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stand up for libraries

NORTH CAROLINA LIBRARY ASSOCIATION

From the President

Executive Board: The first meeting of the new executive board was held January 20, meeting in the State Library in Raleigh. It seemed most appropriate that our first meeting was in Raleigh and at the State Library, since our ties historically, politically, and economically have been linked there in such substantive ways. We were grateful that Mrs. Sara Hodgkins, secretary of Cultural Resources, joined us for part of the meeting, indicating her support of libraries and our association. You will see the minutes of the meeting and the reports of the sections elsewhere in this issue. Do read them, for they show what an active and alive association NCLA really is. The spirit of the new board is a fine one: enthusiastic, cooperative, and full of good ideas. We're off to an exciting start.

Awards: Two awards recently have honored some of our own. The North Carolina Association of School Librarians (Dr. Judie Davie, chairman) received the 1984 Grolier Foundation Award, which includes a \$1,000 prize. The award is for an unusual contribution to the stimulation and guidance of reading by children and young people. Also, Dr. Gene D. Lanier, chairman of the Intellectual Freedom Committee and professor of Library Science at East Carolina University, has won the 1984 John Phillip Immroth Memorial Award. This award honors intellectual freedom fighters who have made notable contributions to intellectual freedom and have demonstrated remarkable courage. The citation and a check for \$500 will be presented at ALA in Dallas, June 24. NCLA salutes the recipients of both awards.

Legislative Day: April 10 is the day librarians from all over the country descend on Washington, D.C., to spread the library gospel to our legislators. Louise Boone and the Governmental Relations Committee are once again organizing a delegation from the Tar Heel State. Democracy in action is certainly the best way to describe this particular day, and the results in recent years have been truly remarkable. Education is our game, whether it be with patrons or legislators.

NCLA Is Big Time: Recent charts supplied by the ALA headquarters report on the membership size of state library associations. According to this report, NCLA is the sixth largest state library association in the United States. (Those ahead of us are Illinois, California, New York, Oklahoma, and Tennessee).

Politicians: The season is theirs, no doubt about it. And the time is ours; there is no doubt about that either. NCLA's Governmental Relations Committee and other library groups in the state are preparing to question the candidates regarding their ideas for bettering library service in North Carolina. Whenever you have the opportunity to "meet the candidates," you do the same thing. Let them know that librarians care about library services . . . and what *they* think about the same thing.

NCLA Future: A special committee, the NCLA Futures Committee, has been appointed. Chaired by Arabelle S. Fedora of Winston-Salem, the committee is charged with looking carefully at all aspects of our association, making suggestions for changes and improvements and guidance as we head into the last part of this century. You will be hearing about the committee. Please let the committee hear from you, too. Address: Ms. Arabelle S. Fedora, c/o Winston-Salem/Forsyth County Schools, P. O. Box 2513, Winston-Salem, NC 27103.

Governor's Commission: NCLA was invited to appoint members to the Advisory Council on the Governor's Commission on Education for Economic Development. Mertys Bell, immediate past president, and Pauline Myrick, president-elect, are our representatives. The role of libraries in education and in economic development in our state is a solid one, and we appreciate the opportunity to have these two outstanding library leaders represent us. At the public hearing in Greensboro in February, Dr. Judie Davie also presented a statement on behalf of NCLA. The final report is to be issued April 5. Be on the lookout for it. This could have a major impact on us all.

Leland M. Park, President



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Introduction

Evaluation is an activity in which all of us engage informally and without hesitation every day. However, evaluation as a formal assessment of individual performance in the workplace is the source, at best, of ongoing discussion and, at worst, of cynicism, anxiety, and frustration.

The following articles examine performance appraisal in the context of the library, reluctantly affirming the need for the process. The authors caution against the pitfalls of faulty appraisal systems and identify the benefits of effective systems. Guidelines for establishing effective systems are also delineated.

Jonathan Lindsey emphasizes the eventual effect all personnel decisions have on the appraisal process. Patsy Hansel and Renee Taylor present the perspectives of the two groups often assumed to be at odds in the appraisal process, administrators and the employees whose work they evaluate. John Lubans discusses the library as a service industry and defines the distinctive characteristics of performance appraisal in this type of organization. Ilene Nelson looks to the for-profit sector for insights into performance appraisal and translates the experience there into recommendations for libraries.

It is the human element in performance appraisal that makes it so difficult. Each library must develop a unique system that will take into consideration its administrative structure, its staff, and its institutional goals. These articles are offered as the first step in creating a formal appraisal system where one does not exist or in evaluating the effectiveness of one already in place.

Ilene Nelson
February 1984

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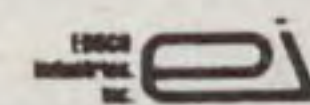
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The Human Dimension in Performance Appraisal

Jonathan A. Lindsey

The Management Mentality

Management is "in" these days. At the end of 1982, the top item in college bookstores was Garfield; in mid-November 1983, the top items were Kenneth Blanchard, *The One Minute Manager*, and Thomas J. Peters and Robert H. Waterman, Jr., *In Search of Excellence: Lessons from America's Best Run Companies*.¹ The change from the self-help volumes of a decade ago to the emphasis on management is a comment on cultural change and attitudes. More recently, getting the job done well appears to be of greater interest than the antics of a comic cat. Underlying this "management mania," as some might call it, is a tension in which libraries have been caught for generations, the conflict of attempting to evaluate objectively what is essentially a subjective experience. Service versus productivity is *the* polarity for libraries.

One element in the tension reflected by last fall's best sellers on management is not their emphasis on technologically based efficiency but their surprising acknowledgement of the human element in large, successful businesses. In many instances, Peters and Waterman describe the human relationships within the companies they studied—from hype to personal pride in products. But at the basis of the high performance of the companies in their study was a strong sense of the human dimension, the personal touch, the almost forgotten second-mile ethos of the work ethic. Their identification of "close to the customer," "productivity through people," "hands-on, value driven" as three of the eight attributes of excellence are people-based.²

Libraries have always experienced the tension which these management writers are now recognizing. Libraries provide service, yet much of the work of library personnel is production-oriented. For the past twenty years, libraries have been developing management systems focused on production. As librarians have grown into and

become parts of expanding bureaucracies, management's requirement of accountability has been the motivation for performance evaluation. However, we now find ourselves in 1984 needing to look more carefully at the human dimension in management.

Recent Research Reports

Not only has "management mania" taken hold in libraries in the past decade; the status of the employee in public agencies has also created the need for carefully defined documentation about the performance of personnel. Stanley P. Hodge has provided a fine treatment of the performance appraisal instrument that has been shaped by legislative and judicial decisions in the past decade of evolving equal employment opportunity requirements.³ Hodge identifies seven functions for which performance appraisals are often used: facilitating personnel planning, making employment decisions, supporting job development, providing performance feedback to employees, eliciting feedback from employees, creating a base for modification of behavior, and establishing needs for training or coaching.⁴ He traces the legal base for each of these characteristics and provides a sample of a document used at Texas A & M that could have general application throughout libraries.

Hodge appears to understand the advice of H. Rebecca Kroll, who sets out four criteria for any evaluation program.

1. Determine what the job is. (Define the goals.)
2. Establish a reasonable performance level. (Define the objectives in terms of quantity, quality, time spent.)
3. Measure the actual performance (by first-hand observation, viewing completed work, reading the employee's own report, and the like).
4. Compare the actual performance to the standards set.⁵

Both Kroll and Hodge follow the wisdom of Robert D. Steuart and John Taylor Eastlick, who have articulated five functions for a personnel

Jonathan A. Lindsey is Director of Libraries at Baylor University. He is a former Editor of *North Carolina Libraries*.

evaluation program. These include measuring performance against job description expectations, documenting to justify termination, providing a base for positive personnel action, indicating an individual's capability and potential, and generating personal goals which support implementation of institutional goals.⁶

The bibliographies of these four writers direct the administrator to a selection of library, personnel, and federal sources written during the period between 1968 and 1982 but centering on the years 1977 to 1981. These sources, supplemented by N. K. Kaske's reviews of performance and appraisal that appear in the American Library Association *Yearbook*, 1976-81,⁷ provide significant reading and a sampling of evaluation/appraisal instruments.

Why Performance Evaluation May Not Work

Despite library management's ambivalence about performance evaluation, the phenomenon is not new, and it is here to stay. Regardless too of the mixed systems of management style, ranging from laissez faire to the latest adaptation of business school theorists, accountability in multiple copy is a fact of life to be faced, lived with, and worked through. Given these realities, the success or failure of any evaluation/appraisal experience depends upon the philosophy of the institution in which the evaluation is performed and the attitude of the person being evaluated toward the whole experience. The favorable attitude of the person being evaluated toward the event, the process, and the product of evaluation is essential to the effective implementation of any evaluative experience. If the individual fails to perceive value in the product, the process and the event are irrelevant. Saul Gellerman said this more compellingly when he commented that personnel would "want to correct the deficiencies in their performance if they *agreed* that they were deficient and if there appeared to be enough *advantage* in correcting them to justify the effort."⁸

At least four common causes of personnel dissatisfaction with evaluations focus on perceptions of the lack of effectiveness of the evaluation. These causes may or may not exist in fact, but if they are perceived to exist, trouble ensues:

1. if across-the-board raises always appear to occur;
2. if nonperformers appear to be promoted;
3. if supervisors always rate high (or low);
4. if fear of legal action mitigates evaluation.

Each of these is so common that they usually fail to be discussed in other than staff-room asides.

Steuart and Eastlick cite six pitfalls of performance evaluation which they credit to the Denver Public Library's *Manual for Performance Evaluation*. These are the errors of (1) the "halo effect"; (2) "prejudice and partiality"; (3) "leniency, softness, or spinelessness"; (4) "central tendency"; (5) "contrast"; and (6) "association."⁹ Errors one and three are opposites and reflect attitudes of the evaluator. Error two refers to discrimination in any of its legally defined forms. Errors four and six refer to the middle of the range and sequential constancy in rating. Error five refers to the actual performance versus the rater's perception of potential. These "errors" are articulated for supervisors to remind them of their responsibility in the rating process.

Pre-Employment Analysis

Good experiences with personnel evaluation begin before employment and are particularly important at the employment stage. The foundation for good personnel evaluation experiences lies in a clear articulation of the tasks to be performed, the skills required to perform the tasks, and matching persons with skills appropriate to the tasks. This kind of pre-employment analysis can facilitate the development of job descriptions and performance expectations.

For instance, who has not experienced the page who has no numerical acuity? Such frustration might be avoided by two pre-employment decisions. One decision is to determine that the primary tasks of pages require the skill of accurately placing books on shelves, reading shelves, and even performing inventory. The primary skill is the ability to perceive numerical sequences quickly. To achieve the match between task, skill, and personnel may require a simple numerical acuity examination, with minimum scores for employment and for increased levels of experience and responsibility.

In another instance, the pre-employment decision may be that the human needs of the library require a warm, "motherly" figure at the circulation counter. Certainly this primary public relations location in the library requires personnel that have more than minimal interpersonal skills. This question particularly needs to be considered as we increase the use of computer-based circulation systems that require combining a different set of technological skills with human response skills. A decision may have to be made that the human response skills are more critical at the circulation counter!

Consider the reference department, where skill is required in "negotiating the reference

interview," the current jargon for being able to ask the kinds of questions which help the user define a need and provide the librarian with data to begin to help meet that need. Reference librarians in the past have been trained in bibliographical knowledge but have received little training in inquiry and search strategy. The Association for Clinical Pastoral Education¹⁰ is a pioneer in the use of *verbatim reports* as a means of developing listening/hearing skills. Their method could be adapted for use in library education after a careful description of the tasks, skills, and expected performance of reference librarians. Verbatim reports could also be applied in the library as a technique for evaluating reference skills. This would require preparation of reports of the reference interview from which a judgment could be made of the effectiveness of the reference librarian's interpretation of the question and initial search strategy.

Consider the performance evaluation from the perspective of a letter of reference. Letters of reference need to be specific, describe the candidate's skills with concrete examples, refer to career goals, and note limitation where appropriate.¹¹ Well-documented letters of reference are based on precise evaluation. This is especially important for students who may use library employment as references for their first professional jobs.

As stated at the beginning of this section, successful performance evaluation is based on decisions made by administrators before the employment of the person to be evaluated. Without careful, recurring analysis of tasks and skills refined to reflect the variety and changing functions of library service, effective performance evaluation will not occur. Many things can impede effective evaluation, but none can substitute for this level of preparation.

So What?

In 1984, with all of its inherent overtones and innuendoes, with the "management mania" which appears to have cultural endorsement, with the realistic need for accountability, and with the

increased impact of technology on our lives, performance evaluation/appraisal is not going to fade into the sunset. This phenomenon of life in the bureaucracy is with us. If current speculations are accurate, that 67 to 75 per cent of the American work force will be information-related by the end of the century, and if the predicted rates of change in other employment sectors take place, careful pre-employment analysis is going to be necessary. Pre-employment analysis of functions, because of these changes, is going to require modification of tasks and skills required and the evaluation of performance. At the base, however, of any performance evaluation/appraisal system is the attitude of the person being evaluated. If the individual places value on the product of evaluation, the individual will be willing to change behavior. If, however, the individual does not value the product, then the process will not provide positive individual benefit. Even "one minute managers" waste time and energy with persons who do not value the product.

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The Administrative Perspective in the Evaluation Process

Patsy J. Hansel

This article is designed to attempt to answer two questions about employee performance appraisals¹ from the library administrator's point of view: (1) Why is the evaluation necessary and (2) What are the administrator's frustrations.

The literature on performance appraisal indicates two broad reasons for formal evaluations of the work of employees: (1) to provide information/documentation for personnel decisions: merit raises, promotions, transfers, demotions, or dismissals; and (2) to provide feedback to the employee to encourage maintenance of good performance or improvement of poor performance, and to plan future performance standards.

These two general goals are not necessarily mutually exclusive, but developing a system that does both well can be a very time-consuming, frustrating task. The dilemma is inherent in the history of the evaluation/appraisal process and is evident in that over the years the term *evaluation* has given way to the less judgmental *appraisal* in the literature of performance appraisal. Historically, the process has been to evaluate, to judge. More recently, the developmental goal of performance appraisal has received more exposure in the literature and more emphasis in the design of performance appraisal systems. "The fundamental purpose of performance appraisal has not changed. Rather, a new objective has been added to the old. Organizations now expect managers to both evaluate performance for institutional reward and punishment purposes, and to use the appraisal process to improve employee performance levels."²

The literature offers little solace for those searching for the perfect meshing of these dual goals. Some say it cannot be done, that the evaluative and developmental functions must be separated.³ However, most of the experts seem to agree that the most feasible approach is to continue to attempt to merge the two goals. The sys-

tem that the library administrator chooses, or rather, develops, will have to be based on the system that is best for the particular library. The system that is best for a particular library depends in part on the legacy of performance appraisal in the library—whether it has existed before and whether it has been perceived as productive or not—and what the staff and the administration currently want from a performance appraisal system.⁴

Is Performance Appraisal Necessary?

There is plenty of debate about whether performance appraisal is necessary or not. A recent article in the *Journal of Library Administration* questions whether it is necessary in academic libraries, since the people who work in academic libraries have such a poor opinion of its value and since academic libraries abroad seem to function well without it.⁵ Others maintain that in organizations where performance appraisal seems to be working (i.e., the organization is productive and management is inclined to give the performance appraisal system part of the credit), it really isn't performance appraisal that is beneficial; rather, a productive organization just happens to be doing performance appraisal along with other truly productive things.⁶

Formal performance appraisal is probably not necessary in the optimally performing organization: one in which communication among staff and managers is free-flowing and everything that should be done is done when it should be done by whom it should be done; one in which feedback for any action is immediate and effective (the *One Minute Manager* approach); one in which managers take the time to write down incidents of particularly good or poor performance every time they happen for every employee supervised so that complete written information on which to make personnel decisions exists: one in which decisions are made on such a rational, objective, nondiscriminatory basis that the question of an appeal or an EEOC complaint will never arise. I

Patsy J. Hansel is the Assistant Director of the Cumberland County Public Library and an Associate Editor of *North Carolina Libraries*.

am not familiar with an example of this type of organization in the library world.

