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A Foreword

This issue of *North Carolina Libraries* was planned to focus on children's literature and children's library services. The editor for the section on children's library issues, Cate Howard, is a children's librarian in the Wake County Public Library. Cate solicited articles from among children's librarians across the state.

The issues addressed in the section range from Suzanne Newton's penetrating appraisal of why children's reading is important for the development of reflective adults to a bibliography for children's sports. Also included is an administrative appraisal of children's librarians. Historians will be pleased to have an account of the children's collection at UNC-C.

Ironically one of the critical issues facing some libraries in N.C. arises out of the children's domain. The questions, still unresolved, which are involved in the Columbus County/*Wifey* issue, the Greensboro schools issue, and for some the issue at the base of school library-public library are questions related to children's right of access to information. Librarians and newspapers have a great deal in common in the appropriate defense of First Amendment rights. Librarians should take seriously their responsibility to assure that this fundamental right is not infringed.

If you read the May issue of *American Libraries*, you will see how on target NCL is in raising questions about the effectiveness of computer applications to library functions. You will be instructed by the perspective and research represented in Paul Knight's review of cataloging capabilities on OCLC and RLIN.

Again, we call to your attention the cover design—produced by Ron I. Jones, children's librarian, Wake County Public Library.

Jon Lindsey, editor

Newspapers Support Library

During the past several months newspapers across the state have voiced their support of first amendment freedoms. Their voice has been raised because of the issues associated with the Columbus County Commissioners' instructions to Amanda Bible to remove a specific volume from the library. The book in question is *Wifey*, by Judy Blume.

Public libraries are not the only libraries which have experiences with attempts at censorship. School libraries, as well as some academic libraries, experience subtle and sometimes not so subtle attempts.

The issue in Columbus County is larger than the availability of a single book. The issue is the question of access, freedom of access, to information. We are grateful for the support of the press, and in this issue reprint some of the editorials from across the state.

NO ONE HAS RIGHT TO CENSOR LIBRARY BOOKS

Once again the specter of censorship intruded into the affairs of Columbus County Public Library—and thus its patrons and taxpayers. And once again, library officials refused to consider censorship.

In our opinion, the board of trustees exercised good judgement. Censorship has no place in our library system.

The issue came about when the mother of a 12-year old child complained that she had found her reading the book, "Wifey," after borrowing it from the library. The language of the two pages which the mother copied and distributed contained vulgar words. Even the most liberal interpretation would rule it was not fit material for a 12-year old.

But that is beside the point, we think. "Wifey" sold a lot of volumes. Patrons demand that popular novels be placed on the shelves of the library and, after all, the patrons foot the bills for the facility. "Wifey" certainly is not literature. It may best be characterized as "trash." But there's no accounting for taste.

The definition of pornography is "obscene or licentious writing or painting." The Supreme Court of the United States has defined it for the purpose of litigation as material that appeals only to our prurient interests and has no redeeming social value. "Wifey," as bad as it is to some of us, does not fit the definition. (Neither do the magazines "Playboy" and "Penthouse," for that matter.)

The complainant failed to appear before the board of trustees to argue her case. She has contacted pastors and local and state officials. She is fighting a losing battle.

The problem with censorship is, Whose judgment will prevail? Former Horry County (S.C.) Solicitor Bud Long had the county police raid magazine racks in convenience stores throughout his county a few years ago. At his orders, police confiscated all magazines Long considered pornographic. But the court said he was wrong.

If books some people consider "un-Christian" and unfit for the library cannot be removed, what then? The complainant would have library staff become policemen, refusing to allow juveniles access to adult book racks. But the nationally-accepted "Library Bill of Rights" says, "The rights of an individual to the use of a library should not be denied or abridged because of his age."

The answer, says the library board, is for parents to exercise control over what their children read. It is parents' responsibility. We do not expect library staff, county commissioners or state officials to do the job parents should be doing.

Censorship has no place in a nation which has a Constitution and First Amendment such as ours. The same First Amendment which guarantees the freedoms of speech, press, assembly and redress of grievances also guarantees freedom of religion.

The complaint before the library has as its basis a mother's interpretation of Christianity. If she is going to abridge the First Amendment to deny rights which belong to others as well as herself, it means she invalidates her freedom of religious expression.

We are proud of our library and its resources. Everyone has a choice to read the material he or she personally enjoys. No one has the right to impose their own brand of censorship on them.

THE NEWS REPORTER
Whiteville, North Carolina
February 25, 1980

BELIEVE IT: COMMISSIONERS VOTE TO CENSOR BOOK

It is not to be believed, but it is true: Wednesday, after holding a closed-door session with our librarian, the Columbus Board of Commissioners voted unanimously to send a letter to her demanding that the controversial adult novel, "Wifey," be removed from the facility's shelves.

In our opinion, the commissioners have returned us to pre-Revolutionary days, when a tyrannical government attempted to dictate what people should read and how they should think. That was before we had a Constitution, the First Amendment and the Bill of Rights.

The "executive" session with Librarian Amanda Bible was called on a pretext to discuss her employment. It was a violation of the N. C. Open Meetings Law, if not in letter then in spirit. The real purpose of the meeting was to put pressure on Mrs. Bible.

What the commissioners do not understand is this:

—They are opening the door to the lunatic fringe; anyone who objects to any of the tens of thousands of books in our library now has a forum of judges who may try to suppress it.

—Their action violates the freedoms guaranteed by our form of democracy. They are, in effect, satisfying a tiny minority for the sake of votes on May 6 and disregarding the majority.

—They have usurped the authority of the Library Board of Trustees, whom they have appointed, eight intelligent and knowledgeable persons.

—Their action undermines the morale of the library personnel, including Mrs. Bible, under whose supervision book circulation has more than tripled in seven years.

—They have set the stage for legal action by any citizen, the American Civil Liberties Union and Intellectual Freedoms Committee of the North Carolina and American Library Associations, all of whom have expressed interest in the month-long controversy.

There is no way the people can win unless they decide to challenge the Board of Commissioners in court.

We feel that the Library Board will continue to reaffirm its policies.

If this happens, the Board of Commissioners has two choices: Either let the matter rest or remove the board. In any case, they also have the option of the last word by cutting the library budget.

One may ask how the Board of Commissioners has suddenly become qualified to become a board of censors. We can't answer that question. All are unlettered and, believe it or not, none has even applied for a library card!

One thing the commissioners may have overlooked in their haste to please a small group of residents:

Those who support the Library Board's decisions have not yet been heard from. We expect the commissioners may be surprised that they have bucked the majority, and that surprise may come on the evening of May 6.

THE NEWS REPORTER
Whiteville, North Carolina
April 10, 1980

COMMISSIONERS MAKE COLUMBUS A LAUGHING-STOCK

Reaction to the latest move by our Board of Commissioners in the North Carolina press has made this country, to echo the words of a letter to the editor, a laughing-stock.

It is sad, but true. Despite Commissioner David McPherson's efforts to turn black into white at a meeting of the library trustees Sunday night, the commissioner's request to Library Director Amanda Bible to remove a book from circulation is censorship.

McPherson, who said he was speaking for himself, told the approximately 150 persons present for the meeting that neither he nor any of the other commissioners intended to censor anything. Strangely silent were three other commissioners who were present: Chairman C. Waldo Marlowe, L. A. Hinson and Junior Dew.

It also is said that the large group of self-styled "born again" Christians who were present to protest the controversial novel, "Wifey," showed little of the love by which Christians are known.

But then, it is an emotional issue, one which nearly got out of hand but for the firm resolve of Library Board Chairman Howard Straughan. The other people present were incensed and infuriated at the commissioners' attempt at censorship.

Nothing was resolved at Sunday night's meeting, other than to vent emotions. While there were attempts at reason, no one was willing to reason. As Straughan said, the issue is not the book, but the censorship. And as Hallsboro pastor Wayne Blythe pointed out, once the door is open the most likely target of censorship will be the religious book collection purchased with tax dollars.

In recent editorials, we have said just about all that can be said about the dangers of imposing one's personal beliefs and biases upon others. We add that it is the birthright of every American to enjoy the freedoms guaranteed by the First Amendment to the Constitution of the United States.

Thinking people feel frustrated by the Board of Commissioners' attempt to thwart those freedoms, feeling that their birthright has been sold for a mess of votes in the May 6 primary elections. Three of the commissioners are running for renomination: Dew, McPherson and Hinson.

Should the N. C. Attorney General—whose opinion of the commissioners' action has been requested by County Attorney Jim Hill—rule that the commissioners are in error, we expect some more backtracking and an apology from the board of fine men.

Failing that, it is our understanding that the county board will find themselves in court, where at least all will get a fair hearing.

THE NEWS REPORTER
Whiteville, North Carolina
April 14, 1980

A LITANY FOR COLUMBUS COUNTY

The Ayatollah speaks in Iran today and television stations and newspapers are closed unless they follow the Ayatollah's thinking. He even tells Iranian women how they must attire themselves in public. Some are great thinkers, but this little thinker has the power, and he has spoken!

In Columbus County today, the Board of Commissioners have told us that one of our books must be taken out of our library, and the Commissioners have spoken!

Hail, Caesar!

The people own the Columbus County Public Library. Materials on the shelves reflect freedom of thought, speech and press. Well-meaning but misguided little thinkers want to be the people who select what everyone else will read. They do not understand that the same Constitution which protects them also protects Jews, Moslems and even atheists. They have convinced the Commissioners that things can work here as they do in Iran.

Books, magazines, reviews and paintings in our library contain great thoughts and little thoughts. This combination of great and little thinkers reflects the melting pot which has become America, many different nation-

alities, religions, skin colors and philosophies. But the Commissioners have decided that the thoughts of one little thinker contained in one book is a threat, and they have spoken!

Hail, Caesar!

Our Constitution provides for due process of law as well as freedom of thought, speech and press. As good citizens, we do not break a law with which we disagree, but work through our system of due process to have that law changed. The Board of Commissioners denied due process by acting first and asking about the law later.

They "cannot put a 'hold' on things for which we don't have the answers, legally."

There was another little thinker a generation ago who decided people must not read books written by Jews. The other little thinkers who were not Jews agreed with him. They went out and burned thousands of Jewish books in the streets. Later, they burned thousands of Jews. It all began with the burning of one book, and our Commissioners have spoken!

Hail, Caesar!

But there are many little thinkers in Columbus County who don't believe banning one book is enough. They would like the Board of Commissioners to have all books carefully screened and selected so our library would become sanitary. They don't realize it is not a hospital or a church. What they want is a purge of our library. Stalin liked that word, "purge." When he finished purging wrong thinkers, they couldn't think anymore. They were dead.

One mark of a little thinker is that he seldom knows when he is wrong. When that rare situation occurs, he will not admit he is wrong. Our Board of Commissioners has been told by bigger thinkers that they are wrong. But our Commissioners won't admit to it. They have spoken!

Hail, Caesar!

Little thinkers are sensitive to criticism by bigger thinkers. They gather in large groups for protection, especially at election time. When they feel threatened, these groups become even larger. They are like lemmings, tiny thinkers who from large groups and rush headlong over cliffs. Rash actions lead little thinkers to unfortunate ends, for who knows what is beyond those cliffs? But then, our Commissioners have spoken?

Now Hitler, although he was a little thinker, invented something to deceive other little thinkers into acting like lemmings. His invention was called "The Big Lie." That is an untruth so monstrous that most little thinkers will believe it. Columbus County also has a "Big Lie." That was told when the Commissioners said they would not ever censor a book.

And they have spoken!

Hail, Caesar!

THE NEWS REPORTER
Whiteville, North Carolina
April 17, 1980

Don't let history be a thing of the past

Many voices have told the story of America. From the famous to the obscure, they have described and analyzed the ideas, events, and leaders that shaped the nation. Sitting Bull is just one example of an individual whose documented words and deeds are an important aspect of America's past.

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—*Sitting Bull*, in *U. S. Serial Set*, 45th Cong., 2d Sess., 1877, H. Exec. Doc. 1, p. 724.

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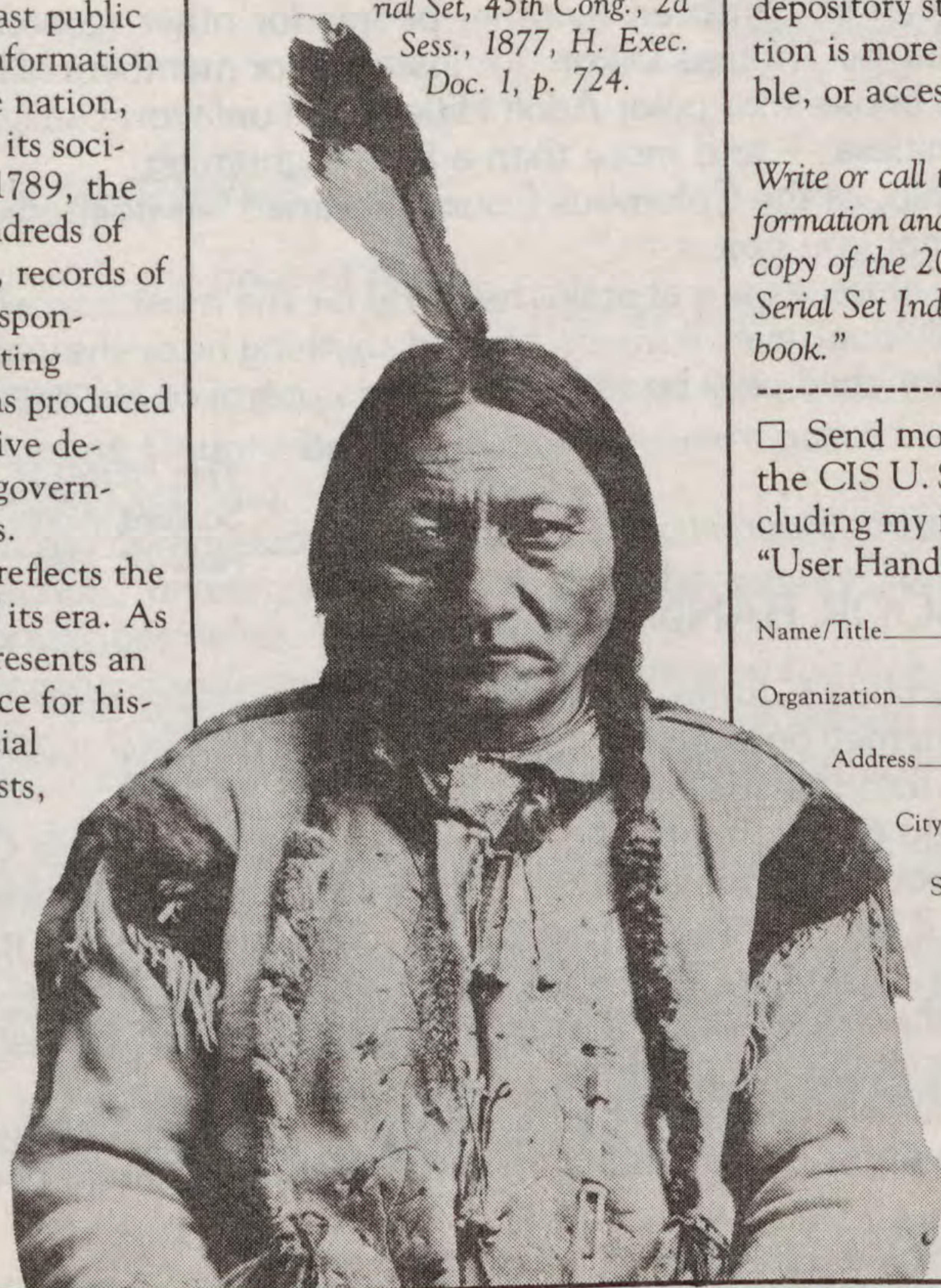
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THE RIGHT TO READ—DO NOT ABRIDGE IT

The people of Columbus County are in a hassle—over a book.

One parent, upset by the contents of a book, "Wifey," which her 12-year-old daughter brought home from the county library, asked that the library board ban that book from the shelves. The board refused.

Then the Columbus County commissioners, under pressure from the angered parent and a few others, got into the act. It ordered the book removed from the shelves.

This confrontation may very well wind up in the courts before the question of whether the commissioners have the right to ban the book, or others that might come into question, is settled.

Members of the library board and at least one member of the commission do not believe that the commission has the authority it has taken upon itself in the attempt to ban the book. The Library Bill of Rights declares, in part, that minors' access to books cannot be limited by anyone but the child's parents, which means, if taken literally, that neither the county commission nor the library board or employees can keep a child from checking out a particular book; only his parents can do that.

A parent has the right to be concerned over what his child reads. But to insist that, in order to control that right, certain books be taken off the shelves is opening up a far worse problem. If people can censor books for one reason, in this case sexual references which are considered objectionable by parents, then other books can be censored by other people for other reasons. Blacks can object to books by Thomas Dixon, for instance, or members of the Nazi party can object to books that paint Adolf Hitler in an unfavorable light. The possibilities are limitless — and more than a little frightening.

Censorship, as the Columbus County librarian has pointed out, "depends entirely on what you object to."

A couple of issues are at stake here. By far the most important one is the right of an individual, even a minor, to read anything he or she wants, restricted in the case of a child only by the advice and control of his own parents.

THE HERALD
Sanford, North Carolina
April 12, 1980

SHELVE BOOK BANNING

The Columbus County commissioners overstepped the bounds of good judgment when they ordered the county librarian to remove "Wifey," a novel by Judy Blume, from the shelves.

There is no doubt that the book is sexually explicit. Elaine Cumbee, who complained about the book after her 12-year-old daughter checked it out, has a perfect right, if she wishes, to prevent her child from reading it. It is equally without doubt, however, that there are a great many people who are not offended by the book, since it was a best-seller, even though they might consider it unsuitable for children.

It would be helpful for public libraries to offer more guidance to parents and youngsters on appropriate reading material. But government bodies, such as

the Columbus Board of Commissioners, and other would-be book banners ought not to insist that public libraries stock only books that offend no one.

Howard Straughn, chairman of the county library trustees, made a convincing point. "People are taking the position that this book is what this controversy is all about," he said. "It is not. What is going to happen the next time Mrs. Cumbee or somebody else complains about a book?"

A quick look at book-banning efforts—mostly in the schools—in the last few years shows they can get ludicrously out of control. In Anaheim, Calif., the school board recently banned most of Shakespeare, Dickens and Twain. In 1977, a controversy developed in Elkader, Iowa, over Woody Guthrie, the Beatles, James Thurber, Ogden Nash, William Saroyen [sic] Carl Sandburg and Stephen Vincent Benet. Even the American Heritage Dictionary has been criticized for its definitions of such words as "hot" and "slut" and for listing "bed" as a transitive verb.

Mrs. Cumbee's daughter checked out "Wifey" on her first trip to the public library. The library could offer more supervision in helping youngsters and their parents select books.

But, as Straughn says, "Wifey" is not the issue. Public libraries provide the residents of communities they serve with a wide variety of information, ideas and literature that they might otherwise find unaffordable or unavailable. For a library to be required to toss out a book because of the objections of a few is a disservice to the rest of the community.

THE NEWS AND OBSERVER
Raleigh, North Carolina
April 13, 1980

THE BOOK BURNERS

'Eternal vigilance is the price of liberty.'

—Thomas Jefferson

BY VOTING last week to ban a book from the public library, the five-member Columbus County Board of Commissioners proved once again the truth of Jefferson's warning.

Well-meaning commissioners of the down-east county, three of whom are up for re-election, unanimously ordered that the county librarian remove "Wifey," a former bestseller, from library shelves.

Their decision countermands two earlier votes by the Columbus County Library Board of Trustees, which affirmed its policy of leaving the library free and open to all citizens, with parents exercising individual control over materials read by their minor children.

Complaints from the mother of a 12-year-old girl who had checked out the book started the ruckus.

The now-controversial novel was authored by Judy Blume, ironically a writer of noted children's books including the award-winning "Are You There God? It's Me Margaret."

"Wifey" is Ms Blume's foray into adult literature and was described by *Publishers Weekly* magazine as "witty and explicit."

It shouldn't be necessary to have to defend freedom of information in this day and age. Freedom of expression has certainly been defended to just short of yelling "fire" in the proverbial crowded theater.

But short-sighted politicians, such as those in Whiteville, county seat of Columbus, remind us once again of Jefferson's admonition: The perils to freedom pop up all around and sometimes come dressed in the nicest of intentions.

When government, even tiny Columbus County, misuses the authority given it by the people, it must be stopped. Liberty is no less important in Whiteville than it is in Raleigh or Washington or Gastonia.

Education and information are as central to a working democracy as is the right to earn a profit. Individuals must be free to absorb any and all information they choose. Without that right, we can kiss our free form of government and our too often taken-for-granted liberties goodbye.

We send our moral support to the library board. Stand firm; read on and remember that at certain periods in history the Bible was burned for many of the same reasons people today want to censor what others read.

THE GASTONIA GAZETTE
Gastonia, North Carolina
April 15, 1980



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BOOK CENSORSHIP BY ANOTHER NAME

Lest Columbus County get all the blame—or credit, depending on your point of view—for public library censorship, something should be said about New Hanover's method of handling daring reading matter.

The New Hanover County commissioners haven't gone so far as to banish books from public libraries as the commissioners in Columbus did. There hasn't been a public demand for a purge in New Hanover, possibly for an obvious reason.

New Hanover libraries keep books such as "Wifey," the novel that brought down the wrath in Columbus, on a shelf behind the checkout desk, apart from the general run of books. Books on sex education and pregnancy also are kept on the special shelf out of harm's way. The idea is to keep juveniles from reading the books in the libraries or checking them out or maybe even knowing about their existence.

Regardless of the New Hanover libraries' good intentions, this is a form of censorship, even though a mild one. By hiding books after a fashion according to what someone or some group considers to be inappropriate reading material, the libraries are practicing censorship of a sort. The libraries clearly are designating books that some of their patrons will not be free to read.

Public libraries have a responsibility to stock their shelves, certainly, and it would be irresponsible if not illegal to circulate hard-core pornography. Librarians can be said to have a moral responsibility to try to dissuade young readers from taking on material beyond their years and ability to handle.

But saying even in a fairly subtle way what young people shall not read from a library's full run of offerings does not seem to us to be the county's proper responsibility.

WILMINGTON MORNING STAR
Wilmington, North Carolina
April 23, 1980

Children . . .

1979—The International Year of the Child is merely a memory now. It began with high hopes, enthusiastic plans, and a force of energetic people. It ended without fanfare or fuss.

Libraries, schools, child-oriented organizations the world over attempted to inform and entertain their youthful patrons with "special" activities. Likewise, these same organizations attempted to point out the tremendous handicaps children face every day of their young lives. They are in fact a "silent majority."

As I look back over the year, I wonder at the accomplishments—really, I wonder at the need for a special year designated for children. After all, where children are concerned every year is special.

The energy crisis, Iran, inflation, Afghanistan, etc., have filled our newspapers with depressing announcements. What a world we have created for our children! Hopefully, we will prepare them for events that we have been so ignorant of.

The Summer issue of NORTH CAROLINA LIBRARIES is just one small attempt to better educate those working with children as well as prepare our "rising generation" for its uncertain future. This edition contains bibliographies, helpful hints, book reviews, programming ideas, successes and failures. To those of you who wrote articles for this edition whether they are actually printed or not, I thank you for your interest and concern.

Now, turn the pages slowly. Take what you think will help you. Then, pass the journal along so that others will find something of personal or professional interest to them.

Cate Howard

Story: Nurturing Reflection

Suzanne Newton

I write novels for young people.

Naturally, it makes me feel rather sad when teachers and librarians report that students today do not naturally gravitate toward fiction when choosing what they will read. My sadness does not stem so much from the notion that my book may not be read, however, as from my knowledge of what these students—and the adults they will become—are missing in terms of a resource for discovering meaning and purpose for their lives.

The now defunct newsweekly *The National Observer* featured an article some years ago on aging. The question the writer posed was, what are the prospects for our senior citizens to grow old with grace and dignity? The outlook, medically and economically, was optimistic. But, said the writer, where we have failed our senior citizens in this country is in not preparing them philosophically to accommodate to the notion of loss. We simply are not contemplative people. We put a great deal of stock in a person's ability to get and to spend, but very little on his/her ability to accommodate to a happy life.

It takes time and practice to become a reflective person. It is, in fact, the work of a lifetime, and must be an activity that is valued by the significant people in one's life. For the child, this is usually the parent or teacher. Too often, though, these adults are the very ones who unintentionally discourage children from "growing in wisdom" because they were not taught to value that part of themselves by the significant adults in *their* lives.

The question is, how do we break the cycle of indifference to reflection? It is my belief that one of the best ways to nurture reflectiveness in children is by providing continuous, intentional exposure to stories from an early age. I would suggest, too, that adults who did not learn to love books and reading when they were children are not necessarily beyond redemption. There is a way to draw them into story even now. If adults come to value stories for the pleasure and wisdom they afford, then there is greater hope that the children with whom they live and work will also love stories and will grow up to be contemplative people.

Roald Dahl, who has written many best-selling books for children, has this to say:

Childhood is the time when good habits are acquired and bad ones too. If a person can learn to love books during childhood, then that habit will probably endure through the rest of life and will give immeasurable pleasure and solace. The adult non-reader of novels is at a massive disadvantage, and many other conditions that we must all suffer sooner or later are made infinitely more bearable when the victim is an educated reader.¹

Ask a child of four or five whether he or she wants to learn to read, and why, and you will probably get a shrug, a shy smile, and the soft words: "'cause I like stories!" as if that were the most obvious answer in the world.

It takes time and practice to become a reflective person.

The whole purpose of education ought to be to help an individual live in the world *with meaning*. It isn't so much what a person knows, but how he/she uses what he/she knows in dealing with other humans, in understanding what he/she can do and why, in seeing himself/herself as one part of the story of humankind. What do we do to help people make sense of the myriad facts and experiences that bombard them every day of their lives? The key to that sort of education is in the child's words: "... I like stories!"

Bruno Bettelheim, in the introduction to *The Uses of Enchantment*, speaks of having discovered that when children were young it was literature that best conveyed and transmitted those things which teach a child that life is meaningful.

For a story to enrich a child's life it must stimulate his imagination; help him to develop his intellect; and clarify his emotions; be attuned to his anxieties and aspirations; give full recognition to his difficulties, while at the same time suggesting solutions to the problems which perturb him.²

Bettelheim does not discount the need for a story first of all to arouse a child's curiosity and entertain him/her. That is, after all, the story's great power.

Everyone loves a story. It is most likely through story that we were first attracted to the printed word, even though first stories may have been told rather than read. The magnet that drew us was the words "Once upon a time ..." or their equivalent, and what kept us to the end was "... and then ...". At some level of our being we knew that every story had something to do with us, and that if we stayed with it, it would somehow reveal to us the unfolding mystery of ourselves.

A story is not just a series of incidents strung together (although beginning writers often seem to have that notion). Life, which the story imitates, is like that—full of seemingly unrelated events and circumstances that go nowhere and mean nothing.

Maybe.

The think is, we humans can hardly bear for it to mean Nothing, which is probably why story was invented. The difference between an incident and a story about it is the question *What Does it Mean?* And particularly, what does it signify for *me*, the listener or reader? Each of us is the lead character in a life story of our own telling. We look for mirrors of ourselves in other stories read, heard, or observed because we expect those stories to shed some light on the question.

Admittedly, those of us who write fiction for young people are story-biased because we write for an audience which loves stories unabashedly and, in fact, puts it before all other considerations. By contrast the trend in serious adult literature has been away from the story. As significant literature has abandoned the straightforward story, it has left what I shall call the "formula genre" to do the job—gothics, historical romances, westerns, science fiction, mysteries, and

detective tales. Adults who might want stories *and* significance are left with slim pickings. It appears that in our day children's literature may become the last stronghold of the art of storytelling.³

I think perhaps many adults have discounted "Children's Literature" as too facile, too enjoyable, and unlikely to deal with meaningful themes. Therefore it must be somehow frivolous and superficial, not worth the time it takes to read it—except, of course, for children. I would like to suggest that this is not a second-rate body of literature written for lesser people. There is a great deal for all of us to learn—and relearn—from children's books. It is possible to enable both children and adults, through the use of contemporary children's books and the more familiar traditional stories, to become wiser, more reflective persons.

A recurring theme to be found in children's books, for example, is the struggle between Light and Dark, Good and Evil. The books that deal with this theme are amazingly popular. Among the most often read authors are C. S. Lewis, J.R.R. Tolkien, Susan Cooper, Lloyd Alexander, and Madeleine L'Engle.

Susan Cooper has written a series of five books called *The Dark Is Rising*, one of which—*The Grey King*—won the Newbery Medal.

Which is more powerful, Light or Dark? It is life's deepest question. At the root of the question is the fear that perhaps neither is more powerful—that ultimately it is a standoff, and that Fate may put you in a time or place when one or the other of these powers is on the ascendant. In Cooper's books the quest of the three children and their strange Great Uncle Merriman is to keep the Dark from rising. Only the Old Ones, who are of the Light, are able to call up the forces that push back the Dark. But the Dark is always there, no matter how far to the edge of the universe it may be pushed. It will not go away.

The difference between an incident and story about it is the question What Does it Mean?

That is a good thing for children and adults alike to know, and it is what these books teach. The readers, who are now mostly children but who will someday be adults, have the option to choose to be on the side of Light rather than on the side of Dark.

The last of the books, *Silver On the Tree*, tells about the Lost King, a Maker who crafted beautiful things for the Light. But when he had created the magnificent sword Eirias, he became fearful that his talent was all gone, or that the sword was less than what he had hoped it to be, and so he isolated himself from all memory and all association with his people to live in fear and pain. Cooper here is describing the terrible anxiety that rises with the urge to create—the anxiety that drives one to postpone, to fritter, not to attempt at all. It is, as she says, one of the weapons of the Dark. This book tells its readers that our creative powers are what keep the Dark from rising. It is the bit of the Creator that holds back the Dark for as long as one single mind is free, working, wondering, questing.

One of the major contributions that children's books make to their audience, then, is to remind them that although we live against a dark backdrop, there are Light Bearers in the world, and that they themselves can be Light

Bearers—those who bring laughter and enlightenment, share burdens, lift loads, fight evil, value the good, and struggle to hold onto their “differentness” and honor it in others.

