

# NORTH CAROLINA LIBRARIES

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## Report from the President

Let me begin this report by expressing my sincere appreciation to Herb Poole and the Editorial Board for the fine journal they are putting out for us these days. Each issue gets better and is evidence of serious study and determined effort. Thanks to Herb's drive and forceful leadership, we are into the new year on schedule.

The Planning Council of the Public Libraries Section met in the beautiful Stanly County Library in Albemarle in January. I attended a part of the meeting and enjoyed hearing of the work that is going on among public librarians. It was especially nice to be able to meet some of the Library Trustees who entertained us at lunch. We were grateful to Margaret Johnston and her staff for their gracious hospitality during our visit.

The next day, January 18, I was back in Greenville and spent the day at East Carolina University. The College and University Section sponsored a workshop on serials for a large group of librarians from North and South Carolina. Coordinated by Emily Boyce and Sallie Mann, the sessions were problem oriented and dealt with all aspects of serials operations. The program was under the direction of Mr. Eugene Huguelet and included the following discussion leaders: Shirley Tarlton of Winthrop College, Marcia Tuttle of UNC-Chapel Hill and Anne Briley of ECU. It was a very worthwhile day and everyone benefitted from the experience.

Several librarians were in Washington in January for the mid-winter meeting of the American Library Association. Most of them attended the Legislative Workshop and Congressional Luncheon. Our ALA Representative, Neal Austin, served as host for the occasion. We were disappointed that our North Carolina Congressmen were not able to be present although all of them sent aides as substitutes. Neal has faithfully attended all sessions of our national association and has kept us informed about matters relating to us.

Another person doing an extraordinary job this biennium is Bill O'Shea, the Chair-



Elizabeth Copeland

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man of our Governmental Relations Committee. He has gone far beyond the call of duty in speaking on behalf of all libraries to the Governor, the new Secretary of Art, Culture and History and to many members of the General Assembly. Untiring in his efforts, he has given time, talent and energy to this cause.

March began with a dinner meeting of the Special Libraries Association in Chapel Hill. We were delighted with President-Elect Gilles Frappier, Parliament Librarian from Ottawa and his lovely wife who were visiting the North Carolina Chapter.

The next day, March 3rd, I drove to High Point for the Spring Workshop of the Junior Members Round Table. I continue to be impressed at the interest and activities shown by this group. I commend especially Gail Koontz Ijames and Theresa Coletta for their careful planning and good hard work. Neal Austin joined me there and both of us spoke to the group about our State and National Associations.

It was nice to head toward the Sand Hills March 7th for a meeting of the Editorial Board of *NORTH CAROLINA LIBRARIES* in Carthage. We met with Pauline Myrick in the Administration Building of the Moore County School System. Discussions centered around manuscripts for future issues and general business involved in publishing a journal. Editor Herb Poole announced that subscriptions have increased from 1300 to 2260 in the year that we have been on our own. Pauline was a warm and generous hostess in providing freshly made sausage biscuits for coffee and then taking us to the Carolina Hotel for lunch. It was a very enjoyable day in one of the most beautiful sections of our state.

From there I drove to Quail Roost for an invitational conference with selected librarians and publishers on "Channels of Communication." Sponsored by the Adult and Young Adult Services Committee of

the Public Libraries Section and the Office of the State Library, this was one of the liveliest meetings I have attended. There was much give and take among the participants who did an excellent job of communicating as they talked of books and young people, publishing and the literary market. In the later afternoon Wesley Brewer was host for a delightful "Attitude Adjustment Period." Everyone should attend a meeting at Quail Roost Conference Center which belongs to the University of North Carolina. Among rolling acres of field and forest, the handsome manor house of Williamsburg style offers residential facilities with beautiful rooms, superb food and even bowls of ice cream at bed time. Special commendation goes to Nancy Wallace, Kay Taylor, Valerie Kneer, Bob May and the others who planned and executed the sessions.

Gene Lanier is working hard on programs for our fall conference to be held in Winston-Salem in November. Good speakers and interesting activities will provide something for everyone. Make your plans now to be present.

Executive Board Members are using the newly revised loose leaf *HANDBOOK* this biennium and finding it a helpful guide for the work of the Association. The revision brings up-to-date the preliminary edition of 1963.

Marjorie Hood as chairman of the committee was assisted by Catherine Weir, Ariel Stephens and Helen Brown.

The *HANDBOOK* includes the Constitution and By-laws and guides for officers, committees, sections, round tables and members of the association. An excellent reference tool, it covers matters of tradition and practice as well as legalities.

Members of the Committee are commended for an excellent piece of work.

With the advent of summer, our people scatter in many directions. Wherever you are and whatever you do, I hope the season will be safe, successful and rewarding.

## Letters to the Editor

Mr. Herbert Poole, Editor  
**NORTH CAROLINA LIBRARIES**  
 Guilford College  
 Greensboro, North Carolina 27410

Dear Herb:

Although I have told you personally, I wanted to commend you again on the outstanding job you and David Jensen have done with **NORTH CAROLINA LIBRARIES**. I know the members of NCLA are very proud to have a journal of the present caliber as their official publication. Your many hours of planning and hard work are very evident in each issue. I honestly feel that your relationship with your active editorial board is unique, in North Carolina anyway. Each issue has contained features of interest for all the members. Your coverage has been unusually broad and interesting.

The Department of Library Science at East Carolina subscribes to all the associational journals from the different states as well as a number of international ones. Comments from our students and faculty have rated the North Carolina one in its new format among the best without any question. Many of the others only include simple reporting of events while **NORTH CAROLINA LIBRARIES** include items of genuine interest and concern in the profession.

As President-Elect of NCLA, I look forward to our future associations and you can be assured of my unsolicited support

of your excellent editorial efforts. I only wish that every member was aware of the many hours you have devoted to this effort. I can assure you that the finished product is deeply appreciated although it may often seem like a thankless endeavor.

Best wishes for continued success.

Sincerely yours,

Gene D. Lanier  
 First Vice-President &  
 President-Elect, NCLA

16 March 1973

Mr. Herbert Poole, Editor  
**NORTH CAROLINA LIBRARIES**  
 Guilford College  
 Greensboro, N. C. 27410

Dear Mr. Poole:

I am not in the habit of writing "letters to the editor;" to be perfectly honest, I seldom read the editorials in a professional magazine. If I do, it is with a jaundiced eye. However, your editorial in the Winter issue struck me most forcefully. Frankly, I read it once then laid it aside; read it again and was as impressed with it as the first time.

I have always held to the theory that most organizations deserve the representation they get. And usually we as members settle for the usual self-perpetuating type of leadership based in the main on twin

factors of personal friendship and the acquisition of an advanced degree.

Much of the time we tend to forget the fact that the Master's Degree is supposed to be terminal in this "profession" and opt for the person with a higher degree, regardless of field.

I cannot fully agree that the entire blame lies with the nominating committees. How many times have members been asked to serve, or at least let their name be placed in nomination, only to be met with a classic example of verbal "balletmanship" calculated to show the numerous "valid" reasons why it is impossible to accept.

I must confess that in the past I have been one of those. I guess I felt that payment of dues was about all I felt the organization was worth. And I didn't hesitate to criticize if the organization didn't live up to my expectations. Not exactly the

most mature behavior.

If we in North Carolina are going to have a dynamic, viable library association — capable of taking the italics away from the word professionalism, we are going to have to get off our "backsides" and work. Again, my sincere thanks for your forthrightness on a subject which to say the least is not the most safe. I enjoyed it. It even made me take stock of my own value to the organization. So much so in fact that I am moved to offer my services in any capacity in which I might be of use. Keep up the good work. It may be that it isn't just Ford that listens.

Sincerely,

JOHN N. IRELAND  
Major, USAF(ret)  
POB 566  
Wallace, N. C. 28466

is there *Filth*

in YOUR LIBRARY?

**Censorship is Alive and Well in Buncombe County**

IF YOUR LIBRARY HAS COPIES OF  
*THE GRAPES OF WRATH*      *OF MICE AND MEN*  
*CATCHER IN THE RYE*      *ANDERSONVILLE*

The answer is yes, according to some vocal and powerful people in North Carolina.

This spring headlines in the *ASHEVILLE CITIZEN* announced that "200 persons attack filth in libraries" and that parents were fighting "pornography in library books."

To help you resist such attacks on the integrity of your library NCLA's Intellectual Freedom Committee is planning a pre-conference workshop on censorship.

Watch for — and respond to — further announcements

## From the Associate Editor's Desk

The current biennium of the North Carolina Library Association has been filled with opportunities for North Carolina librarians to continue their education in librarianship. Observers at the last NCLA biennial meeting (November 1971) had little reason to expect such opportunities. A panel discussion on the subject was inconclusive, indicating only that many of the audience expected the library schools to provide continuing education.

Apparently librarians in this State now understand that continuing education is everyone's job, even their own. Continuing education in any profession begins and ends with the individual. Where, how, and for whom it takes place is up to the people involved.

Three years ago the members of the Greensboro Tri-College Consortium organized a series of workshops as a means for staff development. For years the Piedmont University Center has provided a forum in order that its member librarians could hear distinguished visitors and discuss common problems. Various agencies of the State such as the Department of Public Instruction and the State Library have provided workshops, seminars, and training sessions for librarians. The library schools have regularly invited librarians to hear guest lecturers and more recently to participate in seminars.

The last eighteen months have seen NCLA take an active role in continuing education. Both the Public Libraries and College and University Sections have conducted lively and informative workshops throughout the state. The Public Libraries Section held workshops in Lumberton, Hendersonville, Asheboro, and Roanoke

Rapids while the College and University Section met in Greensboro, Greenville, and Boone. The response to these workshops is the clearest indication that North Carolina librarians are anxious to improve their performance and service by learning more about their profession.

It would be easy to conclude either that North Carolina has all the continuing education opportunities it can use for librarians or that we should continue to expand what has succeeded so well. Neither seems correct to us at this point.

It is time to take stock of where we are and where we are going. What we need now is a statewide inventory of needs for continuing education for librarianship on the scale of the Dubin report on continuing education for engineers in Pennsylvania.

Secondly, we need a comprehensive list and timely report of all continuing education activities available to librarians in North Carolina. So far such efforts have failed for lack of information. The timely appearance of various publications (including this one) is also an important factor.

Finally, we must stress the quality of programs and present them in a variety of ways. For NCLA this means active members who can produce and support a useful and informative Biennial Conference, section workshops or tutorials when desirable and needed, and a journal which will bring not only news of the Association, but helpful and stimulating articles about today's and tomorrow's libraries.

To that end the editors present here three papers from the College and University Section's Fall Tutorials.

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# Who Runs the Library?

by Edward G. Holley

Dean

University of North Carolina

School of Library Science

Last year, in my presidential address to the Texas Library Association,<sup>1</sup> I took as my text two suggestions from John Hersey's *Letter to the Alumni*. Some of you may recall that Hersey advised the Yale alumni that society needed two things in its search for a viable future: (1) a restoration of a sense of trust, and (2) decentralization of power. In my introductory remarks, before we get to the real discussion section of our program, I want to go back to that text to provide a backdrop for our subsequent conversations on "Who Really Runs Libraries?"

Few would doubt that there has been a steady erosion of trust in all areas of life during the sixties: in government, in the courts, in the schools, in higher education, and in librarianship. This rising distrust applies especially to those who exercise leadership roles in libraries, whether they are trustees, or mayors, or college presidents, or head librarians, or library department heads. Suspicion, discord, and distrust have been an increasingly difficult element with which anyone has to deal if he assumes responsibility for a supervisory role, whatever his position may be, and this applies to supervisory clerical personnel as well as professionals. The supervisor had better be prepared to deal with it in terms of whatever options are available to him, even though those options may sometimes appear somewhat limited and may seem to offer little in the way of long-term solutions.

One of the most serious criticisms of libraries is that most employees, whether professional or clerical, are not involved in or do not participate directly in decisions that affect their life styles, their day-to-day performance, and their "life, liberty, and pursuit of happiness," to use Mr. Jefferson's famous phrase. On the other side the citizen finds government and libraries unresponsive, public service virtually nonexistent, and to quote one of my interviewees of last spring, that "nobody really gives a damn."

Under these circumstances it is not surprising that many a supervisor who may have occupied a position of power and influence over a long period of time, e.g. a director of libraries, who may have held a leadership role for fifteen to twenty years, finds it increasingly difficult to continue to fulfill such roles. Many are retiring early, some with bitterness, but most with relief, others are actually being moved aside, some are moving up into library school teaching (with what may turn out to be surprising results if they haven't been in the class room for a while), and I know of at least one public library director who chucked it all for the presumed less demanding task of running a branch library.

What I'm saying is that any individual who has been in a given position for a fairly long period of time is likely to be in trouble. This applies no less to other supervisory positions in libraries than it

does to directors. Directors are merely the most visible and most convenient symbol on which to focus one's unhappiness. Boards of trustees, whether of public libraries, or schools, or colleges, have often been astounded at the open contempt in which they are held, not just by the general public but by the people who must ultimately implement the policy decisions they have decided upon for the operation of libraries, even though many of those same critics may have had substantial input to the working papers which provided the framework for those decisions. Down the pyramidal ladder, meanwhile, department heads frequently have trouble integrating new staff into their departments, especially if there is a significant age differential, or if the department is understaffed, or if the physical space is cramped and unsatisfactory.

Indicative of the depth of feeling about personnel problems in libraries was the comment of one elderly reference librarian I met on my CLR Fellowship trip last spring. Reference Librarian X was head of a large departmental library in a new separate library building at a major Midwestern university. I'm afraid my first impression was that he was the typical fuddy duddy librarian, so I expected to spend little time with him and certainly didn't expect to learn much. Moreover, it was five o'clock at the end of a long, tiring day of interviewing. "What," he asked, "are you really looking for?" In my most urbane and professionally polished manner I suggested to him that I was trying to find out how urban university libraries were organized, whether or not they were developing different patterns of management, and whether or not I could apply any emerging patterns to the University of Houston. In unexpectedly harsh tones that really made me sit up and take notice Mr. X replied, "Nothing is going to change the way libraries are managed until head librarians cease having contempt for their staffs. You can have any

kind of organization you want, you can draw nice charts, but until head librarians respect their staffs, it won't make any difference." As he proceeded to warm up to his subject, I learned that faculty disrespect merely reflected disrespect from the director, that there was no staff participation in the management of that library, that the director never listened to the staff, that departmental meetings were a farce, and that the director always controlled staff meetings by presiding, preparing the agenda, and writing the minutes. This was pretty heady stuff for five o'clock in the afternoon. Mr. X did grudgingly admit there were occasionally some reference librarians who were incompetent, but he thought they paled into insignificance when one compared them with directors of libraries. As far as he was concerned, "lines on paper don't mean a thing."

Although I tried to argue with Mr. X and suggested that he was much too harsh on directors (after all, I was one), I remembered that there were a number of my director-colleagues who fit his description fairly well. Some of them had suggested to me that they thought none of the staff, except them, of course, deserved faculty status, and they rarely encouraged professional staff development in any real sense. Certainly one thing that my trip brought forcefully to my attention was that interpersonal relations between chief librarians and staff have suffered much in this past decade of tremendous expansion. As my friend Ann Hall of the Carnegie Library of Pittsburgh remarked, "One of our biggest hurdles is the remoteness and depersonalization of administration from other staff. These are some of the attendant disadvantages of growth." Certainly contempt from the director has been repaid in kind by the staff and whatever may be the reasons for "the summer of our discontent" there is little doubt that this resentment for directors has affected seriously and will continue to affect seriously

the operations of all libraries, big and little, school, public, college and university. Usually the cry goes up "Lack of communication," and while that is a serious problem, it by no means is the only problem nor does it get to the root of the problem.

In this particular midwestern university it seemed to me that the library staff was longing for some really dynamic leadership with strong staff participation in the academic enterprise. At the same time, hard core dissidents on the staff are also realists; most of them don't expect a charismatic leader to arise and save them. Rather, they are looking quite hard at unionization to save them. However, in this situation, I wonder if unionization will not further polarize the staff with consequences which may last a long, long time? While unionization may be good for the staff in terms of salaries and fringe benefits, the effects of the battle on service to the public may well be disastrous. That would, I suggest, lead to further disenchantment with the library on the part of the students and faculty and mean even less sympathy for the library's rapidly mounting financial problems. Can one really say, under the circumstances, that unionization would ultimately benefit that particular library?

Later, at another distinguished university, the director confessed to me that in the pressures of raising money for a new building, planning its construction, working on its equipment, and finally moving into the building, the top library administrators had lost contact with the rest of the staff with more serious consequences than they had ever envisioned. In this particular library situation the library administration had taken a calculated risk. They realized that staff morale would likely deteriorate in the two or three year period when their energies of necessity had to be directed into other channels. What they had underestimated, and underestimated very seri-

ously, was the extent of the strain this would place upon the rest of the staff. As a result there had been staff caucuses, an attempt at unionization, and a scurrilous newsletter with language that made future communication difficult if not impossible. Somehow it is not easy to sit down across the table from colleagues and discuss controversial personnel matters in amicable fashion with people who have just called your veracity in question, and have further undermined your leadership by broadcasting this to the total campus community. Perhaps this is like the old joke about hitting the mule in the head with a two by four to get his attention, but rather than moving the mule sometimes it may only make him more stubborn.