In the less-than-perfect organization, then, performance appraisal is an attempt to foster communication, feedback and documentation so that employees know where they stand and the organization has information on what its staff are achieving as individuals. Administrators must make personnel decisions and they must attempt to make these decisions based on information that is as fair and objective as possible, not just because it is good management policy, but because the law says so. The ideal performance appraisal system provides this information. The information becomes "documentation" when the decision based on it is questioned. This element of performance appraisal is both challenging and frustrating. Providing good documentation is part of being a good manager, but the fear that the letters *EEOC* can strike in even the good manager's heart has prompted some to avoid difficult decisions because they are unwilling to spend the time necessary to do the requisite job of documentation. Difficult decisions do not involve only discipline cases, however; the manager's need for accurate information is just as crucial when the decision must be made as to who will get merit pay increases and who will be left out, or which one of several employees will receive a promotion. Good performance appraisal information will help provide a sound basis for these sorts of decisions, will help provide documentation for the legal system when the need arises, and should be a boost to employee morale as employees become aware that management is attempting to make personnel decisions based on the best information available on employee performance.

The way many so-called merit systems operate, the pay system is hardly a motivator and in some cases becomes a demotivator.

Frustration with a performance appraisal system often arises when it is used to provide information for merit pay decisions. A malfunctioning merit pay system can bring discredit to the performance appraisal system through no defect in the performance appraisal system itself. *Merit* implies that is awarded for good perfor-

mance, and organizations are supposed to pay for performance because the experts tell us that that is one method we can use to increase productivity. But the way many so-called merit systems operate, the pay system is hardly a motivator and in some cases becomes a demotivator. In one library system, tradition had it that half the staff would receive a "merit" raise one year and the other half would receive theirs the next. If the number of merit increases is arbitrarily set, then that exact number of employees becomes "meritorious." Employees are quick to note the inconsistencies in such systems, and distrust of the merit pay system can easily be transmitted to the performance appraisal system. Harry Levinson has put it bluntly: "In government, performance appraisal is largely a joke, and in both private and public enterprise, merit ratings are hollow."⁷

Levinson's quarrel with performance appraisal is that it purports to measure the outcome of behavior, whereas in many jobs, the behavior itself is just as important. As a result, employees and supervisors may have different ideas of just what is being appraised. This is another frustrating area for the administrator. To be effective, a performance appraisal is dependent on the awareness of both supervisor and supervisee of what is being evaluated. Most performance appraisal authorities recommend some sort of goal setting to serve this purpose. The goal-setting process thus becomes crucial to the performance appraisal process. Sloppy goal setting scuttles the effectiveness of the performance appraisal process before the "appraisal" part begins because unspecific, unchallenging goals leave the question of what is being evaluated vague. Ensuring effective goal setting is management's responsibility, and as in everything else, our ability as managers to do this varies. It is the administrator's responsibility to see that goals throughout the organization are as equal as possible in the degree of challenge they present to individual employees—to ensure that a certain level of performance is expected from all employees. It is the administrator's frustration that this is, in practice, so elusive. Employees vary in their ability to translate their jobs into goals; jobs vary in the ease with which they fit into the goal-setting process; managers vary in their ability to develop goal-setting abilities in their staffs. The benefits of working for the best goals possible are worth the effort, however. "By and large and within reason, managers get the type and level of job performance they expect or informally accept over a period of time."⁸ The performance appraisal process should keep employees aware of the level of performance that is

expected and let them know what will or will not be accepted.

Supervisors Vary

Just as supervisors vary in their effectiveness in goal setting, their effectiveness in filling out an appraisal form, conducting a performance appraisal interview, and providing feedback between formal appraisal sessions will vary. The literature is rife with examples of the *halo effect*, *recency bias*, and other topical terms for the failure of supervisors to be fair and accurate in formal evaluations of employees' performance. "The perfect appraisal system has not been developed, largely because no one yet knows how to factor out human error."⁹ Some "errors" are the result of insufficient training for those charged with doing the appraising; some come from a lack of belief in the benefits of a performance appraisal system; some, from managerial ineptness. Regardless of the reason, they form one of the administrator's frustrations. However, by monitoring the performance appraisal process, administrators can spot inconsistencies or carelessness and decide whether what is needed to correct these problems is more training or motivation or assurance from the administration that they take the process seriously and expect the rest of the organization to do the same. Monitoring the performance appraisal system can also provide information about how managers manage. If it becomes apparent that there is an uneven level among departments of what is expected of employees, the administrator is put on notice that the imbalance needs to be corrected. Poor quality of performance appraisal implementation may also be a signal that supervisors need more training, not just in performance appraisal techniques, but also in how to supervise; because performance appraisal at its best is an ongoing process of communication about work performance between supervisor and supervisee.

Evaluating supervisory skills is another area that can be frustrating for administrators. As Levinson has said, how a task is accomplished can be just as important as the accomplishment. It is the *how* that supervisors of supervisors may have little direct knowledge of, but with which peers and supervisees live daily. This is an area in which an expanded form of performance appraisal can be helpful.

Appraisal of performance by peers and/or supervisees is receiving more and more attention in the literature of performance appraisal. A very impressive, very structured system of peer review was developed by RCA and profiled by the Con-

ference Board in 1977. "In developing the system, RCA Corporation found that multiple assessment is a more reliable predictor of performance over time than appraisal exclusively by one supervisor ... The way in which an employee works with his or her supervisor may not be the same way the employee works with subordinates or peers. Multiple assessment thus provides a more complete view of a manager's performance."¹⁰ RCA's system employs some raters who are superiors of the person being rated, some who are peers, and some who are subordinates. "In traditional supervisor-only appraisal systems, the supervisor has the difficult task of informing the subordinate of the 'official' evaluation ... RCA believes that multiple assessment has made it easier for a manager to discuss results honestly because the ratings represent more than one view. As such, multiple assessment encourages more realistic appraisal and development."¹¹ Many recent studies support the RCA findings that systems using multiple raters provide a more objective appraisal than single appraiser systems.^{12,13} Thus, developing a multiple assessment system may help the administrator overcome some of the frustration inherent in the single-rater system. My own library has been working on such a system for a year and a half now, and although it is quite primitive when compared to the examples from corporate America, it is already the source of many of the same benefits.

Sloppy goal setting scuttles the effectiveness of the performance appraisal process.

The more involved one becomes in the study of performance appraisal and the attempt to develop a productive system for one's own organization, the more frustrating the task can seem. Performance appraisal is frustrating for the same reason that so much of personnel administration is frustrating—it is dependent on people, and people and people's activities are not logical, rational, or quantitative the way administrators would sometimes like for them to be (and the way many performance appraisal forms try to picture them). Budgets, for instance, are so easy in comparison. Figures add up or they don't add up, and if they don't, there is a reason that eventually can be identified. Personnel administration, on the other hand, is often murky at best. Rarely does the administrator *know* the correct decision

has been made. This makes most administrators uncomfortable.¹⁴ Indeed, it is the reason administrators often choose to avoid making personnel decisions. A reliable performance appraisal system can help place personnel administration on more solid ground. The danger is that *any* performance appraisal system can make personnel decisions *appear* to have a solid basis. Development and maintenance of a reliable system require constant vigilance on the part of the administrator.

In conclusion, the answers to the two questions posed for this article can be provided simply if not very positively. Why is performance appraisal necessary? Because managers are imperfect—without a formal performance appraisal structure, we do not as a rule provide the personnel information for administrative decisions and the feedback to employees that sound management requires. What is the administrator's frustration? That performance appraisal is necessary.

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The Employee Perspective in the Evaluation Process

Renee Taylor

Evaluations. No one is ecstatic about making or receiving them; however, they are necessary. When the time approaches for my work to be unpleasant confrontation, the worse the problem is likely to become, and it is the employees who until this year, when I became a member of my library's performance appraisal committee, did I know that supervisors dread the process too. I learned the pressures of deciding on the "perfect" terminology: one simple word can make the difference between the employee's feeling that the evaluation was fair or that the supervisor was being too critical. Favoritism is another pitfall to be avoided. If one employee has a better than average work relationship with a supervisor, peers may think the subordinate is collecting "brownie points." The employee as well as the supervisor must approach the performance appraisal with objectivity.

The evaluation should perform two functions: praise work that was done well; and identify work that could have been done better. The good supervisor does both throughout the year and keeps a written record of both positive and negative occurrences for all staff supervised. This makes the supervisor's job easier, because it provides *specific* incidents to mention to the employee during the evaluation. Vague, general complaints are more likely to be fruitlessly irritating to employees than to help them improve their performance. We have to know exactly what the problem is if you want us to improve, and we would rather be told about the problem when it arises so that we can correct it immediately rather than be confronted with it at evaluation time.

Of course, positive feedback is also welcomed. It is what motivates people. However, sometimes it seems that supervisors have so much correcting to do that recognition of good work is overlooked. Supervisors might try to remedy this problem by making it a rule during the year to give at least as much positive feedback

as negative feedback within their departments. There are problems in any work situation, but there should also be something being done well by somebody in any department. I am not asking that supervisors patronize employees—most of us are smart enough to recognize that—however, I do believe that accentuating the positive whenever possible can pay off in the long run.

However, there is a caveat to accentuating the positive in an evaluation. It seems that for some supervisors, this is an easy way to avoid being honest with an employee. Almost everyone prefers harmony to conflict, but the longer poor work habits are overlooked to avoid a potentially unpleasant confrontation, the worse the problem is likely to become, and it is the employees who work most closely with a poor performer who tend to bear the burden of trying to pick up the slack. So by failing to nip the problem in the bud, a supervisor may be causing a proliferation of problems among other staff. Of course, failing to point out unsatisfactory work habits when they arise is most immediately unfair to the poor performer. When asked what they want and need most from their supervisors, staff always include feedback about their work. Most staff genuinely want to improve. It is unfair not to point out their inadequacies so that they can begin to improve them, not only to help the library, but also to help them reach their full potential as workers and people.

Management consultant A. O. Ohman has been quoted as saying that "workers have a fine sensitivity to spiritual qualities and want to work for a boss who believes in something and in whom they can believe."¹ One way employees find out what their boss believes in within the work environment is through goal setting. This is really the first step in the evaluation process. It is management's responsibility to define jobs and help their employees set realistic objectives. This is a cooperative task that the supervisor and subordinate do together. The supervisor knows the limits—what tasks the employees must perform to meet the job's minimum requirements, what tasks fall under another employee's job responsibilities,

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what tasks are beyond the employee's capabilities. Within those limits there is often flexibility in a person's job, and this is where the most creative part of goal setting comes in. Employees and supervisors can work together to come up with special projects that they would like to see accomplished during the year. When the supervisor and subordinate cooperate in planning the work for the year, the employee will have a clear understanding of what is expected of him and what about his work is to be evaluated.

Most staff genuinely want to improve.

Ideally, the supervisor meets with the subordinate periodically to make sure that everything is on track and to revise, add, or delete goals as conditions change. If goals are monitored during the year, the formal evaluation interview is just a part of an ongoing process that both the supervisor and employee can be comfortable with. The formal evaluation interview becomes a time for mutual analysis and evaluation of the past year. This is also the time to begin planning for the coming year. This will all help diminish the dread that both parties may have felt in past anticipation of performance appraisals. The employee will feel most comfortable if the supervisor approaches the evaluation with objective information and an open mind.

Peer Evaluations

Support staff are more likely to be in touch with each other than with supervisors. Often employees are not as willing to complain to their superiors when certain members are not performing as expected. The feeling of being the office tattletale can make employees uncomfortable in talking with their supervisors about the inadequate performer. Peer evaluations can help ease the tension that results when staff feel that supervisors are not in touch with their employees.

Supervisors need to know how employees relate to each other. If staff members have difficulty in responding to each other, they may also have the same problems in assisting patrons. The manner in which coworkers view one another is often the way patrons see the same workers. Through peer evaluations, the supervisor can get an idea of how fellow staffers relate to each other. Peer evaluations which consist of simply-asked questions and the assurance that the evaluator's

name will be withheld can produce candid evaluations which will add new dimensions to the performance appraisal process. Managers who read peer reviews become better acquainted with employees' overall feelings about and assessments of their coworkers.

Now, let us turn the tables and examine the benefits of supervisors being evaluated by employees. This process is a way of letting managers know the positive and negative aspects of their supervisory skills. Though some subordinates' expectations of the supervisor are that they are superpeople who do all things right at all times, most employees realize that supervisors are human too. A study supported by the Organizational Effectiveness Unit of the Army Research Institute for the behavioral and Social Sciences found that with regard to supervisor and subordinate views of supervisors, superiors often overestimated the extent to which they had a thorough knowledge of the subordinate's job. Surprisingly, superiors underestimated the degree to which their employees trusted them.² We, as employees, should be willing to train new supervisors so they will have a clearer knowledge of what each employee's job entails. If the evaluation of supervisors becomes a part of the performance appraisal process, subordinates should evaluate their superiors with the same degree of professionalism that subordinates expect in the appraisals of their own work. Both should be done with complete honesty and without past prejudices.

Motivation

Motivating the employee is another ongoing challenge. The work environment is an often overlooked factor in employee motivation. Poor working conditions surrounding the employee are likely to make him less productive than good working conditions. This may consequently result in a low rating of the employee's work performance at evaluation time. If unsatisfactory conditions exist in the work area, the supervisor *can* take certain precautions to help motivate employees.

Awards and other forms of recognition also help motivate employees. In 1983, the Cumberland County Public Library started giving Employee Extraordinaire awards to employees who do special projects to promote and maintain the needs of the public. This type of recognition makes fellow employees appreciate the tasks performed by these special employees. This type of employee is not rare, but they may suppress their talents because they feel that no one cares.

Supervisors need to let those "exceptional" staff members know that they will work for them and do all they can to make the employee's working life pleasant—that they will go as far as possible to keep the exceptional person with the library. These are the employees whose evaluations will indicate a need for merit raises or promotions, even in these times of minimal salary increases.

If the performance appraisal process is an honest, open one, employees will know that each evaluation does not necessarily mean the end of a career. Results of staff evaluations can be beneficial to both management and employees. How individual library systems benefit from public support depends on the type of service they provide to the community. Positive attitudes and a willingness to do everything possible to satisfy the patron can only be provided by staff members who are happy with their work. Yearly employee evaluations can help provide support for those who are doing a good job and perhaps some incentive for those who are not.

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Lillian Gerhardt, editor-in-chief of *School Library Journal* and speaker at the NCLA Biennial Conference. The editor regrets that Ms. Gerhardt was incorrectly identified in the Winter 1983 issue of *North Carolina Libraries*. (Photo by Frank Sparger.)

Performance Evaluation: Worth the Cost?

John Lubans, Jr.

Evaluation: The most important activity conducted in an organization between employee and supervisor. Probably of all their work, the least understood and most poorly done in the least amount of time.

This anonymous definition may have crossed our minds in cynical moments as we struggled with performance evaluations, both in giving them and accepting them. Of course, the appraisal process is seen as necessary by most; in fact, evaluation or appraisal of library work is something with which librarians deal daily. Usually, mordant comments like the above definition arise from the (for some) anxiety-laden application of a formal, written performance evaluation system at a specific time of the year in which both the supervised and supervisors take part. Suggesting the profession's preoccupation with evaluation are the numerous examples of forms used prior to, during, and after the face-to-face meeting. These range from exhaustive checklists of desirable/undesirable traits to lengthy narrative statements, by librarians and department heads, summing up the year's work. In one example, a total of eight signatures and counter-signatures (from line librarian to director) are required of the participants.

This article examines the complexities of the personnel evaluation process in libraries as a service industry and asks whether or not it is worth the price paid in time and, in some cases, frustration by the participants.

What happens in the evaluation process?

The participants do not come with a blank slate to this annual rite. Ideally, a regular, even daily, exchange of information has occurred during the work of the library. Often there has been some goal setting in the past, and the annual evaluation is meant to discuss how well such goals have been met or even exceeded.

