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Another Interview With Jon Lindsey

Q. A year ago you became editor of *North Carolina Libraries*. What has happened with the publication during this year?

A. During 1979 *North Carolina Libraries* has published the final issue of volume 36, four issues of volume 37, indexes for volumes 34-36, and a directory of individual members. In addition, on recommendation of the Board of *North Carolina Libraries* the NCLA Executive Board approved underwriting the costs to provide *Tar Heel Libraries* as a benefit of membership in NCLA. Since June all personal members of NCLA have received *Tar Heel Libraries*.

Q. What is the significance of this amount of production?

A. This has provided the membership of NCLA with a journal on a regular bases, and the provision of *Tar Heel Libraries* is an attempt to maintain currency through the calendar which is published in it. Through cooperation between the two publications we feel that NCLA members are kept current on a variety of subjects. Also, at this point, the editorial board of NCL can concentrate on developing articles from the ten sections of NCLA which speak to the interests and needs of the association.

Q. What are the weak areas of NCL?

A. Published elsewhere in this issue (page 53) is a report of the reader survey of NCL which was done at the biennial meeting at Charlotte. Some of the weaknesses of the journal are evident there, and the board will be working during the coming year to strengthen these areas.

Q. You seem to have skirted the question.

A. Since you put it that way, one of the areas of weakness editorially is appeal to school librarians. I am not sure that the articles which have been published in the past year have had a lot of appeal for this large group in NCLA. We are making some efforts to correct this in the next issue which will have a special feature on literature for children and young adults. In the Fall we will emphasize bibliographic instruction. I hope that school librarians will provide information about how they are doing bibliographic instruction, and with what success.

Another weakness of the past year could be seen in terms of the geographical spread and professional function of those whose articles were published. We hope to maintain a balance on this, but at the same time we are limited if we do not receive articles from a cross section of the profession.

Q. What kinds of articles are you looking for?

A. Articles which speak to the professional interests of librarians, and which speak to the specific concerns of librarians.

Q. That sounds nice, but can you be more specific?

A. To be more specific is difficult, but there are some issues in North Carolina which need to be addressed by librarians. For instance, Bill O'Shea recently spoke to the issue of cooperation. In this issue of NCL we are speaking to the question of professional preparation for functioning as a librarian, and have included an article by Louise Boone about the certification of public librarians in North Carolina. In a future issue of the journal we hope to look at the dynamics of community school libraries and how public and school library administrations may deal with this legislated reality.

The mail ballot to the membership of NCLA (see results on page 52) raises a primary issue which librarians must face. This is not the question of the Equal Rights Amendment, but it is really the question of to what degree or even shall the association become an advocate of a socio-political issue. Openly becoming an advocate appears to some librarians to violate their traditional image as objective, nonjudgmental disseminators of information. Other issues which affect the future of librarians throughout the state are those connected with formulas for federal and state funds, unionization either through direct unions or obliquely through organizations like the North Carolina Association of Educators, and the implications of a National Libraries Act.

Q. Well, you did manage to be more specific. Are there any other issues which quickly come to mind?

A. An issue which confronts the North Carolina Library Association is the question of whether it is meeting the needs of its membership. The association may need to face the question of its structure/organization and whether this meets or speaks to the needs of librarians in the state. As the largest state library association in the Southeast, North Carolina has a responsibility to maintain a high level of leadership.

Q. What is the role that *North Carolina Libraries* should play in facing these issues?

A. First, the journal plays a role by calling attention to the issues. Second, it plays a role as the membership of the association is willing to take the time to use the journal as a forum for the discussion of the issues. Third, the journal plays a role as a regional and national voice.

In addition to being a focus for facing issues of librarianship, the journal has an important role to play in being responsible to its constituency by communicating to members of the North Carolina Library Association the decisions of the NCLA Executive Board and the activities of committees and sections.

Q. How should the membership of NCLA assume its responsibility?

A. One avenue is to take the time to write so that colleagues can be made aware of the various positions available on any one issue. Another avenue is to involve oneself in the activities of the sections of the association. A third avenue is to respond critically to items which appear in the journal. A final avenue is to be directly aware of the section editors and to respond to them with ideas, articles, information, and evaluations of the journal's response to membership needs. We have an excellent editorial board and a group of individuals who are responsive to their sections and section interests.

Jonathan A. Lindsey, editor

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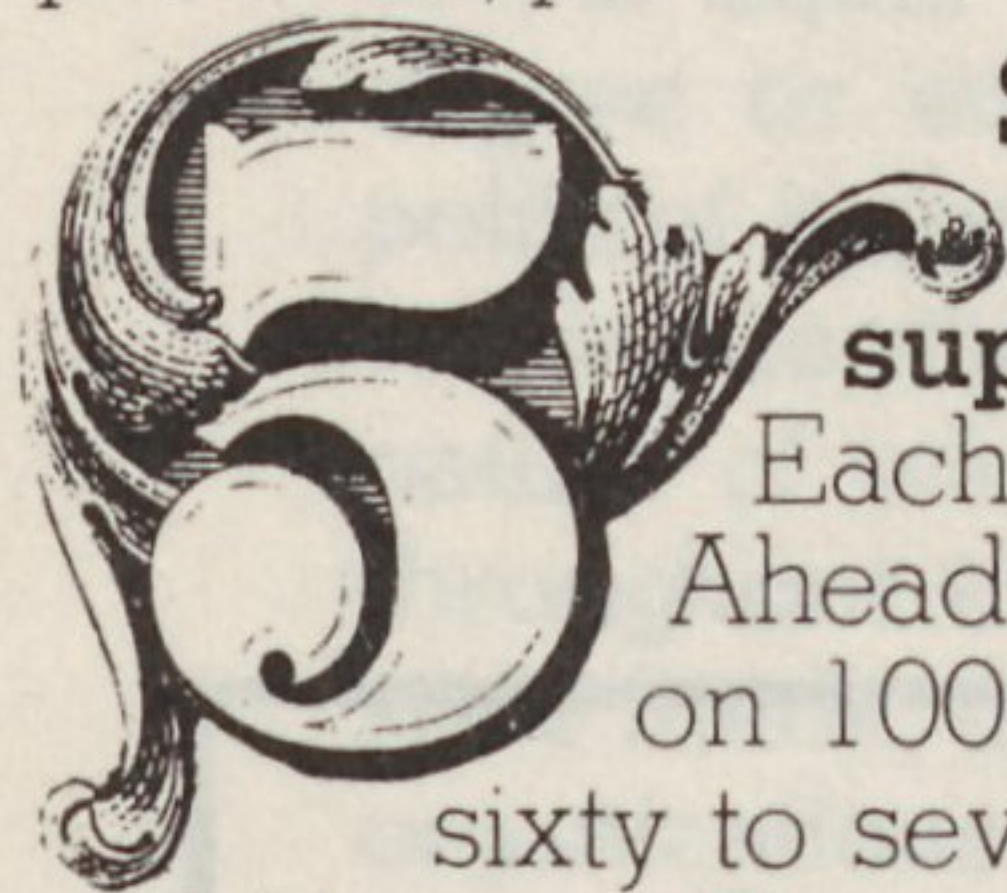
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Minimum Qualifications For Librarians

Papers from a Symposium
sponsored by
Office of Library Personnel Resources
Advisory Committee
at
American Library Association
Annual Conference
1978

Edited by
David R. Dowell
Assistant University Librarian
Duke University

Minimum Qualifications For Librarians

How should a library select a librarian? What minimum qualifications are appropriate? Providing equal employment opportunity for all citizens is one critical concern. Of equal importance is the need to provide high quality information services and resources for all citizens. Often these concerns seem to be in conflict. The California "Library Selection Project" may have been the first cooperative effort to explore this dilemma on a systematic basis.

In late 1974 a number of county librarians in California began working with the Selection Consultation Center to develop what became the "Library Selection Project." Their goal was to identify persons with the necessary knowledge, skills, and abilities to be librarians, and at the same time, to comply with federal and state laws and regulations against discrimination in employment. The project that resulted began with a review of the selection procedures of the 14 participating library systems. This was followed by a task analysis of all Librarian I positions in these libraries. Not surprisingly, quite a bit of variation was found to exist from library to library. Meetings were held in each library to identify the important knowledge, skills, abilities, and personal characteristics that were required for successful performance of the tasks identified.

Minimum qualifications for librarians were also studied. Minimum qualifications are pass/fail requirements that must be met before any of the other qualifications of an applicant are considered. As a part of the project methodology 36 basic tasks, identified as being the absolute minimum level necessary for entry-level librarianship, were compared with the curriculum of five California library schools. (See *Library Journal*, November 15, 1977, p. 2300 for a list of the 36 tasks/skills.) This comparison revealed that the 36 minimum skills were taught in all five library schools or were prerequisites to these MLS programs. However, some of these competencies were taught in elective courses that were not taken by all students. In addition, the question of whether or not there were other ways to obtain the necessary minimum skills was not investigated. Therefore, the investigators concluded that in and of itself, the MLS is not a job-related minimum qualification. As a result participating libraries were advised that candidates for entry level appointment should have their transcripts evaluated on a course by course basis. This should allow the library to satisfy itself as to whether the applicant has demonstrated the minimum competencies needed in order to qualify for further consideration.

The California Library Selection Project did not take place in a vacuum. It was part of an attempt of our society to reevaluate whether or not equal employment opportunity was being offered to all our citizens. Another manifestation of this concern took place in Ohio. In January, 1976, the Ohio Civil Service Commission adopted a new classification system. In that system the requirements in the Librarian series no longer included the MLS as a minimum qualification.

The act of examining the MLS as a minimum qualification served as a catalyst to release great reservoirs of emotion. Some felt that the MLS as a minimum qualification should have been discarded long ago. Others felt that any questioning of the MLS was a serious threat to professional standards. Requests, especially from California and Ohio, began to be made for ALA to take a leadership role in this apparent conflict between the rights of all citizens to high quality information services and the rights of all citizens to equal employment opportunity. In response to these concerns the Office of Library Personnel Resources (OLPR) Advisory Committee presented a program at the 1978 ALA Annual Conference. The papers which follow were, in slightly different form, presented as a part of that program.

The papers in this symposium were presented by the following:

Lucille M. Wert, professor of library administration and university librarian, University of Illinois,

Henry Walton Garland, III, Los Angeles County PL,

Glen A. Zimmerman, director of personnel and labor relations, Library of Congress,

David R. Dowell, assistant university librarian, Duke University, and editor for the collected papers from the symposium.

Since the papers were presented in 1978 there have been other developments. In 1978 the OLPR Advisory Committee appointed a Minimum Qualifications for Librarians Task Force. The charge to the Task Force was to study the issue and recommend a course of action to ALA. In 1979 the Task Force was awarded the J. Morris Jones—World Book Encyclopedia—ALA Goals Award of \$5,000. This award made it possible for the Task Force to hold a retreat with legal and industrial psychologist experts in the field of validating employment procedures that meet federal guidelines. At the November, 1979, retreat the consultants unanimously recommended that carefully developed, job related employee selection systems are essential. They also believed that a systematic job analysis would be the first step toward validating selection procedures and demonstrating the relation between the procedures and performance on the job. The Task Force will be making recommendations during 1980 for what ALA should do to assist libraries in their employee selection procedures.

Meanwhile libraries are having to deal with the problem of minimum qualifications. The Jacksonville, Florida, Civil Service Board Classification received a challenge from the Department of Personnel concerning the Public Library's use of the MLS as a minimum qualification. At the March, 1979, hearing a member of the Minimum Qualifications Task Force was one of those who provided testimony. After the hearing the Board upheld the MLS as an employment qualification.

So far no clear pattern has emerged. Yet library administrators daily must make employment decisions. An extensive annotated bibliography and a question and answer paper on minimum qualifications for librarians are available upon request from the Office for Library Personnel Resources, American Library Association, 50 E. Huron St., Chicago, Illinois, 60611.

The MLS and Job Performance

Lucille M. Wert

In recent years a controversy has developed over the minimum qualifications for professional librarians. Since the 1951 *ALA Standards for Accreditation of Library Schools*,¹ the profession has said that the minimum qualification is a master's degree from an accredited library school.

Between 1933 and 1951 the profession accepted either one full academic year of library science within a four year Bachelor's program or a Bachelor's degree plus one full academic year of library science as the educational requirements for a professional librarian. Prior to 1933 professional librarians received their education in a variety of programs: summer courses, library training and apprentice classes in libraries, teacher training courses, undergraduate programs, and graduate programs.

Although the profession now considers the master's degree the minimum qualification for professional librarian, that is not to say that other programs do not exist. The latest *North America Library Education Directory*² lists 155 undergraduate programs, 54 Library Technical Assistant (LTA) programs, and 64 non-accredited graduate programs, whose administrators responded to the questionnaire for information. There undoubtedly are more. These programs do exist, students enroll in them, graduate, and get jobs as librarians. Another variation is the requirement of subject specialization with no library degree, as is often the case in a specialized library.

Since the early 1970's, as the result of equal rights legislation, affirmative action, and job reclassification at state levels, some are saying that lower levels of education and/or library experience qualify persons to be employed in professional positions. On the other side of the coin are those who believe that the MLS is not adequate preparation, but that persons should have the MLS plus experience. The latter is particularly true in institutions where librarians have academic rank. It is difficult to appoint an individual with only the MLS degree and no experience and/or advanced education to the rank of assistant professor at some institutions.

It is clear from this brief historical overview of minimum qualifications for professional librarians that the profession itself was slow to define the minimum educational level. It was 66 years after the establishment of the first library school and 75 years after the establishment of the American Library Association that a minimum qualification was defined. However, this standard has been ignored by many who employ persons as librarians in libraries. Needless to say, librarianship has been faced with this problem throughout its history in this country.

Research Relating to the MLS and Job Performance

One method of solving such a dilemma is to turn to the results of research studies to find the answers. However, even when research is defined very broadly, there are few studies in the area of library education. Much of what

has been done describes a local situation without using adequate sampling techniques to permit generalization to the entire population. Also the majority are isolated studies not building upon earlier research.

The results of these studies tend to refute the need for a MLS degree for a librarian. The results of one group of studies show that professional librarians regularly perform a large number of non-professional tasks each day. This was found to be true in public, academic, and special libraries. No studies were identified which explored this problem in school libraries. The authors of these studies concluded that much of the work in libraries could be done by paraprofessionals and clerks. Neill³ in his 1973 study identified the professional activities performed by librarians which justify a MLS degree. These are: planning, administration, and innovation.

The studies of the performance of the various library functions by non-professionals show a similar pattern. Attempts have been made to measure the performance of professionals and non-professionals in providing reference service in public libraries. These studies found no significant difference between the two groups in the accuracy of answers to reference questions.⁴ Non-professionals tended to take more time to answer questions than professionals, but this difference was slight. In-service training for non-professionals and the opportunity to select and handle reference materials led to increased familiarity with the collection and to increased efficiency. Not finding large differences between the performance of professionals and non-professionals in providing reference service prompted one investigator to conclude that "reference service is not as professional an activity as it has been assumed to be."⁵

Two studies have measured the book selection competence of professionals and non-professionals in public libraries. One study found no correlation between professional education and the quality of children's books selected.⁶ The other, which dealt with book selection for adults, concluded that there are some real, but not large, differences between professionals and non-professionals in book selection competence?

Pannu in his dissertation on cataloging efficiencies found that intelligence was the single most important predictor of cataloging efficiency.⁸ Based on his examination of cataloging students in MLS programs, he concluded that intelligence, life experience, and a broad personal reading background were essential.

There were only two studies which found results opposite to those already cited. One measured the performance of professionals and non-professionals in the reference interview.⁹ The reference staffs of two university libraries were used for this study. The investigators concluded that professional performance was superior in detecting and eliciting additional information and in finding answers.

The other study explored the programs of public services developed by professionals and non-professionals in school libraries.¹⁰ This investigator concluded that regardless of the number of years experience of the persons in the two groups, the professional librarians developed more extensive programs of public services than did the non-professionals. The difference seemed to be in the attitude of the librarians. The non-professionals were

keepers of books and the professionals were disseminators of information. Whether this attitude was acquired prior to or during their professional education is the subject for another study.

Conclusions and Recommendations

It is obvious that the profession needs more research in the area of education of librarians and job performance. Studies are needed which are not localized, which use sampling techniques that allow generalization to all librarianship, and which build upon previous studies.