“There is nothing new under the sun,” says the writer of Ecclesiastes, and certainly where the human story is concerned that is true. There is no situation or problem involving people that has not been told or written in a story somewhere, sometime. One of the chief advantages, then, of using story is to keep us from having to re-invent the wheel. We can use the stories of others to help us in our own problem-solving. Fiction, fables, parables, movies, drama, folktales, myths, legends—all of these are chronicles of persons thinking and acting their way through life situations, making decisions, and living with the consequences of those decisions. We have the advantage, through story, of living other lives, and of participating in their decision-making process. We are able to accept or reject particular solutions for our own life situations without having to go through the battering trial-and-error experience. In any case, no matter what our choices, we are armed with the wisdom of other lives.

I believe that story-consciousness helps to develop a person’s imagination, so that he/she can make most efficient use of past experiences—their own and others—to understand the present and to direct the future. People whose imagination is poorly developed have short memories and little foresight. They continue to repeat their mistakes, and are constantly surprised and disillusioned when they come up at the same dead end again and again.

A story has a beginning, a middle, and an end—a frame or limit that enables us to look it over. Within that frame the problem or situation becomes manageable, somewhat like putting a piece of embroidery in a hoop. An effective antidote to despair is the certainty that problems do have endings, and that they are more effectively dealt with when one has them in clear focus. This is an especially important aspect of story for children. Their problem-solving ability can be enhanced if they are given stories that involve life-situations typical of the ones they have to deal with, whether those stories be part of the Hobans’ “Frances” series or Grimm’s Fairy Tales (yes, children *do* live among giants whose behavior is often inconsistent, and whose ways are inscrutable).

Every person’s life is a story. Each person’s life is part of a larger story as well—a cultural story, for instance, which takes into account ancestry, place of birth, values of family and community, religion, and numerous other factors. Besides that, each life is also part of a universal story. In thousands of years human beings have changed very little in their reactions and responses to particular situations. They relate to each other in pretty much the same ways, too. There is a kind of comfort in knowing that although you are unique, you are not unlike all the other people who have ever lived, and that many of the problems you face are the same problems all people have coped with since the beginning. Thus story-consciousness provides a much needed objectivity that keeps a person from feeling unduly sorry for himself/herself, or from thinking that life hasn’t been Fair, or that no one else has ever experienced worse troubles since time began.

An objective view is not a detached view. To be detached is to be separated, aloof, disconnected, perhaps indifferent. The objective person remains involved, yet has an over-the-long-haul view that makes allowances for

good and bad times and doesn't waste precious energy on bitterness. A sense of humor is a sign of a healthy objectivity, and I find that the humor in children's literature is very sophisticated in that sense. It isn't harsh, cynical, or cruel. It often contains gentle satire or spoof; it may tease, but it doesn't condemn. What is wonderful about the humor in children's stories is the delight of recognition. Always the reader is laughing *with* the characters, not *at* them—a compatriot and not an alien.

The objective person remains involved, yet has an over-the-long-haul view that makes allowances for good and bad times and doesn't waste precious energy on bitterness.

Living vicariously through story can help us understand what it is like to walk in another's moccasins, even someone who we think is very different from ourselves. Being confined to the body we happen to be born with can have the effect of narrowing our perspective if we are not careful. It can also make us fearful of all those who are not "like us." In handling relationships with skill and understanding the chiefest of gifts is the ability to intuit where the other person is. Empathy comes with our willingness to risk recognizing ourselves in another, and recognizing them in us. Experiencing the stories of others is a way of becoming a bigger person, more sensitive and less easily threatened by differentness.

With all of the obvious pleasures and advantages of story-reading, one would think it would be a favorite national pastime, but such is not the case. There are plenty of people who can read, but who don't like to. What it boils down to, I think, is that reading has never been particularly pleasurable for them. Somewhere in the beginning, someone failed to show them the Fun of it all, and Fun is the first requirement children place upon any activity they willingly choose to engage in. It has been my observation that those who do love to read participate in the story actively. They become as immersed in it as they do in jumprope or playing house, or in a hard game of basketball. They literally become the people they are reading about for the duration of the story. This very involvement is the Fun of it all, and it is this total identification with the characters and situations that makes it possible for people to use story lives to obtain some perspective on their "real" lives.

The inability to read well or critically is a common problem, and those who teach literature in high school and college are often frustrated in their attempts to help students find meanings and insights in great literary works. Perhaps it is a case of expecting someone to run before he/she has learned to crawl. I would suggest that what may be needed in the college or high school curriculum is a prerequisite in children's literature: not a traditional Kiddie Lit course that surveys the field of children's books, but a seminar that guides students in reflective thinking, using as a medium significant contemporary and traditional stories for young people. The straightforwardness and accessibility of these stories would make it possible for individuals to enter an experience and then draw back to think about its meaning for them in a way that other types of literature may not allow. It may also be a way to return reading to the list of enjoyable activities.

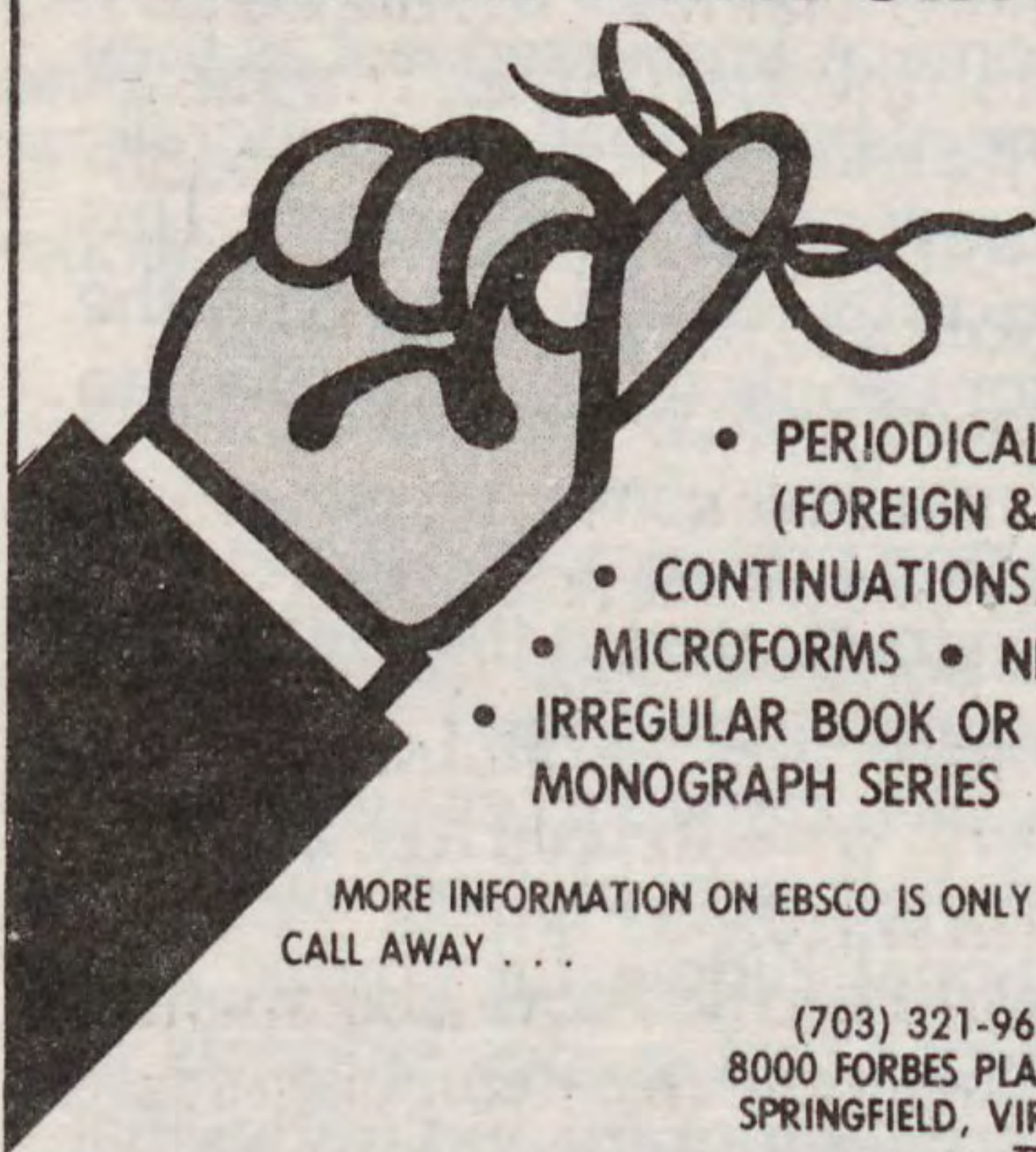
I would like to suggest that perhaps adults who did not learn to love books when they were children are not necessarily beyond redemption—there is a way to draw them into the pleasure of story even now. And if the adults of our society come to value stories for the pleasure and wisdom they afford, then there is greater hope that children of succeeding generations will also love stories and grow up to be contemplative people.

Suzanne Newton is an award winning novelist who lives in Raleigh

FOOTNOTES

1. Roald Dahl, "Writing Children's Books," *The Writer* (Aug. 1976): pp. 18-19.
2. Bruno Bettelheim, *The Uses of Enchantment* (New York: Knopf, 1977): p. 5.
3. Jane Yolen, "Storytelling: The Oldest and Newest Art," *The Writer* (Dec. 1978): pp. 13-15.

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Toddlers' Storytime

Bonnie S. Fowler

My parents tell a story about my younger sister when she was two years old. Many nights when bedtime arrived, the lively two-year-old was simply not ready to settle in for the evening. For these occasions, my parents developed a game which they called "Run to Mommy." The rules were simple. My father sat in the living room with Susan in front of him, and my mother sat in the kitchen, a few rooms away. Dad would say to Susan, "Run to Mommy, Susan. Run to Mommy." Susan would run with all the might that a two-year-old could muster to her mother from whom she would receive a huge hug. Then my mother would say, "Run to Daddy, Susan. Run to Daddy." Back into the living room she would run where again she would receive a huge hug, this time from her father. The whole process was repeated again and again. "Run to Mommy" then "Run to Daddy," until young Susan wore herself completely out and was ready for bed.

With this and other similar tales of a two-year-old bombshell in the back of my mind, I read with some trepidation the article by Juliet Kellogg Markowsky, "Storytime for Toddlers," *School Library Journal*, May 1977. In her article, Ms. Markowsky advocated having storytimes for the very young, namely two-year-olds. She reasoned that children this young can benefit from the group experience and from the introduction to literature. She urged librarians to consider this traditional service for their younger patrons, and she offered some guidance in the actual programming.

After reading the article, my staff and I began to consider the possibilities and the difficulties with toddler programming. Our Headquarters Library held regular storytimes for three to five-year olds, and we had a fairly strict rule that a child had to be at least three years old to register for the storytime. The staff knew from past experience that twos were not mature enough to participate in the approximately forty-five minute storytime programs. Two-year-olds became bored and fidgety during programs prepared for older children. In fact, in our community, as is true in most communities, there were not many opportunities, other than nursery or day schools for two-year-olds. Most programs were geared for school-aged children with a few activities for three to five-year-olds. Yet, we reasoned, twos are capable of some simple group activities and their parents are willing to involve them in these activities. With careful selection of materials and activities, and thoughtful preparation of materials to interest the children, we thought a toddlers' storytime worth a try.

Upon the basis of our own library experiences and with the encouragement offered in Ms. Markowsky's article, we began a program for two-year-olds and their parents. It was called "Activity Time for Two Year-Olds" in order to distinguish it from our regular storytime. After two years of working with these groups, we are ready to recommend Activity Time and to urge its use to any library. The program has provided the library with new users, who visit the library long after Activity Time is over, and it has

provided staff with a new and challenging dimension to the library's traditional services.

Basically Activity Time includes two or three short story or concept books with an activity between each story and an activity at the beginning and end of each program. Books must be short and simple, including ideas familiar to the children. The illustrations should be large and eye appealing, but not too busy. Stories with an active plot such as the folktale, "The Turnip," or Eric Carle's *A Very Hungry Caterpillar* are received with more interest than those that have less tangible action. At the end of this article is a list of twenty-five books we have found useful. Flannelboard and puppet stories hold the children's attention well, although the story must be short.

The choice of activities is as important as the choice of the stories. Activities might include fingerplays, nursery rhymes, songs, and pasting and coloring activities. Activities such as planting seeds in egg cartons or paper cups, creating paper animals or paper hats, or making simple musical instruments might be used. Usually a combination of spoken or sung activities and of arts and crafts activities is used effectively in our Activity Time. However, it is important to remember that these activities must be carefully planned in order to keep the children interested. A wildly active activity will yield wildly active children who are not ready to calm down for another story.

Active or not, two-year-olds themselves are at an interesting maturation level. They are beginning to strive for autonomy, to be their own person, to say "no," and yet they still need and rely upon their parents for comfort, protection and companionship. Thus, they approach Activity Time with a very cautious interest, never straying too far from their parent but still very interested in the storytellers and in their offerings. This cautious interest does not, however, extend towards the other children attending Activity Time. Unless the children already know each other from some other experience, they are not really interested in one another. They do not talk or play with one another. Each child acts independently of the others without very much mimicking or interchange.

Many of these maturation concepts are reflected in the way the children respond to Activity Time. The children prefer to sit near their parent, but they also like to wander around away from parental control, sometimes during the middle of a story. When this random wandering takes place, it should be ignored by the storyteller as much as possible. The children usually wander back into place, sit down and resume listening to the storyteller. The children also like to watch more than they like to do. Sometimes the storyteller may be the only one doing a fingerplay while the children quietly and intently watch. When the fingerplay is repeated, the children will begin to join in. Further, the children will ask or answer questions of their parents or the storyteller, but they will not talk with the other children. Thus, there is not usually a noise problem that exists with groups of older children. However, twos' attention spans are short and easily distracted and the storytellers' sensitivity to this is crucial to achieving a good program. Finally, because they feel comfortable with the familiar, repetition is essential. The same fingerplay at the beginning of each program is received enthusiastically after the first program's introduction. Immediately the fingerplay focuses the children's attention upon the storyteller, puts the children at ease with the familiar, and reminds them of the storytime that is about to start.

In addition to the repeated fingerplays, there are other techniques that can be used to achieve an effective and interesting Activity Time. Some of these involve helping children to keep their attention upon the storyteller. Our Activity Time's publicity requests that each child be accompanied by a parent or adult helper. We explain that some of our activities are too difficult for two-year-olds to execute by themselves and that the storytime is a shared experience of stories and activities for parent and child. It is preferable for the parent to sit with the child during the program in order to help with activities and to a slight degree, in order to monitor the behavior of the child. Often these parents have younger children that they must bring along to the program. More often than not, the babies sleep right through the program and offer no distraction. Children are given nametags (necklace or taped nametags work better than those pinned on) so that the storyteller can, when necessary, call them by name. It is also a good idea for the storytellers to wear nametags to help parents and children learn their names. Nametags can be collected at the end of each program for use at the next program. Nametags might also be displayed on a bulletin board or window (for example, tags could be the leaves on the Activity Time tree) in order to publicize your program and interest the twos on their next visit.

Other techniques for maintaining an interesting Activity Time concern the actual program itself. Time of the program is important and should include a variety of fast and slow-paced items. The whole program should last twenty to thirty minutes, depending upon the maturity of your audience. Flexibility and common sense are key elements, as they are when working with any group. If a story is not working well, stop in the middle of it. If the children want to do something again, do it again. If the children do something unexpected, as they usually do, keep calm. During one of our programs, the storyteller realized that the children near the back of the group could not see the illustrations in the book she was sharing. Without a word to the children, she stood up so that those in the back could see the book. Within a few minutes, without a word, every child also stood up, a simple mimic of the storyteller. Instead of interrupting the story to tell the children to sit down, the storyteller sat back down and held her book higher. Immediately and quietly, all the children also sat down.

The usefulness of repetition must be mentioned again. Even an entire story can be repeated without losing the children's attention. For example, when a flannelboard is used, the children can place the characters on the board during the second telling, or when puppets are used, children may enjoy the puppet show more if they are already familiar with the story. A further example of this love of repetition is demonstrated in the way the children want to take home the stories that they hear at Activity Time. It is important always to have the books that have been used, as well as any others related to the topic, readily available for check out by parents and children. Another child-pleasing aspect is the handmade item that the child can take home. It is not necessary for the child to take away something from every program, but those items that are taken home are cherished (and carefully guarded by the children while they are still in the library). In fact, parents also appreciate "take aways" such as lists of further activities or the words to some of the songs and fingerplays used in the program. Parents also appreciate and

use booklists aimed at their very young. Finally it is a good idea to have "side attractions" for the children to see and use during the times before and after the Activity Time. Toys, live animals, and interesting displays can capture their interest so that their whole library experience is an enjoyable one.

It is difficult to share in an article the enthusiasm of parents, children and staff for the Activity Time programs. We have parents who week after week tell us how wonderful the programs are, and we have children who week after week ask if we are going to play the musical instruments or use the puppets again this week. Both of these responses are cherished by our staff. I heartily urge you to begin two-year-old story with activity programs. They will bring new patrons into the library. They will introduce young children to the wonder of books and other library materials. And they will challenge the librarian and the added dimension of presenting stories to very young children.

Bonnie S. Fowler is head, children's department, Forsyth County Library.

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Do Children's Librarians Possess Management Skills Necessary for Upward Mobility?

Dottie Butler

It has been said that because children's librarians only deal with children they have less opportunity to plan, organize, direct and make decisions. Children, being only "little people," are given less consideration than adults; therefore, children's librarians are considered to have less responsibility. The rationale is not quite clear unless it is that children are neither taxpayers nor voters. However, administrators, county commissioners, and other decision-makers may fail to realize that these young patrons are future taxpayers, voters, politicians and businessmen. Their ideas, attitudes, behaviors are being molded; therefore, librarians working with them have responsibilities for being creative, innovative, and energetic.

The energy necessary in planning for and working with children makes librarians more creative. They are constantly using their management skills in planning and coordinating, decision-making, public relations, budget preparation, and supervision. A story hour, film program, egg-decorating contest, or stuffed animal show require no less preparation than planning a panel discussion, job-hunting workshop, or banking seminar. The planning, preparation and execution are all the same.

- Deciding on a theme, expected audience, materials, guest speakers or facilitators;
- routing publicity to the media;
- preparing in-house posters, flyers, letters to important guests;
- projecting costs and raising funds;
- planning a back-up program;
- giving attention to logistical details;
- execution;
- and, evaluation must be involved in planning programs.

Does children's programming require any less time, effort or expertise? Does children's programming require any less attention to detail than establishing five-year plans or preparing a fiscal budget or constructing a new library building? No! The only differences are in the time, costs, and number of people involved in the planning. Planning for children's programs requires organizational skills and analytical abilities.

Decision-making goes hand-in-hand with planning. Constant decisions, such as those mentioned above, are made. Deciding which books to buy, what theme to use for a bulletin board, what information to include in a monthly newsletter are all essential, yet routine activities, for a children's librarian.

Public relations has already been mentioned. Programs must be publicized. Establishing and maintaining contact with public schools, day care

centers, churches, and other community agencies are commonly accepted practices among children's librarians. The charisma, speaking ability, communication skills, counseling techniques that are generally present in librarians working with children are an asset in dealing with adults as well. They present a positive image for the library system as a whole.

In medium and large library systems, children's librarians play a major role in budget preparation. They must define their goals and objectives; determine which activities achieve these goals and objectives; specify materials, equipment, and personnel; and estimate the costs involved in maintenance or expansion of their over-all program.

In addition to the talents, skills and abilities mentioned thus far, a children's librarian, if he/she is also a department head, supervises personnel. A supervisor designates responsibilities and specific duties, counsels, trains, interviews, evaluates, delegates, negotiates. All these are skills which can be carried into administrative positions. With the multitudinous responsibilities of staff supervision one must supervise well and depend on a staff to carry out the details resulting from planning, coordinating, decision-making and budget preparation.

In spite of all the skills one acquires as a children's librarian, that person as well as library administrators, may doubt one's management abilities. The psychology behind these ideas could fill a book, children's librarians may have low self-esteem, lack self-confidence, fail to demand respect, and be lacking in proper appearance and attitude associated with management style. Most children's librarians are women. Women tend to think in terms of "a career as personal growth, as self-fulfillment, as satisfaction, as making a contribution to others, as doing what one wants to do."¹ They fail to see their potential as administrators or executives. They fail to establish informal networks of information sharing, of loyalties.

For managerial mobility, children's librarians need to: 1) develop positive images in both appearance and attitude; 2) demand respect as adults; 3) establish long-range goals and objectives for library services which are measurable, yet realistic; 4) periodically evaluate services, collection, and staff asking critical questions concerning operations, performance, and patron satisfaction and 5) keep abreast of innovations in other libraries and be knowledgeable about research and results.²

Yes, children's librarians do possess management skills necessary for upward mobility. They must first, realize that they have them; secondly, convince others that they have them; and finally, expand and refine them.

Dottie Butler is a children's librarian, Forsyth County Library.

FOOTNOTES

1. Henning, Margaret and Jardim, Anne. *The Managerial Woman* (New York: Pocket Books, 1977), p 29.
2. Richardson, Selma K., ed. *Children's Services of Public Libraries*. (Urbana-Champaign: University of Illinois, 1977), pp. 170-73.

One Public Library Administrator's Views on Children's Services

Patsy Hansel

This writer is the director of the Onslow County Public Library, a medium-sized public library by North Carolina standards. OCPL has four full-time staff members involved in children's programming. Children's circulation, book processing, and other support services are handled by other staff members, although all children's staff do spend a few hours a week on the central circulation desk. It is from the administrative perspective of this structure of children's services that this article is written.

This administrator's first view is that children's services are the foundation blocks upon which the rest of library services are built. Children's programming is a great way to start in a library that has never done programming before, and an almost sure bet to get the library some good publicity. Storytimes are fairly easy to initiate, especially if the library gets the expert advice of the North Carolina State Library Children's Services Consultant, Diana Young. It also helps to have someone on the staff who has a natural rapport with children, and practically every staff has at least one, whether trained in children's services or not. If the event is published widely, a nice turn-out is almost assured, assuming there are a fair number of children in the community. Local media are generally receptive to providing publicity for a children's program. After all, few can resist the appeal of scores of charming children responding to a storyteller at the library. In generating favorable community response, children's programming can be a boon to the whole library system because, if the community is talking about something, the politicians are likely to be listening. They are the ones who ultimately decide whether any library program makes it or not. There is a danger in a library's having an active children's program which generates lots of publicity if it is not soon supplemented by programming for other age groups. There are people in the community, some who sit in the commissioners' chairs, who think the public library is a resource only for children and mothers of children. The best way to combat this misconception is to develop well-rounded library services with appeal to all segments of the community. Children's services are a great place to start, but libraries should not stop there.

It is axiomatic, of course, that children's programming itself can draw adults into the library. That is one reason that weekend and evening children's programming is so rewarding. At those times, programs often appeal to fathers as well as mothers. OCPL's first regular adult programming was a direct offshoot of storytimes—programs for parents, usually mothers, coinciding with morning preschool storytimes.

Now, an administrative pet peeve: negative attitudes toward paperwork. This problem is not confined to children's librarians, but they can be just as

uncooperative about it as a group as anybody else with whom this administrator has had to deal. Apparently, the assumption is that creativity and paperwork are antithetical; so, to be considered creative, one must deplore paperwork. This administrator makes no apologies for paperwork, whether in the guise of performance appraisals, purchase orders, travel requests, or monthly reports. Paperwork is vital and may be a creative part of library work. It is a tool that enables the library to live within its budget, to set priorities, to assess where the organization has been and, best of all, to plan where it is going.

Performance appraisal/goal setting sessions supplemented by periodic reports can be some of the most creative parts of anybody's job. Goal setting with one's supervisor or subordinates should be a time for looking to the future and setting realistic program and budgetary goals. Periodic reports demonstrate to the worker and to the supervisor how well goals are being met, and what alterations may need to be made as time moves on and inevitable changes occur. This is planning. It enables all of us to be better organized and give a higher quality of service to library patrons, but it is probably the part of our jobs that we all spend too little time on.

Good organization is an important topic in itself. The best children's programmer on the staff can quickly become a liability if she/he is consistently late for programs, makes appointments and does not keep them, or over-schedules and consequently gives low quality service. This is poor organization and poor community relations, not to mention cheating the children who are supposed to be served. Children's librarians need to be particularly careful about it since they are so often out in the community for programs and interacting with community leaders. An appearance of disorganization and inefficiency on their part can reflect on the whole library operation. In these days of tighter and tighter budgets, organizational efficiency becomes even more important.

When it comes to selecting books for young readers, children's librarians sometimes exhibit a disturbing tendency to set themselves up as arbiters of taste. Adult book selectors are generally responsive to adult requests for light romances and murder mysteries, while children's book selectors are often reluctant to allow children equal access to their Nancy Drews and Hardy Boys. We would all probably prefer to have the world reading Good Literature, but time immemorial would seem to have demonstrated that denying youngsters or adults access to the not-so-good literature that they may request from their public libraries is not going to effect that millenium. In this administrator's view, librarians should not deny children the same right to recreational reading that adults enjoy.

Of course, the really tricky part of children's book selection is how to handle junior novels that deal in any way with sex. By putting a "J" or similar notation on a book, the library is certifying it to fit to be read by children; and neither all librarians nor all parents agree on what "fit to be read by children" means in practice. Children's librarians are sensitive on this issue, and they ought to be. This is one administrator who has no solution to such a problem.

Any library with more than one staff member has internal communication problems. Setting up a special section of the staff to handle any special area of services, for example, a children's department, isolates those people to some

extent from the rest of the staff and exacerbates communications problems. This administrator's view is that an ongoing effort to integrate all staff members into the total library mission is an essential of any library administrator's job, but it is not the responsibility solely of administration. Administration must establish an environment open to communication, but staff must make the effort to provide feedback about any work-related issues that concern them, positively or negatively.

Children's staff as well as the rest of the staff can help general staff relations by trying not to be overly turf-conscious. Any time there is a task that requires a total staff effort, children's librarians should join in willingly. When feasible, involving other staff members in special children's programs can also be a staff benefit. Numerous sleeping talents have been awakened this way, and having other staff members become more aware of what the children's staff does can generate a lot of respect.

About blowing one's own horn: children's people should not be afraid to do it. No library staff member should forget that any good job (bad, too, for that matter) ultimately reflects on the administrator of the system, even if all she/he contributed was enough benign neglect to allow it to happen. Creative children's people will find a way to ensure that their looking good makes their boss look good, and that it all comes together to keep children's services moving right ahead.

Finally, this administrator's views on children's services converge into one very basic emotion: jealousy. Children's librarians get to wear amusing outfits and tell stories to adoring children; administrators have to act humble and beg for mercy before funding bodies wielding red pencils. Children's librarians get presents of broken-stemmed dandelions and sticky kisses; administrators get summoned to the County Manager's office to justify a supplement to the budget for "processing," whatever that is. Children's librarians get thank-you notes on that weird paper that seems more pulp than processed product; administrators get to read the notes and realize that they probably did do something to help it all happen.

It is rewarding work—for all of us.

Patsy Hansel, county librarian, Onslow County Library, is the public library section editorial board member.

Basic Reference Materials for Children's Literature: An Annotated Bibliography

Jacqueline Faustino

This is a selective bibliography of a variety of basic reference materials in the field of children's literature. The list is restricted to those books included in the 1978-79 edition of *Books in Print*. It is divided into four sections—reference, bibliographies, biographies of authors and illustrators, and storytelling. As a selection bibliography it may provide a reference for children's librarians, reference librarians, and branch librarians.

Reference

Anderson, William et al. *A New Look at Children's Literature*. Belmont, Calif.: Wadsworth Publishing Co., 1972.

A critical approach to children's literature. Studies basic concepts, types, and teaching literature to children. Includes an annotated bibliography of best books for children, excerpts, and illustrations.

Cadogan, Mary and Craig, Patricia. *You're a Brick, Angela!: A New Look at Girls' Fiction from 1839 to 1975*. Mystic, Conn.: Lawrence Verry, 1976.

A study of fiction for girls in relation to its own time and how it's regarded now. Includes a selective bibliography and one of the works discussed.

Cameron, Eleanor. *The Green and Burning Tree: On the Writing and Enjoyment of Children's Books*. Boston: Little, Brown, 1969.

This is a collection of essays on the appreciation of children's literature. The essays are divided into four sections—fantasy, style, the child and books, and vision and art.

Carlsen, G. Robert. *Books and the Teen-age Reader: A Guide for Teachers, Librarians and Parents*. Rev. ed. New York: Harper & Row, 1972.

A study of the teenager and how reading fits into his world. It discusses the various types of teenage reading and has a bibliography for each type. Also includes a guide to reference books.

Carlson, Ruth. *Enrichment Ideas*. 2nd ed. Dubuque, Iowa: W. C. Brown Co., 1976.

Written for the elementary school teacher, this book contains ideas for activities to get children involved with their reading. Also includes a chapter on controversial issues in children's literature.

Cullinan, Bernice E. and Carmichael, Carolyn W., eds. *Literature and Young Children*. Urbana, Ill. National Council of Teachers of English, 1977.

A discussion on the elements of literature—character, plot, setting, point

of view, style, tone, theme, and special problems in children's literature. Bibliography at end of each chapter.

Georgiou, Constantine. *Children and Their Literature*. Englewood Cliffs, N. J.: Prentice-Hall, 1969.

A general survey of children's literature—its history, criticism, and various types. Color plates and black and white illustrations.

Gillespie, John T. and Lembo, Diane L. *Introducing Books: A Guide for the Middle Grades*. New York: R.R. Bowker Co., 1970.

A thematic arrangement of book talks for older children. Some information on the book, excerpts, themes and other suggestions for presenting the book are given. Variety of topics—family, friends, values, problems, etc. Author/title index.

Gillespie, Margaret C. and Connor, John W. *Creative Growth Through Literature for Children and Adolescents*. Columbus, Ohio: Merrill, 1975.

A study of children and adolescents and the literature written for them. Types of books for preschoolers, elementary, junior, and senior high school students are discussed. The appendices list suggestions, selection aids and award winners. There is an author, illustrator, title, and subject index.