This expectation of *more* can represent a major sensitive area. Most mature organizations have well-established, routine subsystems such as, in libraries, cataloging and reference. Unlike developing or new organizations with undefined boundaries, libraries have few areas in which disruptive, constant change prevails. Traditional goals are often tacitly understood; a job well done may not vary from year to year. Too often, we may be led to expect an increase in productivity—more books processed, more questions answered, more budget dollars—to verify growth. When this incrementalism does not occur, qualitative judgments must come into play, or we risk creating artificial increases in order to satisfy the evaluation process and thereby pervert it. Instead, while “production” may remain the same, we often say that we are doing it better, that there are fewer errors and more satisfied customers. Obviously, this can lead to evaluation difficulties. Lacking the numerical data that suggest growth, we are faced with the time-consuming challenge of explaining *and* understanding the subtle improvements made from year to year.

The greatest flaw in formal evaluation may be found in the lack of communication among the participants. Evaluating professionals is a difficult process because often the evaluator, who has other responsibilities besides evaluation, may not be familiar with the daily, specialized routines of a particular person. A new program such as a computer data base reference service can serve as an example. How is an administrator who is admittedly a computer illiterate to evaluate the highly specialized performance of the professional providing this service? Obviously, information must be exchanged. It should be noted here that the expression of mutual expectations and awareness is the responsibility of both sides in the evaluation process. The absence of this exchange may lead to the frustration underlying the cynicism in the introductory definition.

In the service industry, the customer (or user) is the person we seek to satisfy. While we may know the numbers of library users and uses made, we generally lack information about the

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user's perception of the quality of our services. Attempts to measure these perceptions are made from time to time through subjective observation and the practical but imperfect user survey. In administrative theory, the customer can be viewed as part of the organization. If we subscribe to this idea, we have yet to establish effective channels for gaining from this group feedback of value in performance appraisal.

Another feature of mature professional organizations like libraries is a stable workforce with limited turnover. It is often the same people who do the good (and in some cases, the not-so-good) job from year to year. Market forces may also influence management's expectations of the line employee. If a surplus of librarians exists, economics dictate that *more* can be expected of each employee, and vice versa. On the other hand, regardless of market conditions, the individual worker may seek to achieve job security and, having done so through unions, tenure, or civil service, may be able to resist calls for greater production or participation in new programs. The morality of this approach is beside the point; it is an economic reality that operates at all organizational levels. Evaluating performance under these circumstances can be trying (some would say challenging), since a supervisor's expectations may exceed locally acceptable performance norms.

Another variable influencing the participants is the organizational "culture." This mix of factors, ranging from dress codes to parking lot privileges, will either hinder or facilitate the evaluation process. The more open and informal the culture, the better the chance that a nonthreatening exchange may take place.

In my view, "professionalism" is the leading contributor to the complexity of personnel evaluation in academic libraries. Frequently, evaluation systems have evolved concurrently with the librarian's pursuit of academic or faculty status. Many campuses have granted their librarians both full faculty ranking *and* some version of the faculty evaluation process. Within such systems the professional aspect of our work was expanded (voluntarily) to include, in generous portions, not only the completion of job responsibilities but also research *and* publication *and* professional, societal service. This trend now appears to have run its course, and the heady delight of being listed in the campus directory as an assistant professor has now been turned into the insecure reality of having to publish or perish and to do *without* work time allotted for this purpose. Because of this unexpected turn of events, former

advocates of what they perceived as higher professional status now may be overcompensating.

While any definition of library professionalism would surely include the types of things our faculty colleagues do that relate to our work, there is some concern as to how much, *if any*, of our time should be spent on extracurricular activities for consideration in performance appraisal. Some supervisors may use the presence or absence of such activities to differentiate among individual performances. This uncertainty of what a professional does has led to some confusion between the two groups—the evaluator and the evaluated.

Professionalism also accounts for the different emphasis that each librarian gives a position. I have suggested elsewhere¹ an observed philosophical dichotomy among librarians: there are those who subscribe to the use ethos and those who subscribe to the conservation ethos. One emphasizes collection over service. Neither denies the value of the other. It is a matter of priorities. In the evaluation process, conflict can erupt over the emphasis placed by either of the parties on certain ones of multiple duties. The acceptance of these philosophical differences is important to the evaluation process. However, organizational and program emphasis may mandate a change which is not in concert with an individual librarian's philosophical stance. For example, a reduction in the quality of original cataloging or in the quality/quantity of reference service may be abhorrent to an individual professional. The librarian is then faced with resisting, changing the organization, or leaving.

Some people view evaluation as impossibly difficult because of the lack of hard and fast quantities (also known as standards). They point enviously to the for-profit sector with its renowned "bottom line" as the common denominator of all its evaluations. However, a bit of pondering results in the realization that even in business a multitude of factors come into play in the evaluation process. The fact that this year's sale of cheeseburgers is 30 per cent off last year's figure will rarely result in the firing of a fast food store's manager. Very likely, the "bottom line" is only one of several considerations in the evaluation of individual and corporate performance. Just as retrenchment is prevalent among libraries and is used to justify reduction in service, so can economic downturns, recessions, and the like be used in similar fashion in the for-profit sector. Likewise, comparable communication and group processes occur in profit and nonprofit groups. Decisions are made, memos are exchanged, meet-

ings are convened and chaired, supervisors supervise, and managers manage. People working with other people tend to encounter the same difficulties—unfocused goals, worker dissatisfaction—regardless of their public or private employer.

Given this, the circle of those of us with mutual concerns about performance evaluation should be widened. At the same time, no ready answers are to be found in the for-profit sector, only questions similar to the ones we already have. Indeed, it might even be said that *not* having a profit or loss column in our measurements of performance actually provides a less threatening climate for evaluation.

Is it worth it?

All organizations, regardless of their size, demand communication among their members. Formal evaluation systems are designed to encourage the exchange of ideas and questions among levels of responsibility. The process is important in realizing organizational goals, stated or implied. In some ways, an annual performance evaluation is a form of "checks and balances" in the organization. It can reveal whether or not all members are working toward similar goals. If not, then theoretically the evaluation process can be used to motivate individuals and/or change their direction.

It should be remembered that as we evaluate parts of the organization, we essentially evaluate the health of the total organization. Conversely, it is sometimes too easy to forget that the ills of the organization (a city, a university campus, a school district) may underlie what are perceived as flaws in an individual.

Common to libraries and the for-profit sector is the question of how to motivate, through the evaluation process, the fair-to-good performer. Without the flow of communication demanded by the evaluation channel, such motivation could be left to chance. No doubt there is a lack of any quantitative evidence that the evaluation process

results in improvements, however gradual, among this group of individuals, but one suspects that it does result in such improvements if the evaluation is done and done fairly and consistently. While there may be some uncertainty about the effect of evaluation on the fair-to-good performer, there is less doubt about its effect on the extremes, those individuals performing at unacceptable levels or those exceeding expectations. The latter need the recognition which is a form of recompense for performing better than others and which is furthermore the positive feedback that should serve to encourage maintenance of this level of performance. (At least, evaluation should not harm this group.) For the former, evaluation serves as documentation of unmet expectations and as a guideline for improvement. It is a part of due process, should it come to that. Evaluation here is helpful in that it can bring supervisor and employee together to discuss what otherwise, because of the human condition, might be (and often is) avoided. It assures, however perfunctorily, the exchange of information about what is expected and how improvements can be made. In some cases, the individual can then be guided to higher levels of performance. For others, separation proceedings will not be a surprise.

In summary, performance evaluation is difficult and complex, but when done well it strengthens and affirms the positive contributions most of us make as professionals, recognizes the value of our role in the organization, and provides consistency in our services through the sharing of organizational goals and expectations. As a colleague aptly remarked, no one likes to be judged, but all expect others to be judged so that they can improve. If performance evaluation is done consistently *throughout* the year, it can be a source of organizational well-being.

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Business Perspectives on Performance Appraisal

Ilene Nelson

When looking for information about performance appraisal, one quickly discovers that the topic has received wider consideration in the management literature than in the literature of librarianship. However, a variety of factors are generating increased interest in performance appraisal among librarians. The proportion of the library budget allocated to personnel costs, competition for funding and demands for accountability, and greater employee expectations for participation in decision-making in the workplace are several incentives for the establishment of more effective performance appraisal systems in libraries. In creating these systems, librarians can benefit from the experience of the profit sector. In this article various techniques of performance appraisal that have been used in businesses are considered briefly, and their strengths and weaknesses outlined. Characteristics of effective performance appraisal systems that are presented in the management literature and that might be used as guidelines by libraries are also described.

An examination of the management literature reveals that through the years many systems have been introduced in an attempt to meet the goals of performance appraisal. Ones that are representative of those discussed include the graphic rating scale, behaviorally anchored rating scales, the scaled comparison, and management by objectives.

Graphic Rating Scales

According to one writer,¹ an estimated 75 per cent of the formal appraisal systems currently in use are some sort of trait rating system. The graphic rating scale typifies this appraisal technique. In this system the supervisor assesses various aspects of employee behavior such as initiative, judgment, dependability, and quality of work by assigning a position on a scale that generally has from five to seven points. The points may be

defined by adjectives (*outstanding, above average, marginal, etc.*) or by descriptive phrases (*usually shows initiative, requires close supervision, performs detailed tasks accurately*).

The reasons for the continued popularity of these scales are apparent. They are easy to construct, applicable to a variety of types of jobs, simple to administer, and do not require too much time or training on the part of the appraiser. The disadvantages of these scales are also fairly obvious, however. They are, of course, quite subjective. The level of activity or degree of behavior described by *outstanding* may differ in the minds of the supervisor and the subordinate or from supervisor to supervisor. It is also difficult to demonstrate that degrees of these characteristics correspond to particular levels of job performance.

Behaviorally Anchored Rating Scales

The behaviorally anchored rating scales methodology is an attempt to overcome the subjectivity of the graphic rating scale with the sub-

FIGURE 1
**Behaviorally Anchored
Rating Scale (BARS)²**

How Perseverent Is the Employee?

- ☐ Could be expected to keep working until a difficult job is completed.
 - ☐ Could be expected to continue working on a difficult job past normal quitting time rather than let it go until the next day.
 - ☐ Could be expected to continue working on a difficult job until an opportunity arises to work on another task.
 - ☐ Could be expected to need frequent admonitions to continue working on a difficult job.
 - ☐ Could be expected to ask for a new assignment when faced with a difficult job.
 - ☐ Could be expected to stop work on a hard job at the first sign of difficulty.
-

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stitution of observable behaviors for the adjectives or descriptive phrases in the scale (figure 1). In initiating a behaviorally anchored rating scales system, a job analysis is conducted to identify all of the dimensions to be evaluated for each position in the organization. Behavioral anchors are then written for each dimension, as many as five to ten for each position.

These behavioral anchors are both the major asset and drawback of this system. They do emphasize on-the-job behavior, promote objectivity, fit the position under consideration precisely, and give the supervisor specific activities to discuss in the performance interview. On the other hand, this system is time-consuming and expensive to institute. Also, the job analysis is of the position and does not take into account the changing objectives of the job holder. Most significantly, the system assumes that the supervisor has actually observed the behavior selected on the scale. If this is not the case, the supervisor is once again basing the assessment on subjective expectations.

Scaled Comparison

The scaled comparison has been described as the first new evaluation methodology in more than forty years.³ Its notable features are separate measurement of designated performance criteria based on a job analysis, scaled comparison of the effectiveness of individuals in the selected criteria, and the use of multiple raters.

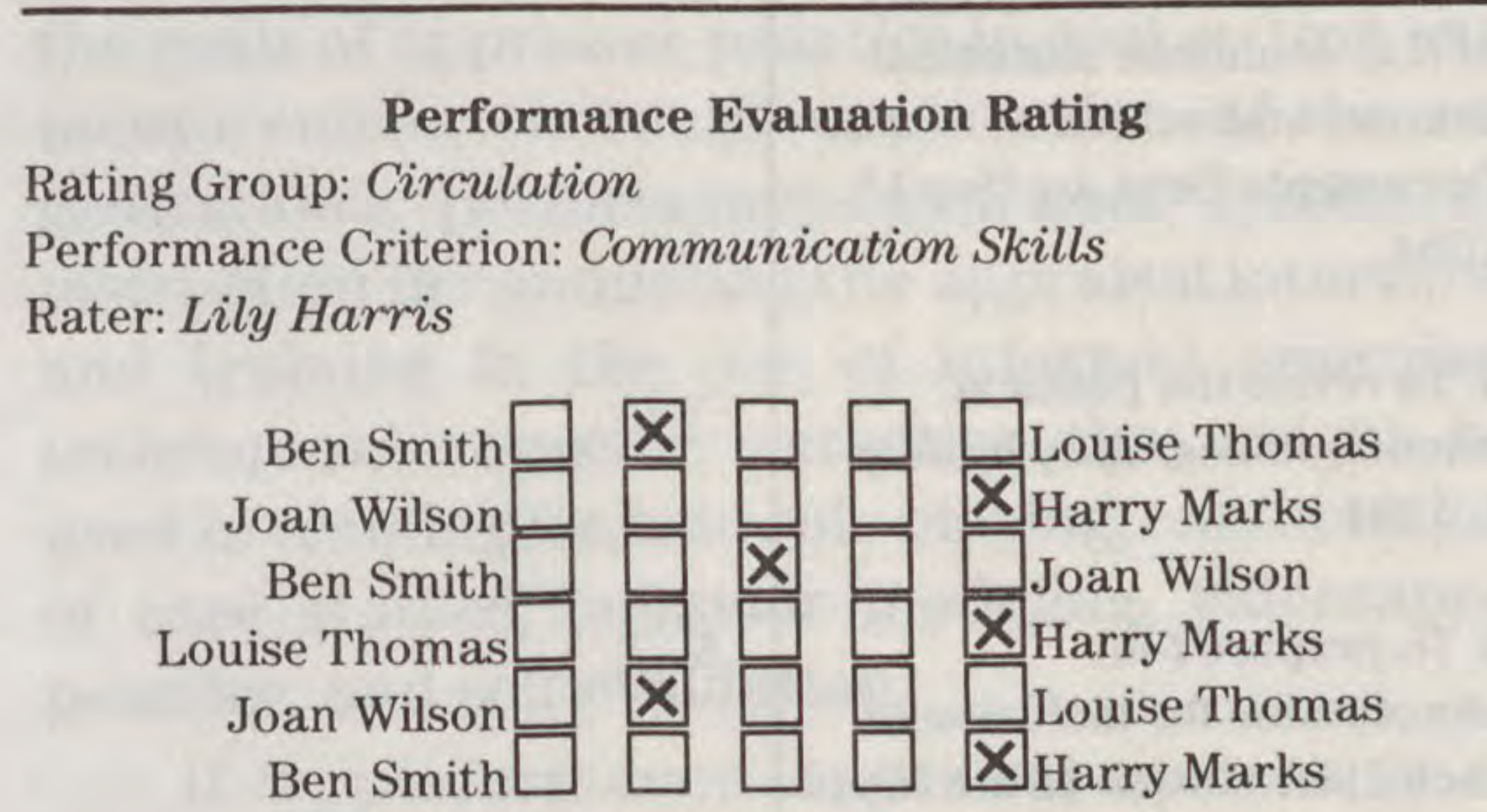
There is generally a reluctance to compare the performance of individuals. However, it has been argued that in practice organizations *do* compare individuals every time a personnel decision is made. As one writer puts it, "People are not promoted because they achieve their objectives, but rather because they achieve their objectives *better* than others."⁴ The reasoning implicit in the scaled comparison technique is that making comparative evaluation part of the formal appraisal system encourages use of valid and reliable data in the decision-making process.

In the job analysis preliminary to the use of the scaled comparison, supervisors and subordinates cooperate in identifying, defining, and assigning relative importance to the criteria that will be considered in evaluating performance. Defined in terms of observable behavior, communication skills, for example, might be identified as one such criterion. Furthermore, communication skills can be weighted as more or less important than another criterion. Within each rating group all possible pairings of individuals

are then established and comparisons drawn for each criterion (figure 2). In each group these ratings are assigned by three to ten people who know the individuals being evaluated.