I cite these two large universities as indicative of the breakdown in trust that is occurring in many libraries, with its concomitant effect on total staff performance. In both cases there are, or soon will be, new directors, so no one can predict how either situation will ultimately be resolved, or if it will be resolved. I would merely venture the opinion that new directors in such situations had either better be prepared to spend enormous quantities of time listening to and working with the staff (with probably serious consequences for their relationship with faculty and administration) or they had better set up machinery for good arbitration and bargaining procedures.

This leads me to my second point: decentralization of power. I suspect as librarians we have pushed too hard on the virtues of centralization for economy and efficiency these past two decades. If we had worked harder on decentralized service, we might well have more public support in this time of financial crisis for libraries. But libraries have long been organized along hierarchical lines and that pattern served fairly well when staffs were smaller and most of them saw each other,

including the director, every day. It has served less well in recent years as staffs have grown larger and in some libraries has been the cause of endless friction. Part of the difficulty has been the lack of perception on the part of the chief administrators that their leadership role was changing. If one were to write a job description of the director of the Houston Public Library, the Houston Independent School District Library Supervisor, or the Librarian of Rice University today, and then compare it with an equivalent description which might have been written ten years ago, you would be greatly surprised at the differences. For one thing, directors used to stay home more. Travel funds were smaller, there were fewer professional associations, librarians were less involved in the political process, massive grants from the federal government, at least for libraries, were non-existent, and librarians were not expected to be money raisers. If the mayor, or the superintendent, or the president said "no" to a library request that ended the matter. He controlled all of the money likely to be available for any of his units and determined, with advice of his lieutenants to be sure, how much of the total pie went to library purposes. That simple and uncomplicated relationship now appears quaint to most library directors. A really aggressive director will have been consorting (I use the word advisedly) with federal, state, or foundation officials to see if he can work up additional support for one of his projects, often before he even sees the president. Thus his role as an external agent for the library has changed drastically. If it hasn't, then you probably ought to be worried about how well your director perceives his task.

Let me cite a concrete example of administrative behavior that affects all staff members from the janitor to the director: the matter of salaries. All of us recognize that librarians' salaries are less than we would like. The second Cameron study

from the Council on Library Resources just hit my desk last Wednesday.<sup>2</sup> Its conclusions demonstrate that some academic librarians continue to be greatly disturbed (as well they might) by the disparity between their salaries and those of professors. On the other hand most of us recognize that our salaries have increased substantially during the past decade. That, dear friends, did not happen accidentally. Even in an affluent society somebody has to convince the powers that be, whether school officials, state officials, donors, or presidents that money spent for excellent staff may well be the best money they ever spend. To secure money for increased salaries, or books, or buildings, or whatever, legislatures have to appropriate enough dollars or foundations and private donors have to give enough dollars so that all of this becomes possible. Chief administrators, for the most part, are well aware of this. That's why they spend so much time in Austin and Washington. What they have failed to do, and often failed miserably at doing, is to explain to the staff, most of whom are woefully ignorant of the budgeting process, how library objectives and purposes are ultimately funded. Unfortunately, in most cases the only time many staff members learn about the budgeting process, even at the departmental level, is when they sit down with the chief administrators once a year to decide whether or not Suzie Jones gets a \$200 or \$300 raise this year.

Some people believe that the new process of program/performance budgeting or other new management techniques will change all of this. The summary of the Booz, Allen & Hamilton case study of the Columbia University Libraries,<sup>3</sup> which has just been released, makes much of the restructuring of the Columbia library system and management-by-objectives technique. Whether this approach will actually result in a greatly changed structure is not yet clear. Permit a skeptic to opine that a

good deal of it sounds all too familiar but the language seems a little different.

Another case in point is the UCLA Library Administrative Network, which also involves the application of the newer behavioral science methods to library management. Both UCLA and Columbia make much ado about use of staff committees, Columbia having some 80 professional staff members out of 150 currently serving on committees and UCLA having an involved committee structure of advisory committee, random groups, and staff resource committees<sup>4</sup> the like of which you wouldn't believe. Sometimes it sounds like the Biblical story of Ezekiel's wheels within wheels, or in other words, bizarre. Both systems, however, do come down strongly on the source of ultimate authority: the chief librarian, who continues to make the final decisions. I suspect that element is much in line with the traditional American approach of strong managers and may make more sense than another development, library governance, to which I shall shortly return.

Incidentally, if you want to pursue either of these matters in more detail, I refer you to my lecture, "American University Libraries: Organization and Management," which Texas A&M University Library published recently as its Miscellaneous Publication No. 3 and will sell you for \$1.00, and my expanded version of this "Organization and Administration of Urban University Libraries," which will appear in the May, 1972, issue of *COLLEGE AND RESEARCH LIBRARIES*. If this tutorial and those two publications don't frighten you off altogether, there will be a panel on trends in university library management at ALA this summer in Chicago.

Whether management-oriented or faculty-oriented, university libraries are groping toward a method of decentralizing the power structure. It may very well be true, as one of my correspondents wrote, that participatory democracy in management,

or "off with the heads of heads," is one of the shortest lived phenomena we are likely to encounter. Though I suspect he's wrong, one thing librarians should clearly keep in mind: most librarians, like most citizens generally, like strong leadership. For instance, see E. J. Josey's study of academic status in the March 15 issue of *LIBRARY JOURNAL*<sup>5</sup> where two-thirds of the reference librarians in New York academic libraries took a dim view of rotating chief librarians, though they had, by a little more than fifty per cent, supported the concept of library governance. As my correspondent noted concerning presidents, on three campuses where the faculties were marching against authorization leadership a few years ago, those same faculties can now be heard muttering that the new president isn't *leading* them.

My gratuitous remarks aside, let me proceed to a further example of decentralization of power by discussing briefly the movement for faculty status, particularly as it applies to library governance. Faculty status for academic librarians is largely a Post War II development. The first major university to have equivalent salaries and ranks for librarians was the University of Illinois, and all of us who ever served in that great library system are dedicated to its faculty rank concept for librarians. Under the leadership of Robert B. Downs,<sup>6</sup> for whom faculty rank for librarians was an article of faith, many other institutions in the intervening twenty-five years have followed the Illinois lead. Some institutions didn't go all the way with this, and stopped short of faculty titles and salaries, with a sort of halfway house called "academic status." On the other hand, even where librarians became assistant professors, associate professors, and full professors, they did not proceed to organize themselves as a faculty body with committees on promotion, tenure, grievances, etc., and certainly not with the election of chairmen, as often happens in

other academic departments. Professional staffs even played relatively minor roles in selecting new directors, that function being considered too important to be left to mere librarians, however faculty oriented they might be.

By the sixties, however, a few libraries began moving in the direction of library governance. Two of the most notable are the libraries of the City University of New York, whose faculty status is clearly spelled out in their forty-page union contract, and the University of Miami at Coral Gables. The latter, to my way of thinking, has one of the most outstanding examples of library governance I have encountered. Within the faculty government charter librarians are given responsibility for their own organization and for participation in the appointment, and retention of professional staff members and administrative officers. Certainly libraries planning to organize as a faculty should have a close look at the relevant portions of the *Miami Faculty Manual*.<sup>7</sup>

As a result of the ACRL Membership Meeting in Dallas last year, any academic library which takes seriously the new ACRL Standards will have to come to terms with library governance, since paragraph two reads:

College and university libraries should adopt an academic form of governance. The librarians should form as a library faculty whose role and authority is similar to that of the faculties of a college, or the faculty of a school or department.<sup>8</sup>

Perhaps it is unnecessary to remark that the role of the chief librarian will undoubtedly undergo a decided change if the faculty governance model is followed. The chief librarian may become a dean, and thus primarily an administrative official, or he may become a department head, possibly elected by or at least confirmed by the staff. The normal academic procedures would then come into play:

regular meetings of the total faculty, selection of faculty committees, more formal standards for professional development, as well as the endless arguing, professional jealousies, and cumbersome decision-making that follow in its train. The California State College system wants to move into a situation where at least the library department heads are elected by the library staff, while some City University of New York librarians want to go further and elect the chief librarian.

If one believes that faculty governance, under serious attack in some quarters, is the adequate model for libraries, that still leaves the clerical staff. What do you do about them? If one assumes as a general principle that individuals in a democracy have a right to participate in decisions that directly affect them, can he ignore the clerical staff who constitute anywhere from fifty to seventy per cent of most library staffs? "They have their union to protect them," intoned one library director, but that position assumes that clerical personnel in libraries are interested only in benefits and working conditions while professional librarians are the only ones interested in policy matters. Are librarians really interested in policy matters or are they chiefly interested in their own benefits and working conditions? I strongly suspect the latter, but I do so with disappointment, for I think the truly dedicated professional ought to be interested in policies of the library in which he serves. Moreover, one has to ask himself seriously if the advent of library governance really does improve the problem of communications. The evidence on this point is by no means clear, but there is fairly good reason for skepticism. Despite its enormous and time-consuming effort the Library Administrative Network at UCLA, which did indeed improve communications, is still regarded by many of the staff as being peripheral to their major concerns.

Meanwhile, back at the ranch, what

does the client think of all this? Is he really likely to be better served if we provide a different system of library governance and better status for librarians? To that question I would like to venture a tentative "yes," for I cannot conceive that a good librarian is either undeserving of faculty perquisites or unable to measure up fully to their standards. Yet I must admit that the evidence is not all that clear. In some cases service has definitely not benefitted from new forms of organization and governance. Indeed, it has deteriorated. In other cases it has not necessarily improved but at the very least it has resulted in improved morale for a dedicated group of professionals who have served their universities well over a long period of time.

The question to which we really need to address ourselves, and which I hope these tutorials of mine will open up, is how do we want to participate in library management? Do we want to have participatory democracy or representative democracy? Do we want strong or weak leaders? Do we want unions, faculty organization, or some as yet underermined organization? If we restructure, how shall we see that the normal work load is distributed evenly? Can all this be done with benefit to ourselves and without harm to our patrons? And, finally, what influences, both internal and external, keep us from personal development and professional service at a high degree of excellence? These are all questions that I hope we'll think about and discuss together, for they will assume increasing importance in the next few years.

Notes

<sup>1</sup>Edward G. Holley, "Whither the Texas Library Association?," *Texas Library Journal*, 47 (Summer, 1971), 49-51, 85-87.

<sup>2</sup>Donald F. Cameron and Peggy Heim, *How Well are They Paid? Compensation Structures of Professional Librarians in College and University Libraries, 1970-71; The Second Survey* (Washington, D. C.: Council on Library Resources, 1972).

<sup>3</sup>Booz, Allen and Hamilton, Inc., *Organization and Staffing of the Libraries of Columbia University: A Summary of the Case Study* (Washington, D. C.: Association of Research Libraries, 1972).

<sup>4</sup>The best description of the UCLA program now available is Joanna E. Tallman, "The New Library Management Network at the University of California, Los Angeles."

<sup>5</sup>E. J. Josey, "Full Faculty Status This Century," *Library Journal*, 97 (March 15, 1972), 984-989.

<sup>6</sup>Downs has written often on this topic. His first article, "Academic Status for University Librarians: A New Approach," appeared in *College and Research Libraries*, 7 (Jan., 1946), 6-9. He edited an ACRL Monograph *The Status of American College and University Librarians* in 1958 and his article, "Status of Academic Librarians in Retrospect," in Lewis Branscomb, ed. *The Case for Faculty Status for Academic Librarians* (ACRL Monograph No. 33) (Chicago: American Library Association, 1970), pp. 111-118, is a good summary.

<sup>7</sup>"Faculty Government," *Faculty Manual 1971-1972* (Coral Gables, Fla.: University of Miami, 1971), 33-38, 45-46, 50-56.

<sup>8</sup>"Standards for Faculty Status for College and University Librarians," *College and Research Library News*, (June 1971), 171.

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# The Library Technical Assistant

by Rosalind Campbell  
Librarian  
Caldwell Technical Institute

This session this morning is a discussion of the Library Technical Assistant, her training, and her job and the various aspects of the program in which she was trained. The very fact that I was asked to be on the program is another indication that the library technical assistant has at last been recognized by the library profession, and hopefully that this emerging field is leading to a new level of library development and to a new era of librarianship.

To give you some idea of what changes have occurred, six years ago when we at Caldwell had the only program in the state of North Carolina, some of my friends and co-workers expressed the fear that these technicians or "sub-professionals" would be hired by libraries too poor to afford professional staff and that they would be "cheap substitutes" for librarians. They also were concerned that these people could not find employment. Some even suggested that we offer instead only a short term training session for clerks or aides.

You will remember in 1967, the whole concept of technical training for library technicians took a direct blast from Mr. Samuel Sass in an article in *THE LIBRARY JOURNAL* entitled "Instant Librarians." However, it was at the conference of ALA in San Francisco in that year, the one

which featured manpower problems, that a positive and different approach was taken. At that meeting I heard discussions (some quite heated) and attended "brainstorming" sessions which brought together valuable information concerning the need for concerted action on various aspects of manpower needs for librarians. The stage was set there for the many developments which have taken place since.

1. An ad hoc committee on manpower problems was appointed by the president of ALA to evaluate and to plan for future action.

2. ALA (LED Division) published in 1968 a definition and a draft of guidelines for a LTA program called the "Deining Report." Dorothy Deining, Joleen Bock, Robert Booth, Frances Henne, Margaret Monroe, and Joseph Shubert served on the initial committee.

3. There also have been other events worthy of note:

- a. Maryland School of Library Information Services Manpower Project, which was an assault on use of manpower in libraries, was undertaken.

- b. New Standards for School Media Programs revised and transformed the traditional school library into a media center.

c. School Library Manpower Project of the American Association of School Librarians was a re-evaluation of education for librarians.

d. Department of A-V Instruction produced the JIMS study.

e. Federal Library Service Committee — evaluated qualifications and position classification standards for federal library technicians.

In addition, there was the rapid emergence of LTA programs in Canada with the blessings and help of Canadian Library Association and the Ontario Library Association. The professionals in Canada were much quicker to accept the fact that the presence of a trained paraprofessional, or a LTA, as a member of the library team would enhance rather than detract from the professional status of the librarian.

The role of the librarian is changing and professional librarians are becoming more and more administrators rather than the traditional keeper of books. Now they are called upon to administer both library and audio-visual services, dial access systems or media labs, or television, radio, publications and other attendant services. Thus supportive services become increasingly essential. The professional librarians need to define both their own roles and the responsibilities of the paraprofessional and then stick to those definitions — "Don't do his job and don't ask him to do yours." In short, we now recognize that a properly trained library technical assistant can do nothing but up-grade the entire library profession.

In the last few years, patterns of consistency have developed in North Carolina and we are showing signs of developing good, sound programs in this state as well as elsewhere. Now we think of a manpower team composed of the professional, the trained paraprofessional, and a clerical staff working together for maxi-

mum production and efficiency, and we know that we in North Carolina can provide training on the various levels that will do just that.

At the Fourth Annual Meeting of COLT (Council on Library Technology) of Palm Beach, Florida, in June 1970, Mrs. Elnora Portteus, Directing Supervisor of School Libraries for Cleveland Public Schools and on the advisory board for the LTA programs in the community colleges of Ohio, said: "Potentially, there is no doubt that the library technical assistants will be in demand and that their skills will be refined in proportion. They do fill a unique place, distinctly different from the competent school librarian."

Dr. Asheim states in his position paper in the *ALA BULLETIN* in 1968: "Much more serious a hurdle is the traditional self image of the professional librarian which will have to be altered so that change will be welcomed, new roles assimilated, and the pain of transition minimized. . . . The constant improvement of library service overall . . . and not just the maintenance of library service at its present level . . . must be the long-term objective of the profession. . . ."

In 1971, at the COLT workshop at Chicago and again at a workshop at Rutgers University, Dr. Asheim re-affirmed the ALA position in its Policy Statement which provides a criteria for the hiring of library personnel and the training programs for this supportive position. I call your attention to this document, which was published last winter even though I am sure that you have read it — perhaps several times. This statement is the latest revision which delineates ALA's position concerning the various levels of employment and staffing needs for all kinds of library positions.

These have been busy and exciting years. I have attended several COLT workshops and conferences plus many meetings

of library groups — local, state and national. The Institute for LMTA Educators at Rutgers University headed by Dorothy Deininger was one of the most valuable and productive experiences of them all.

I would like now to review for a few moments our particular program at Caldwell Community College and Technical Institute and then we will move on to the LTA herself, her background and training.

