consist of 25% of the membership of the Section.

ARTICLE VII: ELECTIONS

1. The Chairman shall appoint a Committee on Nominations who will present for each elective office the names of two or more candidates who have given consent to serve if elected. An opportunity for nominations from the floor shall be given.
2. A majority vote of those Section members attending a regular meeting shall constitute election.

ARTICLE VIII: SPECIAL DUTIES OF OFFICERS

1. The Chairman shall serve as Chairman of the Executive Committee. The Chairman shall, with the Executive Committee, appoint such committees, and define their duties as may be necessary to carry on the work of the Section. The Chairman shall serve as an ex officio member of all committees with the exception of the nominating committee.
2. New committees may be created, and old committees discontinued, by the Executive Committee, provided that such action is not contrary to the wishes of the membership of this Section as expressed at the most recent meeting of the Section.
3. The Chairman-Elect, serving also as Vice-Chairman, as stated above, shall accept the responsibilities and perform the duties of the Chairman in the absence of the Chairman. The Chairman-Elect shall be elected to office, and shall assume the responsibilities and perform the duties of the Chairman in the event of death or resignation of the Chairman. He shall serve as Chairman during the two years following his term as Chairman-Elect.

4. The Secretary-Treasurer shall perform the duties normally accepted for such office, and serve as Chairman of the Finance Committee.
5. In the event of death or resignation of the Chairman-Elect or both the Chairman and Chairman-Elect, the Executive Committee shall secure from the Committee on Nominations the names of two or more candidates who have given consent to serve if elected. Unless a regular meeting is scheduled within two months, a mail ballot will be sent to all current members. A majority of those members responding within 4 weeks from the date the ballot is mailed shall constitute election. If a vacancy occurs in the Office of Secretary-Treasurer, the Executive Committee shall appoint a replacement. Such appointment shall remain in force until the next regular meeting of the Section.

ARTICLE IX: PARLIAMENTARY AUTHORITY

1. *Robert's Rules of Order*, latest revision, shall be the governing authority in any matter not specifically covered by these bylaws.
2. Nothing in these bylaws shall conflict with the *Constitution and Bylaws of the North Carolina Library Association*.

ARTICLE X: AMENDMENTS

These rules may be amended by a two-thirds vote of the members present at a meeting called in accordance with bylaws of this Section; or by a mail ballot, provided that (1) the request for such action be submitted to the Executive Committee in writing and signed by 15 members of the Section, (2) the total number of returned ballots be not less than 25% of the membership of the Section, and (3) two-thirds of the mailed ballots returned shall be in the affirmative.

College and University Section

An outstanding paper on academic library planning was presented by Ann Stone, Duke University, at the section meeting October 7 during the Biennial Conference of NCLA.

New officers for the 1977-79-Biennium are:

Chairman

Mr. Elvin Strowd
Assistant Librarian for Public Services
Duke University

Vice Chairman-Chairman Elect

Ms. Tommie Young
Director of Library Services
North Carolina Agricultural and Technical State University

Secretary-Treasurer

Mr. William Tydeman
Director, Memorial Library
Mars Hill College

Directors

Mr. Claude Green
Library Director
Elizabeth City State University

Mr. Eugene Huguelet
Library Director
University of North Carolina at Wilmington

Documents Section Report

Bernadine Hoduski, Special Library Assistant to the Joint Committee on Printing, U. S. Congress, spoke at the Documents Section meeting at the NCLA Conference on October 7, 1977.

Since her appointment as Special Library Assistant in December 1974, Ms. Hoduski has worked with the Congress, Government Printing Office, and other Federal agencies to improve distribution of government publications to depository libraries. She spoke about accomplishments (changing Federal regulations so that agencies send copies of their non-GPO publications to the Superintendent of Documents) and steps being taken in the right direction (some General Accounting Office publications are now available on microfiche). The value of Bernadine Hoduski's work was recognized by ALA Government Documents Round Table in June 1977 when she was awarded the James Bennett Childs Award for "distinguished contributions to documents librarianship."

Jean Porter (D. H. Hill Library, NCSU) was sworn in as the new Chairperson of the Section. Other new officers are: Vice-Chairperson, Chairperson-Elect, Suzanne Levy (UNC-CH), and Secretary-Treasurer, Marty Reith (Forsyth County Public Library System). Araby Greene (UNC-CH) is the new editor of the North Carolina documents librarians' newsletter, *The Docket*.

Current plans of the Section include a Census publications workshop for Winter 1978 and a study of other states' systems of distributing state documents.

From *THE DOCKET*

News Item

The members of the Documents Section can be justly proud of the influence of their documents librarians group upon the surrounding states. The documents librarians organizations in both Tennessee and Virginia were formed after considerable consultation with members of the N. C. group and perusal of *The Docket* and constitution, and even visits to our annual meetings. Now a documents librarians group is being formed in South Carolina and, once again, the impetus has come partly from contact with the N. C. organization. Today the Southeast, tomorrow the world?

