

Report From The President

The NCLA Spring Workshop held at the D. H. Hill Library on the NCSU Campus, April 7-8, 1978 was well attended and productive. All of the committees met, received reports from the old committees and began planning for the biennium. I appreciate the willingness of the committee members to give their time and effort to serve the Association.

Following the meeting of the Scholarship Committee at the Spring Workshop, Mrs. Grace Farris, Chairman announced the 1978-79 scholarship recipients: Query-Long Scholarship — Mrs. Elinor Vaughan \$500 for graduate study at UNC-Greensboro; two North Carolina Memorial Scholarships — Mrs. Betty F. Middleton, \$1000 for graduate study at UNC-Greensboro and Mrs. Arlene H. Hanerfield, \$600 for graduate study at UNC-Chapel Hill.

The date for the Governor's Conference on Libraries and Information Services is October 19-21, 1978. It will be held in the Raleigh Civic Center with Governor Hunt participating. The work of the planning committee is progressing well and

prior to the October dates, seven regional meetings will be held across the State. I urge each of you to participate in these meetings and help us get a good cross-section of your community involved. The purpose of these meetings is to identify particular local library concerns and other input for the Governor's Conference. If you have questions or need further information concerning the Conference, contact David N. McKay or Alberta Smith at the State Library.

On Saturday, March 18, 1978 at the Royal Villa in Raleigh, the "North Carolina Media Council: A Council of Educational Media Organizations" was organized. The following organizations were represented: Educational Media Association, North Carolina Association of School Librarians, North Carolina Association for Educational Communications and Technology, Learning Resources Association and the North Carolina Library Association. The objectives of the Council are: "1. To explore avenues of cooperation between the various media organizations in North Carolina; 2. To promote quality

programs and workshops of mutual professional interest to constituents of member organizations; 3. To identify professional problems for further development of media programs in North Carolina; and 4. To promote better understanding and mutual cooperation among media organizations in North Carolina in order to develop a responsible image for media personnel." Membership in the Council will be open to all educational media organizations in North Carolina which support and promote these objectives. It will be composed of two members from each member organization, the president plus one person appointed by the executive board of each organization. Officers (chairman, vice chairman and secretary-treasurer) will be elected annually by the Council. Each member organization will have one vote and pay \$25.00 for implementation of the Council's objectives. At the North Carolina Library Association Board Meeting on April 7, 1978, membership in the Council was approved.

Diana Young, Children's Consultant, State Library and the Children's Services Section are to be congratulated on another successful Storytelling Festival during National Library Week, April 3-7, 1978. The Festival was held on the Capitol grounds in Raleigh with over 11,000 people attending.

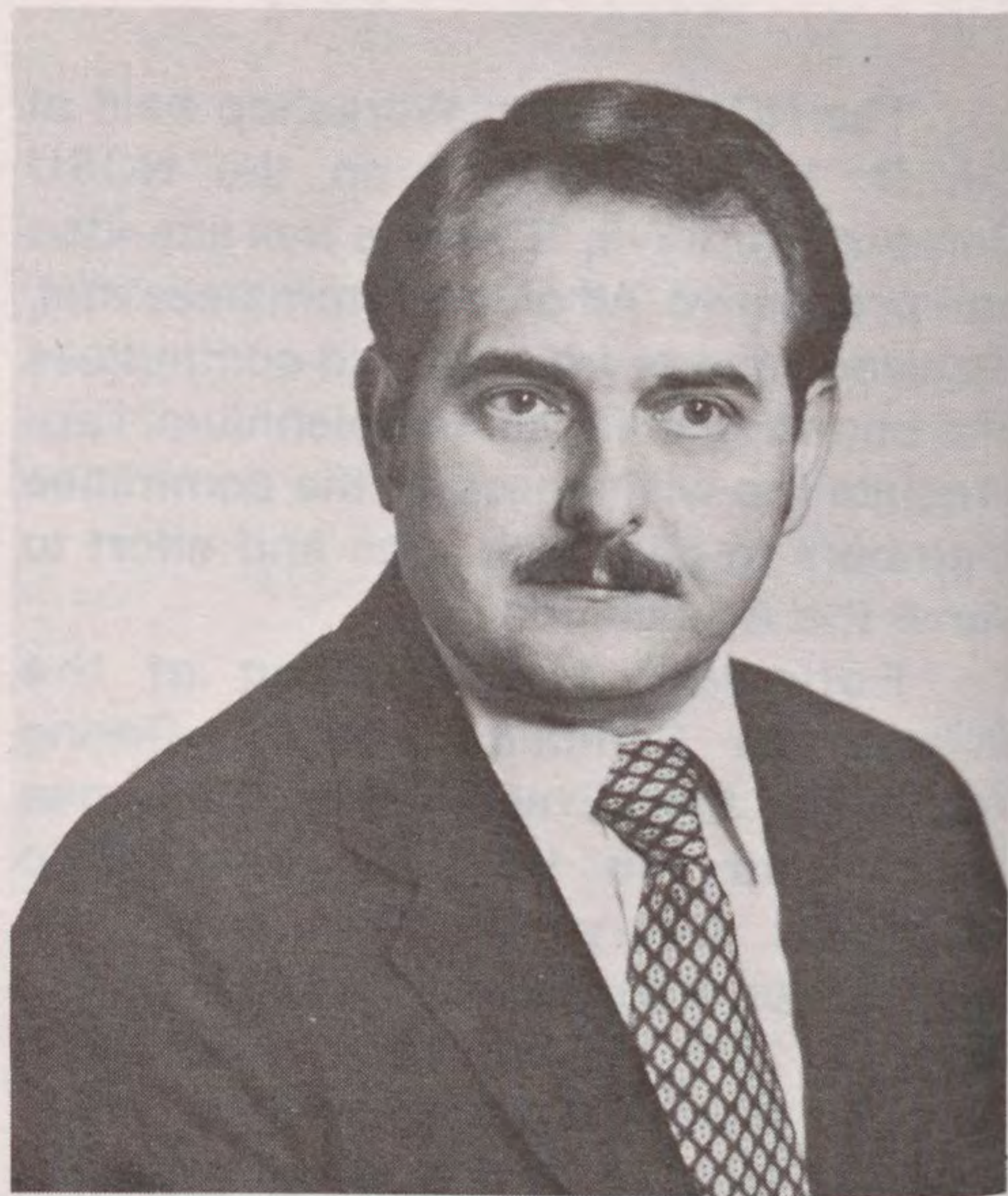
North Carolina was well-represented in Washington, D.C. on Legislative Day, April 4, 1978. Our delegation found our legislators to be hospitable, well-informed and interested in the library needs of our State. Bill O'Shea and his Governmental Relations Committee are to be commended on preparations for this Day and their outstanding work during the 1976-78 biennium.

It was a terrible shock to hear of Margaret Kalp's death. Margaret was very active in NCLA and served as president from 1963 to 1965. She will be greatly missed by her friends and colleagues.

In making your plans for the fall here are two dates to remember:

October 6-8, 1978 — Southeastern Library Association/Southwestern Library Association Joint Conference. New Orleans Hilton.

November 16-17, 1978 — North Carolina Association of School Librarians Biennial School Library/Media Work Conference. Benton Convention Center, Winston-Salem.



Leonard L. Johnson

CLR-NEH Library Programs

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Introduction

Over the years, the library on the college or university campus has become less a part of the student's education, and has evolved into little more than a study hall. By not making an effort to become involved in campus activities, the libraries have done little to dispell their image as warehouses for information.¹ This image, for the most part, is reinforced by the attitudes and teaching methods of the faculty who do not look upon librarians as colleagues in the educational process, and who make minimal use of the library themselves.

Periodically, librarians who were aware of the declining role of the library, have attempted to redefine its interactive position within the academic community. One of the earliest plans was the Library College Concept, presented by Dr. Louis Shores in the 1930's. He visualized the Library College as:

... a college in which the dominant learning mode is independent study by the student in the library, bibliographically guided, intellectually aroused, and spiritually stirred by the faculty.²

Although the plan worked well in theory, the traditional lecture format of teaching prevented it from becoming a reality on more than just a few

campuses. More recently, many colleges have revised their curricula, moving away from the lecture form of teaching to seminars and independent studies programs for upper classmen and in some cases freshmen. This is seen to present the ideal opportunity for the library to update its role in the academic community and to become a more active, aggressive and influential part of the undergraduate's education.

In order for this goal to be accomplished, the student must be sufficiently knowledgeable in the way of the library to make it work for him. This presents a major obstacle for librarians to overcome: teaching the student (and professor) how to make effective use of the resources and materials in the library, especially the basic reference tools. This has been the topic of numerous publications, as shown by recent surveys in library literature. The conclusions reached by one survey done in the early 1960's were: 1) relatively few changes in the methods of instruction had occurred during the previous forty years; 2) no real solution to the instructing problem had been found; and 3) most of the literature was reptitious.³ A 1970 update of this survey reconfirmed the original findings.⁴

In 1969, the Council on Library Resources (CLR), in conjunction with the National Endowment for the Humanities (NEH), began awarding matching grants to college libraries as part of a renewed effort to foster innovative programs. Few restrictions were made for the funded institutions:

It [the library] must have its own positive program; it must have dynamic and imaginative leadership. However, optimum effectiveness can be obtained only by coordinated endeavor on the part of administration, faculty, and library staff, based upon clearly defined institutional policies.⁵

While the development of basic orientation curricula was not a requirement of CLR-NEH, a close look at the proposals of a majority of the funded institutions reveals that it was recognized as a necessary foundation for the "coordinated endeavor" the institutions wished to establish. The funded programs proposed one or more of the following approaches to the problem: 1) development of a strong student reference-assistant program; 2) use of faculty members working in the library; and 3) creation of a separate professional position to integrate the library's activities with those of the rest of the campus.

The NEH and CLR provided matching funds of \$50,000 per year (\$100,000 in one case) for five years to enable about two dozen colleges and universities to experiment with such programs. This paper attempts to evaluate these programs in the light of available data which have been reported.

Student Reference Assistants

Students have traditionally participated in the library's operation in positions of minimal status. Some of the schools receiving CLR-NEH grants have increased or augmented the responsibility of these positions through a program of reference assistants. Four in particular — Brown University, Wabash College, Hampshire College and Washington and Lee University — make this use of student help a major part of their overall programs.

The decision by the four institutions to pursue this course was based on the belief that inexperienced student patrons will more readily approach their peers for assistance than face their professors or a librarian.⁶ Another reason for hiring students is to complement already operating independent study programs, a recent innovation of which is the shift to peer-based structures, where upper-classmen serve as guides to the newer students. Still another reason is that many of the questions asked at the reference desk can be easily answered by a student knowledgeable about the basic resources. Ideally, this would then free the professional librarian for other forms of communication with the faculty, and thus extend the visibility and influence of the library beyond its structural confines.⁷

The students who were to be chosen as reference assistants were first recommended by departments participating in the overall College-Library Program. It was expected that

these students were already competent in general research methods and had some knowledge of bibliographic sources and techniques of their major field. They also had to show an awareness of their own limitations.

All of these programs proposed some type of formal training, ranging from a weekend workshop at Wabash College to a whole semester's apprenticeship at Brown and Washington and Lee Universities. At the latter schools the longer training period was designed to acquaint the assistants with the entire library system by having them work briefly in each department, but with emphasis on reference and bibliographic searching techniques. The approach to this type of training at Hampshire and Wabash was to have the prospective assistants investigate searching problems under the guidance of the project librarian.

The student assistants at Brown and Washington and Lee spent the majority of their project time working on reference assignments in the library. At Brown they showed undergraduates how to search the literature and the card catalogue for particular topics. They had fixed office hours for students to come for assistance and consultation while researching term papers. Under the supervision of the reference staff, assistants compiled brief guides to the literature within their own field, for use by beginning majors.⁸ While working at the main reference desk, the assistants at Washington and Lee helped other students to make more productive use of reference tools.⁹

This help included instruction in using particular resources, assisting in literature searches, and making suggestions about general research techniques. In the remainder of their time, the assistants at both universities did library work for their individual departments: checking holdings and coordinating faculty ordering, compiling short guides and bibliographies, and even meeting with introductory classes to discuss library use.

The program at Hampshire College planned to continue the more traditional student reference assistants working in the library; it was also their intention to carry this approach outside the library. The proposal called for the placement, by the library, of specially trained "reference advisors" in the residence halls. Their additional training was to cover reference interviewing and other library related problems.¹⁰ It was hoped that these reference advisors would maintain a small reference collection in the dormitories for convenience.

Wabash College also planned to have student advisors in those residence halls that requested them. However, unlike Hampshire, the burden of the responsibility for choosing the advisors and publicizing their availability was to rest on the individual advisors and the dormitory residents.¹¹ The majority of these reference assistants' time was spent working with the faculty in a program of Freshman Seminars. They were to assist the lower classmen in the thematic aspects of investigating a

seminar topic. Instruction in the use of the resource tools remains the domain of the professional librarian.

Professors in the Library

Many librarians believe that one possible stimulus for more resourceful use of the library is the establishment of closer ties with the teaching faculty. Theoretically, "the 'professor in the library' can open many doors to which the 'professor in the classroom' can only refer by way of recommendation."¹² The former brings with him subject expertise and searching techniques which can assist the student in his research work. Three of the recipient institutions, Washington and Lee University, the University of Richmond, and Occidental College, proposed to take some professors out of their classrooms and put them into the library. In all three instances, the participating faculty were selected from the social science or humanities disciplines. The teaching faculty were given release time and freed from some of their teaching obligations to compensate for their library work. The length of a faculty members's library assignment ranged from one semester to the full five years.

The roles of these faculty members seemed to fall into one of two broad categories: that of subject specialist reviewing the library's holdings, and that of consultant working with the students. While there was generally some overlap of these duties, the participating schools' programs usually emphasized one or the other of them.

At Washington and Lee the participating faculty prepared

bibliographies of the basic resources within their own fields for beginning majors. In addition, they were engaged, with the reference staff, in team teaching intensive bibliography courses, described as:

Introduction to information sources [bibliographic tools] and library services, and how to use them most effectively, followed by instruction in specialized research methods and subject bibliography for the major fields represented in the class.¹³

This aspect of the program has had a positive impact on the awareness of student and other faculty of the importance of bibliographic competence.¹⁴ Other reference librarians have been asked to give mini-bibliography courses in non-participating departments, and students have been known to recommend the course to their peers.

At the University of Richmond, the faculty members' jobs were threefold: 1) developing library-centered teaching, e.g., faculty and librarians team teaching, or use of librarians in the classroom; 2) planning and implementing a ten-year collection development program; and 3) assisting in reference service. The faculty participants spent only a small portion of their time in reference assistance, and this was mainly learning about basic resources and assisting students who were doing independent or interdisciplinary work.¹⁵

At Occidental College, much like some of the other schools, the professors were largely concerned with assisting the freshmen and sophomores in learning efficient research techniques. Faculty were also expected to survey the library's

holdings in their own discipline and to develop ways of increasing the use of these holdings. What was especially unique about this program was the training each professor was to undertake. In the term prior to his appointment, he was to work in the library under the guidance of a librarian to improve his own knowledge and skills with the references resources.¹⁶

At two schools a faculty member was designated to oversee the work of other faculty participants and to make on-going or final evaluations of the overall program. This was the Associate Project Director at Washington and Lee and the Project Associate at Richmond.

New Librarians

Almost all of the institutions that received CLR-NEH grants proposed, as an integral part of their projects, either to create a new librarian position or to redefine an existing one. It was to be the responsibility of this position to acquaint all students with the libraries' facilities and to give special attention to the bibliographic needs of students doing independent projects.

At some institutions these special librarians were to have other duties as well. At Occidental the Librarian-at-Large was to assist the faculty in rating the bibliographies of their students work. At Davidson the Coordinator of Library Resources for Extended Studies was to advise students and faculty on the practicality of research projects in terms of the

library's holdings.¹⁷ At Hampden-Sydney, the Reference-Librarian Coordinator offered special guidance to students in evaluating the worth of sources material. He also has developed an orientation program to meet the particular needs of freshman.¹⁸

The University of Colorado hired two "subject specialist" librarians, a portion of whose time was to be spent giving individual counseling to students and faculty in participating departments.¹⁹ Together with the faculty, they were to develop instructional aids in library use.

