

Report from the President

A Seminar for State Library Association Presidents With Southeastern Library Association Officers was held on July 27 and 28 in Atlanta. This is the second year that SELA has sponsored the Conference for State Presidents.

At the first session, we had a report from Mr. J.B. Howell, SELA President, summarizing the various activities of the Association during his term of office. He also gave a preview of plans for the SELA/SWLA Conference to be held in New Orleans on October 6-8.

Ms. Johnnie Givens, SELA Executive Director, gave a report on the activities of the Headquarters Staff: the SELA White House Conference Planning Seminar held in Atlanta, September 16-17, 1977; the Copyright Seminar produced by the Special Libraries Section of SELA held on October 6-7, 1977; the routing of State Association journals between the State Library Association Presidents; and the progress being made on the compilation of directory and other important information regarding State Associations. Ms. Givens also gave an up-date on the grants received by SELA.

Some of the topics discussed on the second day were: IRS tax exempt status; recruiting, employing and making op-

timum use of Executive Secretaries; regional activities for and with State Associations during the non-SELA Conference years; and the activities for State Association. A great deal of time was spent in reviewing the proposed revisions to the SELA Constitution and the impact on the State Associations.

One of the most interesting aspects of the Seminar was the opportunity to meet the SELA Staff and the other State Presidents. Throughout the meeting we exchanged ideas and discussed the various activities of the State Associations. Before adjournment, the State Presidents requested the opportunity to meet again at the SELA/SWLA Joint Conference in New Orleans.

I am extremely pleased with the progress in the planning and preparation for the Governor's Conference on Libraries and Information Services to be held October 19-21, 1978. The two hundred delegates and one hundred alternates to the Conference have been selected from over fifteen hundred nominations. The theme of the Conference will be "Libraries: The Way to Know". The program committee has secured Dr. Isaac Asimov as the keynote speaker. Asimov is a very prolific, well-known author who has

had a unique experience with libraries. Governor Hunt will also address the Conference and there will be a wide variety of exhibits and demonstrations.

I received a letter from Mr. J.B. Howell announcing the results of the recent election of State Representatives to the Executive Board of SELA. Miss Mae S. Tucker, Assistant Director, Public Library of Charlotte and Mecklenburg County, was elected as North Carolina's Representative. We look forward to working with Mae as a member of the NCLA Executive Board and as our Representative to SELA. Mr. I.T. Littleton, Director, D.H. Hill Library NCSU, has done an outstanding job as our SELA Representative for the past four years. He has served on a number of SELA committees and played an important role in the selection and employment of the Executive Director for SELA.



Leonard L. Johnson

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Do You Have the Phone Number of the Castle? or Sex Stereotyping in Folk And Fairytales

by Jeanne R. Brooks

Central Carolina Technical Institute

Stories for children are important indicators of societal values. D.C. McClelland in *The Achieving Society* has shown a strong relationship between achievement imagery in children's stories and subsequent economic growth. Other researchers (Weitzman, 1972, Hillman, 1973, Stewig, 1973) have assumed a relationship between the role models available in children's stories and sex role learning.

Since studies have shown that sex role differentiation occurs very early in life (Hartley, 1960) and at least one study has shown no appreciable increase or decrease in sex stereotyping from kindergarten to sixth grade (Schlossberg, 1972), it would seem that the earliest stories to which a child is exposed might well be the

ones most important in forming sex role stereotypes.

Usually children are exposed to two forms of story at a very early age. The first is the authored story or picture book; this is what was analyzed in the Weitzman and Stewig studies. The second type of story told to the pre-school child is the traditional folk or fairy story. These stories, such as Cinderella, the Three Billy Goats Gruff, and Little Red Riding Hood, are told and retold throughout early childhood.

This paper presents a preliminary analysis of sex roles in *Told Under the Green Umbrella*, a collection of these traditional folk and fairy stories. Stories in the collection were rated on several variables; achievement in women was particularly of interest.

Before discussing the analysis of

the tales, the history of the collection itself should be explained. *Told Under the Green Umbrella* was copyrighted in 1930. This is a standard folktale collection, currently heavily used by storytellers and teachers. The stories contained were selected by the Literature Committee of the Association for Childhood Education International Kindergarten Union. It should be noted that all members of the committee were female, and all were employed either in teachers' colleges, as public librarians or as public school teachers.

Out of the entire twenty-five stories analysed, only one had a female character who achieved any desired end through her own effort. In this story, *The Old Woman and her Pig*, through a tortured sequence of events, an old lady finally gets a stick to beat a dog, and the dog finally to bite a pig, and the pig finally to jump over a style so that the old lady finally can get home in time for dinner. It is noteworthy that the heroine of this story is an "old woman" as the masculine hero in most stories tends to be a young man or a man in the prime of life. Another difference between this story and the stories with masculine heroes is the fact that the old lady merely gets "home in time for dinner" for her trouble, whereas a successful male hero may win a princess, as in *The Princess on the Glass Hill*, or at least get his business back into shape as in *The Elves and the Shoemaker*.

Two stories in the collection portrayed women with good ideas. In both *The Straw Ox* and *The Elves and*

the Shoemaker, the wife had a good idea but the husband was needed to help carry it out. In both stories, the main contribution of the wife was the idea. Again, the woman in *The Straw Ox* was an "old woman".

Another story, *The Fisherman and His Wife*, which had an outstanding female character, should be mentioned. In this story, the fisherman took the bad advice of his greedy wife;

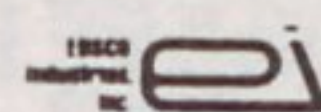
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this tale is a child's sized MacBeth. There is no correspondingly evil picture of a husband. In fact, no masculine villain caused the downfall of an innocent victim as successfully as this wife caused the downfall of her husband and herself. Perhaps stories like this can be correlated with findings that young boys describe adult women as nasty and exploitative (Hartley, 1959).

But the above stories are the exceptions. For the most part the stories in *Told Under the Green Umbrella* ignored women altogether. This is shown in the quantifications we made of the numbers of females mentioned in titles, the numbers shown in illustrations, the number of female characters altogether, and the numbers of stories with no females as opposed to the number of stories with no males.

On the assumption that characters named in story titles are often the important characters in a story, the characters named in titles were counted by sex. Fourteen stories had male characters in the title, six had female characters.

The findings are similar when counting the sex of characters portrayed in the illustrations. We included in this count animals who were wearing clothes which made their sex obvious. There were twenty-one illustrations showing males, and nine depicting females.

Out of twenty-five stories, seven had no female characters, but no story was completely lacking in male characters.

After counting all males in all

stories, we found sixty male characters; total number of females, thirty-six.

However, the thirty-six female characters took up much less of the stories than an equivalent number of male characters. With the exceptions mentioned, the females tended to be peripheral to the story. Many more of them were wives or mothers, mentioned in one sentence and then forgotten, than were the male characters. In fact, out of sixty male characters only five were designated primarily by their relationship to other characters. While out of thirty-six females, thirteen were described primarily by their relationship to another character.

Many of the women in the stories were passive prizes for masculine achievement. In *The Princess on the Glass Hill*, the princess had no character whatsoever and no speaking lines. She existed only as would a pot of gold — the prize at the end of the rainbow.

Another example of the passive prize was Cinderella. She succeeded through no action of her own. We are told she was good and kind, although this was not shown in the story. Actually, she was completely passive, just "waiting for the prince to come around and try the glass slipper on her foot." The impression was left that if the prince had not made it to her house, Cinderella would not have gone to him. The message to little girls was "someday your prince may come, but you certainly can't go to him."

Other stories in this collection in-

volve the woman as sexual prize. *Little Scar Face* is similar to Cinderella; in this story a good, kind, non-aggressive girl gets the handsome man. Two stories are of the brave-and-aggressive-man-gets-the-beautiful-girl type. However no story shows a brave and aggressive girl getting a handsome man; and no story shows a kind and good man winning a beautiful girl.

The stories in *Told Under the Green Umbrella* also contained more subtle innuendoes which were harder to quantify. The following quotes exhibit some attitudes which convey sexual stereotypes.

From *Old Lukoie, The Dustman*:

Then they came to the bridal hall, where all the little lady mice stood on the right whispering and giggling, as if they were making fun of each other, and on the left stood all the gentlemen mice stroking their whiskers with their paws.

(*Told Under the Green Umbrella*, p.4)

From *The Race Between Hare and Hedgehog*:

"Don't be so quick with your words, woman," said the Hedgehog. "That's my affair; you musn't meddle with what you don't understand. Look sharp: put on your things and come along."

What was the wife to do? She had to obey, whether she wanted to or not.

(*Told Under the Green Umbrella*, p. 32)

One ironic observation can be made. Since the women responsible for this collection were all working women, actively involved in a national committee of an educational association, they must have had lives much different from those they chose to have portrayed in these stories. The Weitzman study makes a similar point concerning the women authors of picture books.

In general we found our results agreed strongly with the results of the Weitzman study. Considering that the Weitzman study concentrated on prize winning picture books from 1967 to 1970, this might mean that sex role depiction had not changed in major ways in the preceeding forty years.

More hopefully, one recent study (Stewig 1975) shows a significant change between books spanning the period sixty-eight years before 1972 and more recent books published between 1972 and 1974.

Since trade books seem to be reflecting our changed ideas about sex roles, we may find our folklore beginning to change, our mythology being rewritten, Cinderella phoning the prince and asking him to return her shoe.

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How Libraries Serve Older Adults*

by Ellen Winston

Former U.S. Commissioner of Welfare
and

Former North Carolina State Commissioner
of Public Welfare

In a small volume by Thomas Mann there is a delightful reference to the futility of carrying doves to Athens, an idea more familiar to us in relation to carrying coal to Newcastle. At any rate that is the position in which I find myself this morning. Yet I have had a lifelong interest in what I call "collecting libraries" and for some twenty-five years I have been actively promoting services to older adults. Hence I had the temerity to accept an invitation to speak to you from my layman's approach on "How Libraries Serve Older Adults". Probably I will say nothing you do not already know, but I hope to remind you of all the things being done or that can be done to enhance the quality of life for older adults in every community. Actually we did a rather good job in summarizing needs for library services in the

State Report prepared for the 1961 White House Conference on Aging which pointed out "the increasing emphasis on understanding the problems of aging in order to determine the libraries' appropriate role in meeting educational needs and leisure time interests."¹ With a budget request now before Congress for a White House Conference on Libraries by 1978, greatly increased emphasis can be expected.

I was pleased to note in a recent paper by Jean S. Brooks that Library services to the aging has become a *field* of study and expertise rather than a single and special isolated library service.² Library services for this age group must include the gamut of general library services plus much more. Obviously our concern is primarily with community-based libraries as contrasted with those in educational institutions or other

*An address delivered September 23, 1976 in Winston-Salem at the "Serving the Entire Community" conference sponsored by the State Library and the Library Services Construction Act.

specialized settings, but even the latter can be expected to emphasize increasingly their services to the growing numbers of older adults.

In fact, the literature on libraries and the aging seems to be increasing by leaps and bounds. It is really surprising that the history of this movement within the field goes back only until 1941 when the Cleveland Public Library established its Adult Education Department. This was ten years after the first federal authorization for funds for library service to the blind (the Pratt-Smoot Act of 1931). For excellent material on the historical development, which I cannot review at this session, I refer those of you who have not seen it to the issue of *LIBRARY TRENDS* for January 1973.

While we are concerned with how the library can serve the aging, we must also be concerned with how well the library serves as a center for educating the public about aging. The recent awards of nineteen grants and contracts for library research and demonstration projects by the U.S. Office of Education includes a substantial grant to the University of Denver for a project entitled "Serving Senior Patrons: Integrated Media Library Staff Training Package."³

Federal library grants for services based on senior citizen population are usually on a project basis and not on a per capita age basis. Apparently we must dream up larger projects since the North Carolina grants for fiscal 1976 worked out to twenty-two cents per senior citizen compared with sixty-nine cents in Vermont and eighty-three in Wyoming.

Potential Clientele

Every older adult in North Carolina is already making some use of libraries or belongs to your potential clientele. To indicate the numbers involved, we have only to consult the census estimates for mid-1976. They give the state 725,000 citizens sixty and over. Moreover, we know that the number of individuals in the older ages is steadily increasing from decade to decade. More than two-thirds of all individuals sixty-five and over continue to be independent, in full control of all aspects of their lives. Less than one-third need more or less help in connection with satisfactory daily living. Less than five percent are in some type of institution. These proportions are significant as one evaluates current services and plans for expanded library services. Also, they place in sharp perspective the fact that we have often failed to give adequate attention to healthy, active older adults and their interests as we focus on the frail, the ill, and the chronically disabled. The aged are a heterogeneous group, covering two or even three generations, and ranging from non-readers to the highly trained who challenge the skills of the reference librarian. We do not have to formulate all of the ideas. Many of the aging can be depended upon to express their own needs or wishes if given the opportunity to do so. Moreover, learning has no age limit.

The National Council on the Aging has recently published a study en-

titled *The Myth and Reality of Aging in America*.⁴ Questions were asked the sample of older adults surveyed about their use of libraries. For individuals sixty-five years of age and over, fifty-five percent of those with a high school education reported that a library was convenient as contrasted with ninety-one percent of the college graduates. Actually the study found that convenience is directly affected not only by education but also by economic status and mobility. For low income older adults the fact that the library is free is an advantage that should not be minimized. "With retirement comes reduced income level for most older Americans. Libraries provide one of the least expensive activities available to the individual citizen."⁵ Of the college graduates surveyed, almost two-thirds (sixty-three percent) had visited a library during the past year.⁶

Reading habits are also of interest. Of all individuals sixty-five and over in the sample, eighty-seven percent reported reading newspapers, sixty-seven percent magazines, and fifty-seven percent books. The percentages increased as income level rose and with more education. Furthermore, the next generation of older adults will have more income, be better educated, and make more demands quantitatively and qualitatively. In fact ninety-nine percent of the older college graduates read newspapers, ninety-two percent magazines, and ninety percent books, with all percentages declining slowly with advancing age. The day before the survey all older adults averaged

1.7 hours in reading with college graduates averaging a full two hours. Even for them, however, more time was spent on radio and television programs.⁷

A recent North Carolina study gave somewhat different percentages. While 61.6 percent reported that a library was convenient, 29.9 percent did not have convenient access. Some just did not know: obviously non-readers. Of the North Carolina older adults, 43.6 percent reported that they read books and 56.1 percent said they did not. For magazines and/or newspapers, 74.2 percent said they read such publications; 25.5 percent did not read them.⁸

Another recent survey of the aged for Guilford County does not include the specific data but clearly found about fifty-five percent of those persons sixty-five and over using some of their free time for reading. In fact it was fifth as a pastime behind television, church activities, having friends over, and radio.⁹

Having briefly examined the clientele, I want to turn to three A's that I often use in discussing services for the older segment of the population, namely availability, accessibility, and acceptability.

Availability

The first question under availability is whether we have recently taken stock of what we have in the library holdings to meet the interests and needs of older adults. Do we have the latest publications from the Social Security Administration on social

security payments and on medicare, or a good selection of materials relating to pre-retirement planning? What about the many pamphlets on consumerism and budgeting and the various buying guides? What about books on investments or on health? Nutrition is often a major interest and we need literally to combat food fads and diet gimmicks.

Are there special collections selected with the interests of older people, or those about to retire, in mind? We have special collections for other interest groups as a matter of course. In assembling such collections we may give special attention to good print and to convenient location. If you have a bit of arthritis in your shoulder, reaching for a special book on a high shelf is hardly tempting.

In book orders, do we keep in mind the special interests of individual older people? Perhaps Mrs. Smith or Mr. Jones has an area of expertise or a hobby that should be promoted. I am told that biography and travel books and fiction are in special demand, although we really need far more research in this area. I remember chiding my mother many years ago about having so many Zane Grey's in the then limited library collection in our small town. She replied, "If I can persuade a non-reader to try a Zane Grey, I can gradually arouse interest in reading better books." Almost fifty years ago as the founder of a library and as its volunteer librarian she already knew that there is no substitute for personal guidance.

Too often, also, our smaller

libraries seem to forget older readers in ordering their short lists of magazines and newspapers, items whose subscription price is beyond the reach of most retirement incomes. I am referring, of course, to "Modern Maturity," the "Wall Street Journal," and other of their ilk. Also, many prefer the periodicals that have survived from their younger days and that they have continued to read for much of a lifetime.