Gillespie, Margaret. *Literature for Children: History and Trends*. Dubuque, Iowa: W. C. Brown Co., 1970.

A text for the elementary school teacher. Studies the development of children's literature. Divided into types of books such as fantasy, poetry, realism. A few illustrations.

Haviland, Virginia. *Children and Literature: Views and Reviews*. Glenview, Ill.: Scott, Foresman, 1973.

Essays and criticism on history, subjects and issues in children's literature. Includes chapters on genres, foreign literature, and awards.

Higgins, James. *Beyond Words: Mystical Fancy in Children's Literature*. New York: Teachers College Press, 1970.

A study of children and books which are written for the "inner" child—mystical books. Discusses the books, their authors, and the child and his world.

Huck, Charlotte. *Children's Literature in the Elementary School*. New York: Holt, Rinehart and Winston, 1976.

Textbook on children's literature, history, types, and how to develop a literature program. Includes bibliographies.

Karl, Jean. *From Childhood to Childhood: Children's Books and Their Creators*. Scranton, Penn.: John Day Co., 1970.

An editor of children's books writes about her ideas on books from various aspects, i.e. writing, illustrating, editing, and publishing.

Lanes, Selma. *Down the Rabbit Hole: Adventures and Misadventures in the Realm of Children's Literature*. New York: Atheneum, 1976.

An illustrated critical study of children's literature in the 19th and 20th centuries. Lanes notes the poor examples as well as the good.

MacCann, Donnarae and Woodard, Gloria. *The Black American in Books for Children: Readings in Racism*. Metuchen, N. J.: Scarecrow Press, 1972.

A collection of writings on racism in children's books. The five parts of the book look at basic criteria, racism in Newbery winners, modern and early examples, and racism in publishing.

Mason, Bobbie Ann. *Girl Sleuth: A Feminist Guide*. Old Westbury, N. Y.: Feminist Press, 1975.

A critical look at the detective series books for girls. The author writes on quality, stereotypes and their influence on the young girls who read them.

Meigs, Cornelia. *A Critical History of Children's Literature: A Survey of Children's Books in English*. Rev. ed. New York: MacMillan, 1969.

An extensive history of children's books from earliest folklore up until the 1950's. Looks at individual authors and books which are children's classics.

Polette, Nancy and Hamlin, Marjorie. *Reading Guidance in a Media Age*. Metuchen, N. J.: Scarecrow Press, 1975.

Ideas for luring children from TV and movies to books. Suggestions for parents, libraries, independent studies, stage, and a production center.

Sutherland, Zena. *The Best in Children's Books: The University of Chicago Guide to Children's Literature, 1966-1972*. Chicago: University of Chicago Press, 1973.

A list of best books compiled from reviews in the *Bulletin of the Center for Children's Books*. Includes title, development values, use, reading level, subject, and types indexes.

Sutherland, Zena and Arbuthnot, May Hill. *Children and Books*. Glenview, Ill.: Scott, Foresman, 1977.

Textbook on children and books and types of literature.

Thomison, Dennis, ed. *Readings About Adolescent Literature*. Metuchen, N. J.: Scarecrow Press, 1970.

A collection of writings about adolescents and literature. Discusses fiction and non-fiction reading, problems, and book talks.

Tucker, Nicholas, ed. *Suitable for Children?: Controversies in Children's Literature*. Berkeley: University of California Press, 1976.

A collection of writings by 20th century authors and critics on topics such as fairy stories, comics, fear, classics, and the value of children's literature.

Yonkers, N. Y. Public Library. Children's Services. *A Guide to Subjects and Concepts in Picture Book Format*. Dobbs Ferry, N. Y.: Oceana Publications, 1974.

A guide to picture books by subject headings from the *Sears List of Subject Headings*. All books were published before January, 1974.

BIBLIOGRAPHIES

Adell, Judith and Klein, Hilary D., eds. *A Guide to Non-Sexist Children's Books*. Chicago: Academy Press, 1976.

An annotated bibliography of non-sexist books for children and young people. The books are divided into sections for pre-school through 3rd grade, 3rd-7th, and 7th-12th.

American Association of School Librarians. Committee on Paperback Lists for Elementary Schools. *Paperback Books for Children*. New York: Scholastic Book Services, 1972.

An annotated list of paperbacks for children. Arranged by type of book.

Arbuthnot, May Hill. *Children's Books Too Good to Miss*. 6th ed. Cleveland: Press of Case Western Reserve University, 1971.

Annotated. Arranged by age group.

Best Books for Children: A Catalog. 15th ed. New York: R.R. Bowker, 1978.

An annual annotated list of about 4,000 children's books. Arranged by grade level.

Books for Children. Chicago: American Library Association, 1971.

Compilation of *The Booklist* reviews. Subject arrangement with author/title index.

Cianciolo, Patricia. *Picture Books for Children*. Chicago: American Library Association, 1973.

An annotated list of picture books arranged in broad subject areas. Includes a brief discussion of the genre and many illustrations.

Fisher, Margery. *Matters of Fact: Aspects of Non-Fiction for Children*.

Scranton, Penn.: T.Y. Crowell, 1972.

A book on factual books for children. Basic aspects are discussed and the examples (i.e. London, atoms, Bach, cowboys) are chosen for further discussion along with a selective bibliography of related books.

Good and Inexpensive Books for Children. Washington: Association for Childhood Education International, 1972.

Annual, annotated list of books arranged by subject area with author and title indexes.

Greene, Ellin and Schonfeld, Madalynne, eds. *A Multimedia Approach to Children's Literature: A Selective List of Films, Filmstrips and Recordings*.

Chicago: American Library Association, 1977.

A buying guide for teachers and librarians. All types of books are included and the brief annotations include buying information.

Kujoth, Jean. *Best-Selling Children's Books*. Metuchen, N. J.: Scarecrow Press, 1973.

The 958 titles chosen are arranged in a variety of ways. Complete information and brief notes are with author entry. Other sections are title, illustrator, date of publication, number of copies sold and subject.

National Council of Teachers of English. *Adventuring with Books: 2400 Titles for Pre-K—Grade 8*. 2nd ed. Urbana, Ill.: NCTE, 1977.

The annotated bibliography is preceded by a discussion of children's literature in the seventies. Arranged by subject area.

National Council of Teachers of English. *Books For You: A Booklist for Senior High Students*. Urbana, Ill.: NCTE, 1976.

An annotated list of fiction and non-fiction arranged by subject area.

National Council of Teachers of English. *Your Reading: A Booklist for Junior High Students*. 5th ed. Urbana, IL: NCTE, 1975.

An annotated list. Same format as the bibliographies for elementary and senior high students.

New York Public Library. *Books for the Teen-age*. New York: The Library.

An annual bibliography of books popular with teenagers. Most of the titles are in print. Arrangement is by subject with a title index. Highlights are given for each subject and annotations are limited to one sentence.

Rosenberg, Judith. *Young People's Literature in Series*. Littleton, Colo.: Libraries Unlimited, 1972.

Briefly annotated guide to fiction series for grades 3-9. Except for a few, the series were begun after 1954.

White, Marian et al. eds. *High Interest—Easy Reading for Junior High and Senior High Students*. 2nd ed. Urbana, Ill.: NCTE, 1972.

This annotated bibliography is for reluctant readers in junior and senior high schools. The titles are arranged by subject and some titles may be found under one or more subjects. Level of difficulty is designated only by a "J" for junior high and an "S" for senior high.

Withrow, Dorothy. *Gateways to Readable Books: An Annotated Graded List of Books*. 5th ed. New York: H.W. Wilson Co., 1975.

This bibliography of books for retarded and reluctant readers is arranged by subject. An annotation and the estimated grade level of difficulty is given for each book. There is also a list of books in series, magazines and newspapers, an author index, and a title index.

BIOGRAPHIES OF AUTHORS AND ILLUSTRATORS

Commu, Anne. *Something About the Author*. Chicago: Gale Research. 1971. v.1+

One of the few sources on contemporary authors which provides pictures of authors. Widely used by children as well as children's librarians.

De Montreville, Doris. *Fourth Book of Junior Authors*. New York: H.W. Wilson Co., 1978.

255 autobiographical or biographical sketches of authors and illustrators of books for children and young people. Includes photographs and in some cases reproductions of the author's signature.

Fisher, Margery. *Who's Who in Children's Books*. New York: Holt, Rinehart and Winston, 1975.

A dictionary of true-to-life and imaginary fictional characters in books for children and young people. Briefly discusses the character in the context of the book and, to some extent, the author's approach to him. Illustrations, some color plates.

Hopkins, Lee. *More Books By More People: Interviews with Sixty-Five Authors of Books for Children*. New York: Scholastic Book Services, 1974.
Short interviews with contemporary authors of books for older children. Includes photographs of the authors and a list of Newbery Award Winners from 1922-1973.

Townsend, John. *A Sense of Story: Essays on Contemporary Writers for Children*. Philadelphia: J.B. Lippincott, 1971.
Brief biographical sketches and critical essays of nineteen American, British, and Australian children's authors. Includes comments by the authors themselves and bibliographies of their works.

Ward, Martha. *Authors of Books for Young People*. 2nd ed. Metuchen, N. J.: Scarecrow Press, 1971.
Brief biographical information on 216 authors of children's books. List of Newbery and Caldecott winners up to 1970.

Ward, Martha. *Illustrators of Books for Young People*. 2nd ed. Metuchen, N. J.: Scarecrow Press, 1975.
Biographies of illustrators of children's books. The authors have tried to include illustrators whose biographical information was difficult to locate. All recipients of the Caldecott Medal from 1938 until the time of publication are included.

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STORYTELLING

Baker, Augusta. *Storytelling: Art and Technique*. New York: R.R. Bowker Co.

A manual for storytellers with background information on the art, its purpose and values, selection of stories, preparation, and presentation. Also includes chapters on storytelling for children with special needs, publicity, and a list of stories to tell.

Bauer, Caroline. *Handbook for Storytellers*. Chicago: American Library Association, 1976.

A handbook for storytellers with sources, how-to's for preparation and carrying-out, multimedia aids, and program ideas.

Cook, Elizabeth. *The Ordinary and the Fabulous: An Introduction to Myths, Legends and Fairy Tales for Teachers and Storytellers*. 2nd ed. London: Cambridge University Press, 1976.

An introduction to myths, legends, and fairy tales for storytellers. Also how to adapt for ages and present in the classroom. Selective bibliography.

Moore, Vardine. *Pre-School Hour*. 2nd ed. Metuchen, N. J.: Scarecrow Press, 1972.

Developing and carrying-out story hours for the very young child. Discusses the child, the environment and the teacher. Includes book list and related activities such as games and records.

New York Public Library. *Stories: A List of Stories to Tell and to Read Aloud*. 7th ed. 1977.

A list of stories either briefly annotated or with brief excerpts. Separate lists of poetry and stories to read aloud, collections and recordings. There is a subject index by country, hero and festival, and author/title index.

Pittsburgh Carnegie Library. *Stories to Tell to Children: A Selected List*. Pittsburgh: University of Pittsburgh Press, 1974.

This list is broken down by age group. It also includes lists of stories for holidays, storytelling aids, and an alphabetical list.

Ziskind, Sylvia. *Telling Stories to Children*. New York: H.W. Wilson Co., 1976.

Basic guide to selecting, learning, and presenting a story. Also includes two chapters on poetry and dramatics and bibliographies of stories to tell and background material.

Jacqueline Faustino is employed in the Savannah Public Library, Savannah, Georgia.

Sources of Information for Youth Sport Leaders

Jack Hutslar

Sport has been a popular activity since before the Ancient Greeks recorded their first Olympiad in 776 B.C. Formal non-school programs began for youngsters with the creation of Little League Baseball in 1939. In the past twenty years, organized sport programs for children have undergone incredible growth. There are now estimates that over twenty million youngsters between the ages of six and eighteen participate. They are supervised by over 4.5 million adults. In North Carolina there are probably over 600,000 young athletes and at least 100,000 adult leaders, but there are no exact data.

A common feature of non-school sport programs is that many rely on volunteer leaders, some of whom have little or no training or experience in sports, coaching or leadership. Some programs do conduct training sessions while others rely on highly trained, professional leadership.

Many people have complained that the people who are involved in youth sport programs just imitate what they see in the highly visible educational and professional sport leagues. These highly entertaining and attractive sport programs, that are based largely on some type of "revenue model," are sometimes imposed on youth programs. This frequently leads to a heightened emphasis on the "trappings" of the revenue sports, including winning.

The youngsters in these programs are capable of sophisticated sport performance, perhaps to the point that their teachers might envy the near perfection their coaches are able to achieve. Of course, these well skilled youngsters spend much more time at sport than they do at any one subject in the classroom. In contrast to those youngsters who are well pleased with their performance in sport, some of these young players indicate that they are dissatisfied with their sport experiences. They "drop out," some as early as age eight or nine.

Youngsters know when they are not enjoying themselves. They turn to other activities. It is sad that children must stop participating in such a fun-filled activity as sport. Many adults are just now finding the enjoyment that can be gained through activities like tennis, racquetball, and running. Many people have known this for years, but some youth sport leaders have little concern for the present or future participation of their players. They actually drive youngsters out of sport with a "survival-of-the-fittest" ethic.

Through the years, educational reformers have attempted to improve school and non-school sport programs but without lasting success. Youth sport has been undergoing another reformation period over the last five years. The effort has not been unified by one specific organization, but the leaders have been directed by some common goals that promote fun, participation, learning, effort and physical fitness. This most recent initiative has come from a handful of sport researchers from across the nation, by some youth sport associations, and by a few physical education and sport organizations.

The recent work that has been done to evaluate and improve youth sport programs is now recorded for broad dissemination. The material includes how-to-do-it books, sport skill books for youngsters and their coaches, diaries, coaching manuals, research reports and anthologies. They have been written by teachers, coaches, parents and researchers. There is no longer any reason for youth sport leaders to be uninformed about the most appropriate paths to follow in sport for children.

The accompanying bibliography lists the major sources of information on youth sport programs. The starred books are sources that are recommended to start basic collections. Librarians are encouraged to share this bibliography with your local youth sport leaders.

YOUTH SPORT BIBLIOGRAPHY

Albinson, J. G. and Andrew, G. M. (ed.). *Child in Sport and Physical Activity*. Baltimore: University Park Press, 1976.

Amdur, N. *The Fifth Down: Democracy and the Football Revolution*. New York: Coward, McCann and Geohagen, Inc., 1971.

The Athletic Educator's Report. Physical Education Publications, P.O. Box 8, Old Saybrook, Conn. 06475. \$28/year.

Bluth, R. (ed.). *Coaching Youth League Baseball*. Chicago: The Athletic Institute, 1975.

The Athletic Institute, now located at 200 Castlewood Drive in North Palm Beach, Florida 33408, publishes a series of books like this (i.e., basketball, ice hockey, *et cetera*) with a player's edition and a parallel but more detailed coaching edition.

Broadus, C. and Broadus, L. *Laughing and Crying with Little League*. New York: Harper and Row, 1972.

Coaching Review. Coaching Association of Canada, 333 River Road, Ottawa, Ontario, Canada, K1L 8B9, 6 issues for \$15.

Dauer, V. P. and Pangrazi, R. P. *Dynamic Physical Education for Elementary School Children*. 5th ed., Minneapolis: Burgess, 1975.

Many helpful chapters on organizing for effective teaching and specific sport skills for those unfamiliar with sports.

Gallon, A. J. *Coaching: Ideas and Ideals*. Boston: Houghton Mifflin Company, 1974.

Johnson, T. *My Coach Says* Williamsport, Penn.: Little League Baseball, 1973.

Joint Legislative Study on Youth Sports Programs. State of Michigan, Agency Sponsored Sports, November 1, 1978.

- Kirchner, G. *Physical Education for Elementary School Children*. 3d ed. Dubuque, Iowa: Wm. C. Brown Company Publishers, 1974.
Contains much useful material on the characteristics of children and the sport activities they play.
- *Magill, R., Ash, M. and Smoll, F. (eds.). *Children in Sport: A Contemporary Anthology*. Champaign, Ill.: Human Kinetics, 1978.
- Malina, R. *Growth and Development: The First Twenty Years in Man*. Minneapolis: Burgess, 1975.
- *Martens, R. *Joy and Sadness in Children's Sports*. Champaign, Illinois: Human Kinetics, 1978.
An excellent collection of articles that anyone involved in youth sport programs can and should read.
- *Martens, R. and Seefeldt, V. *Guidelines for Children's Sports*. Washington, D.C.: AAHPER, 1979.
The Bill of Rights for Young Athletes is described and explained in detail, and some of the major issues in children's sports are discussed. People in youth sports should read this.
- Miller, A. C., Cheffers, J. T. F., and Whitcomb, V. *Physical Education: Teaching Human Movement in the Elementary Schools*. Englewood Cliffs: Prentice-Hall, Inc., 1974.
- Orlick, T. *Winning Through Cooperation: Competitive Insanity—Cooperative Alternatives*. Acropolis Books, Ltd., Colortone Building, 2400 17th Street, NW, Washington, D.C., 1978.
- *Orlick, T. and Botterill, C. *Every Kid Can Win*. Chicago: Nelson-Hall, 1976.
An easy book to read that deals with what children think about sports and what adults do in youth sport programs for kids.
- Rarick, L. G., ed. *Physical Activity*. New York: Academic Press, 1973.
- Ralbovsky, M. *Lords of the Lockerroom*. New York: Peter Wyden, 1974.
- Rosen, A. *Baseball and Your Boy*. New York: Funk and Wagnall, 1967.
- *Sabock, R. J. *The Coach*. 2d ed. Philadelphia: W. B. Saunders Company, 1979.
The author presents a general view of coaching with specific information about qualities of the coach, ethics, and issues plus other valuable material.
- Singer, R. N. *Coaching, Athletics and Psychology*. New York: McGraw-Hill Book Company, 1972.
The author presents technical information the professional would need including growth and development, personality, social forces and learning. Best suited to the experienced coach.
- Smith, N. *Food for Sport*. Palo Alto: Bull, 1976.

Smoll, F. L. and Smith, R. E., eds. *Psychological Perspectives in Youth Sports*. Washington, D. C.: Hemisphere Publishing, 1978.

Sports Coach. National Coaching Journal, The Department for Youth, Sport and Recreation, Perry Lakes Stadium, Wembley, 6014, Western Australia, Australia.

**Sport Scene*. North Carolina Youth Sport Institute, 4985 Oak Garden Drive, Kernersville, N. C. 27284, 4 issues for \$4/year.

Sportsline. Office of Youth Sports, 117 Freer Gymnasium, Department of Physical Education, University of Illinois, Urbana, Ill. 61801, 6 issues for \$2/year.

Spotlight. Youth Sports Institute, College of Education Women's Intramural Building, Michigan State University, East Lansing, Mich. 48823, 4 issues for \$2/year.

Technical Manual. Canadian Soccer Association, 333 River Road, Ottawa, Ontario, Canada K1L 8B9, 4 issues for \$5/year.

Voigt, D. Q. *A Little League Journal*. Bowling Green, Ohio: University Popular Press, 1974.

This prominent baseball historian recounts his experiences as head coach in an interesting and moderately irreverent style.

What Research Tells the Coach About Soccer. Washington, D. C.: AAHPER. There are six books in this series including distance running, football, soccer, sprinting, swimming and tennis. The material is technical and well suited for the more advanced coach.

Young Athlete. P. O. Box 246, Mount Morris, Ill. 61054, 6 issues for \$7.50/year.

Jack Hutslar is director North Carolina Youth Sport Institute, Kernersville.

The Collecting and Use of Historical Children's Books: The Evelyn Bottome Lewis Collection

Robin Brabham

The last fifteen years have seen a marked increase in attention given by scholars to the historical study of children's books. For example, Sara Innis Fenwick, in a survey of research completed between 1950 and 1977, analyzed thirty-five dissertations, two master's theses, and one article. Of these thirty-eight titles, which included three "landmark studies" written prior to 1950, thirty-one had been produced between 1965 and 1977.¹ Another indication of the maturing of the subject as a topic of research is shown by the publication of reference works, ranging from Field's *Subject Collections in Children's Literature* (1969) to Welch's *A Bibliography of American Children's Books Printed Prior to 1821* (1972) and Monson's *Research in Children's Literature: An Annotated Bibliography* (1976).²

As literary historians and librarians have given more serious consideration to children's books, so too have social historians begun to study the dynamics of childhood and of family relationships. Most of these studies unfortunately have not utilized children's books and depend upon highly sophisticated social science research methodologies. Nevertheless, they provide useful, if not essential, background material for the study of the books which adults wrote and chose for children.³

Mildred M. Seltzer, however, effectively used the W. E. King Juvenile Collection at Miami University of Ohio to document how children learned stereotypes about the concept of aging; and she suggested other questions about the socialization process which could be addressed through the study of children's books.⁴ Anne Scott MacLeod has made the most detailed analysis of how children's literature reflects the values of the society which creates it, and in her work on Jacksonian America she was especially attracted by the conventionality of the books, "the very repetition of themes and plots, the very uniformity of outlook that blighted the stories as literature," which had caused previous critics to dismiss the extreme didacticism "as an unfortunate delay in the progress toward a genuine literature for children—a kind of interruption between John Newbery and Lewis Carroll." MacLeod defended her approach with the assertion that

An author's efforts to present young readers with a narrative at once interesting and consonant with accepted values for children yields a work peculiarly reflective of the society's concerns and convictions about childhood, about fiction, about the real and the ideal world.

The result is partly mythic, yet it also represents a very particular kind of reality. It offers a glimpse into the most elusive history of all—the feelings and outlook of people of another time.⁵

To recreate this other time scholars must have the appropriate sources for their work, and as Field's guide to children's literature collections shows the sources are available in a surprising number of libraries. They are there because scholars themselves searched out the materials they required or because perceptive librarians anticipated future research interests and developed institutional collections. In an equal, or perhaps greater, number of cases, individual collectors who succumbed to the "dreadful disease" of book collecting were responsible for preserving the heritage of the past and for providing today's scholars with their sustenance. Margaret N. Coughlan, in a recent issue of *Library Trends*, discussed a number of such private collections, all but one of which now form, or are destined to form, part of an institutional library.⁶

With the 1978 purchase of a portion of the library of Evelyn Bottome Lewis, the University of North Carolina at Charlotte also became a beneficiary of the foresight of a collector. Mrs. Lewis was born in New York City in 1903 and attended private schools in Scarborough-on-Hudson, New York.⁷ Her brother described her as "an outstanding student in the classics—English literature, Latin, etc."; but, because her parents could not afford to send both children to college, Mrs. Lewis learned shorthand and entered the business world immediately after high school graduation. About 1935 her mother opened an antique shop in Darien, Connecticut, and Mrs. Lewis began to assist her in the shop, thus finding an occupation through which she could develop her latent literary and historical interests.

Although Mrs. Lewis eventually became a full-time antique dealer, it was her collecting which gave her her greatest rewards. The way in which her sister-in-law remembers her captures some of the enthusiasm which Mrs. Lewis must have felt for the game of collecting and the joy of possessing: "I can see Evelyn now—pouring over the children's books catalogues and showing the books to us when we came up there each month. She not only knew about the authors—but was just as knowledgeable about the illustrators." Like other dealer/collectors, Mrs. Lewis "squirrelled" away many of her finest books lest in showing them to friends and customers someone might have persuaded her to sell them.

When she died in late 1976, her collection was dispersed. The family retained a number of signed Rackham first editions and allowed a few of her closest friends and fellow dealers to select some of the choicest eighteenth century material, including several books published by John Newbery. Betty Means, then of Norwalk, Connecticut, and now of Charlotte, North Carolina, purchased the remainder of the collection in March, 1977. Between that date and October, 1978, Mrs. Means sold Mrs. Lewis' natural history collection and the majority of her collection of illustrated books, among them many works by Ralph Caldecott.

When the University of North Carolina at Charlotte purchased the Lewis Collection from Mrs. Means in 1978, it contained 196 titles in 204 volumes and a

small quantity of manuscript material. Approximately 40 titles are critical or reference works about children's books and include such rare or semi-rare books as Ashton's *Chapbooks of the Eighteenth Century* (1882), Hindley's *History of the Catnach Press* (1886), Ford's *New England Primer* (1899), and Heartman's *Non-New England Primers* (1935).

The heart of the collection, of course, the 150 books written for the amusement and instruction of children and published, with only a few exceptions, in the United States and Great Britain between 1787 and 1911. The earliest is a copy of the Philadelphia edition of *A Father's Legacy to His Daughters* by Dr. John Gregory. The immense popularity of this work, which was first published in England in 1774 and was issued there and in the United States in fifty-six editions by 1841, makes it particularly useful for studying the prevailing conceptions of the roles of women and children and their place in the society of the time.

Of similar interest is a copy of the fifth edition (1791) of Caleb Bingham's *The Young Lady's Accidence: or, a Short and Easy Introduction to English Grammar*. Bingham expressed the hope "that a reformation, in favour of female education, is about to take place"; and he told his readers that if females were given adequate education they would soon be recognized as possessing equal abilities with men.⁸ Most of the other writers represented in the collection were not so positive in their thinking, and more typical of the sexual stereotyping found in the books was one anonymous writer's insistence that jumping rope was not "proper play for boys."⁹

The most impressive part of the collection for research potential consists of books of similarly anonymous authorship which express equally emphatic judgments about proper conduct. The theme of such books might be summarized as "to be good is to be happy," a motto which appropriately appears on the front cover of the story *The Happy Waterman, or, Honesty the Best Policy*, which was published by Mahlon Day about 1830. The consequences of dishonesty, idleness, conceit, and the simple, undisciplined nature of children are fully described in a series of six 24-page books about Master Henry. In the first episode, Henry's father has just died and he comes to live with his uncle. The tone of the series is promptly set with this description of the boy's character: "Like all little children, whose hearts have not been changed, he was full of evil inclinations, and showed in many ways, when he was only in his fifth year, that his nature was corrupt, and that he, like other children, stood in need both of instruction and punishment."¹⁰ Henry undergoes a number of trials, but the reader is left feeling confident that he will grow up to be a good man, having benefited from his uncle's demanding but kindly tutelage.

The nature of such tutelage derived from the concept of the child as a miniature adult capable of understanding and responding to an extended moral argument. As MacLeod has shown, this concept was founded on the eighteenth century faith in rationality which, while it remained more or less dominant in children's writing up to about 1850, was being superseded in adult literature by the romantic preference for emotion over reason. The rationalistic approach to child nurture is effectively presented in the story "Little George and the Robin." George captures a bird which he intends to keep as a pet, but his mother, who "always tried to persuade her little son to do what was right,"

points out the harm which George may unintentionally inflict on his pet. The boy ponders his mother's words, and, recognizing their wisdom, releases the bird. "That," said his mother, "is the thing I wish you to do, my dear boy; and it gives me more pleasure that you should do it because you think it is right, than that you should do it because I bid you."¹¹

As may be apparent from the preceding references, American imprints before 1860 make up the largest single category of titles in the Lewis collection. There are approximately 34 books which were published prior to 1821 and perhaps as many as 80 published between 1821 and 1860. Of these 114 books, only 4 were published outside the Northeast; and a surprising number originated in, or were printed in, such small towns as Weathersfield, Vermont; Pottersville, New Jersey; and Greenfield, Massachusetts. The collection includes 12 books from the press of Samuel Wood and 9 books issued under the McLoughlin imprint as well as examples of the publications of Isaiah Thomas, Day, Munroe and Francis, the American Tract Society, and the Massachusetts Sabbath School Society.

Many of these early books were once the property of Wilbur Macey Stone (1862-1941), a noted collector of children's books, dolls, and toys. The bulk of his book collection is at the Newark Public Library, but Mrs. Lewis acquired thirty-eight volumes formerly owned by Stone. She also obtained a small group of manuscripts and ephemeral items relating to his collecting. This material includes an exchange between Stone and Phillip James and his publishers regarding Stone's loan of books to be illustrated in James' *Children's Books of Yesterday* (1933); newspaper clippings, auction catalogus, and articles about early American children's books, with special attention to horn books; a letter (1898) to Stone from Andrew W. Tuer thanking Stone for a gift; and the auction catalogu (1900) of Tuer's library with names of purchasers and prices noted.

Fiction and fairy tales comprise a significant portion of the Lewis collection, but it contains an almost equal number of books written entirely for instructional purposes. Among these textbooks are copies of Webster's *American Selection of Lessons in Reading and Spelling* (12th ed., 1797); Matthew Carey's *An American Primer* (1813); six nineteenth century editions of *The New England Primer*; an 18-page history of Russia (1826); eight books describing birds and other animals; and a geography of the English counties, illustrated with 400 topographical hieroglyphics (1829).

Mrs. Lewis did not, of course, neglect the classics of children's literature in her collecting. She acquired first or early editions of Louisa May Alcott's *Little Women*, *Eight Cousins*, and *Rose in Bloom*; two editions (1801 and 1834) of Anna Letitia Barbauld's *Hymns in Prose for Children*; Dodsley's 1798 critical edition of Aesop and an abridged 1831 American edition; a 1790 French edition of *Robinson Crusoe*; George Cruikshank's *Punch and Judy* (2nd ed., 1828); and, from his Fairy Library series, *Jack and the Beanstalk* (1853). Mrs. Lewis also owned selected works by Samuel Goodrich, including his two-volume autobiography, sample issues of *Peter Parley's Magazine* and *Robert Merry's Museum*, and an 1839 English imitation entitled *Peter Parley's Visit to London during the Coronation of Queen Victoria*. In addition, her collection includes single books, usually in American editions, by Sarah Trimmer, Mrs. Sherwood, Ann and Jane Taylor, John Ruskin, and Isaac Watts.

In his reflections on his sister's collecting, Mr. Chester Bottome expressed his regrets that Mrs. Lewis lacked sufficient background and opportunity to write about the books she knew so well. Through her collecting, however, she has left a legacy which will enable others to fulfill the ultimate purpose of acquiring books—to understand the past and to communicate that understanding to others.