Scaled comparisons create possibilities for measuring effectiveness in all significant dimensions of a position, encourage objectivity in rating, and provide a consensual evaluation that promotes uniform application of criteria throughout an organization. Needless to say, implementing this system would require extensive preliminary planning. Initiating the concept of multiple raters might also be difficult either because of the organization's size or administrative patterns. Finally, skill and sensitivity would be required in introducing formal comparative evaluation. Edwards⁵ and Graves⁶ both describe scaled comparison in greater detail.

FIGURE 2
Scaled Comparison for Appraisal



Note: Rater Lily Harris perceives Ben Smith to have "slightly better" communication skills than Louise Thomas. Harry Marks has "much better" communication skills than Joan Wilson, while Ben Smith and Joan Wilson are rated as having a equivalent communication skills.

Management by Objectives

Management by objectives (MBO) has been presented as both a management system and an appraisal technique. When it is used in appraisal, the subordinate, in consultation with the supervisor, sets behaviorally defined performance goals for the next review period, generally one year. The supervisor's primary role is in relating these goals to the mission and the realities of the organization. When the subordinate's goals have been written as objectively and quantitatively as possible, the appraisal process becomes a matter of matching the achieved results to the objectives at the end of the review period (figure 3). Flexibility, participation by employees, and use of observable behavior as the basis for evaluation are the attractive features of management by objectives.

FIGURE 3
Example of a Type of MBO Performance
Appraisal Plan

Performance Objectives	
Position: Elaine Wilson, Reference Librarian, Reference Department	
Objectives for the Year 1984	Results and Explanations
1. To analyze evaluation of library instruction program and submit recommendations to teaching group by March 1, 1984	1.
2. To analyze evaluation of the freshman tour program and make recommendations to the Orientation and Tour Committee by March 15, 1984.	2.
3. To complete bibliography of N.C. economic statistical sources and submit to Documents Dept. by May 15, 1984.	3.
4. To revise the political science bibliography by July 1, 1984.	4.
5. To prepare four annotations for inclusion in each 1984 edition of the <i>New Reference Books List</i> .	5.
6. To identify three review journals for film studies and compare the titles reviewed in the last two years against the library's holdings and titles on order. Submit analysis to Collection Development by October 1, 1984.	6.

Its most essential and difficult prerequisite is the ability of supervisors and their subordinates to write cogent, measurable objectives. Of course, the system is not evaluative. Some mechanism is still required for translating outcomes into decisions for promotions, salary increases, and the like.

None of these systems, nor any other, apparently, is a completely satisfactory response to the necessity of performance appraisal. Any of the techniques described, or modifications of them, might serve as a component of a library's formal appraisal program. In creating an equitable sys-

tem that is appropriate to its particular needs, a library can utilize guidelines for the development of performance appraisal systems that appear in the management literature. As a general rule, the following elements are fundamental to the success of a performance appraisal system: a basis in job-related criteria, documentation, uniformity of administration, continuity, and employee involvement.

While there is no single factor that defines the acceptability of a performance appraisal system, consideration of job-related behavior or criteria in the review process is of undeniable importance. Legal defensibility, for example, may depend upon this. Court decisions "have rested on selection and promotion practices based solely on the subjective judgments of supervisors, on tests which were not demonstrably job related, and on similar factors."⁷ Excluding external factors, however, it is still desirable to have a performance appraisal system that is more than a *pro forma* mechanism for making personnel decisions. The developmental functions of appraisal are also better served by a system grounded in observable activities. This begins with job analyses to which are added individualized objectives of the job holders. The job description should be updated regularly to insure its reflection of current responsibilities. If there is an expectation that certain activities should receive greater or less emphasis, that fact should be noted by quantitative statements in the job description. The following priorities might be established for a cataloger:

60%: cataloging activities, including training and studying
 40%: filing revision, continuing education, assistance to other departments, committee work, other library and professional activities

Another technique for relating the description of the job more precisely to work performance is the development of measurable performance standards by the supervisor and the subordinate for areas of major responsibility. The manner in which an activity will be conducted is identified and a quantitative measure of achieved results is defined. For example, "Initiate transactions to correct discrepancies with no less than 100% accuracy (i.e., no margin of error—inaccurate transactions would necessitate repeating entire cycle to correct an error)."⁸

The outcomes of work behavior are the undisputed foundation of performance appraisal. However, it is acknowledged that the way in which outcomes are accomplished, the "how" of work behavior also receives consideration, albeit

unspoken, when evaluations of employees are made. One author asserts that is the way in which results are obtained, the adaptability of the employee's behavior to various demands of the job, and the collective judgments made about the behavior that actually determine a person's success in the organization.⁹ In recognition of this reality, it would probably be acceptable to incorporate behaviorally anchored rating scales into the performance appraisal system to assess more subjective elements of behavior such as initiative and diplomacy.

Related to the imperative of using job-related criteria as the basis of performance appraisal is the requirement for formal documentation of all aspects of the process. Written statements of the employee's responsibilities, definitions of terms, criteria, and standards to be used in the evaluation, and a description of goals to be reached defined in terms of results to be achieved must all be available before appraisal can be accomplished. Then, throughout the review period, a record must be made of relevant events such as goal-planning sessions and review interviews. A useful supplement to the more formal performance appraisal documents is the critical incident report. To create a critical incident report the supervisor writes a paragraph, at the time an event occurs, describing the subordinate's actions in a specific circumstance. The employee is aware that the incident has been recorded and placed in the appraisal file. At the time of the performance interview, the critical incident reports provide the supervisor with verifiable examples of employee behavior that can be reinforced or noted as requiring modification.

Uniform Administration

Guaranteeing that the system is administered uniformly throughout an organization may be the most challenging factor in performance appraisal. The first consideration is that comparable means be established to evaluate all of the organization's employees. This is of significance for libraries where there may be both classified and unclassified personnel. It may not be possible to apply one appraisal system to all of a library's employees. However, within job families or among similar positions where employees will be considered for similar advancements, the form of appraisal should be the same.¹⁰

Once the system is in place, consistency is most dependent upon the actions of those who perform appraisals. The effectiveness and consistency of their actions, in turn, can be influenced by

training. Given the inherent difficulties of creating a reliable performance appraisal system, the skill of the appraisers may be a critical factor in the system's viability. The essential formal training for appraisers that is stressed in the management literature is almost nonexistent in libraries, although the character of administration in libraries heightens the need for it. Many library supervisors have been promoted to their current positions from ones similar to those that they supervise. They understand thoroughly the work they evaluate, but they may lack managerial skills.

The situation is further complicated by the fact that these supervisors often fill both peer and supervisor roles. A reference librarian may be responsible for supervising the work of librarians and other staff and, at the same time, participate in most of the activities of the department. One author recommends sixteen to twenty-four hours of training in performance appraisal for supervisors. The content of the training should include the goals of appraisal, practice in goal setting and measurement, thorough explanation of the organization's performance appraisal system(s), instruction in conducting the appraisal interview, and training in the use of informal appraisal techniques.¹¹ Specific activities that might be used in training include role playing, examination of case studies, behavior modeling, videotaped practice, and self-evaluation.

If a performance appraisal system is to attain maximum usefulness to both employees and the organization, it must be a regular, ongoing process. This means, in part, that all supervisors should adhere to an established schedule of review for the employees they evaluate and that there should be set periods of evaluation for the various categories of employees. Continuity in the process is achieved through three types of interaction between the supervisor and the subordinate: informal feedback, coaching and counseling, and the performance interview.¹² Informal feedback consists of the ordinary, daily contact between the supervisor and the subordinate. It may be a brief comment, "Good work," or a more detailed observation, "You should have been more patient with that patron." This kind of feedback is spontaneous, but it does provide guidance.

Coaching and counseling is also regarded as relatively informal, occasional interaction between the supervisor and subordinate. The supervisor evaluates a specific activity or task of the subordinate immediately after it has been completed. The supervisor's comments are structured to give the subordinate information about

why the activity turned out as it did and how it might be performed better in the future. The performance interview is the most formal exchange in the appraisal process. It is an analysis of the subordinate's whole performance for the review period. If the performance appraisal system has been well-designed and conscientiously implemented, this review should hold no surprises for either participant.

A final element that contributes to the success of the performance appraisal system is employee involvement. A poll of U.S. workers in 1977 revealed that over half of those surveyed believe that they have a right to participate in decisions affecting their jobs.¹³ Employees should contribute to the creation of the system by which their performance is evaluated. This increases confidence in the system and willingness to participate. Employees must also have access to the results of the appraisal process. This again encourages confidence in the system. It also enables the employee to improve performance on the basis of the evaluation and to challenge decisions or to correct errors.¹⁴

A perfect performance appraisal system is an unattainable goal. However, with thoughtful planning and careful implementation, most libraries can have an effective and equitable system for evaluating employee performance, with benefits accruing to the employees and the organization. The question should not be whether the cost of implementing such a system is too great, but whether the organization can afford to pay the price of not having one.

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Instructions for the Preparation of Manuscripts for North Carolina Libraries

1. *North Carolina Libraries* seeks to publish articles, book reviews, and news of professional interest to librarians in North Carolina. Articles need not be of a scholarly nature, but they should address professional concerns of the library community in the state.
2. Manuscripts should be directed to Robert Burgin, Editor, *North Carolina Libraries*, Forsyth County Public Library, 660 West Fifth Street, Winston-Salem, North Carolina 27101.
3. Manuscripts should be submitted in triplicate on plain white paper measuring 8½"x11".
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5. The name, position, and professional address of the author should appear in the bottom left-hand corner of a separate title page.
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Issue deadlines are February 10, May 10, August 10, and November 10.

AACR2 and the Card Catalog

Two Models for Measuring

Nancy Scism, Joseph Rosenblum, and Teresa Calio

Abstract: *In the fall of 1982 Guilford College undertook an examination of the impact of AACR2 on its card catalog. Two methods were employed: random sampling (Method I) and using Library of Congress lists of AACR2 entry and subject heading revisions (Method II). The results of these methods are examined and compared. The study concludes that small and medium-sized libraries will need to retype and relocate only a small percentage of cards if they are willing to wait until actual conflicts arise with new cards and if they will tolerate split files or interfiling without erasing or retyping. AACR2 should not therefore force the closing of their card catalogs.*

The coming of AACR2 has caused many libraries to examine their card catalogs to determine the impact of these new rules and to develop logical responses to them.¹ Of particular concern are the changes in form of entry; various studies have suggested conflicts ranging from 3 per cent to 30 per cent between AACR2 and earlier practices.² Because of this concern and the wide diversity of results obtained from other libraries' studies, Guilford College began its own investigation in the fall of 1982 to determine how AACR2 was affecting its card catalog. In addition to examining AACR2 entry forms, the cataloger undertook to examine correctness of filing position, based on *Library of Congress Filing Rules*, physical condition of the cards, and currency of subject headings, based on *Library of Congress Subject Headings*, 9th edition, and subsequent supplements. As part of this study, the investigators wished to establish a methodology that would allow other libraries to assess the likely effects of AACR2 on their catalogs. Consequently, two different methodologies were employed and the results compared.

Nancy Scism is Cataloging Librarian at Guilford College. At the time of the study described in the article, Joseph Rosenblum was Reference Librarian, and Teresa Calio, a student assistant at Guilford College.

Method I — Random Sampling

Guilford's is a two-way divided catalog, with author/title cards in one alphabetical sequence and subject cards in a second. Together these comprise 840 drawers—540 in the author/title catalog, 300 in the subject catalog—representing 194,212 volumes. To determine sample size, the investigators relied on M. Carl Drott's "Random Sampling: A Tool for Library Research."³ Setting the tolerance factor at 5 per cent and the confidence interval at 90 per cent, the investigators found from Drott that 271 cards should be examined.⁴ It was decided to take all 271 cards from the author/title catalog to examine conformity to AACR2 entry form. The first subject tracing on each card would then be used to determine currency of subject headings. Thus the final sample would be larger than the initial 271 cards and should provide even greater reliability. The sample was enlarged further by checking the added entries on the 271 cards pulled (excepting the title added entries) to determine how well these conformed to AACR2 standards.

Results I

The initial 271 cards taken from the author/title catalog fell into the following categories: personal names, 233 (86.0 per cent); titles, 21 (7.7 per cent); corporate entries, 17 (6.3 per cent). Only 5 of these cards were in poor physical condition; even these did not need replacement. Only 1.9 per cent of the cards were, therefore, of less than top quality. Seventeen cards were misfiled (6.3 per cent), and 5 contained typing errors (4 in headings, 1 in call number).

Of the 233 personal name entries, only 3 conflicted with AACR2 form, and these were sufficiently similar as not to affect filing order.⁵

"Caldwell, Taylor, pseud." changed to
"Caldwell, Taylor, 1900-"

"Hugo, Victor Marie, comte, 1802-1885" changed to "Hugo, Victor, 1802-1885."

"Russell, Hon. Bertrand Arthur William, 1872-1970" changed to "Russell, Bertrand, 1872-1970."

There were no conflicts with the title cards and only two differences with the corporate entries: "Conference on church music, De Pauw University, 1927," would now be "Conference on church music (1927: De Pauw University)"; and "Research conference on education and cultural deprivation, University of Chicago, 1964" would now be "Research conference on education and cultural deprivation (1964: University of Chicago)." There was, then, a rate of difference of 1.8 per cent, and a rate of conflict of 1.1 per cent.⁶ None of these differences would affect filing order.

The 176 non-title added entries on these original 271 cards consisted of 124 personal names (70.5 per cent), 41 corporate entries (23.3 per cent), and 11 series (6.3 per cent). The only conflicts found in this group involved corporate entries: 10 of the 41 different, and 7 would affect filing order.⁷

Of the original 271 cards, 251 had subject tracings; the first tracing on each of these cards was used to select the cards in the subject catalog that would be checked for filing accuracy and conformity to current Library of Congress subject headings. Twelve of the subject cards checked were misfiled (4.8 per cent),⁸ and 5 contained typing errors (2.0 per cent). Fifty-four of the subject headings did not conform to current Library of Congress practice, giving a rate of difference of 21.5 per cent. Of these 54, only 10 would have affected filing (4.0 per cent). Table I summarizes the measured effects of AACR2 and the resulting

recent Library of Congress subject heading changes on Guilford's card catalog.

Method II — "Revised Headings List" and lists of "Significant Changes"

The investigators next checked the author/title catalog against the "Revised Headings List for 1981" that appeared in *Cataloging Service Bulletin*, number 11 (Winter 1981). Of the 669 changes on that list, 165 (24.7 per cent) differed from the forms now in the Guilford catalog—87 (13.0 per cent) involved personal names, 78 affected corporate entries (11.7 per cent). The rate of filing differences was 13.8 per cent; 42 of the 87 personal name differences would have required changes in filing position (6.3 per cent), as would 56 of the corporate entry differences (8.4 per cent). Table II analyzes the types of differences and numbers of cards involved.

The subject catalog was then checked against the lists of "Significant Changes" for 1979, 1980, and 1981 that appeared in the supplements for 1980, 1981, and 1982 to the *Library of Congress Subject Headings* (9th edition). Of the 277 specific changes listed, 48 differed from Guilford's current headings, giving a rate of difference of 17.3 per cent. Thirty of these 47 would affect filing order, giving a rate of filing difference of 10.8 per cent.⁹ Table III summarizes the types of differences between Guilford's current headings and the revised Library of Congress forms, and Table IV indicates the measured effects of AACR2 on Guilford's card catalog based on a comparison with Library of Congress lists.