In 1966 we launched the first library-technician training program in the state with only five students enrolled. Since that time, the program has changed its direction in order to meet the ever-changing requirements of expanding information and of media centers. Now called the library-media technical assistant program, its purpose is to provide necessary training in the procedures used by such centers so that students can become proficient in their work soon after employment.

Because materials are numerous and varied, the curriculum is based on a broad, rather than a narrowly specialized, background of information and on specialized skills needed to handle all kinds of media and equipment. The curriculum also introduces a variety of experiences, such as public and personal contacts, production and processing materials, descriptive cataloging and ordering, circulation procedures, maintenance and operation of audiovisual equipment, and the preparation of displays. Students who enroll at Caldwell for six quarters of study and practice receive an Associate of Applied Science degree upon completion of the required coursework and practicum.

The liberal arts general-education courses make up approximately 50 percent of the curriculum so that a student can transfer to a four-year baccalaureate program should he so desire. The library-media content courses do not permit the student to transfer to library-science or audiovisual professional-degree programs,

but they are quite helpful as background for students desiring to enter one of these professional fields. Should there arise a need for training technical assistants for special libraries, such as medical libraries, a few additional courses may be offered in place of some of the electives now listed.

Curriculum implementation at Caldwell required us to find solutions to more than the usual number of problems encountered in beginning a new program. First, the administrators of the program had to come to grips with the virtual nonexistence of textbooks and ready-to-use instructional materials designed for the library-media technical assistant. Because this was a new position in the field of information services, the absence of clearly-defined job descriptions and task-analysis surveys also made the recruiting of students and the development of course outlines somewhat difficult. Since that time, however, as I have already mentioned, the program has gained favor among the administrators of libraries and information and media centers, and it has attracted students of all ages and interests. The variety of tasks conducted in pleasant surroundings and the opportunity to work with people make this position very lively and satisfying.

An applicant for the program must have graduated from high school and should possess the personal attributes and interests necessary to work under the conditions imposed on him or her by the rigorous routines in a media center. Incidentally, all our graduates have been female, by chance, not by design.

The Library-media technical assistant program at Caldwell has been relatively inexpensive to operate. However, it would be more expensive if one were to provide a separate laboratory with a collection of catalogs, indexes, typewriters, projectors, and other equipment of basic importance to a media center.

The faculty members of such a program

should have teaching backgrounds as well as professional preparation in the media field. The organization of a community advisory committee, consisting of media specialists, professional librarians, and other interested people should be the first step taken in getting a new program under way. This committee can aid in placing graduates, recruiting new students, recommending curriculum needs and revisions, and interpreting the program to the public.

Again I would like to say that we consider the library-media technical assistant as an essential team member of the media-center staff; she may be responsible for the supervision of other technicians, clerks, or media aides in addition to her other duties. Graduates of the program all over United States and Canada have found employment in community colleges and technical institutes, public schools, academic, special libraries, instructional-material centers, learning laboratories, and reading centers. Beginning salaries for the library-media technical assistant may range from \$4,800 to \$6,000, depending on the location and the position. The opportunities for finding employment are greater where an institution offering a library-media technical assistant program serves an area of 100,000 or more population. The success of any program depends on whether or not it satisfactorily meets the community's needs.

I would like to introduce you now to a "typical," composite picture if there is such a thing, of a LMTA graduate. This person is female and quite attractive, with a great sense of humor. She is poised, intelligent, and curious concerning the world around her. Being oriented to the world of work, she is very practical and realistic in her daily life, and relates well to others who come to her for assistance. Her average age is about 24 years. She is married and has one child, weighs

130 lbs. more or less, and has graduated from high school when she enters Caldwell Community College.

Because most of these girls are interested in immediate employment, they come to us looking for two-year training that will lead them in that direction. The majority of them have average to above average I.Q. and prove to be diligent students. By the second year, those who are still with us have made a great deal of progress. They have developed a confidence and self awareness which enables them to adapt or fit into a number of situations. They are extremely proud of their jobs and take a great deal of interest in keeping things going smoothly. They see things to do and can be depended upon to carry a project through to completion.

In retrospect, one unusual fact stands out — there is the large percentage of these young women who graduate with honors every year (this spring there were 5 girls out of 12). Our classes are small and it is hoped that they will continue to be. Almost all the girls have found employment, even though there are four who have preferred staying in the Lenoir area to leaving for greener pastures. They have found employment, however.

You will remember that I mentioned that our program is based on a broad curriculum which enables the graduate to adapt to different situations in which they might find themselves. I would like to name a few cases: two of our girls are working in the audio-visual areas of two community colleges learning resources centers. One is keeping the books and records in a public library, (she feels that her accounting has been most valuable to her.) and one young woman is key punching for the computer catalog. The central processing center for Burlington City Schools has been well-pleased with the services of one of our graduates. Our handicapped

girl supervises the work study students in her situation and keeps the circulation desk going; another technical assistant, who has charge of Inter-library loans, finds that she must be familiar with IN-WATS service and bibliographic tools. Lenoir-Rhyne has one of our girls on the staff in Hickory and Western Carolina Center has a technician also in the center.

Changes have occurred in the curriculum as needs were recognized. I met with the State Advisory Committee several times last year whose purpose was to evaluate all the programs in the state and to make suggestions as to needed changes. We discussed the importance of controlling the numbers of new programs since there would be a saturation point for employment.

The opportunities, as I see them, for employment lie in many directions, since the LMTA training prepares a very versatile employee. There are the traditional academic libraries, the learning resources centers of the community colleges, the media centers (or school libraries), and special libraries in each service area. Central processing centers, learning laboratories with programmed instruction, reading centers, and film centers all require the skills for which a LMTA has training. There have been more requests from community colleges and universities for this trained library assistant than could be filled, however the local market is limited for such positions. The administration at the state level does not include this position in the salary scale set up for public school personnel.

In our discussion, I would like to say that some time ago I mentioned COLT (Council on Library Technology). This is an organization which has studied, evaluated, and promoted the LTA program for the last six years through workshops and conferences. It has given encouragement and direction to many new and struggling

programs. Major problems which the council has studied and with which it will continue to deal include: the development of clear job description, criteria for employment of technicians, studies of placement opportunities and salary structure, coordination of course sequences and curricula content among the various programs, cooperation with the American Library Association in establishment of guidelines, and the dissemination of information to the public and to prospective students.

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## From Inside the DLP

by Katherine M. Stokes

College and University Library Specialist (ret.)

Training and Resources Branch, Division of Library Programs

Bureau of Libraries and Learning Resources

U. S. Office of Education

When I read Robert A. Mayer's article, "Grantsmanship," in the July 1972 *LIBRARY JOURNAL* I kept experiencing the "shock of recognition" at many points of similarity with Federal grants program procedures and philosophies. Since I am about to retire after five years as the college and university library specialist in the DLP, the last two as Program Officer for Title II-A of the Higher Education Act, I think the most useful way for me to bow out is to try to do a sort of College Library Resources parallel to Mr. Mayer's article about private foundation grant application procedures.

You will not have to approach the DLP about a Title II-A grant. If your institution is listed in the Education Directory for higher education that is issued annually by the OE, either you, as librarian, or your president, will automatically receive the application materials for Title II-A grants. If your institution is not listed in the *DIRECTORY* you should inquire of your president's office about your institution's compliance with the eligibility requirements for receiving Federal grants. The officers of the institution may be in correspondence with the Accreditation and Eligibility Staff, Bureau of Higher Education, Washington, D. C. 20202. In that case, the institution may already be eligible to receive grants, although it is not yet listed in the *DIRECTORY*. If the A & IE staff informs us of your approved status, you will receive the

Title II-A application materials automatically from our Division.

There is no established date for sending our Title II-A application materials and no regular deadline for your submission of them. Each year the Division plans to send the materials early in the fall, but procedural delays have always resulted in the materials not being ready until about December. The date for submission has usually been set about March. I'll talk at more length about this later.

When you receive the application materials, either directly or from your president's office, read the instructions thoroughly. Don't assume that you can turn to the application form immediately and fill in the blank spaces as you did the year before. Each year there have been changes in the regulations or criteria. Unless you understand the motivation for these changes as evidenced in the instructions, you may be disappointed if your application does not qualify for a grant.

When the Title II-A appropriation dropped from \$25 million in 1969 to \$9,816,000 in 1970, the basic grants of \$5,000 going to all eligible applicants since 1966 were cut to \$2500 for the 2,201 institutions receiving them that year. There was no particular reaction from the field, probably because many of the recipients were also awarded small supplemental grants which they had learned in the three previous years might vary con-

siderably from the amounts they expected. Due to the scoring according to the criteria for supplemental grants as interpreted in our Division sometimes the scores were different from those the hopeful applicants estimated.

In 1971, when it was decided that the \$9,900,000 released for Title II-A should be concentrated on grants to the "neediest" institutions, basic grants were made to the institutions whose applications received 21 points or more on the supplemental grant criteria. The highest scores, down to 21, used up the available funds, so out of the 2,165 applications only 531 received basic and supplemental grants. The basics were mostly \$5000, only a few colleges being able to match less than that amount. The supplementals, which do not have to be matched, were computed by multiplying the supplemental score by the institution's full time equivalent enrollment. Up to \$10 per FTE student could be granted under the law by which Title II-A was authorized. Fiscal year 1971 was the first time full funding of the supplementals was possible, but it was for only 531 libraries. In 1970 only 18% of the amount for which the applicant qualified could be granted to the 2201 institutions which applied and were eligible for awards. In the three previous years the \$25 million appropriation was enough only to fund the supplemental grants at 76% in 1967, 43% in 1968, and 46% in 1969. The basics and special purpose grants are computed first — what's left goes to supplementals.

Some of the 1600-plus disappointed applicants in 1971 wrote to the ALA office in Washington or testified at the office's request in hearings before Congressional committees on the proposed amendments to the HEA. The Act was in effect only though June 30, 1971, so the 1972 HEA programs were administered under a continuing resolution until June 1972 when the amendments were passed by Congress and signed into law by President

Nixon. Only 494 combined basic and supplemental grants were made in 1972 under Title II-A, through 1550 institutions applied in spite of the previous year's discouragement. The amendments of 1972 to the HEA mandate basic grants again for all eligible applicants, so there will probably not be so many disappointed institutions next year as these last two years' programs have created. The supplemental grants may now go to \$20 per FTE according to the amendments, but the size of the appropriation to be passed by Congress, and the portion of that amount released by the administration will determine how the 1973 program is administered.

The HEA of 1965 set aside 15% of the appropriation for Title II-A to be devoted to Special Purpose grants, Types A and B for individual institutions and Type C for consortiums or combinations of institutions.

The amendments of 1972 raise this percentage to 25. If you have read the instructions accompanying the applications you will see that each of the last two years the priorities of the current OE administration are stressed in the criteria for Special Purpose grant scoring in order to insure that the grants go to the institutions whose situations best fit those priorities. For instance, in the 1971 application materials there was evident for the first time an attempt to tie in Special Purpose grants with the Model Cities program of the Department of Housing and Urban Development. If academic libraries in Model Cities areas were cooperating with the HUD programs for the underprivileged they were given "brownie points" which usually placed their applications among the highest scorers in the three categories. If your institution was not in or near a Model Cities area a careful reading of the application instructions would have warned you that you were not likely to receive a grant. If, on the other hand, you were in a Model Cities area but were not

making your resources available to their officials, you would have had time to make overtures to the CDA in the Mayor's office of your city and set up some cooperative arrangements that would bring up your score on a Special Purpose application. Since needs far exceed program support capability, a score near the top of the possible scale is necessary if you hope to receive an award.

Each of the Special Purpose categories has a particular emphasis. Type A is to help an institution acquire library materials to support its curricula, particularly those on the graduate level. Or to help in the establishment of a new facility, — a learning center combining books and A-V materials, a Black Studies Collection, or a collection on non-Western civilization. Sometimes a small college will submit an application for this sort of collection which requests an amount out of all proportion to what the library budget usually comprises. Reviewers from the library field are brought in to assist the DLP staff in reading the Special Purpose applications and among them or among the staff members there is a wide acquaintance with academic libraries and librarians. So a too ambitious application is apt to be rejected on the grounds that the college couldn't spend that much money effectively during the one year for which grants are made. Or perhaps a prestigious institution with a fine library is considered less deserving of support for its Special Purpose application than a small college that is trying to support master's programs with a collection of less than 50,000 volumes. In such cases, a high score may not insure the receipt of a grant through the application would merit one if money were less limited.

Type B grants are meant to encourage institutions which have developed special library collections of interest beyond the campus to lend them for research purposes or to meet special needs in the community.

For instance, in 1971 collections on drug abuse or environmental pollution which were being used in both campus and off campus programs were given extra points in the scoring. Also, a notable collection like that of Stanford University's Hoover Library is used so heavily by researchers all over the world that it's only fair to provide some outside help for its maintenance and continued growth.

Type C grants were set up especially to encourage cooperation among academic institutions in the acquisition of materials infrequently needed on a single campus. They are meant not only to provide economies in cutting down duplication of expensive materials, but also to provide a breadth of resources no one of the members of a consortium could afford to house and service.

This is the way the II-A program has been going. There is no guarantee that it will continue in the same fashion. But if you will read the instructions with your application (that have been prepared with all your criticisms in mind, but must be limited to fit into OE's priorities) you will understand what the grants are meant to accomplish and can direct your application to conform to the current priorities which govern the selection of those to be funded.

Now I would like to talk a little about why we don't have a set date for sending out application materials. Before I went to work in the Office of Education I had heard people who preceded me in the office talk about grants — Frank Schick and Ted Samore — and when they spoke at MALC or ALA meetings I thought I was hearing "the word." They seemed very knowledgeable and yet things didn't seem to work out later as they said they would — or the dates they mentioned would never be met. The first year of the Title II-A program, for instance, when Frank talked to a group of Michigan college librarians in Lansing we were all excited at the prospect of \$10 per FTE student besides

# Send for H.E.L.P.

\$5,000 for a basic grant. But when we received the application materials a couple of months later, only basic grants were available. So I learned the painful difference between Congress's authorization of funding for a law and the appropriation that was passed by another piece of legislation. The authorization for Title II-A when the HEA was passed in 1965 was \$50,000,000 but the appropriation was only \$10,000,000. Therefore, only basics could be made available to the 1830 institutions which applied and were eligible to receive grants in 1966.

The next year, 1967, the authorization remained the same, but the appropriation was \$25,000,000, so all five types of grants could be offered that year, and the situation remained the same in 1968. The original act, with its \$50,000,000 authorization was amended in 1968 and the authorization became \$25,000,000 for 1969, \$75,000,000 for 1970, and \$90,000,000 for 1971. But what happened to the appropriations? The 1969 one remained \$25,000,000, matching the authorization for the first time. But the 1970 one fell to \$12,500,000 instead of climbing toward that \$75,000,000 authorized. To make matters worse, the President (actually his Office of Management and Budget, OMB) withheld all but \$9,816,000. That was the year we had to cut the basics to \$2500 and funded the supplementals "across the board" at only 18% of the amounts for which they qualified. In 1971 when \$90,000,000 had been authorized, the appropriation passed by Congress was \$15,325,000, but OMB released only \$9,900,000. That's when we devised criteria to find the "neediest" institutions — our program of small grants to almost every college applying was obviously not popular with OMB where the emphasis was being placed upon "disadvantaged" students. The administration was reasonably pleased with the results of our program in 1971, though a few changes had to be made



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to slant the criteria this time to benefit particularly institutions enrolling not only economically disadvantaged, but minority group students. This year, 1972, the HEA was up for reconsideration, since it had run out by June 30, 1971. So we operated under a continuing resolution while Congress considered what should happen to the various HEA titles. The appropriation was set at \$11,000,000 for 1972 and that amount was released by OMB, which we took to be an indication that we were meeting the administration's priorities more favorably.

For 1973 the budget of the administration includes \$11,000,000 again for Title II-A. But Congress had not passed the Amendments of 1972 to the HEA at the time the appropriation bill for education was made up, so Title II-A's amount was not in the bill vetoed by President Nixon in mid-August. Meanwhile, the ALA's Washington office is trying to get more than the administration's recommendation of \$11,000,000 for Title II-A into whatever appropriation bill Congress comes up with — ALA aims at \$30,000,000 to \$35,000,000, but the \$11,000,000 is the more likely amount to get by with the President. That will be just enough to fund \$5000 basics for the 2200 institutions who will probably apply.

Now do you see why we don't get the Title II-A application materials out to you until mid-winter, or even Spring? Do you remember how the instructions for 1970 that came with your application contained a "Special Note" on the front page? It read like this:

While funds have not been appropriated at this time for fiscal year 1970, it is anticipated that the expected level of Title II-A funding will be approximately \$12,500,000. In view of this, it has been determined that, at this anticipated level of funding, *no special purpose grants will be made to eligible*

*institutions in fiscal year 1970.* Therefore, these *Instructions* and the accompanying application form will make no provision for describing procedures and giving information for making application for special purpose grants. It has also been determined that *basic grants will be made to eligible institutions in amounts not to exceed \$2500 in fiscal year 1970.* In the event that the level of funding for fiscal year 1970 is substantially altered from the level anticipated, then further *Instructions* will be sent to all institutions of higher education advising them of any and all program changes for fiscal year 1970.