The results of the studies conducted in public libraries, where large difference were not found between the performance of professionals and non-professionals, and those conducted in other types of libraries, where differences were not found between the performance of professionals and non-different types of education. Can the profession continue to expect that the same background is essential for professionals in all types of libraries?

The results of the studies also suggest that there may be different levels of responsibilities in different types of libraries. Does the patron of a public library demand a lower level of performance than the patron of an academic library? If so, how do we educate for these various levels?

While more research is needed, the profession itself needs to do some soul searching. Will the professional librarian continue to be defined as one who has attained a certain level of formal education, or one who has certain experience or passed a set of examinations? Will there be national standards or standards established by the different states and regions for persons employed in libraries? Recent events indicate that the movement in the latter direction is happening very rapidly.

The library schools must also do some soul searching. Can the schools continue to educate for only one position level in libraries? If so, what institutions will have the responsibility for educating for other levels? How will these programs be accredited? What provision will there be for upward movement from one level to the next higher for library employees? Are the present curricula of the schools truly graduate level work? Are they interdisciplinary? Are they relevant to a rapidly changing profession and the demands of a rapidly changing society?

These questions and the many others you may ask are serious questions and we do not have long to find the answers.

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The MLS In Danger: The Difference Between Equal Employment Opportunity and Affirmative Action

Henry Walton Garland, III

The provisions of existing equal employment opportunity and affirmative action regulations have been used in various libraries throughout the nation to prohibit the use of an MLS from an ALA accredited school as the sole minimum criteria for screening entry level librarians. In certain instances, the degree requirement has been abolished and replaced with other criteria; e.g., the Ohio State Library now requires only that candidates for entry level librarian positions have a 7th grade education and two courses in librarianship. In other libraries, the MLS is retained and along with it career ladders have been constructed which allow clerical and support staff to vie with MLS holders for entry level librarian positions based on experience or a combination of experience and training of various formal and informal kinds. Both the Orange County and Sacramento City-County Libraries in California use versions of this screening criterion.

The history of equal employment opportunity and affirmative action regulations goes back to the Civil Rights Acts of 1866 and 1870 and to the 14th Amendment to the Constitution. Recently two of the most significant events in this history were the December 1977 publication in the Federal Register of the latest draft of the Equal Employment Opportunity Commission's proposed Uniform Guidelines and also the restructuring of the EEOC itself as part of President Carter's 1978 Federal Reorganization Plan. But the documents which are most significant in the history of equal employment opportunity and affirmative action are Title VII of the Civil Rights Act of 1964, as amended, and the 1965 Executive Order 11246, as amended.

Both the law, Title VII, and the Executive Order 11246 are the bases of many and varied guidelines with which employers are required to comply. Title VII and its regulations are associated with the term "equal opportunity," while Executive Order 11246 and its guidelines are associated with the term "affirmative action." The various equal employment opportunity and affirmative action regulations make different demands. Many employers may fail to realize that by complying with the letter of affirmative action regulations they do not satisfy the requirements of equal employment opportunity regulations, and are more than likely opening themselves to suits against which they have little defense. It is equally true that compliance with each jot and tittle of equal employment opportunity regulations will not protect them from disbarment under affirmative action regulations. Indeed only when the letter and the spirit

of both sets of regulations are put into effect will an employer have a good margin of security from the threat of suit or cancellation of federal contracts. Only when the spirit and letter of equal employment opportunity and affirmative action regulations are in effect will an employer confidently be able to hire and promote the most qualified people through the use of the most stringent applicable standards.

Title VII and EO 11246: Differences

There are four significant differences between Title VII and EO 11246: Title VII and its regulations:

1. focus on job qualification,
2. reserve the establishment of quotas to the courts,
3. state the people protected by their authority to be the members of defined "protected classes," and
4. are enforced through litigation by the Equal Employment Opportunity Commission or a state agency to which it defers.

On the other hand, EO 11246 and its regulations:

1. emphasize results which are statistically demonstrable,
2. require employers who contract with the federal government to design written programs which state statistical goals and time-tables,
3. have shifted from the use of "protected classes" to "affected classes" or "affected groups" to indicate those people protected under their authority, and
4. are enforced through threat of cancellation of federal contracts by the compliance divisions of various federal agencies.

Despite these differences, both Title VII and EO 11246 and their resulting regulations use a definition of discrimination which disregards an employer's intent and focuses on the statistical results of an employer's various employment practices, requiring that all employment practices be demonstrably related to on-the-job performance. Both require validation as the means of demonstrating job relatedness. Both disallow preferential treatment of people on the basis of their race, religion, sex, national origin, or age or handicap as defined.

Affirmative action and the regulations resulting from EO 11246 have made direct impact on the awareness of the nation's employers. This is the result of affirmative action effect on federal contract compliance. Employers are subject to affirmative action mandates with each writing of a grant or other contract request or renewal. In many instances this is an annual process which includes periodic, monthly or quarterly, reporting—all of which is reviewed by the compliance staff in the various federal agencies. The potentially negative financial impact of affirmative action has a here-and-now reality everywhere it is applicable since the 1965 issuance of EO 11246. The contracts which have been cancelled and the many more costly written affirmative action plans which have been mandated in the last 13 years have earned affirmative action some degree of consideration in the thinking of executive personnel.

Employers are now all too ready to comply with EO 11246, but they are not sufficiently aware of the legal and business necessity for compliance with Title VII and its regulations. The empowering legislation provided the Equal Employment Opportunity Commission with insufficient legal staff to handle the number of suits which have arisen. The timetable for individual and class actions is well over two years. However, plaintiffs have been winning and winning big. Indeed the back pay settlement imposed on the Bell Telephone Company was the largest civil settlement in U. S. history. The additional award of lawyers' fees has meant hundreds of thousands of dollars to unsuccessful employers, and it is notably all too easy to be unsuccessful when all an employee need produce to get into court is statistical evidence that an employment practice has adverse effect. That is, employees must demonstrate that members of a protected class are unsuccessful under that practice to a greater degree than they are represented in the available work force. Once they demonstrate this, the burden of proof shifts to the employer. The employer's only defense is demonstration of the job relatedness, i.e. validity, of the questioned practice. If this is shown, there is no discrimination. If the employer cannot satisfy the court that the practice is related to success on the job, the practice will be ruled discriminatory and employees awarded back pay and lawyers' fees even if the employer has an exemplary affirmative action plan in operation and can demonstrate no intent to discriminate. During the next ten years, there will be more Title VII suits in U. S. courts than any other type of litigation. Therefore, failure to comply with equal employment opportunity regulations has had and will continue to have profound economic ramifications.

Questions in pursuit of a standard minimum qualification

Given this brief summary of the reality created by equal employment opportunity and affirmative action regulations, you can see that the use of an MLS from an ALA accredited school as the sole minimum criterion for entry level librarian is legally permissible only if each factor of the criterion can be demonstrated to be job related, i.e. the ALA accreditation of the degree conferring institution as well as the degree itself. The exclusive use of this criterion is possible under Title VII and in light of the Griggs decision only if no other equally applicable or superior screening method can be shown to exist.

If ALA wishes to work toward the establishment of a standard minimum qualification for librarians in light of equal employment opportunity and affirmative action regulations, it must make the same commitment as an employer wishing to establish a given employment practice must make. There must be ALA executive commitment to the project as a major difficult organizational priority which is therefore to be given great time, money, and creative effort. Both legal counsel and the services of an industrial psychologist must be retained.

Each of these consultants must be chosen with great care. The ALA members and ALA staff who will be working on this project must have primary source knowledge of the legal and psychometric principles involved not just to enable them to deal effectively with, but perhaps, more importantly, as a basis

of selecting each of these consultants. Our legal and psychometric consultants must be selected after certain considerations have been taken into account. Those candidates for the industrial psychologist consultant position should be asked if they can comply with the Federal Executive Agency Testing Guidelines and the Proposed Equal Employment Opportunity Commission Uniform Guidelines as well as the testing standards of the American Psychological Association. They should be members of Division 14 of the APA and licensed to practice in the jurisdiction in which they, as consultant, will be asked to act as an expert witness. The lawyers, likewise, must be licensed to practice in those same jurisdictions.

We must determine what experience each has had with Title VII and EO 11246. We need to know the success each has had in defending his position in court. We must know if any candidate is associated in the mind of any court with a position antithetical to our cause. If any candidate has an association, for example, with arguments against the use of degree requirements, he or she would be a poor choice. The court would more than likely find the arguments suspicious and suspect and at least insulting. We need, therefore, to find consultants who are sympathetic with our cause and somewhat understanding of librarianship and willing to increase that understanding.

In order to gauge the knowledge and sympathies of potential consultants their opinions regarding the *Spurlock vs. United Air Lines* case must be solicited. In this decision the court upheld the airlines requirement that pilots have undergraduate degrees. The decision was based on the nature of the training program the airline required and on the employment necessity that the pilots be able to handle a type of emergency estimated to represent 1% of the job but with which they must deal without recourse to emergency or supervisory staff or manuals.

We must find out what ramifications for librarians each candidate sees in the fact that despite the Griggs decision the Justice Department has never questioned police departments' practice of requiring new officers to have high school diplomas because this criterion has been recommended by a federal commission on police standards. We must solicit the candidates' opinions on the applicability of *Tyler vs. Vickery* in which the court upheld the Georgia Bar Examination as a valid employment practice despite its adverse impact.

Also, candidates must be asked their opinion on the trend toward cooperative studies and their usefulness to our project. They must also be given a chance to review the SCC study to date and comment on its implications for any national or local cooperative study ALA may sponsor or support.

They must be asked to discuss how we can advise library administrators to upgrade their entry level positions if it is found that this is necessary to justify the degree. In particular, we must discuss with candidates the need to train incumbents who are without the MLS, or whatever minimum qualification ALA establishes.

Since we are a profession composed primarily of women and our salaries are resultingly lower, candidates ought to be asked their opinion concerning the advantages to us of filing sex discrimination suits or involving this reality in our minimum qualification project. We must discuss with them the probable

need for equivalencies to the MLS experience and the form this document ought to take. We should also discuss with them the effects ALA's proactive involvement in this area will have on courts in future litigation. We must also discuss with the candidates the advisability of ALA's dealing directly with the EEOC and the various federal compliance agencies in order to establish contact and open lines of personal communication.

Finally, we ought to discuss with potential consultants their views on the unique position of the Library of Congress vis-a-vis equal employment opportunity and affirmative action regulations and its potential effect on national employment criteria for librarians. This is a particularly important area to explore since the Library of Congress is the only employer in the nation and the only federal agency or department designated by the various regulations to establish its own equal employment opportunity, affirmative action and, most importantly, its own testing guidelines. The Library of Congress could seemingly therefore be a unique and useful ally.

Once we have hired our consultants, we can proceed in working with them on the design and implementation of our minimum qualification project.

The inclusion of certification in such a project will depend not just on our ability to work within the equal opportunity and affirmative action regulations, but also on the evolution of our professional project. That is, in persuading the various state legislatures of the need for our certification based on the minimum qualifications we define as necessary, we must have the political connections and acumen to use our demonstrable conformance with the demands of Title VII and EO 11246 as part of an effective argument asserting our request for certification.

We must act

My statements here are meant to form an overview of the differences between equal employment opportunity regulations and affirmative action regulations as they apply to minimum qualifications for librarians. They are meant to alert you, and the various national and state organizations concerned, to the need for extensive primary source education in this area beyond that which is possible in 20 minutes or even two hours. A more detailed report with legal citations appears in the *California Librarian*, October, 1975. Extensive meeting and workshop time and publication space must be provided for in-depth information on this subject. Also, the overall ramifications of the differences between these regulations to the profession of librarianship should be explored. Library administrators need to understand the proper way to write contracts with psychologists for the production of validation studies which are useful in court, and they need to understand how to deal with their library's written affirmative action plan as a liability document.

It is already fourteen years later. We must proceed with dispatch. We must commit our time and our money, and we must prepare to make ideological sacrifices for the sake of unity. We must act.

Job Validation: The Library of Congress Experience

Glen A. Zimmerman

I am particularly pleased to have the opportunity to share with you the Library of Congress' experience on job validation. There will be no attempt on my part to delve into the legal and legislative history of Title VII and the ensuing decisions made by the courts and such administrative bodies as the Equal Employment Opportunity Commission, the United States Civil Service Commission, and others. This has been covered elsewhere. I will be speaking from the point of view of a management official in a Federal agency that happens to be the largest library in the world. Our organizational set up and personnel system may be more rigid or structured than many of your own, although you may wonder how this could be possible.

For the sake of convenience and form, I am going to divide the topic into three segments: (1) background information on the Library's Affirmative Action Program which laid the groundwork for the Library's validation study; (2) the "mechanics" of the study (for this section, I draw heavily on the contractor's report); and (3) the results and the impact of the study.

The topics of minimum qualifications and job validation are subject to emotional response. The responses include acceptance of the fact that qualifications *should be* job related and that they should *not* have adverse impact on the protected classes defined under Title VII as well as feelings that such moves are attacks on library professionalism, will dilute services, will impact adversely on the quality of Library X's staff, etc. The June 1, 1978, issue of *Library Journal* stated that this program "could be a hot one."

The word "hot" brings me back to the hot summer of 1971 that marked the beginning of the Library of Congress' "Time of Troubles" which took place in the early 1970's. Several of the Library's personnel practices came under fire. During this period, the Library of Congress was put under the Equal Opportunity Act of 1972 with the specific statutory responsibility for equal employment opportunity implementation vested in the Librarian of Congress (the Library is in the Legislative Branch and is not subject to many personnel procedures of the Civil Service Commission which oversees the Executive Branch agencies).

In order to discharge the Library's responsibility under the law, the Librarian requested positions and funds from the Congress. The Library's affirmative action program, which had been in existence on a more informal basis for many years, was formally structured. Eugene Walton was selected to direct the Library's new Affirmative Action Office. Dr. Walton had several years of Federal experience in the EO area. One of the first areas of concern was the use of tests (defined in the more narrow terms of paper/pencil, performance, etc., rather than the broader definition used by psychologists).

After an extensive 1973 study by Lawrence Johnson and Associates, the then Director of Personnel, Robert W. Hutchison, issued a memorandum to department directors and division chiefs which, in effect, suspended 24 of 28 tests which were found to be non-objective. On April 20, 1978, I issued a policy memorandum which centralized the responsibility for the development and approval of tests in the Personnel and Labor Relations Office. I will mention the validation of tests later.

Another area to receive attention was the Library's qualification standards for its positions. In 1974 Carolyn Payton, a psychologist at Howard University, conducted a study of 2,500 plus announcements of job vacancies or postings. Dr. Payton's May 1975 report, *A Survey of the Origin of Job Postings and Derivation of Required Position Qualifications in the Library of Congress*, concluded that the Library's posted qualifications were inconsistent for families of positions and, often times, for the same position.

About the same time that the Payton Report was being discussed, the Library was in the process of selecting a firm to study and validate job qualification requirements for three positions in the Library of Congress. The positions included descriptive catalogers, subject catalogers and reference librarians. As a result of a request for proposal, seven firms submitted plans for the validation study. A contract committee, chaired by Tommy Shaw, the Library's research psychologist, reviewed the proposals. On June 19, 1975, the Library awarded the contract to PRC Systems Sciences Company (PRC).

Mechanics of a Validation Study

Before I describe the mechanics of the validation study, it is necessary to nail down the concept of a "minimum qualification." A minimum qualification is a pass-fail hiring criterion which can be evaluated for all applicants on the basis of information obtained from the application blank. These devices are usually the first step in the selection process and serve as a fast and inexpensive way to screen out applicants who will not be hired; thus one can see their importance.

As you recall I mentioned three librarian positions: descriptive catalogers, subject catalogers, and reference librarians. Actually these three positions include career ladders (promotion plans) generally including GS-7, GS-9, GS-11 and GS-12 "rungs." The GS-13 level is a supervisory level. The GS refers to the general pay schedule used in the Federal government; the numbers refer to grades (on a 1-18 scale) and are derived through the position classification process. The higher the grade, the higher the salary. Thus GS-7 has a present starting salary of \$12,336 per year, GS-9—\$15,090, GS-11—\$18,258, GS-12—\$21,883 and GS-13 has a starting salary of \$26,022. The grades are based upon levels of duties and responsibilities. At the time of the PRC study, the three positions were filled by 414 incumbents.