Eastern Michigan University's two new Orientation Librarians intended to create an orientation program which would go beyond the traditional building and location tour. These librarians have met with freshman and sophomore classes to give bibliographic instruction at times when such lessons would be of particular value.²⁰ It has been found that when library instruction is coordinated with, and limited to, the demands of current assignments, students respond with more interest and more readily remember and use the information they received.²¹ Before the librarian at Eastern Michigan was to meet with a class, a data sheet covering such information as course topics and titles of specific sources requested by the professor, was to be filled out, in order better to acquaint the librarian with the specific needs of the class.

The Orientation Librarians also wrote study guides for topics of general interest for distribution to the

students. These guides provided a list of general sources and possible reference headings for a variety of topics, specified for each the location of relevant reference books and stack area for more general sources, and suggested the name of a librarian to ask for assistance should it be needed.²²

The Librarians at Hampshire College chose to make use of special audiovisual techniques to present their orientation program. In one attempt, the College's video system was being used to change the patron's image of the library:

. . . drawing on the TV commercial, Sesame Street and other interesting formats, we are attempting to produce a wide variety of presentations showing the Library Center as a human if not humorous place.²³

While it was recognized that the initial results had been amateurish and experimental in nature, it was felt that these efforts were still worthwhile.²⁴ More successful were the slide-tape shows which gave instructions in the use of specific references, and video tapes which listed and reviewed the pertinent resources of a particular field.

Many of the proposals recognized that it is not only the students, but the faculty as well, who fail to appreciate fully the librarians' expertise, and who are remiss in putting the libraries' facilities and staff to full use. Some of the programs, therefore, planned to extend an effort to help the professor pursue his personal research interests or improve his own bibliographic skills.

Eastern Michigan's Outreach Program proposed to sell the faculty on the librarians' abilities.²⁵ To this end the Orientation Librarians developed a "Faculty Profile" which was filled out for each professor they interviewed. Among the information recorded were the professor's subject interests, his areas of research, and the journals he read or subscribed to. This information was to help the librarian to stay in touch with the professor and keep him up to date on new acquisitions or even developments in his field.

Hampden-Sydney College invited a library school faculty member to direct a one week seminar each summer for the duration of the program in order to orient the faculty to the library's resources. The professors were given an introduction to the general reference tools as well as a bibliographic assignment in which they closely examined the resources of a particular topic.²⁶

Summary

Although the limited data available make evaluation of this program difficult, all of the programs discussed here appear to have made an impact on their respective institutions, some of which were positive. This is not to say that the programs have not been without limitations and failures. All of the schools found it necessary to make some modifications in their programs as they went along. The attitude of the students towards learning in general and the reluctance of the faculty to become involved in the

library and in a cooperative endeavor with librarians were the more difficult obstacles to overcome.

While there is no easy solution, involving the faculty more directly in the library's work has shown positive results. The use of team teaching by the faculty and librarians, as well as the availability of a faculty member in the library has spurred other faculty members to make greater use of the library and the talents of the librarians. In at least two of the schools, Richmond and Occidental, the faculty who participated in the library program reported a new appreciation for the work librarians do and the service the library can render to students and faculty.

The programs that relied on increased student reference assistants have also proved beneficial in increasing student use of the library. As one librarian aptly put it:

Library assistants have become goodwill ambassadors for the library and their influence will bring others into the library.²⁷

The overall success of the programs which developed primarily around a new position appears more doubtful. Much depends on the personality of the individual. Collection development often competed with orientation and reference work with the students and faculty for the librarians' attention. Both jobs are important to the library's role on the campus, but to have them handled by one librarian sometimes meant that he would be unable fully to realize the potential of either job.

A number of the schools have now completed their five-year grants and

are in the process of evaluating the results. The NEH and CLR have also sent evaluators to some of the institutions.²⁸ The initial experiments were encouraging in some schools, less so in others. Work at Eastern Michigan University with its annual orientation conferences has apparently stimulated a great deal of interest in bibliographic instruction and participants in the conferences have often been librarians and/or faculty members from grantee institutions.²⁹ What the reports do not reveal, as indicated by one evaluator, is the sense of excitement and educational progress which faculty, students, and librarians on a given campus have experienced as a result of the College Library Program.³⁰ What is now needed is a report from all these institutions on the effectiveness of their approach and the intangible results which have occurred from library instruction. Until such case studies have been written for each college or university no comprehensive evaluation is possible. Colleagues in such institutions should be encouraged to share their successes and failures with the library community as a basis for further advancement of the profession.

Footnotes

¹Swarthmore College, "Report of the Special Committee on Library Policy," in *Critique of a College*, (Swarthmore, Penna., 1967), p. 337.

²Joan M. Bechtel, "A Possible Contribution of the Library-College Idea to Modern Education," *Drexel Library Quarterly*, VII (July/October 1971), p. 189.

³Wabash College Library, "A Proposal to Increase the Effectiveness of the Library in the Educational Program of Wabash College," (Unpublished), p. 6

⁴*Ibid.*, p. 6.

⁵Council on Library Resources, *17th Annual Report*, (Washington, D.C. 1973), p. 26.

- ⁶Hampshire College Library, "Program to Develop Methods of Orienting the Library to the User," (Unpublished), p. 7.
- ⁷*Ibid.*, p. 7.
- ⁸Brown University Library, "Graduate Reference Assistant Program," (pamphlet), p. 1.
- ⁹Washington and Lee University Library, "Interim Report 1," (Unpublished), 1971-72, p. 5.
- ¹⁰Robert S. Taylor, "Orienting the Library to the User at Hampshire College," *Drexel Library Quarterly*, VII (July/October 1971), p. 1.
- ¹¹Wabash College Library, "Quarterly Reports to the Council on Library Resources," No. 7, (Unpublished), p. 6.
- ¹²Washington and Lee University Library, "Interim Report 1," (Unpublished), p. 5.
- ¹³*Ibid.*, p. 8.
- ¹⁴University of Richmond Library, "Library Faculty Partnership," (Unpublished), 1973, p. 2.
- ¹⁵Occidental College Library, "A Proposal to the Council on Library Resources for a Grant to Develop Greater and More Effective Use of the College Library in the Educational Program of the College," (Unpublished), 1973, p. 9-10.
- ¹⁶Council on Library Resources, *17 Annual Report*, p. 27.
- ¹⁷Hampden-Sydney College Library, "Progress Report on The Council on Library Resources-National Endowment for the Humanities Grant," (Unpublished), 1974, p. 5.
- ¹⁸University of Colorado Library, "Proposal to the Council on Library Resources, Inc. for a Program to Improve and Increase Student and Faculty Involvement in Library Use," (Unpublished), 1972, p. 2-3.
- ¹⁹Council on Library Resources, *Recent Developments*, No. 296 (October 4, 1970), p. 2.
- ²⁰Guy Lyle, *The Administration of the College Library*, 3rd Edition, (New York, 1961), p. 153.
- ²¹A. P. Marshall, "Library Outreach: The Program at Eastern Michigan University," *Drexel Library Quarterly*, VII (July/October 1971), p. 349.
- ²²Hampshire College Library, "Progress Report, First Year, 1970-71," (Unpublished), p. 4.
- ²³*Ibid.*, p. 5.
- ²⁴Marshall, *Op. cit.*, p. 348.
- ²⁵Interview with Dr. Fred Roper, Professor of Library Science, University of North Carolina, May, 1974.
- ²⁶Wabash College Library, "Quarterly Reports . . ." No. 7, p. 2.
- ²⁷In the summer, 1975, Harold Cannon from the National Endowment for the Humanities, Foster Mohrhardt from the Council on Library Resources, and Edward G. Holley from the University of North Carolina at Chapel Hill, visited twelve institutions in order to make recommendations on the future of the program. Their reports, while useful, have not been published.
- ²⁸Eastern Michigan University, *Papers presented at the First Annual Conference on Library Orientation held at Eastern Michigan University, May 7, 1971; Proceedings of the Second Annual Conference on Library Orientation for Academic Libraries, May 4-5, 1972; Proceedings of the Third Annual Conference on Library Orientation for Academic Libraries, May 3-4, 1973; Proceedings of the Fourth Annual Conference on Library Orientation for Academic Libraries, May 9-11, 1974*, (Ann Arbor, Mich., Pierian Press, 1972-75.
- ²⁹Conversations with Dean Edward G. Holley regarding the eight institutions he visited. December, 1976.

Communication in an Industrial Library

by **Darlene L. Ball**
Information Service Manager
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First, let me express my appreciation for the opportunity to participate in this session. As I hope you will see from my comments, I consider communication an extremely important aspect of library and information work, and am therefore happy to contribute anything I can to this discussion.

I have been asked to speak about our library as an example of corporate/industrial libraries. I must stress here that my talk will give you an idea of what we do in one corporate library only — that of Burlington Industries, the textile manufacturer. I have found over the years in my dealings with textile and other special libraries, that the kinds of services offered and the means of communicating with users are extremely varied.

Part of the reason for this variation is due to the fact that most industry libraries are organized and their services developed to serve the needs of a fairly specific community of users. That community of users, its geographic boundaries, the size of the staff and the budget determine the services provided and these parameters vary widely in industry.

To understand the reason we communicate along the lines which we do

within Burlington, you need to understand the structure of Burlington Industries as a company, and our position as an Information Services group within that company.

Burlington is a multi-national company, composed of 22 manufacturing divisions. These divisions are operated as individual profit centers and are united to the Corporation through 7 executive vice presidents who report to the President of the company. Burlington manufactures no fiber and no apparel. Our business is making yarn and fabric.

These 22 divisions produce such varied products as yarn; greige or unfinished fabric, which is then sold to other Burlington divisions or to commission dyers and finishers for further processing; dyed and finished fabric both woven and knit, for use in all major markets (men's wear, women's wear, children's wear); hosiery and socks; fabric which goes into the home furnishings areas such as sheets, pillowcases, bedspreads, towels, mattress ticking; carpets and rugs; drapery fabrics and draperies; industrial products, such as fire hoses, pipe wrapping, tire cord fabric; furniture and lamps.

The marketing and merchandising headquarters for each division is located

in New York. The manufacturing headquarters for almost all the divisions are in the Corporate Headquarters Building in Greensboro, North Carolina. The Corporate functions such as research and development, purchasing, accounting, payroll, engineering, industrial engineering and operations research are also located in Greensboro.

Each of these divisions, then, in addition to a marketing headquarters and manufacturing headquarters has manufacturing plants. These plants, about 130, are located in 10 states and in 9 foreign countries. In total, there are about 70,000 employees of Burlington Industries worldwide - about 62,000 in the U. S.

As you can see, then, the Company manufactures a very broad range of textile products in many different locations. The physical distribution of the company gives us, therefore, more of a communications challenge than if our people were all located in one or two buildings.

Where, then, does the information function get in this picture - who is it charged to serve, and how does it attempt to do that? Information Services was organized in 1964 as a department of Corporate Research and Development. It was chartered, however, to serve not only the Corporate R&D personnel, but anyone in the Company who needed information from the published literature. Information Services does not maintain confidential internal information, with the exception of the Corporate Research & Development project reports. Our services are provided from the published literature.

We are physically located at the Company's Corporate Headquarters building in Greensboro, where there are about 1,000 staff people in the Corporate departments and manufacturing headquarters I previously mentioned.

Our user community, of course, is composed of personnel employed in plant and

division locations throughout the world. This gives you the idea, then, that the majority of our services are provided for people who are unable, because of physical distance, to come into the library to seek the information they need.

How, then, do we try to serve people in all types of jobs in some one hundred and twenty locations with interests in almost every aspect of information available and sometimes not available? Basically, we communicate through our services. Currently we provide services in three areas - library, alerting and searching.

The library itself, with a collection of about 10,000 volumes is made available to all of our locations through a computer-generated book catalog which is located in either the training or personnel department.

The book catalog is supplemented with quarterly lists of new books and with computer-generated supplements every 6 months which are inserted in the catalog.

As with any of our services, books can be borrowed by phone call, written request, typed memo, etc. We are quite flexible; we lend books for a month and if the person needs it longer, he can renew it as long as someone else is not on the waiting list.

In the way of alerting or SDI services, we provide a monthly publication containing the table of contents pages of about 25 business, management, personnel and training journals.

A second formal alerting program provides standard profiles in 15 major textile areas. These monthly bulletins provide the recipient with abstracts of articles and patents appearing in the recent literature that relate to one of 15 major textile topics such as weaving, dyeing, finishing, printing and environmental conditions. These, of course, are of interest to our textile manufacturing personnel and are sent to over 200 people in various plant locations.

With both of these services, we are trying to provide users with the knowledge of available current information in a form that is concise, easy to scan and that doesn't require more than 15 minutes each month to review.

We also have a fairly extensive informal program of alerting. From materials which we review on a daily basis, such as the Federal Register, patent indexes and some 200 journals, we disseminate "items of interest" on a fairly restricted basis, to those who are working in or responsible for particularly significant areas. Most of our lists for this service have been built by personal contacts over the years.

We also stay attuned to people who have recently requested searches on a topic. For example, someone in plant or division request information on productivity. After providing him with a retrospective search, we try to send him relevant articles from the journals received in the library over the next few months. We often find that a search is requested when the subject is becoming of interest, not only to our people but perhaps to the industry itself. Therefore, we do find that for a number of months after the bibliography has been provided, articles of interest appear in the current literature and we feel these are of value to the person making the original request.

The third area of service, then, is that of searching. This activity is described in many ways in public, academic and industrial libraries. Again, since our largest major user community is not located at or near the library, it is the responsibility of the staff to find the information and get it to the requestor in the manner in which he has requested it. The scope of this particular activity ranges from someone holding on the phone while you look up the address and telephone number of a particular company in such directories as Thomas Register, to the preparation of a

bibliography with abstracts containing significant literature references on a particular subject for a defined length of time, which can be as much as 40 to 50 years.

In Burlington Industries Information Services, reference work is done specifically on request and specifically to the needs of the user. That means if someone wants one book, a couple of articles or the whole spectrum of a subject, that is what we provide. We also are specific to try to provide it within the time frame he has given us and maintain communication with him on the request.

The effective communication between a remote requestor and the library staff is extremely important in this aspect in particular. It is essential that the staff understand as much about the question as possible. We have over the years, therefore, used a search request sheet which is pulled when the phone rings or when a memo is received. We try to find out from the requestor the various pieces of information listed on this form, including the length of time he wishes the search to cover, whether it should include articles as well as patents, whether he wants abstracts or full articles, would a book do, how soon does he need it, does he have some reference he is working from, something he has seen on the subject before, etc. etc?

In many cases, if the request for a search is received in written form, we fill out the questionnaire as much as possible and do a quick check of the literature to see what is available. Then we are likely to call the person back and discuss the question with him.

We try to handle questions of all types — either through our internal secondary sources, or through outside services such as the date-bases maintained by SDC, Lockheed, Associations, etc. We cannot, however, answer all questions, and our policy (which we think is very important to

communication) is to say "no" as quickly as possible when we are not able to provide the material.

How then, do we tell the people in our 120 some locations about Information Services and these three basic areas of service which we provide? We try to make plant visits as often as possible to describe our services to the supervisory personnel. Most of the plants have been visited at least once and we are about to begin a second series of visitations.

The information currently being sent to these plants in the way of new book lists, profile bulletins and business/management table of contents serves as a medium to remind the staff there that we do have a library and that it is available to serve their information needs.

Our corporate training, personnel and industrial engineering departments cooperate in this effort by allowing time for participants in their courses at corporate headquarters to come to our department and spend about 15 minutes learning about the services. These courses draw staff from plants throughout the country in all levels of management.

We encourage the 'corporate departments and divisional headquarters people to send new professional personnel to us for orientation. For these orientations we have prepared a packet of information containing a sample of each of our publications and a booklet about Information Services. We review this packet of information with them and then they are welcome to take the material back to their location.