That set of application materials was sent out ten days before Christmas, 1969. If we were to get the grants distributed before the end of the fiscal year, June 30, 1970, we could delay no longer. We were expecting only half of the \$25,000,000 we had for the program in 1967, 1968 and 1969, but in the end only \$9,816,000 was released out of the twelve and a half million Congress had appropriated.

I hope you all subscribe to, and read carefully, the *WASHINGTON NEWSLETTER* of the ALA. When you are asked to write your Congressman or Senator to urge a yes vote on a piece of library related legislation, you can take a hand in providing better Federal support for your libraries. We in the Office of Education can't do it for you — we work for the administration and must carry out its mandates. The ALA lobbyists are your best friends when it comes to influencing Congress, so write your concerns to them and send them copies of what you write to your Congressmen or Senators. I hope you will all get \$5000 basic grants next year, but sometimes I hope you can persuade Congress to appropriate enough to reach that supplemental grant of up to \$10 a head (now \$20!) that we Michigan librarians got so excited about when Frank Schick told us about it, back in 1966!

# North Carolina Association of School Librarians Conference Highlights

by Carol G. Lewis

Director of Media Services  
Ravenscroft School  
Raleigh, North Carolina

The Biennial School Media Work Conference held its LOVE-IN (Learner-Oriented Vibrant Education-Individualized Network) November 9-11, 1972, at the Durham Hotel and Civic Center.

When our keynote speaker arrived at the hotel by 2:00 p.m. Thursday, we all breathed easier, recalling the last minute arrival of the former keynote speaker. Thursday afternoon was filled with the hurry and scurry of registering, moving in, setting up displays and renewing old acquaintances.

The First General Session was held at 8:00 p.m. on Thursday evening. Our keynote speaker, Mr. Thorwald Esbensen, introduced to us another dimension in the growth and development of Individualized Instruction — *Family Designed Learning*. Parents and children look over subject matter catalogs which contain individual performance contracts. Selections are made, and then parents and child have a conference with faculty members who made recommendations based upon what they know about the child's performance. Learning centers are guided by teachers with specialized competence in certain areas of study. Children in the upper level of elementary school plan each schedule of the day, a day in advance. Students play a

"bid-point game" by making a commitment as to a completion date for their contracts. Each contract has a certain value in bid points, which are accumulated as contracts are finished on time. These points can be used to "buy time" for such special activities as playing chess or attending a school movie. Parents receive weekly progress reports. Mrs. Esbensen's rationale is that in a democratic society, every family should have the right to mess up its own affairs. At the close of his presentation, Mr. Esbensen asked the audience to leave questions that they might have regarding this innovative idea for later discussion.

The Second General Session was held Friday morning at 9:30 a.m. Mr. Esbensen was introduced to present his follow-up address. It could not have been more relevant or practical. It consisted of answering questions left by the audience at the end of the First General Session, some of which were:

- Do children have tests?
- Do they fail?
- Do teachers instruct groups?
- How, more specifically, do you play the bid-point game?
- Suppose a child just does not complete his contracts?

Mr. Esbensen explained that punishment for "goldbricking" is assigning students to a regular school day.

Group coordinators for the afternoon group meetings were introduced. During the first group meeting for elementary educators, the Davie County Schools introduced a multi-media presentation by Alexander Central High School which showed ways in which they are making learning a unique experience. The presentation was produced by students with the advisory assistance of faculty. Following these presentations, the audience participated in small group discussions. These discussions focused on ways to develop and implement individualized instruction.

Feedback from these discussions was varied according to the experience of participants and included the following information:

- It might have made a more significant difference in our schools if more superintendents, principals and teachers had attended.
- A main concern was the "selling" of the concept of individualized instruction to significant people.
- Individualized instruction results in greater use of media center resources.
- The media specialist has a responsibility to be a part of curriculum-planning sessions.



"Big Bird" of Sesame Street fame made his pitch for new memberships in NCASL from his vantage point in the lobby of the Durham Hotel during the recent Biennial School Media Work Conference.

The bird, a creation of the art students at Neal Junior High School where Mrs. Paul M. Williams, membership chairman, is media specialist, helped obtain the more than three hundred new association members. (Photo by Hugh Hagaman, UNC-G)

- Many recognized a need for more staff members.
- Attitudes play a key role in change.
- Visiting others who have begun to individualize would help those interested in beginning.
- Inservice training and workshops are helpful.

Participants who were seriously interested in initiating a program of individualized instruction were given the opportunity to raise further questions with Mr. Esbensen from 2:30-4:00 p.m. The response was tremendous. He finally had to excuse himself from a room full of questioners in order to meet his return flight.

Time was set aside for conference participants to attend "Media in Action," brief visual presentations of outstanding media programs now in progress in Lenoir,

Moore, and Wilkes counties; to chat with Reta Richardson, Chief Consultant for Television Services; and to visit the 41 exhibits.

At 7:30 p.m. Friday evening, participants attended a banquet in the University Ballroom. The after dinner speaker, Suzanne Newton, author of *Purro and the Prattleberries*, had a refreshing manner of presenting what actually turned out to be good advice for all of us. This North Carolina author encouraged us to become "enablers" . . . stimulating those with whom we come in contact. Following the banquet, she autographed copies of her book as they were sold in the Wedgewood Room.

This conference was most successful. A total of 670 people registered. There were nearly 1000 in attendance. The banquet was enjoyed by 315 people. Plans are already in the making for the 1974 conference.

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# The African-American Materials Project - OEG-0-71-3890

by **Geraldine O. Matthews**  
**Associate Director**  
**African-American Materials Project**  
**North Carolina Central University**

In June 1971 the U. S. Office of Education awarded a grant of \$53,265 to North Carolina Central University School of Library Science to identify and coordinate African-American materials in six southeastern states. Phase II of the project began on July 1, 1972 with an additional grant of \$74,679. The cumulative amount for 1971-1973 is \$127,944. The purpose of AAMP is to locate, describe and coordinate newspapers, periodicals, bibliographies, manuscripts, pre-1950 imprints, theses and oral history. During Phase I, the emphasis was placed on newspapers, periodicals and bibliographies. AAMP has continued to work on these forms of materials during Phase II in addition to manuscripts, pre-1950 imprints, theses and oral history.

The six states participating in the project are Alabama, Georgia, North Carolina, South Carolina, Tennessee and Virginia. The state coordinators who are conducting the state searches are Mr. Casper L. Jordan — Atlanta University, Georgia; Dr. Jessie C. Smith — Fisk University, Tennessee; Mr. Jason Grant III — Hampton Institute, Virginia; Mrs. Sadie Hughley — North Carolina Central University; Mrs. Lillie Walker — South Carolina State College; Mrs. Annie King — Tuskegee Institute, Alabama. AAMP headquarters are located in the James E. Shepard Memorial Library, North Carolina Central University. The staff consists of the Director — Dr. Annette L. Phinazee; Associate Director — Miss Geraldine O. Matthews and Library

Assistant — Mrs. Edythe B. Jones. They are assisted by two student workers.

Planning sessions are held at intervals to establish and discuss field objectives, search techniques, problems and progress. The group decided to contact libraries, archives and private collectors and ask them to report their holdings in specific areas to the state coordinators. Concise questionnaires, accompanied by cover letters are used to gather data within the six states. Each of the six participating institutions has received allocations from the project's funds to defray miscellaneous costs. The major costs incurred are for personnel, field trips and materials needed to implement the project. Reports of holdings on cards, statistical data and narrative reports are forwarded to headquarters according to standardized reporting procedures and dates.

Results of activities are as follow:

AAMP compiled a finding list of over 1000 retrospective and current black periodicals and newspapers.

AAMP compiled a 414-page checklist of pre-1950 authors. The list includes over 16,000 authors from many countries. These lists were distributed to the state coordinators.

Many cards have been received from the six states in the areas of newspapers, periodicals, bibliographies, pre-1950 imprints, manuscripts and theses. Most have complete bibliographical information and location symbols. They are organized by form as received.

Several manuscripts and private collections have been located that have not been previously identified in published sources. Some have been placed in libraries and plans are being made to organize them.

AAMP received a \$25,000 Special Purpose Grant under Higher Education Act, Title II-A (prepared by Pennie E. Perry of North Carolina Central University in consortium with Fisk University, Hampton Institute, South Carolina State and Tuskegee Institute). Each library received \$5,000 to acquire expensive and infrequently used black materials in specific areas. This part of the project represents a beginning toward cooperative acquisitions.

The presidents of the six institutions were sent letters stressing the need for archival programs. Hampton has an especially strong program and has offered to share with others.

Efforts are made to identify similar projects and whenever possible to co-ordinate activities. Fisk has established a Black Oral History Program funded by the National Endowment for the Humanities. The Alabama Center for Higher Education, a consortium of black colleges in the state, is sponsoring CEMBA — The Collection and Education of Materials by Black Americans and an Oral History Project.

The major problems encountered by the participants are insufficient time and personnel. The state coordinators have had to send follow-up letters, make telephone calls and visits.

Some librarians who received questionnaires have stated that they do not have the time or staff to check their holdings. In addition, some will not permit the cards to be removed by AAMP assistants and reproduced.

Many of the libraries within the region do not have special collections, therefore identification of material dispersed throughout the catalog has been difficult. This type of search is especially important in

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some of the rich collections of the large libraries and state archives where valuable material has been obscured for many years.

It appears that this project is the first formal effort to coordinate African-American materials on a regional basis. The participants have benefited from exchanges of information, discussion of common problems and professional association in a specialized area. National coordination is the ultimate goal.

The opportunity to locate materials is also an important feature of this project. The public has not usually been aware of these activities by librarians in the past and it has not been possible to provide financial assistance for field searches. The financial resources are limited, but this project does represent an initial thrust toward making the public appreciate and preserve the materials of a segment of the U. S. population whose history is in danger of being lost if steps are not taken to collect and maintain these sources.

# 1%, North Carolina Libraries in the Nineteenth Century

by Daniel A. Yanchisin

Reference Librarian

North Carolina State University

North Carolina's intellectual pretensions are indeed humble. Nowhere is that more apparent than in the sector of public knowledge. It is observed in the state's overall library development, which continues to be halting in character despite the appearance for the last seventy years of that progressive giant, Louis Round Wilson. That was the case a hundred years ago before Wilson. It is the situation now. Unfortunately the Tar Heel claim to humility seems to erode on a scale discomfitingly equal to that of the sands on the state's Outer Banks.

From the first recorded instance of a library in North Carolina at Bath in 1709, though there were some private libraries in the state during the eighteenth century, nothing of consequence occurred in the area of book collections until the opening of the University of North Carolina in 1795. The library was intended to form an essential part of the University, but it grew slowly and as late as 1886 the two literary societies, the Dialectic and Philanthropic, had larger collections than the University Library. There were abortive attempts at forming a state historical society at the University to collect the historical manuscripts and records of the state's past in 1844 and again in the last decades of the century; however, the North Carolina His-

torical Commission, predecessor to the State Department of Archives and History, was not established until 1903 and the North Carolina Collection at Chapel Hill was created by Wilson in 1917. So the state lagged in academic, private or public agencies to maintain its archives and historical records.

In 1876 there were only two would-be university libraries in the State.<sup>1</sup> The University at Chapel Hill reported 8,394 volumes in its library and 13,813 in the

<sup>1</sup> In 1876, a banner year for the American library movement, the United States Commissioner of Education issued a report on the conditions of libraries and librarianship in the country. *Public Libraries in the United States of America: Their History, Condition & Management* was the cooperative work of those men, the nation's outstanding librarians, who in the same year of the study's release were influential in forming the American Library Association. The report was a remarkable document. It remains an essential record of library history and a basic source for American intellectual and social history of the nineteenth century. Unless otherwise noted the data for this examination of North Carolina libraries before 1901 is extracted from the second reprinting of the narrative and statistical sections issued by Rowman and Littlefield, *The Library Division of Littlefield, Adams & Company, Totowa, N. J., Part I in 2 volumes, 1971.* Part II of the report comprises "Cutter's Rules for a Printed Dictionary Catalog." Part I of the report was first reprinted in 1966 as Number 4 in the University of Illinois Graduate School of Library Science Monograph Series.

Most of the data on North Carolina libraries in the twentieth century is readily available in Hugh Talmage Lefler and Albert Ray Newsome's splendid single volume history of the state, *North Carolina: The History of a Southern State*, rev. ed. (Chapel Hill: University of North Carolina Press, 1963).

collections of the two literary societies. Trinity College (later Duke University in Durham) had 2,400 volumes and the two college societies, Columbian and Hesperian, possessed 8,500 volumes.<sup>2</sup> The legislature was also dilatory in the capital city. In 1831 a State Library was established at Raleigh, but it too was ignored for some time without adequate public funds or interested support. Its collection consisted of law and miscellaneous works, and the bulk of its material was obtained through exchanges with other state libraries. By 1875 its collection had increased to 40,000 volumes, but it was not until 1921 that the annual state appropriation reached \$3,000. The largest of its sister institutions in the nation was that of New York with 95,000 volumes, the smallest was Montana's with 500 volumes. In number of volumes that placed it about midway in size among the forty-seven state and territorial libraries in the United States. By 1873 provisions were made for the first prison library in North Carolina at the State Penitentiary in Raleigh. It had 190 volumes in 1875 used by a reported eleven per cent of the inmates with funds amounting to \$50 provided through visitors' fees.

In 1958 Jane Bahnsen compiled a bibliography of the books contained in the University Library at Chapel Hill before 1830. It made a slender volume.<sup>3</sup> The Report of the United States Commissioner of Education in 1876 listed 1008 printed catalogs as being issued in the United States between 1732 and 1876, some of

which were quite sophisticated productions. Of that number only two were issued in North Carolina, and those were issued by the Dialectic Society of the University. The first was printed in 1821 with twenty-one pages listing 1,673 volumes. The second was released in 1835 with twenty-six pages reporting 3,060 volumes.

Aside from the University of North Carolina Library which traces its history to the charter of 1789, there were no libraries established in the state between 1775 and 1800 which were still extant in 1875, and for the period from 1800 to 1825 only the Salem Female Academy Library remained in operation in 1875 with 3,000 volumes. The number of libraries founded during the years from 1825 to 1850 reflected the general intellectual awakening taking place in that period of the state's history. There was a total of ten libraries established during the period with 61,800 volumes in their collections by 1875. They included: three academy and school libraries with 4,200 volumes in 1875; two college libraries with 7,800 volumes; two society libraries with 8,000 volumes; the one theological library in the state with 600 volumes located in Trinity's Theological Department; one social library with 1,200 volumes belonging to the Freemasons in Fayetteville; and, of course, the State Library in Raleigh with 40,000 volumes. The following twenty-five year span from 1850 to 1875 presented a smaller figure than the preceding one, but because a substantial portion of that period was taken up with the immediate and impassioned crises of war and reconstruction the general picture was not altogether a pessimistic one. There were eighteen libraries formed in that period with a total of 29,600 volumes in 1875.

In the year 1874-1875 the state had

<sup>2</sup> The societies were the centers of intellectual and social life on the nineteenth century campus. Their importance cannot be overestimated. In many respects they were the universities. In 1886 the "Di" and "Phi" endowed the University Library with their rich collections.

<sup>3</sup> Jane Cutler Bahnsen, comp., *Books in the University of North Carolina Library Before 1830*. Chapel Hill, 1958, (Typewritten).

three libraries with over 10,000 volumes. The State Library was the largest having shown a rapid increase from its reported 6,613 volumes for 1857-1858 to the more impressive 40,000 volumes for 1874-1875. The combined libraries of the University had increased at a more sedate pace from a reported 4,000 volumes in the *American Almanac* of 1836 to the figure of 22,207 in 1875. Trinity College had the third major library resource with a combined total of 10,900 volumes.

Another view of these statistics indicates that in 1875 there were thirty-one libraries in the state with a total of 117,007 volumes. At that time there were three states with library facilities surpassing a million volumes each or ten times the holdings of North Carolina's libraries. The Tar Heel total placed the state slightly below the national average of state and territorial library facilities. The state had no law, medical, scientific, historical, public, mercantile, Y.M.C.A., or Garrison libraries. As was noted previously it did have one asylum library in the State Penitentiary with 700 volumes and one theological library of 600 volumes. Both the State Penitentiary and Trinity Theological library collections were well below the national average for volumes per library collection. The State Library with its 40,000 volumes was above the national average in the size of its collection, and so was the total of the combined collections for the State's eight society libraries with 31,113 volumes. The seventeen academy and school libraries with their combined holdings of 21,500 volumes equalled the national average for volumes per library. The six college libraries with 21,094 volumes and the two social libraries with 3,700 volumes were well below the national average. The state had approx-

imately one per cent of the 3,682 libraries in the nation; however, the quotient of their combined holdings per library equalled the national average.