In considering special collections we also need to plan for the increasing number of persons who work with older adults in social welfare, health, recreation, and other areas. They need a wealth of information readily available. Most specialized service programs have been amply documented but the written materials are often hard to locate as many turn up in mimeographed reports, leaflets, and other hard to obtain simple publications. Here the bibliographies of special libraries, such as the one maintained by the National Council on the Aging, can be helpful. Since I am currently trying to locate material with regard to chore service, meals on wheels, home repairs and like subjects, I can assure you that the field is wide open for collections on specialized services.

The rapidly enlarging role of libraries in using media other than the printed word provides, I am sure, excitement in the profession. One of the most effective devices for stimulating participation of older people in the library is exactly the same as for children: namely, regular showing of carefully selected films. Film strips,

video tapes, a good TV, really good pictures for loan, a copying machine, records for loan or for playing in a special room are other assets generally recognized by community-centered libraries today. Most libraries provide an extensive information and referral service because even the more ignorant older adults expect to find answers to their questions by calling or visiting their nearby library. Information and referral can become a magnificent service, thereby drawing a wide range of older individuals to our libraries.

Accessibility

Gone are the days when the library was limited to a monolith with steps, near the center of the community. In no other area perhaps have services moved so drastically out of the main building into all kinds of settings. Nevertheless, we are increasingly concerned about the central building. Does it have a ramp for wheelchairs or walkers, or protective railings? Is there a drinking fountain or a public telephone at an accessible level? What about rest rooms? Are there at least a few comfortable, not too low chairs, with strong arms? If the library is of any size, is there a separate charge desk for adults? Look at your own library for ways in which to make it more comfortable and to remove accident-generating features. For those with the opportunity to plan new buildings, as in Durham, the potentials for innovative features are great indeed.

But these of course are the most obvious aspects of accessibility. More

and more we must take our wares to where people are. The branch library again is commonplace, and all the criteria for the central library apply. However, location of the branch may well be dictated by a concentration of older people in easy walking distance. Large numbers no longer drive and public transportation, if available, may be too inconvenient.

The bookmobile has long been a part of our library culture. A newspaper article¹⁰ on Mitchell County reported that Charles Wing of Boston started the mountain school and library in the small community of Ledger:

In addition to the school, Dr. Wing reportedly began the first bookmobile in North Carolina in this mountain community. He made up packages containing 75 books, and anyone who was willing to carry them on his wagon and assume responsibility for their distribution could borrow a package. At the end of the first year of operation, not a library rule was broken and no books were lost or delinquent.

Still a mainstay, the bookmobile is supplemented in most communities across the country by small collections or packets of books for churches, recreation centers, housing projects for the aged, and other institutions for the elderly, such as nursing homes. There are also book carts in hospitals, collections of books taken to meetings of Golden Age clubs, and seven day a week, twenty-four hour telephone service for ordering books, as reported by the San Antonio Public Library System, or patrons may obtain catalogues with return, postage-paid postcards for requesting books or receive books by mail in reusable containers with return postage included.

Of course there is no substitute for personalized service, as when trained volunteers, young or old, make door to door visits instead of merely delivering a packet of books to a nursing home. It may take some encouragement to start the older person reading again or discussing what he has read with other residents in the home. More and more we are stressing the socialization aspects of services for the isolated and immobilized, and the library can play a leading role. More and more we join our friends in social welfare in seeking alternative delivery systems, which is the reason for all of the special services mentioned. Help directly to the individuals involved is essential at every point where a book may meet the older reader.

While we have long focused on taking books to where the readers are, a more recent emphasis is on taking readers to the library resources. This change in direction may be compared to the stress on congregate meal centers versus meals on wheels programs for taking meals to the individual. Some libraries utilize buses to bring older people to the library for a wide variety of activities. The bus may be owned by the library or made available by some other community agency. Grand Forks, North Dakota, has a "Ride to Reading" program for which the library pays the bus fare. Many communities have volunteer drivers to take individuals who no longer drive to places where they need or want to go. The library can make use of this service.

Looking again at one of the more widespread services, we have books in large print, books in Braille, and talking books. The great majority of the blind or near blind are older citizens. In fact almost half of all newly blind in the United States each year are sixty-five and over. For them we must make special provision and the program of the Library of Congress is indeed remarkable. Moreover, our own Library for the Blind and Physically Handicapped in the State Library appears to be especially well organized. But I am increasingly questioning whether we may place too much emphasis on large print. First of all the books are too heavy for frail older people and take up a lot of shelf space. Would we be smarter to have a supply of excellent, large reading glasses or other magnifying devices which could be used in the library or on a loan basis? Why do we stress talking books only for the blind rather than for any older person who would enjoy them? Such steps would immediately reduce the pressure for a major increase in large print volumes and at the same time broaden the range of reading material for many with limited vision. The importance of the daily newspaper is reason enough for making reading glasses available (the weekly large type *New York Times*, while often useful, does not carry the much wanted local news). Of course other gadgets such as book holders and page turners are available but certainly are of less priority. Whatever is needed we must try to fill the void in the lives of visually handicapped older persons.

Perhaps the library is really not accessible because the older person does not know how to use it. Individual or group instruction on how to tap its treasures, and issuance of borrowers' cards, must be part of any effort to serve all older adults. Most of them did not receive the introduction to the library which is routine for today's school children. We cannot take for granted that they somehow learned in earlier years to use the library; and they may now be hesitant to ask for help.

Acceptability

Acceptability obviously becomes an issue only when the tests of availability and accessibility have been met. We are really concerned about a personal approach, so the warmth and helpfulness with which the older person is greeted may be the touchstone which we are seeking. Are we asking too much of busy librarians? Do we need to give more thought to the use of volunteers (and what better setting than a library in which to be a volunteer)? We have used volunteers for the essential daily tasks of maintaining the library. How about a volunteer hostess to greet older visitors, to help them locate the desired materials, to chaperone them through the necessary steps? Someone has even suggested a library coffee pot!

And of course volunteers have a major role in any special program. The lucky library has a cheerful meeting room or rooms which can be used for classes; games; study or discussion groups; current events or

world affairs clubs; book reviews; authors' events; reading aloud, such as plays and poetry; the meeting place for appropriate community clubs; handicraft classes; displays and exhibits; and on and on for older adults. The groups do not have to focus on reading. Any one of these areas may be the acceptable service for encouraging use of the library by an older individual or groups of older people. I am so pleased about the organization of a Senior Citizens Club by the librarian in a small, non-urban community I know well and about the services being developed for the members. The "Aging Without Fear" program of the Richard B. Harrison Branch Library in Raleigh is another example of an imaginative use of library resources. The socialization that occurs during and following such programs is a rewarding aspect. Again volunteer leaders can be invaluable in such programs. It should be pointed out that any programs specifically developed for older persons should be scheduled during daytime rather than evening hours. Not only are older individuals less likely to drive; a high proportion do not drive at night. Many of them live alone and do not want to be out late for that particular reason. I would also caution against programs or other special events that last too long. One has less energy at seventy than at forty years of age.

The Adult Services Librarian

I am told that the Charlotte and Mecklenburg County Library System has a special librarian for adult ser-

vices, and there may be others elsewhere in the state. In smaller systems this may not be feasible, but increasingly someone must serve in that capacity, hopefully with some special training with respect to aging. In my experience on national boards ranging from a focus on in-home services for older adults to improving public television, I have been impressed by the contributions of the representatives of the American Library Association. If serving on national boards is important, membership on local agency boards and on a variety of interdisciplinary groups is equally desirable. In the first place this is one of the best channels for publicizing expanding library services. One of the reasons I take the small newspaper published in my childhood home town is to keep up with the library notes and calendar, which I find missing, by the way, in urban dailies. We seek publicity on radio and TV for so many interests. How do we use these media to promote our library services for older adults, except as we depend on "Book Beat" on public television? Surely the better TV stations will offer opportunity for related library features. David N. McKay, the new state librarian, also stresses public exposure and a better press.

A simple pamphlet detailing services for older persons and inviting participation is probably found in every library. If not yours, why not?

But there are other approaches to be promoted by the special librarian. One is the current emphasis on oral history. In any community it is possi-

ble to capitalize on the older's fondness for talking about the "good old days" or some special experience.

I have been intrigued by libraries which have developed cook books detailing old time recipes. Uniquely valuable contributions can be made through such approaches by any library.

I have also been interested in the growing use of the term, "bibliotherapy," and the special demands which it entails. One definition is as follows: "Bibliotherapy is a program of selective activity involving reading materials, planned, conducted, and controlled as treatment under guidance of the physician for emotional and other problems."¹¹ Here we open up a highly specialized area which involves not only the well qualified librarian but also the well qualified physician. It should be approached, I believe, with considerable caution but also with cautious enthusiasm. Certainly with the growing emphasis, pioneered at Wayne State University, on special training for library service to the aging, we will see increasing numbers of librarians qualified in this specialty.

Adult Education

Today's topic cannot be covered without attention to adult and continuing education and its major role with respect to older individuals. The Academy for Educational Development reports that at least eight hundred colleges are offering some type of specialized program for older adults. Most of the programs have been developed only within the last

four or five years. They serve both small and very large groups and depend heavily on use of off-campus facilities, such as libraries, museums, and churches. Thus they can serve people where they live and are more accessible for older adults than college campuses. Also, the nearby public library provides much of the material needed by these older students.¹² Many community colleges across the state as well as the four-year institutions are actively involved in this major development.

But not all older adults want to learn in group settings. Very recently some library systems have developed detailed programs for adults interested in self-directed learning projects. The public library is of invaluable help not only with respect to the plan for independent learning but also by obtaining essential books and other materials. This type of study, when well advertised in the community, will attract more and more adults¹³ and open up opportunities for continuing intellectual stimulation.

Friends of the Library

Finally, I want to emphasize my commitment to Friends of the Library. Surely any library anywhere needs such an organization. It should make possible or enhance every item we have covered this morning. What better way to share common interests!

Since we are realists we know that expanded library services are directly related to budgets. Friends of the Library can help to provide special funds as well as generate greater interest in the on-going activities of the

library and in the development of special programs, such as those for the aging.

Actually though, most of the ways for better serving older adults can be effected through using resources already at hand. It is a matter of focus, of some re-ordering of priorities, exploiting to the full interest in libraries that you have built up in your communities over the years.

Eleanor Phinney, writing recently on our topic of the morning, summarized the current directions:

Fresh approaches, a new flexibility in the choice and use of materials and a new awareness of the need for specialized training in service to the older person — all these point to the development of services which will be more firmly based in the library's total program and which eventually will be recognized as the responsibility of all types of libraries."¹⁴

Clearly, new directions are the order of the day.

Footnotes

¹North Carolina's Older Population: Opportunities and Challenges, Governor's Conference on Aging, July 27-29, 1960, p. 109.

²Jean S. Brooks, "Professionalism in Library Services to the Aging", a paper presented at the University of Indiana Conference on Library Services for Indiana's Senior Citizens, April 8-9, 1975, p. 1.

³HEW NEWS, U.S. Department of Health, Education, and Welfare, August 11, 1976.

⁴Louis Harris and Associates, Inc., for The National Council on the Aging, Inc., *The Myth and Reality of Aging in America*, January 1976.

⁵National Citizens Emergency Committee to Save Our Public Libraries, *Fact Sheet on Library Users*, Washington, D.C., June 30, 1976, p. 2.

⁶Louis Harris and Associates, op. cit., pp. 175-178.

⁷Ibid., pp. 206-208.

⁸Department of Health and Administration, School of Public Health, University of North Carolina at Chapel Hill, *Omega, U.S.A.: Planning, Organizing and Evaluating Services for the Aged*, Social Indicators for the Aged, 1971-72, 1975.

⁹Vina R. Kivett, *The Aged in North Carolina* (The Guilford Study), North Carolina Agricultural Experiment Station, Tech. Bul. No. 237, April 1976, pp. 31-32.

¹⁰ASHEVILLE CITIZENS-TIMES, August 1, 1976, p. 19A.

¹¹Ruth M. Tews, "Introduction", *LIBRARY TRENDS*, 11 (October 1962): 99.

¹²*Fact Sheet on Library Users*, op. cit., pp. 3-4.

¹³Ibid., p. 4.

¹⁴Eleanor Phinney, ed., "Library Services to the Aging," *LIBRARY TRENDS* 21 (January 1973): 365.

The Developmental Characteristics of Early Adolescence and the Adolescent Novel

by Joan Lipsitz

**Program Associate for Adolescence
Learning Institute of North Carolina**

I would like to try to answer three questions: who are young adolescents? why endorse the junior novel? and what more can librarians do to help language arts teachers?

I ask question number one, who are young adolescents, because most people who work with 12-15 or 10-15

year olds don't know very much about them. I ask why we should endorse the junior novel because of the prejudice which is still pervasive in the English classroom against such literature. And I ask what librarians can do to help language arts teachers because my sister is a librarian in

Nassau County, N.Y., I was a junior high language arts teacher in N.C., and she gave me invaluable help which was not readily available to me here.

Who are young adolescents? What are the developmental characteristics of this age group?

Biologically, preceding the onset of puberty there occurs a phenomenon, the adolescent growth spurt, which is second only to infancy in its velocity. These two events, the growth spurt and the onset of puberty, occur with such variability that even though we know the average ages for these marker events, averages mean very little. There can be a six year biological age gap between two young adolescents of the same chronological age. To simplify matters in the extreme, we can say that biologically, young adolescents are, like toddlers, unable to sit still while going through the growth spurt; they are fertile for the first time in their lives; they may be sexually active since the gap between sexual capacity and sexual behavior is closing rather rapidly; and they are extremely concerned with their bodies' images as they change so precipitously.

Socially and emotionally, early adolescence is a time for trying on many roles, a time of growing commitment to self, to friends and to community, a time of trying out a new sense of social responsibility, a time for adventure, and a time — the first time in one's life — that one says, "I am a part of a generation," "I have a destiny." It is also a time of remarkable egocentrism. This egocentrism is marked by what has been called the "personal fable" (I am

the only one feeling this way in this entire vast universe; I am unique.) It is also marked by what has been called "the imaginary audience" (everyone is looking at me; I am lonely but never alone; I am always on stage). It is easy for us as adults to notice only this amazing self-absorption and to overlook the budding sense of social commitment and destiny. And since this is also a time for the beginning of a separation from parents and other authority figures, it is easy for us to experience a painful sense of loss during this developmental stage. We might instead be pleased, as are parents and teachers of toddlers, to see that we have made risk-taking and a new sense of self possible.

Intellectually, early adolescence is an exhilarating time in human development. If ever a human being will develop the capacity for abstract thought, for thinking about thinking, for being engaged by ideas, this development will occur during early adolescence. There is no way that I can overemphasize the critical nature of this intellectual changeover. It has implications for the quality of one's entire future life, for the ability to form generalizations, to be intrigued by a theorem, to contemplate beauty, to be enticed by a turn of phrase, to reconsider one's value system. Our adult obligation to nurture the development of this intellectual capacity in young adolescents is one of the most sadly overlooked of all our responsibilities. It is a cruelty to students and teachers alike that not only is the exhilaration of this changeover lost in most schools; even the opportunity is lost.

What I have really been saying is that early adolescence is a critical time of change in human develop-

ment, but one about which we know little and which we want to ignore. I believe that underlying all the possible hypotheses I could suggest for our continual shunting off of this age group is one hard, cold fact; we do not like these young people. What is the problem? Again, I could give many examples of behavioral characteristics which would appear to be explanatory, but I think that just describing young adolescents is inadequate. The problem lies in an interaction between us and them. You know that famous cartoon which ends with the line, "We have met the enemy, and they are us"? Even with its mangled grammar, it is a perfect line. We are all of us walking around with unresolved adolescent conflicts. None of us accomplishes the resolution of all those tasks of development which I have described. And none of us likes to see before us images of inner conflicts. These kids are acting out before our eyes those images of inner conflicts we need to be defended against. Some go beyond acting out, and challenge us with what appears to be gratuitous cruelty. And so we do not like them because of what they represent in ourselves.

In order to rationalize our dislike, we create certain widely-held myths about early adolescents; they are all alike, they are all pathological, they are still children, they will all grow out of it and we'll get to them then. These are dangerous myths. "They" are not all alike; in fact they are widely variable, not a homogeneous group. When we treat them as if they were all alike, we are denying their individuality just at their point of self-definition. They are not all pathological. To say that adolescence

is by its very nature a pathological time in life is to run two risks, first that our expectation of pathology will be self-fulfilling, and second, that we will overlook the truly troubled young person. They are not children. With the earlier and earlier onset of puberty and the earlier engagement in sexual behavior, to consider young adolescents as children is to put our heads in the sand. Some of them are children and some are not; all engage in childish behavior. Many of their interests are childish, and many very mature.