We also review all personnel change notices. Through our Corporate personnel department, we are informed of changes in plant, division and Corporate supervisory personnel. We review these changes and, for example, send a new plant manager information about our services and samples of the profile bulletins

that have information in them concerning the product which is manufactured at his location. We also try to visit our New York merchandising personnel in each division about once a year.

We also take advantage of in-house newsletters from other departments. For example, we have a regular section in the *Training Newsletter* issued quarterly by the Corporate Personnel Department to all plant and division training personnel.

Communication within the staff is not difficult. We have a staff of 3 and are physically located within about 5 feet of each other. We are, therefore, in contact often during the day. However, we do have at least once a week a formal period of conversation or communication where we discuss questions that have arisen, problems that may be of general nature, policies that perhaps we should consider changing or starting, etc.

I think that perhaps we often feel that because we are in contact with our staff members daily, that this is a sufficient communications mechanism. I believe that a time set aside each week for this kind of more formal communication is very important, despite the pressures of the workload.

Also with respect to staff communications, we try to maintain a continuous learning program which includes orientation to the use of new services, and involving them more in the use of all library materials. We also try to see that the staff takes advantage of Burlington training programs or workshops at local meetings which would be of value. With a small staff it is necessary for everyone to be as knowledgeable about all aspects of library service as possible.

We feel that it is extremely important to know whether our services are serving the current needs of our users. We, therefore, conduct a written survey on each of our formal alerting services once a year.

Through these surveys we determine not only the need for the service, but we find out if people have relocated, left the company, etc. We are conscious of the changing requirements of users and the evaluation of our services helps us determine the needs of our people today, as opposed to a year ago. We have in the past made some significant changes in services due to the change in our user group, in our staff, etc.

We have found over the years that the design of the survey form is significant in the percent response. The one-page forms are self-addressed back to us, with even the recipient's name filled in in the "From" category. All that is required of the recipient is to check off the answers.

We also operate fairly informally. We deal directly with anyone in the Company who needs information. They do not need to go through channels, through their supervisor or department head — they can come directly to the library staff for information and as much as possible, everyone's question is treated as equal. Also, we do not charge back directly for any of our services to division or plant personnel.

As far as the attitude of our staff goes — we like to modify the ad and say "we are very friendly." We try to always be friendly, cheerful and encouraging when people come into the library or, perhaps more important, contact us by phone. We think that the attitude of the staff and that extra effort to help someone is one of the most important aspects of library services. I guess you would call us aggressive responders.

We also keep our ear to the grapevine as to what is being worked on in the Company or what is of growing interest to BI and the industry and we try to purchase materials as quickly as possible along these lines so that we are ready before requests begin. An example of this would be

that we started buying metric information a number of years ago and we have a fairly good collection now when our plant people are having to become quite heavily involved.

As I noted previously, there are about 1,000 staff personnel at our location so the library is open from 8:00 to 5:00 for these people to browse or to read for business or non-business reasons. We keep the Wall Street Journal, New York Times, the Greensboro paper and the more popular business journals readily accessible for use during a break or at lunch.

We think identification of IS and the staff is very important. Our forms clearly identify us and our location; the staff has distinctive stationery with which to communicate to users. We clearly mark everything. Also, we use colored pentel pens to write our messages.

We have a separate post office box for IS so our mail does not get mixed up with the Corporate department mail.

We have some great communication helps provided by the Company. The Company has an extensive telephone tie-line network and therefore, we are accessible to plant personnel (and vice versa) without having to make long-distance calls.

In addition, a mail courier service delivers mail to most plants in the eastern part of the U.S. in one day. For example, mail goes every night to the New York office, so we are not dependent on the U.S. mail.

As most small, special libraries, we are very dependent on another aspect of communication — inter-library loan. We use the major libraries in North Carolina extensively for photocopies and book loans. We also use many other libraries in the U.S. to obtain requested material and we are very grateful for the access to these resources. Here we are dependent on the U.S. mail, unfortunately.

We feel it is important to initiate *and* respond. Sometimes our customers do not know what they want in the way of service. Therefore, when we think something would be good for them, we usually go ahead and start the service on a trial basis and, after an appropriate length of time, we contact them for an evaluation. We get much less response and interest when we simply survey the users and say "do you think such a service would be worthwhile?"

One other aspect we do not want to forget is the importance of communicating with top management. We work on a management by objective basis, with a review of objectives and the establishment of new ones every six months. We also write a quarterly report with detailed statistics for the various services.

An analysis is done annually of users so we can see which divisions have used our services to a great extent and concentrate perhaps a little harder on communicating with those who have not used the services as much.

I was asked to mention several aspects of Corporate or industry library restrictions. One is the fact that many industry libraries have a policy of not serving personnel outside the Company. Our policy at Burlington is twofold:

- (1) We do, on an informal basis, cooperate with other librarians to loan books and to provide photocopies of articles on request.
- (2) Graduate students from the universities in our area are welcome to use our resources to do research in their particular field, if their library does not contain the needed material, and if they make arrangements beforehand.

I probably do not need to point out the reason for this to many of you, but I will. As you know, anytime someone new comes

to the library and wants to use the resources, it takes staff time to explain where things are, how to use the book catalog, etc. In addition, we are often faced with the question of photocopies — can they make photocopies, can we make photocopies for them? We have no means of accepting money for this and our copying machines are busy a great deal of the time with company needs.

Also, the staff has to work in the same reference area on questions which may be confidential in nature and the presence of outsiders would hinder this effort.

We have over the years run into some problems which involve delicate communication. For example, not circulating or lending current journals; or being able to say "no" to helping someone with a question of personal interest that would take a considerable amount of time, without losing the person as a business customer; or not allowing the xerox machine to be used for copying for personal interests. Overall, however, we have found these to be minor in nature.

In summary, then, I can sincerely say that we believe communication is extremely important in all aspects of library services. It is of no value to have the greatest collection and the most knowledgeable staff if you cannot communicate with the user community.

We try to communicate:

Continuously
 Courteously
 Confidently
 Conscientiously
 Cheerfully
 Carefully
 Cost Effectively.

The Library Media Program Is Fun

by **Linda B. Galloway**
Media Services Supervisor
Wayne County Schools

Attitudes toward children, the way they learn, and their abilities to learn have changed considerably in the last decade. Because teaching trends in education have changed so much in recent years, today there is a greater demand for the immediate use of materials. Realization of the constant need by both students and teachers for information at the time questions would arise in class caused library media personnel in Wayne County, N. C. to reevaluate the library media services being supplied in the school system. The old concept of a library was very different from the new idea of a media center. Although books comprise the nucleus of the collection, many other types of materials are used to supplement, enrich, and often enhance the collection. All materials, books, filmstrips, prints, records used have one purpose in mind — to awaken in the student a love for books and learning. From this total look at the purpose for and services of the library media centers it was discovered that the library media services had not advanced as rapidly as was necessary to keep pace with up-dated teaching techniques. And so open flexible scheduling came to Wayne County Schools.

This was a gradual process with most schools in the system being converted to open flexible scheduling over a two year period. It was felt, and wisely so, that before students used the centers the teachers must be introduced to the use of the library media centers in the open flexi-

ble manner. This was done in the spring before school began the following fall with the principal leading in policy making. This is an important factors, because the program to be successful requires the full support of school administrators and staff.

It must be recognized that some teachers are not immediately convinced about the merits of the open flexible schedule for the library media center and will insist on bringing class groups on the same day and same time each week. However, where the majority of the teachers in a school use this system it does not take long for students not being allowed a flexible use of the media center to "get the ear of their teacher" and to convert the teacher to the open flexible schedule. One teacher expressed the opinion, "I had reservations when we began, but I wouldn't go back to the old way at all."

Open flexible scheduling has probably had more impact on students and teachers than any single program tried recently and children agree that they "like being able to get books and things when I need them — not just at a library period once a week. It's great!" A school board member reported that investigation of the program brought this report from a teacher, "I think it's the greatest program we have in this school!"

One principal said, "With open scheduling discipline has visibly improved and the

media resources are now being better utilized." Another principal said, "The library media program is effectively helping students accomplish learning goals as well as stimulating their interests. Use of the open schedule has produced many positive results. A definite increase in circulation has been evident and over-due books almost non-existent. The reaction of the students has been very favorable. A sense of self-confidence and enjoyment is observed in their conduct as they make use of media center. Through use of the open schedule, children have increased their knowledge of the many ways the media center can be useful to them. There is much more use of audio-visual materials, magazines, and research materials. Students are very self-disciplined. All students do a good job in following procedures. It is especially rewarding to observe primary children working independently in using skills necessary to meet their needs. Students have verbally expressed 'a sense of freedom' within the present media program."

In each of the Wayne County, North Carolina schools the media program tries to provide prompt and efficient access to the media staff, to the materials in the collections, and to the school media facility. Comfortable and attractive new facilities provide easier access to materials for the students and teachers. The program circulates equipment and materials for the use throughout the school and at home. Possibly the thing that has been the most exciting aspect of the total program has been the change from rigid library scheduling to an open flexible type schedule.

Under the present open flexible system, no student of any grade level visits the media center without a specific purpose. Classes are no longer scheduled on a cer-

tain day at a certain time, but teachers and students use the center when the need arises. If the student seems slow to find his own reasons for a visit, the teacher subtly suggests a need that will take him there. Teachers and media specialists see that students are better motivated, individually responsible, and are using the center when the need to do so arises. Circulation has increased, but the real joy is that the circulation of material is for use and not just because students are required to "check out a book."

High schools have operated for years under an open flexible type of schedule, but it is only in the past four years that the concept has moved into the elementary school.

Even with the flexibility of this program, a large professional staff is not required. In most cases with a student body of 1200, one professional and one aide manage the program with the help of students. Because of increased return and borrowing materials, in the larger schools a media aide is almost a necessity for operation of a successful program. Occasionally parent volunteers assist but, while a great help, they are not a necessity. In schools with less than 400 students the professional manages with only help from students. In all cases additional help would be welcome and would result in the rendering of additional individualized service. But a good serviceable program can be operated with only one aide in addition to the professionals even in the large schools.

In the Eastern Wayne Media Center, a school with approximately 1200 students and one professional and one aide, each student who visits the center unaccompanied by the teacher wears an approximately colored clothespin (provided to teachers by media specialists) indicating

the type of experiences he is to be engaged in:

Clothespin color

Green — audiovisual usage

Blue — circulation of books

Yellow — periodical usage

Red — reference work

Orange — student librarian

In this way it is possible for the media specialist to tell at a glance if the student is doing what he was excused from class to do. If he is abusing the privilege (this does happen, but rarely) he will be denied the use of the center for an appropriate time.

Each elementary school uses somewhat this same type of system, although sometimes instead of a clothespin, large letters or little wooden satchels are used, but whatever the type of task a purpose is evident for the visit.

Students check out their own materials. They stamp the cards and then place the cards on a shelf in a box or can designated for their use. In the elementary schools the name and picture of the teacher are glued to the box or can for easy identification. When students return materials they place them on a shelf holding the box designating their room. A student aide or the library media specialist takes the books from the shelves and cards them before returning them to their proper shelf space. In the elementary and junior high schools two students from each class serve as class librarians. In the high schools students enrolled in the library science class serve as student assistants. Student assistants learn as they work and help with the shelving and carding of materials. It is not unusual to see first and second graders go about the business of returning a book, selecting, often with the use of the card catalog, another piece of material, checking it out, and leaving the center without ever having spoken to another person. Such indepen-

dence in the lower grades is bound to produce better work/study habits as the student progresses through the school.

In some centers there are designated times when teacher accompanied classes may be scheduled to the library media center. But the center is not closed to other individual students at this time. These classes are there to do reference work and not just to check out books. Both teacher and media specialists find that keeping these groups supplied with materials demands both effort and ingenuity. Reference materials, including encyclopedias, may be checked out for overnight use.

It is true that under this open flexible scheduling unpredictable situations result for the media specialists. Sometimes capacity groups appear at once, whereas, at other times there are few students in the center. The Wayne County media specialists feel that the positive results outweigh the occasional inconvenience and uncertainty that the arrangement evokes.

Formal library media skills lessons are not taught as in the old days because open flexible scheduling allows these skills to be offered on a flexible basis. After initial orientation at the beginning of the school year, most students have been able to pursue their individual interests with some individual help from the media specialist. In the high schools the computer is used to teach library skills lessons and tests, but these are used at the desire of the student, not as a requirement. Most high school age students enjoy using the computer and feel as if the library media center is atune to the computer age in which they live. In the elementary grades the buddy system is used; when there is a student who has difficulty with a certain media function, another student proficient in this use is sent along with him to help. Both students gain by this experience.

When methods of teaching library skills are discussed by teachers and media specialists the general feeling is that the old Chinese proverb holds true. It states:

I hear and forget.
I see and remember.
I do and I understand.

Skills are taught at the time the student uses and needs them and not be a formal lesson that will soon be forgotten. By having students use the center when they feel a need to use it, it is felt that the student will learn, understand, and retain the knowledge.

Classroom teachers consult with library media specialists to plan future class research, learning skills lessons, and even story hours. Large groups upon teacher request can be accommodated as well as individuals and small groups. Through teacher/media specialist planning library media skills are coordinated with classroom activities and follow-up activities that can be scheduled in either the classroom or library media center. Teachers are what really make things go in the library media centers. The students cannot enjoy a successful media program without the cooperation of the teacher. Since individual interests are explored and followed rather than rigid controls exerted, exceptional children are given a chance to show what talents they possess. Movies, story hours, etc., offer to the child who has been deprived of readiness learning experiences a chance to explore and develop, and find a motivation to read and to learn.

Children love the freedom of movement this open flexible scheduling allows and quickly become acclimated to it. They are invariably delighted by the wide variety of materials that are available for their use. These materials have been there all the time, but students just did not get to use

them due to lack of time in the media centers. The student experiences success each time he completes a media center visit, and has a new learning experience on which to build toward more sophisticated problems of work. Students become excited about being able to go ahead on their own, and so are achieving self-confidence.

In writing about a project of this type, it is so easy to overlook numerous examples of work done and attitudes felt towards the program. Wonderful things are happening in the media program, and it seems that these expressions from system teachers portray much of the type of work and attitudes found in the program.

Following are unedited user responses by teachers and students:

“Specific ways in which our media program helps math lab users are by teaching the following:

1. Use and care of drill tapes and cassette players.
2. How to follow directions on the drill tapes.
3. Use and care of filmstrip projectors and previewers, and drill on filmstrip use.
4. Use of record player and care of records and players, and where to begin a record when operating the player.
5. Use of tape recorders; how to record and erase.
6. Library media skills.”

—A Math Laboratory Teacher

“The library program has helped the gifted and talented class in that they can read as many books as they desire. They are able to do research on various topics using books as well as encyclopedias. The experience of carding and shelving books is good for children. They

learn to use the library independently. Also, library helpers help secure needed books."

—Mrs. V. Cherry

—Mrs. S. Frazier

"Each student receives the identity of an individual when he is allowed to work independently in the media center. This system has encouraged independence rather than dependence on group participation."

—Mrs. B. Mozingo

"The media center encourages students to work independently. As a teacher, the media center has helped me a great deal, by allowing my students to work at their own rate and speed. I can send students there to do reports or look up information any time — right at the time when a subject is still fresh in their minds. This means a lot to the students."

—Mrs. K. Ginn

"The flexible schedule stimulates capable readers and allows for independent work."

—Mrs. D. Henson

—Mrs. J. Mozingo

"The library program provides an opportunity for kindergarten and first graders to assume responsibility, gain independence, and generally become familiar with the media center."

—Mrs. S. Smith

Students

"If you have to have a report ready in a few days, and you just go weekly, the library is not going to be much help." —Steve H.

"It helps you have something to

read when you finish your work. It's something to keep you going when you have nothing to do." —Tony

"It lets me go and check out a book any day without waiting a whole week to go to the library and check out a book I need for reports and other projects." — Todd S.

"You don't have to be back in the room in five minutes." — Suzy

"When I go to the library it is not so full. That's why I like it better. The four years I went to _____, we went all together and it was so boring." —Robin G.