Perhaps more indicative of the state's intellectual condition than these unusually insipid library statistics was the silence about North Carolina by the authors of the federal Education Commissioner's report on libraries. The conclusion is obvious in either case. Nevertheless, a table listing the state's library facilities in 1875 is provided as a starting point for those interested in pursuing the history of libraries in North Carolina.

In addition to the information provided in the table, Professor James A. McRae, librarian of the Cross Creek Lodge Library in Fayetteville, declared a total income of \$35. Of that sum \$20 was spent for books, periodicals, and binding; the remaining \$15 went for incidentals. The State Librarian, Thomas R. Purnell, reported an annual expenditure of \$500 for collection building and binding. J. L. Wooster of the Library Association in Wilmington related an annual circulation of 3,000 volumes and an income of \$900. The Association expended \$150 for books, periodicals, and binding, and used \$750 for salaries and incidentals. These patently inadequate library conditions stabilized throughout the remainder of the century according to Lefler and Newsome who cite Walter Hines Page's mournful statement of 1897 that: "There are no great libraries in the state, nor do the people yet read, nor have the publishing houses yet reckoned them as patrons, except the publishers of school books."

In the same year that Page summarily condemned the populace for ignorance, however, the first tax-supported public library in the state was established at Durham. Other major cities followed suit

in the first decade of the twentieth century: Greensboro in 1902, Charlotte in 1905, and Winston-Salem in 1906. By 1922 there were thirty-five public libraries in the largest towns of the state, but total expenditures for all public libraries amounted to the meager sum of \$83,031 or 3¼ cents per capita. In 1889 the State opened its first land grant college and according to its historian the library had "about three thousand books and periodicals" before the turn of the century.<sup>4</sup>

In 1901, Louis Round Wilson assumed his duties as librarian at the University of North Carolina. One of his initial improvements was the development of a library extension program. He was also one of the first in the South to provide instruction in librarianship. A quarter of a century later, unfortunately in keeping with the condition of the South at that time, southern legislators became impressed by the concept of public education through libraries. Perhaps inspired by Wilson's popular extension program and the relatively mild success of the cities' public libraries, the state began to spend more money on libraries. The North Carolina Library Commission was formed in 1921. Wilson was appointed its chairman. Before the outbreak of World War II the state could begin to take pride in the research facilities

developing in the triangle area between the two great libraries of the State University and privately endowed Duke University. These two library facilities, joined by the essentially specialized scientific and technical library at North Carolina State University, were important factors in the development of the Research Triangle Park and in the formation of a major though informal, information retrieval center in the Raleigh-Durham-Chapel Hill area. The public and college libraries in the state also underwent a transformation during the century. Initially supplied with Carnegie and other private funds and then state and federal monies, the state's libraries were to thrive during the 1950's and 1960's.

Unfortunately, prospects for the future growth of Tar Heel libraries do not appear promising at the beginning of the new decade. North Carolina libraries are already suffering from the loss of federal funds, higher costs in rising prices and salaries, the blight of tax increase fears among governors and legislators, and a more-often-than-not indifferent public. Perhaps it is an overstatement, but denied money, the first tax-supported public library in the state at Durham may well be on the road to extinction. The most optimistic expectations among head librarians do not extend beyond holding their own and with the current rapid advances in librarianship that constitutes a giant step backward.

<sup>4</sup> David A. Lockmiller, *History of the North Carolina State College of Agriculture and Engineering of the University of North Carolina 1899-1939*. Raleigh: North Carolina State College, 1939, p. 63.

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## NORTH CAROLINA LIBRARIES OF 300 VOLUMES OR MORE, 1875

Location, Name of library	Date Est.	Free/Sub- scription	Class	No. of Volumes	Avg. Annual Increase
Asheville, Asheville Female College			Academy	300	
Chapel Hill, Univ. of North Carolina	1795		College	8,394	
Chapel Hill, Dialectic Society			Society	6,908	
Chapel Hill, Philanthropic Society			Society	6,905	
Charlotte, Biddle Memorial Institute	1867		Academy	1,000	150
Clinton, Clinton Female Institute			Academy	500	
Davidson College, Davidson College	1839		College	6,000	100
Fayetteville, Cross Creek Lodge, No. 4 L.O.O.F.	1846	free	Social	1,200	7
Happy Home (Connelly Springs), Rutherford Coll.	1870		College	3,000	
Hillsboro, Horner & Graves' School	1874		Academy	700	
Mt. Pleasant, North Carolina College	1859	free	College	700	100
Mt. Pleasant, Philalaethian Society	1860		Society	400	50
Mt. Pleasant, Pi Sigma Phi Society	1860		Society	400	50
Murfreesboro, Chowan Baptist Female Institute	1848		Academy	800	
New Garden, New Garden Boarding School	1844		Academy	1,200	3
Newton, Catawba English & Classical High School	1852		Academy	1,500	
Pittsboro, Locust Hill Seminary	1860		Academy	2,000	
Raleigh, Insane Asylum of North Carolina	1868		Asylum	700	
Raleigh, Peace Institute	1872		Academy	300	
Raleigh, Raleigh Female Academy	1871		Academy	1,000	
Raleigh, Raleigh High School	1873		Academy	1,200	
Raleigh, St. Mary's School	1841		Academy	2,200	
Raleigh, Shaw University	1874		Academy	1,300	
Raleigh, State Library	1831		State	40,000	1,140
Riddicksville, Buckhorn Academy	1855		Academy	1,000	25
Salem, Salem Female Academy	1806	sub.	Academy	3,500	
Statesville, Simonton Female College			Academy	300	
Thomasville, Thomasville Female College			Academy	500	
Trinity, Trinity College	1849		College	1,800	50
Trinity, Columbian Society			Society	4,300	
Trinity, Hesperian Society			Society	4,200	
Trinity, Theological Department	1849		Theological	600	
Wake Forest, Wake Forest College, Eugelian Soc.	1835		Society	4,000	50
Wake Forest, Wake Forest College, Philomathesian Soc.	1835		Society	4,000	50
Wilmington, English and Classical School	1859		Academy	2,200	
Wilmington, Library Association	1855	sub.	Social	2,500	150
Wilson, Wilson College	1872		College	1,200	100

## New North Carolina Books

by William S. Powell

Curator

North Carolina Collection

University of North Carolina at Chapel Hill

RICHARD McKENNA. *New Eyes for Old: Nonfiction Writings*. (Winston-Salem: John F. Blair, Publisher, 1972.) 143pp. \$5.95.

Richard McKenna enrolled in the University of North Carolina at the age of forty, after retiring from the Navy, and in 1962 his nationally acclaimed first novel, *The Sand Pebbles*, was published by Harper & Row. He was working diligently on a second novel at the time of his death in 1964. He did not like public appearances or speaking in public, but his enthusiasm for education, his love of books, and his desire to share his experiences with kindred souls gave him the courage on a few occasions to address sympathetic and interested audiences. In this book, his wife, Eva Grice McKenna (formerly a librarian at the University) and Shirley Graves Cochrane, give us nine of his speeches and one magazine article. One of them, "Adventures with Libraries," was delivered at a meeting of the North Carolina Library Association in Durham on October 25, 1963. These little essays are beautifully written. They are often autobiographical and always interesting. Every lover of books, every friend and user of libraries, and anyone who appreciates the work of a skillful writer will find a treasure when he opens this book.

JAMES F. GIFFORD, JR. *The Evolution of a Medical Center, A History of Medicine at Duke University to 1941*. (Dur-

ham University Press, 1972.) 249pp. Illus. \$8.75.

We are told that this is the first of two projected volumes intended not only for residents of the Carolinas interested in their local history but also for medical educators and social scientists concerned with the changing forms of medical education and the delivery of health care in the United States. The work is divided into two parts, the first dealing with "origins" between 1865 and 1931, and the second with the regional medical center during its first ten years. Such topics as financing medicine during the Depression, the training of physicians, medical research, and health care of a region are carefully recorded.

LAWRENCE SCHOONOVER. *To Love A Queen, Walter Raleigh and Elizabeth R*. (Boston: Little, Brown and Company, 1973.) 383pp. \$7.95.

This is an entertaining, fictionalized biography of Sir Walter Raleigh dealing with the intrigues of court, English interest in many fascinating new subjects of the Renaissance, and with Raleigh's interest in the New World. The expeditions and colonies which Raleigh sent to Roanoke Island in 1584, 1585, and 1587 are an integral part of the story. This book should join others of its kind which are so popular in the fiction classification of public libraries in the state. It is not well bound, but the margins are adequate for rebinding when that becomes necessary.

THOMAS HARRIOT. *A Brief and True Report of the New Found Land of Virginia*. With a new Introduction by Paul Hulton. (New York: Dover Publications Inc., 1972.) 91pp. Illus. \$2.50 paper.

This is a classic source for early North Carolina history and no library should miss this opportunity to acquire this handsome facsimile of the 1590 edition. Paul Hulton's introduction explains the role of Harriot and John White in the Roanoke Island-based expedition which provided the information on which this book was based. It was primarily the natural resources of the land which interested Harriot and his quaint style and limited understanding of much of what he saw makes this a delightful account to read today. The engravings of White's watercolors which accompany this work are splendidly reproduced.

H. SHELTON SMITH. *In His Image, But . . . Racism in Southern Religion, 1780-1910*. (Durham: Duke University Press, 1972.) 318pp. \$8.50.

The author, a native of North Carolina, and James B. Duke Professor Emeritus of American Religious Thought, Duke University, gives us a thoroughly researched study of various aspects of the anti-black sentiment in the South from 1780 to 1910. His primary concern, however, is the role played by religion and religious leaders. The attitude of both clergy and laymen is carefully considered. Discussed are the anti-slavery movement, the defense of

slavery, and in dealing with the post Civil War period, a chapter entitled "New Patterns on Old Premises." In conclusion there is a chapter on "The Triumph of Racial Orthodoxy." For those interested in understanding the background of a very complex modern problem this book is highly recommended.

PARKE ROUSE, JR. *The Great Wagon Road from Philadelphia to the South*. (New York: McGraw Hill Book Company, 1973.) 292pp. Illus. \$8.95.

A volume in the American Trails Series, this work deals with a road leading from Philadelphia to the Piedmont section of North Carolina. It was followed by thousands of German and Scotch-Irish colonists who landed at Philadelphia and made their way through the valley of Virginia into the fertile lands that soon came to be known as Rowan County, North Carolina, and as the region was settled still other counties were formed. The road, of course, was also used by others, especially traders going into Georgia, and there were roads leading off it in various directions. In North Carolina it passed through or near Salem, Salisbury, and Charlotte. This is a well written account of the road, the country through which it passed, and the people, both as large groups and as individuals (and there were some very interesting and unusual characters among them), who used the road. Every library in the state should have at least one copy of this book.

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## North Carolina Library Education News

### East Carolina University Department of Library Science

During the summer of 1973, the Department of Library Science at East Carolina University will offer a series of short-term workshops for the benefit of librarians in the field as well as currently enrolled students. Some of the courses will be centered on basic skills for the operation of libraries and media centers while others will cover specific problem areas now being faced by professionals in all types of libraries. Most of the courses will cover three week periods.

Regular faculty as well as outside specialists will participate in these approaches to help identify contemporary problems in libraries and possible solutions. During the first session, workshops will cover such items as media collection building, organizing media collections, public relations in libraries, modern research techniques, and bibliography of the pure and applied sciences.

During the second session, courses will involve communication foundations, automation of library processes, advanced cataloging and classification, library administration and management, and bibliotherapy prescribed reading. Credits during the two sessions may be used for certificate renewal or for degree credit. Independent study projects are also available both terms.

Librarians wanting to up-date themselves or to delve into new approaches in the handling and use of information should contact Dr. Gene D. Lanier, Chairman, Department of Library Science, ECU, Greenville, North Carolina 27834 for application forms and schedules.

### North Carolina Central University School of Library Science

The Second Annual Alumni Day was held on September 30, 1972. The decision of the alumni to combine learning with fellowship resulted in continuation of last year's program structure of group meetings of academic, public, and school librarians with reports to the entire group. The Alumni Association voted to contribute one half of the dues collected to a scholarship fund.

For 1972/73 Carnegie fellowships were awarded to Penelope Bost, Hazel Gibbs, Carole Jennings, Jannie Kuma, Evelyn Toole, and Thomas Tillerson. U. S. Office of Education stipends were given to Quincy Eaves, Linda Gill, Carolyn King, Brenda Nunn, and Helen Whitaker. An NCCU-SLS Faculty Scholarship was received by Everlee Jones. An NCLA Scholarship was awarded to Hazel Sanders. Carolyn Rhodes is a graduate assistant.

A mini-institute funded by the U. S. Office of Education will be offered for twenty North Carolina public librarians in service to young children on May 29-30. Objectives will be to introduce the school's concepts and stimulate interest in becoming qualified Early Childhood Library Specialists. An institute for paraprofessional employees in early childhood agencies will be sponsored July 16-20 with a grant of \$2000 from the General Mills Foundation.

Visiting lecturers scheduled for 1972/73 are: Eric Winston, Administrative Assistant to the Director, Center for Urban Affairs, Michigan State University, and President, Minority Library Consultants; John Rowe Townsend, author, critic, lecturer; Benjamin E. Powell, Duke University

Librarian; Jesse H. Shera, former Dean, School of Library Science, Case-Western Reserve University; Edward Holley, Dean, School of Library Science, University of North Carolina at Chapel Hill; Carolyn Johnson, Assistant State Librarian of North Carolina; Dudley E. Flood, Director, Division of Human Relations, North Carolina Department of Public Instruction; Stanton Biddle, Project Director, Schomburg-National Endowment of the Humanities Project; Doreitha Madden, Coordinator, Library Outreach Services, New Jersey State Library.

Courses being offered during the second semester at hours convenient to in-service librarians are: Administration of the School Media Center, The African-American Collection, and Government Publications.

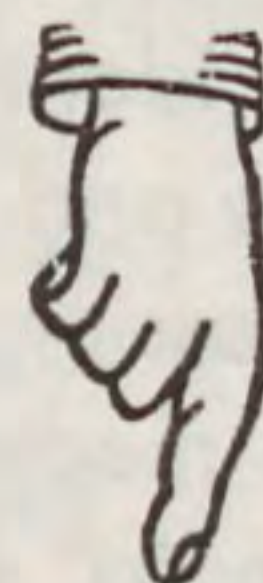
**University of North Carolina  
at Greensboro**  
*Library Education/Instructional  
Media Program*

The revised master's program in Library Education, which is designed primarily for persons seeking State certification as School Media Coordinator (formerly School Librarian), is now in effect for students entering the master's program in January 1973 or thereafter. The faculty has continued to work on review of the program in relation to the new State guidelines for certification, and on the development of a proposal for a master's degree program in Educational Communications, designed for the preparation of media specialists in instructional development, instructional television, and/or design and production of instructional materials.

Course enrollments in the Fall semester, 1972-73, included fifty-six students in the Library Education/Instructional Media program (each enrolled for 3-15 semester hours of credit), and forty-two students from other fields who elected one or more courses in our program.

M. Sangster Parrott, who is president of the North Carolina chapter of the Special Libraries Association, attended the SLA Winter Meeting in Tulsa, Oklahoma, in January, while Cora Paul Bomar and Mary Frances K. Johnson attended the ALA Midwinter Meeting in Washington, D. C. Miss Bomar and Mrs. Johnson served as speakers for workshops sponsored by the Greenville County (South Carolina) Schools, in January and February. Mrs. Johnson participated in an invitational conference on "Library Education for the Future" at the University of Southern California, Los Angeles, February 15-16, at which the authors of position papers met with critics of these papers and representatives of various groups concerned with library education, to develop recommendations for future action.

**NOTICE**



The Education for Librarianship Committee of NCLA has taken on the task of serving as a clearing house for programs of continuing education for librarians in North Carolina. The Committee will attempt to assemble a list of current programs and see that they are published in *NORTH CAROLINA LIBRARIES*, the North Carolina State Library Newsletter, and the North Carolina School Library Newsletter. Individuals, institutions, or organizations who are planning workshops, tutorials, seminars, classes, etc. should inform the Committee of their programs as soon as the dates and location have been set. Please send this information to:

NCLA Clearing House  
c/o David Jensen  
Greensboro College Library  
Greensboro, North Carolina 27420

## NCLA Section Activities

### Approaches to Serials Operations College and University Section Tutorial

The second in-service workshop sponsored by the College and University Section of NCLA during the current academic year met on the campus of East Carolina University in Greenville on January 18. Coordinators Emily Boyce, of the ECU Department of Library Science, and Sallie Mann and Gene Huguelet, both of the J. Y. Joyner Library at ECU, showed their perspicacity by recruiting Anne S. Briley, Head of Serials at ECU, Shirley M. Tarlton, Head of Technical Services at Winthrop College, and Marcia Tuttle, Head of Periodicals and Serials at UNC-Chapel Hill, to lead the discussions. More than eighty participants discussed "Approaches to Serials Operations" in three groups, rotating during the day to discuss various aspects of serials operations with the three discussion leaders.