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FOOTNOTES

1. Sara Innis Fenwick, "Scholarly Research about Historical Children's Books Published in Library Science, English, Social History, Psychology, and Art," *Library Trends* 27 (Spring, 1979): 529-49.
2. Carolyn W. Field, ed., *Subject Collections in Children's Literature* (New York: Bowker, 1969); d'Alte A. Welch, *A Bibliography of American Children's Books Printed prior to 1821* (Worcester, Mass.: American Antiquarian Society and Barre Publishers, 1972); Dianne L. Monson and Bette J. Peltola, *Research in Children's Literature: An Annotated Bibliography* (Newark, Del.: International Reading Association, 1976). Among the many other titles which could be mentioned are Virginia Haviland, *Children's Literature: A Guide to Reference Sources* (Washington, D. C.: Library of Congress, 1966, with supplements in 1972 and 1977); John M. Shaw, *Childhood in Poetry; a Catalogue . . .* (10 vols.; Detroit: Gale Research Co., 1967-); Library of Congress, Rare Book Division, *Children's Books in the Rare Book Division of the Library of Congress* (2 vols.; Totowa, N. J.: Roman and Littlefield, 1975); and Anne Pellowski, *The World of Children's Literature* (New York: Bowker, 1968).
3. See, for example, Theodore K. Rabb and Robert I. Rotberg, eds., *The Family in History: Interdisciplinary Essays* (New York: Harper & Row, 1973); Phillippe Aries, *Centuries of Childhood: A Social History of Family Life* (New York: Knopf, 1962); Robert H. Bremner, ed., *Children and Youth in America: A Documentary History* (3 vols.; Cambridge, Mass.: Harvard University Press, 1970-1974); Kenneth Keniston, "Youth as a Stage of Life," *American Scholar* 39 (Autumn, 1970), 631-54; John Demos, "The American Family in Past Time," *American Scholar* 43 (Summer, 1974) 422-46; and Arlene Skolnick, "The Family Revisited: Themes in Recent Social Science Research," *Journal of Interdisciplinary History* 5 (Spring, 1975): 703-19.
4. Mildred M. Seltzer and Robert C. Atchley, "The Concepts of Old: Changing Attitudes and Stereotypes," *Gerontologist* 11 (Fall, 1971): 226-30; Mildred M. Seltzer, "Using Library Collections in Social and Behavioral Science Research," *Journal of Library History* 11 (July, 1976): 256-61.
5. Anne Scott MacLeod, "Education for Freedom: Children's Fiction in Jacksonian America," *Harvard Educational Review* 46 (August, 1976): 428-29. See also her *A Moral Tale: Children's Fiction and American Culture, 1820-1860* (Hamden, Conn.: Archon, 1975).
6. Margaret N. Coughlan, "Individual Collections," *Library Trends* 27 (Spring, 1979): 431-42.
7. The biographical information which follows is taken from a letter of W. Chester Bottome to Betty L. Means, November 22, 1978 (copy in the author's possession) and from conversations with Mrs. Means.
8. Caleb Bingham, *The Young Lady's Accidence: or, a Short and Easy Introduction to English Grammar* (5th ed.; Boston: I. Thomas and E. T. Andrews, 1791), vi. This book was published in 20 editions by 1815 and at one time was the only grammar used in the public schools of Boston. Cf. John Tebbell, *A History of Book Publishing in the United States* (3 vols.; New York: Bowker, 1972-), I, 553-54.
9. A Friend of Youth, *The Picture Reader; Designed as a First Reading Book for Young Masters and Misses* (New Haven: S. Babcock, 1833), p. 8.
10. *Master Henry's Arrival, and the Alarm* (Troy, N. Y.: Merriam & Moore, n. d.), p. 18.
11. MacLeod, *A Moral Tale*, 152-59; *The Broken Flute, Little George and the Robin, and The Beggar Woman* (Boston: Munroe and Francis, n. d.), pp. 19-20.

Helpful Hints From Children's Librarians Across the State

CREATE A COMMERCIAL

Have you read a good children's book lately? Can you "sell" your book to children, parents, and/or teachers? An innovative method combining children's books and advertising allows the reader a chance to announce his/her book as if it were a commercial.

The commercials should not be more than 1½ minutes. If entire classes participate, the best from each class is selected to appear on video-tape. If done within a public library system, the best book commercials can be selected by a branch and brought together for video-taping or slide presentations.

The commercials should be judged on clarity, originality, and conciseness. The title and author of the book must be mentioned at some point in the commercial. Props may be used. No more than two readers may be used besides the person doing the commercial.

Winners could receive ribbons, the book they have advertised, and/or "see" themselves on a local TV or radio station.

Susan Plate Rancer
McLeansville Middle School
McLeansville, N.C. 27301

LITERARY QUIZ BOWL

Children in grades 3-6 were informed that the library would be having a literary quiz bowl. Sign up sheets were posted in the library two months before the actual participation date. Two different categories of books were used.

The first category contained easy picture-format books such as *Andy and the Lion*, *Story About Ping*, *Why Mosquitos Buzz in People's Ears*, and *The Hundred Penny Box*. The second category included such titles as *Roll of Thunder, Hear My Cry*, *The Borrowers*, and *From the Mixed Up Files of Mrs. Basil E. Frankweiler*. Each category consisted of approximately 26 titles.

Students were given lists of the books in their chosen category so they could begin reading as many of the books as possible before the contest date. Since only titles appeared on the lists, the students gained much practice in using the card catalog as they attempted to locate the desired books on the library shelves.

Several questions from each of the books on the lists were formulated and written on individual strips of paper. These were then placed in separate boxes for Categories I & II. On the appointed dates, participants came to the library and were told to draw a question from the appropriate box. If it was answered correctly, the participant remained in the contest. Several preliminary rounds were held due to the number of children participating. The finalists were brought together as a special program for the entire school/library to observe.

Prizes were awarded to the winners and runners-up of each category. These literary quiz bowls require little funding for the tremendous "return". Various categories such as science fiction, biography, fantasy could be used.

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"KITES 'N SPRING THINGS"

A good after school program is a kite-making workshop. Demonstrations of various types of kites, questions and answers concerning kite trivia, and handouts on kite-making "how-to" can be given out.

If you are making kites, be prepared with more than enough materials. Depending upon the age of the children (if you require a sign-up, you should know this) you may want to pre-cut string, have dowel rods or wooden frames pre-cut and/or design the kite so it only has to be assembled.

There is some expense with materials unless they can be donated or each child is required to bring his or her own materials.

Remember when planning any type of celebration, one must be very sure that everyone knows the whens and wheres. That all-important factor, publicity, determines program success or failure. Newspaper and radio features are important pre-program planning. Bookmarks listing program times, dates and what is being offered are an excellent means of getting the word out.

Posters for school halls and shop windows as well as for children's departments in branch libraries will draw attention to future attractions. Many schools will feature public library activities during their regular school announcements. Here is a PR tip: try an unusual, even wacky title for your after-school program. The curious mystique of the program will draw some to find out "what it's all about."

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Cataloging with OCLC and RLIN: a Comparative Analysis

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Whether cataloging copy is obtained through the NUC, Brodart, online, or divine revelation, it accounts for about three-quarters of the cataloging done in a medium to large academic library. Cataloging with copy naturally poses a set of problems for the local catalog into which it must be integrated.¹

This paper will compare OCLC and RLIN in five areas: 1) historical development; 2) file structures and search capabilities; 3) costs and managerial ramifications; 4) available subsystems and predicted future developments; and 5) the increasing standardization of the bibliographic description in the West and how these systems relate to it.

Historical Development

When, on 26 August 1971, after four years of planning, the Ohio College Library Center began providing online cataloging for a number of Ohio libraries, a new era began for technical services. The original goal of OCLC was to provide "... a regional library network through which many libraries—rather than many departments of a single organization—would share the system."² As it began operations, OCLC's membership was limited to fifty Ohio academic libraries which bore half of the costs of operations while the state of Ohio bore the other half. During the next six years representatives of Ohio institutions continued to govern OCLC, while its president and founder, Frederick G. Kilgour changed from an academic librarian to a manager of a \$20,000,000 a year corporation. OCLC staff growth also reflects the enormous success of the system: from Kilgour and one secretary in 1967 to a central staff of 400 in mid-1979. Likewise, system hardware has grown from one leased Xerox Sigma 5 in 1971, to four purchased Xerox Sigma 9's by the end of 1977,³ with a fifth Sigma 9 online at the end of 1979. From inception to the end of 1978, OCLC has grown tremendously and now serves over 1,800 institutions through twenty regional networks.

In summarizing OCLC's twelve years of growth, Thompson notes that OCLC has not accomplished the original goal

... of developing a fully integrated, online system ... [but has been] instead devoting its energies to nationwide expansion. It functions rather, as a union catalog, as a data base for catalog records, and as a sort of word-processor for catalog cards. ... OCLC has acquired an all-inclusive data base and a large clientele and has paid the price in excessive demands on its central computer facility and development staffs.⁴

On 6 November 1979, there were approximately 5,601,420 records in the OCLC data base. Of these, about 29.8% were LC MARC records.⁵

The Research Libraries Information Network (RLIN) began its career at Stanford University in 1969 as BALLOTS—Bibliographic Automation of Large Library Operations using a Time-sharing System. The 1969 BALLOTS system (funded by a grant from the U.S. Office of Education) was in operation for nine months, but proved too expensive and inefficient for continued use. Receiving grants from the Council on Library Resources and the National Endowment for the Humanities, Stanford was able to bring BALLOTS II online in November 1972. BALLOTS' objective was even then somewhat more ambitious than OCLC's. It sought not only to reduce the number of clerical tasks in processing, but also to extend the system in phases from technical services to other library functions.⁶

In its first years of growth, BALLOTS served only Stanford University through its campus computer center. By bringing both the cataloging and acquisitions functions online, Stanford was able to effect a savings in personnel of about 5.6% by 1974.⁷ By 1975, seven California public libraries had joined the system as it became available off-campus through TYMSHARE. The next year, BALLOTS converted to a new generation computer (the IBM 370/168), implemented full MARC cataloging with ISBD punctuation, and was able to provide online service to users beyond Stanford through "Multilibrary Shared Cataloging Module."

RLIN's growth has been much less spectacular than OCLC. By the beginning of 1979, there were 130 participants in the system. However, this does not provide a true picture of RLIN's accomplishments over the last six years.

The change of name from BALLOTS to RLIN encapsulates much of the recent history of the system. RLIN, perhaps never intended to serve all libraries, has in the last two years increasingly sought out the large research libraries. A recent convert to RLIN, Pennsylvania's Richard De Gennaro, views the trend evolving:

Because of their size, complexity, and special mission, these libraries [large research libraries] feel that they need the more sophisticated capabilities of the RLIN system, including a high quality data base with authority control, the ability to build and maintain online catalogs of their own holdings with copy-specific and other local information, and powerful search capabilities.⁸

The last year has seen two significant events: first the merger of BALLOTS with the Research Libraries Group, forming RLIN as the system for the RLG, and second, RLIN's agreement with the Washington Library Network to exchange data bases and cooperate in networking. RLIN's recent rise has brought it into direct competition with OCLC, thus, perhaps, ending "networking's era of benevolent monopoly."⁹

On 6 November 1979, the RLIN data base contained 1,160,752 records, of which 81.9% were LC MARC.

While not yet as financially powerful as OCLC, RLIN is meeting a more inclusive set of library objectives and thus gaining increasing nationwide support and attention. However, much of the RLIN system remains in the planning stage and has not been implemented beyond Stanford University.

File Structures and Search Capabilities

In examining the file structures and search capabilities of the systems, most of the readily apparent differences between the two come to light.

OCLC has organized its bibliographic records into a single file structure with pointers embedded in the record to bring searches on subfields back to the main record. Thus, should a search be made by author, the keys if matched with those in the author index will cause the entire record to be retrieved because pointers in the author index lead directly to the appropriate record or records. In order to provide such a system with the speed and efficiency necessary to the computer environment, a method of hash coding is employed which optimizes the use of storage space and retrieval time. However, this method requires that a limit be set on the number of records a search key may retrieve. In the present OCLC algorithm, this limit is 256 entries.

With a data base of well over five million records, the provenance and subject coverage are quite varied. The ratio of LC MARC records to contributed copy has been steadily declining for years. At present, LC records account for about 29.8% of the data base; those from all academic libraries, 58.1%; and from others (including special and public libraries), 12.1%. Of the records in the system, the LC share ranges from 31.7% for serials down to .03% for maps. As one would expect, the distribution of the records by imprint date heavily favors the most recent publications (37.9% for 1971-1980 imprints), but about 34% of the records cover materials with imprint dates from 1450 through 1960.

Access to the OCLC system is provided through a set of search keys for author, corporate author, title, author/title, LC card number, ISBN, ISSN CODEN, and OCLC identification number. Reflecting the file structure of the system, most of these keys are formed by combining the first letter or letters of the search element with those following it. Thus, either the exact form of the main entry or title is necessary for searching OCLC. Naturally, the numeric keys provide the fastest results; but the other keys are more exhaustive.

The tremendous growth of the system has, however, been achieved at a price: there are relatively severe limitations to the search capabilities of the system. While the personal author search has been available during all system hours for some months now, such searches often result in very slow response time. The corporate author search is still limited to non-peak hours. Directly affecting these keys as well as title and author/title searches is the limitation of 256 on the number of entries the system can access. Thus, while a request for the words "American Library Association," appearing in any combination with any additional words, as author produces over 6,000 entries in the RLIN system,¹⁰ the more restricted request on OCLC leads to a dead end.

The limitations of the 256 algorithm are proving increasingly severe, especially since the system continues to grow rapidly. By mid-1979, approximately 1200 search combinations (492 for title, 387 for author/title, and 330 for author) were unusable because they retrieved over 256 entries. Although there is no reliable way to calculate the number of records involved, 307,200 (1200 multiplied by 256) would seem conservative. Even though many of the records might be retrieved through some other search key, obviously many combinations yield sets far in excess of 256.

In general, OCLC appears to offer five advantages. Even with its limitations, the size of the data base greatly increases the chance that some record will be found. Thus, most libraries can catalog 80-90% of their materials through the system.¹¹ Second, because a large proportion of older materials is in the data base, and because OCLC offers reduced rates for it, retrospective conversion is greatly facilitated by the system. The third advantage is perhaps more political than technical: because many large academic libraries are state supported, part of their mission is to provide materials and other services to the smaller state institutions. The availability of the record with its holdings symbols for these smaller libraries means that the large academic library can provide greater support than was previously available.¹² Fourth, OCLC can assist reference services by providing access to materials not normally cataloged locally (such as Federal documents), materials for which cards have not yet been filed in the catalog, and by verifying materials not in the collection.¹³ Finally, because the system is structured on a regional basis, the local networks can provide relatively swift maintenance, training and other support functions.

However, besides the limitations of the 256 algorithm, OCLC possesses a number of other disadvantages. While system downtime averages no more than 4-5% per week, local telecommunications downtime may often increase this figure significantly. In general, the system exercises very limited quality control. This is quite apparent in the number of duplicate records in OCLC. Not only are participants required to use the record first input (often of poor quality), but the situation may be further exacerbated by libraries attempting to avoid usage fees by inputting their own records when the records already exist in the system.¹⁴ OCLC's small Bibliographic Record Management Section, Library Systems Division, is charged with eliminating such duplication, but this is third in its priorities, behind correcting records and filling in frequencies for serials records. Most duplicate records cannot be simply removed from the files, since OCLC is unable to transfer holdings symbols to other records. However, the system is programmed to allow LC MARC records to "bump" previously entered cataloging for the same item.

The fact that the individual cataloging record is not online both precludes the use of the system as an online catalog and significantly adds to the burden of updating and correcting a record. Since there is limited authority control available through OCLC, records must be manually integrated into the library's catalog. If current investigations result in an OCLC decision to place restrictions on the use of an institution's archival tapes, this too must be seen as a disadvantage.

The file structures and search capabilities of the RLIN system reflect both its later arrival on the online scene and its more comprehensive goals. The RLIN system, even in its earliest phases, was planned as an integrated library system going beyond technical services functions to encompass a wider range of library objectives.

The RLIN system uses four basic files from which a number of indexes are constructed allowing a wide variety of search techniques. The files are interdependent and may be sequenced in any order in either search or input mode. The Catalog Data File (CDF) contains the records input by the participants and may be searched specifically by the institution inputting the record. Thus, if a

library wishes to search only Stanford's records, a subset of the file is brought online. Of course, this also means that each participating institution may have its own cataloging online. The MARC File (MRF) contains only LC records from January 1972 to the present.¹⁵ The Reference File (REF) contains the cross references in use at Stanford. While this provides some authority control, searching the system for an older author demonstrated that only those cross references for records in the CDF (from Stanford) have been included.¹⁶ The fourth file, the In-Process File (IPF) is at present Stanford's automated acquisitions system. Here only those books on order at Stanford are recorded. The system-maintained sequence for searching is MRF, CDF, REF, and IPF. The operator may, however, sequence these files in any order. A record being catalogued from the IPF is automatically removed to the CDF when cards are ordered.

In all phases of online activity with RLIN, two modes are available to the participant: "full-face" and "line-by-line." The full face mode provides a CRT screen with data arranged much like a catalog card. The whole record can be displayed, corrected and input with a single transmission. A whole series of screens are available for this mode, which however, requires a dedicated high-speed communications line (probably something very similar to "hard wire") and a special RLIN terminal (the Zentec 9003). The line-by-line mode has its own set of screens which display the bibliographic elements in a vertical pattern with mnemonic tags denoting their function. Telecommunications here is through the slower and less expensive TYMNET (dial-up) to Stanford. Most RLIN participants use the system in line-by-line mode. There is nothing comparable to these two modes in the OCLC system.

RLIN's data base of over one million records contains a very high proportion of LC MARC records (81.9%), which primarily emphasizes its recent growth. Of the records entering the data base from Stanford (into the Catalog Data File), almost all bibliographic materials in the Roman alphabet are represented. The files are especially rich in materials in Western European and Slavic languages.¹⁷ When in May 1977, BALLOTS had just over one hundred participants, these were broken down as follows: academic libraries, 46; public, 16; special 21; and governmental and others, 19.

The recent influx of large research libraries will certainly alter this balance and should, of course, change the composition of the data base. The RLIN system is scheduled for RLG use at the required levels by December 31, 1981.

RLIN's search facilities are by far its most impressive feature. The system is in many ways reminiscent of DIALOG-like systems in its wide range of capabilities and use of a fairly extensive command language. RLIN presently offers eight avenues of access: 1) personal name, full or truncated in any order; 2) title, full or partial, permuted or in original order; 3) corporate or conference names with truncation allowed; 4) LC card number; 5) RLIN identification number; 6) LC or DDC call number (in the CDF only); 7) LC subject headings (also for the CDF only); and 8) most recently, ISBN. The search capabilities of the system are further augmented by its use of Boolean operators allowing any of the access points to be used in combination with others, and the searcher's ability to modify the search with additional access elements after it has begun.

The advantages of the RLIN system appear at present to be more potential

and conceptual than actual. Certainly the philosophy of its builders, the creation of a system encompassing library functions well beyond just those of technical services, is an estimable goal. Frequently the quality of the bibliographic records in the data base is cited as an advantage, and probably quality will continue to remain high given RLG's recent decision. RLIN has shown greater initiative in bringing an authority file online than OCLC, even though the present system is based exclusively on Stanford's. The addition of New York Public Library's authority may be a benefit. However, since the end of January 1980, OCLC users have had access to about 180,000 of LC's most recent name-authority records. Generally, the system seems to suffer somewhat less than OCLC from downtime,¹⁸ but this may change as more participants are brought online. Certainly the sophisticated search capabilities RLIN affords are a great advantage. So far the system has not encountered a stumbling block analogous to OCLC's 256 algorithm; and the ability to conduct a relatively complete search on corporate authors is a valuable addition.

Like OCLC, RLIN has its disadvantages, which may be subsumed under four categories. First, there are rather extensive limitations on the system's search capabilities. Neither the call number nor the subject heading search enter the MARC File. Thus, the number of records actually involved is quite small, and their usefulness limited: the call number search does not yield a reliable shelflist for the cataloger, and the subject search does not have the authority control implicit in LC MARC records. Secondly, the much smaller data base, with its gaps in LC cataloging, connotes a lower "hit rate" than OCLC, if the rate is calculated on the amount of original cataloging necessary. Certainly this is a disadvantage to a library embarking on a reclassification project, which would not receive the same reduction in usage fees offered by OCLC. A third point, the responsibilities of large academic libraries towards their smaller neighbors, warrants attention. Several RLG members, such as the University of Pennsylvania and Yale, are private institutions, perhaps not as responsive to such support functions. RLG's perception of a "special mission" coupled with the present competitive atmosphere between the two utilities, could presage a decline for cooperative librarianship and resource sharing. Finally, while the RLIN system is not yet complete, clearly, each library must closely consider the ramifications of centralized processing vis a vis distributed processing. Being larger with a highly centralized system need not be better.

Costs and Managerial Ramifications

The world of library literature has, in recent years, seen a deluge of studies investigating the cost-benefits of online cataloging. Most of these examine OCLC; a few RLIN; and even fewer the two utilities together. Many studies are really comparisons of online cataloging and the previous manual systems, and almost of all of them show a reduction of something somewhere by going online.

In studying cost benefits with OCLC, the literature breaks down into four groups. A few researchers, especially those studying a single institution, have noted actual reductions in the number of F.T.E. personnel needed in technical services,¹⁹ while other studies, examining more than one library, have noted some decline, but not enough to support definitive conclusions.²⁰ Other

libraries have seen an increase in productivity and efficiency without any decline in staff since joining OCLC, and the same study points to a third conclusion, that OCLC fees have risen very slowly and that the system has generally kept the costs of technical services from rising at the same rate as inflation in recent years.²¹ Finally, an Australian librarian, attempting to project costs for libraries in his country, arrived at the conclusion that: "... the more inefficient a library is the greater the benefits it is likely to derive from the system [OCLC] and vice versa."²²

Fewer studies are available for RLIN. One study at Stanford noted fairly impressive staff reductions.²³ Another study, comparing costs for the two systems found an inverse relationship between previous library efficiency and future system savings much like the Australian study.²⁴

The reason for discussing these studies is primarily to emphasize two theses. First, as the OCLC studies demonstrate, a library should not expect a windfall in staff reductions or necessarily in other savings; there are too many variables involved to posit a simple casual relationship. Second, since RLIN and OCLC are basically similar in what they provide, at least at this stage, one may extrapolate from the OCLC studies that similar effects would apply if RLIN were adopted.

Turning to actual costs of the two systems, the basic similarities seem to continue. In recent years RLIN has attempted to become more competitive in its pricing to the point that there is very little difference in fee structures between the two. One recent study found that RLIN averaged (or would average) \$.45 per title more than OCLC.²⁵

This comparison breaks down, however, when the total costs to the library for each system are considered. Here the picture is much less clear. Neither utility precisely outlines all changes a library must bear to participate. This seems especially true of RLIN, with its rather expensive demands in the telecommunications sector. Each RLIN terminal requires a dedicated line, as compared with the one line for all OCLC terminals.²⁶ This situation is further exacerbated not only by the need to purchase new, relatively more expensive RLIN terminals, but also for the East Coast especially, by the need to have more terminals because the system is not up as long here as is OCLC.²⁷ Illinois' Hugh Atkinson, noting that his institution catalogs 11,000 titles monthly, declared "RLIN would cost the library \$50,000 a year more than OCLC does."²⁸ A recent study done at Cornell University came to similar conclusions: in the long run OCLC was "less expensive and more efficient," even though Cornell averaged an additional \$3.00 per title in costs to bring OCLC cataloging up to its standards.²⁹ From the foregoing, one may safely conclude that RLIN is indeed more expensive, but that actual differences are contingent upon several factors, including hours and workload of technical services, distance from California, and whether the library uses RLIN in full-face or line-by-line mode.

The ramifications for management in technical services appear to be quite similar, no matter which system is adopted at this stage. The clear division of function between cataloging and acquisitions was often blurred in many libraries by the introduction of OCLC. At its present stage of development RLIN should bring about a similar pattern. However, when RLIN brings its other

systems online, especially the In-Process File and full subject searching capabilities, these could quite possibly lead to much wider changes. The RLIN system was planned to integrate a broad spectrum of library operations. Thus, it seems likely that public service librarians will become more familiar with and active in some technical service functions, just as technical services personnel may perform support and even reference functions in assisting patrons to use public terminals. Therefore, if the RLIN design comes to fruition, the potentiality seems present for some rather sweeping changes in the duties and skills required of much of the library staff.

On another level, RLIN may promise a brighter future than OCLC. If De Gennaro is correct in his belief that the system can support the RLG in resource sharing programs for libraries now faced with the prospect of seeing their collections double every fifteen or twenty years, this may indeed be of great ultimate value.³⁰

Available Subsystems and Future Developments

Of the other facets of the OCLC system, two products are directly related to cataloging. System-generated catalog cards, arriving seven to ten days after the record is "produced" has been a great labor saving feature of the system. Not only has much of the burden been lifted from local photo-duplication facilities, but the fact that the cards come pre-sorted has also meant savings in catalog maintenance. OCLC archival tapes may prove even more significant for the local library. These may be ordered periodically and may be used to produce COM catalogs, book catalogs, or accessions lists for a single library or a group. The tapes, written in ASCII with unblocked variable length records may be converted into EBCDIC.

OCLC has one subsystem, the Serials Check-in System, which is relevant to cataloging. Still in the testing phase, the system provides three services: 1) automatic check-in to update holdings, predict arrival dates for the next issues; 2) a claiming system to identify unreceived issues and produce claims notices; and 3) a binding file to identify completed binding units and produce binding notices. The system is not yet fully operational.

Although the utility has yet to bring an acquisitions subsystem online, at least one library has been able to use the OCLC record reproduced on a local printer using large eight-part tear sheets, to facilitate the acquisition process.³¹

At present, OCLC has only one fully operational subsystem. The Interlibrary Loan Subsystem, available to all participants since April 1979, should greatly increase the speed and efficiency of library operations in this sector, if it does not prove too great a burden in terms of personnel, collection resources and funding for the larger libraries.

Ultimately OCLC is to consist of six subsystems: 1) the presently available cataloging unit; 2) serials control, still being tested; 3) the recently operational interlibrary loan system; 4) an acquisitions system; 5) circulation control; and 6) subject retrieval. Although it has brought an authority file online, authority control will, apparently, remain a problem for the system for some time. At a recent conference, an OCLC spokesman

"... saluted the regional networks and commended the democratic nature of doing without authority control. OCLC, she said, won't do anything about AACR-2 until 1981, but it will load the LC file authority file this December [1979]."³²

RLIN differs very little in its support services currently available for cataloging. It too produces sets of pre-sorted catalog cards, sent out in three to four days. RLIN archival tapes, also written in ASCII, are also available for COM or book catalog production. However, if OCLC does place restrictions on its participants' use of the tapes, the RLIN system may prove more advantageous by default. RLIN does, however, provide one valuable service that OCLC does not. Should a library fail to find LC cataloging in the data base, it may enter a "Standing Order Search," which requires the system be searched monthly for eight months in an attempt to match the request with LC MARC records entering the data base. This service costs \$.30 per title per month, but it could prove valuable in reducing backlogs and labor involved in subsequent searching.

At present RLIN's other subsystems are limited to the In-Process file which generates purchase orders, vendor invoices, first and second claim notices and cancellation notices for the Stanford Acquisitions Department. Still:

[by] the 1980's, RLIN promises to make available network acquisitions and authority control. And it promises 'superior interloan service' since its members' requests, coordinated by the Bibcenter at Yale, will be given priority treatment over those of other libraries.³³

RLIN also plans to implement an authority control file providing see and see-also references coupled with automatic error detection. It hopes to have this feature online during the first quarter of 1980.

The California utility also hopes to provide increased service in serials processing, support for non-book formats, and improved interfacing with the other utilities, including OCLC.³⁴ RLIN spokesmen, and the literature in general, are peculiarly silent about the extension of subject searching capabilities beyond the contributed cataloging file (CDF).

The Utilities and Standardization of the Bibliographic Record

In examining the utilities' relationship to international cooperation, this section deals with two aspects, only roughly related to each other.

Understandably, perhaps, few Europeans have written much comparing the two systems. Two German librarians, writing in 1975, provide the little available information. A. H. Helal found that OCLC was achieving its major objectives in the areas of speed and efficiency and that it was "deservedly characterized . . . as the most successful computerized, centralized data base in the states."³⁵ Neubauer, providing the only true comparison, found *BALLOTS* was in many ways the superior system. He was especially impressed by *BALLOTS*' search capabilities, beside which those of OCLC were described as

archaic. OCLC, lacking a unified editorship, would not provide the quality of online cataloging BALLOTS eventually will. While OCLC has met its limited mission, provision of cataloging support as swiftly and successfully as possible, it will encounter major difficulties as it attempts to broaden its objectives. BALLOTS, from the beginning conceived as an integrated system, "would most probably prove more qualified for use in non-English speaking nations because of its fundamental philosophy and its multifaceted capabilities."³⁶

In the English-speaking world, the Australians have shown some interest in OCLC and its possible introduction into their country. On the one hand, the system provides access to much that is not in the Australian MARC system. On the other hand, there appears to be relatively slight cost-benefit in adopting OCLC.³⁷ Most recently the Australian National Library has acquired software from the Washington Library Network.

The second issue, international standardization of cataloging is, at this stage, not directly relevant to the utilities as such, although recent LC decisions imply that they will have a greater voice in future format changes.³⁸ From the Paris Conference in 1961 through the Copenhagen Conference of 1969, most IFLA attention was centered on standardizing the cataloging codes. In some ways, AACR-2 is a product of these efforts. Since 1969, increasing international effort has gone towards producing a standard machine-readable format for the bibliographic record. By the mid-1970's the situation in Europe was fairly confused: while France, Sweden, Norway, and the Netherlands were able to adopt most of the MARC II format, each national library used the tags and subfield designators to denote different elements. The West German format (MABI) bears very little resemblance to MARC II.³⁹

Some idea of the differences in complexity may be seen in the fact that in the U.S. MARC format, the title field is broken into three subfields, while in the INTERMARC format [then under consideration for international bibliographic data exchange] it is subdivided into twelve.⁴⁰

Whereas most of the conclusions relevant to file structures and search capabilities are included with that section, some closing, hopefully more general remarks might be made at this juncture.