As a first step, PRC compiled a preliminary list of job tasks after an analysis of the jobs in question by reviewing existing position descriptions, job postings or vacancy announcements, brochures about the Library of Congress, etc., and a survey of 18 section heads who were asked to name what they felt were the most important job duties of the librarian positions

they supervised and what they felt were the most important worker characteristics (i.e., knowledge, skills, and abilities) needed for successful job performance. In addition, the preliminary list of job tasks and worker characteristics collected from the various sources served as the basis for "brainstorming" sessions with groups of two to eight librarians from each of the 13 job title/GS-level combinations represented in the sample. A final review of the job tasks was made by the management of the then Processing and Reference departments to add more items and make other refinements as needed before the list of job tasks was put into questionnaire form for evaluation. The final result was a task analysis questionnaire custom designed for the three librarian positions.

In addition to the 316 job tasks which formed the bulk of the questionnaire, a number of more global questions about the work performed were included to summarize the time spent on various activities which cut across many job tasks (e.g., the percentage of time spent reading in languages other than English). Although each questionnaire was anonymous, the last section asked for descriptive information about the survey respondents (e.g., GS-level, job title, educational background, etc.).

The questionnaire was sent to the 414 librarians. Ninety-two percent (383/414) of the questionnaires were returned in usable form. The results were tabulated and keypunched. On the basis of their analysis of the critical job tasks and an independent review of all job tasks by recognized authorities in library science from two universities, the PRC contractors developed qualification requirements which they believed would satisfy all legal and technical requirements for job relatedness and minimization of adverse impact in accord with the then established *Guidelines on Employee Selection Procedures* of the Equal Employment Opportunity Commission. The qualifications proposed by PRC are summarized in Table I. The results are self-explanatory.

Impact of Study

Before I discuss the impact of the study, I draw your attention to Table II which presents a statistical analysis of the 1,083 Library of Congress staff members who are in professional librarian positions. The figures suggest that for the professional librarian series, there is no adverse impact on the protected classes (the figures do not speak to minority representation at the higher grade levels, a topic discussed later). To put the data into some perspective, the national professional librarian work force is approximately 6½% black (according to an article on black librarians in the February 1978 issue of *American Libraries*.) LC's professional librarian work force is almost 13% black. The ARL salary survey covering 1976-1977 states that the average overall percentage of minority professional librarians in 83 research libraries is approximately 9%. Minorities hold approximately 23% of LC's professional librarian positions. Information in Table II also demonstrates one important fact—the Library of Congress has not had a positive educational requirement for the master's degree (I use master's degree rather than MLS because many of our positions require educational background in a specific topic or area). As

TABLE I
**Summary of Proposed Minimum Qualifications for Descriptive
Cataloger, Subject Cataloger, and Reference Librarian**

GS-Level	Descriptive Cataloger	Subject Cataloger	Reference Librarian
7	No positions	36 semester hours or equivalent of course work in specified area relevant to job vacancy	36 semester hours or equivalent of course work in specified area relevant to job vacancy
9	<ul style="list-style-type: none"> • Survey course in librarianship (3 semester hours or equivalent) • The organization of knowledge (3 sem. hrs. or equiv.) • Reference and information sources (3 sem. hrs. or equiv.) • Cataloging and classification of library materials (3 sem. hrs. or equiv.) 	<ul style="list-style-type: none"> • 1 year related work experience at GS-7; or following course work: • Survey course in librarianship (3 sem. hrs. or equiv.) • The organization of knowledge (3 sem. hrs. or equiv.) • Reference and information sources (3 sem. hrs. or equiv.) • Cataloging and classification of library materials (3 sem. hrs. or equiv.) • Course work in specified subject area relevant to job vacancy (36 sem. hrs. or equiv.) 	<ul style="list-style-type: none"> • 1 year related work experience at GS-7; or following course work: • Survey course in librarianship (3 sem. hrs. or equiv.) • Reference and information sources (3 sem. hrs. or equiv.) • Technical services in libraries (3 sem. hrs. or equiv.) • Library systems analysis (3 sem. hrs. or equiv.) • Course work in specified subject area relevant to job vacancy (36 sem. hrs. or equiv.)
11	1 year relevant work experience at GS-9 level at LC	1 year relevant work experience at GS-9 level at LC	1 year relevant work experience at GS-9 level at LC
12	2 years relevant work experience at GS-9 or GS-11 level at LC ¹	2 years relevant work experience at GS-9 or GS-11 level at LC	2 years relevant work experience at GS-9 or GS-11 level at LC
13	No additional MQ's—use test battery instead	No additional MQ's—use test battery instead	No positions

¹ See page 20 of text for explanation of problem.

TABLE II
Breakdown of LC Employees in 1410 (Librarian) Series by Race and Education

Classification	Total Number/Percent		Number Having Master's Degree or in Excess of Master's Degree/Percent		Number Not Having Master's Degree/Percent		Total Percent
Black	137	12.7% ^{1,2}	39	28.5%	98	71.5%	100.0%
Spanish Surnamed	18	1.7% ²	12	67.0%	6	33.0%	100.0%
Oriental	91	8.4% ²	77	84.6%	14	15.4%	100.0%
Other	837	77.2%	578	69.0%	259	31.0%	100.0%
Totals:	1,083	100.0%	706	65.2%	377	34.8%	100.0%

¹The national professional librarian work force is approximately 6½% black (American Libraries, February 1978, page 81)
²Figures add up to 22.8%. The average overall percentage of minority professional librarians in 83 research libraries is approximately 9%.
 (ARL Salary Survey, 1976-1977)

a result, many of our staff members who do not have master's degrees have been successful in moving into professional librarian positions, including substantial numbers from the protected classes. There has been, however, a problem in communicating this fact through our present job announcement (posting) procedures. The present form, unless one reads the "fine print," does not make it clear that our minimum educational qualifications are not positive requirements. You will hear the solution to this problem in a few minutes.

As far as the impact of the report is concerned, there is a mix of pro and con. As of this date, the Library has not formally adopted the recommendations of the PRC study. Why? The report and recommendations contain some flaws: (1) Although it is not a serious problem and was not part of the contract, PRC did not determine if there were adverse impact under the present qualifications standards. (2) PRC made an assumption that the master's degree was a positive educational requirement, thus a minimum qualification—this is not the case. (3) If the Library adopted the proposed PRC minimum qualifications, the possibility of upward mobility, in my opinion, would be seriously hampered for a year or two because the probability of anyone, outside a master's degree holder, having the required course work would be slight. In addition, the American educational system may work against individuals who would wish to pick and choose the specific course work. This is a serious drawback. (4) The PRC proposal equates two years of work experience at the GS-9 level as sufficient qualification for the GS-12 level. (See Table I) In addition to the legal problems, the proposal seems to suggest that GS-9 level work equates to GS-11 level work. If the Library were to agree to this, the Library's rather generous career ladder (promotion plan) system in the professional librarian series would be in serious question, thus jeopardizing the staff.

The PRC study has had positive effects. In May 1976, the Personnel and Labor Relations Office recommended validation of qualification standards for all positions in the Library, using a three-phase program which culminates in job or task analysis. The first stage which corrects the faults found in the Payton report, has been implemented. The Library will soon embark on the second stage, which will result in codification of our qualification standards. In addition, there is all likelihood that this effort will be accelerated. To our knowledge there is no other Federal agency undertaking such a program. Through negotiations with the various labor organizations, the Library will be replacing its twenty-five year old selection system with a system which can be validated. On June 14, 1978, the Library signed contracts with Locals 2477 and 2910 of the American Federation of State, County, and Municipal Employees (AFSCME). The two locals represent over 3,000 LC staff members; the contract article covering the new selection procedure will be implemented in December of this year. It also includes a subsection which limits the Library's use of tests to those which have been or are being validated. Our office has developed a recruitment list of over 340 sources which will enable us to increase our recruitment of minorities and women for consideration for higher level positions throughout the library.

I mentioned earlier the problem of clarifying the minimum educational requirements on our job announcements or postings as we call them. I am

pleased to announce that effective the end of this year, announcements of position vacancies will carry specific information for the substitution of experience for education or education for experience, thereby clarifying to a greater degree the Library's present practice (i.e., minimum qualifications will not contain positive education requirements). This provision was also negotiated with AFSCME.

The Library of Congress experience in job validation proved to be only the first of many to come. The spin-off of that experience has opened new roads as well as new problems. The Library has taken positive steps to meet both the requirement and challenge of job validation. The Library's position on the PRC recommendations is that the substance of those recommendations, that is the validity of our qualification standards, has been built into the labor contracts and adopted through negotiations between the parties. This approach, along with approval of the May 1976 recommendation to validate our qualification standards and the expected increase in our validation pace, has, in effect, fulfilled the PRC study.

Minimum Qualifications for Librarians—The Prospects

David R. Dowell

The three previous papers have approached minimum qualifications for librarians by dealing with a series of "micro" aspects of the topic. They represent a small part of the detailed knowledge we must have if any of us is going to be able to deal intelligently with the complex issues involved. Otherwise, we will be acting merely on the basis of our feelings, our intuition, and our ignorance. However, once we begin to have sufficient information to understand some of the component parts of the problem, it becomes increasingly important that we not become so engrossed in the individual parts of the problem that we forget our original purpose in examining this subject. I hope all of us can agree on one thing. I hope each of us shares a deep and overriding commitment to deliver to our clients the highest level of library services possible. If this is not our primary concern, we have no right to consider ourselves professionals. If we can agree on this goal, all that is left for us to discuss is the tactics we should employ to achieve our common objective. This task is a life long undertaking.

The purpose of affirmative action is *not* to remove barriers in employment opportunities for certain legally protected groups. The purpose of affirmative action is to remove *artificial* barriers that would limit the full utilization of the talents of these groups. This distinction is of crucial importance. We must examine every procedure in our employment processes to determine whether the barriers they individually and collectively create are artificial or legitimate (i.e., do these barriers demonstratively result in improved library services?) If we are committed to delivering the best possible library services, we must employ the person best suited for the job in each position in our organizations. It should not take a legal requirement to persuade us to remove artificial barriers that impede the achievement of this objective. It makes good sense from a hard-headed management perspective. At the same time there are limits.

Few of us have access to professional resources that are being tapped in the project reported by Mr. Zimmerman. Few libraries have a large enough concentration of employees performing essentially similar work that they would constitute the minimum sample size required for a proper validation study. Does the enormity of the task so overwhelm us that we can excuse ourselves from responsibility? The task is certainly a large one.

The only pragmatic solution that I see for us as an association is for us to concentrate on minimum qualifications for *librarians*—*not* library workers, *not* descriptive catalogers, and *not* research specialists. All of these kinds of staff members are needed, in one form or another, in any library system. But if we are to have any realistic hope of validating minimum qualifications for *librarians*, we will be required to concentrate on a rather narrow definition of

what a librarian is. In so doing, we must approach this definition from the point of view of what a librarian realistically should be expected to contribute to library services. This is quite a different approach than what was employed in the two case studies just reported to you. In those studies employees were accepted as being librarians if the institutions which employed them called them librarians. No obvious attempt was made to validate whether the responsibilities of these individuals really qualified them for the generic title "librarian." Therefore, minimum qualifications developed for these positions may be perfectly valid for the employees surveyed but still might not say anything about the valid minimum requirements of the generic librarian.

ALA has already defined the generic librarian as a part of its policy statement on "Library Education and Personnel Utilization:" (LEPU)¹

Article 8: The title "Librarian" carries with it the connotation of "professional" in the sense that professional tasks are those which require a special background and education on the basis of which library needs are identified, problems are analyzed, goals are set, and original and creative solutions are formulated for them, integrating theory into practice, and planning, organizing, communicating, and (carrying out) successful programs of service to users, the professional person recognizes potential users as well as current ones, and designs services which will reach all who could benefit from them.

Article 9: The title "librarian" therefore should be used only to designate positions in libraries which utilize the qualifications and impose the responsibilities suggested above. Positions which are primarily devoted to the routine application of established rules and techniques, however useful and essential to the effective operation of a library's ongoing services, should not carry the word "Librarian" in the job title.

Article 28: The objective of the master's programs in librarianship should be to prepare librarians capable of anticipating and engineering the change and improvement required to move the profession constantly forward. The curriculum and teaching methods should be designed to serve this kind of education for the future rather than to train for the practice of the present.

If we as an association are to involve our collective time and energy on validating minimum qualifications for librarians, I believe this effort should be expended on validating the minimum qualifications for the librarian defined above. This can be done by studying a cross section of librarians currently performing at this level.

If ALA were to validate such minimum qualifications, individual libraries would have two options: (1) they could analyze the work currently being performed by the staff members they call librarians and develop valid requirements in relationship to the tasks performed; (This would be similar to the procedures followed in two studies just described to you.) or (2) Libraries

could demonstrate, in the words of the EEOC *Guidelines*, that their jobs, when compared with the ALA generic librarian, "are comparable (i.e., have basically the same task elements), and there are no major differences in contextual variables or sample composition which are likely to significantly affect validity."²

In theory these alternatives are very workable. In practice many problems are obvious. In practice few libraries have either the expertise or the staff time available to conduct the necessary analysis and validation required in option one above. However, it can be done. The methodology now exists. Option two would somewhat minimize these difficulties as much of the expertise for task analysis and validation could be carried on at the national level. This can be done. The methodology now exists. Research completed by Sue Mahmoodi at the University of Minnesota seems to demonstrate that there is a remarkable consensus in the field about the competencies needed by librarians.³ These competencies are amazingly consistent with the kind of librarian described in "Library Education and Personnel Utilization," the statement quoted above. However, this transfer of responsibility from the local to the national level, if fully carried out, could drastically disrupt current staffing patterns and work assignments in the libraries that chose to participate.

On an operational level very few of our libraries expect all their librarians to perform up to the standards envisioned by the "Library Education and Personnel Utilization" statement. Library administrators too often do not want their librarians to make waves, but prefer for them to concentrate almost exclusively on the practice of the present. It may become uncomfortable too often for all concerned when the librarians try to concentrate on "anticipating and engineering the change and improvement required to move the profession constantly forward."⁴ However, if libraries wish to adopt this standard with all its implications, I believe the level of library service would be improved. A side effect might be that fewer librarians and more supporting staff would be required. This would be traumatic for individuals whose positions were not found to qualify for the title librarian. Such potential for short term disruption must be dealt with humanely and, at the same time, must not be allowed to impede the improvement of service.

Much of our current difficulty results from the polarization over the best way of learning about librarianship—whether it should be through library education or through experience. Of course, neither way by itself is likely to result in the kind of librarians envisioned by the LEPU statement. The Medical Library Association has recognized this in delaying eligibility for full certification until a person has completed an MLS and has at least two years of post-masters practice. This is consistent with the LEPU statement: "Certain practical skills and procedures . . . are best learned on the job. These relate typically to details of operation which may vary from institution, or to routines which require repetition and practice for their mastery."⁵

In other words it seems to call for an appropriate period that serves much the same function as the internship does for MDs. Any validation of requirements for librarians should be for the level of responsibility expected after the completion of the apprentice period. This kind of approach has been accepted

by EEOC and the U.S. Supreme Court. Justice Stewart, writing for the majority in *Albemarle Paper Co. v. Moody* (1975), stated:

In *Griggs v. Duke Power Co.*, . . . the Court left open the question whether testing requirements that take into account capability for the next succeeding position or related future promotion might be utilized upon a showing that such long-range requirements fulfill a genuine business need. The (E.E.O.C.) *Guidelines* take a sensible approach to this issue, and we now endorse it:

'If job progression structures and seniority provisions are so established that new employees will probably, withing (sic) a reasonable period of time and in a great majority of cases, progress to a higher level, it may be considered that candidates are being evaluated for jobs at that higher level. However, where job progression is not so nearly automatic, or employees' potential may be expected to change in significant ways, it shall be considered that candidates are being evaluated for a job at or near the entry level.'⁶

In summary, I believe improved library services are most likely to result if we fill each opening with the best qualified candidate. We must accept greater responsibility for demonstrating which positions in our libraries can best be filled by librarians and which should be filled by those with other kinds of preparation. I believe ALA should take the lead in identifying the competencies required to perform at the level envisioned by the association's current policy statement. ALA should then validate either a library education program, an examination, a certain kind of library experience or specific combinations of one or more of the above as reasonably accurate predictors of this kind of performance. Individual libraries can accept the standards. In either case this will be a long and often traumatic task, but I am convinced that the resulting improvement in staff utilization will ultimately lead to better service to our clients.