Anne Briley discussed the selection and acquisition of serials and the possibilities for automation in serials operations. While

granting the wide variation of viable approaches to selection, Miss Briley emphasized certain aspects of selection which will be constant for almost all libraries, e.g., obtaining the basic current bibliographies in the fields of interest to the patrons of the library, paying attention to available indexing when deciding between possible titles, and regular periodic reexamination of the subscription list to weed subscriptions which are no longer of sufficient interest to justify their expense.

Shirley Tarlton led lively discussions of serials cataloging and classification and of the various ways of fitting serials operations into library organization plans. In both areas of concern she emphasized options, not standardization. She gave priority not to methods but to usefulness, and thus found methods important primarily for their efficiency and in direct proportion to the consistency with which they are carried out within a single library. Thus schemes employed to catalog and classify and shelve will vary with the size of the collection, the physical accommoda-

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tions, and the anticipated use of the material. Serials operations can fit comfortably in several places in the library organization — in fact, it is typical for two or more departments within a library to be directly involved in the various aspects of serials operations — and the "best" spot for the greater portion of serials activity within an organizational scheme seems to vary more with the talents of the staff members than otherwise. Miss Tarlton was didactic on only two points: consistency of serials treatment within a particular library and speed in processing serials to make them available to the patron.

Marcia Tuttle chaired an open forum concerned with serials records and binding. It was clear that there are almost as many methods of keeping serials records as there are people to keep them, and most of the methods had an unarguable validity within their respective contexts. While there may be fewer methods of binding, the question of binderies prompted equally varied and adamant responses, clearly divided, however, into two camps, loyal respectively to the two state-contract binderies. Miss Tuttle's complete lack of didacticism obviously encouraged free discussion, which most people found very helpful in shedding a different light on their day-to-day activity.

The day of shared knowledge, shared experiences, and shared ideas made a positive impression on the participants, who agreed that additional workshops on other areas of library activity would be welcome.

Send your ideas for such workshops to Herb Poole at Guilford College or Dave Jensen at Greensboro College for consideration.

#### **Junior Members Roundtable Library Promotion Kit Project**

In order to familiarize the public with the numerous services which the many

areas of librarianship offer, the Junior Members Round Table, in co-operation with the Recruitment Section of NCLA, has undertaken a joint project to be completed by the NCLA Biennium Conference of 1973. Theresa Coletta, JMRT Executive Board Director and NCLA Recruitment Section Chairman, is the coordinator for the joint committee project. Serving as committee members for this project are: Judie DeJonge, Sherrie Antonwicz, Bea Bruce, Nancy O'Neal, Susie Rose, and Gail Ijames.

This project involves the compiling of a "library promotion kit" which will contain slides to illustrate the many phases of library service thereby incorporating the numerous areas of librarianship. Accompanying the slides will be a cassette cartridge to narrate the presentation. Also, in this "library promotion kit," there will be enclosed a limited amount of printed materials — publications that relate to the slide presentation and which may be distributed to those individuals desiring more information on the subject of library services, the areas of librarianship, and, a brief general coverage of library education. Besides providing more information to an individual requesting such, the printed materials will be of program assistance to the person presenting the library promotion presentation.

This "library promotion kit" will be accessible to any person desiring to use this kit in programs for civic groups, library board meetings, high school career days, and other areas of local individual needs and community interest. Upon completion of this kit, information will be published concerning the location of the kit, how to obtain it, and other points of "kit interest."

At the present time, the JMRT/NCLA Recruitment Committee is submitting a budget request to the NCLA Executive Board requesting financing of the equipment, printed materials, and production cost for this "library promotion kit" project.

## Library Roundup

### UNC Alumni Meet

The annual meeting of the University of North Carolina School of Library Science Alumni Association was held in Chapel Hill on Saturday, May 5, in the Carolina Inn. Miss Constance Carter, Head, Reference Section, Science and Technology Division, Library of Congress, Washington, D. C., was the speaker. She substituted for Dr. Mary Edna Anders who was unable to speak to the group because of illness.

The annual meeting of the Epsilon Chapter, Beta Phi Mu was held Friday evening, May 4, at the Pound Sterling Steak House on the Durham-Chapel Hill Boulevard. Mr. William S. Powell, Curator of the North Carolina Collection of the University of North Carolina Library was the speaker.

### Scholarships

The Awards and Scholarship Committee of the North Carolina Association of School Librarians is requesting nominees for the Mary Peacock Douglas Award for 1973.

1. The recipient of this award may be anyone who has made an outstanding contribution to school library development in our state.
2. Nominations shall be received from the library profession and lay people throughout the state.
3. Nominations shall be received by a letter of recommendation which includes a summary of the nominee's accomplishments.
4. Selection of the recipient shall be made by the Awards and Scholar-

ship Committee and presented for approval to the Executive Committee.

5. Deadline for nominations is April 1, 1973. All information should be mailed to:

Mrs. Willie B. Hill, Chairman  
Awards and Scholarship Committee  
1609 Fayetteville Street  
Durham, North Carolina 27707

### Legislative Reference Center High Point Public Library

A legislative reference center containing all the information the average citizen needs to find out what's happening in Congress and in the North Carolina General Assembly, has been set up at the High Point Public Library.

The conveniently arranged work-study area in the reading room combines information from a variety of sources on pending and proposed legislation, nationally and in the state.

The interested citizen who wants to write to his Congressman or state legislator will find here the roster of North Carolina representatives in Congress and the Guilford County delegation in Raleigh. The lists give the addresses of legislators and the forms to use when writing to them.

On the national scene, the daily proceedings and debates in Congress are reported in the Congressional Record. Congressional Index, issuing up-dated sections weekly, permits quick research on the status of all legislation pending in Congress. All public bills and resolutions are listed and indexed and their progress is

reported from introduction to final disposition.

The two-volume Congressional Index further capsulizes biographical data on members of Congress, their committee assignments, the make-up of Congressional standing committees, their agendas and areas of jurisdiction. Explanatory texts on the law-making process, introduce the separate subject headings.

Congressional Digest, an independent monthly, offers in-depth analysis, pro and con, on major controversial issues before the public today, e.g., the death penalty national health proposals, revenue sharing, a ceiling on federal spending.

In addition, many other pamphlets and public affairs documents are provided — magazines, newsletters, files, clippings from major North Carolina newspapers, and the Institute of Government's weekly legislative summary in North Carolina, which includes a separate section on Guilford County.

The reference center at the public library answers the growing interest and need for information in all areas of public law.

#### **Kittrell College Library Burns**

Kittrell College lost its entire library to a fire several weeks ago. Kittrell College (Kittrell, N. C. 27544, telephone: 492-2131) was founded in 1887 by the African Methodist Episcopal Church. The catalog states that:

"Kittrell is a student oriented college that provides a flexible two to three year program, characterized by curriculum innovation, compensating experiences, unique reinforcement techniques, and comprehensive guidance and counseling services, which will enable the student to advance at his own rate, and achieve a level of academic sophistication which will sustain him in upper level work.

Liberal arts and preprofessional courses are provided for students who desire to

work toward advanced degrees. Two-year terminal courses are offered in selected and management fields. The current enrollment is approximately 400, with 1000 projected within a decade. The emphasis is on individualized instruction, using a wide variety of instructional media, and evaluating extensively. Students are encouraged to learn at their own pace."

Materials in the liberal arts, business, and management areas are needed. Basic, lower level, current, supplementary, and recreational books would be most useful.

#### **LTA Now Official**

Effective April 1, 1973 a new non-professional job classification was established in the state classification and pay plan. The new position, known by the title Library Technical Assistant, is classified as Library Assistant III with a grade 60 pay level. Title changes have also been made for the old LA I, now called Library Clerk, and the old LA II, now called Library Assistant. The State Personnel Office was assisted in developing the new classification by an NCLA Task Force chaired by Leslie Trainer, personnel librarian at the University of North Carolina at Chapel Hill.

#### **LIBRARY TECHNICAL ASSISTANT DESCRIPTION OF WORK**

This is sub-professional library work requiring the application of specialized library techniques.

Employees in this class independently perform or supervise the work of a single unit or activity within a library such as circulation, reference, periodicals, acquisitions, cataloging, or other specific library functions. Work requires the exercise of considerable judgment to insure that transactions are in accordance with established library policies and procedures. Employees receive minimal supervision from a professional librarian and work is evaluated for overall effectiveness.

**EXAMPLES OF DUTIES PERFORMED**

Supervises circulation desk, reserve room, film section, periodicals section, or mans reference desk.

Selects talking books for blind and physically handicapped patrons.

Catalogs new acquisitions using Library of Congress information.

Supervises group of clerical employees whose responsibility it is to process inter-library loan referrals.

Supervises group of clerical personnel whose responsibility it is to process orders for library material by verifying author and title.

Processes detailed data required for generating and maintaining library computer records with a minimum of supervision.

Coordinates and supervises stack maintenance duties and group of personnel whose responsibility it is to read shelves, shelve books, carry on maintenance of shelves and books.

Trains new personnel.

Performs related duties as required.

**RECRUITMENT STANDARDS**

**Knowledges, Skills, and Abilities**

General knowledge of one or more categories of library routine and procedure.

General knowledge of library techniques, systems, and working manuals.

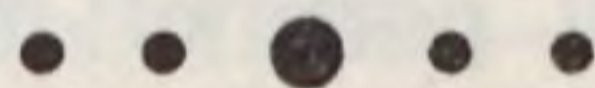
Ability to use standard library methods and principles in bibliography, cataloging, classification, circulation and reference services.

Ability to establish and maintain effective working relationships with library personnel and library patrons.

Ability to assign, supervise, and review the work of subordinate personnel.

**Minimum Education and Experience**

Graduation from high school with four years of library experience; or graduation from a two year technical institution or college with an Associate of Arts Degree in Library Technology; or graduation from a four-year college or university; or an equivalent combination of education and experience.



SALEM COLLEGE announces the appointment of W. ROBERT WOERNER as Head Librarian effective June 1, 1973. He is presently Director of the Behrend Campus of the Pennsylvania State University at Erie, Pennsylvania.

He holds a M.A. in history from the University of Louisville; M.S. in library science from Columbia University, School of Library Science; and has done post graduate work in history at New York University.

He has worked in various library positions at the University of Louisville, Columbia University, and Rutgers University.

He is active in the A.L.A., Bibliographical Society of America and the Organization of American Historians.

Mrs. JENNIE PARKER is the Young Adult Librarian for WILSON COUNTY PUBLIC LIBRARY, Wilson, N. C. She holds a master's degree in library science from East Carolina University.

Ms. CAROL B. MYERS has recently been added to the staff at QUEENS COLLEGE. Carol was born in Albany, N. Y., finished high school in Greensboro and graduated from Hood College in Frederick, Maryland with a major in history. Carol worked for a year in Perkins Library at Duke University. She then entered the School of Library Science at the University of North Carolina, and while there was a student assistant in the Humanities Division in the University of North Carolina Library. Carol received her master of science in library

science degree from Chapel Hill in December 1972. She is now Head Cataloger at Queens.

Mr. JOHN D. ARCHIBALD assumed the directorship of DUPLIN COUNTY LIBRARY in Kenansville on September 1, 1972. Duplin County Library serves Faison, Rose Hill, Wallace and Warsaw as independent units as well as rural parts of the county by means of a bookmobile.

Mr. Archibald earned his B.A. degree (1964) at Ohio Wesleyan University in Delaware, Ohio, majoring in economics and geography; M.A. degree (1968) at California State University, San Diego, in geography; and his M.S.L.S. degree (1972) at the University of Tennessee, Knoxville. He has held the positions of Assistant Professor in Geography at Mansfield State College, and Instructor at Eastern New Mexico University.

BRENDA SLOAN, a member of the WINSTON-SALEM STATE UNIVERSITY LIBRARY faculty, was awarded a four-month internship in Black Studies Librarianship at Fisk University in Nashville from September 5 - December 15, 1972.

Miss Sloan was one of seven university librarians in the United States chosen for the Fisk program under the direction of Dr. Jessie Carney Smith, University Librarian.

The internship provided a 15-week period of professional growth at a recognized research collection of Black literature. Interns were involved in all phases of librarianship, including experiences in special collections and service collections, and in serving specialized researchers.

Other features of the program included experiences in specific areas, concentrated in particular areas of individual choice, and field trips to other notable collections of Black and African materials.

Her studies at Fisk will enhance retrieval of WSSU's growing collection in Black

Studies areas, as well as help her to serve as an advisor to other libraries linked to WSSU through interlibrary loan systems.

Ms. DOROTHY HARMER retired from the WILSON LIBRARY at the UNIVERSITY OF NORTH CAROLINA at CHAPEL HILL at the end of March, when she left her position as Head of the Serials Section of the Catalogue Department. Ms. Harmer joined the UNC staff in 1965 as an assistant librarian, and was promoted to Head of Serials Cataloging in July of 1970. Ms. Harmer plans to remain in the Chapel Hill area.

Ms. CARANN TURNER is the new Reference Librarian at the POPULATION CENTER LIBRARY AT UNC-CHAPEL HILL. Serials and circulation are handled by Ms. DIANE PSAKI.

DONALD CONEY, Assistant Librarian at UNC-CHAPEL HILL from 1928-1929, died in Berkeley, California, last week at the age of 72. He served on the Berkeley staff for a number of years until his retirement in 1968.

Dr. JAMES PRUETT, Music Librarian at UNC-CHAPEL HILL and Associate Professor of Music, has become President of the MUSIC LIBRARY ASSOCIATION.

Mr. FRED LAMBERT, former Acquisitions Librarian at UNC-WILMINGTON, has joined the Acquisitions Department staff as Out-of-Print/Gift and Exchanges Librarian at UNC-CHAPEL HILL. Mr. Lambert is a native of Mount Airy, North Carolina and received both undergraduate and M.S.L.S. degrees from UNC.

GEORGIA C. (Mrs. WILLIAM J.) MULLEN, for three years the Reference Librarian at METHODIST COLLEGE, has replaced MARILYN MORGAN as the Librarian of the college. Mrs. Morgan has moved to California.

Mr. JAMES F. WYATT, Librarian at MARS HILL COLLEGE and doctoral candidate from Florida State University, has accepted the position of Dean of Library Services at the UNIVERSITY OF ALABAMA in Tuscaloosa. He will assume his new post on August 1st.

On December 21 University Provost J. Charles Morrow announced the appointment of Miss LOUISE McGWIGAN HALL as ACTING UNIVERSITY LIBRARIAN. In this position she will administer the operation of the Louis Round Wilson Graduate Library, Robert B. House Undergraduate Library, and the departmental and special libraries. Miss Hall has been a member of the University Library staff since 1947 and head of the Humanities Division of Reference Services since 1957.

Miss Hall is a graduate of the University with a degree in history and a degree in library science. She also holds a master's degree from the University of Illinois. While on leave from the University in 1966-1967, she was temporarily librarian of the American School of Classical Studies in Athens, Greece. Before coming to Chapel Hill she was a member of the library staff at the University of Illinois at Urbana and afterwards was reference librarian for the U. S. Army Map Service.

In 1960 Miss Hall edited the first supplement to *The Graduate School; Dissertations and Theses* and she later was chief editor and compiler of *Medieval and Renaissance Studies*. She has been active in the American, Southeastern, and North Carolina Library Associations and has taught courses in reference work in the School of Library Science.

CLIFTON BROCK, Associate Librarian since 1966 but who has been Associate Librarian for Research for the past few months, has been reinstated as ASSOCIATE LIBRARIAN. Mr. Brock is a graduate of Clemson University and holds a master's

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degree in political science from Florida State University and the M.A.L.S. degree from the University of Michigan. He has served on the library staff at both Florida State and Michigan and came to Chapel Hill in 1959 as Chief of the Business Administration-Social Sciences Division. As a lecturer in the School of Library Science during the period 1961-1963 he taught a very popular course in state and federal documents. While here he has also taken graduate courses in political science.

Mrs. PATTIE B. McINTYRE will be ACTING HEAD OF THE HUMANITIES DIVISION while Miss Hall is Acting University Librarian. Mrs. McIntyre has been Assistant Head of the division since 1957. For a number of years she was in charge of the library orientation programs for freshmen and new students; in recent years the programs have centered around programs for grad-

uate students. Mrs. McIntyre has been active in various professional organizations, holding offices in Beta Phi Mu, the North Carolina Library Association, the Southeastern Library Association, and the American Library Association. After completing her library degree here, Mrs. McIntyre became Reference Librarian at the Public Library of Charlotte and Mecklenburg County and was later Librarian at Valley Forge General Hospital.