TABLE I
Measured effect of AACR2 on card catalog based on random sampling

	Percentage of total (# of cards)	rate of difference (# of differences)	rate of conflict (# of conflicts)	rate of filing conflict (# of filing differences)
Personal names of authors	51.1% (357)	.8% (3)	.8% (3)	0%
Titles	3.0% (21)	0%	0%	0%
Series	1.6%	0%	0%	0%
Corporate authors	8.3% (58)	20.7% (12)	15.5% (9)	12.1% (7)
Subjects	36.0% (251)	21.5% (54)	8.0% (20)	4.0% (10)
TOTAL	100.0% (698)	9.9% (69)	4.6% (32)	2.4% (17)

TABLE II
Types of conflicts with AACR2 entry form

Differences	% differences (#)	number of differences involving fewer than 10 cards (# of cards)	number of differences involving 10+ cards
Abbreviations	.3% (2)	1 (1)	1
First word	5.5% (37)	37 (57)	—
Forename	11.8% (79)	51 (207)	28
Name change	1.8% (12)	10 (13)	2
Punctuation	.9% (6)	6 (17)	—
Qualifier	3.9% (26)	24 (67)	2
Spelling	.4% (3)	2 (7)	1
TOTAL	24.7%(165)	131 (369)	34

Discussion

Of the two methods employed, comparison with the Library of Congress lists (Method II) was easier. The two methods do, however, measure different things, hence the very different total percentages. Method I (random sampling) indicates the *percentage of cards in the catalog* that will be affected by AACR2. A library with a half-million cards might anticipate having twelve thousand cards affected by the new rules. Comparison of current entry forms with Library of Congress lists, on the other hand, measures the *percentage of AACR2 changes that will affect the catalog*—somewhere between one-fifth to one-quarter, according to our study. While both sets of figures are useful, the second method seems preferable for a quick study since it eliminates the need to examine cards that will not be affected—by far the majority—and allows the library to conduct its study at the same time it prepares for changes in a systematic way. Indeed, the library could conduct the study at the same time it began making changes; if results of the study warranted, it could modify its policy of alterations.

Together these measurements suggest that only a small percentage of cards will be affected, and only a small number of AACR2 changes will require changes in the catalog. This study should provide some reassurance to worried catalogers and library directors. The traditional hazards of faulty typing and misfiling would seem to be more cause for concern than any threats AACR2 poses to the viability of the card catalog in small to medium-sized libraries.

The magnitude of the problems raised by AACR2 is therefore not great enough to warrant closing the card catalog in even a medium-sized library. By waiting until actual conflicts arise instead of making changes in entry form simply because they differ from Library of Congress practice and by interfiling where changes are minor (e.g., "Aragon, Louis, 1897-" changed to "Aragon, 1897-," or "Dallas.Museum of Fine Art" changed to "Dallas Museum of Fine Art"), libraries can eliminate much of the work involved in converting to AACR2 format. Another possibility is lining out words no longer used (such as "Louis" in the old heading "Aragon, Louis, 1897-") or writ-

TABLE III
Differences between LC and Guilford subject headings

Type	% differences (#)	# differences involving fewer than 10 cards (# cards involved)	# differences affecting 10+ cards
Spelling	.4% (1)	1 (1)	—
Major word change	6.1% (17)	15 (54)	2
Minor word change	3.2% (9)	7 (20)	2
Qualifiers	7.6% (21)	10 (37)	11
TOTAL	17.3% (48)	33 (112)	15

TABLE IV
Measured effect of AACR2 on card catalog based on LC lists

	rate of difference (# of differences)	rate of filing differences (# of differences)
Personal names	13.0% (87/669)	6.3% (42/669)
Corporate entries	11.7% (78/669)	8.4% (56/669)
Subjects	17.3% (48/277)	10.8% (30/277)
TOTAL	22.5% (213/946)	13.5% (128/946)

ing in minor additions (such as "[Germany]," which has been added to the old heading "Bavaria" to create "Bavaria [Germany]"). Such changes can be made at the card catalog and thus eliminate the need to pull cards, take them back to the technical services area for erasing and retyping, and refile then. As a way of compromising between neatness and efficiency, libraries might opt for pulling and retyping when fewer than ten cards, for example, are involved but making changes by hand when more than a given number are affected. In cases that involve major changes and large numbers of cards, such as the shift from "Russia" to "Soviet Union," libraries could settle for a split file with a raised guide card at the beginning of each of these entries. Such a system of cross-references is, according to John Rather, much less expensive than revising or even relocating old entries.¹⁰ Alternatively, libraries could relocate and interfile without erasing. The old heading would be replaced with a SEE card, and a raised guide card at the new heading would indicate that the old and new headings are now interfiled (e.g., "Soviet Union and Russia interfiled here").

Conclusion

Clearly, each library must decide for itself how it wishes to cope with AACR2. Clearly too, any implementation of AACR2 will be costly, especially during the initial phases when most of the alterations will need to be made. But if Guilford's study is reliable, small and medium-sized libraries should be able to conform to the new code without great inconvenience to themselves or their patrons.

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2. The University of Minnesota reported 3 per cent; the University of Washington, 30 per cent. These figures, with others, appear in *AACR2 Implementation Studies*, SPEC Kit 68 (Washington, D.C.: Systems and Procedures Exchange Center, Association of Research Libraries, 1980).
3. *College and Research Libraries* 30 (March 1969):119-125.
4. Ken Walker, of Guilford's math faculty, arrived at the same figure using the formula $n=(1.645(\frac{1}{2})/.05)^2$.
5. If the first two words are identical in both old and new entry form, it is assumed that filing order will not be affected.
6. Hostage, 12, defines rate of difference as "headings that would be construed differently under AACR2" if a new card with that heading were added to the card catalog, i.e., potential conflict. Rate of conflict measures "AACR2 headings for names already in the catalog under a different form," i.e., actual conflict.
7. Of these ten entries, eight had already been changed by the time this study was undertaken. Two of those not changed would have affected filing order.
8. Six were found misfiled; another six were not found and assumed to be misfiled since, for practical purposes, all twelve were lost to the patron.
9. These figures would have been higher had Guilford not begun making changes before this study began. If none of the subject headings had been revised prior to this study, the rate of difference would have been 40.8 per cent (113/277) and the rate of filing difference 28.5 per cent (79/277).
10. In *The Future of the Card Catalog: Report of a Program Sponsored by the Association of Research Libraries* (Washington, D.C.: Association of Research Libraries, 1975), 14-17.

New North Carolina Books

Alice R. Cotten, Compiler

H. G. Jones. *North Carolina Illustrated, 1524-1984*. Chapel Hill: University of North Carolina Press, 1983. 482 pp. \$24.95.

Pictorial histories can look deceptively easy to produce. *North Carolina Illustrated*, however, gives no such false appearances. The sheer impressiveness of the volume reflects the difficulty of the undertaking as described by the author in the preface. Over a period of ten years, H. G. Jones searched for North Carolina illustrations in hundreds of repositories throughout the country and abroad. He examined hundreds of thousands of illustrations and obtained photocopies of more than ten thousand of those he saw. He carefully narrowed this initial selection to the 1,158 eventually reproduced in *North Carolina Illustrated*. At considerable expense he obtained prints and permissions to publish them from the various repositories, agencies, and individuals owning the originals. He wrote the text and captions to accompany and interpret the illustrations. In sum, the time, labor, and resources devoted to producing this volume were indeed considerable.

Dr. Jones is uniquely qualified to have undertaken this work. As state archivist for twelve years, director of the Division of Archives and History for six years, and curator of the North Carolina Collection at the University of North Carolina at Chapel Hill since 1974, Dr. Jones has been intimately involved in preserving documentation of the state's history. His previously published works—*For History's Sake* (1966), *The Records of a Nation* (1969), and *Local Government Records* (1980)—have dealt with the care and use of local, state, and national records; they were written primarily for a specialized audience. The present publication reflects the author's desire to share a particular portion of North Carolina's historical record, the pictorial record, with the general public and to present, through the illustrations and the accompanying text, an image of the collective character of North Carolinians.

North Carolina Illustrated contains ten chronological chapters, each of which is intro-

duced by an essay on the significant events, developments, and people of the period covered. These essays range from three to eighteen pages in length, the longer ones dealing with more recent periods. Together they comprise approximately one hundred pages of text and provide a brief but comprehensive history of the state. Topics covered, both in the essays and in the illustrations, include politics and government, agriculture, business, labor, race relations, the role of women, religion, transportation, communication, education, literature, sports, and other such subjects. The illustrations are numbered, and the numbers also appear in the margins of the text, tying each illustration to the relevant portion of the preceding essay. In addition, lengthy and informative captions are printed adjacent to the illustrations. As might be expected, there are fewer illustrations for the early years covered by the volume than for later years. The first 200 years following the arrival of Verrazzano are represented by 37 pages of illustrations, while 160 pages are devoted to the last 120 years. An index with personal, geographical, and topical entries covers both the essays and the illustrations.

North Carolina Illustrated is not as approachable or as susceptible to browsing as are many pictorial histories. It is a very dense volume, with an average of four illustrations per page; this density makes the contents more difficult to absorb visually. Period illustrations were used wherever possible, but there is no sepia toning to give an impression of old photographs. For the period prior to the development of photography, the illustrations include maps, portraits, drawings, reproductions of the texts of documents, and modern photographs of contemporary buildings and furniture. The heavy use of reproductions of documents—they account for one-third of the illustrations in the first seven chapters—like density of the volume, diminishes the ease with which it is approached and absorbed.

These comments on appearances are perhaps minor criticisms for a book concerned with the difference between being and seeming. Dr. Jones maintains that the collective character of

North Carolinians is epitomized in the state's motto, *Esse Quam Videri*, "To be rather than to seem." Whether or not the illustrations in this volume document such a character, they certainly illuminate the state's past. By bringing together such an extensive collection of illustrations, this volume will deepen the understanding of those who study North Carolina's history and provide numerous points of contact with that history for citizens only vaguely familiar with their state's past. *North Carolina Illustrated* is an invaluable resource for study and reference. It should be available in academic and public libraries throughout the state and in secondary school libraries as well.

Robert L. Byrd, *Duke University*

Stephen E. Smith, comp. and ed. *New North Carolina Poetry: The Eighties*. University Center, Mich.: Green River Press, 1982 (c1983). 92 pp. \$5.00 paper, plus \$1.00 postage and handling (available from Weymouth Center, Box 939, Southern Pines, NC 28387).

North Carolina Poetry: The Seventies was published midway through that decade as a special issue of the *Southern Poetry Review*. Poems by sixty-six contributors provided a general sense of what was then being written by a representative selection of poets. There were many writers from which to choose, and the quality of the work chosen, though uneven, did show talent and skill aplenty. No concise definition of "seventies poetry" could be derived from it, but the poems included were generally personal and in free verse. Varied in content, a few reflected current life, such as a rock concert, while others dealt with topics for poets in any era: love and death, for prominent examples.

A successor to *The Seventies* was published recently, and *New North Carolina Poetry: The Eighties* can be described in exactly the same terms. There are very good poems by very good North Carolina poets, some resident in the state and some not. Tar Heel settings are well represented: "Passing the Marquee in Maysville" and "Girls Grow on Trees in Haywood County" are two examples. Themes include love and death as well as divorce and commuter flights. Among the well known poets are A. R. Ammons, James Applewhite, and Fred Chappell; newer names include such people as Michael McFee and Anna Wooten. With only forty-nine poets represented, this volume has seventeen fewer than its predecessor.

Not included are such writers as William Harmon, Jonathan Williams, Reynolds Price, O. B. Hardison, and Robert Watson. According to the foreword, Mr. Smith selected these from eight hundred submissions. To pick from so many just those that, when read together, will bespeak the time, represent the field of participants, and make a book—that is no small doing. Mr. Smith must have chosen well; he might have chosen more. Perhaps what he chose best was Fred Chappell to write the foreword. In two and a half pages of juicy prose Mr. Chappell makes a tale from snippets of the poems and gives them all a home on the corner just past the Fugitives and on the way to the future.

The book is important for assessing the current course of poetry writing in this state. It has some good poems in it, too. Profits from its sale will benefit The Friends of Weymouth, "a non-profit organization founded to preserve Weymouth for its natural, historical, and cultural significance."

Tucker Respass, *University of North Carolina at Chapel Hill*

Suzanne Newton. *I Will Call It Georgie's Blues*. New York: Viking Press, 1983. 197 pp. \$12.95.

This North Carolina award-winning author of five books for children and young adults tackles in this book the sensitive subject of religion, public expectation of a minister's children, and the reaction of the children to the pressure. Children of a Baptist minister in North Carolina struggle with their need to know who they are and how they fit into the community and into their family. The main character, Neal, dislikes conflict and resolves his fate by not responding to it until forced to by younger brother Georgie's rapid loss of reality and the failure of his parents to recognize the seriousness of the situation. Georgie's fear that he may be the only one in the family that is "real" and that his parents don't love him lead him to seek escape in lies and a plan for evading the "false" people who surround him. Woven with subplots—Neal's joy in jazz, Aileen's rebellion, and Georgie's odd friendships—the story concludes on a tragic but hopeful note. Newton's realistic characterization and polished plot arouse in the reader a real concern for Neal and Georgie as they struggle with daily life. While other characters are not as well developed, they fit their roles and remain true to the plot. This book, one of several fiction books published recently about religion and children, is appro-

priate for grades five through nine. Recommended for school and public libraries.

Diana Young, North Carolina State Library

Emily Herring Wilson. *Hope and Dignity: Older Black Women of the South*. Philadelphia: Temple University Press, 1983. 200 pp. \$19.95.

Hope and Dignity tells the story of forty-seven black women throughout North Carolina, sixty-five years old and older, who have lived rich, inspiring lives. The book consists of individual biographical sketches of these women, revealing their tragedies and dreams. Each reflects, in some way, the time and community in which she lives.

The women included represent a cross section of older black women in North Carolina, with varied skills, educational backgrounds, and interests. Carrie McDonnell Stewart of Franklin and Maude Lee Bryant of Moncure are representative of the experiences of a number of black women who were practicing midwives during the 1920s. Mademoiselle Ernestine Burghes Sanders of Raleigh is a graduate of Fisk University and of Middleburg College. Until her retirement in 1971, she was a French teacher and served for twenty-three years as associate professor of St. Augustine's College. She speaks French and German and reads French, German, Portuguese, and Spanish.

The author, Emily Herring Wilson, presents the stories of these women by using their recollections of the past as told to her in interviews over a three-year period, thus reflecting the black heritage of the women represented. The photographs by Susan Mullally, a photographer with special interest in portraits, enhance the stories of these proud black women.

Hope and Dignity was written for the general public and is appropriate for public and school libraries. It would also be appropriate for collections of North Caroliniana and black history. The absence of an index makes the volume difficult to use as a reference tool, but such usage was not the author's intent.

Joan M. Spencer, Wake County Public Libraries

Jerry L. Surratt. *Gottlieb Schober of Salem: Discipleship and Ecumenical Vision in an Early Moravian Town*. Macon, Ga: Mercer University Press, 1983. 243 pp. \$18.95.

Gottlieb Schober spent his adult life in the Moravians' Wachovia settlement, which included

the town of Salem (now Winston-Salem), North Carolina. Prior to the 1830s, Salem was a congregational town presided over by the *Aufseher Collegium* (council of elders), which regulated individual life to a degree that would be labelled authoritarian today. Choice of marriage partner, trade, and place of residence were among the many details requiring the *Collegium's* approval. In addition, lots were often cast; if the lot went against the individual's choice, even with the *Collegium's* consent, it was interpreted as divine disapproval, and the request was denied.

Schober's temperament was at one point described by the elders as tending toward an "American freedom," which they rightly saw as "dangerous" to their medieval German way of life. Repeatedly Schober flouted their rules and decisions and, when called to account, stretched the truth beyond reasonable credulity. Yet he usually stopped short of acts that would have resulted in his expulsion from the community. Mostly Schober seemed eager to make money, an ambition he satisfied through a legal career and land speculation. The surprising fact of his life was his piety, which eventually led to his becoming a minister and leader in the Lutheran church. Yet, despite his departure from the Moravian communion, he somehow managed to retain his Salem residence. His life of pious entrepreneurial individualism in fact contributed to the general relaxation of ecclesiastical control and its eventual disappearance from Salem.

Surratt, who teaches at Wingate College, has done a careful piece of research, growing out of his graduate thesis on Salem's evolution. His book suffers from his compulsion to put everything he discovered into it: is it really necessary, for example, for us to know in detail the events of Schober's parents' voyage to America? Surratt also, as he admits, assigns the best possible motives to Schober and too easily passes over his dissimulations. Frequently feelings are described for which there is apparently no evidence.

Was Schober important enough for a full biography? Probably not as an individual but possibly as a case study of social change. He also represents the conflict between a religious society in which everyone works and everyone's basic needs are met and one in which individuals are free to pursue wealth as far as their abilities allow. That conflict, in somewhat different form, is still with us.