In fact, *the* one central characteristic of this age group is its great variability. Chronological age means very little. What do you know when you know that a boy is 13? Very little. There can be a six year biological age span between that thirteen-year-old

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boy, if he is maturing slowly, and an early maturing thirteen-year-old girl. We don't have ways of measuring social and emotional maturity as well, but one can imagine all the various ages that each individual is juggling — social, emotional, intellectual, biological, academic, chronological — and then try to imagine trying all the possible juggling acts going on while one is facing a *group* of young adolescents. Change and variability are the two key characteristics we must always keep in mind if we want to have any perspective on early adolescent development.

There are very few signs in this society that anyone wants to have an adequate perspective on this age group. Most signs indicate that we are putting these youngsters on hold and waiting for them to grow up. One major exception to this holding pattern has been the emergence of the junior novel. Someone out there knows and likes these kids, and sees them as being more than just post-elementary or pre-senior high school. And some authors are doing an excellent job of addressing the needs of this polyglot group I've described.

When I was a good bit younger, my parents took me to see the movie, "On the Beach." They told me a little bit about its plot to entice me. I can remember standing in line at the Paramount Theatre in New York, giving myself an assignment. Okay, I said, it is almost the end of the world. Atomic bombs have destroyed everything except the one small continent you live on. Now the radiation from those bombs is drifting towards you. You and your fellow inhabitants, friends, family, and strangers are the last human beings, and the end is in sight. Now write the script for those

last days. It was quite an assignment, and no matter what the failings of "On the Beach" were, I appreciated that movie for all that it had encompassed which I had failed to consider, standing on that line.

Consider a parallel assignment. You have before you a market of voracious readers — and young adolescents *are* voracious readers — about whom the safest generalizations you can make deal with change and variability. They are many, many ages, with diverse interests, capacities for insight, and levels of growth. They want one thing from you: books. Given everything you know about the developmental characteristics of young adolescents, write those books.

Given the difficulty of the assignment and of course the marketing mentality of many publishers, it is little wonder that there are few really fine junior novels. But some, remarkably, manage not only to address the needs and interests of young adolescents but also to be good literature. I will want to mention two of these to you. But first, returning to our assignment, what are some necessary characteristics of the junior novel, given early adolescent development?

The personal interest level must be high, affording opportunities for that egocentrism to flourish. Various levels of meaning must be available to speak to such a variable group. The subject matter must appeal to at least one of the developmental tasks and concerns I have already discussed, for instance biological maturity. (Incidentally, I believe that the popularity of *My Darling, My Hamburger* is based in part on an inside joke against adults: that young adolescents know they are not children any

more, but adults hold onto the myth to protect not the adolescents but themselves.) The novel must stretch the reader's cognitive abilities somewhat, just enough to stimulate that phenomenon of intellectual change, but not so much as to ban pleasure. For most of all, the novel must be fun, must afford an opportunity for that pleasure which is a prerequisite for future critical reading. What you don't need are more "mountain top experiences," something one ought to read despite its overwhelming difficulty.

Librarians are freer than teachers are to act on what we know: first, that young adolescents are broadly variable in development, and second, that interest, readiness, and engagement are preconditions for learning at more and more complex cognitive levels. In fact, librarians often know that young adolescents read on two distinct planes: what is read in English classes and what the student reads and reacts to personally.

Sometimes teachers learn this through observation, if their classrooms are open enough for some informality. My students waited for their Scholastic Book Club orders to arrive with irritatingly persistent anticipation. On the day the books came, all "learning" (I say this word with ironic quotation marks around it, of course) stopped. Otherwise lethargic teenagers volunteered with undeniable aggressiveness to unpack the books. In other words, they tore into the boxes. Sometimes I felt that distributing the books to the students who had actually ordered them required the calling out of the National Guard. The excitement level was high. So was the theft level. Now, if we are to take theft as a sign of reading, and I

do as do the authors of *Hooked on Books*, then many of my so-called non-readers were certainly reading. For some, of course, a paperback in the hip pocket of a pair of jeans was merely bravado. But most of these students really read. The books were traded, found in lockers far away from those of the original owners, thrown out only when totally demolished, and recommended to me for my own personal reading. In fact, a good deal of sneak reading went on — the paperback tucked between the pages of the unwieldy required text, which I soon enough learned to relegate to lockers.

Why must pleasurable reading be contraband material in the English classroom? Why must teachers choose between the potential for interest and the potential for literary analysis, when both are available in some fine junior novels? Why are many teachers not aware that junior novels, when carefully chosen, meet their curricular criteria? Why are we still so strongly influenced by curricula which start with the learned instead of the learner, thereby creating obstacles of our own making in the classroom? If education is the extension of highly diverse, idiosyncratic students from where they are to where they can be, if it is, as Dewey said, a transaction between the learner and the learned, then English teachers must begin to care about what their students are reading. How many know? How many care?

So here we are at my third question: what more can librarians do for language arts teachers? Most teachers haven't the time to scout out and become familiar with these junior novels. Many don't want to have the time. You have two tasks, first to make an argument in favor of the junior

novel and second to become real resources for the beleaguered teacher who really cares.

My rationale for the junior novel with language arts teachers would go something like this: First, many of our students enjoy these novels and keep up with them faithfully. Second, the intra-variability within our students is an indication that even among the most intellectually advanced, their emotional maturity is often no more advanced than other students of their age, and not nearly advanced enough for an intuitive, sensory response to the characters and issues in the "classics." Third, admitting the real world of our students' emotional lives into the classroom will make reading in the classroom a part of their lives. The dichotomy between "class reading" and "pleasure reading" will be broken down. Fourth, starting with books which students appreciate will afford the leverage for extending that appreciation to other literary experiences. And fifth, there are junior novels which have considerable literary merit. They can stand on their own as fine accomplishments within their genre, and we can, along with students, examine in them not only our immediate responses to characters and issues, but all the concepts of form and structure which we attempt to teach through "mountaintop" literature.

One popular junior novel in recent years has been *Dave's Song*, by Robert McKay. It offers enough controversial issues to keep adolescents exploring their values for weeks on end: prison reform, women's lib, the pervasiveness of corruption, euthenasia, the nature of love, the role of the social outcast. The switches in point of view, interesting as a

narrative device, also point to a central theme in the book: the aloneness and yet interconnectedness of all life. That theme, in and of itself, is stated and restated through various characters and through the central interest in ethology, which relates men as different as Robert Ardry and Konrad Lorenz and characters in the book. They are men with something in common, "men who recognize the similarities in all life forms, rather than concentrating on the differences." The interlacing of the song, "Suzanne," throughout the novel serves as a leitmotif for this connectedness. At the same time, the image of the emperor penguin from Ardry's *The Territorial Imperative* focuses our attention on the terrible isolation of one living creature from another: "Brooks too broad for leaping divide us from animal agony. Walls too wide for weeping contain our sympathies. We cannot, with prescience human or divine, apprehend the living moment in a mass of male emperor penguins revolving each with an egg on his foot in a dark, frozen, endless Antarctic night beneath the frigid, withdrawn, uncaring stars. You do not know, nor will you ever. I do not know, nor shall I ever."

It is Dave's Song, "Suzanne" (words by Leonard Cohen, and known by many adolescents today) which is the central metaphor for this book, a song "like a poem. It just means what it is," and is filled with the mystery of growing and touching another person's life. This growing and touching is what ethology is for Dave, what Kate becomes for him. ("Kate was so great. A poem . . . not a good poem . . . not even good verse. But Kate was a poem. Perfect in herself, without knowing or caring how or why.") In the

end, the connectedness of human beings, based on a tentative trust, conquers the solitude as epitomized by the emperor penguin: "And you think maybe you'll trust her,/ For you've touched her perfect body/ With your mind."

Students reading this novel will not be able to articulate this type of analysis of its thematic structure. They just like the book. Always keeping in touch with students' feelings about loneliness, alienation, sameness and touching, the teacher can extend students' appreciation of this book by exploring with them the role that the contrasting metaphors play in the novel's structure. Even the changing point of view in narration serves as a metaphor, and this interrelatedness of form and content is a rich area for discussion. Students will be able to explore the highly metaphoric lyrics in many of the popular albums they listen to — and speculate forever about the meaning of "Suzanne." If metaphor is a gateway to the richness of the literary experience, then the exploration of *Dave's Song* is well worth our time and effort in the classroom. The novel stands on its own, but if it leads to other works dealing with similar themes, so much the better.

What is being stressed here is an inductive learning process, where the goals of the teacher and the student are the same — an exploration of novels which students of varying cognitive abilities respond to at their given levels of emotional maturity, and yet which yield rich rewards as literary works. It is impossible to respond to *Dave's Song* without being affected, consciously or subconsciously, by the power of the metaphor as a leitmotif. The teacher need only help bring this inner

responsiveness to consciousness.

Likewise, it is impossible to respond to *Viva Chicano*, by Frank Bonham, and ignore the central role of a metaphoric yet real character, Zapata. Rosenblatt says that literature is not "a structure of intellectual concepts to be assimilated," but "a body of potential literary experiences to be participated in." The problem for the teacher is how to achieve that participation. The argument being made here is that, instead of wasting time "motivating" students externally to be interested in what we prescribe as being interesting, we start with books they are already reading, already participating in, and explore issues and techniques we usually try to impose on them artificially, lacking their interest.

Viva Chicano is a superb example of a book which allows us to start where our students are (and many are reading this book) and extend their inquiries in areas as diverse as the sociology of gangs, the barrio, criminology, Mexican history, Spanish-American dialect, psychological insights in literature such as the role of the alter-ego, the concept of heroism, irony, and once again, the central metaphor.

In this novel, Keeny Duran lives in the depersonalized world of the barrio, where "drifts of junk . . . told you what the houses really were: factories where children were produced, truckloads of them." Castor beans are planted, even though everyone knows that they are poisonous, "as though the army of kids that ran roughshod over the neighborhood needed some sort of pesticide to knock off a few of them now and then." The police cannot see the boys as people: "Of course, a boy was his record. He was

not what he conned you into thinking he was; he was what he *did*." In this uncaring environment, Keeny fights for his identity, ironically by hiding in an abandoned jail (where he finds the freedom to get in touch with his feelings) with a cardboard figure of Zapata. Zapata talks to Keeny — Keeny's conscience, or "the dark side of his mind," speaks through the cardboard dummy — and reawakens in him the sense of pride he has lost in his Mexican manhood. A cardboard figure, seemingly depersonalized, breaks through the pattern of depersonalization for Keeny. The novel is given thematic structure through the interweaving of ironies: jail as freedom, a cardboard revolutionary as a critical source of sensitive contact, the outlaw as hero.

These books can be analyzed for the internal structure of the work and its relationship to other literary themes and forms, as Bruner would have us do. We can pursue this analysis, however, having guaranteed our students' involvement in the learning transaction because such books are of immediate concern to them. There is no need to scramble for materials which interest students and also lend themselves to literary analysis. These books do. They can be approached at varying levels of abstraction, and extended from there to varying levels, according to the maturity of our students. These books do not defeat the less mature, and they can be rich resources as well as pleasurable reading experiences for the most mature.

As Rosenblatt says, we cannot impose the esthetic experience from above. For adolescents, literature provides an emotional outlet, a "living

through," not simply "knowledge about." No sequential curriculum is going to do us any good if the students remain outside the sequence, outside the "living through." Curriculum development must be an organic process, starting with the cognitive and emotional maturity of the students as they are, not where an artificial sequence of grades and subject matter tells us they should be.

Junior novels can be rich sources of pleasure and growth for the highly divergent groups of students in our junior high schools because, by their very inclusion, they do what we so often fail to do in our classes: affirm the personal integrity of the individual reader.

So, what is my message? I might have talked about libraries. They are great educational institutions, part of a matrix of many, of which the schools are just one part. But you know libraries. I am asking you to know schools better, and to develop your potential role as educators of educators. I am asking you not to see yourselves as subordinate to the curricula of schools, if you are librarians within schools, and not to see yourself as totally independent of schools if you function outside of them. You are an important resource. You know these books. You can also make yourselves sensitive to this age group. If you know these young people and the books that engage them, you are an invaluable resource to teachers, who usually don't know the books, and often know neither the books nor the students. In other words, I hope I am leaving you with a new or renewed sense of importance about your role in facilitating a critical stage of development, early adolescence.

Public Access to Local Records*

by Frank D. Gatton

Division of Archives and History
North Carolina Department of
Cultural Resources

The history of the local records of North Carolina is a story of destruction, loss, and neglect. In at least sixty-six of our counties, records have been lost to fire, water, military operations, vermin, high temperatures and humidity, theft, improper custody, or

neglect. In fully one-third of the counties, the losses have been serious indeed. Fires have consumed numerous county courthouses, destroying priceless records. To note only a few such disasters, courthouses in Anson (1868), Bladen (1800, 1893), Buncombe (1830, 1835, 1865), Clay (1870), Greene (1876),

*Paper presented in Chapel Hill at the ninth Library Trustee-Librarian Conference, March 23, 1976.


Harnett (1792, 1894), Hertford (1832, 1862), Iredell (1854), Lenoir (1878, 1880), Moore (1833, 1889), Onslow (1752, 1786), Pitt (1858, 1910), and Watauga (1873) have been destroyed.

In addition, military operations have taken a heavy toll on local records. During the Revolution, for example, some records were removed from a courthouse and buried in an effort to prevent their capture by enemy forces. The resurrection of those records may have come too late for their survival. During the Civil War, courthouses were burned and records were destroyed in several counties. The courthouses of Burke and Hertford counties were allegedly destroyed by federal troops.

Furthermore, official neglect has taken its toll in both the quality and quantity of records now available to us. In fact, the Regulator Movement was directed against the abuses of local officials in the performance of their duties. The failure of officials to preserve records has deprived all future generations of much desired information. Too, overzealous housecleaning by officials of supposedly worthless records has made it difficult to find certain types of information in some counties. I hasten to add, however, that the majority of the local officials did a very good job and, because they did, a very large quantity of our early records is still available today.

Just about the time more substantial courthouses were being built to protect the records better, a new peril to records arose. This was the simple lack of space to house the ever-

increasing quantity of records. Valuable records no longer needed in the operation of county government were removed from the safety of vaults to other areas of the courthouse or to ill-equipped storage buildings. Sometimes they were destroyed outright. In one case, records no longer referred to regularly were moved from a crowded vault to an unused upstairs room of the courthouse. In the 1930s, this particular room was suddenly needed for office space. The "dirty mess" which




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was in the room was removed by the janitor and consigned to the city dump. In another county, a similar situation prevailed. The records were removed from the vault to a room in the courthouse. When additional office space was needed, they were transferred to a county building some distance away. As time passed on, these records were simply forgotten and they were not discovered until this past year. Hopefully, they will soon be back in the official custody of the office responsible for them.

Because of the loss of so many records down through the years, it has been the desire of many historically-minded people to provide some type of protection for the valuable records of local government. This desire was evidenced in the law which created the North Carolina Historical Commission in 1903.¹ A part of the duties assigned to the Commission was to collect certain valuable county records pertaining to the history of the state. Unfortunately, little was done in this area until around 1916 when a few records of local government were transferred to the Historical Commission Archives. This trickle continued through the years but it did not really go very far toward solving the records problem.

The Public Records Act of 1935 was adopted as a positive means of preserving public records in North Carolina. This law defined public records, fixed legal responsibility, and barred the destruction, sale, or loan of records without the consent of the Commission. It also required officials to deliver records to successors at the

end of their term; to demand custody of records from anyone in illegal possession of them and to make records available for use. Finally, it urged the repair of deteriorated records and the storage of all records in fireproof vaults and pledged the Commission's assistance to officials in their records work. This act, as amended, is our current basic public records law.

In 1941, the Genealogical Society of the Church of Jesus Christ of Latter-Day Saints, in cooperation with the Historical Commission, began a program to microfilm many of the records of the state's older counties. This program had advantages for all concerned. The Society, of course, secured copies of the records for their use. The Commission (which soon became the State Department of Archives and History) was given a copy of the microfilm for public use, and the county officials could rest a little easier knowing that a portion of their records was enjoying greater security than ever before.

Concern for the remaining vast accumulation, however, continued to be a problem for department officials. Various committees met through the years to assist in determining which records should be kept and which could be destroyed. Their work brought temporary relief to several counties, but this, too, did not solve the basic problem.