Viewed solely in terms of cataloging functions, OCLC seems the better system: in its present configuration it most nearly serves as a cataloging support system. Many of RLIN's features, such as its sophisticated search capabilities have only limited value to the cataloger working with book-in-hand.

Generally, OCLC appears the better system when comparing the *present* performances and capabilities of the two. It contains a wider variety of records in a much larger data base. Certainly the 256 algorithm has proven unfortunate: the lack of quality controls has allowed much duplication and many records of suspect quality to enter the data base. Still, RLIN's smaller, and apparently more exclusive data base would make it a second choice even though the Standing Order Search and the ability to retrieve one's own cataloging are desirable attributes. Also, it seems apparent that OCLC will not stand still: perhaps the present competition will foster new programs at a quicker pace.

RLIN, on the other hand, promises a much brighter future. The integrated concept is certainly an attractive one, and in many ways reflects a somewhat pervasive holistic frame of mind common in academic circles. However, it seems that the real question here is the place of centralized processing in future automation. It now seems probable that some tasks are better accomplished locally, and that the cause of efficiency might be better served by operating some systems locally, such as acquisitions and circulation, rather than through a central computer in Ohio or California. In some ways, RLIN may be proposing a panacea to the library's processing problems. It appears to be somewhat analogous to "turn-key" computer systems, ready to turn on, but unable to confront and handle the myriad of local exceptions, standards, and policies which form such a critical part of the library's core.

The rise of the RLG and its use of RLIN may in fact form the basis for a further division in the library world, rather than leading the way to national bibliographic control. There does seem to be a certain elitism in some RLG pronouncements, and one does wonder what "special mission" RLG members have which has been denied other large academic libraries.

Perhaps the happiest and most utopian conclusion to the present situation would be the rise of national or regional vendors who could handle at least these two utilities so that a single library could access the bibliographic record independent of where it was input. After all, such knowledge, if not free, should at least flow freely, shouldn't it?

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NOTES

1. While the author is primarily concerned with non-machine readable copy, Dowell's book is perhaps the best work on this complex issue. See: Arlene Taylor Dowell, *Cataloging with Copy: A Decision-maker's Handbook* (Littleton, Colo.: Libraries Unlimited, 1976).
2. James Thompson, "The 'New' Catalogs and the Unfinished Revolution," *American Libraries* 10 (June 1979): 358.
3. Jamie J. Levine and Timothy Logan, *Online Resource Sharing: A Comparison of BALLOTS and OCLC, A Guide for Library Administrators* (San Jose, Calif.: California Library Authority for Systems and Services, 1977), p. 85. For a slightly revised, but more recent treatment see: Mary Ellen Jacobs, Richard Woods, and Judith Yarborough, *Online Resource Sharing II: A Comparison of: OCLC, Incorporated, Research Libraries Information Network, and Washington Library Network*, ed. Susan K. Martin (San Jose, Calif.: California Authority for Systems and Services, 1979).
4. Thompson, "The 'New' Catalogs," pp. 358-359.
5. The total number of records was obtained by taking the first identification number for the day for a new record and subtracting 1% for deleted records as per OCLC's recommendation. *OCLC Newsletter*, No. 122, April 5, 1979, p. 5. This figure is somewhat misleading in that not all of the records are accessible, see *infra*, p. 6.
6. "Stanford University's BALLOTS System: Project BALLOTS and the Stanford University Libraries," *Journal of Library Automation* 8 (March 1975): 31-32.
7. *Ibid.*, pp. 41-42.
8. Richard De Gennaro, "Research Libraries Enter the Information Age," *Library Journal* 104 (November 15, 1979): 2409.
9. Richard De Gennaro, "From Monopoly to Competition: The Changing Library Network Scene," *Library Journal* 104 (June 1, 1979): 1216.
10. Interview with Benjamin F. Speller, Jr., Professor of Library Science, North Carolina Central University, Durham, N.C., 6 November 1979. Speller demonstrated many of RLIN's functions by connecting (dial-up) to RLIN and going through several phases of searching and inputting. The figures given are those presented by the system.

11. Actually, several studies place this figure at well over 90%, but the more conservative figure seems more appropriate for a library dealing with relatively esoterici materials. Both OCLC and RLIN claim "hit rates" of 80-90% but this is misleading in that these rates actually reflect the ratio of new records input vis a vis those already in the system from which cards are "produced." Interview with Joe A. Hewitt, Associate University Librarian for Technical Services, Wilson Library, University of North Carolina at Chapel Hill, Chapel Hill, N.C., 8 November 1979.
12. This encapsulates part of Illinois' Hugh Atkinson's reasons for remaining with OCLC. "OCLC & RLIN Backers Cross Swords at Mid Atlantic," *Library Journal* 104 (November 15, 1979): 2390.
13. Richard W. Blood, "Impact of OCLC on Reference Service," *Journal of Academic Librarianship* 3 (May 1977): 68-75.
14. Susan K. Martin, "Library Networks: Automation and Organization," *Summary of Proceedings, Thirty-First Annual Conference of the American Theological Library Association, Vancouver School of Theology, June 20-24, 1977* (Philadelphia: American Theological Library Association, 1978), p. 99.
15. Allen B. Veaner, "BALLOTS—The View from Technical Services," *Library Resources and Technical Services* 21 (Spring 1977): 128. The author notes that at the time he wrote, the BALLOTS MRF contained a gap (May-August 1972). No evidence appeared in the literature surveyed that this situation has been rectified. Also, from 1972 to February 1975, certain classes of LC records were excluded, while others were loaded without fixed fields. Apparently these records were loaded or updated late in 1977 or early 1978. Logan and Levine, *Online Resource Sharing*, p. 22.
16. Speller interview. The test used was rather simple and, of course, subject to error. A relatively famous German author, Muller von der Bruck, was chosen. Searching on the whole name or any part of it failed to retrieve any records, and also failed to retrieve the obvious (and established by LC) cross references.
17. Veaner, "BALLOTS," p. 128.
18. System downtime averages 3.8% per week. Jacobs et al., *Online Resource Sharing II*, p. 15. The authors also note that RLIN's response time is slightly better than OCLC's.
19. Joseph Z. Nitecki, *OCLC in Retrospect: A Review of the Impact of the OCLC System on the Administration of a Large University Technical Services Operation*, University of Illinois Graduate School of Library Science, Occasional Papers, No. 123 (Urbana: University of Illinois Press, 1976), p. 11. Nitecki notes the need for fewer, but more advanced catalogers. G. Stecher, "Shared Cataloging: An Exercise in Costing OCLC," *Australian Academic and Research Libraries* 7 (March 1976): 1-11. While not actually a study of OCLC in operation, Stecher does see some personnel reductions as likely in certain technical services functions.
20. "The Impact of OCLC on Departments Cataloging—A Study," *Network* 2 (January 1975): 15-16. Of the eleven Ohio libraries studied four and a half professional positions were eliminated during the three years studied. A simple Z-test shows this is not statistically significant. Joe A. Hewitt, "The Impact of OCLC: The Good and the Bad, as Recorded by Researcher Joe A. Hewitt in an Epic Journey to Every Charter Member Library of the Online System," *American Libraries* 7 (May 1976): 273-274. Elizabeth W. Matthews, "Effect of OCLC on Workflow in Law Libraries," *Law Library Journal* 71 (November 1978): 663.
21. Ichiko T. Morita and D. Kaye Gapen, "A Cost Analysis of the Ohio College Library Center Online Shared Cataloging System in Ohio State Universities," *Library Resources and Technical Services* 21 (Summer 1977): 286-288.
22. Stecher, "Shared Cataloging," p. 10.
23. "Stanford University's BALLOTS," pp. 41-43.
24. Anton R. Pierce and Joe K. Taylor, "A Model for Cost Comparison of Automated Cataloging Systems," *Journal of Library Automation* 11 (March 1978): 12.
25. *Ibid.*, pp. 18-22.
26. Hewitt interview.
27. Rodger S. Harris, Head of Cataloging, Wilson Library, University of North Carolina at Chapel Hill, Memorandum of Costs of Converting to the RLIN System, 29 October 1979.
28. "OCLC & RLIN Backers," p. 2390.
29. "RLIN Wins More Grant Aid; Adds New Members," *Library Journal* 104 (August 1979): 1505.
30. Richard De Gennaro, "Research Libraries," pp. 2406-2409. Hewitt, however, in "Impact of

OCLC," pp. 270-271, did not find great cooperation among his libraries in acquisitions as a result of going online.

31. Doris R. Brown and Kathryn De-Graff, "From Purchase Order to Processing Slip on OCLC," *Library Journal* 104 (October 15, 1979): 2173-2174.
32. "OCLC & RLIN Backers," p. 2389.
33. Ibid.
34. Levine and Logan, *Online Resource Sharing*, p. 86.
35. A. H. Helal, "Bibliotheksautomatisierung in Ohio College Library Center & Northwestern University Library," *Zeitschrift fur Bibliothekswesen und Bibliographie* 22 (Mai/Juni 1975): 264.
36. Karl Wilhelm Neubauer, "On-line Verbundsysteme fur die Katalogisierung, Grundprobleme im Vergleich von OCLC und BALLOTS," *Zeitschrift fur Bibliothekswesen und Bibliographie* 22 (Juli/August 1975): 343-351.
37. Stecher, "Shared Cataloguing," p. 11.
38. Susan K. Martin, "The Care and Feeding of the MARC Format," *American Libraries* 10 (September 1979): 498. Conversely, the relatively slow ALA committee (MARBI) will have less influence.
39. Mogens Weitemeyer, "Den internationale situation vedrorende ebd-formater," *Bogens Verden* 2 (1974): 42.
40. Lucia J. Rather, "Exchange of Bibliographic Information in Machine-Readable Format," *Library Trends* 25 (January 1977): 635.

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FEDERAL DOCUMENTS

To save space, the issuing agency and imprint for federal documents has been omitted; the place and publisher are Washington, D. C., Government Printing Office. Entries do include the Superintendent of Documents classification number, used in many of the 30-odd depository libraries in North Carolina, and ordering information from the GPO (the stock number and price). There is a minimum of \$1.00 for ordering from the Government Printing Office, Washington, D. C. 20402, or from regional bookstores, one of which is at Room 100, Federal Bldg., 275 Peachtree St. N.E., Atlanta, GA 30303. The Consumer Information Center catalog number (CIC) is given for some documents available from the Center, Pueblo, CO 81009.

Beautiful junk. 1975, 12 p. HE 21.202:J 96, S/N 017-092-00004-9 \$.40
Ideas for making things from waste materials, including a list of sources for obtaining material and 42 items to make.

Do you want a summer job? Tips on how to find one. 1974, 6 p. L 1.2:J 57/18, S/N 029-000-00197-9 \$.35

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Fun with good foods. 1978, 48 p. A 1.68:1204, S/N 001-000-03868-1 \$2.50
Coloring books and activity sheets on nutritional foods for kindergarten and elementary-age children.

Fun with the environment. 1977, 15 p. EP 1.2:F 96/977, S/N 055-000-00161-8 \$.90
Fun-as-you-learn book for very young children about the importance of protecting the environment.

Good foods coloring book. 1973, repr. 1978, 31 p. A 1.68:912/2, S/N 001-000-02940-1 \$1.10
A coloring book that goes with *Fun with good foods*. In English, Navajo, or Spanish.

Got a minute? 1979, 6 p. HE 20.8202:M 66, S/N 017-024-00886-9
Comic book, offering advice and alternatives to drugs.

Katy's coloring book about drugs and health. 1970, repr. 1977, 20 p. J 24.2:K 15, S/N 027-004-00011-3 \$1.10
A coloring book about the place of medicine and drugs in children's lives. Includes text which the adult may use in discussing the illustrations. In English or Spanish.

Owlie Skywarn's lightning book. 1978, 16 p. C 55.102:L 62/4, S/N 003-018-00086-5 \$1.00 CIC 175-H One of a series of pamphlets on weather, featuring advice to young children on adverse weather conditions.

Sprocket Man. 1979, 26 p. Y 3.C76/3:2 Sp 8, S/N 052-011-00174-1 \$1.10 or \$3.50 per 10 bulk rate. Comic book featuring tips on bicycle safety.

This side up: Making decisions about drugs. 1978, 64 p. HE 20.8202:T 14, S/N 017-024-0076-5 \$2.20 or \$1.25 per 100 bulk rate. Informally-written pamphlet on drug education and alcohol abuse problems facing teenagers.

Toy safety coloring books (series). 1973 and later years. Y 3.C76/3 Prices and subjects vary: Includes coloring books, activity sheets, posters, and guides for parents or teachers on play equipment for preschoolers to 10-year-olds.

Toys: fun in the making. 1979, 30 p. HE 21.2:F 96, S/N 017-090-00052-6 \$1.50 Ideas for making children's toys.

Water wise: a conservation handbook. 1979, 20 p. I 27.19/2:W 29/4, S/N 024-003-00134-1 \$1.75 A handbook on water conservation, which includes classroom activities on different uses of water in everyday life.

What's to eat? Yearbook of agriculture, 1979. 1980, 144 p. A 1.10:979 \$4.50 CIC 180-H Questions kids ask about food, and nutritional information for kids and parents written in an informal way.

World of tomorrow; aerospace activities for 8-10-year-olds. 1978, 61 p. NAS 1.19:144, S/N 033-000-00745-1 \$3.00

Your world, my world, a book for young environmentalists. 1973, 48 p. EP 1.2:W 89/2, S/N 055-000-00079-4 \$1.50 A serious book for young people about the environment and their role in protecting it.

American potpourri; multi-ethnic books for children and young adults. A bibliography based on the acquisitions of the Educational Materials Center. 1977, 12 p. HE 19.128:Am 3, S/N 017-080-01676-1 \$.35 Publications in the EMC, U. S. Office of Education (later the Educational Materials Review Center).

Annotated bibliography for child and family development programs. 1977, 126 p. HE 23.1011:C 43, S/N 017-060-00131-3 \$3.00

Annotated bibliography of children's picture books: an introduction to the literature of Head Start's children. 1978, 85 p. HE 23.1111:C 43, S/N 017-092-00038-3 \$2.75

Books that help children deal with a hospital experience. 1978, 24 p. HE 20.5102:B 64/978, S/N 017-031-00020-1 \$1.20

Child abuse/neglect: a guide for detection, prevention, and treatment in BCHS programs and projects. 1977, 26 p. HE 20.5108:C 43/2, S/N 017-026-00064-0 \$1.30 From the Bureau of Community Health Services, Dept. of HEW.

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Children today. Bimonthly. HE 23.1209. Subscriptions \$8.00 a year (U.S.) File code 2P. Directed toward current events, programs, and problems of children through high school; includes book reviews and a selected bibliography of documents.

Children's books. Annual, each issue 16 to 20 pp. LC 2.11 Latest is 1978, 20 p. S/N 030-001-00087-7 \$1.00 CIC 174-H A list of the best books of the year. From the Library of Congress.

Children's literature, a guide to reference sources. 1966, 341 p. LC 2.8C 43, S/N 030-001-00014-1 \$5.45 Supplements in 1972 (316 p., S/N 030-001-00044-3 \$5.50) and 1977 (413 p., S/N 030-001-00075-3 \$7.75). By Virginia Haviland and others.

Coping: books about young people surviving special problems: a bibliography based on the acquisitions of EDMARC. 1977, 10 p. HE 19.128:C 79, S/N 017-080-01783-1 \$.90 Lists books in the Educational Materials Review Center collection which deal with problems that might be encountered by young people.

Creating independence, 1763-1789, background reading for young people. 1972, 62 p. LC 2.2:In 2/5/763-89, S/N 030-001-00046-0 \$1.45

Creative life for your children. 1962, 41 p. HE 21.114:1, S/N 017-091-00138-3 \$.90 By Margaret Mead. An essay on encouraging the development of creativity in children.

Day Care for your children. 1974, 12 p. HE 1.452:D 33, S/N 017-091-00194-4 \$.35

Daytime care of children, October 1974 and February 1975. 1976, 23 p. C 3.186:P-20/298, S/N 003-001-90503-5 \$.65 Statistical results of Census Bureau surveys.

Fair textbooks: a resource guide. 1979, 430 p. CR 1.10:61, S/N 005-000-00224-9 \$7.50 Extensive listing of textbooks, trade books, government documents, articles, pamphlets, audio-visual materials, and other sources of information on providing a bias-free education.

For younger readers: Braille and talking books, 1978-1979. 1979, 207 p. LC 19.11:Y 8/978-79 ISSN 0093-2825 Available from the National Library Service for the Blind and Physically Handicapped, Washington, DC 20542. A

selection from *Braille book review* and *Talking book topics*. with annotations and description of grade level.

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a
Freedom of reach for young children: Nonsexist early childhood education. 1977, 58 p. HE 19.108:N 73, S/N 017-080-01778-4 \$2.10 Information and activities for teachers.

\$
Indians: Book list for young readers. 1977, 10 p. I 20.48:18/977, S/N 024-002-00061-6 \$.80

S
r
Infant care. 1978, 72 p. HE 23.1202:In 3, S/N 017-091-00178-2 \$1.00 To be revised in 1979, S/N 017-091-00228-2 \$2.00 Revision of a best-selling pamphlet for new parents, first published in 1914.

a
f
Mainstreaming preschoolers. 1978. HE 23.1110 Eight books for teachers, parents, and others who work with children with physical or emotional handicaps or learning disabilities. Pagination, prices, and GPO stock numbers vary with each book.

No easy answers: the learning disabled child. 1978, 131 p. HE 20.8102:L 47/2, S/N 017-024-00687-4 \$3.25 Helps parents and teachers understand the behavior of children with a learning disability and suggests ways to help children overcome problem.

Playground for all children. Book 3, Resource book. 1978, 153 p. HH 1.2:P 69/bk. 3, S/N 023-000-00463-1 \$3.50 Shows the development of a playground in New York City that was especially designed for integrated play between handicapped and able-bodied children. Books 1 and 2 in the set describe criteria for playground's design and the design competition.

Reader's guide for parents of children with mental, physical, or emotional disabilities. 1977, 144 p. HE 20.5108: R 22, S/N 017-026-00058-5 \$3.00

Research on the effects of television advertising on children: a review of the literature and recommendations for future research. 1977, 229 p. NS 1.2:T 23/4, S/N 038-000-00336-4 \$3.75.

Review of Head Start research since 1969 and an annotated bibliography. 1978, 158 p. HE 23.1011:H 34, S/N 017-092-00037-5 \$4.25

Smoking and health: an annotated bibliography, school edition. Prepared by Cancer Information Clearinghouse, National Cancer Institute. Washington, National Institutes of Health, 1979. 36 p. HE 20.3615:Sm 7/2 125 citations to printed and A-V materials for students and teachers. Address of Clearinghouse: 7910 Woodmont Avenue, Suite 1320, Bethesda, MD 20014.

Your child from 1 to 6. 1978, 92 p. HE 23.1202:C 43, S/N 017-091-00219-3 \$1.75 A standard baby-care book for decades.

Your child from 6 to 12. 1966, repr. 1976, 98 p. HE 21.110:324, S/N 017-091-00070-1 \$1.15

For other publications on children, write for GPO subject bibliography 35, *Children and youth*, May 29, 1979, 39 p., free from the Government Printing Office, or consult standard documents reference sources such as the *Monthly catalog of United States government publications* and the *Index to U.S. government periodicals*.

STATE DOCUMENTS

The child advocate. Bimonthly, Governor's Advocacy Council on Children and Youth, 112 West Lane Street, Raleigh, NC 27611. A recent issue included information on workshops and conferences relating to children, day care, Head Start, foster children, federal spending on children, summer camps, and aggressive children.

Mauldin, Lundie, and Dirk Frankenberg. *North Carolina marine education manual*. Raleigh, UNC Sea Grant, North Carolina State University, 1978. 5 v. (Sea Grant publication, UNC-SG-78-14) Free to residents of North Carolina: Request from UNC Sea Grant, 105 1911 Building, North Carolina State University, Raleigh, NC 27607. A collection of teaching materials for middle school teachers on all aspects of the coast—from science to humanities and history. Includes addresses of key agencies and sources for further information.

North Carolina. Governor's Advocacy Council on Children and Youth. *Services for young children in North Carolina: a directory of services offered statewide for children 0-8 years old*. Raleigh, The Council, 1978. 19 p. Free.

_____. *Why can't I have a home: a report on foster care in North Carolina*. Raleigh, The Council, 1978. 69 p. Free.

North Carolina. Joint Child Health Planning Task Force. *A child health plan for raising a new generation*. Raleigh, N. C. Dept. of Human Resources, 1979. 75 p. Free. This report is the joint effort of the Dept. of Human Resources and the N. C. chapter of the American Academy of Pediatrics and sets forth a health plan for North Carolina's children. Based on the controversial "New Generation" Act (General Statutes 143B-426.2, Session Laws 1979, ch. 898).

North Carolina investments in children. Raleigh, Office of the Governor, 1979. 55 p. Free

Ogle, Lauren, and Frank Roediger. *How children travel safely*. Chapel Hill, Highway Safety Research Center, University of North Carolina, 1979. 11 p. Free. This pleasantly illustrated story encourages the use of car seats.

Tar Heel junior historian. Raleigh, Tar Heel Junior Historian Association, North Carolina Museum of History, Division of Archives and History. Publ. three times a year during the school year. Sub. rate \$2.00 per year. The contents of a recent issue include articles on local history (courthouses, taverns, Stagville Plantation, cemeteries), Indians in North Carolina, the Fayetteville Arsenal, North Carolina inventors of the nineteenth century, and other topics written by students.

Walser, Richard. *Young readers picturebook of Tar Heel authors*. 4th ed., rev. Raleigh, Division of Archives and History, Dept. of Cultural Resources, 1975. 70 p. \$1.00.

The state Agricultural Extension Service and various county extension or home economics agents have publications of interest to children or adults, such as *Arts and crafts for boys and girls* (HE 77, 15¢), *How to start a group child care center* (HE 129, 10¢), *The facts about child care* (HE 130, 10¢), *Child guidance techniques* (HE 158, 25¢). Prices are subject to change.

The Division of Archives and History has published a series of pamphlets on North Carolina history for elementary and secondary school children. Other agencies which regularly publish materials are the Dept. of Public Instruction, various departments at most of the universities in the state system (for example, the Frank Porter Graham Child Development Center at UNC-Chapel Hill and NCCU's Early Learning Center), the N. C. Zoological Park, the Office of Child Day Care Licensing, and the Dept. of Human Resources.

INTERNATIONAL ORGANIZATIONS

The International Year of the Child had two general objectives, according to the United Nations resolution which established it: to provide a framework for advocacy on behalf of children and for enhancing the awareness of special needs of children on the part of decision-makers and the public; and to promote recognition of the fact that programs for children should be an integral part of economic and social development plans. Documents of international organizations may be read to determine the basis for the International Year of the Child (IYC) and to learn its goals, programs and results at the official level. The following documents are a selection from United Nations source documents.

United Nations, General Assembly, "International Year of the Child," Resolution 169 (XXXI), 21 December 1976, in General Assembly, *Official Records*, Thirty-first session, Supplement No. 39 (A/31/39), pp. 74-75. The text of the resolution declaring 1979 as the International Year of the Child. Reprinted in yearbook of the United Nations, 1976, p. 532.

United Nations, General Assembly, "Operational activities for development, International Year of the Child; Note by the Secretary-General," (A/33/338), 1 November 1978 (mimeo.) Report from the Executive Director of the United Nations Children's Fund on activities planned or underway on the IYC.

United Nations, General Assembly, "International Year of the Child," Resolution 83 (XXXIII), 15 December 1978, in General Assembly, *Official Records*, Thirty-third session, Supplement No. 45 (A/33/45), pp. 85-86. Resolution on activities to follow up after the end of the IYC.

United Nations, Economic and Social Council, "International Year of the Child," Resolution 1979/57, 3 August 1979, in Economic and Social Council, *Official Records*, Second regular session of 1979, Supplement No. 1A

(E/1979/79/Add.1), pp., 9-10. Requests the General Assembly to debate the IYC at its 34th session, later in 1979.

United Nations, General Assembly, "International Year of the Child: plans and action to improve the situation of children in the world, particularly in the developing countries: Note by the Secretary-General," (A/34/188 and 232 and Add. 1), 14 August, 14 May, and 16 October 1979 (mimeo.) Messages from Heads of States or Governments on observance of the IYC.

United Nations, Economic and Social Council, United Nations Children's Fund, "Directory of national action for the International Year of the Child (DONA)," (E/ICEF/663), 6 September 1979 (mimeo.) A 396-page directory of each country's activities in observance of the IYC.

United Nations, General Assembly, "International Year of the child: plans and action to improve the situation of children in the world, particularly in the developing countries: Note by the Secretary-General," (A/34/452 and Add.1), 5 and 8 October 1979 (mimeo.) Report of the Executive Director of UNICEF on the activities of the IYC.

United Nations, General Assembly, "International Year of the Child," Resolution 4 (XXXIV), 18 October 1979 (mimeo.) Urges all governments to follow up the IYC with long-term plans and action to improve the situation of the world's children.

World atlas of the child, prepared by the World Bank in recognition of the International Year of the Child. Wash., International Bank for Reconstruction and Development, 1979. 39 p. Free. Mostly statistics.

Other information on the IYC may be found in the *Yearbook of the United Nations*, 1976 (the latest published to date) and issues of the *U.N. chronicle* (formerly the *U.N. monthly chronicle*) from 1976 to present.

Compiled and Annotated by Barbara Fritchman, Forsyth County Library; Suzanne Levy, UNC-CH; and, Michael Cotter, ECU.

Workshop Words Worth Recall

Excerpts from Address by Ann Prentice, Director Graduate School of Library and Information Science, UT-Knoxville, at 13th Annual Library Trustee Conference, April 25-26, 1980, Burlington

In the past decade, there has been a trend away from the administrative library board that set policy, hired its executive officer — the librarian — and worked for adequate funding, toward the advisory board that has these same concerns but lacks the earlier authority. This is currently the case in North Carolina and has been so for several years. The trend toward the change in status is due to a variety of factors. To the town manager, the city manager, the mayor or the county executive, the presence of a policy making apparatus attached to what is to them, another department of local government is an often unwieldy problem. Not only does it upset an otherwise rational organization chart, it can also require an added amount of negotiation to operate the library. A measure of authority is not available to the local government officials and this can be seen as awkward, inefficient and perhaps even an affront. The library board they argue, like other similar boards has outlived its usefulness and should be eliminated in order to streamline government decision making. This makes sense to some degree and the argument has been accepted in a number of areas. Newly organized libraries often are incorporated directly into local government as departments and do not have any form of trustee involvement—administrative or advisory....

There is often an uncertainty about the relationship between the director of the library and the board. Where does the responsibility of one begin and the responsibility of the other end? The librarian is the executive officer of the board, selected by the board to carry out its policies in accordance with local regulations and the expectation of the profession. The librarian is the head of a department of local government responsible for the expenditure of public money to provide the highest possible level of information service. The librarian is the professional with the skills and responsibility to run the library on a day to day basis. Depending on whether you are an administrative board or an advisory board, the librarian is responsible to you or to local government.

The trustees represent the community that the library has the legal right and requirement to serve. Individual trustees understand the needs of various facets of the community and together they can provide a picture of the community and its concerns to the librarian. Library programs and services can be developed, reviewed and revised with these needs in mind. The long range plan for library service developed by both trustees and librarian is related to the community. The trustee is the community's representative in the library's planning process. In developing and maintaining policies — materials selection policy, loan policy, policies affecting use of the building — trustees have the responsibility for representing community concerns. The resulting plans and policies combine the expertise of the librarian and the community concerns of

the trustee and meet the objectives of the local government agency. They should also be in accordance with state and national planning and responsive to the concerns of the library profession.

Such lofty results do not occur in a vacuum. There is much discussion — between librarian and trustees, librarian and local government, trustees and local government. Open and frequent communication does not just happen. It has to be a continuous effort. The kind of communication at which the librarian is most effective is in the area of specific program needs and those subjects requiring specific knowledge such as — the average cost of a book has gone up 12%, what about an increase in the book budget or, I can open the library six extra hours a week with some staffing rearrangement but will need an extra \$1200 to cover added work hours. The trustee to local government communications in support of these would emphasize community needs. In expressing concern over increased book costs the trustee might cite increased use of books in times of economic downturn, problems increased book prices are causing those who normally buy their own, and the overall benefit a sufficient collection of materials is to the community. Rather than stress the mechanics of additional hours open, the trustee stresses community need and benefit. Trustee and librarian work together in communicating with local government. Their combined strength is in illuminating different aspects of the library's programs and the needs they fill.

An additional task the trustee may perform occurs when a new librarian is hired. He or she may be new to the community and needs to learn a great deal about the community in a short amount of time. The trustee when new to the board needs to learn a great deal about libraries and trusteeship in a brief period and this is the task of the librarian. The most successful trustee/librarian relationships are those in which each is aware of his or her responsibilities to the other. Open communications, a sharing of information and ideas, mutual respect and a combined effort to provide the best possible library and information service are the best ways to success. The librarian will provide the trustee with books and articles important to understanding the job of trustee and will be the trustee's continuing information source. The trustee would in turn be the librarian's best community information source for those concerns, ideas and other indications of what's really going on. Not long ago a trustee who was a librarian in a nearby community asked me what I considered the appropriate trustee/librarian relationship and I suggested that they be "friendly adversaries." I have been chided on occasion for that comment but stand by it, as it implies friendliness but not complacency. You have to be at your mental best with an adversary and when you are alert you do your best work. Just be sure you keep it friendly. . . .

Trustee responsibility begins with the development of a long range plan for library service. This plan will cover, in broad outline a period of 3-5 years and will indicate projected changes in the community such as growth or shifts in the population and the library's plan for meeting community information needs over that period. Projections for a new building or a branch library are part of the long range plan for capital improvement. The trustee shares in the development of both plans. The budget for the upcoming year is part of the long range plan. It has objectives for service and includes the cost of achieving those objec-

tives. Think of what the library should accomplish next year in terms of program budget which is also a plan of service. You can then develop from that a line-item budget and amounts for staff, materials, utilities, etc.