REFERENCES

1. "Library Education and Personnel Utilization," A Statement of Policy Adopted by the Council of the American Library Association, June 30, 1970, 8p. (copies are available from the Office for Library Personnel Resources, ALA, 50 E. Huron St., Chicago, Ill. 60611.)
2. *Federal Register*, Section 1607.7, Document 70-9962, July 31, 1970.
3. Mahmoodi, Suzanne H., *Identification of Competencies for Librarians Serving Public Services Functions in Public Libraries*, unpublished dissertation, University of Minnesota, 1978.
4. "LEPU," Article 28.
5. "Library Education and Personnel Utilization." *op cit.*, Article 27.
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Certification of Public Librarians in North Carolina

Louise V. Boone

During the last few years the subject of certification of public librarians in North Carolina has been a topic of considerable conversation among public librarians. Nowhere has this discussion been more intense than within the membership of the North Carolina Public Librarian Certification Commission.

The certification of public librarians in North Carolina goes back to 1936 with the creation of the Library Certification Board. In 1973 this Board was abolished, and the Public Librarian Certification Commission of the Department of Cultural Resources was created by statute.

The five members of this Commission are the Chairman of the North Carolina Association of Library Trustees, the Chairman of the Public Library Section of the North Carolina Library Association, an individual named by the Governor upon the nomination of the North Carolina Library Association, the Dean of a state or regionally accredited graduate school of librarianship appointed by the Governor, and one member at large appointed by the Governor. The State Librarian serves as ex-officio secretary to the Commission.

In view of events and discussion during the last year, it may be worthwhile to look briefly into the rationale for certification of public librarians in this state, the process and efforts toward maintaining a positive certification program.

Purpose of the Commission

On January 1, 1980, new and somewhat altered rules and regulations for certification became effective; they are spelled out, under the Administrative Procedures Act¹ with statutory authority. The act authorizes the Commission to set minimum standards for certification. The Commission seeks, further, to accomplish several purposes:

1. to guarantee the best possible public library service for the citizens of the state. Such service can only be assured by maintaining the highest possible degree of professionalism through providing a body of educated librarians;
2. to protect and maintain the public library resources available in the state. Again, this demands the services and attention of professional librarians;
3. to protect the public investment in North Carolina public libraries by assuring high levels of professional management and administration of library programs;
4. to protect the public interest by providing a body of certified profes-

sionals to meet the requirements of the Department of Cultural Resources for personnel responsible administering State and other aid granted to public libraries by the Division of State Library.

Requirements for Certification

Effective January 1, 1980, the North Carolina Public Librarian Certification Commission will issue public librarian certificates to:

1. Applicants who have received a graduate degree in Library and Information Science from an A.L.A. accredited school, provided at least 18 semester hours have been completed and that they include cataloging, reference, book selection, bibliography, multi-media materials, and public library administration.
2. Applicants who have received a graduate degree in Library and Information Science from a North Carolina accredited school of higher education, provided at least 18 semester hours have been completed and that they include cataloging, reference, book selection, bibliography, multi-media materials, and public library administration.
3. Applicants who have received a graduate degree in Library and Information Science from an accredited school of higher education and who have been certified by another state, provided at least 18 semester hours have been completed and that they include cataloging, reference, book selection, bibliography, multi-media materials, and public library administration.
4. Applicants receiving a graduate degree in Library and Information Science from an accredited school of higher education and who have not been certified by another state, provided at least 18 semester hours have been completed and that they include cataloging, reference, book selection, bibliography, multi-media materials, and public library administration, and who successfully qualify by passing the Comprehensive Examination in Library Science required by the University of North Carolina at Chapel Hill.

Courses specifically designed for school library/media, academic, or special librarianship will not fulfill the requirement for the 18 semester hours in public librarianship cited above.

Full certification will be granted for any of the categories (1 through 4) with an appropriate public librarian certificate.

A completed application form should be sent to the Director, Division of State Library (State Librarian), accompanied by an official transcript which contains the date of conferral of the degree.

The Comprehensive Examination in Library Science will be given for applicants for certification at least three times a year.

The Certification Commission seeks, as spelled out in the Administrative Procedures Act, "to evaluate the certification process to encourage professional development beyond the minimum standards."² Consideration of this matter of professional development beyond the entry level presents the Commission one of the thorny questions with which it will have to deal in the coming years. Indeed, it is a subject with which the entire profession will have to come to grips.

In 1975 the Commission issued public librarian certificates for a period of six years. During that six years, three hours of appropriate academic credit or nine officially recorded Continuing Education Units were required for renewal of certificates. A librarian certified prior to 1975 would remain covered by rules and regulations in place when the certificate was awarded.

As 1981 loomed on the horizon, public librarians holding certificates issued under the 1975 rules began to ask questions and seek guidance. Some of the questions were: How is appropriate academic credit defined; would community college or technical institute courses be acceptable? Who determines, and when, the acceptability of courses? CEU's presented similar problems as well as some not evident in academic work.

During the 1977-79 biennium these problems were discussed at length in numerous quarters. Finally, in one of the last Planning Council meetings of the Public Library Section of the North Carolina Library Association, the question of recertification was thrown open for discussion. The value of the concept of recertification was acceptable to most of the members present. However, the lack of a clear definition of terms, how records were to be maintained and by what agency, moved the Planning Council to request that the feeling of the group be conveyed by the Section Chairman to the Certification Commission.

This input from the Planning Council of the Public Library Section of the North Carolina Library Association tied to questions of methods, procedures, record-keeping and other problems that had arisen, moved the Commission to abandon, with great reluctance, the recertification of public librarians in the state.

The field of librarianship is changing so rapidly that the practice of that profession in the public library field in North Carolina must find some alternative to one-time certification. The Commission is well aware of this condition. "The alternative to some type of a continuing education requirement is automatic renewal of certification or life certification, both of which reject the current movement in all professions to be concerned about the need for updating those practicing vital professional roles in society."³

Louise V. Boone is director of the Albemarle Regional Library, Winton.

REFERENCES

1. N. C. General Statutes 143, Article 2, part 6.
2. Chapter 7, North Carolina Administrative Code, Sub-Chapter 2F.0001-.0004.
3. Goggin, Margaret Knox, "Certification Report to Washington State Board for the Certification of Librarians," June 1979, pg. 33.

The Thomas Wolfe Photographs: A Problem of Preservation and Accessibility

Jerry Cotten

Thomas Wolfe (1900-1938) was photographed far more often than most of his contemporaries. In 1950, the brothers and sisters of the Asheville novelist donated to the North Carolina Collection in the University of North Carolina Library at Chapel Hill almost 1,500 family-related photographs. Of this number about 150 were of Thomas Wolfe. Many of the photographs were loose, but more than half of the massive collection was contained in seven photographic albums assembled by the family. The entire group provided a pictorial account of the Wolfe family from ca. 1860 to ca. 1945, spanning three generations. This collection is possibly the most comprehensive on record of a major North Carolina family.

As interest in Thomas Wolfe increased during the 1960s and 1970s, use of the collection and deterioration of the photographs also increased. Iconographic materials are usually more sensitive to handling and environment than most other library holdings. The album pages made with acidic paper were brittle, and glue used to mount many of the prints had soaked through to stain images. These problems compounded the tendency of photographs to yellow and fade with time due to improper processing and storage or prolonged exposure to light. Mounting the prints in albums gave the collection a certain unity, but also contributed to deterioration.

Use vs. Preservation

In addition to being a stumbling block for preservation, the photographs mounted in albums did not lend themselves to accessibility by researchers. They were not arranged by subject, and though there was some chronological order, it was broken in many places. This required researchers to look at every page in all seven albums—a result which further aggravated the fragile condition of the photographs and also introduced the possibility of theft if use was not closely supervised.

Preventing deterioration of library holdings is usually cheaper than correcting damage once it has occurred. With the Wolfe family photographs, there was an obvious need to curtail patron use of the fragile albums. Removing all prints from the albums and arranging them in envelopes by subject was briefly considered, but this could not be accomplished without damage to many of the glue-mounted photographs. The albums also had intrinsic value, and there was, consequently, a need to keep them intact. Arrangement of the album prints, while not convenient for research purposes, was assumed to reflect something of the original owner's desire to tell a story



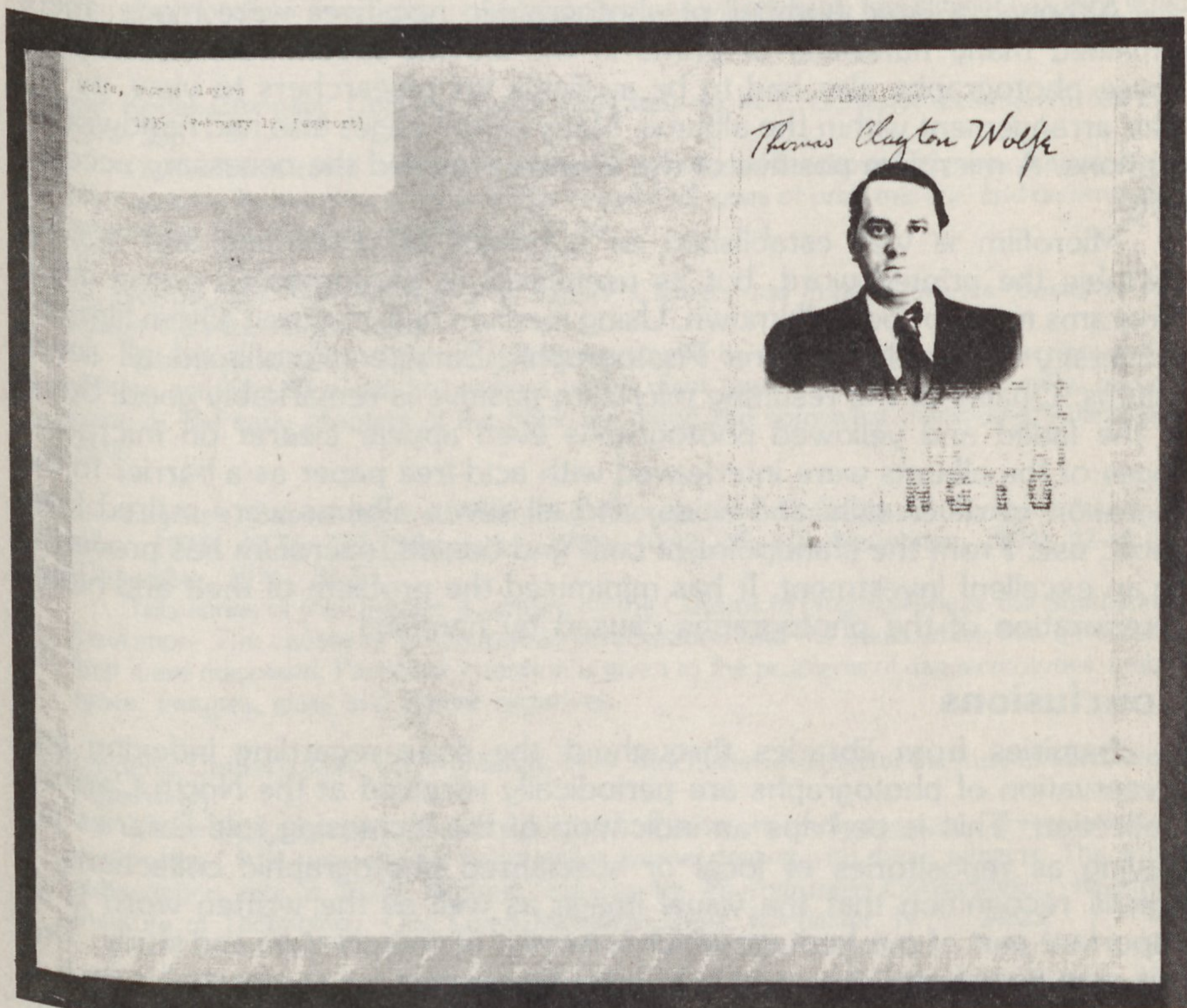
This is a typical page from one of the Wolfe family albums. It was important not to disturb the family's arrangement of the prints. Stains on the middle right photograph are a result of the glue used to mount it.

in a way he or she felt was important. Responding to the research needs of the public without compromising the physical integrity of the photographic collection was a basic problem.

Access via Copy Negatives

Preservation and accessibility can sometimes be two sides of the same coin. A first step with the Wolfe collection was to decide which of the album photographs were most important. This largely subjective decision was based in part upon the types of photographs past users had asked to copy. The most obvious center of interest was Thomas Wolfe himself.

Four-by-five inch copy negatives were made of all likenesses of Wolfe found in the albums. From each negative a 4x5 inch reference print was then made and dry mounted to the outside of 9½ x 12 inch acid-free envelopes of the type available from several manufacturers of library supplies. This mounting process utilizes heat from an iron to melt the schellac-like dry mounting adhesive placed between the print and the envelope. The long-term safety of this process has been established through years of successful use.



The 9½ x 12 inch envelopes have a reference print in the upper right and a label listing subject, date, and occasion in the upper left. Negatives and loose prints are stored inside. The advantage is rapid accessibility without use of the original photographs.

The envelopes were labeled and placed in chronological order inside a filing cabinet. In addition to serving as a reference file, the envelopes provide storage for negatives and any written information accompanying the prints. Original loose photographs of Wolfe were also copied, stored in envelopes, and interfiled with those from the albums. The final result is a print and negative file of all photographs of Thomas Wolfe in the collection. This file of reference prints mounted on envelopes can be consulted easily by patrons.

Copy negatives were also made for badly deteriorated photographs of subjects other than Thomas Wolfe. This procedure was followed for the group of loose prints as well as those in the albums. The step was necessary to preserve the images, since photographic deterioration can never be completely halted. Reference prints were made, dry mounted to envelopes, and arranged in appropriate subject categories. Filed with these, also in acid-free envelopes, were the remaining loose photographs for which copy negatives were not made.

Access via Microfilm

Although a large number of photographic negatives were made, there remained many hundreds of prints in the albums which were not copied. These photographs also had to be available for researchers to view, as did their arrangement within the albums. Many album pages also had handwritten captions. A microfilm positive of the albums provided the necessary accessibility.

Microfilm is well established as a means of preserving and making available the printed word, but its usefulness in photographic preservation programs may not be well known. Using medium high contrast 45mm film, the University of North Carolina Photographic Service microfilmed all seven albums. Quality of the resulting microfilm positive is remarkably good. Some of the faded and yellowed photographs even appear clearer on microfilm. Pages of the albums were interleaved with acid-free paper as a barrier to the migration of silver salts and acids, and all seven albums were retired from public use. From the standpoint of cost and benefit, microfilm has proven to be an excellent investment. It has minimized the problem of theft and halted deterioration of the photographs caused by handling.

Conclusions

Inquiries from libraries throughout the state regarding indexing and preservation of photographs are periodically received at the North Carolina Collection. This is perhaps an indication of the increasing role libraries are playing as repositories of local or specialized photographic collections. It signals recognition that the visual image as well as the written word is an important part of our heritage which is worthy of preservation and study. That this was not always the case is in part responsible for the probable lack of photographic records for subjects such as Black and Indian history.

Cost is a major factor which often inhibits good library preservation programs. This is true at all levels, from the installation of adequate temperature and humidity systems to the purchase of proper storage materials. The

acquisition and public use of pictorial materials should be balanced by recognition and their uniqueness and problems of preservation. Acceptance of this responsibility always entails a commitment of staff and finances on the part of the host institution. This commitment extends beyond that normally required for many other library holdings. Basic familiarity with the photographic process, proper supplies and storage facilities, and access to a qualified photographic laboratory are essential. The experience with the Thomas Wolfe photograph collection demonstrated this in microcosm.

Jerry Cotten is photographic librarian, North Carolina Collection, Wilson Library, UNC-CH.

SELECT, ANNOTATED BIBLIOGRAPHY OF REFERENCE SOURCES USEFUL IN INDEXING, STORAGE, AND PRESERVATION OF PHOTOGRAPHIC COLLECTIONS

Dane, William J. *The Picture Collection Subject Headings*. Hamden, Conn.: Shoe String Press, 1968. 103 p.

This is a listing of subject headings used in the picture collection of the Newark Public Library. The headings are comprehensive, detailed, and international in scope. Libraries with small locally-oriented photographic collections will probably find subject headings listed in other sources to be more useful. Priced at \$6.00.

Eastman Kodak Company. *Copying*. Kodak publication no. M-1. Rochester: Eastman Kodak Co., 1974. 33p.

This well illustrated technical publication is intended for those with some knowledge of photography. It describes techniques for copying all types of print material and recommends equipment and supplies. Available at \$1.50.