In the latter half of the 1950s, hard work and favorable circumstances fostered the creation of a program for the protection of these records. Dr. Christopher Crittenden had worked

for many years for a solution to the various problems surrounding local records. When Dr. H.G. Jones was appointed to the position of State Archivist, Dr. Crittenden found a man who was equally interested in the situation. Dr. Jones immediately went to work and soon formulated the basic features of the program. He was very fortunate to secure the services of Rear Admiral A.M. Patterson (U.S. Navy, Retired) in developing and heading the operation of this program. With these three "giants" of the department working on the project, great things were both anticipated and effected. As a result of their labor the 1959 legislature created the local records program, which has successfully provided protection for the priceless records of local government in courthouses throughout the state and has served as the model for similar programs in several other states.

What exactly is the local records program? It has been defined as a program of assistance to county, municipal, and other local government agencies in all matters relating to the creation, maintenance, preservation, and disposal of public records. The program includes inventorying and scheduling records for retention in the county offices or in the State Archives, or for ultimate disposal; repairing as necessary and microfilming for security permanently valuable records; storing and servicing microfilm negatives; assisting local government officials in establishing new systems of recording, filing, and making available the records in their

custody; assisting in the selection of equipment, paper, ink, and the like; and giving advice and assistance in all areas of their records management activities.

The program began in 1959 immediately after the passage of the legislation authorizing the department to begin security microfilm operations in the county courthouses throughout the state. Those records deemed to have permanent or enduring value were selected for microfilming. They included such records as court minutes, deeds, estates records, vital statistics, and wills. The minutes of North Carolina's municipalities were also included in the program.

The microfilm containing these records was sent to the department each week by the camera operators. Here it was processed, inspected, edited, assigned unique identification numbers, and transferred to the security microfilm vault for storage. In the event of the untimely loss of any of the original records, the information could be reproduced from this security film.

The plan was to microfilm the records from the formation of each county up to the present time. The work generally began in the older counties of the state and proceeded to the younger ones. That procedure was followed until, at last, in 1971, the work had been completed in all of the one hundred counties. Thus, for the very first time, the priceless information contained in the permanently valuable books of local government for this segment of time had been preserved on microfilm. Immediately

upon the completion of this phase of the work a second phase began. Workers returned to each county and microfilmed those records of permanent value which had been created since the previous visit. This is a continuing program.

An important fringe benefit of the program concerns microfilm copies of those records from each county which were deemed especially useful for historical and genealogical research have been made available for public use in the State Archives. Now an individual researcher can examine every county's records on one microfilm reader. Presently there are over 22,000 reels of microfilm containing county records, and many reels containing minutes of North Carolina's municipalities, which are available for public use.

In addition to microfilming, the program provided for another important activity. This was the transfer to the Archives for permanent preservation records which were no longer required for administrative use in the offices of origin, but which contained information of continuing historical and reference value. These were the records which were so rich in informational value but which were, in many instances, in peril of being destroyed. In too many cases, these records had been stored in hot attics or damp basements, or had been banished to unprotected warehouses or storerooms where they were all too soon forgotten and left to the ravages of time. Included among these records were various bonds, court minutes, copied deed and will books,

estates records, marriage records, and tax records.

Most such records dating prior to 1900 have now been transferred to the department where they have been appraised, arranged, and described; are currently being worked; or are scheduled to be processed at some future time. The collection totals several thousand volumes and many thousands of cubic feet of unbound records. The vast majority of these records are available to the researcher in the State Archives.

In recent years, research into local records has increased significantly and, from all appearances it will increase even more rapidly in future years. To help meet the growing demands, and to provide materials for local history classes, the Department (now the Department of Cultural Resources) entered into an agreement with the Division of Community Colleges to provide a core collection of microfilm to the community colleges and technical institute libraries throughout the state. The "core" consists of records of considerable research value which were created by county offices from the formation of the county until around 1870. Each institution that participated in the project ordered film for the county in which it was located and for its parent county or counties. In some instances, the core collections for neighboring counties were purchased if the institution represented them as well. This film is available for use by the citizens of the area and has been especially beneficial to the students in the local history and biography classes taught

at those institutions. One further provision of this arrangement is to require the institutions to establish an inter-library loan arrangement on all microfilm received under the core agreement. This means that patrons of Mitchell Community College in Statesville, for example, may request the loan of a reel of microfilm held in the library of Asheville-Buncombe Technical Institute, or from any other institution in the community college system.

In a further attempt to make the local records of greatest use in historical and genealogical research readily available to researchers throughout the state — and throughout the nation — an agreement was made with the State Library which fully utilized its excellence in inter-library loan service. A complete core collection — about 3,500 reels of microfilm — was provided at special cost to the Genealogy Branch of the library, which lends microfilm as readily as any book in the collection to any other library in the state or in the United States.

This arrangement makes a sizeable portion of the more important records of local government fully available for historical and genealogical research. We believe that this concept will prove to be of such great benefit that it will set the trend for the profession in the future.

Many public libraries have also taken advantage of the opportunity to obtain core collection microfilm pertaining to their county or area. They, of course, will not be as dependent as others upon inter-library loan provi-

sions, but they too can supplement their holdings easily by using it.

To summarize, the local records of North Carolina are available to the public in numerous ways. Of course, many records of local governments are retained in the local offices and are available there. Included among these are records of deeds, records of wills, commissioners' minutes, armed forces discharges, and marriage registers. By virtue of the local records program, these records and numerous others deemed to have permanent value have been microfilmed for security and copies of the film are available to the public in the State Archives. In addition, very large quantities of original records dating prior to 1900, both bound and unbound, from most of the counties are available for public use in the State Archives.

Microfilm copies of many records are available to the public at the community college and technical institute libraries throughout the state. For those who prefer public libraries, microfilm containing records of almost every county in the state is available either in the libraries or is available to the libraries on an inter-library loan basis from the Genealogy Branch of the State Library.

All that is needed now is just the time to use these resources.

Footnotes

¹A fuller account of the early efforts to preserve North Carolina public records may be found in H.G. Jones, *For History's Sake: The Presentation and Publication of North Carolina History, 1663-1903* (Chapel Hill: University of North Carolina Press, 1966).

Planning and Funding For Public University Libraries in North Carolina

**by I.T. Littleton
N.C. State University**

The purpose of this paper is to present an overall view of the long range planning efforts of the North Carolina Board of Higher Education and the Board of Governors of the University of North Carolina to upgrade and coordinate the development of the libraries of the state's public universities. These efforts began in 1968 and 1969. Prior to 1969 the proper support of the state's public university libraries was the responsibility of each institution. Adequate library resources for a particular campus depended upon the priority which each university administration gave to its library as well as the institution's political clout to obtain the funds needed. This not only resulted in uneven and unequal funding among institutions but especially inadequate

library resources for the support of instructional and research programs.

Since 1968 the impetus and the mechanisms have been developed for more equitable and rational library planning and funding for the 16 public universities. Strong commitments to improve libraries came first from the N.C. Board of Higher Education and then from the Board of Governors of the University of North Carolina. The N.C. Board of Higher Education formerly had planning responsibilities for higher education in North Carolina; but on July 1, 1972 all 16 of the state's universities were consolidated under the administration of the Board of Governors of the University of North Carolina which absorbed the functions and staff of the Board of Higher Education.¹

Coordinated planning for the improvement of these libraries began with the publication of a special report of the Board of Higher Education entitled *Planning For Higher Education in North Carolina*² which was published November, 1968. The report contained a comprehensive analysis of the libraries of the state's senior institutions of higher education by Dr. Robert B. Downs, Dean of Libraries at the University of Illinois. Severe deficiencies in holdings, staff, budgets, and space were documented; one of the important recommendations of the Board of Higher Education was that both total budgets and book-periodical-binding budgets be increased substantially and that holdings, staff, and space be enlarged to serve the programs of each institution. This report was convincing evidence of the urgent need to improve these libraries. A primary goal of the Board of Higher Education, under the leadership of its Director, Dr. Cameron West, was to upgrade the libraries of public universities.

Advisory Committee of Librarians

On November 14, 1969, the chief librarian of each of the public universities met at the request of the Board of Higher Education staff to form an Advisory Committee of Librarians. Dr. Jerrold Orne, University Librarian at Chapel Hill, served as the first chairman and Mrs. Hilda Highfill represented the Board of Higher Education at all of the meetings of the Committee from 1969-1972. Sub-committees were appointed to study and bring recommendations to the Board of Higher Education in these areas: (1) Technical Processes (Wendell L.

Smiley, Chairman) (2) Determination of Financial Resources (I.T. Littleton, Chairman) (3) Personnel and Work Standards (Pennie E. Perry, Chairman) (4) Physical Facilities (William L. Eury, Chairman) (5) Business Methods of Book Ordering Procedures (B.C. Crews, Chairman) (6) Library Education in North Carolina (Jerrold Orne, Chairman.)³

Financial Planning

Even before the formation of the Advisory Committee of Librarians, the Board of Higher Education requested and received from the 1969 General Assembly a total of \$4,000,000 over and above the current operating budgets for the two years of the 1969-70 biennium to begin to correct library deficiencies. Each college or university received two appropriations: (1) an Equalization Budget at one-half the amount required to bring the continuing support budgets up to \$100 per student enrolled for 1969-71, or 51% of institutional budget whichever sum was greater (a recommendation of the 1969 Planning Report) and (2) a "Growth Budget" for increasing holdings in each institution to a level recommended in the 1969 study. This appropriation was the beginning of the state's effort to raise substantially the level of support of public university and college libraries. The Board's objective was not to make all libraries equal in size, but rather to make each library fully adequate to the tasks demanded of it. It was recognized that library functions and needs at a four-year institution are different from those of a major research university.³

The Staff of the Board of Higher Education sought advice from the Advisory Committee on a long range

program to correct library deficiencies and one of the first priorities was the development of a plan for increased annual budgets.

The Sub-committee on Financial Resources of the Advisory Committee devoted its efforts to collecting available data and measures for calculating adequate budget support for each of the 16 libraries. Various formulas for determining adequacy of collections, including the Clapp Jordan and Washington State formulas,⁴ were applied to determine the extent of deficiencies of holdings. The Sub-committee recognized the complexities of arriving at meaningful quantitative measures of library financing. Its report stated "Adequate support is based on many more facts than size of enrollment. The following combination of factors will illustrate: (1) number of subject areas to be supported (2) differences in costs of materials by subject fields (3) increase in the output (volumes) and types of materials which must be provided to support such subject fields; and (4) quality of the existing collection and the in-depth coverage required in each program area."

Nevertheless, enrollment had been the chief factor used in determining library budgets in the past and is the criterion that is most acceptable to to be used as the basis for continuing budgets of libraries that it should be combined with academic level (baccalaureate, master's, doctoral) of students. This is a variable that is included in both the Clapp-Jordan and the Washington State formulas. A much broader base of resources is required at the graduate level — such as original source materials, backfiles of periodicals and serials as well as current publications and newer

reference and abstracting services. The library budgeting formulas of other states were studied also.

The report of the Advisory Committee in May 1972 which was addressed to the newly created Board of Governors recommended the following plan for library funding for the 1973-75 biennium: that first priority in funding libraries be given to increasing continuing permanent budgets to counteract the erosion of purchasing power due to inflation and to take into account important factors in determining adequate library support which have been overlooked in past budgets. It was recommended that, first of all, the base figure of \$100 per student be raised; and that the base figure be provided for each undergraduate and baccalaureate student; that twice the base figure be provided for each Master's student; and that seven times the base figure be provided for each first year professional and doctoral student. The recommended formula for continuing support was not precisely the same as that used in Texas but was patterned after it. The Committee also recommended that additional funding be provided to meet the special problems of the libraries serving undergraduate institutions, one of which was the inadequate size of their collections.

Library Development Under the Board of Governors

"The Library is the cornerstone of all instruction and research in all institutions of higher education."⁵ This statement in the Long Range Planning Report for 1976-81 of the Board of Governors of the University of North Carolina affirms the high priority that library development has received by

the state's University system under the leadership of President William Friday. The Board began to plan for increased library support immediately after it was established on July 1, 1972. The first library improvement allocation by the Board was included in its 1973-74 budget request and represented a 12% increase over the amount in the 1972-73 continuation budget for libraries. During 1973 President Friday and his staff conducted a university-wide study of library resources and presented a comprehensive plan for library development which was reflected in the University's Budget Request for 1974-75 and in the Biennial Budget Request for 1975-77.

The plan consists of two formulas: one for increasing the holdings of all libraries up to the ACRL 1959 college standard and one for increasing the continuing base budgets. The ACRL standard calls for a minimum of 50,000 carefully chosen volumes for the first 600 students plus 10,000 volumes for every additional 200 students.⁶ The funding allocations were based on \$12 per volume.

The second part of the plan is to increase the basic and continuing annual budgets of the libraries. The basic support figure of \$134 is used for each full time equivalent (FTE) baccalaureate student, twice that amount (\$268) for each FTE Master's degree student, and seven times the base figure (948) for each FTE doctoral and first professional student.⁵

A proposal was made to provide funds over a four year period to bring each library up to the level of the two formulas. The first annual increment was fully funded in 1974-75. Because of financial stringencies in 1975-76, the annual increment could be funded

only at 50 percent of the requirement.

Over and above the funds from the Library improvement formulas, the libraries have received substantial appropriations from 1973-74 through 1976-77 from two other sources on the recommendation of the Board of Governors: (1) Each institution received special allocations for institutional enrollment increases. It was specified that library budgets receive the same percentage increase as the percentage increase in budgeted enrollment. This is true for the libraries' book budgets and all other library expenditures. Libraries in institutions that had enrollment increases during the 1973/1974-1976/77 period benefitted substantially from these increased enrollment funds. (2) An inflation allocation: an increase of 25% in all 16 libraries' acquisitions budgets for 1975-1976 was provided to offset the effect of inflation in the cost of books and periodicals.

A total of \$6,398,339 from all of the above sources was allocated to libraries from July 1, 1973 through June 30, 1976. During this three year period, the total state appropriated library budgets increased from \$9,763,544 in 1972-1973 to \$17,036,240 in 1975-76, an increase of 74.5%.

The Library improvement formulas, including the 12% increase in 1973-74, produced 60.9% of the total increase. The funds for library improvement would have been greater if the formulas had been fully funded in 1975-76. The portion provided for decreasing book deficiencies according to the ACRL standard will not be continuing after this part of the library improvement program is fully funded. Increased enrollment funds accounted for over one-fifth of the

total increases in the library budgets of the 16 institutions and amounts added to counteract inflation added 17.4% of the increase both of which

become a permanent part of the continuing budget of each library.

The breakdown of these increases is given in Table 1.

Table 1.

**Sources of Increases in Library Budgets of the 16 Libraries
in the University of North Carolina System, 1973/74-1975/76***

	1973-74	1974-75	1975-76	TOTAL	% of Total Increases
Enrollment Increase Funds	\$ 437,495	224,885	721,146	\$1,383,527	21.6
Library Improvement Program (12% of continuing budget)	1,173,900			1,173,900	18.2
New Degree Programs	8,000			8,000	00.1
Book Deficiency (ACRL Standard)		1,172,130	752,272	1,924,402	30.1
Basic Support Increase (1:2:7 Formula)		527,259	270,715	797,974	12.5
Inflation Funds (25% of acquisition budgets)			1,110,537	1,110,537	17.4
TOTALS	\$1,619,395	\$1,924,274	\$2,854,670	\$6,398,339	100.0

*Based on information supplied by Mr. Hugh Buchanan, Assistant Vice President for Finance, UNC Board of Governors, dated February 23, 1976.

The Effects of State-wide Planning

The coordinated planning for library improvement has produced not only more equitable funding for each of the state's 16 senior institutions of higher education but has increased annual library expenditures 184% from 1967-68 to 1975-76. Per student average library expenditures increased from \$81 in 1967-69 to \$178 in 1975-76. Annual expenditures of all 16 libraries combined increased from \$5,956,223 in 1967-68 to \$17,036,240 in 1975-76. Annual book-periodical-binding expenditures increased 131% — from \$2,512,855 in 1967-68 to \$5,803,369 in 1974-75. Figures of total library expenditures for 1967-68 and 1974-75 are provided in Table 2 for

each of the institutions. The differences in percentage increases are due to a complex set of factors; the amount of deficiencies in holdings according to the ACRL formula in 1968, the expenditure per student in 1968, the growth of graduate enrollment from 1968 to 1975. Total volumes increased from 3,795,245 in 1967-68 to 5,593,110 in 1974-75. Table 3 provides information on the growth of the book and periodical collections for each of the 16 institutions.