Chancellor Leo Jenkins has announced the appointment of Mr. RALPH RUSSELL as DIRECTOR OF LIBRARY SERVICES at EAST CAROLINA UNIVERSITY as of July 1, 1973. Mr. Russell is assuming the position upon the retirement of Mr. WENDELL W. SMILEY who has been in that capacity at East Carolina for a number of years.

Mr. Russell holds the B.A. and M.A. degree in English, M.S. in library science, and is currently completing requirements for the Ph.D. degree from Florida State University, Tallahassee, Florida.

Mr. Russell's professional library experience includes work with the Queen's Borough Public Library, New York City; St. Petersburg Public Library, St. Petersburg, Florida; circulation librarian at the University of Southern California; librarian, Florida Junior College, Jacksonville, Florida; science librarian, University of Georgia Library, Athens, Georgia; and teaching experience, Emory University, Atlanta, Georgia.

Mr. Russell is active in professional organizations and has served as chairman of the Technical Services Section of the Florida Library Association.

Mrs. RAY N. MOORE, Assistant Director of the DURHAM CITY-COUNTY LIBRARY, and Dr. ANNETTE PHINAZEE, Dean of the School of Library Science at NORTH CAROLINA CENTRAL UNIVERSITY, have been named as participants in the A.L.A. workshop aimed at informing a representa-

tive group of librarians on the current status of issues involving intellectual freedom in library service in America.

Mrs. Moore, who was recently appointed chairman of the North Carolina Library Association's Intellectual Freedom Committee, was named by NCLA President Elizabeth Copeland to represent the state at the Chicago meeting. Dr. Phinazee serves as chairman of the A.L.A.'s Planning Committee, which worked with the Office of Intellectual Freedom staff in planning the model workshop, made possible by the 1972 J. Morris Jones-World Book Encyclopedia-A.L.A. Goals Award from the Field Enterprises Educational Corporation. According to Dr. Phinazee, topics under consideration will include pressure groups and would-be censors and the various tactics they employ, state and national resources available when censorship problems arise, and effective strategies to use in countering an attack on intellectual freedom.

State activities to follow the national workshop will focus on a similar program in North Carolina sponsored by the NCLA under the direction of Mrs. Moore. Also named to the NCLA Intellectual Freedom Committee are: Miss Mary Canada, Duke University's Perkins Library, Durham; Mrs. Judy De Jonge, High Point Public Library, High Point; Mrs. Ophelia Irving, Office of the State Library, Department of Art, Culture, and History, Raleigh; Robert May, Forsyth County Library, Winston-Salem; and Mrs. Edith Wiley, Lenoir County School Libraries, Kinston.

Intellectual Freedom, supported by the Library Bill of Rights, is regarded as the philosophic basis of librarianship, and aims at making available to all individuals all points of view on questions and issues.

Participants in the Chicago workshop, limited to 125, will be asked to consider with a select group of resource persons the importance of intellectual freedom as it relates to the library, to society, and to the individual's role in society.

## Minutes

### NCLA Executive Board

The Executive Board and Committees of North Carolina Library Association met in a general session on April 7, 1973 at 10:00 A.M. in the Chemistry Auditorium of North Carolina Central University. The meeting was called to order by the president, Elizabeth Copeland. Dr. Annette Phinazee welcomed the group on behalf of North Carolina Central University. After directing committees to the various meeting places, the Board's meeting began with the following present: Elizabeth Copeland, Gene Lanier, Marion Phillips, Gary Barefoot, Richard Barker, Kenneth Brown, Catherine Weir, Neal Austin, Leonard Johnson, Herb Poole, Nancy Moss.

Minutes of the previous meeting were approved as mailed.

President Copeland announced that a contribution to the NCLA Scholarship Fund had been given in memory of Mr. Richard Barker's mother. A note of thanks from Mr. Barker was read.

The following reports were given:

**NORTH CAROLINA LIBRARIES** — Herbert Poole, editor, gave a resume of the changes, accomplishments and problems of the journal since his acceptance of the editorship in April of 1972. Mr. Poole pointed out the greatest problem as being financial insolvency. Recently through a direct mail campaign and long distance solicitations, \$1,310 for ads has been committed, with another possible \$700 in the offing. In order for the publication of the journal to continue, the Association must be prepared for a minimum annual cost of

\$4,400. Mr. Poole recommended that the journal's production be shared by the membership by appropriating \$2.00 from each membership subscription for the support of the journal. Elizabeth Copeland reminded the Board that the journal has been subsidized for 18 months and costs of production will be met through the present biennium. Mr. Poole announced that he would be out of the state during the coming year to pursue graduate study. He recommended that David Jensen serve as acting editor-in-chief during his absence.

Grace Farrow moved that the report of Herbert Poole be accepted and that he be commended for his work. The motion was passed.

It was brought to the attention of the Board that future financial arrangements for the journal will be decided by the new Executive Board when they take office in the fall of 1973.

Gene Lanier reported on a survey made by the students at East Carolina University in which they conducted a critical analysis of state library journals and **NORTH CAROLINA LIBRARIES** led all others in the final analysis.

**TREASURER'S REPORT** — Richard Barker distributed the treasurer's report. The question of interest on the Query-Long Scholarship Fund and bond was brought up. Mr. Barker explained that the bond will expire at the end of the year, at which time the bond might be sold. There was a suggestion that the bond might possibly be rolled in order to collect more interest.

It was then moved and seconded that the report be accepted.

Mr. Barker then distributed the Budget for 1973. There followed a discussion of the budget. It was pointed out that the item, National Library Week — \$200, was no longer needed by previous action of the Board eliminating the need for this expenditure. Neal Austin expressed the view that ALA expenses might also be reduced, however in view of possible increases in travel expenses, it was decided to leave this item as projected.

Motion was made by Neal Austin and seconded by Kenneth Brown that the \$200 from National Library Week allocation in the budget be divided between *NORTH CAROLINA LIBRARIES* and the ALA Washington Office. After some discussion concerning the feasibility of an additional contribution to ALA over and above the dues, the consensus of opinion was that the money should be distributed as the motion stated.

Richard Barker suggested that the possibility of a biennial budget be explored.

The budget was accepted.

Executive Secretary of North Carolina Library Association, Nancy Moss, was introduced to the Board.

**1973 CONVENTION PLANS** — Gene Lanier gave a resume of tentative program plans. He announced that there will be a General Session Thursday and Friday nights and Saturday morning. He recommended that the traditional Thursday night business session be eliminated. The following speakers were announced: for Thursday morning — Christopher Lehmann-Haupt, Sr., Daily Book Review Editor of the *New York Times*; for Friday morning an attempt is being made to secure Governor Holshouser as the speaker; the Friday night banquet speaker will be Ovid Pierce, author-in-residence at East Carolina University; for Saturday morning, Blyden Jackson, authority in the Southeast on Black Liter-

ature and Southern Collections. Details of the program will be included in the summer issue of *NORTH CAROLINA LIBRARIES*.

Arial Stephens, General Conference Chairman announced that the convention will be Thursday, October 31 through Saturday, November 3 at Benton Convention Center in Winston-Salem. Hilton Inn has been designated as headquarters hotel. Exhibits Chairman is Carlton West and Lucy Bradshaw is local arrangements chairman. Section requests should be made early to Mrs. Bradshaw.

The 1975 Convention site was discussed. Arial Stephens announced that Convention Center in Charlotte will be completed by then, however there is a lack of adequate hotel facilities. Raleigh and Durham were considered but found unsuitable. Myrtle Beach has been suggested as a possible site for a joint meeting with South Carolina. Ken Brown suggested Asheville as a new possibility for future conventions. At the present time however, Mr. Stephens recommends Benton Convention Center for 1975.

Richard Barker made the motion that the registration fee for the Convention remain the same as previously: pre-registration — \$5.00; Registration at conference — \$10.00; Library Students — none.

#### COMMITTEE REPORTS:

*Job Classification* — Leslie Trainer presented the report of her committee which was organized to set up a new classification higher than the present Library Assistant I and II. With her committee, composed of Dr. Al Corum, Dean of Learning Resources at Appalachian State University; Dr. I. T. Littleton, Director of the D. H. Hill Library; University of North Carolina at Raleigh; and Mrs. Vera B. Melton, Director of Library Services for the Department of Community Colleges of the North Carolina State Board of Education, meetings were held with Joe Boykin, Library Director at UNC-Charlotte and member of the Ad-

visory Committee of Librarians. Using the Advisory Committee's proposal, a model was drafted which has been accepted. Effective April 1, 1973, a new job classification has been established which meets the specifications laid out in the proposal for an LA III. It is called Library Technical Assistant — at grade 60 — four grades higher than Library Assistant II. Specifications for the classification were included in the report.

Report accepted and appreciation expressed to committee upon completion of their task.

The Board adjourned for lunch.

**ALA REPRESENTATIVE** — Neal Austin made a report on the Midwinter Meeting which was geared to stimulate development of a national legislative network. Primary concern of conferees was to urge Congress to restore library funding. Issues still pending are: (1) Funds. (2) Efforts to tie state membership to ALA. (3) Tax exempt status for non-profit organizations.

**SELA REPRESENTATIVE** — Leonard Johnson reported that SELA followed through on making state library journal editors members of editorial board of *Southeastern Librarian*. He announced that honorary memberships were granted to Susan Grey Akers and Hoyt Galvin from North Carolina. Nominations for honorary membership must be made 6 months in advance of meeting to Frances Cheney, Peabody Library School. The 1976 site for SELA is the Regency Hyatt House in Knoxville, Tennessee. West Virginia has been approved as a new member of SELA.

**ARCHIVES** — Charlesanna Fox (not present) sent message that her committee needs reports and papers from section and committee chairmen to include in archives.

**CONSTITUTION AND CODES** — No report.

**EDUCATION FOR LIBRARIANSHIP** — Budd Gambia, Chairman (not present). Re-

port submitted by David Jensen, a member of the committee. This committee has attempted to serve as a clearinghouse for information on continuing education in librarianship and to disseminate this information through *NORTH CAROLINA LIBRARIES* and other publications. Suggestion has been made that an open forum be conducted at the NCLA Convention in 1973 on the relationship between the Library Technical Assistant program in the state community colleges and technical institutes and those of the more traditional library schools. The committee plans to draw up a questionnaire for possible distribution to library education programs in the state this fall.

**GOVERNMENTAL RELATIONS** — Bill O'Shea reported that his committee had been to see the governor. There is a need for an NCLA Governmental Relations Representative endowed with the power and authority to make decisions on issues related to library legislation.

**HONORARY MEMBERSHIP** — Grace Farrow presented the names her committee had selected for honorary membership to Elizabeth Copeland for recommendation.

**INTELLECTUAL FREEDOM** — Ray Moore, Chairman, reported that the committee met and agreed on the following prime objectives: (1) to work out a firm statement on the procedures for all North Carolina libraries to follow in order to recognize and interpret the Freedom to Read Statement, the Library Bill of Rights and the First Amendment the same way that ALA does.

(2) to encourage all libraries to adopt a written book selection policy and that standing policies be re-evaluated and updated to conform to Intellectual Freedom guidelines.

**LIBRARY RESOURCES** — Rebecca Balentine reported on the adoption of the Inter-library Loan Code as published in *NORTH CAROLINA LIBRARIES*. Committee

projects include: (1) a survey of special collections in the state, some of which will be featured in *NORTH CAROLINA LIBRARIES*, (2) accumulation of monthly checklists, (3) accumulation of annual list of North Carolina Books, and (4) systematic ways of collecting documents locally.

**MEMBERSHIP** — Marion Phillips, Chairman, made special mention of the good response to the recruiting of new members which was conducted by the Association of School Librarians at the Media Workshop in Durham. She reported that Junior Members Roundtable held recruiting parties in several cities throughout the state during the fall. College and University Section sent membership forms to key persons on each campus for distribution to prospective members. Overall project of the membership committee is to design a brochure for distribution to library schools.

**NOMINATING COMMITTEE** — Pattie B. McIntyre, Chairman, mailed the report of her committee to President Copeland. Ballots for the election will be mailed May 1.

**SCHOLARSHIP COMMITTEE** — Mildred Mullis sent a report that 42 applications with scholarship brochures were mailed to colleges and universities throughout the state. To date 4 applications have been received by the committee. Deadline is May 1. Committee will meet to select recipients and president will notify them.

**RECRUITING AND AWARENESS** — Report made by Gail Ijames who announced the compilation of a "Library Promotion Kit" which will contain slides to illustrate all phases of library service and accompanying cassette cartridge to narrate presentation. This kit will be accessible to any person or group desiring to use it for civic clubs, library board meetings or high school career day programs. A budget request was made to Board for financing of this project.

**DEVELOPMENT COMMITTEE** — Mae Tucker, Chairman, made the recommendation that the Executive Board amend the *HANDBOOK* in the appropriate places so that all committee member appointees and section officers be asked for a written commitment to participate fully in the activities of the committee or section, especially noting that their attendance at the two spring workshops within a biennium is expected. Suggestion was made that the Spring Workshop be held afternoon and evening, followed by a general reporting session the next morning. Recommendation made that the Executive Board support the Membership Committee's efforts to make an attractive flyer which would be available for distribution to groups and agencies interested in NCLA. Proposed that a network of membership liaison representatives be established throughout the state. That special consideration be given to Junior Members in appointment of Association Committees by president and Executive Board.

**STATE COUNCIL FOR SOCIAL LEGISLATION** — NCLA was represented at the annual meeting of the State Council for Social Legislation, held in Raleigh on November 20, 1972, by Elizabeth Copeland and Marion Johnson. The Council voted at this time to support legislation on the following issues: (1) Liberalization of the North Carolina abortion laws. (2) A positive approach to drug abuse. (3) Support consumer protection legislation. (4) Abolition of the death penalty. (5) Rights of the mentally ill.

**NORTH CAROLINA BOOKS** — Elizabeth Lassiter reported on the reprint project recently conducted. She recommended that the committee cease to function, however Mr. William Powell will continue to serve as a resource person.

#### SECTION REPORTS:

**NCASL** — Bernie Sheffield reported on the conference held in Durham jointly

sponsored by the Department of Public Instruction, Education Media Association and Association of School Librarians at which approximately 800 librarians were present.

**PUBLIC LIBRARIANS** — Kathleen Gilleland reported on the work of the eight committees of the section: The A. V., Children's Service Committee, Development, In-Service, and Printed Resources, specifically. Madeleine L'Engle has been secured as speaker for the Public Library Section meeting at the Fall Convention.

**RESOURCES AND TECHNICAL SERVICES** — Eunice Drum reported that the R & T section is setting up guidelines for a newsletter to be distributed periodically to the entire membership of the section. Executive Board of the R & T Section made a nomination for the 1973 Margaret Mann Citation Award with individual letters of commendation mailed separately.

**COLLEGE AND UNIVERSITY SECTION** — Herbert Poole reported on the three workshops (2 regional and 1 statewide) sponsored by the College and University Section: Fall Tutorial — Greensboro; Serials Workshop — January in Greenville; Library Management Workshop scheduled in Boone, April 18-20. Plans for the biennial conference include a continuous film series and an open bar.

**JUNIOR MEMBERS ROUNDTABLE** — Gail James reported on activities of section which included recruiting parties, October business meeting and regional meetings. Cooperating with the Recruiting Committee, JMRT helped to develop the "Library Promotion Kit" which will be available to groups to use in promoting library awareness.

**OLD BUSINESS:**

**AUTOMATION COMMITTEE** — Michael D. Sprinkle (not present) reported no meeting of committee to date.

**GUIDELINES FOR COMMITTEE ON ARBITRATION, MEDIATION AND INQUIRY**

— Neal Austin reported that public library section was the only one that responded. The original guidelines, subject to minor corrections were approved by the Executive Board.

**JUNIOR COLLEGE SECTION:** Elizabeth Copeland reported that the acting chairman of the Junior College Section had resigned and a new chairman will need to be appointed. 42 members have signed up for this section to date.

**NEW BUSINESS:**

George Linder presented the idea of aiding the Kittrell College Library which was destroyed by fire recently. Endorsement was made of a resolution to offer assistance by sending books or other support to Kittrell College.

Announcement was made concerning the ALA Las Vegas Tour sponsored by NCLA.

Meeting was adjourned.

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## Notices

The new computer mailing list is now in use. If there is a duplicate or an error in your address, please return the mailing label with the correction along with your zip code.

The journal has been complimented in recent weeks by numerous requests for reprints of articles appearing in it.

Our printer is unable to produce reprints at a reasonable rate of expense for our readers and therefore we are unable to furnish the same or to arrange for them.

Extra copies of the journal are usually available at \$1.00 each, and we are happy to provide these as long as they last. Inquiries should be directed to the office of the Editor.