Ireland, Norma Olin. *The Picture File in School, College, and Public Libraries*. Boston: F. W. Faxon Co., Inc. 1952. 136 p.

Subject headings for picture collections should be simple, short, and descriptive. This volume contains 82 pages of headings which meet these criteria. Unfortunately, parts of some of the early chapters of the book are dated and somewhat misleading. Available at \$9.00.

Ostroff, Eugene. "Conserving and Restoring Photographic Collections," *Museum News*, LII (May, 1974), 42-46; LIII (September, 1974), 40-42, 48; LIII (November, 1974), 42-45; LIII (December, 1974), 34-36.

This series of four articles is written by the Curator of Photography at the Smithsonian Institution. The causes of photographic deterioration and the steps which can be taken to limit it are discussed. Particular attention is given to the problems of daguerreotypes, ambrotypes, tintypes, glass and nitrate negatives.

Photographic Conservation. Vol. 1-, March, 1979-. Rochester: Rochester Institute of Technology, [Quarterly].

This new 8-page periodical is publicized as "a forum of photographic preservation and restoration." It is currently the only regular journal dealing with these subjects. The annual subscription rate is \$5.00. Address inquiries to: *Photographic Conservation*, Rochester Institute of Technology, One Lomb Memorial Drive, Rochester, N. Y. 14623.

Shaw, Renata V. "Picture Organization: Practices and Procedures," *Special Libraries*, LXIII (October, November, 1972), 448-456, 502-506.

Three commonly used approaches to the arrangement of photograph collections are self-indexing, individual cataloging, and group cataloging. The author of this two-part article, a Library of Congress staff member, explains these methods in detail. For those unsure of which way to go in organizing a picture collection, these articles are a good starting point.

Time-Life Books. *Caring for Photographs: Display, Storage, Restoration*. New York: Time-Life, Inc., 1972. 192p.

Time-Life has combined a wide variety of subjects in this volume. There are technical but practical chapters on photograph restoration and archival processing for prints and negatives. Persons interested in displays will find the chapter on this subject helpful. Mounting prints, the making of mats, frames, albums, and murals are discussed in detail. There are many useful illustrations in both black and white and color. The volume includes a bibliography and index. Priced at \$9.95.

Vanderbilt, Paul. *Filing Your Photographs*. Technical Leaflet no. 36. Nashville: American Association for State and Local History, 1966. 8p.

This leaflet, written by a recognized authority in the field, explains some fundamentals of photograph preservation, and describes one method of storing photographs. The leaflet is available for \$.50 from: AASLH, 1400 Eighth Ave. South, Nashville, Tn. 37203.

Weinstein, Robert A., and Booth, Larry. *Collection, use, and Care of Historical Photographs*. Nashville: American Association for State and Local History, 1977. 222p.

This is probably the best single work currently available on these subjects. The volume is comprehensive, well illustrated, and includes appendices and an index. Some of the subjects treated are the educational use of photographs, copyright, cataloging, storage, and the preservation and restoration of photographs. Available at \$16.00 from: AASLH, 1400 Eighth Ave. South, Nashville, Tn. 37203.

Welling, William. *Collector's Guide to Nineteenth Century Photographs*. New York: MacMillan Publishing Co., Inc., 1976. 204p.

If you don't know a daguerreotype from a tintype, this volume is a good investment. It is extensively illustrated and is a helpful guide for identifying and dating early photographs. Covered in considerable detail in addition to the daguerreotype and tintype, are the ambrotype, carte de visite, cabinet card, and card stereograph. Lesser known examples are also discussed. The volume has a bibliography, index, and appendices. Priced at \$15.95.

THE LUMBEE PROBLEM

The Making of an American Indian People

Karen I. Blu

Using material based on documentary sources and her own fieldwork, Professor Blu offers an examination of the Lumbee of North Carolina who, although they comprise the fifth largest Indian group in the United States, have no reservation, no treaty, and a history of difficulty convincing others of their own Indian identity.

"Her account of the establishing of an Indian identity and political position within Robeson County is of considerable significance. . . . The section dealing with Lumbee history and Lumbee interactions with both black and white populations is particularly interesting."—*Library Journal*.

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To Pay or Not To Pay: Guidelines for Prepayment

William F. Schenck

"... the curious incident of the dog in the nighttime."

"The dog did nothing in the nighttime."

"That was the curious incident," remarked Sherlock Holmes.¹

Acquisitions work has its own curious incidents; publishers, who like the dog in the Holmes adventure, do nothing; they do not publish, let alone deliver announced books. Acquisitions librarians are aware of the problem; surely life would be easier if all books were published soon after they were announced.

The problem is made much more severe, however, when publishers request that a library send payment for the material with an order. This seemingly reasonable request often puts a library in a difficult situation. While there are very valid reasons for making prepayments, a library must be very careful to ensure the receipt of material for which it has paid. Unfortunately, some libraries in North Carolina and elsewhere have lost money in recent years by making advance payments for material which was never delivered. While this is a problem nationally, librarians in North Carolina should be aware of guidelines to use when making prepayments. This article will first examine reasons to make prepayments and why publishers often require them, and will then discuss possible safeguards. It will end with a specific discussion of one problem publisher and his products, emphasizing two current problematical projects.

There are many valid reasons to make prepayments. As a result of today's economic situation, and with the current high interest rates on borrowed money, the number of publishers who request prepayment has increased. Here are some of the major reasons why advance payment is requested:

1. To obtain capital. Publishers can get interest free money by getting advance payment from libraries instead of banks. This method also allows a new firm to obtain capital to finance large projects which the more traditional funding sources might not be willing to support.
2. To save money. More and more publishers are requiring prepayment for all orders under a specific amount. For example, the American Library Association requires prepayment for all orders under \$10.00. By obtaining payment with the order the publisher saves the expense of invoicing.
3. To survey the market. By having advance paid orders, a publisher has a better idea of the market and can thus avoid printing too many copies.
4. To ensure payment. Usually libraries are good credit risks, as they eventually do pay. However, due to various bureaucratic procedures,

a library may be very slow to pay its bills. Prepayment ensures rapid payment.

Libraries also have 'valid reasons for making prepayments. Some of the reasons are

1. To acquire the material. In some cases there is no other way to acquire needed items. This is especially true of inexpensive materials published by associations and institutes.
2. To save money. Publishers will often set a lower price to encourage prepayments. On some larger projects it is also possible for a library to negotiate a discount if payment is sent with order. Prepayment also ensures delivery at that price. If a library waits until the material is actually available, it will often pay more. With inflation at about 10% a year, a library can estimate that the price of a project will increase at approximately that rate. The least a library should expect is the elimination of postage charges in return for payment.
3. To expend encumbered funds before established deadlines. A library may have ordered an expensive item only to discover that it is not yet available. It may be advantageous to pay for the material in the year the money has been allocated.

All of these reasons would be of little importance if libraries could always be sure of receiving material for which they had paid. Unfortunately, this sometimes does not happen. Firms which had the best of intentions find themselves going into bankruptcy; authors die, or price increases eliminate the projected market. Add to these problems the unscrupulous publisher who aggressively solicits advance payment without any plans to ever deliver² and it is obvious that a library needs to establish a set of strict guidelines on prepayments. Once the guidelines have been drawn up, they should be widely distributed, both to administrators and those on the staff responsible for processing orders and paying invoices. I have compiled the guidelines below from my own experience at the University of North Carolina at Chapel Hill and from those published by the Bookdealer—Library Relations Committee of ALA.³ By keeping these guidelines in mind, a library can prevent inappropriate prepayments while getting the most value for its money.

These guidelines should be used when judging larger prepayments. Each library should establish its own monetary limit. In many cases it is cheaper to send payment for inexpensive items than to spend time locating information on the publisher.

1. Know the publisher. While it is not possible to know all publishers, the name should be familiar or should at least be listed in basic sources.
2. Contact the publisher. If possible, call and speak to an officer of the company. Be leery of firms that operate only with a post office box and do not have a phone listing.⁴ (There are, of course, reputable firms which list only a post office box.)
3. Obtain specific information about the project. Ask for information on publishing schedules, previous projects published, credit references, or a Dun & Bradstreet rating. Do not be afraid to ask for this information; reputable publishers will gladly supply it. If it is possible, ask to receive a copy of the first volume or microform produced. (This in

itself is not proof of compilation, as some firms will produce Volume 1 for show and then never complete the set.)

4. Beware of "trendy" titles. One infamous publisher advertised sets with title such as *The Encyclopedia of Women, Dictionary of Indians of North America*.
5. Check with others on their experiences. Call other acquisitions librarians in the area. Write the Better Business Bureau or the Postal Service in the publisher's city. The best source of information is the Bookdealer-Library Relations Committee of ALA, a focal point for complaints on problem publishers. The Committee has also compiled a list of certain imprints (and addresses) which have caused difficulty for libraries and book sellers.⁵ Contact your book vendor. He or she will, from experience and contacts, have knowledge which can help you avoid making a mistake. You may wish to consider asking a dealer to actually make the prepayment. This should be done selectively, and you should avoid sending all prepayment requests to the same dealer.
6. Examine the announcements. Beware of flyers and brochures which look alike and carry similar information, but which may carry different addresses and imprints. Compare postmarks to see if they came from the same location.
7. Examine the price. It is legitimate to offer a lower price if an order is prepaid. Beware, however, of offers which have a great disparity between the two prices. You may want to set a limit on the amount which one person can authorize to prepay. At UNC-CH, the Head of Acquisitions must authorize any prepayment over \$50.00. Not only is this a double check, but it prevents an order and payment being made if the Head is absent. You might also consider either partial payment or a performance bond.⁶

If a prepayment is approved and made, the library should keep a special file of expensive prepaid orders and claim any which are not received when expected. The claim should be in the form of a letter or phone call and not on the library's regular claim form.

It would be nice if, with the publicity surrounding prepayments and the need for guidelines, problem publishers would have disappeared. They are, however, still alive, and even promoting "new" items in North Carolina. The imprints which have presented the most problems are those believed to be operated by Frank or Michael Gillie.⁷ The names which this father and son team have used present an abecedarian of imprints, ranging from Academic Booksellers to Worldwide Reference Sources, with names in between like Bibliography Press, Knowledge Resources, Publishing Center, and Scholarly Press. While the addresses vary, many are located in St. Clair Shores, Michigan.

It is important to note that these imprints often sound like other legitimate publishers. Also, this does not mean that you should not order publications from these firms, just that you should be aware that other libraries have had problems with these publishers. Prepayments to these firms should be avoided.

There are two publications currently being advertised by publishers apparently affiliated with the Gillies. The first is directly aimed at North Carolina Libraries: *North Carolina News and Index*, published by the Publishers Sales Group, 610 S. Venice Blvd., Suite 4067, Venice, California (no telephone listing). The brochure for this publication promises a quarterly publication, and that it will "reprint and index the articles from hundreds of North Carolina newspapers." The second imprint is Knowledge Resources, Inc., 3303 Harbor Blvd., K-4, Costa Mesa, California (714-979-0211). This firm is offering various publications based on catalogs from the Library of Congress. One example, from what is called the MARC Systems Division of Knowledge Resources, is MARC-Card Religion BL-BX, a classed list of all LC cards in those categories. Another project is the NUC, 1956-1977, an author list master cumulation. According to the announcement, this will be available in either 300 printed volumes or on fiche. While prepayment is not required, the savings is substantial; 53%.

Before any library in the state invests money in these two specific publications, they should investigate, based on the guidelines listed in this article. By following the guidelines listed here and by using good common sense, libraries should be able to acquire all material needed at a reasonable cost and with a minimum of risk.

William F. Schenck is acquisitions librarian, UNC-CH.

REFERENCES

1. From "Silver Blaze," *The Memoirs of Sherlock Holmes*, 1894.
2. For a tongue-in-cheek view of how a publisher would try to cheat libraries, see "How to Succeed in Publishing Without Really Trying" by Charles Oznot (Pseud.) in *Library Acquisitions: Practice and Theory*, Vol. 1, 1979, pp. 7-10.
3. "The Prepayment Dilemma: A Consumer's Guide," *American Libraries*, Nov., 1977, pp. 571-72, is the source for all suggestions except the fourth.
4. Under the U.S. Freedom of Information Act, it is possible to obtain the name and address of the holder of a post office box, if that box is used to conduct business. For details, see the U.S. Code, Section 552 title 5, or consult your local postmaster.
5. For a copy write to the Chair, Bookdealer-Library Relations Committee, RTSD, American Library Association, 50 E. Huron St., Chicago, IL 60611.
6. Thomas M. Schmid, "How to Safeguard Money with Performance Bonds," *Library Acquisitions: Practice and Theory*, Vol. 1, pp. 11-12, 1972.
7. For a list of these imprints, see FN 5.

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New North Carolina Books

Suzanne S. Levy,
Compiler

Leona T. Hayes. **THE LOST TREASURE OF PEEP-EYE-COVE.** Illus. by Lee Budahl. Cullowhee, N.C.: Western Carolina University Mountain Heritage Center, 1978. 68 pp. \$3.00.

"All a mountain gal needs to know is housework, how to sew, milk, and raise a garden." But twelve year old Angy loves flowers and wants to learn more about them. Before he died Pa showed her about some of the common and scarce flowers in the mountain hills and valleys. On her way to school, Angy overhears some children make fun of her flour sack dress and call her "poor mountain trash." Mountain folks don't cry but Angy, already mad with strict Aunt Polly, resolves to stay away from school to "show 'em." She and her dog Trouble start out for Peep-Eye Cove, where Indian pipes and lady slippers grow. It's a long way to the cove, and Angy and Trouble have various adventures along the way. Aunt Polly sends out a search party when Angy doesn't come home from school, but Angy is helping a university professor hunt for a flower that has not been seen for over a hundred years. The story has a happy ending for all concerned. Angy earns a reward and discovers that Aunt Polly and the community love her very much.

Mountain expressions blend with nicely turned descriptions of the area's plants and animals to give a good feeling of the story's setting. The main characters are well developed, and the story line moves from one episode to another, holding the reader's interest. The gentle illustrations heading each chapter are beautifully done. Appealing primarily to fourth to sixth grade girls, the book can be enjoyed by older readers, including adults. It is recommended for school and public libraries, as well as for collections of mountain literature.

Andrea P. Brown
St. Mary's College

William S. Powell, ed. **DICTIONARY OF NORTH CAROLINA BIOGRAPHY.** Chapel Hill: The University of North Carolina Press, 1979. Volume 1, A-C. 477 pp. \$45.00. (A 20% discount is available on subscription orders)

Strike up the band! Break out the flags! The DNCB has begun to appear and the first volume is in hand. Physically it is handsome with a pleasing format and a cover halfway between Carolina and Duke blue. The print is small but quite legible; the two columns per page enhance the ease in reading.

William S. Powell who is "Mr. North Carolina History" has done a superb job of planning and editing the DNCB. Some seven hundred volunteers undertook serious research, including a fresh look at original sources whenever possible, and wrote the sketches. None of these writers was reim-

bursed and a number of them traveled at home and abroad at their own expense. DNCB shows what a group of volunteers skillfully motivated (and surely "re-encouraged" to complete their tasks at strategic moments) can accomplish.

Inevitably, some biographies are better written than others, but the hand of the editor has been helpful in bringing the sketches to an acceptable standard. The editor's instructions for uniformity were well carried out. The result shows in the same vital information appearing for each biographee. Mr. Powell's decision that all sketches should contain "an account of the subject's role or contribution" done in an objective manner was an interesting one. It has added value to the work especially for those people who are not knowledgeable about North Carolina history. Just reading at random through this first volume, one becomes immersed in many facets of North Carolina history.

The first volume of DNCB highlights two important contributions which the set will make for users on every level. Very important is the inclusiveness of biographies. When the eighth and last volume is completed, information will have been provided on some four thousand North Carolinians through four centuries. No living person will be included. Mr. Powell drew up a preliminary list and circulated it to many North Carolinians—historians, librarians, archivists, writers, etc. Discussion ensued, names were added, deleted. The list was revised and further circulated. As a result, the volumes will contain biographies of a diversity of types. Not all of the subjects made helpful contributions—some were pirates, criminals—but the lives of all help to add to the understanding of the history of the state.

The second important contribution which should be highlighted is the inclusion of bibliographies at the end of each sketch. No one person could possibly have compiled these valuable "gold mines." Because each writer was charged with searching out material on his subject, all kinds of obscure sources are shown. Among these are items in manuscript collections, sketches in small and large newspapers, chapters or pages in unindexed books, and personal recollections.