Damon D. Hickey, Guilford College

Claiborne S. Young. *Cruising Guide to Coastal North Carolina*. Winston-Salem: John F. Blair, 1983. 272 pp. \$17.95 paper.

Claiborne Young has written an informative, interesting guide to the coastal waters of North Carolina. It is a navigational guide as well as a guide to the historic development of the coastal area. The volume includes information on the availability of fuel and repair facilities and recommendations for restaurants and sight-seeing.

Young is an experienced boater who recently spent several months exploring the North Carolina coast. This guide is based on his explorations and enhanced by his knowledge and appreciation of the heritage of the area. He begins his journey on the Intercoastal Waterway near the Dismal Swamp at the Virginia line and continues south to Calabash at the South Carolina line, taking time to explore the creeks, inlets, rivers, and islands that abound along the coast.

Boaters will appreciate his references to buoy numbers, channel depths, and sandbar locations. The author gives specific directions for navigating the waters and also provides NOAA chart numbers required for the navigation of each area. He warns boaters of dangerous areas and recommends safe routes and safe places to anchor.

However, the appeal of this book is not limited to boaters. The historical sketches and legends of each area are brief but interesting. The author frequently recommends additional publications for those who want to pursue the history of a particular area. The descriptions of the coastal areas today are informative.

The format of this paperback guide is excellent. Each chapter covers a different area of the coast. Navigational information is shaded in gray, separating it from the narrative. Each chapter contains easy-to-read maps and several black-and-white photographs, most of which were taken by the author. The index includes geographical names, restaurants, and business establishments that cater to the boater.

This is an informative, enjoyable book. It is recommended for public libraries, especially those in the coastal areas.

Arlene Hanerfeld, University of North Carolina at Wilmington

Thornton W. Mitchell. *The State Library And Library Development In North Carolina*. Raleigh: North Carolina Department of Cultural Resources, 1983. 164 pp. (Copies have been widely distributed in North Carolina. All public,

school, and academic libraries, among others, should have received a copy. A limited number remain. Contact the North Carolina State Library, 109 East Jones St., Raleigh, NC 27611.)

Governor James B. Hunt's program, "North Carolina 2000," gave the impetus for research into the history of libraries in North Carolina as background for planning for improvement of libraries in the state during the next two decades. Thornton W. Mitchell, retired North Carolina State Archivist, was a most appropriate choice to write this history.

Prior to the twentieth century, libraries in North Carolina consisted only of parochial, private, school, and college libraries and a state library for use by certain persons in state government. As in other southern states, a movement for public libraries began in North Carolina only in the last years of the nineteenth century. Mitchell traces the development of libraries across the state from the beginning of tax-supported libraries in 1897, through the work of the North Carolina Library Commission (established in 1909 to promote library service throughout the state), and on to the merger of the Commission and the State Library in 1956. The shift in emphasis at the turn of the century from libraries as repositories of knowledge to libraries as a means of providing educational opportunities for citizens gave an impetus to the library movement that by the 1920s resulted in substantive growth of public libraries and the introduction of traveling libraries, extension of service to rural areas, and development of the bookmobile.

Mitchell's book documents the growth of school libraries in the 1930s as changes took place that led to state supervision and certification. He records the impact of WPA library programs and the Citizens Library Movement on public libraries during the Depression and the fight for state aid to libraries that culminated in 1941 in legislation making the maintenance of public libraries a part of the state's educational program. His history shows the changes brought about by the development of library standards and the beginning of federal aid in 1956. Finally, we are told of the many studies in the 1960s that pointed out inadequacies in public library service in North Carolina, of problems in obtaining enough state support to provide needed services, and of attempts in the 1970s to raise standards through regional libraries and equalization of services throughout the state.

Mitchell has carefully documented his study with the pertinent manuscript and secondary

materials, and he has included appendixes and a good index which will make the book a useful reference tool on North Carolina library history. The large number of statistics included in the text, however, do not make easy reading. Although this kind of summary record is precisely what Mitchell was asked to write, the history would have been more interesting with some discussion of the fascinating personalities who made the statistics happen.

David N. McKay, the State Librarian, has added an epilogue in which he outlines the current programs, services, and projects of the North Carolina State Library. McKay points out that what this history shows is still true: the greatest progress in library development results from citizen-supported programs. The State Library is currently encouraging citizens to assume leadership roles in pushing for better library service and for funding for that service.

Mitchell's book should be in all public libraries in North Carolina in order to encourage librarians and citizens to read it. One can more effectively work for a better future when one knows the past.

Betty I. Young, *Duke University*

Gerald W. Johnson. *South-Watching: Selected Essays by Gerald W. Johnson*. Edited with an introduction by Fred Hobson. Chapel Hill: University of North Carolina Press, 1983. 207 pp. \$19.00 cloth, \$8.95 paper.

In his varied roles as reporter, columnist, editorial writer, journalism professor, historian, novelist, biographer, book reviewer, lecturer, and television commentator, Gerald W. Johnson established himself as one of twentieth-century America's leading writers and observers of public affairs. In each of his endeavors he enjoyed success and acclaim. Yet it was as essayist that he first emerged at the forefront of American intellectuals, producing pungent, provocative articles for leading magazines, something he would do until his death in 1980.

In *South-Watching: Selected Essays by Gerald W. Johnson*, editor Fred Hobson has gathered twenty-two Johnson essays written from 1923 to 1960, all dealing with the writer's native South. Born in Riverton, Scotland County, North Carolina, in 1890, reared in Thomasville, and educated at Wake Forest College, Johnson had deep southern roots and maintained a lifelong interest in the region. After stints with the *Lexington Dispatch*

and *Greensboro Daily News*, he left the Tar Heel state in 1926 and began a seventeen-year association with the *Baltimore Sun* papers. There he strengthened his friendship with H. L. Mencken, leading American iconoclast and critic of the South, who had earlier suggested that Johnson submit essays to various journals and who eventually persuaded the young Tar Heel to join the *Sun* papers staff. Thereafter Johnson would call Baltimore home.

The essays Hobson has chosen for inclusion illustrate well Johnson's writing talents and wide interests. Topics range from southern literature to the Ku Klux Klan and from southern Babbitry to personalities, such as college presidents Frank Porter Graham (University of North Carolina) and William Louis Poteat (Wake Forest). Hobson limits his editing to several sentences introducing each essay and to a few concise footnotes identifying people and publications mentioned by Johnson.

A craftsman with the language, Johnson uses humor and tragedy, exaggeration and understatement, irony and metaphor to explain the South to itself and to the rest of the world. He scolds, cajoles, praises, and condemns, but his essays always show a forgiving and loving—though no less critical—view of the South, an understanding of human frailties often lacking in the writing of more caustic southern critics such as Mencken.

With *South-Watching*, Hobson, professor of English at the University of Alabama and author of *Serpent in Eden: H. L. Mencken and the South* and coeditor of *Literature at the Barricades: The American Writer in the 1930s*, offers a work which Tar Heel libraries should consider for their collections. Academic and large public libraries with southern studies collections will want the book as much for Hobson's fine twenty-five-page biographical introduction to Johnson as for the essays. Other libraries seeking to include Johnson in their holdings but on limited budgets will first want to compare *South-Watching* with *America-Watching: Perspectives in the Course of an Incredible Century* (Owings Mills, MD.: Stemmer House, 1976). The latter, a collection of seventy-one Johnson essays and excerpts from longer works, includes five of *South-Watching's* twenty-two essays, plus writings that show Johnson's national and international interests.

Robert G. Anthony, Jr., *University of North Carolina at Chapel Hill*

Bob Simpson. *When the Water Smokes: A Peltier Creek Chronicle*. Chapel Hill: Algonquin Books, 1983. 189 pp. \$15.95.

Journalist, magazine writer, fisherman, and conservationist, Bob Simpson shares his tales of nature, fishing, and life along Peliter Creek in his first book. Readers might be familiar with the author from his newspaper or magazine articles. In a folksy manner, the author chronicles the purchase and restoration of his beloved old craft, *Sylvia II*. *When the Water Smokes* describes the four seasons along the Carolina coast near Morehead City. The reader learns about the subtle changes of coastal flora and fauna that only an experienced naturalist could describe. The author pokes fun at city life and the rat race that most people call civilization.

An outspoken environmentalist, Bob Simpson in this volume urges us to take a careful look at the diminishing undeveloped North Carolina coastline and inland waterways. The author leaves the reader with a greater understanding of the ways of the shoreside folk who live "Down-east."

The volume is a series of short personal essays that lack central themes; often transitions are nonexistent. Some essays are much stronger than others, and sometimes the reader is left with the impression that many newspaper columns have been pieced together. The book lacks an index or a bibliography. The volume is well-designed, but this reviewer would have liked to see more of Simpson's excellent photographs.

The volume should be given serious consideration by public libraries. Fishermen will love the volume, and Simpson has captured the essence of life found in coastal Carolina communities.

Morgan J. Barclay, East Carolina University

James Applewhite. *Foreseeing the Journey: Poems by James Applewhite*. Baton Rouge: Louisiana State University Press, 1983. 56 pp. \$13.95 cloth, \$5.95 paper.

We are taken from an airport lounge on a nostalgic reverie to a southern childhood in the first section of *Foreseeing the Journey*, James Applewhite's third collection of poems. By means of an internal monologue, he conveys the memories of his childhood: a serious illness, summertime swimming and baseball, his father mowing the grass in the long twilight. An occurrence, an isolated vignette, is relayed by bright images: "sun in my lashes/was broken colored glass" from

"First By the Sea" or "prayed to see a hawk:/swimming and flying in the liquid air,/metallic as museums' bronze statues in the sun" from "Red Wing Hawk." Although each poem is unique and separate, as a whole they present a flashing kaleidoscope of the poet's youth.

The second section of the book begins as the author boards his flight, his thoughts reflecting the complexities of adult life and his own growing disillusion. He writes of garbage, both material and human, prejudice, loss of innocence, and death. In the final three poems concerning a fondly recollected canoe trip, Applewhite recalls some of the magic of childhood, ending on a faintly optimistic note: "The path I run/twists between hardwoods and pines,/As if into aperture of the sun" from "Returning from the River."

Applewhite's memories are rephrased into sometimes delicate, sometimes tough verses that have a surface loveliness as well as in-depth character. Each reading deepens the patina. Recommended for public and academic libraries.

Emily S. Walker, Public Library of Charlotte and Mecklenburg County

Paul Koepke. *Two-Moon Pond*. Winston-Salem: John F. Blair, 1983. 134 pp. \$10.95.

Twenty years ago, while searching for a house to purchase, Paul Koepke and his wife came across an advertisement in the local newspaper for a house, five acres, and a pond. Since they were both ardent fishermen, they quickly bought the property, and their adventure with country living began.

Their struggle to restore the house to liveable condition was only a prelude to the adventures of restoring the pond to productive use. After the pond was rehabilitated, the fishermen, human and otherwise, moved in. Koepke describes all of them in humorous detail; he even observes his dog fishing. The environment of the pond, that "protean, mercurial mirror," where "no cloud may pass, no raindrop fall, nor any fish rise without the event being transmitted to an attentive witness," is described in loving detail. Here one meets birds, snakes, snapping turtles, assorted insects, and plants. Koepke also examines the joys of various rural pursuits: raising catalpas for the fishing worms they produce, picking blackberries, fighting bermuda grass, philosophizing about the weather, and planning a super vegetable garden while contemplating winter's first seed catalog.

Paul Koepke is a retired professor of music theory and composition with an interest in gar-

dening, wildlife, and conservation. He has written articles for *Organic Gardener* and *Wildlife in North Carolina*. He also dabbles in light verse.

A delightful blend of humor, adventure, and nature description, *Two-Moon Pond* belongs in every public and secondary school library.

Anne Bond Berkley, Durham County Library

Henry King. *The Witch of Morganton and Other Fascinating Folks: A Selection of Stories About Memorable Tar Heels*. Wendell, NC: Printed by Broadfoot's Bookmark, 1982. 207 pp. \$9.95, plus \$.40 tax, plus \$.85 postage — Total \$11.20. (Order from Maxine King, Box 204, Franklinville, NC 27248.)

Henry King originally wrote the vignettes which comprise this book for the *Asheboro Courier-Tribune*. Each story describes a North Carolinian with whom Mr. King has visited. Most of them live in piedmont North Carolina, though a few are from elsewhere in the state. There is Robert Harrell, "the Hermit of the Sand Dunes," who lives at Fort Fisher, and Weston Varnon, "He Can Build an Ark If Need be," a boat builder at Holden Beach. Also included are Joann Denton, "The Nation's Most Famous Witch," of Morganton, and Rebecca Gatlin, "the Lyrical Lady of the Lonely House," who writes poetry in Franklinville.

This volume describes a variety of types of people, but all are independent, and most are eccentric. The author obviously enjoyed talking with them. He discusses the philosophy of life of each one with interest, accepting their differences with compassion. Each story is accompanied by a photograph, most of which were taken by Mr. King.

Henry King has written newspaper columns about people for twenty-five years, in addition to writing news, features, editorials, and special articles. He has won two Valley Forge (Pa.) Freedom Foundation awards and numerous North Carolina Press Association awards.

These stories are light and easy to read. The book would be a popular addition to any collection in a high school library, a public library, or the leisure reading section of a university or research library. In addition, it would bring local color to a North Carolina collection.

Elizabeth J. Laney, Pettigrew Regional Library

Robert B. Phillips. *One of God's Children in Toe River Valley*. Burnsville: Celo Press, 1982. 165 pp.

\$7.50 postpaid. (Order from Robert B. Phillips, Rt. 4, Box 81, Bakersville, NC 28705.)

This is a collection of local history and lore "written by a native of the area in an effort to capture not only the mind but the heart of a people with a great tradition and culture." Born in the Ledger community of Mitchell County in 1902, Phillips was raised by his grandparents, from whom he garnered good advice and a wealth of community and family history. After laboring on the farm and in the timber and mica industries, he worked his way through high school and college. He spent twenty-five years as an educator in Spruce Pine and Bakersville, as teacher, principal, and county superintendent (no small accomplishment for a Democrat in a Republican county). After retiring, he developed one of the first commercial apple orchards in the county.

Phillips has included not only the heritage that he gained and remembered from his foreparents but also the personal experiences of his involvement in the developments of the twentieth century. Anecdotal and episodic, the book provides some of the flavor of life in the North Toe Valley and supplements Deyton's "History of the Toe River Valley to 1865" [*North Carolina Historical Review*, 24 (October 1947): 423-466]. The final portions of the book are devoted to Phillips' philosophy and poetry.

The book would be suitable for school, public, and academic local history collections, particularly those with an interest in western North Carolina.

Eric J. Olson, Appalachian State University

Other Publications of Interest

Come When the Timber Turns [1983] is an informal, delightful book in which a woman tells her experiences as a young teacher in a small town in Avery County in the 1920s, a reunion of teacher and students in 1976, and general stories of mountain life in North Carolina. Appropriate for libraries with collections of mountain literature. Available from the Puddingstone Press, P.O. Box 67, Banner Elk, NC 28604. \$8.50. (This is the tenth title from Puddingstone, a non-profit adjunct of Lees-McRae College which was begun in 1970 to help make regional literature more readily available.)

Hikers, bird watchers, and other naturalists will be glad to have available the 77-page "Guide to the Uwharrie Trail in the Uwharrie National Forest in Randolph and Montgomery Counties,

North Carolina," [1983] by G. Nicholas Hancock. Until its publication, there was no detailed description of the entire trail. In addition to the trail narrative, this pocket guide contains general information on the forest, gives suggestions and precautions for hikers, lists local supply stores, and gives suggestions for day and weekend hikes. The index is a valuable addition. And, to top it all, the author is one of us, a real librarian! (Cost is \$5.00 from Happy Feat Publishing Company, P.O. Box 2821, Asheboro, NC 27203. An accompanying map sells for \$2.00.)