"Well, you get to read and if you are working on a report and you have to have it turned in by the next day, you can go to the library and get what you need." —Steven

"Because you can go almost any time if your teacher will let you. And it's open all school hours." —Kevin B.

"I like it because I can learn more by going more often." — Mike L.

"Because you don't have to sit around and want to get another book — you can go any time you want to." —Greg

"This way I can go whenever I have spare time." —Gloria

"Because when I need to study something, I can tell the teacher and she will let me go. And if I go once a week, I wouldn't be able to study." —Jeri

Attitudes such as these are what we try to foster in the media program because we feel that the child who has fun and enjoys the environment and the work will be the child who learns. We strive to make the media program fun as well as a stimulating mental experience.

There is much we want to continue in the growth of the media program. Often, things seem to move too slowly, but without dreams and plans, the future would indeed be dull. We hope to continue to help make learning fun.



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How We Increased Our Budget and Collection — Painlessly

by Susan A. Harvell
Topsail Middle School

Topsail Middle School in Hampstead serves grades 4-7 with a county budget of \$1.50 per student. At the beginning of this school year, the library desperately needed a way or ways of increasing its offerings to meet student interests within a very limited budget. A budget double what we had would, we felt, be workable. We determined to double our budget and, as

this library is served only three days a week, we searched for ways of doing this without the headaches and consumption of time associated with "selling something."

As all children seem to love movies and our school is located twenty miles from the

nearest city with a theatre, films are still a delightful novelty for many of our students. We decided, therefore, to offer in-school movies as one way of increasing our budget. Modern Sound Pictures, Inc. of Omaha, Nebraska was our choice for ordering. Their excellent catalog, available on request, features a very complete line of Walt Disney films of good lengths for showing to the age group we work with. We chose a film for each month of school, prepared and sent home a letter to the parents explaining what we hoped to accomplish, and determined that with a rental cost of \$20.00 to \$30.00 per film, we could sell tickets at twenty-five cents per film and realize a nice profit, which would then be used to purchase paperbacks. We chose Disney films dealing with animals — Rusty and the Falcon, Stormy the Thoroughbred, and Little Dog Lost, to name but three — and scheduled them for Friday afternoons during the school year. The service we received from Modern Sound was flawless — all films arrived on time and in perfect condition and were thoroughly enjoyed by the audience. And we were right — we realized a profit of about thirty dollars on each film. The children knew that all profits from the film festival would go to the library and eagerly looked forward to the new books they would see on the shelves each month. During the year the film festival earned the library approximately \$270 and we feel it more than exceeded our hopes.

The Book Fair, that standby of many school libraries, was also successful this year. The previous year we earned a small profit but spent much time counting and inventorying; somewhere, we felt, there must be a better arrangement. After several phone calls, we found it very close

to home. Service News Company, a jobber for paperbacks in Wilmington, offered to bring a wide selection of books out to the school, unload and set them up and come to collect them after the fair, which we arranged to coincide with an evening PTA meeting to attract parents. No counting or figuring was done on our part; we were not to worry about missing books, though we were urged to use reasonable caution in supervision. Our share of the profit was 25%, which we were pleased to note was higher than many book fair companies allow. In addition, any paperbacks purchased from Service News in the future would receive a straight 25% discount. It is testimony to the efficiency of Service News that we realized \$125.00 from our two-day book fair.

We increased our collection painlessly by announcing at a PTA meeting that we were collecting paperbacks of all descriptions and condition. We are fortunate to have in Wilmington a paperback exchange which allows credit of 40% on books traded in. Any book in stock may then be purchased at 60% of its original cost. We took three large cartons of parent-donated paperbacks to the exchange and brought back a carton and a half of childrens' paperbacks in good condition, all different titles from what we had on our shelves.

New ideas? Not radically different from what could be done in any school library and certainly worth it, as we more than doubled our county budget with very little work. As a result, we are ending the year with the feeling that we are more adequately meeting the needs and interests of our students, which to us is the most important area of school library work.

Talk Before Young Adult Workshop at Charlotte-Mecklenburg

by Sue Ellen Bridgers
Sylva, N. C.

Last year a friend of mine, discussing something as innocuous as my college class schedule, leaned back in his professor's swivel chair, eyed me over his glasses and asked, "Just what are you going to do when you grow up?" I admit that the question both astonished and annoyed me. Had he measured me against some secret adult criteria and found me a failure? Did he mean that working on a degree, writing a book, caring for a family, and running a household were not important, grown-up things to do? Was he judging me, a woman of the Seventies, already busily sweeping guilt out of my corners, and telling me I should commit myself to one thing, two at the most (preferably husband and children) and be really good at that instead of juggling my time and energy into many different directions?

I didn't answer the question. I remember mumbling a weak "I don't know" and escaping to the library where books, someone else's thoughts, would comfort me for a while. But the question stuck with me, nagging to be evaluated and wanting an answer.

Eventually I decided the best way to figure out both the question and the answer was to think specifically about my chronological childhood. How did I

relate to that child? Was the key to identifying a "grown-up" state locked in those past years? Why didn't I have an honest, spontaneous answer to the question of my growing up?

The beginnings of a writer's life need not be auspicious. A small Southern town with one line of stores facing the railroad tracks, four churches, one school, two stop lights, no picture show — a town like that will do. In such a place the community is an extension of your family and so many different people, from the deaf and dumb man in his mule-drawn cart to the exotically dressed black woman preacher, affect your life. You see and hear everything because there are few secrets, and although you don't understand much of what passes your door, you absorb it in another way, by sight and sound, sensations that can come back to you when something in your present life touches the chord of memory. As a child you are as vulnerable in a small town as you are in the privacy of your family life, because everybody knows where you can be hurt. People know your family tree and who you look like. They know the family past that you don't even know yet. The town, like the family itself, can both help and hurt you, so you learn to be wary and loving at the

same time.

If you have intelligent parents in this small town, parents who don't want your life to be limited by theirs, you will go to concerts, plays, movies, and the ballet at a nearby college. You will have books, records, magazines. You will take trips, dancing lessons, piano lessons. Your mother will make costumes, listen when you quote poems and the Bible, read aloud to you after you can read yourself. She will nurture you the best she can. She will encourage, not knowing what her words stir up in your brain. Can I be a writer? you wonder. Can I trust what I believe about myself? Of course you can, she says. And so you put on a cheerleading uniform and yell your throat sore and then spend the rest of the night in the half-dark of your room, writing poems. You leave home, believing you will be able to come home again, because she believes it. How else could she let you go?

And you find out she was right. You are a writer. You left home and yet you can come back to it in your mind, because it is always there, waiting, with all its richness of human experience.

My first novel *Home Before Dark*, published in October 1976 by Alfred A. Knopf, is dedicated to my mother. The characters in it are not people she knew, the town is not the one we lived in, the story is not one I heard from her, and yet it is all those things. It is a story about a family, a small town, and three women — fourteen year old Stella who is learning to commit herself to both place and people; her

mother Mae who can't accept the small town life forced on her; and Maggie, a spinster with a big house and a willingness to give herself to a widower and his children because she knows too much about loneliness already.

The basic plot goes like this: The migrant Willis family comes to the father's hometown where his brother is running the farm. The family moves into a tenant house on the homeplace and, much to Stella's delight, she quickly makes friends, first with a tenant farmer's son, and then with a more socially acceptable boy. The migrant mother, fearful of losing her husband and children to this rooted way of that she despises, is killed in an electrical storm, and her husband finds solace in Maggie, the proprietor of a general store. He and the woman marry but at first Stella who feels committed to the little tenant house on the family land, her first real home, refuses to move into town to Maggie's big house. Gradually she comes to understand the difference between a house as a place in which to live and as a place where love is. In the final scene of the book she is arriving at Maggie's to stay.

My original intention for this story — and it began as a short story — was to explore the reaction of the town to this new family. One of the interesting aspects of Southern small town living with which I dealt all too frequently as a school age child had to do with the effect of heritage on the community's social order. Friendships were based on family status, not necessarily because of parents so much as

because of the children themselves who seemed to have built-in systems for knowing where they belonged. Sometimes I'm sure parents did create these situations. The "shall nots" of rural life were indeed great. But basically these were historical responses, having little relation to what was happening in the present such as new educational and economic opportunities or awareness of the world outside our little community. These attitudes were, for the most part, invalid mind-sets, but they were so strong that neither group tried very hard to change them. "That's how it is," we would say, although it literally pained me sometimes, as I believe it did the children on the other side. But nevertheless, after about the fourth grade, we were two different groups and nobody stepped over the line.

Stella, my migrant girl, is then in a peculiar situation. Because her father was born in the town of a good family, he and she are immediately taken back into the fold, even though they've been living out of a stationwagon all of Stella's life and she has had little schooling, has few social skills and no grace at all. Stella is thrown into a social situation with which she has had no experience. She doesn't know the "rules" and her blunderings hurt people, although the rules themselves because of their limits prove to be the real culprits. Stella, egocentric, stubborn, willful, survives her blunderings because she invents another set of rules based on her own needs.

Toby, the tenant farmer's son, is

bright, industrious, and gentle, none of which helps him overcome the emotional dilemma he puts himself in. He doesn't think he's good enough for Stella. Then there's Rodney — dumb, vindictive, finally pathetic. He has financial and social position. He has heritage. But he has very few redeeming personal qualities.

I hope these social situations are clear in the book, although gradually as the migrant family became more and more alive to me, the attention of the work shifted away from theme and more to the people themselves — to the mother, father, and Stella equally. I intended no main character.

For that reason *Home Before Dark* deals with sexuality in a peculiar fashion for the young adult. The reader enters everybody's mind: Stella's parents and how they feel about each other; the man in his grief at losing his wife and then the awakening of feelings of passion he's forgotten he has; the willingness of Maggie; Stella, in her relationships with both boys but more importantly, with her father and his new wife. In this book, I hope sexuality suggests the total person and not just sex. While it deals with three separate marriages and the budding relationships between Stella and two different boys, there is almost no graphic sex in it. It didn't seem important to it. Emotions, sexuality on a larger plane that deals with who a person thinks she is and how she relates that person to the people around her is more interesting and even more private than sex.

Home Before Dark wasn't written

specifically for the young adult market, although I'm very pleased that my publisher expects it to be read by people of different age groups. It wasn't written for any market because I don't think about selling while I'm writing. I'm writing for me, not you.

Toni Morrison recently told me she wrote *Sula* because she wanted to read it. I think that's why I kept on working on *Home Before Dark*. As its length moved beyond short story limits, I found myself caught up in the small town world of the Willises. It was like going home. And I wanted to find out what was going to happen to them there. I wanted to read it. I hope you will too.

It's hard to speak very specifically about the writing of this or any other piece of work. I can't remember how long it took. I do know that the first fifty pages of the Willis story were written two years before the rest. I realize that is a long gestation period but I tried to be patient. My work consistently takes that form — a beginning, a page or two, and then nothing for a length of time. It's much like carrying a baby, except that the idea seems so subconscious that it rarely kicks or disturbs me at all. But once the actual writing starts, I'm as absorbed in it as an actor in a role, except that I get to play all the parts. I have to force myself not to think consciously about it all the time. That's mostly for my family's sake. They get tired of repeating their sentences because mother's mind is elsewhere — and I dislike not hearing what they have to say. But it's hard.

The typewriter calls me. I shut my study door to lessen the temptation. I visit friends, clean out cupboards, cut the grass, think about renovating perfectly adequate rooms. Because I've learned that if I write too fast, if I get into a frenzy of eight hours at the typewriter, the work is no good. It's like force-feeding and what the typewriter spits up is not worth the time it took to type it.

Faced with questions about how I manage to write and keep house and family together without being a recluse, I respond that I yell and scream a lot. That's true. But when I wasn't writing, during those years when domestic demands seemed truly overwhelming and I thought I'd lost touch with the "me" in myself, I also screamed and yelled a lot. At least now I feel productive.

Although I've yet to find a happy medium between too much and not enough activity, I'm convinced that writing and scrubbing floors are frequently compatible work. I try to write fairly early in the day but not necessarily everyday and rarely in summer at all. I start after the children are on the bus and the kitchen and other immediate eyesores are cleared away. By noon, I'm finished or I stop. Then I feel like physical work. Cleaning, cooking, shopping, yardwork, are ways of winding down energy to a level at which I can function the rest of the day. Writing, when it's going half-way well, is a trip. I have to come down gradually, and I think that giving my attention to mundane tasks is one effective method.

In the course of these words I wanted to tell you something about the writing of *Home Before Dark* and I wanted to answer for myself the question posed to me and I think posed to each of us in one form or another in our so-called adult lives. It has to do with how we feel about ourselves.

"What are you going to do when you grow up?" Well, I've decided not to ever answer that question. Because I think what it really asks is this: "What are you going to do when you settle down?" The truth is that I don't intend to and so the question doesn't worry me anymore. If growing up means picking one pattern to live by, like selecting china, and then being afraid to change it, I don't want it. If it means shutting up mental and emotional shop so it can be neatly labeled *ADULT*, I don't want it. Especially if it means disavowing Santa Claus, popsicles, and books with less than twenty new words in them, I don't want it.

Rather than growing up, I think I'll try just growing. I have some more books I want to write and read, a husband who doesn't want to grow up either but who is considering growing old with me, and children who are hopefully discovering the answer to that question in their own ways. I want to be open to all the wonderful possibilities of their answers. I want to write books that entertain, that make both young and old people laugh and maybe cry, and that cause a reader now and then to stop and say to herself, "Yes, that's how it is with me."

I think just plain growing should be our concern. I believe it is the concern

of the people in *Home Before Dark*, and while writing with a message is not my thing, I hope that these people do show something of the many natures of love and the value of commitment based on love which will be ever expanding, flexing, renewing itself. That's the kind of growth I'm interested in.


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The College Catalog and The Library

by Alva M. Stewart
Memphis State University

Colleges and universities issue a plethora of publications aimed at prospective students. However, in the judgement of most academic administrators, the most valuable single publication for presenting information on all facets of college life is the undergraduate catalog.

One dictionary defines a college catalog as "An exposition of the objectives, viewpoint, curricula, tuition, calendar, and other data concerning an institution."¹ Characterized by wide diversity in both format and content, the catalog is considered by both college administrators and librarians

take an essential tool in recruiting students. In an era of declining enrollments, the importance of such a tool cannot be overestimated.

If the librarian accepts the catalog for what it is, a recruiting document, reason would seem to dictate that the few paragraphs in the catalog describing the library reflect careful thought. A cursory examination of college catalogs may lead to the conclusion that little time and thought go into preparation of the library statement. An extensive analysis of these statements leads to the inescapable conclusion that many are meaningless or useless to the student who is contemplating entering the institution.

A thorough examination of some thirty-five library statements in catalogs issued by colleges and universities, large and small, public and private, in ten Southeastern states since 1974, led this writer to conclude that substantial improvement is needed to make these statements optimally useful.²

Needed improvements range from the deletion of unnecessary information to greater emphasis upon services furnished by the library. The ensuing paragraphs indicate specific ways that the library statement in catalogs may be strengthened to enhance its utility to potential students.

Librarians are fond of asserting the important role of the library in the educational process. Yet, surprisingly, the overwhelming majority of catalogs contain not word about this role. Two notable exceptions are

the following concise but pertinent statements: (1) "The library program is conceived as an integral part of the educational process. It operates on the assumption that the ability to use an academic library with confidence in one of the distinctive marks of an educated person." (2) "A library is good, not because of the volumes it has, but because it is used by people who derive personal benefit from its use and who produce something as a result of its use that will be of benefit to our society."

Few statements stress the service orientation of library staff members which is portrayed in this statement: "Professional librarians are available to assist library users in locating material and in fully utilizing the library's resources." In a similar vein, another statement affirms that the "primary responsibility of staff members is to assist users in effective use of library resources."

Many academic libraries offer one or more types of instruction in the use of library resources. However, in less than six catalog statements is there any allusion to such instruction. The following statement in one catalog depicts the availability of library instruction in explicit terms: "To assist students in learning about library resources the library staff offers a two-credit course. The reference staff . . . has a daily workshop assisting students in finding, gathering, and compiling information for term papers."