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Yes!

I agree that each book about North Carolina (or one of its citizens) should be in all North Carolina libraries.

Of course, I expect it to be an ethical publication and a worthy addition to North Carolina literature.

There is scarcely a library in North Carolina which will not want to add DNCB to its collection. Outside the state the volumes will be valuable in research, academic, and larger public libraries. Since North Carolina is a seed bed of the nation and the volumes will include many figures of the colonial and early state history with information about their forbears and descendants, genealogical collections all over the country should buy DNCB.

Congratulations to Bill Powell whose DNCB will surely be the most enduring and helpful of his many contributions to North Carolina.

Mary W. Canada
Duke University

Margaret Culkin Banning. **SUCH INTERESTING PEOPLE**. New York: Harper & Row, 1979. 233 pp. \$8.95.

SUCH INTERESTING PEOPLE is a nicely crafted, old-fashioned novel set in DeSoto (a close facsimile of Tryon), North Carolina. It centers on the conflict between DeSoto natives and nouveau Northern residents and on the burgeoning romance between Daphne, live-in "widow" of a famous rock musician, and Shore Lang, a blocked writer who comes to DeSoto for the summer. Its flaw, for me, is that Daphne, Shore and the others are a little too decent, too civilized, too sure to be really interesting, but that may well be its charm for others grown weary of novels with too much bite. *SUCH INTERESTING PEOPLE* has a timeless quality and may well endure long after more modern novels become dated. Recommended for public libraries.

Diane Strauss
University of North Carolina
at Chapel Hill

Stephen S. Birdsall, Shannon P. Hallman and Richard J. Kopec. **NORTH CAROLINA ATLAS OF THE ELDERLY**. Chapel Hill: Department of Geography, University of North Carolina at Chapel Hill, 1979. 83 pp. \$5.00.

Number 13 in the UNC Geography Department's Studies in Geography series, this collection of maps and data describes in some detail the elderly "condition" in North Carolina. Primarily statistical in nature this work covers the "number of the elderly," "Social networks: marital status and isolation," "work and the aged," "income and poverty," "mortality and health," and "perceptions of social problems." In each case maps that show the percentages by county accompany the various tables. In addition the five or six highest and lowest counties in each case are listed by rank.

This is a very well done publication filled with useful and relevant information. It is clear and well documented, each table and map being footnoted. While it has a good table of contents it does suffer from a lack of an index. That is a shame for such a detailed statistical source is enhanced with a good

index; otherwise much of the material can be very difficult to find. There is no doubt, however, that *NORTH CAROLINA ATLAS OF THE ELDERLY* fills a definite need and will be in demand by all those who work with or have an interest in the elderly. It is recommended for purchase by academic, social science and large public libraries.

Ridley R. Kessler, Jr.
University of North Carolina
at Chapel Hill

Ralph Dennis. **MacTAGGART'S WAR**. New York: Holt, Rinehart and Winston, 1979. 378 pp. \$10.00.

England. 1940. *H.M.S. EMERALD* leaves an English port for Halifax, Nova Scotia with the wealth (in excess of \$500,000,000) of England, being shipped for safe storage to underground vaults in Canada. Duncan MacTaggart, an ex-soldier with the beginning of a "beer stomach," serves as the Bank of England's security person on the voyage across the Atlantic and on the subsequent train trip from Halifax to Montreal.

Fort Sam Belwin, North Carolina. 1940. Two American soldiers, Captain Johnny Whitman and Major Tom Renssler, bothered more by their lack of money and their debts than the war, continue to spend money, other people's money. Renssler, a 1930 West Point graduate, is visited by an old friend, a loose-talking British officer who knows about the shipment of gold aboard the *EMERALD*. Renssler reveals the secret to Whitman, an ex-Duke University football star, who soon devises a plan to rob the train as it moves to Montreal. First, he blackmails Renssler into joining him; then, he gathers a motley crew of ex-soldiers: Randy and Clark Gipson, brothers who know trains; Harry Churchman and Gunny Townsend, gun specialists; Vic Franks, a mechanic; and Richard Betts, an explosives expert.

The inevitable confrontation, MacTaggart and the King's Army against Whitman and his gang, occurs at Wingate Station in Canada. At this point, the weaknesses of the novel become extremely visible. The violence, prevalent throughout the novel, just becomes too much during the confrontation at Wingate Station. Dennis writes, "The first grenade exploded almost exactly under Lieutenant Foster's feet. It split him from crotch to neck like a freshly slaughtered beef." (p. 315) More vivid descriptions follow as nearly all the characters die violently.

The best quality of *MacTAGGART'S WAR* is the character development. Whitman, Renssler, and the other men in the gang are well-defined characters with natural desires and shortcomings. The men are wrong; they are murderers and robbers. But the characterizations provide excellent insight into the reasoning and the psychology of the men. The reader understands why Whitman will kill for the money, why Gunny Townsend needs this final fight, why Clark Gipson must not die, etc. Two characters, Duncan MacTaggart and Clark Gipson, are particularly well-developed and, ironically, the two possess the same characteristics.

Dennis, described only as a southerner who presently lives in Atlanta, is better known as the author of the Hardman novels about an Atlanta private detective. This novel should please those readers and other readers who are interested in novels of suspense and intrigue.

Timothy L. Coggins
North Carolina Central University

Order
Lucile Noell Dula. **THE PELICAN GUIDE TO HILLSBOROUGH, HISTORIC ORANGE COUNTY, NORTH CAROLINA.** Gretna, Louisiana: Pelican Publishing Company, 1979. 124 pp. \$8.00

Lucile Dula's *PELICAN GUIDE TO HILLSBOROUGH* is primarily a guide to historic buildings and sites, but it is also a guide to the history, legends, and people of the town. Hillsborough deserves such a guide. Today it is important as the county seat of Orange County, but in the second half of the eighteenth century it was a trade and political center for the entire state. Situated at the intersection of major colonial roads and the meeting place for numerous General Assembly sessions in the 1780's, Hillsborough became known as "the capital of the Back Country." The book opens with a brief survey of the town's history.

The rest of the *PELICAN GUIDE TO HILLSBOROUGH* deals with houses, public buildings, and historic landmarks and sites. Dula separates the stories and tales from the physical and historical descriptions. The former make up Part I, "Telltale Houses." These range from stories of encounters with Northern soldiers in the Civil War to romantic memories of dancing on the walnut floor of Craig Manor's ballroom and claims of a ghost in the dining room of the Peter Browne Ruffin House. The latter (facts and physical descriptions) are covered in Part II, "A Walking Tour," a well-organized guide which includes clear map.

This separation into two parts is understandable, but unnecessary. It seems likely that a tourist looking at Ayr Mount would be just as interested to learn that Sherman's soldiers passed it by, believing it was a home for the insane, as to learn that the house has a lateral hall.

The numerous photographs, careful research, bibliography, and detailed index make the *PELICAN GUIDE TO HILLSBOROUGH* an outstanding example in the genre of guidebooks. It is recommended for any library collection of North Caroliniana and certainly for public libraries within a day's drive of Hillsborough.

Becky Stroud
University of North Carolina
at Chapel Hill

Order
Frances Griffin. **LESS TIME FOR MEDDLING: A HISTORY OF SALEM ACADEMY AND COLLEGE, 1772-1866.** Winston-Salem: John F. Blair, 1979. 311 pp. \$14.95.

Frances Griffin, author of two other books about Salem, has been Director of Information for Old Salem, Incorporated since 1966. This back-

ground of interest and involvement well qualifies her to write the history of the first ninety-four years of the academy and college. An equally important factor to add is that she is not a Salem alumna. This would make her writing "less sentimental and more objective," according to Dale H. Gramley, who wrote the foreword of the book and served as the college's president from 1949-1971.

The author skillfully has combined her narrative style with the historical accuracy of the Moravians. The result is an interesting and informative introduction to the Moravian people and to the influence of European education on their early brethren and, in turn, their followers who settled in America. The book shows the academy and college, much like the settlement in which it was founded, move from within a contained community and emerge to meet "the needs of the society of which it is a part."

Many of the historical highlights cited in the book reflect current thinking. One particular concept is presented in the words of John Amos Comenius, an early Moravian and educator, who argued that

No reason can be shown why the female sex—should be kept from a knowledge of languages and wisdom. . . . The Lord God likewise employs them sometimes in large affairs (to manage people, lands, estates, and even whole kingdoms; also to give special advice to kings and princes; also to practice the art of medicine and to care for fellow human beings; even to function as prophets and to aid priests and bishops in giving instruction and chastisement). Why then should we merely dismiss them with the ABC and drive them away from books: Are we afraid of their

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meddling? The more we introduce them to mental occupations, the less time they will find for meddling, which comes from emptiness of mind (pp. 7-8).

Another early Moravian belief echoed today is that physical exercise is an important part of the education process. The boarding school required that the students exercise daily, "preferably outdoors," and the "prescribed exercise was a walk."

The book is recommended for public, secondary school, and academic libraries. The chapter headings, the photographs, and the index would aid a reader unfamiliar with the subject. The bibliography would provide the reader interested in additional information a chance to explore until a second volume on this topic can be published.

Martha McMurdo
University of North Carolina
at Chapel Hill

Lois Smathers Neal. **ABSTRACTS OF VITAL RECORDS FROM RALEIGH, NORTH CAROLINA NEWSPAPERS 1799-1819.** Spartanburg, S.C.: The Reprint Company, Publishers, 1979. 673 pp. \$35.00.

Lois Smathers Neal has forged a key which unlocks considerable primary information heretofore virtually buried in surviving issues of three Raleigh newspapers. Her **ABSTRACTS OF VITAL RECORDS FROM RALEIGH, NORTH CAROLINA NEWSPAPERS 1799-1819** provides easy access to substantive data contained in marriage and death notices (and occasionally news items considered proof of death) in the *RALEIGH REGISTER*, the *STAR*, and the *MINERVA*. Through her judicious gleanings and useful indexes Mrs. Neal, who in 1974 retired as Genealogical Reference Librarian at the North Carolina State Library, directs her reader to a variety of information about persons, places, institutions, events, and things—not just marriages and deaths.

Mrs. Neal chose wisely when she decided what and what not to include in her book. She ignored information concerning persons known nationally or internationally, and declined abstracting notices concerning northerners, since adequate information concerning both categories exists. Her abstracts do include, in addition to the bare facts, information such as persons' relatives, occupations, and military service. Approximately half of the marriage abstracts contain information obtained from extant marriage bonds. Thus, Neal's book blossoms into a treasury of information about Raleigh, the state, and the South.

The book's organization and format also are excellent. The subjects of the abstracts are listed in alphabetical order by surname, then by given name. Husband's names are used in alphabetizing the marriage abstracts. The subjects' surnames, which are printed in all capital letters, appear at the left of each entry; their complete names are printed in capital letters in the body of the abstract. When Neal suspected the spelling of a name to be incorrect she supplied the preferred spelling in brackets. A variety of other devices,

including abbreviations, ellipses, slashes, dashes, and underlinings (the use of which are explained in the introduction) clarify and shorten the entries, but not at the expense of completeness. A clear system of citations directs users to the column of the edition in which the desired information is located. (A spot check of citations proved all of them accurate.) If all three newspapers noted a particular marriage or death, three citations appear in the abstract. In the event of differing information, the deviations are noted.

The entries are numbered consecutively, and these numbers, rather than page numbers, are listed as points of referral in the subject and personal name indexes. Since the body of Neal's book serves as an index to the subjects of the notices, the name index does not repeat them.

Four additional features increase the usefulness of the book. Appendix I contains maps of North Carolina showing the counties in 1800 and in 1979, as well as a chart giving each county's date of creation, the county or territory from which it was organized, its county seat, and zip code. Calendars for each of the years covered in the abstracts comprise Appendix II, and a final appendix lists issues of the three papers which probably were printed but are missing.

A book for genealogists and historians alike, *ABSTRACTS OF VITAL RECORDS FROM RALEIGH, NORTH CAROLINA NEWSPAPERS 1799-1819* will find enthusiastic users in public and academic libraries. And, since Neal's work comprises volume one of a project to be carried through 1915, they will have something to look forward to.

Maurice C. York
East Carolina University

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KEEPING UP

ERA ENDORSEMENT PASSES

The mail ballot ascertaining the will of membership concerning the role of the Association with regard to endorsement of the Equal Rights Amendment passed with the following results:

Yes responses = 364

No responses = 199

Ballots received
after deadline = 7

Total sent out = 2070

Total returns = 570

The Committee tallying the ballots reports that there were concerns expressed by several members. There were those who felt NCLA should not "become involved in politics," but on the other hand, there were those who related that the endorsement was long overdue. Another concern expressed was, "after the vote, then what?" In reference to these and other concerns, our ERA Task Force member, Norma M. Royal, related the following facts:

1. The ERA Task Force was established at the 1979 ALA Midwinter meeting. Its stated purpose is "to assist and work with those ALA Chapters in states which have not ratified the Equal Rights Amendment."
2. A questionnaire was sent to all Chapters asking for a status report on the Chapter's ERA activities and asking unratified states to indicate how the ERA Task Force could assist them. However, the State Association (Chapter) must indicate that its members endorse the ERA. Some of the suggested activities in which the Task Force might assist include:
 - providing literature
 - providing financial assistance
 - providing technical expertise
 - assisting with training/
planning workshops
 - providing speakers
 - providing or assisting
with coalition contacts
3. A display is being prepared which will be made available to ALA Chapters and other library associations and libraries.

Persons serving on the Ad Hoc Committee as Tellers included: Barbara Davis, Media Coordinator, Hillandale Elem. School; Ernestine R. Long, Parkwood School Media Coordinator; Myrtle J. McNeill, Director of Libraries, Durham City Schools; and Norma M. Royal, Media Coordinator, Eno Valley School.

NCL READER SURVEY

People who attended the NCLA Biennial Conference in Charlotte had the opportunity to express their views about recent changes in *North Carolina Libraries*. One hundred two responses were received by the end of the conference, indicating *NCL* readers' backgrounds, preferences for content in the journal, and ideas for improvements. Though those who responded to the survey do not represent a random sample of Association membership, their input will provide useful guidance to the *NCL* editorial board as it continues to evaluate how the journal may best meet the needs of readers.

Respondents represented every Association section and most organizational levels of the library world. A third were either directors or at the department head level in larger libraries, the next largest single group were school library/media professionals and the rest represented both public and technical services, services to special groups and special collections, library education, trustees and librarians not currently active in the field. A good mix of public, school, academic and community college librarians responded.

They rated the format of the journal quite high, with layout and typeface getting consistent approval from nearly all respondents. Judgment of the cover design was more varied, though most who filled out the questionnaire did like the design.

Readership of the columns and regular features in the journal was surprisingly high, indicating that *NCL* does have an importance to many librarians who wish to keep up with Association affairs through published reports. Most popular of these features were the NC book reviews (read by approximately 85% of subscribers), "Keeping Up" (read by 80%), and the reports on library education (70%). Respondents were quite unwilling to give up reports of executive board, active committee work and section activities that appear regularly in *NCL*, as less than 10% indicated these reports were unimportant. Section activists and committees may need to be more communication-minded though, and send in reports more frequently for publication in the journal, since a quarter of the respondents felt inadequately informed of ongoing Association work.

The place of the NC book reviews in the journal was explored at some length through the survey, as the Editorial Board sought guidance in this special area of responsibility. Half the respondents do use these reviews for the selection process in their libraries, and half also select at least a portion of

their own reading fare through the reviews. Several suggestions for expanding the coverage of the book review feature were received, including eleven votes for more children's book reviews, eight votes for reviewing books in librarianship and suggestions that efforts be made to cover in more depth music and state documents.

The reading interests of respondents were tapped in a variety of ways. Respondents were asked to check which library periodicals were read regularly, with *Library Journal*, *American Libraries* and *Southeastern Librarian* being the most popular titles. Non-library periodicals read by the respondents indicate the NCL readership's concern with the world beyond libraries as they read a wide variety of popular, special interest and scholarly titles. Asking respondents to indicate what articles published recently in the journal were found to be useful, the Editorial Board has gleaned a good deal of information pertinent to ongoing management of the journal. The most popular articles are indicative of the concerns North Carolina librarians share these days: "No-Growth Budgets and North Carolina Libraries," "Librarians and Lobbying," and "Planning for the Adoption of AACR-2."

Responses to the open-ended request for comments on the survey were mostly positive and a number of useful suggestions were offered to the Editorial Board. All comments were carefully considered at the Board's January editorial meeting.