This budget which has been developed by the librarian and members of the board of trustees is then submitted to local government in the format and on the date required by law or local custom. There will be closed hearings on the budget which the librarian and trustee representatives will attend and which gives an opportunity to present the library's program. Later open hearings before the community are useful in supporting the budget but the funding decisions have usually already been made. The role of the trustee in these hearings, and it is an important role, is to bring to local government the concerns of the community for service and to champion the community's need for library services. There is often the suspicion that the librarian may have other concerns at budget time — better working conditions for staff, or a desire to meet professional standards and objectives. These are important but may appear to represent interests other than overall community interests. The trustee emphasizes community need and the librarian emphasizes library need and together they are a good working team.

FEDERAL FUNDS, PUBLIC LIBRARIES, AND NORTH CAROLINA

As I have prepared to retire from my participation in the federal library programs, I have been irresistably drawn to a "summing up" — an evaluation, if you like. And what I have found has pleased me.

Of course I know what the Library Services and Construction Act has done for the blind or physically handicapped patron, because I was actively involved in that. The Regional Library for the Blind added staff, and space and materials — it added Braille and tape and large type — it added recording booths and duplicating equipment so they could provide specialized materials, and it added readers — lots and lots of them! I know first hand about what LSCA did for libraries in state supported institutions also! In 1966 there were almost no libraries for patients, residents or inmates in state supported institutions — and no librarians to push such services. Now there is some kind of a public library service in every major state supported institution in North Carolina, and several of them even have professional librarians. We are not through, by any manner or means, but we have come a long way!

Those statewide services led my thoughts to others that have been started with LSCA or LSA, as it was originally. There are many! The Processing Center was an early one. That single accomplishment would have made the whole program worthwhile! It has been a tremendous help to many public libraries in this state, over the years since its establishment in 1959. We no longer use LSCA money to support this vital service, but it could not have been established without the federal funds.

The film service was another early one. The public librarians in the state began the film service, but the LSCA programs were allocating funds to purchase films for the collection, as early as 1958. LSCA support has kept that service alive, and is still helping a little, but last year the State budget was finally

stretched far enough to buy films. Much, much more is needed, but it is an accomplishment just to have kept such a vitally needed program alive for all these years.

The In-WATS service is another great achievement that LSCA can claim. A meeting of public librarians at the Jack Tar Hotel in Durham many years ago established the need for such a project as a high priority, and I think it has fully lived up to our expectations. Because of the North Carolina Information Network, citizens in every part of the state have access to the information and books they need and want, whether available locally or not. Libraries use this State Library service heavily in order to serve their patrons well. No mean accomplishment, and one LSCA can take credit for!

A corollary to In-WATS is the North Carolina Union Catalog. First started by the University of North Carolina at Chapel Hill and Duke University in 1933, it expanded to include State University and the State Library and began to receive LSCA support in 1968. Someday, in the future our dream of an automated Union Catalog (a Union database, actually) will come true, but the manual, inefficient system of filing cards to indicate the location of books in North Carolina libraries has proven invaluable over the years, and LSCA has kept it alive and paid for the microfilming of the catalog, so libraries could have immediate access. Another plus, I would say!

More recently, we can cite the Foreign Language Service that the Cumberland County Public Library runs so effectively. When the FY 1976 LSCA Annual Program first included that project, I think we all felt it was a bit peripheral, but it has proven to be an outstanding success and a much needed statewide service.

There are others. *The News and Observer Index*, the Public Relations project we tried, and even the Governor's Conference on Library and Information Services were LSCA funded. The most recent statewide service started is the new On-Line Information Retrieval project, and that one is too new to assess right now, but I feel sure it will be successful as well.

In addition to statewide services, the federal money has been used primarily to upgrade public library services at the local level. I am sure you all know that for many years LSCA provided construction funds for libraries. Fifty-four library buildings in North Carolina were built using LSCA funds and those buildings have made possible a far superior grade of library service for their communities. For many years, LSCA funds were used to supplement state aid payments, and in recent years there have been outreach enrichment grants—both of which have helped public libraries build up resources which otherwise would not be there. The regional library concept was also implemented partly with federal funds.

Many libraries have enriched and expanded their services as a result of LSCA funded special projects, and services to the homebound, the aged, the preschoolers, children and young adults would not exist in some libraries today if LSCA funds had not been available to demonstrate their worth to the community. Literacy programs, books-by-mail, information and referral services, educational brokering and the use of volunteers have all been tried in various parts of the state because public libraries were awarded special project grants, and most of them are still in operation today to some extent.

The use of LSCA funds for the education of library personnel has done its part in upgrading and enriching public library service. Fellowship funds were once available to allow individuals working in libraries to go to library school. More recently LSCA has funded workshops for library staffs — 35 since September of 1975. All of these have been well received and this past year we have had to give almost every one a second time, and then have turned people away! We have also given out 96 grants to public library personnel since June 1977. The recipients have attended workshops, institutes or other events, mostly out-of-state, and have brought new knowledge, new ideas and new enthusiasm back to the state.

I could go on and on. Community analysis, automated circulation systems, the Subregional Library for the Blind and Physically Handicapped are all LSCA funded projects that have helped to raise the level of public library service available to North Carolina citizens.

Our 1980 program will continue in the same vein, and we hope the momentum engendered by the federal library funds available to North Carolina will never be deflected. It is a program with which I have been proud to be a part.

Remarks by Marian P. Leith, Assistant State Librarian, Librarian/Library Trustee Institute, Burlington 4/26/80.

KEY CONSIDERATIONS IN FORMING A LIBRARY FRIENDS GROUP

I. MISSION/NEED

- A. General support and enhancement of library programs
- B. Friends generally provide a long term return, not short term dividends
- C. Inflation, reduced budgets, and problems of 80's, make Friends' support and activities even more vital and necessary
- D. Matching/challenge grants (government and private foundations). Friends are an excellent source for matching funds
- E. Strive for a library of which the football team can be proud

II. EARLY PLANNING

- A. Friends' task force. Align it closely to the library and the university or community and with the library administration, the library staff, retired staff, and representatives from the community
- B. Bylaws
 1. Drawn up by subcommittee of Task Force
 2. Use samples of other Friends' organizations
- C. Bylaws: general outline
 1. Name/purpose
 2. Executive Committee
 3. Board of Directors
 4. Meetings
 5. Duties of Board
 6. Executive Officers

7. Committees
8. Finances
9. Officers—President/Secretary-Treasurer
10. Nominating Committee
11. Membership requirements/categories/dues
12. Amendment procedure

III. BOARD OF DIRECTORS: membership/selection/terms

- A. Two or three year staggered terms—first year needs different length appointments
- B. Representatives of professions (e.g., legal, medical, university, etc.), business, university administrators, writers, artists, newsmen/journalists, CPA's, politicians, television personalities/executives, etc.
Mileage is likely to be gained from these automatic, key contacts
- C. Minimum participation and attendance requirements of board—trade-off between well known, involved figures and board attendance and participation
- D. Academic Friends, particularly, may wish to include a student board member
- E. Keep library and university representation (in academe) to a minimum—maybe three or fifteen or so board members

IV. CHARTER MEMBERSHIPS

- A. Initial drive and planning
- B. Publicity: alumni office in academe
- C. First annual dinner: choose speaker who is likely to draw attention and interest

V. MEMBERSHIP DRIVES

- A. Receptions
- B. Dinners
- C. Special events

VI. MEMBERSHIP/CONTRIBUTION AMOUNTS

- A. Membership categories/amounts
 1. Personal—the national average is about \$12.00
 2. Student—important in terms of later interest in Friends
 3. Corporate
 4. Benefactors
 5. Life—may eliminate continuing potential gifts from able donor
- B. IRS problem potentially with use of 'membership' term *per se*, may need to use words "contribution" or "affiliation."
- C. Membership cards

VII. ANNUAL MEETINGS

- A. Reception/cocktails, parties
- B. Dinners
- C. Speakers and entertainers, particularly keynote and prominent figures who have a general appeal. (Always have membership cards readily available at all functions.)

VIII. BUDGET/MONIES

- A. Membership in library-related (public) and university-related (academic) tax exempt organization or independently incorporated, tax exempt endowment account
- B. Often must resolve conflict of Friends and development offices in university setting
- C. Endowment account
- D. Interest/returns are important
- E. Checking account necessary to operate
- F. Choose some specific programs to sponsor and fund regularly

IX. FRIENDS U.S.A.

- A. National affiliation
- B. Benefits/ideas
- C. Membership fee very reasonable

X. RELATION TO LIBRARY/LIBRARY ADMINISTRATION

- A. Requires abundance of diplomacy and dynamism, as well as initiative and enthusiasm
- B. Administrator must resolve Friends' conflicts with library policy, such as on gifts which donor requests to be housed together
- C. Administrator must resolve staff resistance, if any, to Friends' programs and contributions
- D. Initial impetus and direction
- E. Liaison with library, the library staff, the community and the university (in academe)
- F. Office space
- G. Administrative/clerical support
- H. Some budgetary assistance
- I. Library administration should provide general direction and assistance without dominating the organization

XI. PUBLICITY

- A. Must be uniform high quality
- B. Must be professional and correct
- C. Must be graphically appealing and recognizable
- D. Need logo or symbol
- E. Must be well-coordinated and planned
- F. Choose speakers and programs which are likely to elicit newspaper and television coverage
- G. Keep a scrapbook and record of all publicity, brochures, and documents related to the Friends

XIII. SPECIAL PROJECTS/ACTIVITIES

Can be used to increase visibility and profile while also raising money and increasing memberships; always have membership cards readily available at all activities

- A. Student Library Competition (high school or university)
Appeal to and relate to students

- Open to undergraduate students, generally (brochures attached)
- B. Booksales
 - In Library
 - Community/shopping centers
 - Use Friends to gather and to sell books
 - Sell books for 25¢ to \$2.00 each, net result may be \$200-\$1,000
 - State schools and public libraries must be cautious about selling withdrawn, discarded library materials
 - C. Book Clubs
 - Coordinate for Friends' memberships
 - Coordinate for book contributions
 - Place containers in university departments and local business areas (malls) for book gathering
 - D. Music/Artistic Events
 - Ride in on the high level interest and publicity with such events; make money; coordinate membership drives and dinner meetings with receptions and parties in honor of these well-known artists
 - E. Book-of-Year Club concept
 - Have a specified amount, the interest of which places a book with plate in the library annually
 - F. Plaque—"A Friend of the Library"
 - Add one name yearly as the most outstanding "friend" of the library
 - G. Sponsor symposia/workshops
 - For Friends, library staff and for the community or the university, as well as national registrants
 - H. Anniversary celebrations of the Friends, library, etc.
 - I. Resolutions and support for library causes
 - J. Volunteer service: conducting tours, open houses and other work in the library, including assisting in the handicapped program, and children's services
 - K. Sponsor orientation galas for students and patrons, e.g., watermelon slicing
 - L. Assist the collection development program by identifying and cultivating potential donors
 - M. Raising money to match challenge grants
 - N. Assistance in decorating the library building, including furniture, art work, graphics, etc.

TEN KEY DO NOT'S

Do Not let your monies sit in an account not returning interest at a high rate to the Friends' Treasury.

Do Not have a board controlled by library related membership.

Do Not have the board members all initially elected to rotate off simultaneously.

Do Not fail to capitalize on the many offerings and avenues which a well-constituted, well-planned board membership can provide.

Do Not have the nominating process so closely allied to board activities that you stifle outside and new interest.

Do Not overlook a section in the bylaws that sets up reasonable criteria for continuing board membership.

Do Not fail to capitalize on any number of high profile/visibility activities which will great enhance the Friends' goals and raise their profile.

Do Not allow your public relations effort to be haphazard, uncoordinated and left to chance.

Do Not put all your eggs in one basket; be diversified in activities.

Finally, *Do Not* apologize for creating and maintaining a library program of which the *football* team and basketball team can be proud, rather than only the reverse.

Wilson Luquire
Friends of Academic Libraries Workshop
April 30, 1980, Raleigh

BOOKMOBILE FOR SALE

Year: 1967

Body: Gerstenslager with raised ceiling, louvered windows, three doors—two with retractable steps. Body is fiberglass and metal, in excellent condition.

Chasis: Ford.

Engine: Factory new Ford 6 cylinder with 40 hours.

Cooling and Heating: Thermostatically controlled Westinghouse air conditioning, Suburban Novent propane gas heater.

Electrical Power: Onan 7.5 k.w. generator in good condition.

Interior: *Shelving:* Fixed and adjustable shelving to accommodate approximately 2000 titles.

Lighting: Three overhead 32 W flourescent lights.

Work Area: Three desks with two drawers. One shelf and card bay. Four electrical recepticles.

Locking cloak closet and storage area.

Tinted Windshield.

Replacement cost \$30,500.

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New North Carolina Books

Suzanne S. Levy,
Compiler

Clifford R. Lovin, ed. **OUR MOUNTAIN HERITAGE; ESSAYS ON THE NATURAL AND CULTURAL HISTORY OF NORTH CAROLINA.** Franklin, N.C.: North Carolina Humanities Committee and Mountain Heritage Center, Western Carolina University, 1979. 131 pp. \$1.50. (Order from Western Carolina University Mountain Heritage Center, Cullowhee, NC 28723)

Our Mountain Heritage evolved from a growing interest among the residents of southwestern North Carolina in their heritage. The combined efforts of the North Carolina Humanities Committee, the Mountain Heritage Center at Western Carolina University, and the citizens of the North Carolina mountains culminated in the publication of this book, aimed primarily at high school students and visitors to the region.

The book, which presents the history of western North Carolina through 1865, is divided into three parts. The first, written by James H. Horton and entitled "Our National Heritage," focuses on the evolution of the mountains themselves and the types of flora and fauna found there. The second section, "Our Indian Heritage" by Theda Perdue, deals with the history and culture of the Cherokee Indian nation. The third section, "Our Pioneer Heritage" by James Gifford, begins with the Spanish and English explorers and progresses through the various periods of American history until the end of the Civil War. Great emphasis is placed on the way people lived, in a style reminiscent of the *Foxfire* books.

The book is well written and has numerous, appropriate illustrations. The reading level, however, would probably put the book above the level of a good many students in junior high school where North Carolina history is taught. Even so, the material would be of great interest to students of all ages. *Our Mountain Heritage* would definitely be a worthwhile addition to any library where books on North Carolina are found.

Diane Kessler
Durham County Schools

Dunes of Dare Garden Club. Wildflower Identification Committee. **WILD-FLOWERS OF THE OUTER BANKS: KITTY HAWK TO HATTERAS.** Chapel Hill: University of North Carolina Press, 1980. 165 pp. paperback. \$6.95.

I predict that hardly a summer cottage or permanent home in Dare County will be without *Wildflowers of the Outer Banks* this year. It should also be a popular gift item for Christmas. Although its appeal is largely regional, the book will be a welcome addition to public and academic libraries across

North Carolina. Visitors to Dare County will also find the book helpful.

What began as a committee project of the Dunes of Dare Garden Club grew into a full-fledged book of authority and precision. Ten women began five years ago to take field trips to identify the variety of wildflowers in Dare County and ended up taking a college level botany course as their interest grew. The suggestion that the group put their findings into a book came from several people whose encouragement led them to publish.

Illustrations by Jane Sutton, a naturalist with the National Park Service, are outstanding. Flowers are divided into groups according to their color; this makes identification easier. For the layman this division also makes the book simpler to use as a guide.

Besides the obvious accuracy of the information, the book's attraction lies in its clear text and such features as an index, glossary, and Cape Hatteras National Seashore Herbarium list. Along with the botanical information on each flower, the reader is told where the flower can be found and when it blooms.

The lore associated with some of the herbs, along with their medicinal and culinary uses, make interesting and enlightening reading. Dare County residents will be amazed to learn that the flower of the yucca plant can be battered and fried, that the sneeze weed will clear nasal passages, and that the fragrant, beautiful Carolina jessamine is poisonous to humans and livestock, but not to deer.

Wildflowers of the Outer Banks will not only be useful as an identifier and as a handbook but can be regarded as a special kind of guide to the Outer Banks.

Anne Sanders
East Albemarle Regional Library

Fred Powledge. **JOURNEYS THROUGH THE SOUTH.** New York: Vanguard Press, 1979. 240 pp. \$10.00.

Journeys Through the South grew out of a series of articles which were written for the *Charlotte Observer* in 1977. Fred Powledge traveled the South to rediscover the land where he grew up and reported from during the civil rights activities of the mid-1960's. His reactions to the changes that have occurred since then involve a strange blend of emotions which are honestly expressed from the viewpoint of a self-proclaimed "Southern chauvinist."

He is angered by much that he sees. Many negative changes have been imposed by big government and big business, including agribusiness. Especially distasteful are those elements most conspicuous to a cross country traveler—interstates, fast food restaurants, and endless suburbia. Individualism, a characteristic of Southerners, is still evident but harder to find under a Northern, plasticized veneer.

The author does unearth some old-time individualists and talks to others who have returned to the South in hopes of enjoying a friendlier environment and slower paced way of life. We catch a glimpse of the likes of a free thinking Baptist minister who doesn't attend church on Sunday and a gentleman in Iuka,

Mississippi, who has stretched a parachute over his front lawn because he likes the way it looks. Outspoken, old-fashioned Jim Graham, North Carolina's Commissioner of Agriculture, makes an appearance too.

Powledge also tells of several blacks who report that the South has changed for the better. They believe that racial tensions have eased and are pleased with the new opportunities that are open to them. The "Mississippi fear," which the author knew as a reporter in the 1960s, is gone.

Better writers have traveled the same roads, but most North Carolina public libraries will want the book because of many references to personalities and localities in the state.

*Barbara Hornick-Lockard
University of North Carolina
at Chapel Hill*

Thomas J. Schoenbaum. ***THE NEW RIVER CONTROVERSY***. Winston-Salem, N.C.: John F. Blair, 1979. 195 pp. \$12.95.

This is a chronicle of the eleven year struggle of the people of the New River Valley against the development plans of the Appalachian Power Company. It is a story well worth telling and is one which will give hope to environmentalists everywhere. The New River is the oldest river in North Carolina and it came close to destruction in the name of progress. Only the combined efforts of the people of the area, the state of North Carolina, and conservation groups and newspaper editors stood against the powerful forces advocating destruction for economic growth. A major power company, the Federal Power Commission, the AFL-CIO, and the governors of Virginia and West Virginia stood firmly behind the building of a pumped storage facility for generating electricity called the Blue Ridge Project. The damming of the New River would have brought economic progress to the area as well as one of the largest recreational facilities in the East. It would also have destroyed thousands of acres of farm land, forced thousands of people from their homes, ruined hundreds of miles of scenic beauty, wiped out historic sites, and created acres and acres of mud flats all to supply peak-load electricity to cities far way. As one irate resident stated, "I'll give you an alternative. Why don't you people cut your life style and help America save some energy? ... P.S. Flooding another man's backyard has never been right."

This is not a totally unbiased report as Mr. Schoenbaum was a lawyer involved in litigation on behalf of the anti-dam forces. However, it is a reasonably fair story and greatly helps to clear up much of the confusion and controversy surrounding the Blue Ridge Project. It is recommended for all libraries with North Carolina collections and all people interested in saving the natural environment or a good fight or both.

*Ridley Kessler
University of North Carolina
at Chapel Hill*

William H. Chafe. **CIVILITIES AND CIVIL RIGHTS: GREENSBORO, NORTH CAROLINA, AND THE BLACK STRUGGLE FOR FREEDOM.** New York: Oxford University Press, 1980. 436 pp. \$13.95.

Twenty years ago four young blacks sat at a lunch counter in Greensboro and changed the South. William Chafe, a Duke University historian, examines the black struggle for equality by focusing on race relations in Greensboro from 1940 through the mid 1970's.

Chafe's thesis is that North Carolina political leaders resisted the civil rights movement not by massive resistance but by civility and paternalism. Ironically, he contends, this proved a very successful strategy for it not only upheld segregation but also supported the state's progressive image. While the study focuses on Greensboro, events in the city are described in the context of state politics.

Greensboro provides an excellent model for study in this period, for it had a strong black community and a strong, white, business oriented political community dedicated to the status quo.

Chafe first gives a history and description of the Greensboro black community, with emphasis on its schools, colleges and churches. In 1954 Greensboro declared it would comply with the Supreme Court decision on integration; Chafe carefully documents how this became empty rhetoric, demonstrating how city and state went to elaborate lengths to avoid integration. Chafe spends several chapters on the demonstration in Greensboro, from the famous Woolworth's sit-in to the violent clashes which erupted as the decade ended. The protest, he shows, was a natural continuation of protest which already existed within the black community. After the more blatant forms of discrimination disappeared, blacks focused on integrating schools, a victory finally won in 1971. Chafe shows that the changes which occurred came only as a result of pressure. And he feels that the struggle will continue, as he thinks civility and civil rights are not compatible.

Chafe skillfully combines oral and written sources to produce a well documented and very readable work. If it has a fault, it is that Chafe fails to appreciate fully the courage which it took for whites to push for civil rights for blacks in North Carolina in the 1950's. Highly recommended—at least one copy of this valuable study should be in every library (except elementary schools) in the state.

William Z. Schenck
University of North Carolina
at Chapel Hill

Carole Marsh. **THE MISSING HEAD MYSTERY.** Rocky Mount, N.C.: Gallopade Publishing Group, 1979. 163 pp. paperback. \$3.95.

The Missing Head Mystery is the first in a series of children's mystery stories set in historic sites in eastern North Carolina. There will be a minimum of 5-6 books in the series, each with identical format. All of the books use local children in photographs taken at the historical sites.

The Missing Head Mystery is set in historic Bath where the outdoor drama about Blackbeard is threatened by the loss of a most important prop, Blackbeard's head. Mysterious clues leads four children on an exhaustive search for the missing head.

The plot is good, with well-paced action, plausible dialogue, and a sufficiently scary air about it. What is lacking in character development is compensated for by historical detail. Ms. Marsh's chief purpose is to impart historical information. Sometimes this is all too apparent, but it does not interfere too much with the plot. The book's chief appeal will probably be to those who are somewhat familiar with the area.

The greatest disappointment with this book is the illustrations. The black and white photographs are dark, not sharp, and worst of all, could have been taken just about anywhere. The depth of field is so limited that the photographs give absolutely no feel for the historical area. Furthermore, the tops of heads (in 2 of 8 photos) or fleeting backs certainly are not camera worthy subjects. The photographs are not even located properly in relation to the text in all cases. One gets a nasty suspicion that the author simply wanted to have her own children's pictures in the book.

The Missing Head Mystery is intended to appeal to 8-14 year olds but it appears more suited to 9-11 year olds. One wonders if the appeal level is to remain the same for the entire series, or if it will rise along with the age of the author's children, who are, amazingly enough, 8 and 14.

The next book in the series, *The Secret of Somerset Place*, is scheduled for publication in the fall of 1980. Because of its local interest, it should be worth perusing.

Kay Taylor
Durham Public Library

Eloise Greenfield and Lessie Jones Little. **CHILDTIMES: A THREE GENERATION MEMOIR.** New York: T. Y. Crowell, 1979. 179 pp. \$7.89.

This is a delightful and captivating memoir of three black children, grandmother, mother, and daughter, and their growing up times in Bertie County, North Carolina, and later in Washington, D.C. Most of all *Childtimes* is about "black people struggling, not just to stay alive, but to live."

Blacks young or old will find no difficulty relating to *Childtimes*. The images are sharp and sometimes poignant: doing laundry outdoors on a cold winter day; listening to a grandfather's ghost stories; marching to the creek to be baptized; or facing the specter of a burning cross. These and other childhood images have been experienced or reminisced about by their parents and grandparents.

Black and white photographs compliment the book and remind you of an old family album. The format is simple and the style is somewhat lyrical which makes it easy reading. This title is recommended for public and academic libraries.

Carolyn Robinson
Durham Public Library

Bernard S. Martof, William R. Palmer, Joseph R. Bailey, and Julian R. Harrison, III. **AMPHIBIANS AND REPTILES OF THE CAROLINAS AND VIRGINIA**. Chapel Hill: University of North Carolina Press, 1980. 264 pp. \$14.95.

North Carolina has its share of snakes and more than its share of toads and frogs. And every step in the woods sends salamanders and lizards running for cover. Color pictures of these and other reptiles and amphibians fill *Amphibians and Reptiles of the Carolinas and Virginia* published in April by The University of North Carolina Press. Jack Dermid's photographs are large and clear and much more useful for identification than the drawings and black and white photographs of older books of this type.

The accompanying text provides the standard descriptive information (distribution, habitat, etc.) as well as any unusual habits the animals may have. There is an index and a glossary.

Amphibians and Reptiles of the Carolinas and Virginia is written at the adult level, but is not beyond the ability of young adults and interested younger readers. Every library in the state should have a copy for the reference collection as well as a circulating copy for the nature-lover's backpack.

Becky Stroud
University of North Carolina
at Chapel Hill

THE NEWS AND OBSERVER INDEX, 1974. Greenville: East Carolina University Library, 1980. 6 microfiches. \$5.00. (Order from Reference Department, Joyner Library, East Carolina University, Greenville, N.C. 27834)

THE NEWS AND OBSERVER INDEX, 1975-1976, Raleigh, N.C.: Department of Cultural Resources, Division of the State Library, 1979. 982 pp. in 2 vols. free. (Order from News and Observer Index, N.C. Division of State Library, 109 East Jones St., Raleigh, NC 27611; please enclose a self-addressed mailing label)

A perennial problem for those working with current North Carolina newspapers has been the paucity of published indexes to these papers. Librarians are probably more acutely aware of this problem than others, having seen many times that look of horror on the faces of researchers when they are told that there simply is no index to a North Carolina newspaper after 1973. Faced with the prospect of spending days or weeks reading microfilm in search of an elusive article, researchers often simply decide not to use the newspaper, thus depriving themselves of a valuable source of information.

Well, hooray! Help is on the way. The library at East Carolina University has added a 1974 index to Raleigh's *News and Observer* to their previous ones covering the years 1967-1973, and it is another fine one, this time on microfiche. And the North Carolina State Library has completed a hard-

copy *News and Observer* index for the years 1975-76. There are many similarities in format. Both are arranged by subject, though the headings vary somewhat. The State Library index has a separate name index, while in the East Carolina index, names are listed under the subject "People." This reviewer found the East Carolina index to be especially helpful because of the number of cross-references. (For example, if a researcher looks in the ECU index under "religion," he will find cross references to a number of other subjects, including names of denominations. The NCSL index has no cross references under "religion," though the researcher can find entries under names of denominations, as well as under other related topics.) The NCSL plans to continue indexing, with the 1977-1978 index in preparation now.

Both of these indexes belong in every library which has North Carolina newspapers for the period 1974-1976. They are invaluable. They may not be as popular as current fiction, but their value in the long run will undoubtedly surpass that of most popular novels.

Alice R. Cotten
University of North Carolina
at Chapel Hill

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Keeping Up

ARIAL STEPHENS ELECTED TO SOLINET BOARD

At the Annual Meeting of Southeastern Library Network Ariel Stephens, director, Charlotte-Mecklenburg Public Library, was elected to a three year term on the Board of Directors. Stephens joins Leland Park, library director, Davidson College, as a member of the SOLINET Board from North Carolina. Stephens will represent public libraries.

MARIAN LEITH HONORED AT RETIREMENT

Ninety friends and colleagues gathered for a dinner on May 2, 1980, in Raleigh to honor Marian Leith on her retirement from the State Library. During the eighteen years which she was employed in the North Carolina State Library Ms Leith served as a reference librarian, and as director of the Special Services Section where she developed a model service for the blind and physically handicapped. She retired as Assistant State Librarian. In the latter position she was responsible for the administration of the more than one million dollars in LSCA funds received by North Carolina. She had an active role in national library affairs as chairperson of the ALA Roundtable for the Blind and as a member of the National Commission on Library and Information Science.

At her retirement dinner Ms. Leith was presented a mantel clock.

PHINAZEE EDITS *The Black Librarian in the Southeast*

Annette L. Phinazee, dean, library school, NCCU, is the editor of *The Black Librarian in the Southeast: Reminiscences, Activities, Challenges*. The volume, published by the North Carolina Central University Alumni Association, Inc., and available therefrom for \$12.00, contains papers from each of the nine Southeastern states. Emphasis is upon introducing a significant chapter in library history and challenging others to explore and expand. Contributing authors include E. J. Josey, Clara S. Jones, Vivian Hewitt, Robert Wedgeworth, A. P. Marshall, and seventeen others.

SOUTHWICK AWARD PRESENTED

At the recent spring social hosted by the faculty of the ECU Department of Library Science, undergraduates and graduates of masters' programs were honored. Recipient of dual awards was senior Edna Price Grady of Seven Springs, North Carolina.

Ms. Grady, graduating with a 4.0 grade point average, was selected to receive the Mildred Daniels Southwick Scholarship Award. Dr. Southwick, Professor Emeritus of the Division of Library Services, established the award in

1977 in memory of her parents and in honor of her relatives and friends. Recipients of the award must have exceptional credentials in terms of academic achievement and outstanding potential in the reference area of library science. Dr. Southwick, who currently resides in Greenville, was present for the announcement. Ms. Grady received a cash award and her name has been placed on a plaque donated by Dr. Southwick which hangs in the Department.

Faculty in the Department also selected Ms. Grady to receive the Outstanding Senior Award given annually to recognize academic achievement. She will receive a plaque and will be recognized on the graduation program May 9. Ms. Grady completed general college requirements at Mount Olive College before transferring to East Carolina. Her husband, Robert S. Grady, is an agriculture teacher at East Duplin High School in Beulaville. They have two daughters, Michele and Sabrina. Ms. Grady also serves as church treasurer and organist at Pleasant Valley Presbyterian Church.

THREE NCCU FACULTY MEMBERS ADVISE PERSIAN GULF LIBRARIANS

Three faculty members of the North Carolina Central University School of Library Science conducted workshop sessions for librarians and information specialists in the Persian Gulf area March 15-19.

The workshop was held in Kuwait and sponsored by the National Scientific and Technical Information Center of the Kuwait Institute for Scientific Research.

Dr. Annette L. Phinazee, dean of the NCCU School of Library Science, conducted workshop sessions on special libraries and library education.

Dr. Kenneth Shearer, professor of library science at NCCU, led sessions on public libraries.