"RIE Exchange"

The old, trusty "RIE Exchange" which used to be run by the ERIC Clearinghouse at Stanford has been transferred to the ERIC Processing and Reference Facility in Bethesda, Maryland. Those of you who have spare issues should list them with this new exchange service.

Send listings of all spare issues of RIE to:

Dorothy Slawsky
Reference Librarian
ERIC Processing and Reference Facility
4833 Rugby Ave., Suite 303
Bethesda, Maryland 20014

"There Is No Joy In Mudville"

Our bill for a state documents depository study commission, HR 1434, failed of passage in the recent General Assembly, despite assurances from Appropriations Committee members that there would be no problem with passage. Our bill was reported unfavorably to the floor on the very last day of the session, a procedure which is apparently used for the many bills never dealt with by the committee. All is not lost, however. Bill O'Shea, the NCLA Government Relations Committee Chairman, and Allen Adams, the representative from the Raleigh district, have requested that Carl Stewart, the Speaker of the House, order that the study be carried out by the Legislative Research Commission. The Speaker of the House is empowered to order such studies. Obviously, the Documents Section members would want to avoid the two year delay until the next session of the General Assembly, and Speaker Stewart may hold the last key to the avoidance of such a delay.

Junior College Section

The newly-elected officers of the Junior College Section of the North Carolina Library Association are:

Chairperson

Rosalind Campbell
Blue Ridge Technical Institute
Flat Rock, North Carolina 28371

Vice-Chairperson (Chairperson-Elect)

Carolyn C. Oakley
Vance-Granville Technical Institute
Post Office Box 917
Henderson, North Carolina 27536

Secretary-Treasurer

Pamela B. Doyle
Department of Community Colleges
100 South Harrington Street
Raleigh, North Carolina 27603

Director

Janet L. Freeman
Wingate College
Post Office Box 217
Wingate, North Carolina 28174

Director

John Thomas
Davidson County Community College
Post Office Box 1287
Lexington, North Carolina 27292

Junior Members Roundtable

JMRT Officers for the 1977-79 Biennium are:

Chairperson: CARL SEARS

Vice-Chairperson, Chairperson-Elect: BILL SNYDER

Secretary: MARY AVERY

Directors: TIMOTHY COGGINS, MARY JO GODWIN

JMRT Travel Network

PAT HAUSMAN (Reference Department, UNC-Greensboro) has agreed to head up the North Carolina branch of the national JMRT Travel Network. This concept is designed to allow JMRT members travelling about the country to "bunk" with a JMRT member in another part of the country. This not only saves on the rising cost of motel rooms but allows you to exchange news, gossip, ideas, and friendships with fellow librarians. Such questions of great importance as, "What, you got a 12% raise this year, how?," "Where is this great vacancy you were telling me about?," "Did your Director get a new whip for Christmas? We gave one to ours and he wore it out in three weeks," can be answered.

If you have any questions or would like to be listed as a part of the network, contact Pat.

NCLA/JMRT Membership Program

This slide and tape program was developed over the past three years by BARBARA BAKER and BECKY HOWARD. They have done an excellent job in preparing the program which was designed to be shown to library schools and other interested groups. Local JMRT members will be asked to take the program to their local library school for viewing and to answer questions about the real world of libraries. Becky and Barbara had the program at the JMRT Booth in Winston-Salem for viewing by the membership.

Spring '77 Issues Requested

An unusual number of requests for *North Carolina Libraries*, vol. XXXV, no. 1 (Spring, 1977) have been received by NCLA. If you or your institution have extra copies to donate, these will be gladly accepted and forwarded to the requesting parties. Please send any unwanted copies to:

Kathleen S. Wheelless
Executive Secretary
North Carolina Library Association
Box 212, ASU Station
Appalachian State University
Boone, North Carolina 28607

UNC-TV Highlights

About Books

"Book Beat"

Wednesdays 10:30 p.m.

Sundays 6:30 p.m.

Bob Cromie interviews authors of new books.

"Books In A Bind"

Tuesdays 3:00 p.m.

Begins December 6

Thursdays 6:30 p.m.

Eight-part series on book binding and recovering.

About Science

"Nova" series

Wednesdays 8:00 p.m.

"In the Event of Catastrophe"

January 4

Look at civil defense.

"The Green Machine"

January 11

Examination of the hidden powers of plants.

"Blueprints in the Bloodstream"

January 18

Forecast of preventive medicine through prediction of diseases and immunization against them.

"One Small Step"

January 25

Traces American and Soviet race for the moon. First part of a two-part man in space special.

"The Final Frontier"

February 1

A look at space colonization and the promise of untapped resources in space. Part two of man in space special.

"The Business of Extinction"

February 8

Examination of the multi-million dollar trade in endangered species of animal life.

To Receive the Monthly Guide to UNC-TV Programs

Send \$2.00 to FOUNT, Box 1088

Chapel Hill, N. C. 27514