N. C. SOLINET USERS GROUP TO MEET IN MAY

The North Carolina SOLINET Users Group will have its next meeting at Meredith College on Wednesday, May 28, 1980. The Group will meet at the student center, Cate Center, on Meredith's campus from 9 to 5. The program will include an information session on SOLINET'S planned use of WLN, as well as discussion sessions on other topics of interest to users of the OCLC systems. Inter-library loan users of OCLC in North Carolina will be meeting then as part of the SOLINET Users Group.

Anyone who wishes to register, and who does not receive a registration brochure, should contact the co-ordinator of the Group, Lynne Lysiak, at Belk Library, Appalachian State University, Boone, North Carolina, 28608.

All librarians, both professional and paraprofessional, interested in the use of OCLC and WLN and their various subsystems—cataloging, inter-library loan, acquisitions, and serials—are cordially invited to participate in this May meeting. Luncheon will be available on the Meredith campus as part of the registration fee for those who would like to have it.

STRETCHING THE MEDIA DOLLAR

The East Carolina University Library Science Alumni Association and Lenoir Community College are again co-sponsoring a one-day workshop on June 17, 1980 at Lenoir Community College, Kinston, North Carolina. This year's topic is "Stretching the Media Dollar" and will feature Mr. Thomas C. King, Jr., Assistant Controller, Financial Services, State Board of Education; Ms. Elsie Brumback, Director, Educational Media Division, State Department of Public Instruction; and Ms. Margaret Cain, Rose High School Senior, delegate to the White House Conference on Libraries and Information Services.

Panel participants include Ms. Sue Scott, Consultant, Educational Media Division, State Department of Public Instruction; Ms. Eunice Drum, Head, Technical Services, North Carolina Division of the State Library; Dr. Clyde Erwin, Jr., President, Wayne Community College; and Ms. Frankie Cubbedge, Director, Gregg-Graniteville Library, University of South Carolina at Aiken.

The registration fee for the workshop is \$3.00 which may be paid with pre-registration or on June 17 at Lenoir Community College.

For additional information and/or pre-registration forms, interested persons should contact Ms. Emily S. Boyce, Alumni Advisor, Department of Library Science, East Carolina University, Greenville, North Carolina 27834.

HELFNER NAMED FOR QUERY AWARD AT APPALACHIAN

BOONE—Yvonne Helfner of Pineville is recipient of the 1980 Eunice Query Scholarship Award at Appalachian State University.

The \$500 award, which is named in honor of a library science emeritus faculty member at ASU, is presented annually to a senior or graduate student on the basis of academic achievement, professional promise, and financial need.

Helfner is a senior educational media major at ASU. She is the daughter of Ms. Betty Jane Helfner of Route 2, Pineville.

Dr. Alice Naylor, educational media chairperson and a member of the scholarship selection committee, said in presenting the award that Ms. Helfner's "ability to integrate media skills, knowledge and enthusiasm, and personal interest in people has won respect and praise from both her peers and instructors."

The scholarship award is named in honor of Eunice Query of Boone, who retired in 1972 after teaching library science for 25 years at Appalachian. She taught an estimated 1,000 students who went on to become librarians, and she worked for 42 years as a public school and college librarian and teacher.

SELA SEEKS LIBRARY PROGRAM NOMINEES

Has your library instituted an outstanding library service program during the current biennium? Surely, you have done a super job of relating to your public and providing some service that is gaining you a high level of visibility in the community. If you have, you need to look at the opportunity of nominating your program for the SELA Outstanding Library Program Award.

In 1978 the Greenville County Public Library received the award for its program, "Project for Kids." This service program was aimed at library services for the pre-school age levels.

Information and nomination forms are available from

Sybil Ann Hanna
Coordinator, Work with Children
Metropolitan Library
Jackson, Mississippi 39205
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PUBLIC LIBRARY SECTION COMMITTEE APPOINTMENTS

Committee appointments for the Public Library Section for the 1979-81 biennium have been made, and the Planning Council for the biennium will be as follows:

Chairman Martha Davis
Past Chairman ... Arial Stephens
Chairman Elect William Bridgman
Secretary Nancy Fullbright
Director Jerry Thrasher
Director Mary Boone

Audiovisual Committee

Chairman Don Chauncey
Vice Chairman Mary Welker

Community Schools Committee

Chairman Roy Day
Vice Chairman Val Lovett

Continuing Education Committee

Chairman Valerie Knerr
Vice Chairman Deah Straw

Development Committee

Chairman Phil Ritter
Vice Chairman Pam Millard

Genealogy Committee

Chairman Robert Russell
Vice Chairman ... Wayne Modlin

Governmental Relations Committee

Chairman John Pritchard
Vice Chairman Louise Boone

Information Resources Committee

Chairman Barbara Walker
Vice Chairman Martha Holloman

Personnel

Chairman Judith Sutton
Vice Chairman Dale Gaddis

Public Relations Committee

Chairman Mary Hopper
Vice Chairman . Mary Jo Godwin

Standards Committee

Chairman John Moorman
Vice Chairman Amanda Bible

Statistics Committee

Chairman Robert Burgin
Vice Chairman Jay Chung

Young Adult Committee

Chairman Susan Kern
Vice Chairman June Bliss

Literacy Committee

Chairman Diane Tope
Vice Chairman Ann Gehlen

Trustee-Friends Liaison

Chairman ... Katherine Armitage
Vice Chairman Jay Wozny

The Planning Council meets four times each year to conduct the business of the Section. The Section plans to publish a newsletter for all members during the 1979-81 biennium to keep them informed of the actions of the Planning Council. All Planning Council meetings are open to the membership.

ESTES HILL ELEMENTARY STUDENTS AGAIN WIN NEW RIVER FILM PRIZE

BOONE—Ty Frautschi and Jon Gould of Chapel Hill, N. C., won first place awards at the annual New River Mixed Media Gathering held in late 1979 at Appalachian State University.

Frautschi and Gould took the first place award in the 17-and-under category for their short Super-8 sound film entitled "The Bionic Baby." The students attend Estes Hill Elementary School in Chapel Hill.

Louise Derr, gifted and talented teacher at Estes Hill, explained that the Mixed Media Gathering helps motivate the students in her film classes. "The students come ready to learn because they know that if their film is good, it will be sent to the contest," said Derr. Two of Derr's students also won first place at the Mixed Media Gathering in 1978.

Amateur Super-8 film and videotape makers are eligible to enter the Mixed Media Gathering. Entries are accepted from the entire U.S., but most are from the Southeast. Workshops on film techniques and media education are held for the participants.

Filmmaking is one of four nine weeks units that Derr's gifted and talented sixth graders experience each school year. Each February two classes of fifteen students each begin the film unit with 40 minutes a day of technical instruction that continues for three weeks.

Because each of the students has already successfully completed a nine-week unit on videotape and filmstrips in their fifth grade gifted and talented class, they are able to master the basics of filmmaking in a short period of time.

The class divides into groups of two or three for the planning and production of each of the short Super-8 films. Each group works closely with Ms. Derr at school on the writing of a script and the construction of a storyboard.

Once the planning is complete, the students work on their own, outside of the regular school day on the actual filming and editing. The school provides inexpensive Super-8 equipment which consists of three cameras, three projectors, two editors, and several splicers.

The best films produced are entered in film contests each year such as the North Carolina Film Festival in Raleigh, Film South in Spartanburg, S. C., and the New River Mixed Media Gathering in Boone. The local newspaper runs a feature article on any student films that win.

Derr says the publicity helps in her continuing efforts to gain support for the program, but her biggest problem is obtaining adequate funds. Dwindling administrative support has forced her to depend more and more each year on the students and the PTA for funds.

ASHEVILLE WORKSHOP FOCUSES ON BIBLIOGRAPHIC INSTRUCTION

"Teaching the Teachers," a workshop on improving the classroom skills of librarians involved in bibliographic instruction programs, will be held May 29 and 30, 1980, at the University of North Carolina at Asheville. The two-day workshop will focus on issues such as methods of increasing student motivation, techniques for delivering lectures, and the construction and interpretation of tests. Registration is \$20.00, with lunch extra. For further information, contact Dr. Marie Devine, Instructional Services Librarian, Ramsey Library, University of North Carolina at Asheville, Asheville, N. C. 28804.



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SUMMER CONFERENCES AT ASU

Children's Literature Projects for the Summer, 1980

Jean Fritz, author of *Stonewall*; *Early Thunder*; *I, Adam*; *Can't You Make Them Behave King George?* and many other children's books of Biography and Historical Fiction, will conduct a workshop in The Teaching of Social Studies Through Children's Literature at Appalachian, June 16-June 27.

Uri Shulevitz, author and illustrator of *Rain, Rain Rivers*; *Dawn*; *Fool of The World* and *The Flying Ship* (1969 Caldecott award book); and *The Treasure* (1980 Caldecott honor book), will conduct a workshop in The Writing and Illustrating of Children's Books at Appalachian, June 30-July 11.

Sue Ellen Bridges, Jackie Torrence, Virginia Hamilton and other writers and illustrators of Children's books will participate in a Conference in Children's Literature at Appalachian, July 10.

For further information regarding these activities contact:70

Beulah Campbell
Dept. of Elementary Education
Duncan Hall
Appalachian State University
Boone, North Carolina 28608

Sue Ellen Bridges, author of *Home Before Dark* and *All Together Now* (1979 Boston Globe award), Virginia Hamilton, author of *Zeely*; *The Planet of Junior Brown*; M. C. Higgins, *The Great* (1957 Newberry award and National Book award) and other books for children, Jackie Torrence, storyteller and other writers and illustrators of Children's books will participate in a workshop on Literature for the Middle School Child at Appalachian, June 30-July 11.

For further information contact:

Dr. Ken McEwin
Professor of Elementary Education
Coordinator of Middle/Junior High School Education
Appalachian State University
Boone, North Carolina 28608

ROLLINS COLLOQUIUM APRIL 20-21, NCCU

The North Carolina Central University School of Library Science will present its first Charlemae Hill Rollins Colloquium and dedicate its two special collections on April 20-21, 1980.

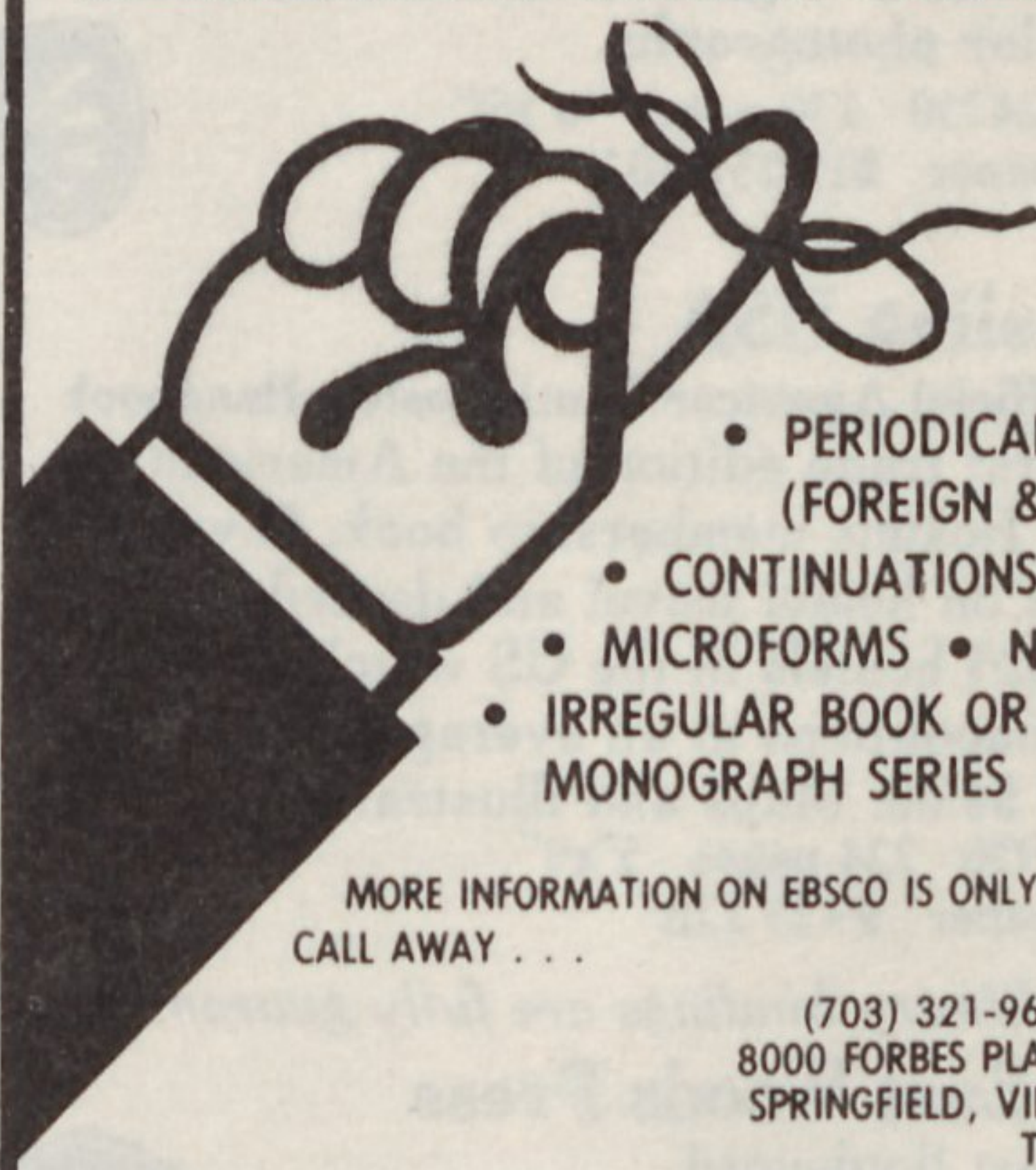
The special collections are the William Tucker Collection of Works by Black Writers and Illustrators for Children and the Black Librarians' Collection. Emphasis in both collections is upon *original* works and the response of authors, illustrators, and librarians has been encouraging. The entire personal library of Charlemae Hill Robbins' books was given to the Chicago Public Library, but her papers have been given to the NCCU School of Library Science. It is hoped that scholars will use the papers to provide a comprehensive analysis of her contributions to librarianship and to the Black Experience.

Combining the Colloquium and the dedication is appropriate, because Mrs. Rollins was both a Black author and a librarian. She gained an international reputation and influenced the lives of generations by crusading against the stereotypical characterization of Black children in books, by promoting honesty in the treatment of minorities in all media, by writing six books and numerous articles, by teaching children's literature in several colleges and universities, and by being the Children's Librarian of the Hall Branch, Chicago Public Library, for over thirty years. She succeeded in changing the minds of many producers of books and in establishing standards and guidelines for depicting Black children that are still being used.

The Colloquium will include two panels—one consisting of friends and colleagues of Mrs. Rollins who will describe her contributions and the other consisting of contemporary Black writers who will initiate a discussion of the Rollins legacy and its implications for the present and the future.

Persons interested in attending the Colloquium or in receiving more information about it should write to Rollins Colloquium, School of Library Science, North Carolina Central University, Durham, North Carolina 27707.

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FRIENDS OF ACADEMIC LIBRARIES: WORKSHOP

The College and University Section will have a "Friends of Academic Libraries Workshop" at Meredith College April 30, 1980. The program is under the chairmanship of Eugene Huguelet, with Stewart Lillard, Wilson Leguire, and Jonathan Lindsey assisting in the planning. Registration for the day will be \$6.50, including lunch. Registration information will be available after April 1.

The program is planned to provide opportunities for librarians and friends of academic libraries to discuss organization of friends groups, or what to do with friends groups after their organization.

Academic librarians, officers of friends groups at academic libraries, and members of friends groups at academic libraries are encouraged to plan to attend. This is the first College and University Section workshop for the 1980-81 biennium.