Considering the library's importance in the educational program of a

college, the catalog statements describing the library were inordinately terse, ranging from five lines in one university catalog to a full page in a college catalog. The average length of this statement was one-third of a page. In half a dozen catalogs the library statement appeared in the section devoted to a description of campus buildings. In each of these catalogs the library statement was limited to a single paragraph which typically included the number of volumes and periodical titles in the collection, date the library opened, and any special collections housed in the library.

Perhaps the most obvious weakness of catalog statements is the undue emphasis placed upon statistical data (number of volumes, periodical titles, seating capacity, floor space) and the scant attention given to the library's purposes, services, and facilities.

No less than thirty-two statements contained data on books, periodicals, and microforms. Only five statements included any description of the library's reason for being, such as, (1) "To provide full support for the academic programs of the University," (2) "To provide service in support of the research efforts of the academic community," (3) "To make available to the campus community a well-balanced, selective, up-to-date collection of information and materials in all types of media."

From a somewhat narrower perspective, two statements characterized the purpose of acquiring

library materials as follows: (1) "To support the educational program of the College and the promotion of general culture within the college community," and (2) "To support the College curricula."

Almost one-third of the statements included a physical description of the library's interior and/or exterior: "A handsome structure," "A truly unique and beautiful building," "A modern, well-lighted building," "A pleasant and attractive center for intellectual pursuits." That hackneyed phrase "Academic heart of the college" appeared in only one of the statements.

By far the most frequently mentioned item in the statements was the kind of library resources comprising the collection: books, periodicals, government documents, pamphlets, and microforms. All except one statement contained a reference to these resources, with the majority citing quantitative figures for each category. Two statements identified specific microform resources: ERIC and HRAF microfiche.

A reference to special services offered by the library appeared in seven statements. These services were an orientation to the library (three), a credit course in use of library resources (one), a courier service expediting the delivery of materials among several area libraries (one), an all night study room capable of accommodating some fifty students (one), and the issuance of borrowers' cards gratis to students by the local public library (one).

One librarian felt a three section, divided card catalog (author-title-subject) was sufficiently unusual to warrant a reference in the statement.

More than one half of the statements, or nineteen, alluded to special collections. Included in this category were archives, rare books, family papers, and subject area collections. The availability of audiovisual materials was noted in almost as many statements (seventeen), with references to recordings, films, strips, and cassettes in most of these statements.

Of the catalogs examined, using the index as an indicator, only one catalog contained no statement whatsoever on the library. Ironically the institution in question offered a graduate degree in library science. Only three catalogs had more than one page shown under the heading, "Library," in the index.

Several catalog statements contained extraneous information which may be appropriate for a promotional brochure designed primarily as a fund-raising tool. Illustrative of such statements are the following: (1) "The library is fully climate controlled, acoustically treated, and carpeted throughout," (2) "The building was erected with money given by Mr. and Mrs. _____ and their children," and, (3) "An effort is made to serve the library needs of the local communities."

One conspicuous omission from most of the catalogs is photographs of students using library resources or facilities. Recognizing the truth of the proverb, "One picture is worth a thousand words," librarians would do well

to encourage greater use of pictures of busy libraries.

Unfortunately, a few librarians use the catalog statement as a vehicle for self praise: "The library has one of the finest private ornithological book collections in America." Undoubtedly a statement of this kind has value in some college publications, but a catalog is not one of them.

In many instances the inadequacy of library statements may be attributed to the librarian's attitude toward the statement as "just another chore that has to be done." If the statement were seen as a positive, meaningful declaration of the library's philosophy, resources, facilities, and services its quality would be likely to improve.

A statement which is completely devoid of any reference to library purposes, resources, and services has no value except the dubious one of filling space in the catalog. Such a statement may serve a useful purpose in another college publication, but its value to potential students is nil.

A final note: Libraries are never static institutions. Consequently, the catalog statement should be revised annually to reflect major changes in the library's purposes, resources, facilities, and services. Rotating the responsibility for writing the statement among several staff members could also help to insure that the same flaws are not repeated year after year. The one essential mental attribute needed by the author of this statement is a distinct user service orientation. Obviously, such a trait is not restricted to librarians in public service positions.

Institutions Surveyed

Alabama

Birmingham Southern College
Samford University
University of Alabama
at Huntsville
University of South Alabama

Florida

Florida Atlantic University
Florida International University
University of North Florida

Georgia

Berry College
Georgia Southwestern College
Mercer University
Morehouse College
West Georgia College

Kentucky

Berea College
Centre College

Louisiana

Centenary College
Northeast Louisiana University
Southeast Louisiana University

Mississippi

Millsaps College
Mississippi State University
University of Mississippi
University of Southern Mississippi

North Carolina

Davidson College
Duke University
Lenoir-Rhyne College
Mars Hill College
Saint Andrews Presbyterian College
Salem College

South Carolina

Clemson University
Newberry College
Presbyterian College
Wofford College

West Virginia

Bethany College
Concord College

Virginia

Old Dominion University
Sweet Briar College
Washington and Lee University

"Footnotes"

¹*Dictionary of Education* 3d ed. (1973), S. V. "College catalog."

²States represented by the catalogs are West Virginia, North Carolina, South Carolina, Florida, Georgia, Alabama, Mississippi, Louisiana, and Kentucky.

New North Carolina Books

by William C. Burris
Professor of Political Science
Guilford College

MICHAEL A. GODFREY. *Winter Birds of the Carolinas and Nearby States*, (Winston-Salem: John F. Blair, Publisher, 1977.) \$24.95.

Birdwatching is an activity that has increased greatly in popularity in recent years. Michael Godfrey has written and illustrated with color photographs a fine guide to the 88 species of upland birds that winter from northern Georgia to southern Pennsylvania. The species covered by the book are divided into four groups, including "At the Feeder," "Farther Afield," "Birds of Prey," and "Rare and Uncommon Birds." For each species, a color photograph accompanies a description of the bird which includes field marks, length, voice, range in our region and habitat. Such information is readily available in any of the widely-used field guides to birds, but Godfrey's book contains several features that most field guides lack. For example, his notes on the natural history of each species are well-written, informative, and frequently fascinating. The photographs that accompany the species descriptions attest to many hours spent patiently stalking subjects in the field, or waiting in cramped blinds for a particular bird to return to the feeder. Most of the photographs are excellent; some are of lesser quality. For example, shadows hide the field marks of the Winter Wren and Swamp Sparrow, and one would be hard put to distinguish the Cooper's or Sharp-shinned Hawk from

the photographs alone. However, the technical difficulties in obtaining good photographs of birds are enormous, and one of the most interesting sections of the book is an appendix describing how each photograph was taken.

The book is not meant to be field guide; its size (9 x 9½ inches) makes it too large to carry in the field, and its price seems unnecessarily high. No aquatic or coastal species are included, probably in order to limit the scope of the book to a reasonable number of birds. For birdwatchers, "naturalists," and photographers, this book will be a welcome addition to all libraries.

Lynn Moseley

GUY OWENS and MARY WILLIAMS, eds.
Contemporary Poetry of North Carolina
(Winston-Salem: John F. Blair, Publisher, 1977).

They are "Walking Out," "Southbound," or taking a "Morning Stroll." They are "Driving through a Country which is Vanishing," "Returning to North Carolina," "Wintering," "Moving North," leaving "No Forwarding Address." Sometimes they are "Going Nowhere at Night," and barely "Balancing on Stones." But there is no doubt about it: the writers published in *Contemporary Poetry of North Carolina* are on the move.

They work "A Forge of Words," they plant "The Seed of Fire." They are "Clean-

ing the Well," and they are "Sowing Salt." They speak in the voices of Moses, of "The Women at the Washington Zoo," and through the "Diary of a Madwoman." They tell of "Flannery O'Connor," of "The Bee Woman," "The String Lady," "A Visit to Nefertiti," "School Days," "January Hog-Killing," "The Lost Colony," "The New South," "Ghosts," "Silver," "Corson's Inlet," and "The Philadelphia Airport." All that; more, too, in ways that surprise, deepen, and delight.

Guy Owens and Mary C. Williams have made a collection which illustrates what they call the "... unprecedented explosion of fine poetry in our state." The collection includes work by well known artists: Randall Jarrell, Robert Watson, A. R. Ammons, Reynolds Price, Fred Chappell, Ann Deagon. And it includes others who are familiar from their book and journal publications. In addition, there are some fine writers in the collection who may be unknown to the reader. Quality varies. Style varies. But the impact of these poems, the energy they express and generate, will, as Owens and Williams claim, "... bear witness to the poetry explosion by providing a representative sampling of what is being written *here* and *now*." In any library the volume will continue to witness this moment while, also, providing experiences in poetry which transcend time and place.

Claire Rhea Helgeson

IVEY F. GRIGG and JESSIE SCHNOPP GRIGG. *Man of the Piedmont: A Profile*. (Lenoir: Crabtree Press, Inc. 1976.) \$7.95.

Is the term "Piedmont" anything more than a geographical expression? Is the piedmont section of North Carolina anything more than the middle part of the state, lying between mountains and the

sea? Are the people different? Is the culture different? Ivey and Jessie Grigg think so, and they have attempted to draw distinctions and to make these distinctions a matter of record. They have not made a very strong case. This book is neither history nor sociology. It is essentially folklore, an account of one man's impressions of central North Carolina in the pioneer days — the work habits, religion, humor, and life styles of a world and a time that he remembers.

The reminiscences are those of Ivy Grigg; the writing has been by his wife, Jessie S. Grigg. Oral History is perhaps the best term to describe the book. It should be interesting to readers who enjoy stories and yarns about the old days. Public libraries might want to make it available to their older readers. University and college libraries should purchase it only if complete North Carolina folklore sections are being maintained.

LEE PARKER and RUTH DORVAL JONES. *China and the Golden Weed*. (Ahoskie: The Herald Publishing Company, 1976).

Lee Parker worked in China for a number of years as a representative of the British American Tobacco Company. Since Parker is a native of Ahoskie, and tobacco is one of the state's leading money crops, I assumed, given the title of this book, that Parker's story would deal directly with the selling of tobacco products in a foreign market. It does not; the title is misleading. Except for a page or two toward the end, very little is said about the tobacco business in China.

The book contains some interesting observations about China, but gives us little that we did not already know. It is essentially a diary, a story of one man's adventures in a strange culture. The omission of dates weakens the book; we don't know, except by inference, when Parker arrived,

how long he stayed, or when he left. Parker's experiences could certainly have been turned into an excellent book on China, but it would have taken a veteran social critic and writer to have accomplished such a task.

RAYMOND GAVINS. *The Perils And Prospects Of Southern Black Leadership: Gordon Blaine Hancock, 1884-1970*. (Durham: Duke University Press, 1977). \$11.75

Many colleges and universities across the country have introduced black studies majors into their degree programs. These majors have been severely criticised — for both sound and unsound reasons. The most responsible criticism has come from certain black scholars who have said, quite simply and to the point, that not enough scholarly literature exists to support such programs. Accordingly, they argue, the curriculum planners should wait until the scholars have done their work. To do otherwise is to compromise scholarship and do a distinct disservice to black students. This biography of Gordon Blaine Hancock is the kind of scholarly work these critics are calling for.

Gordon Blaine Hancock was born in South Carolina and educated at Benedict College, Colgate University, and Harvard University. He was a minister, sociologist, professor, and social activist. He returned to the South after finishing his degree at Harvard because of his belief that educated blacks from the South should confront the problem of racial segregation where it existed in its most virulent form. This is what he did, as a professor at Virginia Union University and Moore Street Baptist Church in Richmond. From these positions Hancock extended his influence throughout the South, working and speaking in the interests of ending racial segregation and instilling in black

people the concept of self-help. The dominant themes of his life were Christian ethics and racial brotherhood.

Gavins portrays Hancock as a "marginal man," a black man of immense pride in being black who saw racial integration as the only hope for America, a man who saw accommodation rather than confrontation as the only hope for democracy and brotherhood in a divided country. Hancock preached self-help, hard work, pride, and determination to his own people. To white people he argued against the evil of racism. Throughout the three decades before the *Brown* decision in 1954 Hancock was recognized, along with many others, as a leader in the fight against racial segregation. When the movement broke loose into the streets in the 1960's Hancock was pushed aside as younger, more active leaders claimed the limelight. Though he admired and supported Martin Luther King, Jr., Hancock never agreed with the more radical leaders who sought racial change through confrontation.

Gavin's point is that men like Hancock, and there were many, are not being given their proper due in the writing of black history. They are not being entirely ignored, but their contributions are being slighted in the literature. He sees men like Hancock as vital links in the civil rights movement, links between the difficult days of the 1920's and 1930's which called for certain kinds of methods and the more active days of the 1960's when other methods came into vogue.

This is a thoroughly researched and carefully written biography. It is not only good history; it is a valuable study of the sociology of race relations in America as well as a study of the trials of citizen leadership in a multi-racial society. It is a valuable contribution to Afro-American history. Every North Carolina library should order it.

North Carolina Library Education News

Appalachian State University

Department of Educational Media

Susan Plate will be leaving ASU to start her Doctoral work in Curriculum and Instruction. She will be starting her work this fall at N.C. State in Raleigh while continuing to minor in Library Science by taking courses at UNC-Chapel Hill.

Ms. Plate authored "Accountability and the School Media Center Director" which appeared in the Spring issue of the *Southeastern Librarian*. Her "Comment on" the article "Continuing Education: Carrot or Stick?" by Barbara Conroy was printed in the March issue of *Catholic Library World*.

The Mainly Media Club sponsored by Ms. Plate was very active during the Spring Semester. The students participated in the annual Language Arts Festival sponsored by Ms. Beulah Campbell. Books were sold as part of the May Day-Play Day campus festival. Club members also participated in the planning and preparation for the Mainstreaming Conference.

Plans were drawn up for a Departmental trip to Washington, D.C. Any Educational Media student interested in participating should notify the Club as a waiting list has been started. Participants will be staying at the Appalachian House and travel will be in ASU vans. The Ap-

palachian House is reserved for Sept. 21, 22, 23 and 24.

The final meeting was held at Ms. Plate's house. New officers were elected and those elected were: Robin Polk (Charlotte), President; Kim Johnson (Eden), Vice President; Sarach Schug (Charlotte), Secretary-Treasurer.

Dr. Alice Naylor's article "Mirror, Mirror on the Wall, What is the Favorite Goal of All: Perception of OLA Goals by its Members" appeared in the April issue of the *Ohio Library Association Bulletin*.

She also participated in Storytelling Festival for the teachers and librarians in the Charlotte-Mecklenburg school district during June.

As part of the Student Teaching program directed by Dr. Naylor the following students visited Raleigh during March: Irene Gabe, Cathy Garland, Diane Hubbard, Susan Sands, Kim Smith and Janice Wright. The students attended the Educational Media Association Conference at the Royal Villa, visited Ravenscroft School and the Instructional Materials Center.

In April the following Supervising Teachers came to ASU: Charlotte Elliot, Northwest High School, Warrensville; Ethel Jacobsen, A.C. Reynolds High School, Asheville; Betty Davis, Owens High School, Swannanoa; Cecilia Denning, Hardin Park Elem., Boone; Ms. Steve Daily, Cove Creek Elem., Sugar Grove;

Mary T. Padgett, Media Coordinator, Caldwell County School; Elizabeth Poer, Baton Elem., Granite Falls; Mrs. Ila T. Justice, ASU and Susan Plate, ASU. A luncheon meeting was held at which problems related to Student Teaching were discussed. The Supervising Teachers were invited to participate in the Language Arts Festival.

Student Teachers assigned to the Fall Semester are: Deann Bradshaw, Allyson Fitzpatrick, Joan Gransee, Susan McBryde, Jeanne McRary, Paula Moss, Teresa Palmer, Cecil Reid, Betsy Roberts, Kathy Russell and Melony Winkleman.

The Eunice Query Scholarship Award was split between Gayle Alston and Jeanne McRary. This announcement was made via the Alumni letter in February.

Dr. Joleen Bock and Dr. Naylor were speakers at the Learning Resources Association meeting March 15-16 in Greensboro. Dr. Naylor conducted a workshop on the role of paraprofessionals in the LRC. Dr. Bock spoke about personal management to the LRC directors.