In addition to bound volumes, the 16 libraries in mid-1975 contained 817,458 book titles and 18,102 periodical titles on microform, 2,632,547 other physical 2,548,304 separate government documents. Reflecting

the increasing emphasis on expanded library functions to include all types of learning resources and instructional media, the 16 libraries report holdings of 15,444 motion picture films, 61,566 audio-recordings, 12,331 filmstrips, and thousands of other audio-visual materials, including slides, transparencies, video tapes, cassettes, flat pictures, maps, and charts. A total of 58,265 periodicals, newspapers and serials are held by the 16 libraries.⁵

The staffs of the institutions have grown significantly also. The professional staff has increased by 40% — from 196 professional librarians in 1967-68 to 274 in 1974-75. Comparative statistics on supporting personnel are not readily available but in 1974-75 the libraries employed 489 paraprofessional and clerical staff members supplemented by 322,130 hours of part-time assistance.⁵

The period 1968-1975 has been a time when the libraries in the UNC system reached a higher level of permanent and continuing support, but due to economic stringencies within the state budget, the rate of increase has declined somewhat during 1976-77. This slow-down began in 1975-76 when the annual increment of the Board of Governors' library improvement plan was funded at only fifty per cent. The 1975-76 annual increment of the library improvement formulas was continued during 1976-77, but no funding was granted for a third annual increment. The Board of Governors staff is hopeful that this recession is only temporary and that the full funding of the two formulas will eventually be a reality. In its Long Range Planning Report for 1976-1981, "The Board reaffirms this library improve-

ment program as a major element of its long-range planning and it will continue to accord the program high priority in its budget requests."⁷ The full funding is still a long-range goal of the Board of Governors.

Cooperative Programs

At the same time that financial support is increasing, cooperative programs are being developed to make library resources more available not only to the students and faculty in the university system but to private colleges and universities and to public libraries. The increased resources are being made available through the North Carolina Interlibrary Services Network and the North Carolina State Library. Cooperative planning for the sharing of resources to increase the availability of library materials is essential because of the increased demands caused by increasing enrollments, larger faculties, more complex programs, and, especially for the emerging universities, the deficiencies of the past. The dramatic increases in funding came at a time when full-time equivalent enrollment for all 16 institutions increased 41% and during a period of the highest rate of inflation in history. Total volumes increased only 47%, barely keeping up with enrollment.

Among the aims of the University Library Advisory Council are to develop programs for the effective sharing of resources and to make studies and propose solutions for the pressing library problems caused by the increased demands. Two cooperative lending agreements have been formulated that bind together the libraries of the University of North Carolina in cooperative programs in-

volving a broad sharing of resources. The first of these is a cooperative agreement for direct lending to faculty members and graduate students by all libraries in the university system. Faculty members and graduate students must register for Library Privilege Cards with the library of their own institution. This card is presented at another library in the system for identification and authorization for borrowing materials. This agreement became effective July 1, 1972, the same date on which the 16 institutions were consolidated under the Board of Governors and a single President.

A special interlibrary loan code has also been developed which permits inter-library borrowing by undergraduate students among the constituent institutions if they have the approval of the borrowing library and their faculty instructor.

The Advisory Council has taken a special interest in the Southeastern Library Network (SOLINET) and through discussions have kept abreast of its development from its formation to the present. Fourteen of the libraries are charter members of SOLINET. As its data base grows it will become increasingly valuable as a union catalog of holdings for participating libraries. The Council has also given attention to the North Carolina Union Catalog and provided additional impetus to the preparation of microfilming of this catalog. An *ad hoc* committee is exploring the idea of a central storage and research facility for little used material which all libraries in the state can use as a partial solution to space problems.

Conclusion

The primary purpose of the University Library Advisory Council remains

as a sounding board, and as a source of advice to the staff of the UNC General Administration and the Board of Governors. It plays an essential role by providing a continuous channel of communications between the academic libraries and the university administration in developing a coordinated and rational approach to the funding and development of library resources and services for the university system and the state. Although much remains to be done in developing cooperative programs and in correcting deficiencies, the coordination of public university libraries on a state-wide basis has been responsible for significant improvement in these libraries and for increasing the availability of library resources in North Carolina. Two main factors are responsible for this success: (1) the strong commitment to library development by the staffs of the two coordinating and governing boards and (2) a cooperative spirit among the constituent libraries.

* * * * *

Footnotes

¹See Chapter 116, Article 1, "The University of North Carolina", Sections 1, 1A and 2 (pp. 876-889) of *General Statutes of North Carolina* for a description of the organization and governance of the University of North Carolina. The consolidation of all 16 public universities under the Board of Governors of the University of North Carolina was enacted into law by the 1971 N.C. General Assembly.

²N.C. Board of Higher Education. *Planning for Higher Education in North Carolina*, November 1968. (Chapter VIII. Libraries, pp. 142-173).

³N.C. Board of Higher Education. *Higher Education in North Carolina*. "Improving Libraries and Library Services." (Vol. V, No. 4, September 25, 1970, p. 2.)

⁴For the Clapp-Jordan formula see Vernon W. Clapp and Robert T. Jordan, "Quantitative Criteria for Adequacy of Academic Library Collections," *College and Research Libraries*, September 1965, pp. 371-80. The Washington State budgeting formula is outlined in: The Interinstitutional Committee of Business Officers, University of Washington, et al. "A Model Budget Analysis System for Libraries," March 1970 (Denis J. Curry, Director, Office of Interinstitutional Business Studies, c/o The Evergreen State College, Olympia, Washington, 98501).

⁵North Carolina. University. Board of Governors. *Long-Range Planning, 1976-81*. Chapel Hill, N.C., April 1976, p. 300.

⁶"Standards for College Libraries," *College and Research Libraries*, V.20, No. 4 (July 1959), p. 278.

⁷North Carolina. University Board of Governors. *Ibid.*, pp. 300-301.

Table 2
Total Expenditures of Libraries of
the University of North Carolina

	1967-68*	1974-75**	% Change
Appalachian State University	\$ 370,424	\$ 1,306,809	253
East Carolina University	676,369	1,719,966	154
Elizabeth City State University	66,677	182,423	174
Fayetteville State University	101,555	341,727	237
N.C. A & T State University	240,628	630,999	162
N.C. Central University	246,157	740,816	201
N.C. School of the Arts	69,439	127,507	84
N.C. State University	758,524	2,022,562	167
Pembroke State University	97,168	341,773	252
UNC—Asheville	152,655	199,021	30
UNC—Chapel Hill	2,024,842	4,635,807	129
UNC—Charlotte	345,440	987,615	186
UNC—Greensboro	372,147	1,489,056	300
UNC—Wilmington	121,947	423,570	247
Western Carolina University	233,951	956,723	309
Winston-Salem State University	78,300	228,508	192
TOTAL	\$ 5,956,223	\$16,334,882	174

*Taken from Table XVII, p. 27, "Libraries in North Carolina Public Senior Colleges and Universities: Present Status and Future Needs," N.C. Board of Higher Education (Research Report 1-69, January 1969), Raleigh, N.C.

**Taken from Table A-2-11 N.C. University Board of Governors, *Long-Range Planning*, 1976-81.

Table 3.
Volumes in Libraries of the
University of North Carolina

	1967-68*	1974-75**	% Increase
Appalachian State University	161,607	309,226	91%
East Carolina University	328,552	458,208	39%
Elizabeth City University	59,105	80,959	37%
Fayetteville State University	63,140	89,619	42%
N.C. A & T State University	261,944	164,421	—37%***
N.C. Central University	171,754	311,031	81%
N.C. School of the Arts	16,042	54,300	238%
N.C. State University	426,304	692,566	62%
Pembroke State University	43,435	101,869	135%
UNC—Asheville	52,171	89,744	72%
UNC—Chapel Hill	1,541,315	2,137,058	39%
UNC—Charlotte	92,524	207,536	124%
UNC—Greensboro	375,488	449,196	20%
UNC—Wilmington	45,061	122,349	172%
Western Carolina University	83,263	210,790	153%
Winston-Salem State University	73,540	114,240	55%
TOTAL	3,795,245	5,593,110	47%

*Taken from *Statistical Abstract of Higher Education in North Carolina*. 1968-69, N.C. Board of Higher Education. Research Report 4-69 (April 1969).

**Taken from Table A-2-12 N.C. Board of Governors, *Long-Range Planning*, 1976-81.

***The reduction in number of volumes due to a recount of holdings and a change in the method of counting.

New North Carolina Books

by William C. Burris
Guilford College

ALGIE I. NEWLIN. *The Battle of New Garden*. (Greensboro: The North Carolina Friends Historical Society, 1977). \$2.00

Students of the Battle of Guilford Court House, fought over a two-hour period on the afternoon of March 15, 1781, know that skirmishes occurred earlier in the day. As a rule, military histories pass over these little preludes to main events and they are rarely, if ever, studied and analyzed. Records are usually non-existent and this explains the neglect, but the loss is real. Such was the case with the skirmishes along New Garden Road on the morning of March 15 until the publication of this little volume. Algie I. Newlin has given us an excellent account of this battle, carefully researched and well written. It is good military history, and no account of the Battle of Guilford Court House is complete without it. Libraries that maintain collections in North Carolina history should not overlook it. Orders may be

directed to The Quaker Collection, c/o The Guilford College Library.

BETTY IRENE YOUNG. *The Library of the Woman's College, Duke University, 1930-1972*. (Durham: The Regulator Press, 1978). \$7.50.

In 1924 James B. Duke gave the money that made possible the transformation of Trinity College into Duke University. When the new university campus was built the Woman's College was created on the old campus, later to be known as the "East Campus." In 1972 the Woman's College was merged into the University — thus ceasing to exist as a separate entity. This book is an account of the life of the Woman's College Library during these years, the problems of money, identity, and function. It is especially good in its discussion of the building and protection of an outstanding art collection. Though it has been written as something of a tribute to Lillian Griggs, the first librarian, it is also a

chapter in the history of a great university. It has value as a commentary on one important aspect of the changing nature of higher education for women in American institutions. College and university libraries should add it to their collections.

ARDIS KINZEY. *To Defend A Form: The Romance of Administration and Teaching in a Poetry-in-the-Schools Program*. (New York: Teachers and Writers, 1977).

I must confess to a mild but persistent scepticism about grant-funded programs in the Arts in the public schools. Too often such programs are mere vehicles for the artists, platforms for the display of long neglected genius. Unless the artists are unusually effective teachers, and most of them are not, very little of value remains after the money is spent. This is especially true with poetry programs because the poetic is such a private, personal, individual thing. Poetry does not lend itself to group expression or group fun as does drama, band, choral work, and athletics. Does this suggest that poetry programs should not be funded and attempted? Certainly not. They should be continued and expanded, at least until the public schools begin to employ teachers who attempt to accomplish the same ends. This account of a group of poets working in the schools of North Carolina should certainly convince us of that fact.

The problem is not the poetry programs discussed by Ms. Kinzey. The problem is the crassness, the blandness of public schools where so little is done to encourage sensitive children to become themselves. Nothing does this quite so well as poetry, and nothing is as much

neglected in the education of public school teachers as this art form. Ardis Kinzey and her colleagues are trying to compensate. Her book is valuable; it belongs in every school library and every school teacher should read it.

ANN DEAGON. *The Guilford Review*. (Greensboro: Guilford College, 1977).

The Guilford Review focuses on interdisciplinary issues of human concern. Issue number 6 deals with the question of "Women in Change." Earlier issues have concentrated on "Certainty and Uncertainty", "Women and Mythology", "Myth in Multiple Perspective", "Poetry and Fiction", and the "Creative Process in the Arts and Sciences." Creative writing is its central concern. High school and college libraries might find it useful and interesting for students in creative writing class. The subscription price is \$5.00.

RUTH P. BARBOUR. *Cruise of the Snap Dragon*. (Winston-Salem: John F. Blair, Publisher, 1976). \$8.95.

ELERY A. LAY. *Trek to the King's Mountain*. (Durham: Moore Publishing Company, 1976). \$7.95

SUSAN SIBLEY. *Woodsmoke*. (Winston-Salem: John F. Blair, Publisher 1977). \$8.95.

WILLIAM O. STEELE. *The Cherokee Crown of Tannassy*. (Winston-Salem: John F. Blair, Publisher, 1977) \$7.95).

These are books for young readers. The first three are historical novels, the fourth a historical work. It uses the techniques of fiction and imagination to enhance an interesting story. All are good; school and public libraries should certainly consider them.

North Carolina Library Education News

East Carolina University

Department of Library Science

Dr. Gene D. Lanier announced this week the appointment of Dr. Robert M. Brown as adjunct professor in the School of Education and will also participate in the program of the Department of Library Science. He currently is teaching courses in educational media, television, research, and statistics. he has been on the faculty at ECU since 1970.

Prior to coming to East Carolina, Brown was on the faculty at the State University of New York at Albany, Russell Sage College, Indiana University, and the University of Missouri. He also was involved in the New York State Education Department for a period. He holds the doctoral degree in audiovisual communications from Indiana University and other degrees from the University of Missouri and the University of Mississippi.

He has numerous publications on educational media in professional

journals and has served as consultant to many schools in this area. Listed in "Leaders in Education" and the "Directory of International Biography", Dr. Brown has been quite actively involved in programs funded from state and national sources.

Dr. Lanier indicated that "adding Dr. Brown as an adjunct professor simply formalizes our association through the years. We have worked together as the educational media program has developed and his help was exceptional. We welcome him to our program and look forward to his participation."

Course Offerings for Spring Semester 1979 include:

LibS 1000	<i>Research Skills</i>	1 s.h.
LibS 2123	<i>Early Experiences:</i>	
	<i>Library Science</i>	1
LibS 3000	<i>Storytelling</i>	2
*LibS 5001	<i>Media for Young Adults</i>	3
LibS 5002	<i>Introduction to</i>	
	<i>Reference</i>	3
*LibS 5003	<i>Organization of Media</i>	3
LibS 5005	<i>Library Administration</i>	
	<i>& Management</i>	3
*LibS 5006	<i>Library and Society</i>	2

LibS 6000	<i>Technical Services</i>	3
*LibS 6001	<i>Government Publications</i>	3
LibS 6004	<i>Reference in the Humanities</i>	3
*LibS 6005	<i>Reference in the Pure & Applied Sciences</i>	3
*LibS 6006	<i>Automation of Library Processes</i>	3
*LibS 6007	<i>Library of Congress Classification System</i>	3
*LibS 6200	<i>Seminar in Library Administration: Public</i>	2
*LibS 6400	<i>Seminar in Library Administration: School</i>	2
*LibS 6488	<i>Research Methods in Library Science</i>	3
LibS 6501	<i>Independent Study</i>	2
LibS 6990	<i>Internship</i>	2
Seed 3272	<i>Introduction to Audio-visual Instruction</i>	2
*Seed 5321	<i>Educational Communications</i>	3
*Seed 5374	<i>Design of Multimedia Materials</i>	3
Seed 6435	<i>Instructional Development in Educational Communications</i>	3
**Seed 5492	<i>Introduction to Educational T.V.</i>	3

*Available in late afternoon or night

Contact the ECU Graduate School, Greenville, NC 27834 for application forms.

Arrangements have been completed for installation of an OCLC SOLINET terminal #100 for instructional purposes in the Department Fall Semester. This will be used in a large number of the course offerings and allow students direct access to this network.

North Carolina Central University *School of Library Science*

The number of Office of Education fellowships for graduate students was increased from five to nine and \$15,000

were allocated by the State "to increase the minority presence" in the School. The proportion of students of other races than Black was 45 percent in 1977/78.

Lorenz and Ruth Graham, both writers, visited the School on July 20 and spoke to classes.

The internship program has been extended in 1978/79 to include the Environmental Protection Agency, the Department of Housing and Urban Development, and the National Institutes of Health in addition to the Department of Labor.

New Advisory Council members are Nancy Doyle Bolt, Program Officer, NEH; Eileen Cooke, Director, ALA Washington Office; and Sylvia Render, Specialist, Manuscript Division, LC.

New contributors to the collection of the papers of Black librarians are Clara S. Jones, former ALA president who retired recently as Director of the Detroit Public Library, and Vivian D. Hewitt, current President of the Special Library Association and Librarian, Carnegie Endowment for International Peace.