Dr. Benjamin Speller, professor of library science at NCCU, led sessions on school libraries.

Also participating as workshop leaders were Dr. Grady Morein, a former NCCU faculty member now with the Association of Research Libraries, and Mohamed A. Madkour, a consultant in information systems design from Cairo, Egypt.

Objectives of the workshop were a review of library conditions in the Gulf countries, identification of library and information service needs in those countries, assistance in setting goals for library development; and the establishment of a "new library philosophy" for the countries the Persian Gulf area.

Dr. Mohamed H. Zehery, director of Kuwait's National Scientific and Technical Information Center and the organizer of the workshop, is a former faculty member at NCCU.

CUMBERLAND COUNTY TO EXPAND I & R SERVICE

The Cumberland County Public Library has been awarded a \$19,000 grant to expand its ACCESS-Information Line Service. The grant is a Library Services and Construction Act Special Project grant, and the funds will provide

for an outreach program for ACCESS, the county's new Information and Referral Service.

The LSCA grant is part of a federally funded program administered by the North Carolina State Library. The grant monies will provide for an Outreach Librarian and a program designed to take ACCESS to the traditionally unserved segments of Cumberland County—the poor, the old, and the minorities.

The Outreach Librarian will take Information and Referral out into the community by visiting housing projects, agencies, workplaces, educational institutions and other clubs and organizations. Workshops will be organized on such topics as job hunting, career planning, fuel saving, and consumer information. More extensive files will be developed by the Outreach Librarian on educational, recreational and cultural opportunities in Cumberland County.

The ACCESS-Information Line service began operating January 7, 1980, and fielded more than 400 calls during the month of February. Indications are that the March statistics will show an increase in that number. ACCESS headquarters is located in the Anderson Street Library in downtown Fayetteville.

Doug Lacy, Coordinator of Information Services at the Library, oversees the operation of the ACCESS-Information Line Service. He works with a Community Advisory Board to make sure that ACCESS is responsive to community needs.

ACCESS is staffed by Donald Beagle, Information and Referral Librarian and Judy Hutchison, Information Specialist. Mr. Beagle was hired in February and comes to Cumberland County from Robeson County where he was the General Services Librarian with the Robeson County Public Library. Ms Hutchison worked with the Cumberland County Community Involvement Council in developing contact files last year before the Library took over the I & R project for the county.

The Outreach Librarian will be hired to begin the ACCESS Outreach program in July of this year. The grant provides funding for the Outreach program for the fiscal year 1980-81.

DISTRICT MEDIA OFFICERS ELECTED

At the recent seventh annual conference of the North Carolina Community College Learning Resources Association in Asheville, officers were elected for the six districts in the state. They will lead activities and plan programs for the coming year.

Officers elected for District II, covering Beaufort, Carteret, Craven, Duplin, Lenoir, Onslow, Pamlico, Pitt, Sampson, and Wayne Counties include: Dr. Gene D. Lanier, Chairman, Department of Library Science, East Carolina University, Director; Gail N. Carter, Learning Resources Center Dean, Pamlico Technical College, Vice-Director; and Jane C. Arnett, Head, Library Media Program, Lenoir Community College, Secretary.

MILDRED L. BATCHELDER AWARD

On April 2, Durham County Public Library hosted the formal presentation of the 1980 Mildred L. Batchelder Award to E. P. Dutton Company of New York for the 1979 publication of *The Sound of the Dragon's Feet*, by Alki Zei, translated from the Greek by Edward Fenton and first published in 1977 in Greece. Marilyn Miller, President of the Association for Library Service to Children (ALSC) and member of the UNC-Chapel Hill library school faculty presented the citation to Mimi Kayden, Associate Publisher, Marketing Director, Children's Book Division of E. P. Dutton & Company.

Ms. Kayden's acceptance speech provided insight into children's books in translation and children's book publishing in the '80's.

The Batchelder Award is given annually by the ALSC of the American Library Association to an American publisher for the children's book considered to be the most outstanding of those published in a foreign country and subsequently published in English in the United States. The award was established in 1968 by the ALSC and is named for Mildred L. Batchelder, a former executive secretary of the division.



Mimi Kayden, left, receives award from Marilyn Miller.

WE ARE ON CALL

Having trouble writing your selection policy?
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Aware of attempts at censorship?

Your NCLA Intellectual Freedom Committee is ready to give you information and aid. We serve as a clearinghouse for information relative to censorship. Business and home telephone numbers are given. Contact any of the following:

- Chairman: Dr. Gene D. Lanier, Department of Library Science,
East Carolina University, Greenville, NC 27834
(919) 757-6621; 756-4108
- Jean Amelang, Elbert Ivey Memorial Library, 420 3rd Avenue,
NW, Hickory, NC 28601 (704) 322-2905; 327-3691
- Mary Ann Brown, Ravenscroft School, Falls of Neuse Road,
Raleigh, NC 27619 (919) 847-0895; 967-7715
- Nelda G. Caddell, Route 1, Cameron, NC 28326
- Scottie W. Cox, Wayne Community College, Box 8002, Golds-
boro, NC 27530 (919) 735-5151; 735-3581
- Jim Foster, Central Carolina Technical College, 1105 Kelly Drive,
Sanford, NC 27330 (919) 775-5401; 776-7153
- Jane Freeman, Belmont Abbey College Library, Belmont, NC
28012 (704) 825-3711; 864-5915
- Barbara Hempleman, Warren Wilson College Library, Swanna-
noa, NC 28778 (704) 298-3325; 298-2756
- Gayle Keresey, 2148 Harrison Street, Wilmington, NC 28401
- Suzanne Levy, NC Collection, UNC-Chapel Hill, Chapel Hill, NC
27514 (919) 933-1172; 489-4909
- George Linder, Durham Public Library, P. O. Box 3809, Durham,
NC 27702 (919) 683-2626; 489-4980
- R. Philip Morris, High Point Public Library, 411 South Main Street,
P. O. Box 2530, High Point, NC 27261 (919) 885-8411;
882-9225 or 1225; 885-2336
- Clarence Toomer, Library, Johnson C. Smith University,
Charlotte, NC 28216 (704) 372-2370; 568-7924

50th ANNIVERSARY PLANS AT CHAPEL HILL

The School of Library Science of the University of North Carolina at Chapel Hill will celebrate its fiftieth anniversary on March 25-28, 1981. All alumni, former faculty, and friends of the school are encouraged to contact Dr. Fred W. Roper, Assistant Dean, School of Library Science, Manning Hall 026A, University of North Carolina, Chapel Hill, NC 27514, for details concerning the symposium, workshops, and other events that will be a part of the celebration.

1980-81 FELLOWSHIPS AVAILABLE

The ECU Department of Library Science is currently accepting applications for teaching fellowships for the 1980-81 school year. While working toward the Master of Library Science degree or Master of Arts in Education degree with a concentration in library science/media, fellows serve in a junior instructor status. They are expected to teach a research skills course to incoming freshmen and assist members of the professional staff in research and projects.

Each fellowship carries a minimum honorarium of \$2600 for the school year. Applicants must have been accepted by the Graduate School prior to submitting a request for a fellowship. Persons with some teaching experience receive priority. Other factors considered in the selection are overall grade point average in undergraduate school, major field grade point average, senior year grade point average, admission test scores, undergraduate major, letters of reference, and interview if requested. Recipients may carry a study and/or research load of nine semester hours.

Interested persons should contact Dr. Gene D. Lanier, Chairman, Department of Library Science, East Carolina University, Greenville, NC 27834.

NCCU LIBRARY SCHOOL RECEIVES GRANT

The North Carolina Central University School of Library Science has received an award of \$19,200 from the U. S. Department of Health, Education and Welfare, Office of Education, for library training fellowships. The objective is to increase the number of minority and/or disadvantaged persons who enter the library profession, because there are more job opportunities than can be filled at this time.

Three fellowships are for graduate study toward the master's degree. Qualified persons are being sought to receive these awards. Interested persons should contact:

Annette L. Phinazee, Dean
School of Library Science
North Carolina Central University
Durham, North Carolina 27707
Telephone: (919) 683-6485

LEGISLATIVE DAY 1980

Thanks to the careful planning of former Governmental Relations Chairman Judith Letsinger, the North Carolina Library Association delegation to Legislative Day, on April 15, 1980 was a smooth operation. Annette Phinazee, Dean of Library Service at North Carolina Central University, who was in Washington with a group of her students who also participated in our activities, represented Library Education. Other delegates were Carol Southerland representing schools. Tommie Young of NCA&T for colleges and universities, Shirley McLaughlin for technical institutes, Rolly Simpson of Burroughs

Wellcome for special libraries and Arial Stephens for public libraries. David McKay, in Washington for a COSLA (Chiefs of State Library Agencies) meeting and postal hearing before Congress, was able to join the delegation for several meetings with Congressmen.

Our arrival in Washington on Monday gave us a chance to become familiar with the information packet put together by the ALA Washington Office, and to add materials prepared by the various sections of NCLA telling what Federal Programs mean to the libraries of North Carolina.

On a close schedule of appointments lasting fifteen to thirty minutes the delegation met with all N. C. Congressmen or their top aides to tell the library story: how aid is used, what the problems are, what will happen if appropriations are cut. Library Services and Construction Act Titles, Higher Education Act titles and Elementary and Secondary Education Act Titles were discussed, along with soaring postage and communication costs, book and periodical inflation, and the less than adequate increases in salaries for library staffs, all came in for their attention.

Special thanks are in order to Senator Morgan, Representatives Preyer, Andrews, Neal, Broyhill and Rose who took time from their hectic schedules to meet with us and thanks to the others for time to meet with their aides. Charles Whitley who could not meet with the delegation did attend the Reception at the end of the day and talked with a number of us.

Arial Stephens



National Library Week Legislative Day Activities. Congressman Charles O. Whitley, right, chats with Carol Southerland and David McKay.

NCLA/RTSS ANNOUNCES "BEST ARTICLE" AWARD

Share your research studies and ideas on resources and technical services with other North Carolina librarians through *NORTH CAROLINA LIBRARIES*. The Resources and Technical Services section of the North Carolina Library Association will present a monetary award biennially for the best article on resources or technical services published in *NORTH CAROLINA LIBRARIES*. The first award will be made at the 1981 joint NCLA/SCLA conference in Charlotte. Instructions for the preparation of manuscripts appear in issues of NCL. Watch for criteria in the fall issue.

CHARLEMAE HILL ROLLINS COLLOQUIM INITIATED

The setting was one of those particular Spring days which occur in North Carolina: balmy breezes; bright sun; blue sky; dogwoods, azaleas, and tulips in full bloom. Even if you were standing in the middle of the street, having been pushing a book truck with three cases of books and they had all dumped, your frustration was modulated by being outside.

A group of friends, along with some other librarians gathered at the Student Center, North Carolina Central University, Durham, for the inauguration of the Charlemae Hill Rollins Colloquium. Each of the speakers in the morning program had known intimately and been influenced by a woman who was born in Yazoo, Mississippi, who migrated in a wagon with her family to a homestead in Oklahoma, who taught school in Oklahoma, who after World War I married and moved with her husband to Chicago, and who in 1927 was employed by the Chicago Public Library. Through her experience as teacher and librarian she became acutely aware that children's literature contained no adequate role models for black children. During the next fifty years, she devoted her life to the necessary development of information and publications which would provide this kind of appropriate literature.

Virginia Lacy Jones remembered her, and the guidance that she provided, as the American Library Association opened itself to a nondiscriminatory membership. Effie Lee Morris remembered her as a teacher who taught totally by example. Basil Phillips remembered her as a person whose influence on his life continues as an executive of Johnson Publishing Company. Doris Saunders, on the faculty of Jackson State University, remembered her as the mentor who influenced every major decision of her life, from entrance into the Chicago Public Library Training class to qualifying to be the first Black Reference Librarian in the Chicago Public Library, to becoming a librarian at Johnson Publishing Company, and a host of other significant decisions. Spencer Shaw remembered her as the master storyteller, and as an educator in a host of ways.

At lunch Augusta Baker, acknowledged by all present as the other significant person whose influence on children's librarianship is as wisely

appreciated, remember Charlemae Hill Rollins and then told a story which was one of her favorites. In the afternoon Annette Phinazee moderated a panel with Eloise Greenfield and Sharon Mathis discussing the Charlemae Hill Rollins legacy for black writers and black literature.

No one discussed her size, but the only word that appears appropriate is majestic. Many adjectives were used to describe personal relationships, and people spoke with intense feeling because of what Charlemae Hill Rollins means to their lives personally and professionally.

It is not often that you get to be a part of something special. To have been a part of the initiation of the Charlemae Hill Rollins Colloquium at North Carolina Central on April 21, 1980, was to sense that history has been made by those who will dare, who will stand up for what is right, as human beings and as professionals, and who at some times need to be counseled as Ms Rollins often did "Now sugah, you just need to turn it over to the Lord."

Lester Asheim, who was a part of the audience, commented that "It was like old home week, catching up again with so many long-time friends. And not the least of them was Charlemae Rollins herself, for she was certainly there—in memory of all of us whose lives she had touched and enriched, and in the person of so many of those at this meeting who, influenced by her, embodied her ideals and in their turn influenced others. I feel privileged to have known her and learned from her, and would be proud if I were able, like the distinguished participants in the Colloquium program, to pass on something of her story to others. It is a story that can never be told enough."

At the Colloquium Joseph Rollins, Jr., presented a \$1,000.00 gift to Annette L. Phinazee, Dean of the Library School, NCCU. The gift, given jointly by Mr. Rollins and his father, will be used to support future scholarly gatherings in memory of Mrs. Rollins.

FOLKTALES FROM HATTERAS TO CHEROKEE WILL BE SUMMER READING FARE

Ghost stories, tall tales, mystery stories, legends, magic stories and more will be the fare for North Carolina's young readers during summer 1980.

"From Hatteras to Cherokee," a state-spanning folklore fest of North Carolina tales and legends is getting underway just as schoolbells ring for the last time this spring.

The first-ever North Carolina statewide reading program, the project is featuring a folklore theme from various areas all over the state. Sponsored by the State Library, a division of the state Department of Cultural Resources, the summer reading program is made possible by a grant from the Z. Smith Reynolds Foundation.

"The program is designed to enhance children's interest in North Carolina history and in local history and legends as well," according to Diana Young, consultant for children's services for the State Library and coordinator for the program.

The program, planned by a committee of 10 children's librarians from public libraries from across the state, is designed to allow each individual library to plan its own program around the central theme, Ms. Young explained.

The theme features a map of North Carolina which will be criss-crossed with tiny tar heel stamps as a child reads various books. The package includes posters for the libraries; for the children, it has reading folders, records of books read, booklists and completion certificates. The certificates will bear the signature of Gov. James B. Hunt Jr., Ron Jones, a children's librarian from Wake County Libraries is art designer for the package, which will be in colors of bright blue on yellow.

These materials are being offered without charge to North Carolina public libraries who will then tailor the program to fit their own needs and localities, according to Ms. Young.

The Z. Smith Reynolds Foundation, established in 1936 as a memorial to the younger son of the founder of R. J. Reynolds Tobacco Company, has now made grants totaling more than \$88 million to benefit all the people of North Carolina. In recent years increased attention has been given to recreational services, cultural activities, rural life, the handicapped and some 20 other fields of concern.

ELEMENTARY LIBRARIES RECOGNIZED

The Charlotte-Mecklenburg School System has been honored as a National Finalist in the 1980 School Library Media Program of the Year competition sponsored by the American Association of School Librarians (AASL) and the Encyclopaedia Britannica Companies. The sponsors cited Charlotte-Mecklenburg for its achievement toward providing exemplary library media programs in its 75 elementary schools.

"It is apparent in your community that the services and activities of your school library media centers are regarded as an essential part of your total instructional program," Rebecca T. Bingham, AASL president and Ralph Wagner, president of Encyclopaedia Britannica Educational Corporation, said in their letter of announcement to Dr. Jay M. Robinson, superintendent of schools. They particularly praised the district's commitment not only to support, but to enhance and expand the library media services and programs which have become indispensable to qualify education.

"Quality education today, as evidenced in your district, requires not only the provision of a variety of media resources for use by teachers and students, but also the programs which make those resources an integral part of each student's total learning experience. As one of only four school systems in the nation whose achievement is being recognized this year, your district should serve as an inspiration to others," they wrote.

The Irvine (California) Unified School District was selected to receive the 1980 Award. In addition to Charlotte-Mecklenburg, two other school systems have been selected to receive National Finalist citations for the excellence of library media programs in their elementary schools. They are School District No. 12, Adams County, Colorado, and Lincoln (Nebraska) Public Schools.

In Charlotte-Mecklenburg, each of the 75 elementary library media centers is staffed with a minimum of one full-time professional who is responsible for the coordination of a unified media program. Each school has developed programs and policies for assisting the building's population in the effective utilization of

materials and equipment. An interdisciplinary approach is utilized in a sequential library media skills program. Students have free access to the materials and equipment housed within each library media center; all materials can be used in the library media center, the school, and at home. In addition, twenty-four (24) centers have been open for a summer elementary program.

Cooperative efforts of the Charlotte-Mecklenburg Schools extend into the community where a working agreement has been established with the public library for inter-library loans. Several elementary library media specialists are members of the Public Library/Public Schools Liaison Committee.

An award ceremony and a reception were held in Charlotte on April 15 in recognition of the library media services program.

NCASL BULLETIN, 13:2
Spring 1979-80

MARY ELIZABETH POOLE RETIRES

A diffusion of knowledge is the only guardian of liberty.—James Madison

Managing the profusion of knowledge produced by the United States government and making the documents accessible to the citizenry is a job which requires extraordinary talents. A documents librarian must possess perservance and diligence in order to cope with the myriads of classification numbers and indexing schemes which shroud federal documents. Documents work requires patience, dedication and resilience to follow the classifications which change with alarmingly increasing frequency as the federal bureaucracy expands and multiplies. To keep track of all the tiny pamphlets, multi-sized maps, and hundreds of thousands of microforms, a documents librarian must develop superlative organizational skills and an insatiable passion for detail. Such a person is the Documents Librarian at North Carolina State University: Mary Elizabeth Poole.

Fortunately, her labors have not gone unnoticed nor her talents unrecognized. In 1978, Miss Poole was awarded the James B. Childs award, the highest honor ALA may bestow on a documents librarian. Jaia Heymann, chair of the Government Documents Roundtable, said, "This is a formal recognition of the many significant contributions you have made within the documents profession."

Closer to home, she is valued both as a librarian and as a generous member of the D. H. Hill Friends of the Library. Recognizing her contributions of \$18,000 from royalties, Dr. I. T. Littleton said in praising her at a recent Friends of the Library dinner, "I'm not exaggerating when I say that she has created in our library a U. S. government documents department that is recognized as one of the finest in the nation. It is one of this university's most valuable resources, not only for our own students and faculty, but for the Research Triangle and the state."

Miss Poole has created many aids which help users locate documents. Users perusing and cumulated *Monthly Catalog* will find a penciled check mark beside every document received by the D. H. Hill Library. Another boon to

puzzled documents users is the agency file index. In the agency file are listed, alphabetically, those departments, agencies and divisions which are assigned unique SUDOC numbers. From the agency file the user can go to the appropriate drawer and find a set of cards which contain the class names and the numbers assigned to them. Another finding aid is a correlation file for the NTIS microfiche, which correlates AD and PB numbers with report numbers.

In addition to creating a well-organized and viable documents department, Miss Poole has been a prodigious researcher, publishing numerous works of classification. Most notable of these are: *Documents Office Classification Numbers for Cuttered Documents, 1910-24*; *Author Index (with Titles) to the Monthly Catalog 1947-62*; *Classes Added of Monthly Catalog Reprints, 1895-1924*; and *Classes Added Reprint Edition of Hickox's Monthly Catalog, 1885-94*.

In her publishing activities, as well as in her organization of the documents department, Miss Poole's prime objective has been to make documents more approachable, according to her assistant Jean Porter. Miss Porter, who has worked with Miss Poole for six years, explains, "She is an unbelievably hard worker. She does not let anything interrupt her concentration; she uses all the time available for her work. She comes in early; takes only one half hour for lunch — but even that still doesn't account for the amount of work she does."

When asked what advice she would give to young documents librarians, Miss Poole said softly, "In library work, especially in documents, you have to keep up anything you start. I have to think and decide something is worth doing before I tackle it. Anything you plan is going to keep growing. Like the Classification."

And what will this energetic and modest lady do when she retires this year after 33 years with the D. H. Hill Library? She will certainly continue her hobbies, photography and doll collecting. In July she plans to go to a national doll convention in Washington, And, "I'll be going home to Troy. There's a big house and a big yard. It'll take a year to get it all straightened out." She also plans to continue her ALA membership and adds with a twinkle in her eye, "I'll continue working on the Classification, but I have no plans for publishing. Anyone who wants the new numbers can keep up themselves."

Ebba Kraar,
Reference Librarian
D. H. Hill Library, NCSU

STORYTELLING

Children learn best when they find the learning enjoyable. They stretch themselves to the task even if that which they seek is beyond them. Stories challenge children. They offer the child a painless look at history, a foundation for language development, entree into the world of imagination and just plain fun.

North Carolina's Annual Storytelling Festival held on the State Capitol lawn challenges children, librarians and citizens. By virtue of location children are in the heartbeat of history; librarians are challenged to work together; citizens and legislators are challenged to look at the library service North Carolina provides for the child.

Each year the Governor signs a proclamation proclaiming National Library Week, Library Week in North Carolina. Believing the Governor's signature to be a pledge of the State's concern for libraries and his commendation of its observance to citizens to be a request for citizen self-examination of libraries within the community, librarians who serve North Carolina's children gather on the lawn of the State Capitol to remind the people of the important role that their libraries play in the lives of children.

Stories and people . . . All people of all ages . . . During Library Week in North Carolina public library children's librarians, media specialists, and library school students can be seen on the Capitol lawn competing with the surrounding bustle of traffic and pigeons for the attention of people. These librarians share books, stories, flannel board stories, puppets, games, songs and themselves with anyone who will stop and listen — or join in the fun. Many people including Governor Hunt and Cultural Resources Secretary, Sara Hodgkins, have done just that — Governor Hunt listening to stories and talking with puppets and Sara Hodgkins leading the children in song with the help of her dulcimer. Library school students from North Carolina Central University (under the guidance of Miriam Ricks) take part in the festival and broaden their child-related experiences. Sixth-grade library storytellers from Donna Lee Loflin Elementary School in Asheboro (Ruth Jackson, Media Specialist) demonstrate the child's ability to inspire and entertain other children through a professionally presented program of stories, games and songs. Librarians from Central North Carolina School for the Deaf sign stories for hearing-impaired children and help hearing children appreciate and understand sign language. Willie Giovanni from the Wayne County Public Library speaking in Spanish and English teaches children to say "Wow-Wow" in imitation of the dog who "spoke" only Spanish (Ezra Jack Keats & Pat Cherry), *My Dog Is Lost, Sody, Sody, Sody Salyraytus* (Richard Chase), *Grandfather Tales* can be heard across the Capitol lawn in competition with the puppet show on the corner. The Capitol lawn is filled with the excited voices of children moving from storyteller to storyteller with harried parents and teachers trying to keep pace with the kids. State workers and interested adults stand behind each group of children or linger on paths to hear each story. The Storytelling Festival is people entering into that magic moment when storyteller and listener become one and an experience is shared. Librarians across the state have been generous with their talents, time, and gasoline but the demand for storytellers



Felécia Hardy, Southport-Brunswick County Public Library tells tall tales to visually handicapped children.



Cultural Resources Secretary Sara W. Hodgkins enlivens her story with her "dancing man" during the fourth annual "Storytelling Festival in the Park." (Photo by James H. Moore, Jr.)

on the Capitol lawn has become so great that it can no longer be met. Travel budgets have become more restrictive and media specialists are finding it increasingly difficult to leave school campuses. The statewide campaign of storytelling has returned to the local community from whence it came and is becoming more visible. In Tarboro, at the "Happening on the Common" librarians in surrounding counties shared stories amidst the craftsmen. In Clinton, school librarians joined county children's librarian, Rebecca Taylor, (now in New Hanover County) for an all day Saturday storytelling session. In Onslow County the week long storytelling celebration of North Carolina Heritage Week involved the entire community, including a day's session on the lawn of a county school. Hyconeechee Regional Library's National Library Week celebration, a day in each of the three counties, relied on volunteers including some from the UNC-Chapel Hill Library School. In Durham, Kay Taylor spent National Library Week in the shopping mall telling stories to preschoolers. In Sylva (Fontana Regional Library), stories were dramatized on the courthouse steps.

Across the state, librarians serving children work together to make learning fun. Continuously in media centers, public libraries, on bookmobiles or as a part of special community celebrations, librarians serving children are working to remind the community of its obligation to provide for a better tomorrow through adequate funding for today's children.



Pauline Fredericks, sitting on the steps of the Onslow County Public Library Outreach Van, teaches the children of Dixon Elementary School the North Carolina Folk "Hang Down Your Head Tom Dula" as a part of the Onslow County Public Library Heritage Week Storytelling Festival.



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



Person County (Hyconeechee Regional Library) Librarian, Patrice Ebert shares puppets and stories on the Person County Courthouse lawn. (Photo by Ken Martin, courtesy of the Courier Times)



Children with normal hearing practice "signing" with Librarian Ron Plummer of Greensboro Central North Carolina School for the Deaf. Ron was one of two signers present. (Photo by James H. Moore, Jr.)

HONORARY AND LIFE MEMBERSHIPS IN NCLA

The 1979-1981 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 by January 1, 1981.

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 as well as persons overlooked.

Please send your suggestions to:

Miriam G. Ricks, Chairperson

Honorary and Life Membership Committee

NCLA

1609 Lincoln Street

Durham, N. C. 27701

NCLA Minutes and Reports

MINUTES OF THE EXECUTIVE BOARD

MARCH 28, 1980

The Executive Board of the North Carolina Library Association met during the Spring Workshop at 6:00 P.M., March 28, 1980 in the Integon Room of the Center for Continuing Education in Boone. The members present were William O'Shea; Mertys Bell; Bob Pollard; Jonathan Lindsey; Leonard Johnson; H. K. Griggs, Sr.; Martha Davis; Ann Webb; Mae Tucker; Arial Stephens; Philip Ritter; Carolyn Oakley; Arabelle Shockley; Lillie Caster; Carolyn Jamison; and David Harrington. President William O'Shea presided.

The minutes of the December 13, 1979 Executive Board were read and approved.

Bob Pollard gave the treasurer's report. He discussed some problems that had arisen due to the change in computer operations. However, he felt that these problems were minor and would be worked out shortly.

Jonathan Lindsey reported that the NCLA membership directory was much larger than he had expected. He asked the Board to consider publishing it biennially instead of annually. The Board agreed with his suggestion.

Mr. Lindsey announced that *NORTH CAROLINA LIBRARIES* is now up-to-date. He discussed plans for the upcoming issues and announced that the publication deadlines for submitting articles are February 15, May 15, August 15, and November 15. He stated that 2,250 copies of *NORTH CAROLINA LIBRARIES* are currently being printed and circulated as far as Australia and Britain.

Mr. O'Shea called for reports from the section chairmen. Mertys Bell reported on the status of the NCLA-SCLA Conference which will be held on October 7-9, 1981. She stated that a committee composed of three representatives from South Carolina and four from North Carolina had been formed to work out the joint conference plans. She asked that suggestions concerning the theme for the conference in 1981 be turned in to her as soon as possible. Ms. Bell distributed information to the section chairmen explaining how they can relate to the committee their plans for the conference. Arial Stephens reported that his committee was in the process of negotiating with key people concerning the facilities at the convention center. He suggested to the Board some possible activities that would cause people to remain at the conference.

Philip Ritter reported on plans for recruiting new members. He stated that the present membership form would probably be reprinted for distribution with a few minor changes. Mr. Ritter said the membership committee would meet to make the necessary adjustments to the form.

Carolyn Jamison reported on activities of the Documents Section. She announced that Bob Gaines from UNCG would be attending a legislative committee meeting concerning the use of documents, and that plans were underway for the joint conference in 1981.

Lillie Caster reported on activities being planned by the Resources and Technical Services Section. She discussed the upcoming AACR2 workshop to be held June 2-3 in Durham.

Arabelle Shockley announced that the NCSLA biennial work conference would be held in Winston-Salem October 16-17.

Carolyn Oakley reported that the Junior College Section was working on a survey to determine possible activities for the section to undertake.

Ann Webb and Martha Davis reported on activities that their respective sections were planning.

H. K. Griggs reported on the activities of the Trustees Section. He discussed plans for the Trustees Workshop to be held on April 25-26 in Burlington.

A discussion developed after sections reports concerning plans by the North Carolina Federation of Women's Clubs to establish a statewide "Friends of the Library" organization. Philip Ritter made a motion that President O'Shea officially represent NCLA at the April 2 meeting of this group. Martha Davis seconded. The motion carried.

Mr. O'Shea announced that since Norma Royal could not be present there would be no ALA Report.

May Tucker reported that the SELA biennial conference would be held in Birmingham, Alabama, November 20-22, 1980. She stated that North Carolina membership in SELA continued to be very good. Ms. Tucker asked the Board for any suggestions concerning possible changes that needed to be made in the constitutional by-laws of SELA.

Under items of new business, the Board approved the by-laws of the Reference and Adult Services Section and the constitution and by-laws of the Documents Librarians.

The meeting adjourned at 10:10 P.M.

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

The Executive Board of the North Carolina Library Association met the next morning, March 29, 1980 with the committee chairmen. They met at 10:00 A.M. in the Center for Continuing Education. The committee reports will be added to the minutes.

NORTH CAROLINA ASSOCIATION OF SCHOOL LIBRARIANS

My report to the NCLA Executive Board focused on our plans for the NCASL Biennial Work Conference to be held October 16-17 at Benton Convention Center in Winston-Salem. Paula Fennell, Coordinator of Media Services for Chapel Hill-Carrboro City Schools, is Chairman-Elect and responsible for the conference. The plans thus far indicate that an excellent program is developing.

Another focus for NCASL this biennium is on increasing membership. Gwen Jackson, Membership Chairman, has been working on a campaign which includes a mailing to school librarians who are not members of NCLA.