The Computer Applications class travelled to Washington, D.C. in May under the sponsorship of Dr. Bock. They stayed at the Appalachian House and visited the Library of Congress, the National Library of Medicine and the National Agriculture Library. In addition, they spent some time at the various museums of the Smithsonian Institution.

Mrs. Ila T. Justice and Susan Plate conducted a workshop for the elementary teachers, principals and media coordinators in the Rutherford County Schools during April. Their presentation was entitled "Reading and the Media Center: Bringing Children and Books Together" and their discussion dealt with enrichment

of teaching through the use of materials in school media centers.

Dr. Jeff Fletcher was a speaker at the North Carolina School Public Relations Association in April at Nag's Head. His topic dealt with photography for P-R people and how to put together slide-sound presentations.

Dr. Fletcher also did a presentation at the Mainstreaming Conference held at ASU in May, dealing with the adaptation of A-V materials for exceptional children.

"Mainstreaming: Its Impact on the School Media Center" was the focus of a workshop sponsored by the Educational Media Department in May. Among the speakers were Dr. James Tompkins, ASU, Special Education Dept.; Mrs. M.G. Fancher-Beeler, Librarian, Sunland Training Center, Miami, Fla.; Dr. Richard Stahl, ASU, Special Education Dept.; Dr. Hughes Moir, Professor of Elementary Education, University of Toledo; Carol Lewis and Sue Scott, Division of Educational Media, State Dept. of Public Instruction and Bobbye Draughon, Division for Exceptional Children, Northwest Regional Educational Center, North Wilkesboro. The conference was attended by more than 70 Media Coordinators and Special Educators from all over the state.

A workshop, conducted by Uri Shulevitz, winner of the 1969 Caldecott Medal, was held in July. It combined writing and illustration, exploring original visual approaches to writing especially designed for the picturebook genre. Instruction and discussion included sequence and story structure, continuity, flow, words and picture relation, dummy story board, color separation, pictorial reference material, publication possibilities and presenting an idea to a publisher. Other visiting lecturers in-

cluded author/artist Steven Kellog and Sandra Jordan, Editor-in-chief, Farrar Publishing Company.

Mr. Joseph Murphy announces the New River Mixed Media Gathering. The festival is open to all amateur, non-theatrical films, videotapes and slide-tape programs produced since January 1, 1977 by a resident of North Carolina, South Carolina, Virginia, Kentucky or Tennessee. An entry blank and a five dollar entry fee must accompany each program entered. All entries will be divided into age groups and categories. Age groups are seventeen and below and eighteen and above. Formats are 1) Videotape 2) Supper-8 3) Slide-Tape. Cash awards will be given to the 1st and 2nd prize winners for each category in each of the two age groups. Entries *must* be received by September 15, 1978. For further information contact: Joseph R. Murphy, P.O. Box 5000, Appalachian State University, Boone, NC 28608.

East Carolina University **Department of Library Science**

The chairman of the ECU Department of Library Science, dr. Gene D. Lanier, announced that Dr. Eugene A. Brunelle, Director of Library Services, has been appointed as adjunct professor of library science in the Department.

Dr. Brunelle came to East Carolina University in 1976 and will hold this new appointment concurrently with his present one. He has twenty-five years of experience in library and bibliographic work, teaching, research, student advisement, editorial work, and library administration. This he will share with the students in library science and participate in the program on a part-time basis.

Brunelle holds degrees from Harvard, Simmons, California-Berkeley, and New York Universities. He has had library experience at Harvard, Newark Public Library, Northeastern University, University of California-Berkeley, and SUNY College at Buffalo. Prior to coming to East Carolina he served as Professor of English and Director of Instructional Resources at St. Mary's College of Maryland. He was founding editor of the *Journal of Creative Behavior*.

Chairman Lanier indicated that the Department was fortunate to have someone of Dr. Brunelle's background and experience participate in the library science program and he looked forward to working with him.

Alpha Eta Chapter of Alpha Beta Alpha in the ECU Department of Library Science held their Spring Awards Banquet. Ludi W. Johnson, Assistant Professor, is advisor for the honorary fraternity.

Highlighting the night's activities was the recognition of outstanding students in the fraternity and Department. Dr. Gene D. Lanier, Chairman of the Department of Library Science, served as master of ceremonies and helped in the awards ceremony.

Sarah Lynn Earnhardt, a senior of Mooresville, N.C., was recognized as the Departmental representative during Women's Awareness Week.

Selected as the outstanding senior in the Department of Library Science for the 1977-78 school year was Doris Dianne Catlett of Washington, N.C.

Sharon Horn of Moorestown, New Jersey was voted the outstanding Member of ABA by her colleagues and received the plaque with her name engraved on it as Outstanding ABA Member for 1977.

Recipient of the Mildred Daniels Southwick Scholarship Award was Sallie Ann Chauncey of Washington, North

Carolina. She received the Master of Library Science degree in the spring and has been employed in the learning resources center at Beaufort County Technical Institute. She was chosen by a faculty committee based on her exceptional credentials in terms of academic achievement and outstanding potential in the reference area of library science. The Southwick Award was established last year by Dr. Mildred D. Southwick, Professor Emeritus, Division of Library Services, ECU, in memory of her parents. Dr. Southwick was a guest at the banquet for the presentation.

Two new faculty members have been chosen to join the faculty in the Department of Library Science Fall, 1978. Dr. William C. Buchanan comes to East Carolina from the University of Central Arkansas where he was assistant professor of library science and educational media. He holds degrees from Belmont College, Middle Tennessee State University, and Louisiana State University. In addition to his teaching, he has had library experiences in schools, junior colleges, community colleges, and senior universities.

Dr. Carol J. Veitch, assistant professor of library science at Murray State University, comes to East Carolina in the area of children and young people's literature. With degrees from Clarion State College and the University of Pittsburgh, she brings to the faculty experiences as a school media coordinator and a special librarian. Dr. Buchanan is a native of Tennessee and Dr. Veitch was born in Pennsylvania.

North Carolina Central University School of Library Science

Alumni Day is scheduled for September 30 and the continuing education seg-

ment will be devoted to distributed data processing for libraries.

A grant totaling \$57,050 was received from the U.S. Office of Education for five graduate and five undergraduate students. The five undergraduates, who are to be juniors in selected colleges, will be brought to the School during the summer of 1979 for a special introduction to librarianship.

During the April trip to Washington students and five faculty members participated in Legislative Day then visited the District of Columbia Public Library, the Associates for Renewal in Education, the Library of Congress, the Government Printing Office and the Depository Library.

Alice Hill, a student in the Early Childhood Library Specialist Program, was selected to represent the School at a Workshop for Training Library Specialists for Multi-Ethnic Heritage Programs at Atlanta University.

Selected original works of Tom Feelings were exhibited in the University's Art Museum during National Library Week. These framed illustrations are from the William Tucker Collection of Black authors and illustrators of children's materials.

Effie Lee Morris, formerly Coordinator of Children's Services, San Francisco Public Library and Mollie Huston Lee, formerly Librarian, Richard B. Harrison Library, have announced that they will contribute to an effort that the School is making to preserve the papers of Black librarians. Others are expected to participate and interested persons are invited to contact Dean Phinazee.

India D. Powell has been selected by the Faculty to be the School's 1978/79 intern at the U.S. Department of Labor Library.

Benjamin Speller delivered the Carrie M. Robinson Lecture at the Alabama A & M University School of Library Media in April. Miriam G. Ricks

participated on a panel during the Study Conference of the Association for Childhood Education International in Charlotte in March. Grady Morein presented a paper at the Annual Conference of the North Central Regional Accrediting Association. As Chair of the ALA Standing Committee on Library Education, Annette L. Phinazee participated in the meeting in Washington in April to get SCOPE organized.

MIRIAM G. RICKS, Assistant Professor of Library Science and Director of the Early Learning Center of North Carolina Central University, was a participant on a panel during the Study Conference of the Association for Childhood Education International held in the Sheraton Center, in Charlotte, March 29. She discussed the role of librarians in motivating and in assisting parents in providing constructive learning experiences for their children.

The involvement of parents has been recognized as essential in educating children. Librarians can play an important role in preparing preschoolers for reading readiness, and in getting parents to participate. An increasing number of public libraries are experimenting with this important aspect of community service.

The North Carolina Central University Early Childhood Learning Specialist Program was initiated in recognition of this fact in 1971. Miss Ricks has concentrated upon working with parents in the early learning centers at NCCU and at the Stanford L. Warren Branch of the Durham County Library. Parent aides were recruited so that they could learn while they assisted librarians. Special lectures, demonstrations, and programs have been presented in the centers for parents and for persons who work with them.

Funds for these activities, for the two

early learning centers, and for fellowships to educate librarians were provided by the Carnegie and Xerox Corporations, the Z. Smith Reynolds Foundation, and the U.S. Office of Education.

Grants to be Awarded

The North Carolina Central University School of Library Science is making a special effort to admit qualified minority group persons who will earn a master's degree. Five fellowships will carry stipends of approximately \$3000 for the academic year plus one summer and will pay tuition and fees.

The School's entrance requirements include:

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

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

University of North Carolina at Chapel Hill

School of Library Science

MARGARET ELLEN KALP, 63,
associate professor emeritus of the

School of Library Science at the University of North Carolina at Chapel Hill, died suddenly April 26 at North Carolina Memorial Hospital.

Funeral services were held April 30 at Walker's Funeral Home. Burial was at the Kalp family plot in Mount Pleasant, Pa.

An authority on school librarianship, Miss Kalp joined the school's faculty in 1947 and worked in the creation of the master of library science degree program and, more recently, in the establishment of the doctoral program. She served as acting dean from 1964 until 1967 and was made assistant dean in 1973. She retired in May 1977.

Dr. Edward G. Holley, dean of the School of Library Science, said: "In every social institution there are individuals whose lives seem to reflect the institution or whose personalities seem to influence significantly its character. Miss Kalp was one of those individuals. For 30 years she served the profession of librarianship and the School of Library Science with a ready smile, a quiet competence and a loyalty which demanded, at times, undertaking tasks she personally disliked. We shall all miss her friendly interest in our own personal and professional well being as well as the encouragement she always brought to the school's faculty and students."

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The majority of school librarians who graduated from UNC-CH completed their master's papers under Miss Kalp's direction and many of them were her advisees. She was a consultant to the N.C. Department of Public Instruction, the U.S. Office of Education, the Southern Association of Colleges and Schools and various school libraries.

A native of Middletown, N.Y., and a graduate of Douglass College, Miss Kalp received her M.A. degree in library science from the University of Michigan. She also studied at Rutgers University and the University of Chicago. Before joining the UNC-CH faculty she taught at the Hampton Institute Library School and at George Peabody College.

Miss Kalp served on executive boards and committees of several organizations: president of the N.C. Library Association from 1963-65; a member of the Council of the American Library Association from 1963-67; and on the board of directors of the Association of American Library Schools. She also was a member of the Southeastern Library Association and American Association of School Librarians.

Miss Kalp was active in several civic and professional services in the Chapel Hill community including the Altrusa Club, Alpha Chapter of Delta Kappa Gamma, serving as president from 1974-76, and Beta Phi Mu.

Library Science Faculty Members and Students Write For Dictionary of American Library Biography

Six faculty members and four students of the School of Library Science

contributed 23 biographical essays to the recently published *Dictionary of American Library Biography*. The *Dictionary*, a product of almost five years of effort, includes thoroughly researched and original biographies of "302 outstanding men and women who, in large measure, founded and built this country's free public libraries, assembled monumental university and research collections, started school and special libraries, initiated pioneering ideas in library education, constructed irreplaceable bibliographic tools, forged national, regional, and state professional associations, and introduced to the library profession . . . a solid foundation for our present library and information networks." Selection for inclusion in the *DALB* was made from criteria developed by a national advisory board which included two UNC-CH faculty members, Dean Edward G. Holley and Professor Haynes McMullen. To have been included, a biographee must have had national significance in the library and information field, achieved professional distinction, and must have been deceased as of June 30, 1976.

Writing biographies of the twenty-three were Dean Holley, and Professors Hayne McMullen, Budd Gambia, Mary Kingsbury, Paul Koda, and Marilyn Miller. Students involved in the project included Davenport Robertson, now NIEHS Librarian, Research Triangle Park; Sandra Roscoe, now Assistant Reference Librarian, University of Chicago; and Michael Wessells, now Researcher, Information Systems Section, Battelle Memorial Institute, Columbus, Ohio. Also writing a biography of North Carolinian Lillian Baker Griggs is Betty Young, School of Library Science Alumni Association President, and Head, Circulation Department, East Campus Library, Duke University.

In their preface to this major

reference work, the editors note that, among the more than 200 contributors to the work "The extensive services rendered by a few of the contributors do stand out . . . as being of special importance to the final shape of the book," and extend their appreciation to a few others who helped with problems of special difficulty. Included for special acknowledgement are UNC-CH Professors Gambee, Holley, and McMullen.

Among the North Carolinians included in the *Dictionary of American Library Biography*, in addition to Ms. Griggs, North Carolina's first professionally trained Librarian, Durham Public Library, Director of the North Carolina Library Commission, and Librarian of Woman's College, Duke University; are Mary Peacock Douglas, first state school library adviser in the North Carolina Department of Public Instruction, (written by Professor Mary Frances K. Johnson, UNC-Greensboro); Henry Harrisee, bibliographer of Americana and instructor at UNC-CH, 1953-56, (by Davenport Robertson) and Charles Everett Rush, UNC-CH Librarian, 1941-1954, (by Robert L. Logsdon). Also contributing a biography for the *DALB* is Chapel Hillian, Ruth Gambee.

According to Dean Holley, "Those of us working in the field of library history have long needed a publication which would provide reliable information on the major figures in American librarianship. For that reason the publication of this 596 page *DALB* for librarians is a scholarly achievement of the first importance. Ranging from 1,000 to 6,000 words, the articles in the *Dictionary of American Library Biography* will be the first source to which many of us will turn when we are looking for facts on specific individuals with the assurance that the sketches have been competently done. That will be a welcome relief after the long ordeals of searching

through numerous obituaries, mug books, and ephemeral articles for similar materials. The editors, Dr. Bohdan Wynar, President of Libraries Unlimited, and his colleagues, Deans George S. Bobinski and Jesse H. Shera, are to be congratulated on undertaking the compilation of this much needed reference work and bringing it to a successful conclusion."

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 (201) 722-8000

Library Roundup

Third Annual Storytelling Festival Is Big Success

Almost 11,000 youngsters of all ages gathered on the State Capitol lawn, in Raleigh during National Library Week to hear more than 100 storytellers from all over the state spin their magic yarns. The storytellers, who were children's librarians, school librarians and library school students, told stories 9:30 a.m. — 2:30 p.m. Monday through Friday, April 3-7 at the third annual "Storytelling Festival in the Park." Other tellers included 50 students from Randleman (NC) High School, who arrived en masse on Tuesday to add their tales.

The kids heard all kinds of stories, including folk tales from North Carolina and from as far away as Africa and Japan. Some tellers used puppets or flannel boards or music and song to help illustrate their stories.

Gov. Jim Hunt proclaimed the week "Library Week in North Carolina." Invitation flyers featuring "Fat Cat" mailed to daycare centers, kindergartens and elementary schools added to the crowds. Perfect weather smiled on the storytellers throughout the week, and the children came in groups from many areas throughout the state.

Friday, the final day, offered special treats for exceptional children, when two

librarians from Greensboro's Central N. C. School for the Deaf "signed" stories for deaf children. Also on Friday, Goldsboro's O'Berry Center for the Mentally Retarded furnished a children's librarian for stories for exceptional children.

After 2:30 p.m., when the last story of the day was told, librarians themselves gathered in the Capitol building for an in-service training mime session by instructor CATE HOWARD, children's coordinator for Wake County Libraries.

Coordinating DIANA YOUNG, consultant for children's services for the State Library which sponsored the event, was enthusiastic about this year's festival. "This statewide celebration of National Library Week demonstrates to the citizens of North Carolina and their legislators the united effort of all librarians to serve North Carolina's children," she stated.