P. Grady Morein, former Associate Professor, resigned to join the Office of Management Studies full-time; Mary L. Brown, Instructor, has been granted a two-year leave to enroll in the doctoral program at Case Western Reserve University. Robert Ballard has returned as Associate Professor after a year as a Fulbright Lecturer in Zambia; Desretta McAllister has returned as an Assistant Professor after two years of doctoral study at the University of Pittsburgh. Lee Finks has joined the regular faculty as an Associate Professor; Margaret Jones, former Chair of the Library Science Department at Florida A. & M. University, Tallahassee, is an Adjunct Professor.

Miriam G. Ricks, Assistant Professor, attended the meeting of the National Association for Education of Young Children Annual Conference on August 17-20 in New York City.

The Black Caucus of ALA presented one of its awards for distinguished service to librarianship to Annette L. Phinazee and

also designated the NCCU School of Library Science as the repository for its papers during the June meeting in Chicago.

The following courses will be offered during the spring semester and may be of interest to persons in service in libraries:

L.S. 400	<i>Survey of Librarianship</i>	Monday	7-9:30 p.m.
L.S. 411	<i>School Media Program</i>	Thursday	7-9:30 p.m.
L.S. 422	<i>Selection and Use of Information Sources</i>	Wednesday	7-9:30 p.m.
L.S. 505	<i>Introduction to Automation in Libraries</i>	Tuesday	7-9:30 p.m.
L.S. 506	<i>Libraries and Legislation</i>	Wednesday	7-9:30 p.m.
L.S. 510	<i>Analysis of Library Operations</i>	Saturday	9-11:30 a.m.
L.S. 524	<i>Science & Technology Resources and Services</i>	Monday	7-9:30 p.m.
L.S. 530	<i>Books, Mass Communication Media, & Libraries</i>	Tuesday	7-9:30 p.m.
L.S. 533	<i>Reading Interests and Library Users</i>	Monday	7-9:30 p.m.
L.S. 541	<i>Technical Services in Libraries</i>	Thursday	7-9:30 p.m.
L.S. 551	<i>Early Childhood Resources and Services II</i>	Tuesday	7-9:30 p.m.
L.S. 552A	<i>Principles & Practices in Library Services for Youth</i>	Wednesday	7-9:30 p.m.

The School of Library Science at North Carolina Central University cooperated with the Southeastern Black Press Institute at The University of North Carolina at Chapel Hill to initiate a survey of the newspaper reading behavior among adult blacks in Durham that can be of mutual benefit to the two institutions and to the newspapers.

Students who were enrolled in the class "Reading Interests and Library Users" completed the pilot study. A target population was selected and 56 persons who

were representative of the area were interviewed. This experience enabled the students to refine the procedures that will be used to complete the larger study in 1978/79.

Dr. Benjamin F. Speller is coordinating the initial phases of this project. The newspapers included in the survey are: *Afro-American*, *Carolina Times*, *Durham Herald/Sun*, *News and Observer*, *Norfolk Journal & Guide*, *Raleigh Times*, and the *Wilmington Journal*.

The North Carolina Central University School of Library Science is making a special effort to admit qualified North Carolinians who will increase "the minority presence" on campus while they earn a master's degree. Fellowships will be awarded by the State of North Carolina on the basis of: (1) demonstrated need, (2) in-state residency, (3) full-time enrollment, and (4) pursuit of a degree.

The School's entrance requirements include:

- (1) A bachelor's degree from an approved college or university.
- (2) An undergraduate grade point average of at least 2.7 for the last sixty hours.
- (3) Completion of at least 90 semester hours of liberal arts courses.
- (4) Two recommendations.
- (5) A completed application blank.

College graduates who have majored in modern foreign languages or in science and technology are especially encouraged to apply. Persons who are interested in computer science are also being sought.

Additional information may be obtained from Dean Annette L. Phinazee, School of Library Science, North Carolina Central University, Durham, North Carolina 27707 (919-683-6485).

**University of North Carolina
at Chapel Hill
School of Library Science**

Dr. Marilyn L. Miller, associate professor, School of Library Science at the University of North Carolina at Chapel Hill, has been elected president-elect of the Association of Library Service to Children.

Miller will assume her office at the 1979 annual conference of the association, which will be held in Dallas, Texas. As president-elect, Miller will be responsible

for drafting the budget, making all committee appointments and will be program chairman for the 1980 conference.

The Association of Library Service to Children, a major division of the American Library Association, is interested in the improvement and extension of library service to children in all types of libraries.

It is responsible for the evaluation and selection of book and non-book library materials and the improvement of techniques of library services to children from preschool through the eighth grade or junior high school age.

The organization also administers the Newberry-Caldecott awards. These awards are given annually to the author of the most distinguished contribution to American literature for children and to the artist of the most distinguished American picture book for children.

"This is an outreaching organization," Miller said. "We are not just dealing with the work of librarians, but working with other groups interested in literature and other materials."

"We work with the U.S. National Park Service, helping to evaluate park association-produced and trade-produced materials and to prepare recommended lists of materials for possible sale. We also work with the Boy Scouts of America in its publication revision program (excluding *Boys Life*.)"

"The association does not just review books. It is involved in other areas of media that affect children. For example, films, recordings, toys, games and other children's materials are reviewed by committees of the association."

The association is made up of 4,500 children's librarians in public and elementary school libraries, library educators, editors and publishers of children's books and others interested in library service to children.

Library Roundup

GUILFORD TECHNICAL INSTITUTE:

BEN McFADDEN has been appointed Audiovisual Coordinator at GUILFORD TECHNICAL INSTITUTE. Mr. McFadden holds the Master's Degree in Media from UNC-Chapel Hill.

WILSON COUNTY TECHNICAL INSTITUTE:

MS. KAREN NOEL has been appointed EDITOR of the LRA NEWSLETTER of the North Carolina Learning Resources Association. Ms. Noel is librarian at WILSON COUNTY TECHNICAL INSTITUTE.

DAVIDSON COUNTY TECHNICAL INSTITUTE:

The Individualized Instruction Center has been approved to administer the CLEP (College Level Examination Program) Tests. These tests give college credit to those individuals successfully completing them. DCCC is the only full time open testing center in the piedmont area.

The AMERICAN LIBRARY ASSOCIATION, ASSOCIATION OF COLLEGE AND RESEARCH LIBRARIES has appointed JOHN B. THOMAS, Associated Dean of Learning Resources to the ACRL Committee on Legislation.

N.C. LEARNING RESOURCES ASSOCIATION:

MS. BEVERLY GASS, president-elect of the NORTH CAROLINA LEARNING RESOURCES ASSOCIATION has announced that the 14TH ANNUAL COMMUNITY COLLEGE LEARNING RESOURCES CONFERENCE will be held March 26, 27, 28 at the Sheraton Center Inn, Charlotte. This annual national conference has previously been held in Illinois. The program will be entitled Societal, Political and Economic Realities: Implications for Learning Resources.

FORSYTH TECHNICAL INSTITUTE:

Mr. ERNIE TOMPKINS, Head Coordinator of the Individualized Learning Center at FORSYTH TECHNICAL INSTITUTE served on an ALA Community and Junior College Section panel at the ALA Conference. Mr. Tompkins described the cooperative set-up between FTI's PACE programs and the Winston-Salem/Forsyth County Public Library.

FRANKLIN COUNTY PUBLIC LIBRARY:

CHARLA ELLIS, who had directed the

Franklin County Public Library for the past four years, has resigned. DALE BERNIS is the new director.

COLUMBUS COUNTY PUBLIC LIBRARY:

GLENN ELLEN JONES, formerly of Columbia, S.C., is now assistant director.

Director AMANDA BIBLE has just finished a project to index Columbus County's newspapers. A grant from the N.C. Department of Natural Resources and Community Development enabled the library to hire six clerk-typists and one supervisor from June-September. This is the only library in the state to receive a grant for such a project.

SANDHILL REGION:

LONNIE T. JOHNSON is the new Montgomery County Librarian/Regional Public Services Librarian. He is a Marine Corps veteran with an MLS from NCCU.

BLADEN COUNTY PUBLIC LIBRARY:

Bladen County's new library was dedicated June 25 with Lt. Gov. Jimmy Green and his wife officiating at the ribbon-cutting.

NORTH CAROLINA STATE LIBRARY:

BETSY PEARCE, secretary to the three State Librarians and two Acting State Librarians, has retired.

PAULINE HARTOFELIS is now Administrative Secretary to the State Librarian.

BETTY BASS is the new head of the clerical staff in Public Library Development.

NANCY COWAN has succeeded Lib Laney as Processing Center Librarian. She is a native of Hickory and has worked in the Processing Center for two years.

ROWAN PUBLIC LIBRARY:

KATHY WOODRELL is the new

children's librarian at Rowan Public. Ms. Woodrell received her MS in LS from Indiana.

WRENN SHARPE is now Technical Services Librarian.

FONTANA REGION:

Director WAYNE MODLIN and the former CYNTHIA THOMPSON, Macon County Librarian, are now Mr. and Mrs. Modlin.

ONSLOW COUNTY PUBLIC LIBRARY:

Assistant Director PAT GRIM and Extension Librarian MARY EASLEY are surveying the effects of the LC card catalog closing on public libraries in North Carolina. They are being assisted in this project by JAMES C. THOMPSON, Assistant Librarian for Technical Services at the Milton S. Eisenhower Library, Johns Hopkins; and DAVID G. REMINGTON, chief, Cataloging Distribution Service, Library of Congress.

UNC-CHAPEL HILL:

The University has received a grant from the National Endowment for the Humanities in the amount of \$15,000.00 for the arrangement, description, and indexing of the Annabel Morris Buchanan collection of American religious tunebooks and related materials. ELLEN NEAL, Technical Services Archivist in the Manuscripts Department, is the principal investigator. ROBERTA ENGLEMAN, formerly a librarian at Duke University, has joined the library staff as Rare Book Cataloger. PAUL KODA, Rare Book Librarian, was one of 12 librarians from around the country chosen to participate in the Institute on the Development and Administration of Programs for the Preservation of Library Materials, held at Columbia University in New York from July 10 to August 4, 1978. He was also

recently elected to the Claxton Club. CELIA POE, Map Librarian, served on a discussion panel on map librarianship recently held in Knoxville. BILL SCHENCK, Acquisitions Department head, served as vice-chair/Chairperson elect of the Pre-Order and Post Receipt Searching Discussion Group at the ALA conference in Chicago.

MS. PATRICIA DOMINGUEZ has been appointed American Studies Bibliographer the University of North Carolina Library, effective June 1, 1978. Ms. Dominguez comes to this newly-established position upon completion of MLS degree from the School of Library Science at the University of North Carolina-Chapel Hill during which time she worked as a Graduate Assistant in Bibliographic Services in this Library. She holds a Ph.D. degree in Comparative Literature from the University of Michigan and had extensive language teaching experience prior to entering library school.

D. JOHN RUTLEDGE, JR. has been appointed Western European Studies Bibliographer at the University of North Carolina Library, effective July 17, 1978. Mr. Rutledge comes to this newly-established position from Citizens Library in Washington, Pennsylvania, where his duties were in reference and collection development. He holds a Ph.D. degree in German from Johns Hopkins University and a MLS degree from the University of Pittsburgh.

JULIAN GREEN has been appointed Geology Librarian at the University of North Carolina Library, effective August 1, 1978, to fill the vacancy created by the resignation of Ms. Barbara Christy in February, 1978. Mr. Green received his MLS degree from the School of Library Science at this University during which time he held an Internship in the U.S. Environmental Protection Agency Library at the Research Triangle Park. He holds a

Master's degree in Geology from Dartmouth College. While working on the degree at Dartmouth, he supervised the Library Map Collection and was a Teaching Assistant in the Geology Department.

MS. TUCKER SCHECTER has been appointed Undergraduate Circulation Librarian at the University of North Carolina Library, effective May 15, 1978, to fill the vacancy created by the resignation of Ms. Elizabeth Mosby in February 1978. Ms. Schechter received her MLS degree from the School of Library Science at the University of North Carolina-Chapel Hill during which time she held a Graduate Assistantship in this Library. Following her graduation, she held two temporary appointments in the Undergraduate Library, filling in for professional staff members on leave.

JOHN ERLANDSON has been appointed International Documents Librarian at the University of North Carolina Library, effective July 1, 1978, to fill the vacancy created by the resignation of Ms. Araby Greene in April 1978. Mr. Erlandson comes to this Library from Duke University Library in Durham, North Carolina, where he held the position of Assistant Documents Librarian. He received his MLS degree from the University of Missouri Library School.

MS. ROBERTA ENGLEMAN has been appointed Rare Book Cataloger at the University of North Carolina Library, effective August 1, 1978, to fill the vacancy created by the retirement of Ms. Elizabeth Bolton on June 30, 1978. Ms. Engleman comes to this Library from Duke University Library in Durham, North Carolina, where she served four years as Monograph Cataloger and one year as Rare Book Cataloger. She received her MLS degree from the University of North Carolina-Chapel Hill School of Library Science dur-

ing which time she held a Graduate Assistantship in the Rare Book Collection of this Library.

JAMES W. ROMER has been appointed Romance Languages Cataloger at the University of North Carolina Library, effective August 16, 1978, to fill the vacancy created by the retirement of Mrs. Katherine Daniel on June 30, 1978. Mr. Romer holds a Ph.D. degree in Romance Languages and Literatures and a Master's Degree in Library Science from the University of North Carolina-Chapel Hill. Prior to entering library school, he worked as a para-professional in the Serials Cataloging Section of this library.

WESTERN CAROLINA UNIVERSITY:

Hunter Library has recently initiated on-line bibliographic services in the reference department with the Lockhead DIALOG system.

DUKE UNIVERSITY:

The Regulator Press of Durham has just published *The Library of the Woman's College, Duke University, 1930-1972* by BETTY YOUNG, head of circulation at East Campus Library. The 140-page paperback is illustrated and is dedicated to EVELYN HARRISON, the recently-retired head of East Campus Library.

A large and very important collection of materials in ancient history, papyrology, and classical studies has recently come to Duke on permanent loan from the American Society of Papyrologists. The collection, consisting of some 1,500 volumes and over 10,000 individual scholarly writings, was assembled by the eminent classical scholar Michael Rostovtzeff and added to by the papyrologist C. Bradford Welles. Both men taught at Yale University.

JOAN CHAMBERS, head of the Government Publications department at

the University of Nevada at Reno, has come to Duke as a participant in the CLR Academic Library Management Intern Program. THOMAS M. SIMKINS, JR., former curator of rare books in Perkins Library, died March 25 in Raleigh.

The April, 1978 issue of *Library Link*, the staff association publication of the Duke library, contains detailed reports on a series of open meetings with users dealing with topics of general interest. Extended reports on public services and the current thinking in regard to possible reclassification are presented.

ARNOLD HIRSHON has joined the Duke staff as Assistant Head of the Catalog Department, coming from Wayne State University, where he headed a copy cataloging unit. ERNEST ROBL has contributed an article to the April issue of *American Libraries*. EVA LIVELY has become Head of the Copy Cataloging Unit. JESUS and ANDY LEYTES both participated in the SALALM meetings held in London in July; Jesus moderated a roundtable discussion on "Library Development in Latin America", and Andy chaired the Subcommittee on Library Operations. JEAN COOK attended an OCLC workshop at Kent State University.

SPECIAL LIBRARIES:

The first meeting of a yet-to-be-named on-line users group was held on Friday, July 28, at the Health-Sciences Library at UNC-Chapel Hill. Thirty-seven persons from Charlotte, Greensboro, Greenville, and the Triangle Area attended the meeting. Temporary chairperson DIANE STRAUSS said she contacted many people in the Triangle Area, but evidently word-of-mouth information attracted many others from outside the Area.

A nominating committee was formed. Members are: LAURA BOLLINGER from the Medical Library at ECU; NANCY

FRAZIER from the Humanities Reference Department at UNC-CH; and DAV ROBERTSON from the NIEHS Library in the Research-Triangle Park. Annual dues of five dollars were agreed upon, and a questionnaire was distributed. The next meeting is scheduled for Monday, October 30 in the early evening. For further information of the online users group, contact Diane Strauss, Business and Social Sciences Library at UNC-CH.

DARLENE BIRD, from the Charlotte-Mecklenburg School System, has joined Duke Power's Technical Training Center as assistant librarian.

AHEC LIBRARY (MEDICAL LIBRARY OF MECKLENBURG COUNTY):

LINDA MININNI assumed the directorship, after having been on the staff for the past year and a half. DONNA KEKLOCK, a recent graduate from UNC-Chapel Hill, has been appointed reference librarian.