Libraries with genealogical collections may want to consider for purchase the following items: **McDowell County, North Carolina, Land Entry Abstracts**, Volume 1, 1843-1869, [1983] by Mr. and Mrs. Judson O. Crow (475 pp., \$25.00 paper); **Marriage and Death Notices from Extant Asheville, N.C., Newspapers, 1840-1870: An Index**, by Robert M. Topkins (originally published 1977, reprinted 1983, 139 pp., \$15.00); **Marriage and Death Notices from the Western Carolinian (Salisbury, North Carolina), 1820-1842: An Indexed Abstract**, by Robert M. Topkins (originally published in 1975, reprinted in 1983, 255 pp., \$22.50); and **Warren County, N.C., Records, Volume I: Abstracted Records of Colonial Bute County, N.C., 1764-1779, and Bute County Marriages**, by Mary Hinton (Duke) Kerr (originally published in 1967, reprinted in 1983, 94 pp., \$25.00). All are available from The Reprint Company, Publishers, P.O. Box 5401, Spartanburg, SC 29304.

Other recent genealogical publications are as follows: **Marriages of Orange County ... 1779-1868** (425 pp., \$25.00); **Marriages of Granville County ... 1753-1868** (431 pp., \$25.00); **Marriages of Rowan County ... 1753-1868** (506 pp., \$28.50); **Marriages of Wake County ... 1770-1868** (425 pp., \$25.00); **Marriages of Wilkes County ... 1778-1868** (243 pp. \$20.00); and **Marriages of Surry County ... 1779-1868** (272 pp., \$20.00). All were compiled by Brent H. Holcomb. Also **Marriages of Bertie County ... 1762-1868**, compiled by Raymond Parker Fouts (130 pp., \$15.00). All are available from Genealogical Publishing Company, Inc., 111 Water Street, Baltimore, MD 21202. (Postage and handling: first book, \$1.00; each additional book, \$.25.)

Is there a librarian in North Carolina who does not know who Suzanne Britt Jordan is? If so, let's remedy that. She is, first of all, a witty woman. She is also a good writer with common-sense who writes a weekly column for the *News and Observer* and has contributed to other magazines and journals. Her subjects range from religion to family relationships, from smoking to sex, from food to proper English, and touch just about everything in between. **Show and Tell** is her latest (\$8.95 paper plus tax, postage, and handling—total \$10.31, from Morning Owl Press, P.O. Box 31684, Raleigh, NC 27607). Certainly appropriate for public libraries; other libraries may want to consider it for their leisure reading sections. Highly recommended.



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NORTH CAROLINA LIBRARY ASSOCIATION

Keeping Up

Patsy Hansel, Compiler

Lanier Wins Immroth Award

The John Phillip Immroth Memorial Award for Intellectual Freedom, presented annually by the Intellectual Freedom Round Table to honor the courage, dedication, and contribution of living individuals who have been exemplary in their defense and furtherance of the principles of intellectual freedom, will be presented this summer at ALA to Dr. Gene D. Lanier of the East Carolina University Library Science faculty.

The award was established in 1976 to honor Immroth, an author, scholar, advocate, and defender of First Amendment rights. Lanier follows author and columnist Nat Hentoff, the 1983 Immroth Award winner.

As chairman of the Intellectual Freedom Committee of the North Carolina Library Association since 1980, Lanier has presented over seventy-five papers at conferences and professional and civic meetings in the southeast concerning the threat of library censorship and the individual's right to read, view, and listen. A former president of NCLA, he was appointed by the governor to serve on the State Library Committee and by the North Carolina Speaker of the House to the Study Committee on Obscenity Laws.

Dr. Lanier is a native of Conway, North Carolina, and holds degrees from East Carolina University and the University of North Carolina at Chapel Hill. During his tenure he has also received the Hugh M. Hefner First Amendment Award in education, presented by the Playboy Foundation, and the Mary Peacock Douglas Award from the North Carolina Association of School Librarians. He was chairman of the Department of Library Science at ECU from 1966 to 1981 and has served as consultant to over fifty libraries across the state.

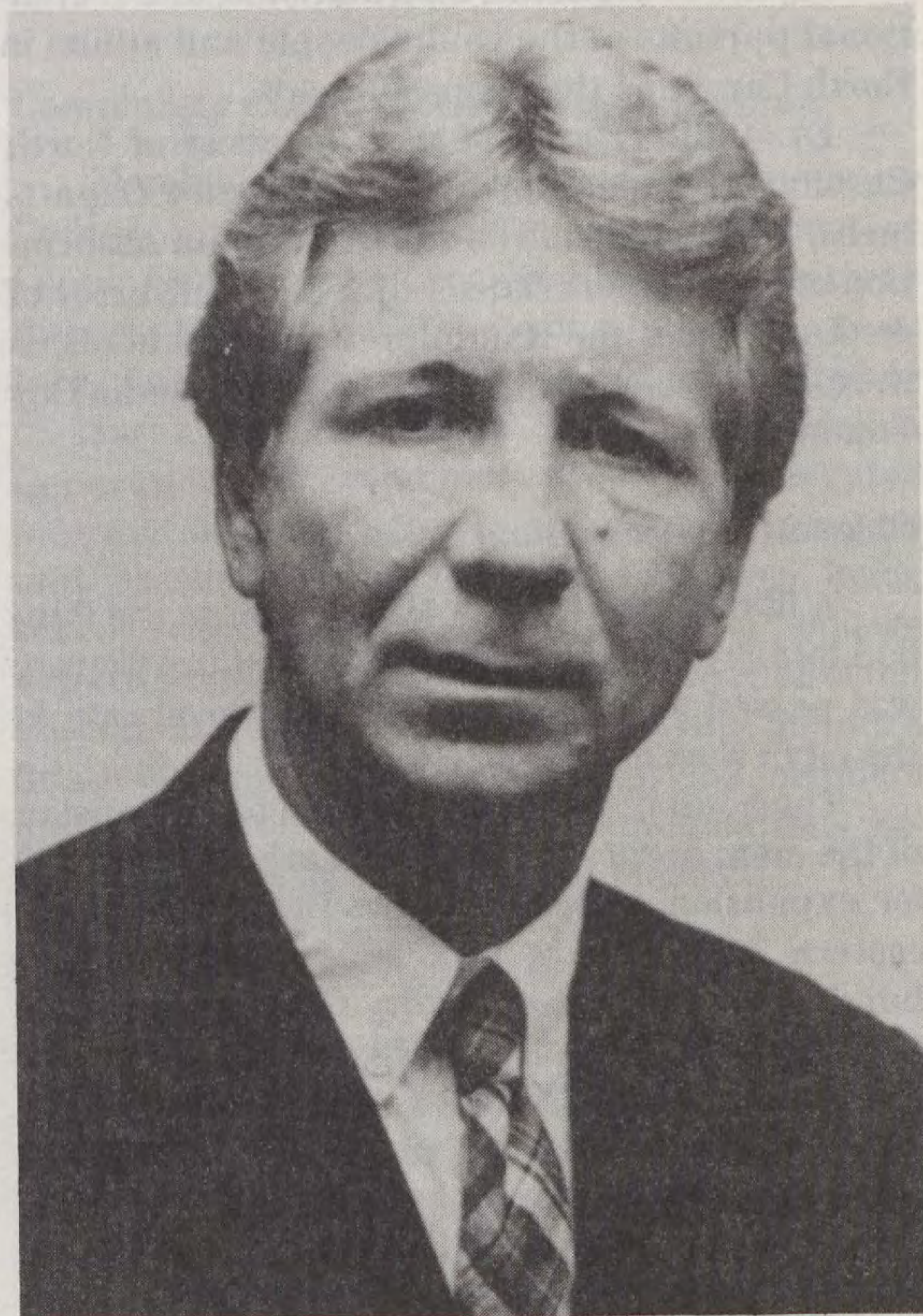
NCASL Wins 1984 Grolier Award

The North Carolina Association of School Librarians has received the 1984 Grolier National Library Week Grant for a proposal to sponsor a statewide School Library Media Day during National Library Week. The Media Day will

increase awareness of school media programs' contributions to the education of young people in North Carolina.

The award, the first to be presented to a school media library group, was selected by the National Library Week Committee of the American Library Association during ALA's 1984 Midwinter Meeting in Washington, D.C.

The ALA committee gives the annual \$1000 cash award to the state library association or school media association submitting the best proposal for a public relations program to be conducted in the year in which the grant is presented. The Grolier Educational Corporation donates the grant.



Dr. Gene Lanier, of the East Carolina University Library School, has been selected winner of the John Phillip Immroth Memorial Award for Intellectual Freedom.

Keeping Up

North Carolina's winning proposal outlines a campaign aimed at North Carolina legislators, parents, educators, and teachers, using the National Library Symbol as a log and the slogan, "The School Library Media Program: A Knowledge Base," which supports the general NLW theme, "Knowledge Is *Real* Power."

The association arranged for a National Library Week proclamation by the governor, produced a thirty-second radio public service announcement for distribution to 256 radio stations statewide, recommended three to five activities for school systems and elementary through senior high schools, and produced a guidebook for school librarians and other interested persons. The \$1000 grant will supplement the NCASL investment in the project and fund wider distribution of public service announcements and guidebooks.

"An increase in the ratio of students to positions for school librarians, reductions in local funding for library materials, and mandates by the North Carolina Legislature for Quality Assurance Programs and Performance Appraisal have generated concern that the school library media program must become more visible as a viable force in the educational, informational, and recreational pursuits of the young people and adults in North Carolina," the proposal reads.

Dr. Judith Davie, of the University of North Carolina at Greensboro Library Science Department, is the chair of the North Carolina Association of School Librarians. Edith Briles, director of media services for Randolph County Schools, is the chair of the NCASL School Library Media Day Committee.

Charlotte Library Bond Passes

A library bond worth \$9.3 million to the Public Library of Charlotte and Mecklenburg County was passed with a 70 per cent approval rate in the city's November 8 elections.

The bond provides \$8.8 million for expansion of the main library in uptown Charlotte; \$200,000 for expansion of the Matthews Branch in southeastern Mecklenburg County; and \$300,000 to build a branch in the Hickory Grove community in eastern Mecklenburg County.

The Friends of PLCMC and the Library Board of Trustees headed efforts to get the bond passed. Friends members presented a fifteen-minute slide show on the library system and its services to civic groups, and both board and Friends members made speeches advocating the bond at PTA meetings across the Charlotte area.

Brochures entitled "The Public Library ...

Your Partner in Learning" were also handed out at the PTA meetings. Copies of this brochure, which stresses the importance of the library system in a child's education, can be obtained by writing Mary Hopper, Director of Public Relations, PLCMC, 310 N. Tryon Street, Charlotte, NC 28202.

New Faculty at UNC-Chapel Hill

Dr. Edward G. Holley has announced the appointment of two new faculty members in the School of Library Science at the University of North Carolina at Chapel Hill.

Dr. William M. Shaw, Jr., has joined the faculty as associate professor of Library Science. Shaw comes to Chapel Hill from the faculty of the Matthew A. Baxter School of Library and Information Science at Case Western Reserve University. He will teach courses in information science, bibliometrics, library effectiveness, and quantitative methods.

Dr. Judith B. Wood, who has just completed her Ph.D. in information science at Case Western Reserve University, has joined the faculty as assistant professor. Wood will teach courses in the areas of information science, science literature, and on-line data base searching.

New Public Library Directors Names

Martha Schatz assumed her new duties as director of Rutherford County Library on December 1. A native of Greenville, Mississippi, she obtained her MLS from the University of South Carolina in 1977. She served as adult reference librarian of the Memphis Public Library and Information Center from 1977-1979, and more recently was headquarters librarian of First Regional Library, Hernando, Mississippi.

Roy E. C. Day became director of Roanoke Rapids Public Library on February 1. Day is a 1976 graduate of the University of Maryland. Since 1981, he has served as county librarian of Pamlico County Library, a member of Craven-Pamlico-Carteret Regional Library, where he helped to implement the first joint school/public library in North Carolina. Prior to his current position, he served as regional reference librarian for CPC from 1976-1981.

Outstanding Staff Recognized at Cumberland

Victoria Smith, acquisitions librarian, and Marsha Grove, Bordeaux Branch librarian, are the first two recipients of the Cumberland County Public Library's Employee Extraordinaire Award.

The award, an outgrowth of a Cumberland County Public Library staff training session on

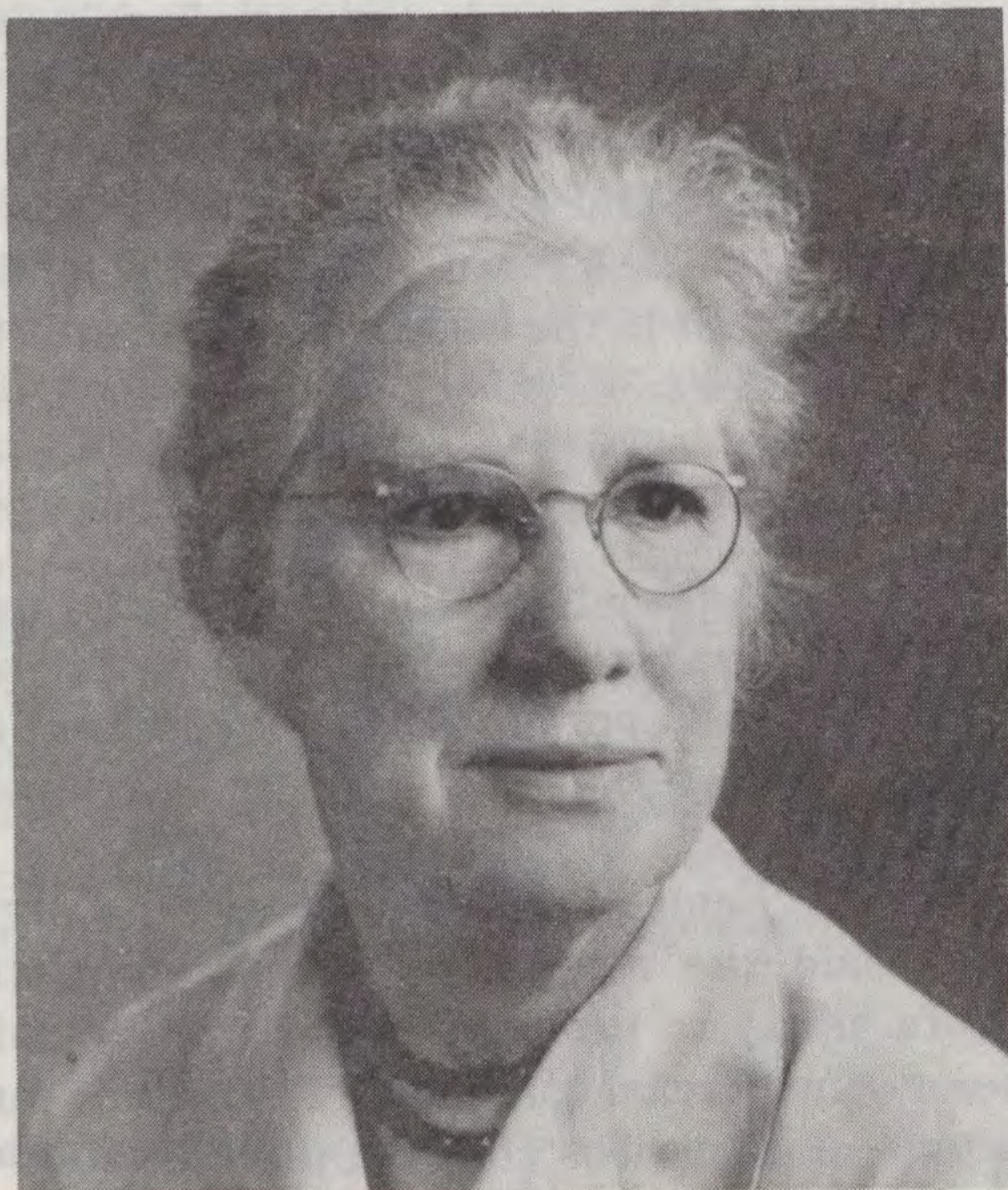
Susan Grey Akers

Dr. Susan Grey Akers, former director and dean of the School of Library Science at the University of North Carolina at Chapel Hill, died on January 30, 1984, at the age of 94.