This unique event will be repeated next year.

From ROWAN COUNTY PUBLIC LIBRARY:

LYNN WALDRUFF, MSLS from UNC-Chapel Hill, is the new Information Services Librarian.

CHARLES MONTOURI of Setauket,



Pat Lumen, Rockingham County children's librarian, pulls magic little people from her "storytelling skirt" during the third annual "Storytelling Festival in the Park" on the North Carolina State Capitol lawn during National Library Week.



Jo Chacto of Central North Carolina School for the Deaf "signs" stories for deaf youngsters at the third annual "Storytelling Festival in the Park" on the State Capitol lawn during National Library Week.

Long Island, is now Extension Services Librarian.

From THE PUBLIC LIBRARY OF JOHNSTON COUNTY AND SMITHFIELD:

ART GOETZ, formerly director, has left Johnston County to become Director of the Wicomico County Free Library in Salisbury, Maryland.

From the NORTHWESTERN REGIONAL LIBRARY:

JUDY CLAYTON, MSLS from UNC-CHAPEL HILL, is now Coordinator of Children's Services.

From ROBESON COUNTY PUBLIC LIBRARY:

DON BEAGLE, formerly with the Aurora (Illinois) Public Library, has joined the staff as the new Adult/Technical Services Librarian.

JACKIE SPECK, a commercial artist, is Artist-in-Residence.

From ONSLOW COUNTY PUBLIC LIBRARY:

Onslow County Public Library's Storytelling Festival drew over 1200 children during two days of National Library Week. Sheriff's deputies, a police lady, visiting artists, community college speech students, radio disc jockeys and a fireman fully equipped with truck joined library staff in telling stories and giving dramatic readings and puppet shows.

From the NORTH CAROLINA STATE LIBRARY:

Children's Services Consultant DIANE YOUNG'S Children's Book Week program aimed at signing up kids all over the state for library cards has won a John Cotton Dana Award for the State Library.

ELIZABETH LANEY, much-loved Processing Center Librarian, resigned March 31 to become director of the DEPARTMENT OF TRANSPORTATION LIBRARY in Raleigh.

From WAYNE COUNTY PUBLIC LIBRARY:

The library's A-V specialist, GENE JACKSON, hosted Wayne County Public's first and perhaps last Bong Show this spring. Over 100 young adults packed into the auditorium for the show. Twice that many were turned away. The talent was good, and the program impeccably run, but Gene's not sure he could survive another one.

Extension Librarian LIZ OLDHAM'S Buy-Build-Renovate workshops for prospective homeowners drew smaller crowds but were a little easier on the nerves.

From SOUTHPORT-BRUNSWICK COUNTY PUBLIC LIBRARY:

Although the newly-purchased used bookmobile has been giving the library a lot of headaches, Bookmobile Driver PATTY JONES is pleased with the additional space it affords, not to mention the luxury of an airconditioner. In addition to circulating books, Patty runs a recipe exchange, a pet location service and a lucky penny board for the kids (the staff doesn't understand it, but the kids love it). Patty installed a portable TV for those patrons whose schedules for soaps conflict with

the schedule for the bookmobile, and is planning on adding scales for weigh-in for perpetual dieters.

From the LOOSE REGION:

The Loose Region, an informal association of 13 library systems in the southeastern part of North Carolina, hosted its first workshop in May — "Bookmobiles and Alternatives." The region also publishes a quarterly newsletter, *DOWN EAST*, filled with ideas for public library programming as practiced in the eastern part of the state. Anyone interested in being added to the mailing list should write the Onslow County Public Library, 501 Doris Avenue East, Jacksonville, N. C. 28540.

The Young Adult Committee of the Public Library Section has published a bright and informative newsletter for those involved with library services for young adults. "Grassroots for High Risk Librarians" includes program ideas, booklists, the best in discography and much, much more. Those of you who have not received copies and would like to be included on the mailing list should contact the chairman of the committee, Susan Kern, at the Central North Carolina Regional Library in Burlington.

The Genealogy Committee has tentatively set September 26 and 27 for a workshop on genealogical services.

The Continuing Education Committee is preparing to conduct a workshop on

programming for public libraries in the late summer.

From CENTRAL NORTH CAROLINA REGIONAL LIBRARY:

Project ACEE (Alternative Centers for Education and Entertainment) is going places . . . literally. ACEE is the Central N. C. Regional Library's outreach service for teenagers which has been operating with LSCA funds since July 1975. ACEE has experienced a steadily growing clientele since its beginning. The key to the project's success thus far has been its flexibility in terms of the form of service delivery. A patron who visited an ACEE center in the fall of 1975 but who hasn't kept up with the project's changes might not recognize its new face.

In the summer of 1977 Project ACEE introduced the TEEN MACHINE, also purchased with LSCA funds. Through the early years, staff members became increasingly committed to serving geographically isolated teens. The regional library serves two counties with many geographically isolated and rural areas. Even in the more urban areas of one county, there is still no public transportation which would assist many of the unserved teenagers in getting to an already established library facility, or even to a community center. The original model for the project, setting up mini-libraries for teens in community centers, still served only those kids within walking distance. It also required much duplication of materials and a dependence on community center staff. Although centers were added and re-evaluated frequently, these problems still loomed large. A mobile type service delivery seemed worth a try. And so . . . ACEE presents the TEEN

MACHINE. The MACHINE is a Dodge Kary Van outfitted with shelves, bright orange carpeting on walls, floor, and ceiling, oversized pillows, audio-visual equipment including a stereo, projectors, and occasionally video-tape recording and playback equipment. The van is stocked with a wide variety of library materials selected especially with teens in mind. The total cost of the vehicle was approximately \$12,000.

Equipped with heat and air-conditioning, the interior of the van functions as a mobile "reading center" for young adults and can accommodate up to 20 young people. The TEEN MACHINE makes stops of one to two hours at recreation centers, private homes, rural churches, youth homes, 4-H clubs, and some schools.

Another recent event in ACEEland is the completion of a long awaited resource directory for teens. The original LSCA proposal provided for the creation of an information file on services available for teens. After two years of starts and stops, the Central N. C. Regional Library has published *Talk of the Town: A Guide to Services and Resources for Young Adults in Alamance County*. The directory includes 40 pages of information on services available to teens from public and private non-profit agencies in one of the counties served by the library. About 9000 copies of the directory were printed and distributed to every teen in the 9th through 12th grades in Alamance County with the kind assistance and support of the public schools. Additional copies were made available to service providers. The library did the layout and printing but had the booklet collated, stapled, and folded by a professional printer. *Talk of the Town* is printed on very brightly colored paper and filled with much clip art and nonsense which ACEE folks hope will catch the eye. Also included in a section on "Do's and

Don'ts for teens having a "close encounter" with the law. The cost of the entire project was about \$1,700 including staff time. The library is waiting anxiously for feedback on the usefulness of the directory. An initial report from one school official was heartening . . . "I've only seen one in the trash." A limited number of copies of *Talk of the Town* are available to interested grown-ups or library-type people by sending a stamped self-addressed 6½ by 9½ manilla envelope to:

Project ACEE
TALK OF THE TOWN
Central N.C. Regional Library
342 S. Spring St.
Burlington, N.C. 27215

From the STATE LIBRARY:

The State Library has appointed an Ad Hoc Committee on Multi-Type Library Cooperation to investigate ways that cooperation may be effected across traditional types of library lines. ALBERTA SMITH, Networking Consultant for the Division of State Library, has published a *Survey of Cooperative Organizations and Significant Cooperative Programs in North Carolina* as the groundwork for the committee's work. Representing public libraries on the committee are GEORGE VIELE, Director, Greensboro Public Library and PATSY HANSEL, Director, Onslow County Public Library; from academic libraries are WILLIAM C. HORNER, Systems Librarian, D.H. Hill Library and ROBERT WOERNER, Director of Libraries, Salem College; from special libraries, LINDA BUTSON, Library Director, Mountain Area Health Education Center and AUDREE D. ANTHONY, Library Supervisor, Lorillard Research Center; from school libraries, SUE SCOTT, Division of Educational Media, State Depart-

ment of Public Instruction and Mrs. VERGIE COX, Materials Review and Evaluation Center, State Department of Public Instruction; from community colleges, ED LYNCH, Director of Learning Resources, Technical Institute of Alamance, and Mrs. MERTYS BELL, Dean, Learning Resources Center, Guilford Technical Institute; from consortia, KAY ANDERSON, Coordinator, Piedmont Triad Library Council; and the Public Library Networking Representative, ELIZABETH COPELAND, Director, Shepard Memorial Library, Greenville.

From THE UNIVERSITY OF NORTH CAROLINA LIBRARY AT CHAPEL HILL:

JOHN DARLING has been appointed Zoology Librarian, effective March 1, 1978. Mr. Darling comes to this newly-established full-time position in the Zoology Library from Duke University, where he was doing volunteer work on special projects in Science Libraries since receiving his MLS degree from the School of Library Science at the University of North Carolina at Chapel Hill. Prior to getting his MLS degree, Mr. Darling had taught in the sciences.

MS. MARILYN SOUDERS has been appointed to the newly-established position of Business Reference Librarian effective April 1, 1978. Ms. Souders comes to this Library from Pratt Institute in Brooklyn, New York, where she was Development Coordinator. She has also had a year and a half experience as Business Reference Librarian at Brooklyn Public Library.

DANA SALLY has been appointed Math-Physics Librarian, effective May 15, 1978, to fill the vacancy created by the resignation of MS. BETTY DAVIS in August 1977. Mr. Sally comes to this Library from

Juniata College in Huntingdon, Pennsylvania, where he has held the position of Science Librarian for two and a half years, after receiving his MLS degree from the University of Pittsburgh.

From EAST CAROLINA UNIVERSITY, J.Y. JOYNER LIBRARY:

DR. LOUIS J. REITH has been appointed Cataloging Librarian. He comes to us from Concordia Theological Seminary, Fort Wayne, Indiana.

MR. MICHAEL G. COTTER has been appointed Documents and Instructional Services Librarian. He comes to us from the Harvard Documents Department.

MS. NANCY A. DAVEY has been appointed Assistant Head, Cataloging Department: SOLINET-OCLC Coordinator Librarian. She comes to us from Purdue University Libraries/AVC, West Lafayette, Indiana.

DENNIS R. LAWSON has been appointed Curator in the Manuscripts collection. He comes to us from the North Carolina Division of Archives and History.

MRS. VERNIE W. SAIEED. Mrs. Vernie Wilder Saieed, of 104 Berkshire Road, Greenville, N.C., died January 10, 1978. She was librarian at East Carolina University, a graduate of East Carolina, and also had received her master's degree there. She held membership in the North Carolina Library Association, the American Association of University Professors, ECU Faculty Senate, and had been Chairperson of the Campus Facilities Planning and Development Committee.

MS. MARY FRANCES MORRIS was promoted to Associate Professor, J.Y. Joyner Library, during the last year. Ms. Morris has been a member of the ECU faculty since 1968.

MS. ARTEMIS KARES was tenured at the rank of Assistant Professor during the last year. Ms. Kares has been a member of the ECU faculty since 1972.

From PERKINS LIBRARY, DUKE UNIVERSITY:

Recent appointments to the staff are KENNETH W. BERGER, Reference Librarian and Cataloger of Manuscripts; SCOTT R. BULLARD, Assistant Head, Acquisitions; CAROLYN C. COX, Serials Cataloger; RICHARD C. DAVIS, Manuscript Catalog Editor; JOYCE L. FARRIS, Monographic Cataloger; and ARNOLD HIRSHON, Assistant Head, Cataloging.

WORKSHOPS PLANNED

"AUTOMATED OR MANUAL SERIALS CHECK-IN: "What's the best method for your library?" is the theme of a workshop sponsored by the Planning Committee, Serials Interest Group, with the cooperation of the Resources and Technical Services Section of the North Carolina Library Association, to be held on September 8, 1978, in Chapel Hill. The Serials Interest Group, composed of persons involved with or interested in the many facets of serials librarianship, met for the first time during the 1977 biennial conference of N.C.L.A. The workshop is designed to provide participants with a state-of-the-art report on automated and manual modes of serials check-in and a

knowledge of the factors to be considered in determining the best type of check-in system for a given library. In addition, it will focus on application of this knowledge to particular situations through group discussion and problem solving.

Registration is limited to 75.

For further information, please contact:

Barbara Ludwig, Program Coordinator
Extension Division
Office of Continuing Education
204 Abernathy 002-A
University of North Carolina at Chapel Hill
Chapel Hill, N.C. 27514

RESOURCES AND TECHNICAL SERVICES SECTION OF NCLA is sponsoring a workshop Sept. 22, 1978 at the N.C. State University Faculty Club in Raleigh on "Practical Preservation of Library Materials." Registration fee is \$15 which includes luncheon, two (2) coffee breaks & material needed for workshop. Paul Koda, Reference Librarian at UNC-CH will be conducting a session of the workshop.

From WINTHROP COLLEGE: Archivists may be interested in obtaining copies of the newly published *The Winthrop College Archives: A Manual of Policies and Procedures*, available for \$5.00 a copy. Checks payable to "Winthrop College" may be sent to Archives and Special Collections, Dacus Library, Winthrop College, Rock Hill, South Carolina 29733.

The VIRGINIA LIBRARY ASSOCIATION will hold its annual conference in

Williamsburg, Virginia. To be held in the conference center of Colonial Williamsburg, the meeting is scheduled for 30 November — 2 December. Library instruction, networking and the politics of library funding are among the topics to be addressed. Ms. Berna Heyman of Earl Gregg Swem Library, College of William and Mary, is serving as local arrangement chair and may be contacted for additional information.

CREATIVE ACTIVITIES WITH PERIODICALS FOR CHILDREN AND YOUNG ADULTS

Dr. James L. Thomas of North Texas State University has recently edited two lists of suggested uses of periodicals in the elementary and secondary school curricula. The suggestions were formulated by undergraduate and graduate students in Dr. Thomas' library class in materials for children and young adults. Each list is selective, and each entry includes bibliographic information for the periodical taken from the actual publication, the student's determination of the appropriate grade level (e.g., primary, senior), a brief overview of the periodical, and a list of activities.

Dr. Thomas has offered to make these lists, "Creative Activities with Children's Periodicals" (11 pp.) and "Activities with Young Adult Periodicals" (18 pp.), available free of charge to readers of *North Carolina Libraries*. For each list, send a stamped (24 cents) self-addressed, legal size envelope to:

James L. Thomas
School of Library & Information
Sciences
North Texas State University
Box 13796
Denton, Texas 76201

Be sure to specify which list is desired, and send two envelopes for both lists.