BURROUGHS WELLCOME in the Research Triangle Park:

DR. HANNAH O. GREEN, who will provide literature searches and other bibliographic services in chemistry-related published literature, has accepted a position as Information Specialist in the Technical Information Department. Dr. Green, who received her B.S. in chemistry from Carnegie-Mellon and M.A. and Ph.D. in biochemistry, has been appointed Staff Specialist. She will be responsible for conducting pre-registration searches in the published literature to determine the novelty of compounds created by Burroughs Wellcome.

NATIONAL HUMANITIES CENTER HIRES LIBRARIAN:

The National Humanities Center has announced that WALTER ALAN TUTTLE will

serve as the Center's Librarian.

Mr. Tuttle comes to the Center from the Southeastern Baptist Theological Seminary in Wake Forest, where he has been Associate Librarian.

A native of Greensboro, Mr. Tuttle holds a B.S. from Wake Forest University, a B.D. from the Southeastern Baptist Theological Seminary, and an M.L.S. from the University of North Carolina at Chapel Hill. He has also pursued graduate study in physics at Clemson and in theology at the University of Zurich.

In addition to his work as a professional librarian, Mr. Tuttle has taught mathematics at Campbell College and at Wake Technical Institute, and has been an instructor of physics at Roanoke College.

Mr. Tuttle is a member of the American Theological Library Association, the North Carolina Library Association, a Trustee of the Wake Forest Public Library and has served as Chairman of the Wake County Public Library Study Commission.

In his new position Mr. Tuttle will be in charge of the National Humanities Center's library operation. Immediately, he will consult with the architects about the layout of the Center's small reference library, and will order the Center's reference collection. When the Center opens, he will assist scholars in locating necessary research material, and he will oversee the daily shuttle service by which books will be delivered to the Center from the libraries at Duke University, the University of North Carolina at Chapel Hill, and North Carolina State University.

Mr. Tuttle is married to the former Beverly Shearon and is the father of four sons. The Tuttles will continue to live in Wake Forest.

MICROFILMING CORPORATION OF AMERICA MOVES TO NORTH CAROLINA:

Microfilming Corporation of America

announced today that it will relocate its plant later this year to Sanford, North Carolina. All of the company's 130 permanent employees have been invited to relocate to the new site.

The move of Microfilming Corporation, an affiliate of The New York Times Company, will bring to four the number of Times Company enterprises in North Carolina. The other three are daily newspapers — the Hendersonville *Times-News*, the Lexington *Dispatch* and the Wilmington *Star-News*.

Sanford, located near the Raleigh-Durham-Chapel Hill triangle, was selected because it provided an ideal existing structure to house the company's expanding business, lower land and energy costs, and proximity to one of the major university and research complexes in the country, including Duke University, the University of North Carolina, and North Carolina State University. The new facility has 80,000 square feet, compared with 50,000 at the present structure.

Microfilming Corporation produces a variety of microfilm publications, largely for the library market, including the microfilm editions of *The New York Times* and 80 other leading newspapers.

BAKER & TAYLOR AND ACRL ESTABLISH AWARD FOR ACADEMIC/RESEARCH LIBRARIAN OF THE YEAR:

An award to honor outstanding achievement in the furtherance of professionalism in academic and research libraries has been established by Baker & Taylor through the Association of College and Research Libraries.

The award — Academic/Research Librarian of the Year — will honor an individual who has contributed significantly to the development of the profession and to the encouragement of young librarians planning a career in this specialty. It carries a \$2,000 stipend.

The first honoree will be named during the ACRL's first national conference, scheduled for November 8-11 in Boston.

"We frequently hear that the future of America lies in education, but too often the contribution librarians make to scholarship is overlooked," said ACRL 1977-78 President Eldred R. Smith, director, University of Minnesota Library, in announcing the award. "This recognition programs gives us a wonderful opportunity to focus on the role that librarians play in preserving and enhancing our cultural and educational heritage."

The award will be presented annually to an academic/research librarian who has made a noteworthy national or international professional contribution in the following areas:

- *significant and influential research
- *publication of a body of scholarly and theoretical writing contributing to academic/research library development
- *planning and implementing an academic/research library program of such exemplary quality that it has served as a model for others, and
- *service through ACRL and related organizations

The ACRL Committee charged with choosing the first Academic/Research Librarian of the Year is chaired by PHILLIP J. McNIFF, director, Boston Public Library. Members of the selections committee are MILLICENT ABELL, university librarian, University of California at San Diego; MARY LOUISE COBB DEBENHAM, State of Maine Law Library; EDWARD G. HOLLEY, dean, University of North Carolina Graduate School of Library Science and J. DANIEL VANN, III, director, Stanford University Library.

Baker & Taylor has established similar awards in conjunction with the Public Library Association and the American

Association of School Librarians. Said Kutner: "During our history, we have been a major resource for librarians and these new awards will confirm our commitment to serve as the 'Librarian's Library'. We see ourselves as partners with the library community in the process of enhancing professionalism and career development through recognition of outstanding individuals within specialized fields."

Nomination forms for the Academic/Research Librarian of the Year are available from Mr. McNiff at the Boston Public Library, 666 Boylston St., Box 286, Boston, MA 02117, or from the ACRL office, 50 East Huron Street, Chicago, IL 60611.

JMRT LIBRARY CONVENTION GRANTS:

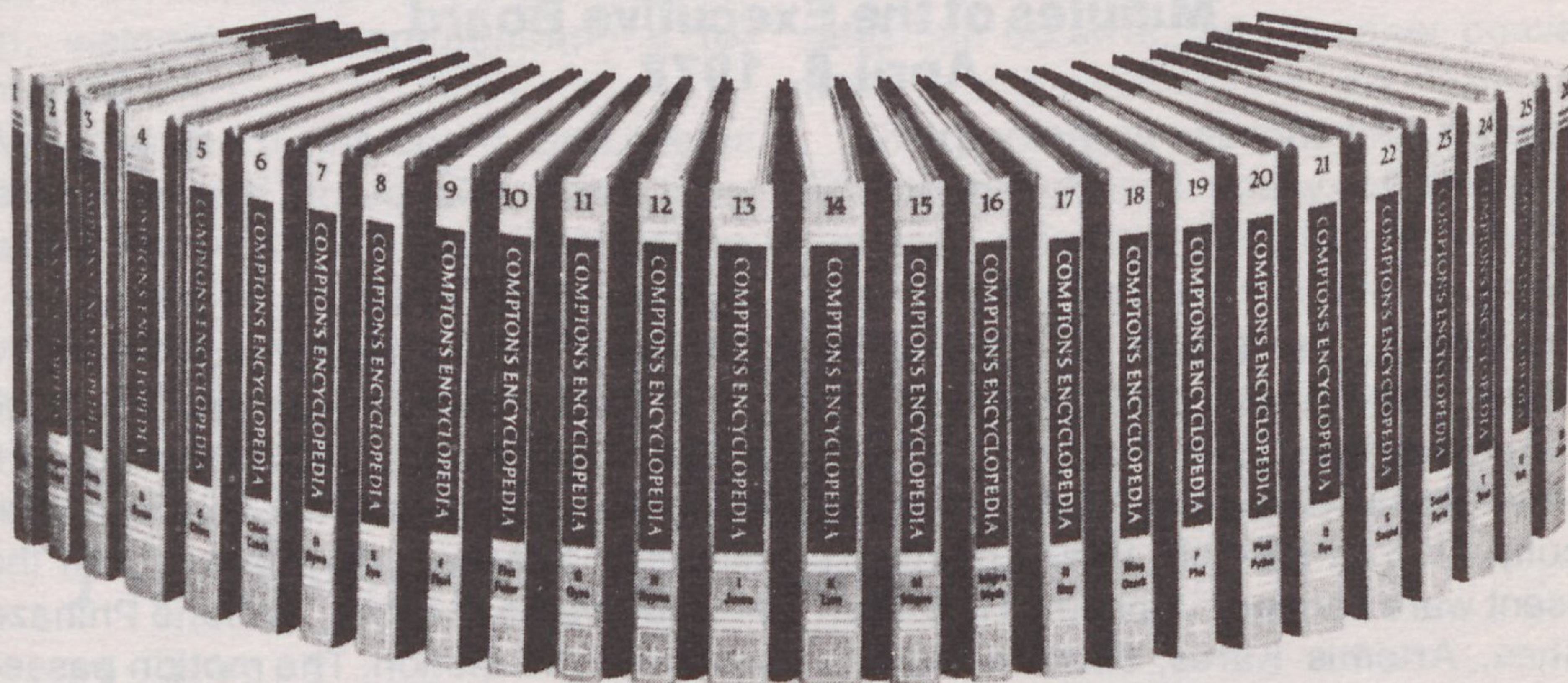
Baker & Taylor, in conjunction with the ALA Junior Members Round Table, has established national Grassroots Grants program to enable student participation in state library conventions. The new grants are being inaugurated as part of Baker & Taylor's 150th anniversary celebration.

Open to state, regional or national JMRT members who are full-time graduate or undergraduate students in library science, the national program will award \$100 each to students from the 50 states and the District of Columbia. The grants are designed to defray the cost of attending state conferences from Fall '78 through Spring '79.

The grants will be coordinated by the ALA/JMRT Affiliates Council and will be administered by each state JMRT, or a state library association representative in states with no JMRT chapter. The criteria for selection are: professional promise, leadership ability, and participation in library associations.

JUNE BRELAND, of the Mississippi State University Library, is the National Coordinator for the Baker & Taylor/JMRT Grassroots Grants.

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Minutes of the North Carolina Library Association

Minutes of the Executive Board April 6, 1978

The Executive Board of the North Carolina Library Association met for a dinner meeting at 6:00 p.m. on April 16, 1978 at the North Carolina State University Faculty Club in Raleigh. Board members present were Leonard Johnson, H. William O'Shea, Artemis Kares, Richard Barker, Susan Lyons, Christopher Baar-Lindsay, Elvin Strowd, Jean Porter, Louise Boone, Annette Phinazee, Norma Royal, I.T. Littleton, Rosalind Campbell, Carlton Sears, Elizabeth Detty, Arial Stephens, Jane Snyder, and Cordelia Inks. Also present was Gene Lanier, Chairman of the Department of Library Science at East Carolina University. President Leonard Johnson presided.

The Secretary requested that the meetings of the Executive Board be tape recorded. There being no objection, this was done.

Richard Barker, Treasurer, introduced Susan Lyons, the new Executive Secretary of NCLA. Mr. Barker then distributed the budget report for 1977-78 and the budget report for the 1977 biennial conference, which he noted did not include attendance

figures for the pre-conference.

The Board then considered the minutes of the December 9, 1977 meeting. Arial Stephens moved that the reading of the minutes be dispensed with and that they be approved as written. Annette Phinazee seconded the motion. The motion passed.

Norma Royal, ALA representative, presented a written report on the 1978 ALA Midwinter Conference in Chicago. Ms. Royal informed the Board that she has received a letter of thanks from the ALA Executive Director, Robert Wedgeworth for NCLA's gift to ALA's Washington office. North Carolina was one of only five state library associations making such a contribution.

I.T. Littleton, SELA representative, reported on a number of SELA activities discussed at the SELA Executive Board meeting which he attended at ALA Midwinter. SELA has established a clearing house on bibliographic instruction at David Lipscomb College in Nashville, Tennessee, has prepared a directory of bibliographic instruction programs in the Southeast, and will present a program on

this topic at the convention in New Orleans. A directory of special collections in the Southeast will also be issued. The prospects are good for continuing the position of Executive Director of SELA.

Mr. Johnson called the Board's attention to the fact that Dr. Littleton's term as SELA representative will expire this fall. J.B. Howell, President of SELA, has appointed Mary Canada, Elizabeth Copeland, and Leonard Johnson, Chairman, to serve as a nominating committee for this position. The committee, which will meet tomorrow following the general session, welcomes recommendations for nominees.

As requested by the Board, Dr. Littleton had investigated group plane and hotel rates for the ALA and SELA conventions. He reported that Delta Airlines can provide a fare reduction of \$30.00 per person for groups of ten or more who fly to

and from Chicago together. The following agreed to be the contact persons for those interested in arranging a "group of ten" flight in their respective areas: Dr. Littleton, Raleigh-Durham-Chapel Hill; Mr. Stephens, Charlotte; and Mr. Johnson, Greensboro-Winston-Salem. These special flights will be announced at tomorrow's general session and in *Tar Heel Libraries*. The only special flights available to the SELA convention in New Orleans are with Southern which provides a charter flight for at least 100 persons for only a \$20.00 savings. No special hotel rates can be arranged for either convention.

Chairpersons of sections then reported. Christopher Baar-Lindsay of Children's Services reported that this Section has just co-sponsored the Storytelling Festival with North Carolina State Library, has started a resource-file of hard-to-locate

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items such as toys, and will issue its second newsletter soon.

Elvin Strowd reported on several activities of the college and university section. Letters were written to thirty-five academic library directors asking that they contact their Congressmen urging continuation of Title II-A. The Section is proceeding with plans to join the Association of Research Libraries following a poll of the membership which resulted in 170 members favoring joining and one member opposed. Members of the Section will be asked for their suggestions for a tutorial to be held in the early spring of 1979.

Documents Section Chairperson Jean Porter outlined plans for a workshop on U.S. Census publications to be sponsored by the Section at McKimmon Center in Raleigh on April 27 and 28. She stated that Elaine Lengle of Western Carolina University is the new editor of *The Docket* and that a directory of documents librarian in the state is being updated. A meeting on State documents is planned for October 20 at the McKimmon Center. Ms. Porter also announced that Mary Elizabeth Poole of North Carolina State University's D.H. Hill Library will be presented the Child's Award on June 28 at the ALA conference.

Arial Stephens moved that the Board send Ms. Poole a letter of congratulations on her receipt of this award. Louise Boone seconded the motion. The motion passed. William O'Shea asked that the Documents Section consider sponsoring a workshop for librarians not in depository libraries.

Arial Stephens reported for William Roberts, Trustees Section Chairman who could not be present, that the Trustee-Librarian Workshop to be held in Chapel Hill on April 10 and 11 had a pre-registration of over 100.

Mrs. Elizabeth Detty, Chairperson of the North Carolina Association of School Librarians, told the Board that the

Association's fall workshop will be held November 16-17 in Winston-Salem with the theme "Current Legislation — New Meanings for Media." Mrs. Detty reported that NCASL is looking into an informal request to establish a section for independent schools under NCASL and is in the process of selecting scholarship recipients.

Arial Stephens, Chairperson of the Public Libraries Sections, reported that the Section's Planning Council met in mid-January and that almost all committees have met and will meet again next week. The film "Prescription for Public Relations in Public Libraries", prepared by the Public Relations Committee, is now available for \$150.00 from Art Goetz of the Johnston County Public Library. The Young Adults Committee is planning a newsletter.

Annette Phinazee presented reports from two organizations to which NCLA belongs — the State Council for Social Legislation and FOUNT (Friends of University Television).

The tentative 1979 Legislative Program of the State Council for Social Legislation was distributed and Board Members were asked to indicate which of the items should be included in the Council's legislative program. She reported that Reta Richardson, Chief Consultant, School Television Programming presided over a program at the 1977 NCLA Biennial Conference. There was also a request for proposals for projects involving public television.

The Board then moved to consideration of old business. Mr. Johnson stated that he had appointed a handbook committee chaired by Mrs. Frances Johnson. Section chairpersons are asked to prepare reports on their sections for the handbook and committee chairpersons have been asked to preview their sections for the handbook for possible revision.

Dr. Phinazee reported for Alberta Smith of the North Carolina State Library on the progress of plans for the Governor's Conference on Libraries. Eight regional meetings or speakouts are planned to provide input into the state conference. The Board was asked to recommend librarians to organize each of the eight speakouts and to comment on a map prepared by Ms. Smith showing the division of the state into eight sections for the regional meetings. Sue Gilkerson, Mae Tucker, Kay Anderson, Bob Burgin, and Elizabeth Copeland were mentioned as possibilities to head the speakouts. The Board recommended that some of the eight proposed divisions be revised, particularly those in the East, taking into consideration councils of government and library systems. In addition, the Board recommended that the speakouts be held from mid-August to mid-September. Sections were asked to identify problems and issues for the October Governor's Conference.

Under new business the Board heard a request from Gene Lanier, Chairman of the Department of Library Science at East Carolina University, that the Board look into the State Department of Personnel's procedures and criteria for reclassification of library personnel. Dr. Lanier moved that the President appoint a committee to investigate the reclassification of SPA positions to professional positions without the minimum professional requirements. Mr. O'Shea seconded the motion. Following discussion of the matter, the motion was passed. Mr. Johnson will appoint a committee from the Board representing different types of libraries to look into the situation.