The Charlotte-Mecklenburg School System is one of the four finalists in the nation for the 1980 School Library Media Program of the Year Award, cosponsored by the American Association of School Librarians and the Encyclopaedia Britannica Companies. This award recognizes exemplary elementary library media programs.

OFFICERS AND COMMITTEES

NORTH CAROLINA ASSOCIATION OF SCHOOL LIBRARIANS

- CHAIRMAN: Arabell Shockley
VICE-CHAIRMAN/CHAIRMAN-ELECT: Paula Myrick Fennell
SECRETARY-TREASURER: Jeanette Smith
DIRECTORS: Mary Arden Harris, Mettarene McLean, Rebecca J. Clark, Betsye Daniels
PAST CHAIRMAN: Betsy Detty
DIRECTOR, SDPI: Elsie Brumback
ARCHIVES: Stella Townsend, Chariman; Mary Guy Boyd, Barbara Carroll
AWARDS AND SCHOLARSHIPS: Mary Tolber Padgett, Chairman; Nancy R. Griffin, Jeanette M. Smith, Jeanne McRary, Bess Hollingworth, Nona Fitzpatrick
BUDGET: Betsy Detty, Chairman; Mary Martin Little, Doris Alexander, Shirley Brooks, David Harrington
MEMBERSHIP: Gwen Jackson, Chairman; Alice Spuller, Lorine H. Lynch, Carolyn P. Davidson
NOMINATING: Sue Scott, Chairman; Debbie Core, LaGray H. Spencer, Dr. Alice Naylor
PUBLICATIONS: Judith G. Letsinger, Chairman; Bill Pendergraft, Clara Crabtree
STANDARDS: Dr. Gerald Hodges, Chairman; Dr. Gene D. Lanier, Bertha Chavis, Barbara Swain, Julia Elam, Michelle Rich, Dr. Judith F. Davie, Edith Briles, Dot Nahory, Joan Lasueur, Elizabeth M. Pitts

JUNIOR COLLEGE SECTION

The Program Committee of the Junior College Section has been appointed by the Chairman of the section, Carolyn Oakley. The following members were appointed:

Dr. Shirley Jones, Chairman; John Thomas, Gary Barefoot, Barbara Farrell, Monnett Redslob (South Carolina), Marty Pautz (South Carolina)

The committee is meeting during May and making tentative plans for the Junior College section program for the 1981 Biennial Conference.

The Executive Committee of the Junior College Section shall meet during the second week of June, following the Executive Board Meeting of NCLA. At this meeting, a replacement for Don Massey will be appointed. Don has resigned his Directorship of the Junior College Section since he will be leaving the state at the end of June.

Anyone interested in serving on the Nominating Committee of the Junior College Section is asked to contact Carolyn Oakley by the end of July.

NORTH CAROLINA PUBLIC LIBRARY TRUSTEE ASSOCIATION SECTION

The following items were covered in the Public Library Trustee Association Section by Chairperson, H. K. Griggs, Sr., to the North Carolina Library Association Executive Board meeting in Boone on March 28-29:

1. The Trustee-Librarian Conference was scheduled to be held at the Best Western Motel in Burlington on April 25-26. The chief consultant for the Conference is Dr. Ann Prentice, author of *The Library Trustee*, and Dean of the Graduate School of Library and Information Science, the University of Tennessee.
2. Public librarians were urged to encourage at least one trustee to attend the Conference to become better informed and secure better state funding for public libraries.
3. Public librarians were encouraged to have at least one of their trustees, advisory or policy making, to become a member of NCLA. Trustee Section.
4. A tentative organization of Friends of Public Libraries was formed at Chapel Hill with the acceptance of a constitution.
5. Public Library Trustee Association news letter had been sent to library directors and trustees.
6. A brief outline of the subjects to be covered at the American Library Trustee Association at the ALA Conference in New York was presented.

LIBRARY RESOURCES COMMITTEE

Discussion of purposeful tasks for this committee evolved, covering topics that included resource sharing, union lists of microforms, videotapes, and other audiovisual resources, identification of cooperative efforts to serve as models and free resources available in the State. The need for back issues of the journals, documents, and sessions laws of the Legislative Assembly was also discussed.

The topic that generated the most discussion concerned the need for guidelines for salvaging/ protecting/ saving/ conserving resources in essence a ready reference tool for what to do when disaster (flood, fire, mildew, rodents, etc.) strikes. The consensus indicated the need to know where to go for help.

The implementation of this activity became the focus. A handbook would be developed following a review of the existing literature and an inquiry into what North Carolina libraries are doing. Additional activities suggested were: a

session at the 1981 NCLA conference on Survival for Resources, an on-going slide presentation at NCLA in 1981, funding for the publication, and investigation of data from the Stanford Library Study, and on what Ruzicka may be doing. Each member of the Committee will contact various agencies to identify what is going on and what others have done in this area. The assignments were: Joy Hays—Department of Educational Media; Barbara Clark—Community Colleges; Karen Seawell—Public Libraries; Duane Bogenschneider—*TAR HEEL LIBRARIES* announcement; Judie Davie and Bob Gaines—review of literature, including ERIC, Library Literature, ABIN, and NTIS.

The Library Resources Committee recommends the following:

1. Consideration should be given to continuity of some committee members from one biennium to the next.
2. Consideration should be given to coordination of efforts of existing committees (horizontal communication) and to avoid duplication of efforts, i.e. Networking, Audiovisual, and Library Resources.
3. Membership of this committee should consist of but not be limited to representatives from all types of libraries and the number on the committee should not be specified. (A change in the Handbook description)

Another meeting of this committee will be held during the October NCASL in Winston-Salem.

The meeting was adjourned to reconvene for committee reports.

STATE COUNCIL FOR SOCIAL LEGISLATION

The State Council for Social Legislation, organized in 1920, is composed of 21 statewide civic, church, professional, and social organizations with over 375,000 individual members. In each biennium the State Council chooses a Legislative Program which is adopted after careful study and is supported by the member organizations.

The North Carolina Library Association is a member of the State Council, with the following representatives: Geneva Chavis, Cy King, Carol Reilly, and Elizabeth Laney. These representatives will meet with the Council on November 5, 1980, to help select four items to present to the Legislature in 1981.

The Council has adopted seven items for consideration next fall. They are:

ERA

Permanent homes for foster children

Alternatives to imprisonment

Protection for older adults in group care

School health and family life education

Hunger and malnutrition

Expanded library services

Please express to the NCLA representatives your feeling about any of the proposed items which may be adopted by the council next fall. Especially, if you have information on the need for expanded library services to persons confined to state-operated institutions, to pre-school and early school children, or to older adults, please send it to one of the representatives.

FINANCE COMMITTEE

The only members of the Finance Committee present at the Spring Workshop were Robert Pollard and Richard Barker. We reviewed several procedural matters concerning the transfer of the Treasurer's records to the new Treasurer. The committee will meet prior to the Fall meeting of the Executive board to prepare a proposed budget. Any committee desiring to make a special request for funds should do so not later than September 1, 1980.

GOALS AND OBJECTIVES COMMITTEE

The Committee met on March 28-29 at the Spring Workshop in Boone. It appears that this committee replaces in part the old Development Committee. After several hours of discussion among members and with NCLA President O'Shea, some agreement was reached on the charge to the committee and its preliminary agenda for the biennium.

Charge to the Committee:

1. To study the entire structure of NCLA and assess whether or not improvements, which would enhance its functioning as a professional organization, can be made.
2. To develop a model for NCLA to consider with respect to its future as a professional organization.
3. To determine whether or not the proposed model reflects the philosophy of the current membership of NCLA.
4. To recommend to the NCLA Executive Board a mode for the organization which includes goals and objectives, organizational structure, and financial structure.

Initial Agenda for the Committee:

1. To obtain from each section of NCLA a copy of its By-Laws and its goals, if such documents exist.
2. To provide committee members with copies of NCLA constitution and by-laws, current audit, and current budget.
3. To search the professional literature to determine whether or not there exists a model for professional library organizations.

PUBLIC LIBRARY SECTION

The Planning Council of the Public Library Section, NCLA, met for the first time this biennium on March 5-6 at the Eden Public Library in Eden, N. C., a branch of the Rockingham County Public Library.

The charge made to each committee was discussed. Some committees had met and reports were heard from these.

The charge made to each committee was discussed. Some committees had met and reports were heard from these.

The Genealogy Committee plans to print a record of cemetery censuses held by public libraries.

The Information Resources Committee is compiling a list of sources from which North Carolina materials may be ordered.

The Young Adult Committee will continue to print *grassroots*, a newsletter for Young Adult Librarians, which is distributed nationwide by subscription from Susan Kern, Chairman of the Young Adult Committee, Central North Carolina Regional Library, 342 S. Spring St., Burlington, N. C. 27215.

Two new standing committees were approved by the Council. These are the Literacy Committee and the Trustee-Friends Liaison Committee.

The next meeting of the Planning Council will be held May 15-16 in New Bern.

CONSTITUTION AND CODE COMMITTEE

The Constitution and Code Committee discussed proposed changes in the Constitution and will present these changes to the membership at the appropriate time. The changes, generally, are of a technical or procedural nature designed to update current Association practices. Barry Baker, Margaret Bennett, George Gaumond, Nola Miller, Joy Sandfier, Janifer Thompson, Carol Veitch, Alene Young, and Mildred Matthis, Chairperson, attended the spring Workshop.

Mildred Matthis

ARCHIVES COMMITTEE

The function of the Archives Committee is to receive and preserve the records of the North Carolina Library Association, both general and sectional. This includes minutes of meetings, transactions of conferences, clippings, programs, and other ephemera. An excellent summary of the work of the committee to date by Charlesanna Fox, chairman from 1957 to 1980, was published in the Winter 1979 issue of *North Carolina Libraries*.

Specific projects for the 1980-81 biennium include publishing Hallie Bacelli's index to the bound volumes, 1902 to 1971, and sorting and binding the records of the Public Libraries Section and the Junior Members Roundtable. We also hope to have an exhibit at the 1981 joint conference with the South Carolina Library Association.

Materials for the Archives should be sent to the N. C. State Library, attention David Bevan. All sections and committees are urged to send minutes and other records, including pictures, clippings, programs, etc. Whatever is not bound will be preserved in scrapbooks.

EDUCATION FOR LIBRARIANSHIP COMMITTEE

At the Spring Workshop in Boone, March 28-29, 1980, the Committee identified a number of activities for this biennium:

1. the joint planning, implementation, and evaluation of a program with the South Carolina Library Education Round Table for the 1981 Charlotte Conference.

2. the development of a clearinghouse for library-related continuing education opportunities.
3. the development and dissemination of a pamphlet with: (a) basic principles for designing successful continuing education workshops; (b) methods for advertising workshops; (c) alternative methods of delivery of continuing education experiences; and (d) a selected bibliography of relevant sources. The intended audience for this pamphlet is the NCLA membership including system level school media coordinators, heads of Learning Resource Centers in technical institutes and community colleges, and special librarians. The printing costs may exceed the Committee's budget, but the evident commitment of NCLA to continuing education should justify the expenses incurred.
4. the notification by letter to extension offices at colleges and universities in the state of NCLA's commitment to library-related continued education offerings.

RESOURCES AND TECHNICAL SERVICES SECTION

RTSS is co-sponsoring an AACR 2 Workshop with North Carolina Central University School of Library Science, June 2-3, 1980.

At its meeting on February 21, the Executive Committee reviewed three documents:

1. Guidelines for Affiliation with RTSS developed by Carol Myers.
2. Criteria for an award for the best article on technical services appearing in *NORTH CAROLINA LIBRARIES* formulated by Desretta McAlister and William Schenck.
3. NCLA/RTSS Interest Survey. Approved and mailed February 28. Returns are being tallied. Results to be used as a basis for programs. The Survey was distributed to technical services librarians in all types of libraries.

MEMBERSHIP COMMITTEE

The Membership Committee of NCLA will print by June 1980 5,000 copies of a revised membership solicitation brochure which will include the mailing address of the new treasurer as well as a new manner in which to request information for members that are joining NCLA. This brochure will be printed in blue in order to distinguish it from the previous yellow brochure is to recruit new members moving into North Carolina and new librarians entering the profession such as recent graduates of library schools in North Carolina. The Membership Committee will also work with all the sections of NCLA in order to determine if it is feasible or necessary to conduct any kind of canvassing of section members for the purpose of asking them to recruit new members in NCLA. This will be a joint action between the Membership Committee and any section which desires it. The details and mechanics of this project will be worked out some time by the fall of 1980. At this point in time, the only special mailing

which the Membership Committee believed to be absolutely necessary is one to employees of special libraries. This group of librarians always seems to be left out of NCLA activities, and their membership is very low at this time. Anyone having any suggestions for the recruitment of new members into NCLA should contact the chairman of this committee with their suggestions.

INTELLECTUAL FREEDOM COMMITTEE

(Minutes of the March 28-29, 1980, Meeting)

The organizational meeting of the Intellectual Freedom Committee was held at the North Carolina Library Association Spring Workshop in Boone, March 28-29, 1980. Present at both the Friday evening and Saturday morning sessions were the following: Dr. Gene Lanier, presiding; Philip Morris; Clarence Toomer; Jane Freeman; Suzanne Levy; Barbara Hempleman; Jean Amelang; George Linder; and Mary Ann Brown, who was chosen secretary.

Friday evening:

At the Friday evening meeting, Dr. Lanier reviewed the Committee's function and duties and directed the members' attention to the materials on intellectual freedom in the information packet he prepared for their consideration and discussion. The newly revised *Library Bill of Rights* was reviewed in detail.

Several items of old business were discussed:

1. Philip Morris reported on a survey conducted by the previous Committee, which sought to determine the extent of censorship problems in N.C., as seen by directors of public, school, college, and university libraries. Part of the survey has been tabulated, and the results will soon be available. Mr. Morris believes that the survey itself helped to remind directors that the IFC exists and can be of help to them.
2. The Committee was informed about an Academic Freedom Group Workshop, a preliminary discussion in which Mr. Morris participated, to investigate what sort of coalition might be formed among organizations concerned with issues of intellectual freedom (AASA, AFT, ALA, IRA, NCSS, NCTE, NEA, SLA).
3. The Committee discussed several issues which had arisen or developed since the last meeting:
 - a. Mr. Morris and Dr. Lanier summarized the situation in Greensboro created by Superintendent Newbold's decision on *The Car Thief* and discussed the Committee's role in protesting this action. Mr. Leonard Johnson had put together a scrapbook of clippings and correspondence which he made available to Committee members.
 - b. The conditions under which a film was withdrawn from the N. C. State Library were examined. This situation dramatized the Committee's inability to provide help for libraries with challenged materials unless they have a written, approved selections policy.
 - c. Committee members were urged to be alert to possible problems which can develop, very quickly, during sessions of the General

Assembly. In the last days of the most recent session, for example, there was talk of a bill which would permit immediate seizure of challenged materials without a hearing.

Matters of new business included a preview of the agenda for Saturday morning's meeting and the setting of the date and place for the Committee's next meeting—in Greensboro on Friday, July 11. (Guilford Technical Institute LCR, Jamestown, NC, 10:00 a.m.)

Saturday morning:

The Saturday morning session was devoted to new business.

In order to keep the Committee informed about what is happening in libraries across the state, the members will screen representative newspapers for items which should come to the Committee's attention: *Asheville Citizen-Times*—Hempleman; *Charlotte Observer*—Toomer; *Charlotte News*—Freeman (also *Gastonia Gazette*); *Durham Morning Herald*—George Linder; *Durham Sun*—David Nicholls; *Chapel Hill Newspaper*—Levy (also *News and Observer*); Fayetteville, Greenville, Wilmington—Lanier; *High Point Enterprise*—Amelang; *Winston-Salem Journal*—Judie Austin. Any relevant items will be copied and forwarded to Dr. Lanier, who can then make them available to the rest of the Committee and can determine if action is appropriate.

Jean Amelang described a problem at Hickory Public, which arose because the Ku Klux Klan was denied use of a library meeting room. The ACLU has reportedly joined with the Klan to challenge this denial in the courts. The Committee agreed that the denial was in direct opposition to ALA policy.

Mertys Bell, President-elect of NCLA, asked the Committee to decide whether or not to request space on the program for the 1981 meeting, to be held in Charlotte October 7-9, as a joint meeting with the South Carolina Library Association. Members were enthusiastic about having a part in the program and made a strong recommendation that the program be practical in nature. Dr. Lanier will contact the appropriate South Carolina liaison person to ask for suggestions and cooperation. Further, and more specific, plans will be made at the July meeting.

The Committee agreed that it was important to be outgoing and visible, while recognizing the dangers of appearing in communities as "outside agitators." In the past the Committee has received numerous notifications of problem areas, but few actual requests for help. After agreeing that a well-informed Committee has a better chance to provide help, the members adjourned to the NCLA General Meeting.

Respectfully submitted this seventh of April,

Mary Ann Brown
Ravenscroft School
Raleigh, N. C.

SCHOLARSHIP COMMITTEE

The Scholarship Committee met with other committees at the Workshop in Boone, March 28 and 29. Since two members are appointed each biennium to serve six years, the primary purpose of the meetings was to review the

committee goals and activities and complete the organization for the next two years. Elizabeth Laney was appointed Chairman replacing Grace Farrior; Diana Tope replaced Virginia Quinn; and Marjorie Lindsey was appointed to fill the unexpired term (1982) of Joy Hays, who had a conflict of committee assignments. Other members are Eugene Huguelet (term expires 1982) and Myrtle McNeill (term expires 1984).

Nineteen applications had been received for three scholarships to be awarded this summer. A beginning was made in the selection process and a time set to continue this work in Raleigh by may 15. The three students chosen to receive the awards were:

\$1000 NCLA Memorial Scholarships

Reba K. Fox, Lexington
(will attend Emory University and return to North Carolina when she has completed her library science degree).

Margaret Sue Crownfield, Greensboro
(will attend the University of North Carolina at Chapel Hill School of Library Science).

\$500 Query-Long Scholarship

Frances Bryant Bradburn
(is studying library work with children at the University of North Carolina at Greensboro).

SOUTHEASTERN LIBRARY ASSOCIATION REPRESENTATIVE

Since March 28, 1980, when I reported to the North Carolina Library Association Executive Board on Southeastern Library Association memberships as of January 21, 1980, I have received from Helen Lockhart, SELA President, the following, the following figures as of March 14, 1980:

- 1641 Personal Memberships (1073 renewals; 568 new)
- 47 Institutional Memberships
- 27 Honorary Memberships
- 19 Sustaining Memberships
- 3 Contributing Memberships
- 2 Commercial Organization Memberships

- 1739 Total

Of the personal memberships, North Carolina has the largest number, 256, and Georgia runs second with 224. We still have a long way to go to reach the goal of 6,000 members set in anticipation of the observance of SELA's 60th anniversary at the Biennial Conference to be held at the Hyatt House in Birmingham, Alabama, November 20-22, 1980.

From a draft of a proposed revised SELA constitution and by-laws received from Hubert Whitlow, Chairman of SELA's Constitution and Bylaws Committee, and Louise Boone, NCLA's member of that Committee, a few excerpts were read. Two of the main changes from the existing constitution are the enlargement of the Executive Board to include Section Chairmen and having each constituent state represented on each Standing Committee, when

feasible. It is the aim of the Constitution and Bylaws Committee and the Executive Board to provide a structure which will promote as great coordination between the state associations and the SELA as possible.

HONORARY AND LIFE MEMBERSHIP COMMITTEE

The Honorary and Life Membership Committee of the North Carolina Library Association met at the Spring Workshop, Appalachian State University on March 28-29, 1980. Four members were present: Bess Hollingsworth, Cindy Pendergraft, Katherine Shropshire, and Miriam Ricks.

The Committee:

1. Reviewed the function of the committee and the criteria for selecting honorees.
2. Studied the work of the committee in the previous years. We further compiled a list of the honorees, reviewed the names submitted in previous years and not voted upon, received nominations, devised a time line to accomplish the tasks of the committee, and examined materials for Archives.
3. Is ready to accept nominations for Honorary and Life Membership in the North Carolina Library Association and set January 1, 1981 as the deadline to receive nominations.
4. Plans an article in *North Carolina Libraries*, Summer 1980 issue requesting NCLA members to submit recommendations for honorary and life memberships.
5. Will screen the suggestions and get their nominations to the Executive Board, North Carolina Library Association prior to the next Spring Workshop, 1981.

Recommendations from the committee are:

1. That the revision of criteria of selection for honorary memberships include members who died before retirement.
2. That the By Laws define Honorary and Life Memberships, and the rights and the privileges of each.
3. That in the selection of committees that one person remain on the committee to establish continuity.

HIGHLIGHTS NCLA BOARD MEETING 6/5/80

The Education for Librarianship Committee will be publishing a brochure which will provide information about how to plan and execute a continuing education program. Look for this in the Fall.

The biennial budget for NCLA will be presented to the Fall meeting of the Board. Chairman of the Budget Committee, Richard Barker, will be working on that budget during the next several months.

One of the seven items to be supported by the State Council on Social Legislation concerns libraries and library services. Watch for more from this Council.

NCLA Scholarships have been awarded to the following:

1. Reba K. Fox
2. Margaret Sue Crownfield
3. Francis Bryant Bradburn

NCLA/SCLA Joint Conference, October 7-9, 1981, plans are developing. The conference will be held in Charlotte. The Board was presented with the first draft of a schedule for the conference and made suggestions to the joint conference committee concerning this proposed schedule. Section and Committee Chairpersons with program responsibilities are encouraged to continue to develop dynamic program plans with their South Carolina counterpart. Details of the proposal can be obtained from Mertys Bell.

Gene Lanier reported for the Intellectual Freedom Committee that there are currently four cases of potential censorship issues to which the Committee has responded:

1. Greensboro school system where the superintendent's removal of *The Car Thief* from the libraries is an issue.
2. Columbus County Public Library, where the Library Board has proposed that parents can request embossing of a minor's library card in such a manner that it will restrict the card bearer to circulation of Juvenile books. This currently appears to be a solution which provides access, and at the same time places restrictions with parental/guardian responsibilities consistent with ALA recommendations.
3. Union Primary School, Shiloh, NC. Item in question *Look at the People*. School Board has agreed with a parental complaint.
4. Union Elementary School: *Jaws*. County librarians to meet with school superintendent on June 9.

Other items of business transacted will appear in the official minutes of the meeting, which will be published in the Fall issue of NCL.

Next meeting of NCLA Board is August 14, 1980, Raleigh, 10:30, North Hills Community Room.

TREASURER'S REPORT
March 21, 1980-June 2, 1980
Checking Account

Balance on Hand	\$ 973.31	
Receipts:		
Dues and Receipts:		
Association		\$2,020.00
Sections:		
NCASL	\$332.25	
Public Library	471.05	
Trustees	89.68	
College & University	260.75	
Junior Members	15.00	
RTSS	73.25	
Children's Services	29.75	
Junior College	19.00	
Documents	30.00	
Ref. & Adult Services	26.50	
Total Dues & Receipts		<u>1,347.23</u>
NORTH CAROLINA LIBRARIES (Schedule 1)		\$3,367.23
Loan Repayments		839.73
Interest—General Fund		40.00
Transfers from General Savings		162.50
Refunds:		
U.S. Treasury		13.00
Telephone		18.49
Total Reciepts		<u>31.49</u>
Total Cash to Account For		<u>\$7,440.95</u>
Expenditures (Exhibit B)		\$8,414.26
Cash Balance, June 2, 1980		<u>6,618.32</u>
		<u>\$1,795.94</u>

Cash Disbursements

Office Expenses:		
Telephone	\$ 69.39	
Photocopy	4.90	
Printing and Stationery	798.54	
Computer Charges	428.88	
P. O. Box Rent	16.00	
Clerical Help	24.50	
Officers Expenses		23.00
Section Expenses (Schedule 1)		990.60
Membership Committee	147.68	
Governmental Relations Committee		794.18
NORTH CAROLINA LIBRARIES & THL		2,775.85
State council for Social Legislation Dues		100.00
SELA Dues		10.00
Spring Workshop		454.80
Total Expenditures (To Exhibit A)		<u>\$6,618.32</u>

Section Receipts and Disbursements

	NCASL	PLS	Trustee	RTSS	College
Balance 3-21-80	\$1,820.43	\$2,107.05	\$786.58	\$1,558.16	\$2,439.65
Recepits	6,982.66*	471.05	89.68	73.25	260.75
Total	\$9,803.09	\$2,578.10	\$876.26	\$1,631.41	\$2,700.40
Expenditures	488.51	30.00	176.78	16.67	5.46
Balance 6-2-80	<u>\$9,314.58</u>	<u>\$2,548.10</u>	<u>\$699.48</u>	<u>\$1,614.74</u>	<u>\$2,694.94</u>

	JMRT	Jr. College	Child.	Doc.	Ref. & Adult
Balance 3-21-80	\$(166.87)	\$ 547.58	\$613.84	\$ 640.01	\$ 268.65
Receipts	15.00	19.00	29.75	30.00	26.50
Total	\$(151.87)	\$ 566.58	\$643.59	\$ 670.01	\$ 295.15
Expenditures	—	—	—	47.92	—
Balance 6-2-80	<u>\$(151.87)</u>	<u>\$ 566.58</u>	<u>\$643.59</u>	<u>\$ 622.09</u>	<u>\$ 295.15</u>

*Received \$6,650.41 from former section treasurer.
This amount transferred to savings account.

NCLA

NORTH CAROLINA LIBRARY ASSOCIATION

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NORTH CAROLINA LIBRARY ASSOCIATION

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POSITION _____

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ZIP CODE _____

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Mail to: **Mr. W. Robert Pollard**, Treasurer, NCLA
 P. O. Box 5082, NC State University Station
 Raleigh, North Carolina 27650

To enroll as a member of the Association or to renew your membership check the appropriate type of membership and the sections which you wish to join. NCLA membership entitles you to membership in one of the ten sections shown below at no extra cost. For each additional section, add \$4.00 to your regular dues. As a member you will receive North Carolina Libraries, the publication of the Association.

Return this form along with your check or money order made payable to North Carolina Library Association. All memberships are for the biennium.

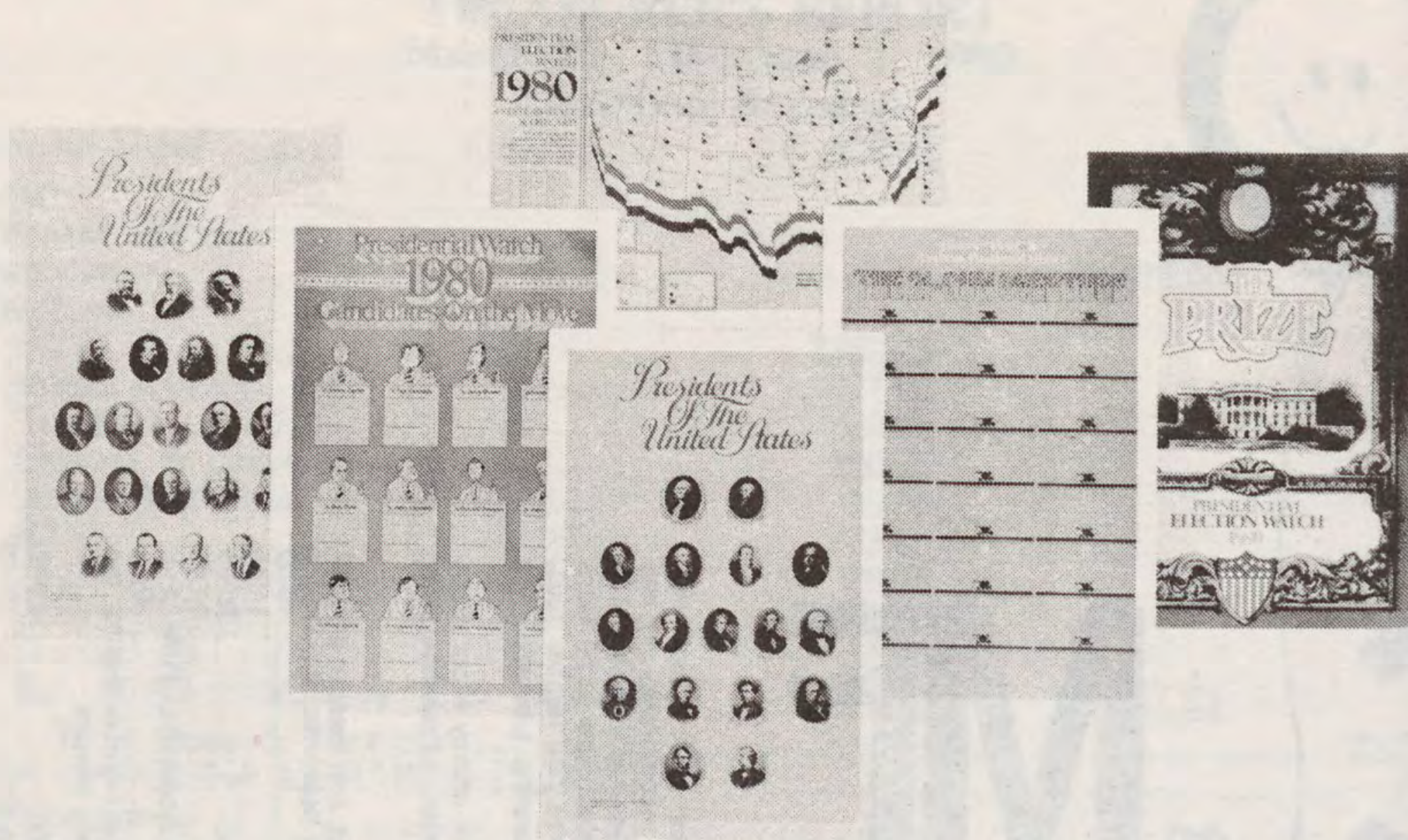
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- LIBRARIANS — earning up to \$12,000 15.00
- LIBRARIANS — earning \$12,000-\$20,000 20.00
- LIBRARIANS — earning over \$20,000 30.00
- CONTRIBUTING — Any individual, Association, Firm, Etc. interested in the work of NCLA 30.00
- INSTITUTIONAL — This is not individual membership for the Librarian. Dues are based upon operating income:

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 - College Trustee \$50,000-\$100,000 20.00
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