Frank Grisham, director of libraries, Vanderbilt University, will be the principal speaker for the workshop.

new—April

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MISCELLANY

- Hollis Haney, Director of the Neuse Regional Library (Kinston) for the past thirteen years, and prior to that, Director of the Sandhill Regional Library, has resigned to return to her home in Oklahoma.
- Columbus County Public Library announces the publication of COLUMBUS COUNTY NORTH CAROLINA: RECOLLECTIONS AND RECORDS. Edited by Ann Courtney W. Little, the book was a project of the county's Bicentennial Committee. Orders for the 250-page history should be sent to Columbus County Public Library, 117 E. Columbus St., Whiteville, N.C. 28472. Cost is \$12.50 plus \$1.00 for mailing.
- THE STATISTICS AND DIRECTORY OF NORTH CAROLINA PUBLIC LIBRARIES FOR 1978-79 has just been published by the Public Library Development Section of the Division of State Library in Raleigh. According to the statistics, the book stock of public libraries in the state is continuing to rise (up to 7,882,167 volumes), as is total circulation (19,415,149). Total bookmobile circulation is declining slowly (3,080,276 in 1977-78; 2,909,839 for 1978-79). Public libraries still spend the lion's share of their funds for personnel (65%—\$16,336,198) and a smaller chunk for materials (19%—\$4,742,209). The breakdown of funding sources is basically unchanged, with 54% of the funding for public libraries coming from county governments; 19% from cities or towns; 14% from the State; 5% from the federal government; and 8% from other sources.

All public and academic libraries in the state should have received copies of the STATISTICS. A few copies are still available from Marion Johnson, Chief, Public Library Development Section, Division of State Library, 109 E. Jones St., Raleigh, N.C. 27611.

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NORTH CAROLINA LIBRARY ASSOCIATION MINUTES OF THE EXECUTIVE BOARD

October 20, 1979

The Executive Board of the North Carolina Association met at noon on Saturday, October 20, 1979, in the Polk room of the Radisson Plaza in Charlotte. The members present were William O'Shea; Philip Ritter; Bob Pollard; Leonard Johnson; Carol Southerland; Carolyn Oakley; Carolyn Jamison; Jon Lindsey; Ann Webb; Martha Davis; Arabelle Shockley; Mae Tucker; Lillie Caster; Norma Royal; Gail Terwilliger; Bill Snyder and David Harrington. Also present were Peggy Sullivan, Vice-President/President-Elect of ALA; Arial Stephens, Conference Chairman for 1979 and Mary Frances Crymes, who assisted Arial Stephens in making local arrangements for the NCLA Conference. President William O'Shea presided.

Mr. O'Shea announced the following dates for the NCLA Executive Board to meet: December 14th, March 28th, July 11th and October 10th. He recommended that the December 14th meeting be in Raleigh, and suggested that the remaining board meetings be hosted by various members of the Executive Board.

Mr. O'Shea reported that he received a letter concerning NCLA's participation in the Adult Educational Conference in the spring. A motion was made by Philip Ritter to participate. The motion was seconded and carried.

William O'Shea asked the committee chairmen to forward to him within a week the names of the people willing to serve on the different committees. He brought up the question of up-dating the NCLA Handbook. He said that he will turn over this information to the appropriate section chairman.

Mr. O'Shea asked Arial Stephens and Mary Frances Crymes to work with the liaison committee from South Carolina on plans for a joint conference in the fall of 1981. Mr. Stephens will report to the Board in December the progress of this committee. The Board expressed concern that in South Carolina the division chairmen serve annually instead of biennially. A discussion developed concerning the issues of a joint conference. The Board felt that a joint meeting of the Executive Boards would be helpful.

Arial Stephens reported a drop in the number of people registered for the biennial conference. Mary France Crymes and Bill Pollard reported that many exhibitors were unhappy with the turn out. The Board felt a need to make some changes in the conference. Mr. Stephens will offer some recommendations at the December meeting.

Mr. O'Shea reported that there are four seats available in the North Carolina Council for Social Legislation. He will hold one seat and asked members of the Board to submit names to him in order to fill the remaining three positions.

Jon Lindsey asked the chairman of each division to please reappoint last year's section reporters to serve again. He reported that *NORTH CAROLINA LIBRARIES* is now up-to-date and that plans have been made for reviewing articles for the spring and summer issues. Mr. Lindsey discussed procedures for reviewing articles for publication.

Bob Pollard suggested that the December meeting be held at The North Carolina State Faculty Club. He volunteered to make the necessary arrangements.

Gail Terwilliger announced that an evaluation workshop will be held at the Durham Public Library on April 1st and 2nd. It will be sponsored by the Children's Section and UNC Chapel Hill. The workshop will focus on film and book evaluation.

Norma Royal emphasized the importance of the Board acting quickly to get the mail-out ballots prepared in order to allow the membership to decide whether NCLA should endorse ERA. Mr. O'Shea appointed Norma Royal and Jon Lindsey to work with him on getting the ballots prepared for mailing.

Lillie Caster asked whether a calendar is maintained by the Board to prevent different groups within the Association from having conflicting meetings. Jon Lindsey explained that a calendar is maintained in *TAR-HEEL LIBRARIES*. Bill O'Shea asked the Board members to keep him informed on important dates so that he could include them in the mailing.

Mr. H. K. Griggs announced tentative dates for the Trustee Workshop on April 25-26.

Mr. O'Shea discussed the lack of attendance at the Saturday Morning Session. He asked Peggy Sullivan about participation at various conferences that she had attended. She thought there was less participation on Saturdays and on Weekend Conferences. Ms. Sullivan suggested taking a look at other states comparable to North Carolina to see what dates proved successful for them.

Mr. O'Shea announced that the new committees will take over at the Spring Workshop. He asked the Board to let him know if new committees need to be formed. Mr. O'Shea stressed the fact that he hopes everyone will be given the opportunity to serve.

Jon Lindsey expressed a concern about the proliferation of interest groups within the Association. He felt that the Association should take a close look at its structure to see whether it is meeting the needs of the membership.

Mr. O'Shea thanked Peggy Sullivan for her morning presentation and her attendance at the Executive Board Luncheon.

The meeting adjourned at 1:40 p.m.

David Harrington, *Secretary*
Bill O'Shea, *President*

MINUTES OF THE EXECUTIVE BOARD

December 13, 1979

The Executive Board of the North Carolina Library Association met at 11:00 a.m. on Thursday, December 13, 1979 at North Carolina State University Faculty Club in Raleigh. The members present were William O'Shea; Bob Pollard; Jonathan Lindsey; Mertys Bell; Arabell Shockley; William Snyder; Phillip Ritter; Ann Webb; Carolyn Oakley; Martha Davis; Mae Tucker; H. K. Griggs; Carol Southerland; Arial Stephens; Gail Terwillinger; Carolyn Jamison; Tommie Young; Norma Royal; Emily Boyce; Leonard Johnson; Lillie Caster; and David Harrington. President William O'Shea presided.

The minutes of October 20 were approved after two corrections. First, on page 3 Jonathan Lindsey suggested that the Association look at its structure to see if it is meeting the needs of the membership. The other correction was on page 2 when Gail Terwillinger announced that an evaluation workshop will be sponsored by the Children's Services Section and UNC-Chapel Hill.

Bob Pollard announced that a complete financial audit was being made due to the transfer of the office of treasurer. He presented the treasurer's report for the year 1979. In addition he presented a financial report on the 1979 conference. These two reports led to a discussion of the Association's financial status.

Jon Lindsey reported that the winter edition of *NORTH CAROLINA LIBRARIES* would be mailed January 15, and he said that this edition would include the Treasurer's report for 1979 and a membership listing or a separate membership directory. He reported that the next four issues were developing well. Mr. Lindsey stressed the importance of *NORTH CAROLINA LIBRARIES* as a means of communication within the Association.

Mr. Lindsey, in collaboration with William O'Shea and Bob Pollard, made a presentation to the Board of three computerized systems for managing membership records. He suggested that the Board contract with one of the systems in order to make the transfer in the office of treasurer and to provide services to the journal. After discussion by various members of the Board, Emily Boyce moved that the Board contract with Independent Data Processing Corporation for membership records management. The motion was seconded and carried.

Mr. O'Shea asked if it would be possible for members to be notified when it was time to renew their memberships. Mertys Bell suggested that the membership committee assume this responsibility.

Mr. O'Shea brought up the question of employing an executive secretary. The Board passed a motion not to hire an executive secretary beginning January 1, 1979. Arial Stephens explained that money can be allocated to the treasurer for temporary help especially before such busy times as getting ready for conferences. He expressed his desire to see this practice continued.

Philip Ritter asked the section chairmen to let him know as soon as possible the name of their representative to serve on the membership committee. He said forms were available for recruiting new members, and they would be distributed to the various sections. Mr. H. K. Griggs pointed out the need to reach and even recruit more trustees. Mr. O'Shea stated that the State Library maintains a listing of trustees.

Mr. O'Shea asked for a motion from the board to see the Association participate in the Grolier Award. It was so moved and the motion passed. He announced that the grant is allocated to organizations that can make the best use of money for public relations. In order to expedite procedures, Mr. O'Shea had contacted several members to meet on December 20 at 12:00 noon in the Asheboro Public Library to help in applying for the award.

Mr. O'Shea then called for reports from the section chairmen. Ms. Terwillinger, Ms. Young, Ms. Davis, Ms. Webb, and Ms. Oakley reported on activities that their respective sections were planning for 1980. Ms. Caster announced that the Resources and Technical Services Section had established objectives for 1979-81. In addition she stated that the RTSS had established an award for an article on technical services in NCL. She commented that the Serial Interest Group had been accepted as a formal part of RTSS.

Mr. H. K. Griggs announced that the trustees met December 3, 1979. He reported on the spring workshop to be held on April 24-25. He noted that the workshop would take place at the Western Motel in Burlington.

Carolyn Jamison reported that the annual meeting of the Documents Section would be held in September or October. She announced that the Documents Section was cooperating with the Public Libraries Section to develop guidelines for the collection and maintenance of municipal documents.

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Bill Snyder reported that the Junior Members Roundtable Section had two projects underway. The JMRT was interested in recruiting members from various library schools and negotiating with AMTRACK for NCLA members to attend ALA in New York.

Arabell Shockley reported on the Winter Media Conference to be held January 24-25 at the Bordeaux Convention Center in Fayetteville.

Mr. O'Shea reported that the four seats on the NC Council for Social Legislation were being filled by Elizabeth Laney, Cyrus King, Carol Reilly, and Geneva Chavis. He noted that the mail-out ballots concerning NCLA's participation in ERA would be mailed January 15 and returned by February 15 to Norma Royal.

Norma Royal read a letter to the Board from ALA Legislative Office in Washington. The letter asked for an increase in NCLA's contribution to the up-keep of the Washington office. The Board moved to increase the contribution from \$100.00 to \$200.00.

Mae Tucker reported that SELA President Helen Lockhart was very complimentary on the biennial conference at Charlotte. Ms. Tucker felt that the AACR2 workshop for catalogers was very successful.

Under old business, Arial Stephens reported on the 1979 biennial conference. The total number of participants registered was down to 882. A discussion followed on how to improve participation at conferences.

Mr. O'Shea reported that the spring workshop for the Executive Board would be held at ASU Center for Continuing Education on March 28-29. He announced that meetings would take place Friday evening and perhaps Saturday morning.

Concerning new business, Arial Stephens reported on the latest plans for a joint meeting between NCLA and SCLA in 1981. The Board approved four motions made by Mr. Stephens.

The motions approved were as follows:

1. No pre-conferences, but that any pre-conference request be scheduled for a time slot threading throughout the conference so that persons attending the "pre-conference" would stay for the entire time.
2. The Committee be given authority to set the exhibit fee depending on expenses so that a profit will be realized when the time is appropriate.
3. The Committee be authorized to employ a secretary to assist with pre-registration and to act as a Conference Treasurer with a separate Conference Account set up in Charlotte to handle the funds until they are divided between the two associations, and that operations funds be appropriated by the two groups on a 2 to 1 basis, NCLA—\$4,000.00 and SCLA—\$2,000.00 which would be returned as part of the profits when the conference is over.
4. The Committee be allowed to set a mutually acceptable fee for registration.

Mr. O'Shea announced that the summer meeting of the Executive Board will be held June 13 at Guilford Technical Institute.

The meeting adjourned at 3:05 p.m.

David Harrington, *Secretary*
William O'Shea, *President*

Some Readers Comment

In the 1979 winter issue of *North Carolina Libraries* Mr. Robert Bland detailed some of the problems involved in the bibliographic control of microforms. In recent months the Association of Research Libraries has taken steps to deal with some of these problems. ARL applied for and received a grant of \$50,000 from the National Endowment for the Humanities to conduct a project entitled "Bibliographic Control of Materials in Microform."

The Association engaged Mr. Richard Boss of Informations Systems Consultants, Inc. to serve as principal investigator for the project. Mr. Boss is in the process of contacting libraries which produce a large volume of microform cataloging, micro-publishers, bibliographic utilities, and committees of ALA and other organizations working on standards for microform publishing. The primary goal of Mr. Boss' study is to develop an accepted plan for improving bibliographic access to existing and future microform collections. Anyone interested in this study is urged to contact Mr. Boss at ISCI, Box 34504, Bethesda, Md. 20034 (Telephone: 301/299-6606).

In addition to this study by Mr. Boss, there are several other developments related to the bibliographic control of microforms.

The first of these developments deals with the cataloging of microforms under AACR2. Under AACR1 microform cataloging describes the original work with the microform edition being described in a note (unless the microform edition is the original). Under AACR2 microform cataloging describes the microform edition with information about the original work being given in a note. This different approach to microform cataloging has caused some concern among researchers who feel that access to the original document would be lost.

In response to this particular concern the Library of Congress proposed changes in the MARC format to MARBI (Representation in Machine-Readable Form of Bibliographic Information) at ALA/Midwinter in January of 1980. MARBI approved the addition of a 534 field which provides linkage between the original format and the microform format. The approved 534 field has detailed subfields describing the original format. Further changes in the 007 Physical Description Fixed Field to better accommodate microforms are also being studied by MARBI. Specific concerns about these changes should be addressed to Mary Kay Ganning at the LC Automated Systems Office (Telephone: 202/287-5271).

In spite of the steps taken by LC and MARBI, there are those who feel that the above MARC changes are not enough. They feel that the bibliographic data of the original should not be relegated to a note, and that major revisions are necessary in Chapter 11 (Microforms) of AACR2. Upon the recommendations of its Micropublishing Committee, the Resources Section of ALA's Resources and Technical Services Division passed a resolution at ALA/Midwinter to empower a committee to propose changes in Chapter 11 to the Joint Steering Committee for Revision of AACR.

In addition to the above developments, micropublishers are starting to offer cataloging of microforms in machine-readable form. University

Microfilms is now doing all cataloging for its new microform publications on the OCLC system. We at Microfilming Corporation of America are using Blackwell of North America to support our machine-readable cataloging. Because of this we are now able to offer overtyped added entry cards in our sets of catalog cards for our microform collections, and we will soon be able to offer our customers the option of buying the cataloging for our microform collections on magnetic tape.

The bibliographic control of microforms is a very real problem. Much is happening right now to deal with this problem. I would encourage anyone who is at all concerned with this problem to get involved in all that is happening in this area.

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In response to requests for instructions on how manuscripts should be submitted to the journal, the Editorial Board of NORTH CAROLINA LIBRARIES has prepared the following statement.

1. All manuscripts should be submitted in triplicate on plain, white paper measuring 8½" x 11".
2. Double-space all copy except for lengthy quotes which should be indented and single-spaced. The beginning of paragraphs should be indented eight spaces.
3. Name, position, and professional address of the author should appear in the upper left-hand corner of the title page. The number of words rounded to the nearest hundred should appear in the upper right-hand corner of the page.
4. Each page after the first should be numbered consecutively at the top right-hand corner and carry the author's last name at the upper left-hand corner.
5. Footnotes should appear at the end of the manuscript. The editors will refer to *A Manual of Style*, 12th edition, University of Chicago Press.
6. Photographs will be accepted for consideration, but will not be returned.
8. Manuscripts of the following character will be considered: historical, biographical, philosophical, descriptive, research reports, how-to-do-it, minority librarianship, student research papers, and major addresses. Questions relative to manuscripts outside of these types should be addressed to the Editor.
9. All manuscripts should be scholarly in tone if not in content.

Upon receipt, a manuscript will be acknowledged from the Editor's office. Following review of a manuscript by members of the Editorial Board, a decision to accept or reject will be communicated to the writer. A definite publication date cannot be given since any incoming manuscript will be added to a manuscript bank from which articles are selected for each issue. Publication can be reasonably expected within twelve months.

An honorarium of \$15.00 will be paid by the journal for each manuscript immediately following its publication; however, no honorarium will be paid for addresses.

NOTE: PLEASE TYPE MANUSCRIPTS ON 60 SPACE LINES, DOUBLE SPACED, 25 LINES TO A PAGE.

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