Mrs. Detty then reported that she and Mr. Johnson had met with representatives of other media organizations in the state and organized the North Carolina Media

Council. The Council will plan workshops, serve as forum for the exchange ideas, and propose and sponsor legislation. Mrs. Detty moved that NCLA join the Council. Mr. O'Shea seconded. The motion carried. NCLA will pay \$25 as annual dues to the Media Council. Mr. Johnson and the Chairperson of NCLA's Audio-Visual Committee will represent NCLA on the Council.

Mr. Johnson announced that he had received a letter from the North Carolina Department of Administration's Goals and Policy Board giving a list of persons available to speak.

The meeting adjourned at 10:15.



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CANDIDATES FOR BOARD OF DIRECTORS 1979-1981 OFFICIAL BALLOT

As prescribed in the NCLA By-Laws, a sample ballot for 1979-1981 NCLA officers is to be published in *North Carolina Libraries*.

The Nominating Committee must have its ballot ready by November 1 of the year preceding the election. Any member wishing to be placed on the ballot must obtain a minimum of 50 signatures of NCLA members and submit them to the Executive Secretary by April 1 of the year of the election. The Executive Secretary will verify the 50 signatures and notify the member that he will be placed on the ballot.

Ballots will be printed and mailed to the membership by May 1, 1979. They are to be returned by June 1. The Nominating Committee will count the ballots in early June.

1st VICE-PRESIDENT (PRESIDENT-ELECT): (vote for one)

- ☐ Mertys Bell
- ☐ Shirley B. McLaughlin

SECOND VICE-PRESIDENT: (vote for one)

- ☐ Mary Jo P. Godwin
- ☐ Philip W. Ritter

SECRETARY: (vote for one)

- ☐ David Harrington
- ☐ Mona W. Powell

DIRECTOR: (vote for one)

- ☐ Una R. Edwards
- ☐ Carol A. Southerland

TREASURER: (vote for one)

- ☐ James R. Jarrell
☐ W. Robert Pollard

DIRECTOR: (vote for one)

- ☐ Emily S. Boyce
☐ Eugene W. Huguelet

Mail Ballot to: Dr. Gene D. Lanier, Chairman, Nominating Committee
 NCLA, Department of Library Science
 East Carolina University, Greenville, NC 27834

BALLOT MUST BE RETURNED NO LATER THAN JUNE 1, 1979

1st Vice-President (President-Elect)

Mertys Bell, Dean of Learning Resources, Guilford Technical Institute, Jamestown.

Education: Georgia College; B.S.L.S., University of North Carolina, Chapel Hill; Postgraduate work, University of North Carolina, Greensboro. **Positions:** Director, Athens (Georgia) Regional Library; Branch Supervisor, King County Public Library, Seattle, Washington; Director, Moultrie (Georgia) Carnegie Library; Cataloger, Greensboro Public Schools; Librarian/Director, Guilford Technical Institute; Librarian, Rockingham Community College; Acquisitions Librarian, University of North Carolina, Greensboro. **Member:** ALA, SELA, NCLA (Library Resources Committee; Secretary, Junior College Section), NEA, NCAE, CCAIT, LRA (President), COLT, Pi Gamma Mu, Delta Kappa Gamma, Guilford Library Club (President, Vice-President, Treasurer).

Shirley B. McLaughlin, Director of Learning Resources, Asheville-Buncombe

Technical Institute, Asheville. **Education:** Diploma, Chattanooga Business Institute; B.S.Ed., Western Carolina University; M.A.L.S., Ed. Specialist, Appalachian State University. **Positions:** Key punch and computer operator, Associated Grocers, Chattanooga, Tennessee; Head Librarian, Mount Holly High School; Head Librarian, West Henderson High School; Head Librarian, Asheville-Buncombe Technical Institute. **Member:** ALA, SELA, NCLA, American Vocational Association, LRA (Vice-President; Chairman, Planning Committee).

2nd Vice-President

Mary Jo P. Godwin, Director, Edgecombe County Memorial Library, Tarboro.

Education: B.A., N.C. Wesleyan College; M.L.S., East Carolina University. **Positions:** Library Assistant, Assistant Director, Edgecombe

County Memorial Library. **Member:** ALA, SELA, NCLA (Public Relations Committee; Public Libraries Personnel Committee, Public Relations Committee, Audiovisual Committee; Director, JMRT), ECU Library Science Alumni Association.

Philip W. Ritter, Director, Central North Carolina Regional Library, Burlington, **Education:** B.A., Atlantic Christian College; Master of Divinity, Vanderbilt University; M.S. in L.S., University of North Carolina, Chapel Hill. **Positions:** Librarian, Southside Virginia Community College, Alberta; Extension Library & Program Coordinator, Wake County Public Libraries. **Member:** NCLA (Public Relations Committee, Governmental Relations Committee; Public Library Section: Secretary, Audiovisual Committee, Public Relations Committee, Governmental Relations Committee, Planning Council); State Aid Formula Committee, Public Library Networking Committee, Governor's Cultural Advisory Council, Library Committee.

Secretary

David Harrington, Educational Materials Coordinator, Roway County Schools, Salisbury. **Education:** B.S. (French), B.S. (Library Science), M.L.S., East Carolina University; Supervision Certificate, University of North Carolina, Greensboro. **Positions:** Teacher, Librarian, Wilson City Schools. **Member:** NCLA, Rowan County Citizens for Better Libraries, NEA, NCAE, ASCD, ECU Library Science Alumni Association.

Mona W. Powell, Director of Educational Media, Fayetteville City Schools, Fayetteville. **Education:** B.S., East Carolina University; M.Ed., University of North Carolina, Greensboro. **Positions:** Teacher, Librarian, Fayetteville City Schools. **Member:** NCLA, NCAE, ASCD, EMA.

Treasurer

James R. Jarrell, Assistant Acquisitions Librarian, University of North Carolina, Greensboro. **Education:** B.A., Winston-Salem Teachers College; M.S. in L.S., Atlanta University; Postgraduate work, University of North Carolina, Greensboro. **Positions:** Teacher, Gary (Indiana) City Schools, Leonia (New Jersey) Public Schools; Librarian, Gary (Indiana) Public Library, Greensboro City Schools, Atlanta University, Bennett College; Consultant/Lecturer, Consortium on Research Training, International Paper Foundation. **Member:** ALA, AAUP, ACRL, NCLA.

W. Robert Pollard, Head of Reference, D.H. Hill Library, N.C. State University, Raleigh. **Education:** B.A., M.S.L.S., University of North Carolina, Chapel Hill. **Positions:** Cataloger and Assistant Reference Librarian, D.H. Hill Library, NCSU. **Member:** SELA, NCLA (Development Committee; Membership Committee; Chairman, *Ad Hoc* Committee on NCLA Reorganization; Chairman, Resources and Technical Services Section; Constitution & Codes Committee).

Director

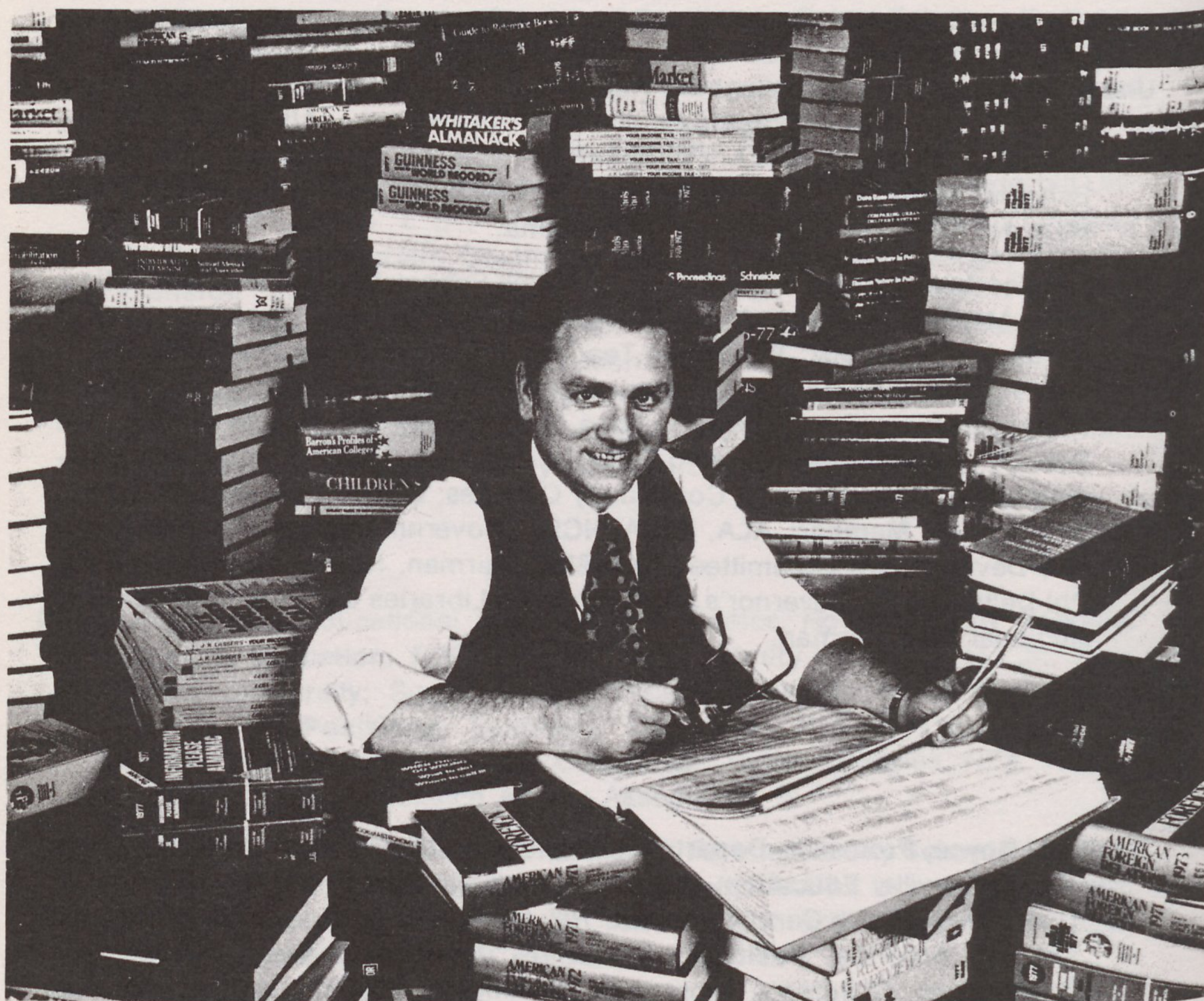
Una R. Edwards, Librarian, Alleghany High School, Sparta. **Education:** B.S., Appalachian University. **Positions:** Teacher, Librarian, Alleghany County Schools. **Member:** NCLA (Nominating Committee); Alleghany County Schools. **Member:** NCLA (Nominating Committee); NCASL (Chairman); NEA, NCAE (Officer), Delta Kappa Gamma.

Carol A. Southerland, Librarian, Williamston High School, Williamston. **Education:** A.B., Meredith College; M.S.L.S., Postgraduate study, University of North Carolina, Chapel Hill. **Positions:** Teacher & Teacher/Librarian, Garland Union School; Librarian & Director, School Library Demonstration Project, Hobbs Elementary School, Newton Grove; Librarian, Wilson Junior High School, Charlotte-Mecklenburg Schools; Assistant Director, Libraries & Learning Labs., Department of Community Colleges; Librarian, Windsor Elementary School. **Member:** ALA, SELA, NCLA (Governmental Relations Committee, Development Committee), NCASL (Chairman, Nominating Committee), Phi Delta Kappa, Governor's Conference on Libraries & Information Services Regional Co-Chairman.

Director

Emily S. Boyce, Professor, Department of Library Science, East Carolina University, Greenville. **Education:** B.S., M.A., East Carolina University; M.S. in L.S., University of North Carolina, Chapel Hill; Postgraduate study, Catholic University of America. **Positions:** Librarian, Tileston Junior High School, Wilmington; Children's Librarian, Wilmington Public Library; Assistant Librarian, J.Y. Joyner Library, ECU; Education Supervisor II, Educational Media Division, State Department of Public Instruction; Librarian III, J.Y. Joyner Library, ECU; Associate Professor, Department of Library Science, ECU. **Member:** ALA (AASL Legislative Committee), SELA (Chairman, School & Children's Section; Chairman, State Nominating Committee), NCLA (Chairman, NCASL Publications Committee, Work Conference Program Committee; College & University Section Workshop Coordinator; Library Automation Committee, Intellectual Freedom Committee, Secretary: (Chairman, Resolutions Committee), AAUP, AALS, IASL, Freedom to Read Foundation, LRA, SLA.

Eugene W. Huguelet, Director of Library Services, William Madison Randall Library, University of North Carolina, Wilmington. **Education:** A.B., University of North Carolina, Chapel Hill; M.A., East Carolina University; M.A., Emory University. **Positions:** Acquisitions Librarian, Bowdoin College; Head of Acquisitions & Bibliography, Trenton State College; Head of Technical Services, Associate Director, Acting Director, J.Y. Joyner Library, East Carolina University. **Member:** SELA, NCLA (Parliamentarian).



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TREASURER'S REPORT

January 1, 1978 — June 30, 1978

Balance January 1, 1978

\$ 3,711.47

Receipts:

Dues	\$ 6,489.41
Association	\$ 1,427.00
Sections	5,062.41
School Librarians	\$ 1,125.61
Public Librarians	2,395.00
Trustees	18.00
College Librarians	51.00
Junior Members	16.00
Resources and Technical	31.00
Children's Services	1,004.30
Junior College	15.50
Documents	374.00
Reference and Audit	32.00
 <i>North Carolina Libraries</i>	 473.63
1977 Conference	1,279.46
Scholarship Fund	50.00
Ray Moore Fund	18.13
Transferred from Scholarship Savings	2,050.00
Transferred from General Fund Savings	3,000.00
 Total Receipts	 \$13,360.63
 Receipts plus Balance	 \$17,072.10
Less Expenditures (See List)	\$16,747.29
Balance June 30, 1978	\$ 324.81

FUND BALANCE AS OF JUNE 30, 1978

Checking Account	\$ 324.81
General Fund Account	18,240.10
Scholarship Fund Account	31,196.22
Loan Fund Account	3,994.95
Ray Moore Fund Savings	1,555.98
NCASL Certificate of Deposit	2,000.00
 Total Resources	 \$57,312.06

EXPENDITURES

January 1, 1978 — June 30, 1978

Executive Office — Salary	\$ 1,157.73
Executive Office — Expenses	687.38
Telephone	\$355.86
Postage	227.15
Printing and Stationary	37.35
Computer Charges	67.02
President's Expenses	71.99
Treasurer's Bond	62.00
ALA Representative	963.35
1977 Conference	537.00
Sections	4,468.63
<i>North Carolina Libraries</i>	6,169.65
Governmental Relations Committee	445.29
ALA Washington Office	100.00
FOUNT, Inc. Dues	25.00
State Council for Social Legislation Dues	100.00
North Carolina Media Council Dues	25.00
Spring Workshop	224.27
McLendon Loan Fund	200.00
Query-Long Scholarship	500.00
NCLA Scholarship	1,000.00
Correct Deposit Error	10.00
Total Expenditures	\$16,747.29

NORTH CAROLINA LIBRARY ASSOCIATION

Section Balance Sheet — June 30, 1978

	NCASL	PLS	TRUSTEES	R & T	COLLEGE
Bal. 1/1/78	\$3,185.94	\$ 533.49	\$642.21	\$631.11	\$1,951.14
Receipts	1,125.61	2,395.00	18.00	31.00	51.00
Total	4,311.55	2,928.49	660.21	662.11	2,002.14
Expenditures	1,349.72	2,737.49	29.50	12.77	47.42
Bal. 6/30/78	\$2,961.83	\$ 191.00	\$630.71	\$649.34	\$1,954.72

	JMRT	JR.COLLEGE	CHILD SVCS	DOC	REF & AD
Bal. 1/1/78	\$178.38	\$267.84	\$ -178.35	\$498.08	\$129.02
Receipts	16.00	15.50	1,004.30	374.00	32.00
Total	194.38	283.34	825.95	872.08	161.02
Expenditures	0.00	0.00	0.00	281.17	10.56
Bal. 6/30/78	\$194.38	\$283.34	\$ 825.95	\$590.91	\$150.46



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