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## NORTH CAROLINA LIBRARY ASSOCIATION

### TREASURER'S REPORT

January 1, 1972 - December 31, 1972

Balance January 1, 1972 -----	\$10,451.78
Receipts:	
Dues -----	\$ 7,574.85
Association -----	\$ 4,908.00
Sections -----	2,666.85
School Librarians -----	\$ 327.50
Public Librarians -----	61.50
Trustees -----	77.00
College Librarians -----	2,156.35
Junior Members -----	13.00
Resources and Technical -----	31.50
NORTH CAROLINA LIBRARIES -----	\$ 1,517.97
1971 Conference -----	150.00
Gifts -----	3,080.00
Query-Long Scholarship -----	9,000.00
Spring Workshop Luncheon -----	135.50
Interest from Bond -----	1,200.00
Miscellaneous -----	16.00
Total Receipts -----	\$22,674.32
Receipts Plus Balance -----	\$33,126.10
Less Expenditures (See List) -----	25,358.99
Balance December 31, 1972 -----	\$ 7,767.11

### FUND BALANCES AS OF DECEMBER 31, 1972

Checking Account -----	\$ 7,767.11
General Fund Savings -----	15,582.38
Scholarship Fund Savings -----	10,350.84
Loan Fund Savings -----	3,000.00
Bond—\$20,000 Federal National Mortgage Assn., 6% 10/1/73 (General Fund 64%, Scholarship Fund 36%) (at cost) -----	18,893.60
Total Resources -----	\$55,593.93

Date: January 10, 1973

RICHARD T. BARKER, TREASURER

**EXPENDITURES**

**January 1, 1972 - December 31, 1972**

Executive Office — Salary -----	\$ 1,804.03
Executive Office — Expenses -----	1,497.60
President's Expenses -----	425.14
ALA Representative -----	250.00
SELA Representative -----	236.21
Treasurer's Bond -----	125.00
Vice-President's Expenses -----	46.04
1971 Conference -----	215.39
<b>NORTH CAROLINA LIBRARIES</b> -----	<b>3,101.35</b>
Dues Refund -----	30.00
To Loan Fund Savings Account -----	3,000.00
Transferred to Scholarship Fund -----	9,150.00
Sections -----	3,167.75
Returned Check -----	23.00
NCLA Promotion Mailing of NCASL -----	200.00
Spring Workshop -----	146.00
Dues — State Council for Social Legislation -----	100.00
Dues — American Library Association -----	55.00
NCLA Scholarship -----	999.00
Committees -----	88.48
ALA Washington Office -----	100.00
SELA Library Survey -----	500.00
National Library Week -----	99.00
<b>Total Expenditures -----</b>	<b>\$25,358.99</b>

**NORTH CAROLINA LIBRARY ASSOCIATION**

**Sections Balance Sheet — December 31, 1972**

	NCASL	PLS	TRUSTEES	COLLEGE	R&T	JMRT
Bal. Oct. 1, 1972	\$2,927.84	\$934.14	\$476.28	\$ 797.83	\$291.34	\$ 83.78
Receipts	121.50	6.00	0.00	2,091.85	3.50	2.00
<b>Total</b>	<b>\$3,049.34</b>	<b>\$940.14</b>	<b>\$476.28</b>	<b>\$2,889.68</b>	<b>\$294.84</b>	<b>\$ 85.78</b>
Expenditures	212.83	0.00	0.00	1,702.85	0.00	0.00
<b>Bal. 12/31/72</b>	<b>\$2,836.51</b>	<b>\$940.14</b>	<b>\$476.28</b>	<b>\$1,186.83</b>	<b>\$294.84</b>	<b>\$ 85.78</b>

## NORTH CAROLINA LIBRARY ASSOCIATION

### 1973 BUDGET

#### INCOME

Dues -----	\$ 8,000.00
Subscriptions and Ads -----	4,000.00
Scholarship Fund -----	200.00
Earnings from Investments -----	1,500.00
Conference -----	15,000.00
Miscellaneous -----	
Total -----	\$28,700.00

#### EXPENDITURES

Executive Office -----	\$ 4,000.00
President -----	500.00
Vice-President -----	250.00
Treasurer -----	200.00
ALA Representative -----	800.00
SELA Representative -----	200.00
ALA Dues -----	60.00
SELA Dues -----	50.00
Other Dues -----	100.00
ALA Washington Office -----	100.00
NORTH CAROLINA LIBRARIES -----	6,000.00
National Library Week -----	200.00
Scholarships -----	1,500.00
Committees -----	200.00
Sections -----	3,000.00
Conference -----	10,000.00
Miscellaneous -----	
Total -----	\$27,160.00

**NORTH CAROLINA LIBRARY ASSOCIATION  
PROGRAM FOR  
MEDIATION, ARBITRATION AND INQUIRY**

**I. ESTABLISHMENT OF COMMITTEE**

In order to carry out the intent and purposes of this program, as hereinafter set forth, a Committee, composed of representatives the units of the Association with policy assignments in the areas hereinafter delineated, one member-at-large, and the President of NCLA is hereby established. The Committee shall be composed of nine members, as follows:

- Chairman, Junior College Section
- Chairman, Public Libraries Section
- Chairman, College and University Section
- Chairman, Resources and Technical Services Division
- Chairman, North Carolina Association of School Librarians
- Chairman, Junior Members Round Table
- Chairman, North Carolina Association of Library Trustees
- Member, Executive Board, N.C.L.A.
- President, N.C.L.A. Chairman

Nothing herein shall preclude the Committee, or its chairman, from drawing into the Committee, on a temporary basis, from time to time, and as may be necessary or desirable, members of other units of the Association when those other units may have interests involved or can supply needed expertise.

**II. NAME OF THE COMMITTEE**

The Committee shall be known as the NCLA Grievance Committee (hereinafter referred to as the Committee).

**III. SCOPE OF RESPONSIBILITY**

The Committee is assigned responsibility for mediation, arbitration, and inquiry, relating to tenure, status, fair employment practices, due process, ethical practices, and the principles of intellectual freedom as set forth in policies adopted by the Council of the American Library Association.

The Committee shall have all authority to interpret all pertinent NCLA approved policies in implementing a PROGRAM OF ACTION FOR MEDIATION, ARBITRATION AND INQUIRY and conducting activities to meet its committee responsibilities. Nothing in this PROGRAM OF ACTION FOR MEDIATION, ARBITRATION AND INQUIRY nor in the authority assigned to the Committee shall be understood, implied or interpreted as granting or vesting in the Committee any policy-making function for any unit of the Association. Nothing in this limitation, however, shall preclude the Committee from referring to any appropriate unit the need for NCLA policy.

**IV. COMPLAINTS**

- A. All complaints of alleged violations received by the Association regardless of the unit or individual receiving such, shall be forthwith transmitted to the Committee. No complaint of any alleged violation shall be considered unless it is made by a party directly involved in the alleged violation.

1. When a complaint is received, whether oral or written, the Committee shall supply a standard form, to be called Request for Action. The form is to be completed and signed, and returned to the Committee by the complainant.
  2. Until a completed and signed Request for Action is received by the Committee, no formal\* action will be taken.
  3. That a completed and signed form is necessary for formal action in no way precludes the Committee from taking informal action, such as, but in no way limited to, telephoning the complainant to offer reassurance or to gather additional information, advising the complainant of local channels for the redress of the grievance, or notifying alternative sources of potential interest and financial support as appropriate. In some instances, "informal" action may include an actual visit to the complainant, whether by a member of the Committee, or by another person or persons the Committee so designates. Such visits, however, will be undertaken only on the approval of the chairman of the Committee, or his designate. "Informal" action may include such emergency action as the Committee agrees is necessary and appropriate.
- B. After receiving a completed and signed form, it shall be the responsibility of the Committee to determine whether the matter is one which comes under its jurisdiction.
- C. If the Committee determines that it has jurisdiction, it shall then determine the most appropriate course of action. Prior to undertaking the action deemed appropriate, however, the Committee shall ascertain that no adequate remedy is available from any alternative source.
1. Among but not limited to, the possible courses of action are formal mediation and/or arbitration, an inquiry or referral of the matter to a more appropriate agency or organization.
  2. If at any time after filing of the Request for Action, the case involves a law suit, the Committee may determine to file, and may file, an *amicus curiae* brief, or take other appropriate action. The filing of an *amicus curiae* brief, however, should be limited to cases involving issues of primary importance to the NCLA which have not yet been determined by the courts.
- D. Except as provided in V.A., complaints may be withdrawn by the complainant, upon written notification to the Committee, or its chairman, at any time prior to the institution of formal action but not thereafter.
- E. The Committee may decline to proceed further with a complaint at any point in the proceedings, when, in the judgment of the Committee, further action is unfeasible. In any instance when the Committee declines to proceed, a report of the reasons shall be made of the chairman to the NCLA Executive Board.

## V. INQUIRIES

- A. When the Committee determines that a just and equitable resolution of the problem cannot be reached through arbitration and/or mediation, and that the matter warrants a formal inquiry, the Committee shall so notify the com-

\*Formal action means mediation, arbitration, filing of a brief, or inquiry.

plainant. In such notification, the complainant shall be appraised of the seriousness of such an undertaking, and shall further be informed that he has ten days to withdraw his Request for Action. If, at the end of the ten-day period, the complainant has not withdrawn his Request for Action, a fact-finding subcommittee shall be appointed. This paragraph is to be interpreted as meaning that the Committee may decide to attempt to arbitrate and mediate the problem, or it may determine that arbitration and mediation are not appropriate and/or would be to no avail and may proceed directly to an inquiry. However, no formal inquiry shall be made into cases which are in the process of local hearings, except in extraordinary circumstances, and no formal inquiry will be made into cases which are in litigation.)

B. The Committee shall appoint a fact-finding subcommittee whose duty it shall be to gather all of the facts involved in the matter, by interviewing the parties concerned, and through other appropriate means.

1. The fact-finding subcommittee shall be composed, generally, of three persons, including the Chairman of the section involved. Two persons, with the appropriate background of knowledge and experience in regard to the specific situation, shall be drawn from the NCLA membership. In all cases, review by peers shall be provided, so that academic librarians conduct inquiries concerning academic librarians and libraries; public librarians conduct inquiries concerning public librarians and libraries; school librarians conduct inquiries concerning school librarians and libraries; and so forth.

2. All interviews by fact-finding subcommittees shall be conducted in the following manner:

- a. All interviews shall be recorded and transcribed.
- b. Immediately after the completion of all interviews, the subcommittee will prepare a detailed outline to be used by committee in writing the report.
- c. Transcripts shall be made by the subcommittee for use by committee in writing the report.
- d. Transcripts, after review, when necessary, by NCLA Legal Counsel and deletion of any actionable material, shall be forwarded to interviewees with certificates of endorsement, for signature and certification. The certificate of endorsement shall read as follows:

**CERTIFICATE**

I certify that the above and foregoing is a transcript of the interview given by me to the Fact-Finding Subcommittee composed of \_\_\_\_\_  
 \_\_\_\_\_,  
 and \_\_\_\_\_, in the matter of \_\_\_\_\_  
 \_\_\_\_\_ on the \_\_\_\_\_ day of \_\_\_\_\_  
 \_\_\_\_\_ at \_\_\_\_\_,

I further certify that the above and foregoing is correct as it stands or has been corrected by me and each correction, addition, or deletion has been initialed by me.

Signed and acknowledged this \_\_\_\_\_ day of \_\_\_\_\_ 19\_\_\_\_.

\_\_\_\_\_  
 Signature

- e. Certified transcripts shall be used as background to write the report, after which the transcripts shall be placed in a confidential file designated by the Committee. This file will be accessible only to members of the Grievance Committee, to such persons as the Committee may authorize, and to persons who may require the transcripts for reference in any further hearing(s) by the NCLA Executive Board.
3. Following the completion of a fact-finding investigation a written report of the findings shall be prepared. Such reports of fact-finding subcommittees shall be sent to the NCLA President, who shall direct copies to the NCLA legal counsel and to the committee for further action.
  4. It shall be the responsibility of the Committee to recommend appropriate action, based on the facts gathered in the investigation and reported in written form, to the NCLA Executive Board. (Members of the fact-finding subcommittees shall not vote on actions.)
    - a. Reports of fact-finding investigations shall be considered highly confidential and shall not be made public, except as authorized by the NCLA Executive Board.
    - b. Reports of fact-finding investigations, including revisions and recommendations for further action, as determined by the Committee shall be reviewed by Legal Counsel prior to submission to the Executive Board.
    - c. Upon acceptance and approval of reports of fact-finding investigations by the Executive Board, the full report, a summary thereof, or a statement shall be published in N. C. Libraries if so determined by the Executive Board.

At any point in these proceedings the Grievance Committee may recommend that the NCLA Executive Board refer the matter to ALA Staff Committee on Mediation Arbitration and Inquiry, along with accessibility to all pertinent documents.

## VI. HEARINGS AND REFERRAL

Should the Committee recommend, and the Executive Board approve, the referral to ALA, the principles shall be notified that a hearing may be held to all of a final opportunity for appeals. Copies of the full report shall be forwarded to the principal(s) at this time.

### STATEMENT OF INQUIRIES

In conducting inquiries, the North Carolina Library Association assists in securing fair treatment to employees and to employers; encourages the establishment and conduct of fair employment standards, procedures, and practices; encourages ethical conduct by librarians and institutions; supports professional standards; and makes known the practices of those institutions and individuals whose policies and activities are not conducive to the public good.

The North Carolina Library Association, through its grievance committee conducts inquiries into specific problems of library service and library employment related to such concerns as tenure, status, fair employment practices, due process, ethical practices, and the principles of intellectual freedom.

1. Inquiries are conducted from an objective viewpoint to provide fair and just treatment of all. The decision by NCLA to make an inquiry regarding a situation implies no presupposition as to who is at fault.

2. Requests for inquiries may be initiated by any principal in a particular situation — such as a librarian, a library employee, a library governing body, a library user, an organization of library employees, or any authorized spokesman for such an individual or group. Acceptance of cases for inquiry will be determined by the merits of each case and the importance of the issues involved.
3. Requests for inquiries will be handled promptly and with deliberate speed and dispatch, bearing in mind the goal of effective resolution of the problem.
4. Recommendations and suggestions regarding fair settlements, resolutions of problems, and changes in policies and practices may be provided by NCLA to all parties concerned.
5. NCLA will publish information regarding an inquiry when the findings will be of general concern and assistance to the library profession and to the public good.
6. NCLA anticipates that all local channels (such as institutional grievance or hearings committees, municipal appeals boards, or local AAUP chapters) for resolving the problem will have been used before assistance is requested. NCLA does not usually conduct formal inquiries into cases which are in the process of local hearings or which are in litigation.
7. Inquiries are made with the understanding that all facts related to the case will be made available to the Grievance Committee. If complete information relating to a case is not made available from all principals, the committee will determine the point at which the final report must be prepared due to its inability to proceed further with the inquiry.

is there *Filth*

in **YOUR LIBRARY?**

**Censorship is Alive and Well in Buncombe County**

IF YOUR LIBRARY HAS COPIES OF

*THE GRAPES OF WRATH*      *OF MICE AND MEN*  
*CATCHER IN THE RYE*      *ANDERSONVILLE*

The answer is yes, according to some vocal and powerful people in North Carolina.

This spring headlines in the *ASHEVILLE CITIZEN* announced that "200 persons attack filth in libraries" and that parents were fighting "pornography in library books."

To help you resist such attacks on the integrity of your library NCLA's Intellectual Freedom Committee is planning a pre-conference workshop on censorship.

Watch for — and respond to — further announcements

## Professional Vacancies

### Audiovisual Coordinator — Davidson County Community College

Aggressive audiovisual coordinator needed for growing audiovisual department. Duties include ordering, maintaining and supervising extensive audiovisual holdings. Work week, 35 hours, retirement, sick leave, vacation, sabbatical available.

Apply to: John B. Thomas, Director, Learning Resources Center, Davidson County Community College, Lexington, N. C. Phone: 919-475-1915, ext. 10 or 704-249-8186, ext. 10.

### LIBRARIAN — BEAUFORT COUNTY TECHNICAL INSTITUTE

Competent, self-motivated professional with abilities and interest in technical services and reference. LC system. Salary by qualifications. Particulars and job description on request. Contact: Mark J. McGrath, Director of the Library, Washington, N. C. 27889.

**Want to see more names or more libraries in the news?  
Here's the person to give your news items to:**

#### COLLEGE AND UNIVERSITY LIBRARIES:

Leland M. Park  
Seminole Plaza  
736 W. Virginia St. No. 30  
Tallahassee, Florida 32304

#### JUNIOR COLLEGE LIBRARIES:

Jean McDuffie  
Central Piedmont Community College Library  
Charlotte, North Carolina 28204

#### PUBLIC LIBRARIES:

Ray N. Moore  
Durham City-County Public Library  
Durham, North Carolina 27702

#### SCHOOL MEDIA CENTERS:

Pauline Myrick  
Moore County School System  
Carthage, North Carolina 27327

#### SPECIAL LIBRARIES:

William Lowe  
North Carolina State University  
Raleigh, North Carolina 27607