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PO Box 149
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Mrs. Mettarene McLean (1977-1980)
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Fort Bragg Road
Fayetteville, NC 28303 Phone: 919-484-1151

Mrs. Christine Miller, Director (Term expires 1979)
A-V and Library Center
Box 7557, Court House
Asheville, NC 28807 Phone: 704-255-5619

Miss Miriam Ricks, Assistant Professor (Term expires '79)
Department of Library Science
North Carolina Central University
Durham, North Carolina 27707 Phone: 919-683-6440

Past Chairman:

Mrs. Una Edwards (Term expires 1979)
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Barbara Carroll (1978-1979)
3005 Goodall Drive
Greensboro, NC 27407
Phone: 919-294-4739

AWARDS AND SCHOLARSHIPS**CHAIRMAN:**

Mrs. Mary Tolbert Padgett (1977-1983)
Director, Media Services
Caldwell County Schools
Lenoir, NC 28645
Phone: 704-754-5381

Mrs. Ollie P. Bond (Term expires 1979)
West Bertie Elementary School
Box 279
Lewiston, NC
Phone: 919-344-7621
Home Phone: 919-397-2435
Home: Box 277
Lewiston, NC

Nancy R. Griffin (1977-1981)
Lucama School
Wilson, NC 27893
Phone: 919-239-0990
Home Phone: 919-237-2654
Home: 608 Fleming Street
Wilson, NC 27893

Bess Holingsworth (1977-1981)
High Point City Schools
Administration Building
900 English Road
High Point, NC 27260
Phone: 919-885-5161
Home Phone: 919-886-6942
Home: 801 Arbordale Drive
High Point, NC 27260

Jeannette M. Smith (1977-1983)
Forsyth Country Day School
Winston-Salem, NC 27106
Phone: 919-945-3151 EXT. 02
Home: 2988 Ormand Dr.
Winston-Salem, NC 27106

Mrs. Sue Lambert (term expires 1979)
Route 1, Box 129
China Grove, NC 28023

BUDGET COMMITTEE

CHAIRMAN:

Mrs. Una Edwards (1977-79)
Alleghany High School
Sparta, NC
919-372-4554

Michelle Rich (1977-79)
Wiley Elementary School
301 St. Mary's St.
Raleigh, NC 27605
Phone: 919-755-6844
Home Phone: 704-787-8657

Dot Nahory (1977-79)
South Mecklenberg High School
Rt. 2, Pineville, NC 28134
Phone: 704-366-0255
Home Phone: 704-366-4366

MEMBERSHIP COMMITTEE

CHAIRMEN:

Mrs. Gwen Jackson
Morehead Elementary School
Morehead City, NC 28557
Phone: 919-726-1131
Home Phone: 919-326-5062
Home: Star Route Box 54
Swansboro, NC 28584

Alice Spuller
Longview School
2030 2nd Ave. SW
Hickory, NC 28601
Phone: 327-2070
Home Phone: 919-328-3143
Home: 747 N. Center St.
Hickory, NC 28601

Carolyn P. Davidson
Swannanoa School
Swannanoa, NC 28778
Phone: 704-686-3856
Home Phone: 704-298-5034
Home: Rt. 1, Box 932
Swannanoa, NC 28778

Lorine H. Lynch
Holton Jr. High
N. Driver St.
Durham, NC 27703
Phone: 919-688-0459
Home Phone: 919-682-9093
Home: 1219 Fayetteville St.
Durham, NC 27707

NOMINATING COMMITTEE

CHAIRMEN:

Carol Andrews Southerland
Rt. 2, Box 70
Williamston High School
Williamston, NC 27892
Phone: 919-792-7807
Home Phone: 919-792-7001

Ann Gibbs
Irwin Jr. High School
Ft. Bragg, NC 28307
Home Phone: 919-484-4619
Home: 1003-B Elm
Fayetteville, NC 28303

Other members to be appointed

STANDARDS COMMITTEE

CHAIRMAN:

Mrs. Mary Frances Johnson
Professor, Dept. of Library Science
UNC-G
Greensboro, NC

Other members to be appointed later

CONFERENCE COMMITTEES

1978 Biennial Workshop

EXHIBITS

Mrs. Chris Mattern
Career Center
Winston-Salem/Forsyth County Schools
PO Box 2513
Winston-Salem, NC 27102
(919) 727-8181

PARLIAMENTARIAN:

Miss Julia Elam
Jefferson Junior High School
3500 Sally Kirk Road
Winston-Salem, NC 27106
(919) 765-6688

PUBLICITY:

Miss Gloria Miller
Technical Services for Media Centers
1701 Sumter Avenue
Charlotte, NC 28208
(704) 376-1206

SOCIAL:

Mrs. Mary Arden Harris
Media Services
Charlotte-Mecklenberg Schools
PO Box 149
Charlotte, NC 28230
(704) 372-8620

HOSTESS:

Mrs. Jeannette Smith
Forsyth Country Day School
91 Shallowford Road
Lewisville, NC 27023
(919) 945-3151

REGISTRATION:

Mrs. Madeline McNatt
Griffith Junior High School
1385 W. Clemmons Road
Winston-Salem, NC 27107
(919) 788-4441

COPYRIGHT CONFERENCE TO BE HELD AT ASU:

The Conference on Copyright: The Legal and Ethical Aspects of Use and Management of Copyrighted Materials, is now scheduled for September 10-12, 1978. Additional conference information can be obtained from Richard Hudson, Center for Continuing Education, Appalachian State University, Boone, North Carolina 607: phone (704) 264-5050.

From NORTH CAROLINA LEARNING RESOURCES ASSOCIATION: At the annual Spring Conference of the NORTH CAROLINA LEARNING RESOURCES ASSOCIATION, new officers for 1978-79 were elected.

MS. GENEVA CHAVIS, Nash Technical Institute — President

MS. BEVERLY GASS, Guilford Technical Institute — President Elect

MS. BETTY WILLIAMSON, Fayetteville Technical Institute — Secretary

Mr. ERNEST TOMPKINS, Forsyth Technical Institute — Treasurer

FROM DAVIDSON COUNTY COMMUNITY COLLEGE: On April 16, 1978 the new Grady E. Love Learning Resources Center was dedicated. Dr. Ben Fountain, President of the North Carolina Department of Community Colleges gave the address. Approximately 450 people attended the ceremonies and open house.

The new Learning Resources Center of 31,059 square feet houses a library with a book capacity of 75,000 volumes, an audiovisual center for production of materials, television studio with capabilities for a channel via local cablevision, and an Individualized Instruction Center with areas for study, counseling and administering the G.E.D. and CLEP tests.

HONORARY AND LIFE MEMBERSHIPS IN NCLA

The 1977-79 Honorary and Life Membership Committee requests your recommendations for persons you consider worthy to be honorary or life members of NCLA. Suggestions should be accompanied by a biographical sketch, including contributions to libraries or librarianship, and should be forwarded to the Committee Chairperson.

The NCLA by-laws provide for the Honorary and Life Membership Committee to seek suggestions from all members and to recommend names for these honors to the Executive Board prior to the next Spring Workshop.

Criteria for selection are as follows:

1. Honorary memberships may be given to non-librarians who have rendered service to the library interests of the state.

2. Life memberships may be given to librarians who have served as members of the North Carolina Library Association and who have made noteworthy contributions to librarianship in the state. These memberships are limited to librarians who have retired.

3. Honorary memberships for non-librarians should be given at a time considered appropriate in relation to the contribution made.

4. Contributions of both groups should be above the local level.

5. Selections for the past are to be reviewed with the idea of adding any persons overlooked.

Please send your suggestions to:

Eunice P. Drumm, Chairperson
Honorary and Life Membership Committee

NCLA

3001 Sherry Drive
Raleigh, N.C. 27604

HONORARY MEMBERS OF NCLA

- 1904 Wallace, Anne, Atlanta, GA
Hopkins, Anderson H., Louisville, KY
- 1906 Rankin, Julia, Atlanta, GA
Kennedy, John P., Richmond, VA
Dacus, Ida J., Winthrop, SC

From 1904 to 1910, honorary memberships were given to out-of-state speakers who, at their own expense, came to help establish the North Carolina Library Association.

Beginning in 1919, honorary members were elected at the Annual Meeting by a majority vote.

- 1919 Blanton, Minnie Leatherman, Raleigh
- 1923 Phillips, Mary Palmer, Winston-Salem
- 1939 Petty, Annie F., Greensboro
- 1943 Whedbee, Charles, Hertford
- 1947 Breedlove, Joseph Penn, Durham
Wilson, Louis Round, Chapel Hill
- 1949 Wilkes, J. Frank, Charlotte
- 1951 Crittenden, Ethel Taylor, Wake Forest
Jones, Nellie Rowe, Greensboro
Ricks, Katharine C., Guilford College
Griggs, Lillian B., Durham
Beal, Marjorie, Raleigh
- 1953 Barden, Hon. Graham Arthur, N. Bern
Graham, Frank Porter, Chapel Hill
Polk, William T., Greensboro
Ruzicka, Jos. V., Sr., Baltimore, MD
- 1957 Akers, Susan Grey, Chapel Hill
Douglas, Robert D., Greensboro
Faison, Georgia H., Chapel Hill
Lydenberg, Harry Miller
Rush, Charles E., Chapel Hill
- 1961 Battle, Nell L., Rocky Mount
Ramsey, D. Hiden, Asheville
Thornton, Mary Lindsay, Chapel Hill
Brockman, Charles R., Charlotte
Henderson, Lucille Kelling, Chapel Hill
Atkins, James W., Gastonia
- 1965 Carroll, Charles F., Raleigh
McKnight, Roy B., Tarheeland
Acres, Shallotte
Morris, Mrs. Claude S., Sr., Salisbury
Willis, Meade H., Sr., Winston-Salem

- 1969 Douglas, Mary Peacock, Raleigh
Garinger, Elmer H., Charlotte
Smith, Benjamin Lee, Greensboro
Stick, David, Kitty Hawk
Weaver, Philip Johnson, Greensboro
- 1971 MacLean, Hon. Hector, Lumberton
Phillips, Hon. Charles W., Greensboro
- 1973 Blair, John F., Winston-Salem
Highfill, Hilda Austin, Raleigh
- 1975 Ruzicka, Jos. V., Jr., Greensboro
Jordan, Hon. B. Ever., Saxapahaw

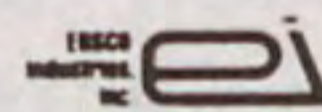
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Coming Events

Nov. 16 and 17, 1978	NCASL Work Conference	Benton Convention Center Winston Salem, N. C.
Jan. 25 and 26, 1979	Winter Media Conference	Bordeaux Convention Center Fayetteville, N. C.

HONORARY AND LIFE MEMBERSHIP HONOREES OF NCLA

Beginning with 1977, Honorary Memberships were presented to lay citizens who had made outstanding contributions to the development of libraries and library programs in the state. Life memberships were given to retired librarians whose contributions to the state and to the profession were especially notable.

HONORARY Merrick, Lyda Moore, Durham

LIFE

Bacelli, Hallie S., Greensboro
Lee, Mollie Huston, Durham
Query, Eunice, Boone

West, Carlton Prince,
Winston-Salem

Brown, Harlan C., Raleigh
Powell, Benjamin E., Durham
von Oesen, Elaine, Raleigh

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AV News Exchange

NORTH CAROLINA MEDIA COUNCIL: A COUNCIL OF EDUCATIONAL MEDIA ORGANIZATIONS

Representatives from five state media organizations met this past March and formed the above named Media Council. Douglas Joyner, president of NCAECT, is acting as temporary chairperson.

The objectives of this new council are:

1. To explore avenues of cooperation between various media organizations in the state of North Carolina.
2. To promote quality programs and workshops of mutual professional interests to constituents of member organizations.
3. To identify professional problems for further development of media programs in North Carolina.
4. To promote better understanding and mutual cooperation among media organizations in North Carolina in order to develop a responsible image for media personnel.

Membership is open to all educational media organizations which support and promote the above objectives. At this writing the members are: Educational Media Association, North Carolina Association of Educational Communication and Technology, North Carolina Audiovisual Supplier's Association, North Carolina Library Association. Learning Resources Association and North Carolina Association of School Librarians anticipate becoming members as soon as the necessary boards meet. Dues are \$25 to help implement the objectives. The

Council includes two persons from each member organization.

Free Video Tape Program

Send a blank 30 minute 3/4" videocassette and a blank C-90 audio cassette to receive a videotape introducing the *TV Tutorial* plus a recording of an interview with professors who have tried it as well as the media librarian who works with the students using the produced tapes.

Dr. Ray Anderton, Director
Auraria Media Center
11th and Lawrence
Box 422
Denver, Colorado 80204

Barry Barnes, Chief
Instructional Development

Any educational institution's staff with videotaping capabilities early on gets the notion to put faculty lessons on tape. Unfortunately the notion often becomes the staff's greatest headache. The entertaining, extremely practical, and informative videocassette available to order is itself a model for what it teaches. This videocassette available to order is itself a model for what it teaches. This videocassette could be entitled "Painless Instructional Teleproduction".

The program suggests the following procedures.

Use a standard format.

One camera on the teacher.

One camera on the student.

One camera overhead covering notes, formulas etc.

The teacher talks to the student.

The student listens and responds.

Close work is done under the overhead camera or post-produced and video inserted later.

Keep a lesson to 30 minutes or less. (Remember tape may be replayed repeatedly.)

Barry Barnes, presenting at the AECT conference in Kansas City, justifies this technically less than ideal approach, in his distributed paper "Mr. Wizard Goes to College or The TV Tutorial as a Way to Increase Instructional Teleproduction". He says "I believe, 'The best is the worst enemy of the good', that the road to best passes through good then better." Broadcast production standards are a luxury and, an even, unlikely possibility with the usual educational institution's limitations of equipment, studio, staff, budget, time, and faculty commitment and talent.

The "Basic TV Tutorial Format" requires a minimum of rehearsal time, no script to memorize or cues to learn. It is relatively quick, easy and cheap. It can markedly increase student's access to instruction. "Courses using TV Tutorial videotapes have reduced drop-out rates, produced higher test scores and improved attitudes toward the subject."

Take advantage of the generous offer above and judge for yourself.

Color Fading in 16mm Films

Remember "The Case of the Shifty Cyan"? There is a differential fading of the color layers on the film stock now used by most of the educational film producers. The first to fade is the blue (cyan). The second layer to fade is the yellow and the magenta stays relatively stable. In other words as they age films get pinkish and red.

The problem is that the fading begins the minute the film is processed. Consumers need to be alert to the fact that a newly purchased film may be color faded, or that prints just 3 to 5 years old have deteriorated color.

Dr. John Payne, director, Learning Resources Center, University of Southern Colorado, again reported to the AECT Technical Standards Committee about the color shift problem. He repeated the information that Eastman Kodak 7385 stock and the films that are presently being used, 7381 and 7383, all have inherent cyan shift. This shift takes place even if the film is ideally stored and never used. Therefore, it has been suggested that the film that must be replaced because of the color fidelity should not have to be purchased at the initial full price but that rather there should be a sharing of the financial responsibility between buyer and distributor.

TICCIT

It looks like a TV. It has pictures on it like a TV. It has movement like those electronic TV games. It prints out text on the screen like a computer. It carries on a discussion, giving answers, asking questions,

scolding and praising. It has a typewriter key board right under the TV screen to use to talk with it

TICCIT stands for (Time-shared, Interactive, Computer-Controlled, Information Television) Systems. It synergistically combines the capabilities found in computer-assisted instruction, computer-managed instruction and dial-access video systems. At least that is what the Hazeltine Corporation's brochure about TICCIT says. As a response to all kinds of instructional problems, particularly those dealing with the handicapped, instructional developers may wish to investigate this sophisticated system from out of science fiction.

SELA CONTINUING EDUCATION MATERIALS FAIR

Because of the past success and growing interest, the joint meeting of SELA/SWLA will include a Continuing Education Materials Fair. Pat Dorsett and Sandy Ellison from SWLA/CELS Advisory Group along with Nancy Doyle Bolt for SELA will co-ordinate the Fair in New Orleans during the October 6-8, 1978 Joint Conference.

The Continuing Education Materials Fair will be held on Friday, October 6, from 12:00 noon to 4 p.m. Both participation

and attendance is free. If your library or library association has something to share from workshops, in-service training, adult education programs, literacy programs, adult independent learners programs, or projects, please bring it to New Orleans. We are asking each library or library association to have a person to stay with the materials to explain why they were created, how they were used, results and future plans. The diversity of approaches including audio tapes, video cassettes, instructional packages, modules, etc., should be of assistance in planning future Continuing Education activities. The C.E. Materials Fair is held in an informal setting to encourage the sharing of ideas, methods, and techniques. We know a lot is happening in continuing education in our region and this will give us an opportunity to see these materials first hand and be able to talk to the planners and producers of some great continuing education experiences.

If your library is interested in participating please contact one of the people listed below. Equipment is *very* limited. If it is *impossible* to bring your own, contact Sandra Ellison.

Sandra Ellison, SWLA Chairperson
Oklahoma Department of Libraries
200 N.E. 18th Street
Oklahoma City, OK 73105
(405) 521-2502

Pat Dorsett, SWLA
Public Library of Pine Bluff
Jefferson County
Pine Bluff, Arkansas 71601
(501) 534-4802

Nancy Doyle Bolt
National Endowment for the Humanities
Division of Public Program
806 15th Street, NW
Mail Stop 401
Washington, D.C. 20506
(202) 724-0398