Dr. Akers was the first woman to hold an academic deanship at the university. She was one of the original faculty members in the School of Library Science when it opened in 1931, and when Dr. Louis Round Wilson left to go to the University of Chicago the next year, she was named to succeed him as acting director. She was made director of the school in 1935, and in 1942 her title was changed to dean. Dr. Akers served as dean until 1954 and continued to teach until 1959.

Born April 3, 1889, in Richmond, Kentucky, Akers graduated from the University of Kentucky in 1909. She earned a certificate from the University of Wisconsin Library School. When Dr. Akers earned her doctoral degree from the University of Chicago in 1932, she was only the fourth person in the United States to hold a Ph.D. in Library Science.

Her work in cataloging won her the American Library Association's Margaret Mann Award in 1956. The School of Library Science Alumni Association established a scholarship fund in her honor in 1951.



Dr. Susan Grey Akers, former director and dean of the School of Library Science at UNC-Chapel Hill, 1889-1984.

recognition, is presented periodically to an employee of the library system. Victoria received her award for coordinating the ordering and processing of a particularly large number of books during the last two months of the 1982-83 budget year. Marsha was recognized for her promotion of merchandising techniques throughout the library system, resulting in increased circulation in many locations.

Boyce Appointed to Southern Association Committee

East Carolina University chairman of the School of Library Science Emily Boyce has been appointed to the State Elementary Committee of the Southern Association of Colleges and Schools, an accreditation agency which ensures educational standards in North Carolina classrooms from kindergarten to the university level. Ms. Boyce has worked as a consultant and visiting team member for both individual schools and on central office committees on behalf of the Southern Association since 1961. She was also recently presented with a certificate of appreciation for her work at the annual association meeting in New Orleans.

Community College LRA Meets in Kinston

Members of the North Carolina Community College Learning Resources Association met at Lenoir Community College in Kinston recently to discuss the future and the communication structure of community colleges. Fred Manley, director of learning resources for the North Carolina Department of Community Colleges, presented information on the future of learning resources and explained reorganization measures being taken within the state's community college department. Wayne Community College directed studies coordinators Cathy Frazier and Sandra Smith also spoke at the meeting, giving members information on enhancing communications between learning labs and English faculty.

Winter Workshops Held at ECU

The Department of Library Science at East Carolina University in Greenville has sponsored several successful activities this winter.

Over one hundred librarians, teachers, and parents attended the ECU Department of Library Science Fall Lecture on November 15. Pat R. Scales media specialist and librarian in the Greenville, South Carolina, Media School, had as her topic, "Communicate Through Literature," a

Keeping Up

discussion of the parent's and educator's roles in bringing together books and readers.

A December 3 workshop on "Booktalking" feature Dr. Gerald Hodges, assistant professor in the Library Science/Educational Technology Division at the University of North Carolina at Greensboro, and Frances Bradburn, upper school librarian at Greensboro Day School.

On January 14, media specialists and librarians from across the state attended an ECU workshop on the advanced use of microcomputers in libraries and media centers. The workshop was coordinated and presented by ECU Department of Library Science associate professor Dr. Veronica Pantelidis.

NC Special Librarians Meet

"Books Make the Man: A Lifetime of Laughing and Learning" was the topic of discussion at the winter meeting of the North Carolina Chapter of the Special Libraries Association. The meeting was held December 2, 1983, in Raleigh. Bill Price, director of the Division of Archives and History in Raleigh, delivered an interesting talk to the group of forty-four members.

Mary Lynn Bryan, editor of the "Papers of Jane Addams Memorial Collection," enlightened the group as to how she got started with this collection and presented some history about Hull House.

Problem Patron Workshop Held

Approximately sixty public librarians attended a workshop entitled "Coping with Problem Patrons," held at Forsyth County Public Library on January 19. Speakers included David G. Fergusson, headquarters librarian at Forsyth County Public Library; Jonathan V. Maxwell of the Forsyth County Attorney's Office; Ron Davis, president of the Forsyth County Mental Health Association; and Jim Jordan, security guard at Forsyth County Public Library. The workshop was sponsored by the Northwest North Carolina Library Council.

Public Library Construction

Fifth District Congressman Steve Neal participated in the dedication ceremony held December 11 at the **Charles H. Stone Memorial Library** in Pilot Mountain. Rep. Neal joined local officials and library trustees in dedicating the recently completed wing. The project was partially financed with a \$30,000 donation from Mrs. Clara M. Stone, widow of the man for whom the library was named.

A dedication ceremony held December 10, 1983, observed the move of **Stanly County Public Library's** Badin Branch to a renovated facility. The renovation was made possible by a challenge grant donated by the children of Mr. and Mrs. James Vann. To honor the Vanns, the branch has been renamed the Jim and Bess Vann Memorial Library.

Bunn dedicated its new branch on December 3 with an address by Dr. C. Ray Pruette, Louisburg College professor and former chairman of the Franklin County Library Board. Pruette commended Dean Lamm, a local businessman, as the catalyst behind establishment of the newest branch in the **Franklin County Library** system. N.C. Representative George Brannan and a full complement of county commissioners were on hand to enjoy the dedication and open house.

New Library Planned for NC A & T

Long-range plans at North Carolina Agricultural and Technical State University in Greensboro call for a new library building or an addition to the existing building as the next building on campus. Chancellor Jewel Stewart appointed the Library Task Force in January, 1982, to explore possible alternatives for the library's space needs. The task force received a \$40,000 planning grant from the Z. Smith Reynolds Foundation in May 1983 and has used the funds to finance tours of eight academic libraries across the country to help the task force learn more about building layout, design, and services offered to users. This information will be used in the task force's final report, due along with schematic architectural drawings in the summer of 1984.

Alene Young and Alva Stewart are librarian members of the task force. Alice Hester, former student assistant in the library, is one of two student members.

NCCU Library School Receives Gifts

The computer laboratory at the North Carolina Central University School of Library Science has recently been enriched by the addition of a Hazeltine video terminal and Texas Instrument printer, gifts of Microfilming Corporation of America. Dr. Benjamin Speller, acting dean of the school, said the equipment "will enhance the school's ability to provide students and faculty access to an increasing number of electronic publications and services that support instruction and research activities."

The School of Library Science has recently joined ALANET, the American Library Associa-

tion's electronic mail and information service. The school's computer laboratory now includes seven interactive video terminals, four printing terminals, and one printer, all of which can be used with computer networks. The laboratory is also the site of five microcomputers.

New Interlibrary Services Manual Announced

The Interlibrary Services Branch of the Division of State Library proudly announces the publication of its *Interlibrary Services Manual*. Designed to tell North Carolina libraries how to use the branch's interlibrary loan and reference services, this long-awaited manual replaces the 1971 *North Carolina State Library IN-WATS Procedure Manual*.

A copy of the manual has been mailed to the interlibrary loan librarian in each North Carolina library using the branch's services. Libraries that have not received a copy or those wanting additional copies should call INWATS or write the Interlibrary Services Branch, Division of State Library, 109 East Jones Street, Raleigh, NC 27611.

Duke Librarian Visits Luxembourg Library

Kathleen Eisenbeis, assistant head of the Public Documents and Maps Department, Duke University, spent July and August as an official visitor in the Library of the European Parliament in Luxembourg. Ms. Eisenbeis was able to work with the staff of the Research, Information and Documentation Division on a daily basis as they provided materials and reference assistance to the Parliament staff and researchers of the political groups. She surveyed the tools and methods of access to information and interviewed Parliamentary staff involved in the various aspects of information retrieval and dissemination. She also visited the libraries of the European Investment Bank and the Court of Justice in Luxembourg, the European Commission Library in Brussels and the university libraries of Cambridge and the London School of Economics. Duke has been an official depository for the European Communities since the initiation of the program in 1964. The intent is to provide a full range of publications of the European Communities to carry out research and teaching on European integration.

The Docket

Beta Phi Mu Meets

Members of Beta Phi Mu who are not members of a local chapter are invited to affiliate with the Epsilon Chapter (UNC-Chapel Hill). The

spring meeting and initiation will be held in Chapel Hill on Friday, May 11, at 6:00 p.m. Following dinner, professor Haynes McMullen will present several "Little Lessons from Library History." For further information, please contact Damon Hickey, The Library, Guilford College, 5800 West Friendly Avenue, Greensboro, NC 27410.

Holley to Address Trustee Conference

Trustees and librarians who attend the annual Trustee Conference will hear Dean Edward Holley and the advisory committee of which he was chairman discuss the basic role of each type of library in North Carolina. Scheduled to begin at 1:30 on Wednesday, May 31, this session will address the unique services each library renders to its community. Holley, dean of the University of North Carolina School of Library Science, was chairman of the committee which produced *North Carolina's Libraries: Their Role, Statements of Mission and Purpose*. Committee members who will join Dean Holley in addressing the topic are Martha Davis, director of Rockingham County Public Library; Shirley Jones, dean of the Learning Resource Center, Wayne Community College; Carol Lewis, director of School Media Programs, N.C. Department of Public Instruction; and Elvin Strowd, university librarian, Duke University. The Library Trustee-Librarian Conference will be held May 30-31 at the Carolina Inn in Chapel Hill.

Guilford Reference Librarians Roundtable

In June 1983, reference librarians from the nine academic and public libraries in Guilford County met at North Carolina A & T University to discuss the feasibility of meeting on a regular basis.

As a result of this initial meeting, an organization was formed. Now known as the Guilford Reference Librarians Roundtable, the purpose of the group is "to share information about the academic and public libraries in Guilford County; to promote cooperation among the academic and public libraries in Guilford County; to provide a forum for the exchange of ideas, problems, and concerns encountered in day-to-day library operation; and to strengthen the professional knowledge of those persons who represent the member libraries in this organization."

Clarence Chisholm, reference librarian at A & T, provided the impetus needed to begin the organization and now serves as the group's chairperson. Meeting each month at one of the member libraries, the roundtable's representa-

Keeping Up

tives gather for lunch and a discussion of selected topics of interest and concern to the group. Topics discussed to date have included circulation policies of the member libraries, special collections and resource persons, and collecting local and municipal documents.

Members of the roundtable include the Thomas F. Holgate Library (Bennett College), the James Addison Jones Library (Greensboro College), the Greensboro Public Library, the Guilford College Library, the Guilford Technical Community College Learning Resources Center, the Wrenn Memorial Library (High Point College), the High Point Public Library, the F.D. Bluford Library (NC A & T), and the Walter Clinton Jackson Library (UNC-G).

Kem B. Ellis, Secretary, GRLR

Disaster Preparedness Guide Available

Prepared for disaster?

What should you do when water floods your office or library? If there is a fire?

Turn to your handy *Disaster Preparedness: A Guide for Developing a Plan to Cope with Disaster for the Public and Private Library*.

This easy-to-use, yet detailed booklet shows you how to plan for natural disasters and what to do when disaster occurs. The *Guide* includes a bibliography for further reference and sample disaster plans.

Written by Dr. John L. Sharpe, curator of rare books, Duke University, and the Library Resources Committee of the North Carolina Library Association, *Disaster Preparedness: A Guide* ... is now available in limited quantities at \$4.00 per copy. Send checks (made payable to the North Carolina Library Association) to Library Resources Committee, c/o Patrick Valentine, N.C. Foreign Language Center, 328 Gillespie Street, Fayetteville, North Carolina 28301.

Patrick Valentine

State Documents Depository Group Meets

In November 1982, at the annual meeting of the Documents Section of NCLA, the members expressed concern over their long-standing problems in obtaining North Carolina state government publications and established an Ad Hoc Committee on the State Documents Depository System to see what could be done to improve the situation. The main problems that were discussed were finding out that a new document exists, determining where to obtain a copy, obtaining a copy before the supply is exhausted, and for depository libraries, obtaining a copy without charge, as specified in the depository law. (Unlike the depository system for federal documents, North Carolina does not have a centralized distribution system for state publications. It is one of nine states without such a system.)

The ad hoc committee met twice during the year, and in a meeting in October, decided to form a task force with staff members of some state agencies and some members of the ad hoc committee. This State Agency Task Force would investigate distribution methods for North Carolina state documents, research alternatives to the present system, and recommend changes in the depository laws, perhaps in the 1985 legislature.

Among the possible changes in the depository law could be expanding the program to include public libraries, establishing a central agency to serve as a distribution center, broadening the definition of a state publication, and requiring state agencies to send their publications to a central distribution agency instead of merely responding to requests from depository libraries, as is the present case.

The chair of the State Agency Task Force is Cheryl McLean, documents librarian, Division of State Library. The first meeting of the State Agency Task Force was scheduled for February 27.

Michael Cotter, ECU

Biennial Reports 1981-83

Children's Services Section

The 1981-83 biennium began with a new slate of officers of the Children's Services Section. Members of the executive board were Dottie Butler—Chairman, Kathy Woodrell—Vice-Chair/Chair-Elect, Mary Lou Rakow—Secretary-Treasurer, Trish Gwyn—Nominating, Suzanne Williams—Program, Rebecca Taylor—Newsletter, Sue Williams—NCL, Linda Hadden—Bylaws. In March, 1982, Dottie Butler resigned as Chairman of the Children's Services Section. Vice-Chair/Chair-Elect Kathy Woodrell assumed chairmanship of the section. Nominations and an election followed shortly; Karen Perry was elected Vice-Chair/Chair-elect for the rest of the biennium.

1981-83 Biennial goals were established by the executive committee early in 1982. These goals included:

- To increase membership of the section.
- To increase visibility of the section.
- To publish a newsletter of section events and articles of interest to the membership.
- To work with NCASL on joint projects.
- To study the feasibility of publishing a booklet to generate funds for the section.
- To study the feasibility of establishing a North Carolina Book Award.
- To present a program at the NCLA Biennial Conference in 1983 of interest to many.

Through six standing and two ad hoc committees, the Children's Services Section realized the following during the 1981-83 biennium:

Section membership was increased by 46 per cent.

The Children's Services Section sponsored a display at the NCASL work conference and published a special edition of the newsletter for media specialists attending the conference.

The Section published six editions of a newsletter which included articles of interest to children's services specialists.

The Section established an ad hoc committee, jointly sponsored with NCASL. The committee was established to study the feasibility of establishing a statewide children's book award. The Children's Book Award Study Committee, chaired by Gayle Keresey, presented a list of written recommendations toward the establishment of the award.

The section co-sponsored a program at the NCLA Biennial Conference with the North Carolina Association of School Librarians (NCASL) on "Opening Doors for Parents".

A committee, chaired by Gail Terwilliger, was established to study the feasibility of publishing a booklet to generate funds for the section. This committee presented findings at the membership meeting in October 1983.

Editor's Note: The following reports, except for that of the Goals and Objectives Committee, were received too late for publication in the winter 1983 issue. They are published here as a permanent record of the activities of the association and the accomplishments of its parts.

The "Notables Showcase" multi-media program was presented at the Biennial Conference. The program was presented at the Annual Conference of the American Library Association, and included a sampling from the notable books, films, filmstrips, and recordings, as named by the various ALA evaluation committees.

Amendments to the bylaws, approved by the membership on October 27, 1983, included the following changes:

1. The Chairman-Elect will now serve as Chairman of the Program Committee rather than Chairman of the Membership Committee
2. An appointment will be made from the membership to chair the Membership Committee.
3. The Past Chairman of the Children's Services Section shall serve on the Executive Board as a non-voting member.

Executive Board members for the new biennium include Karen Perry, Chairman, and Rebecca Taylor, Vice-Chair/Chair-Elect.

Goals and Objectives Committee

Membership—Why, Why Not:

"North Carolina Librarians' Attitudes Toward NCLA"

This study surveyed North Carolina librarians during the winter of 1982 and spring and summer of 1983 to obtain information about attitudes that were held toward the North Carolina Library Association. The objective was to determine how well NCLA was meeting its active membership's professional needs and to determine why inactive or nonmembers of NCLA were no longer playing an active role in this professional library association.

The sample for this study was 480 librarians representing school, academic, special, and public library environments. Usable survey instruments were returned by 138, or 29 per cent of the combined group (see table 1).

Table 1
Response Results

Respondents	Number Surveyed	Number Returned	Percent %
School	100	35	35%
Public	100	32	32%
Academic	200	57	29%
Special	80	14	18%
TOTAL	480	138	29%

Instrumentation. The survey instrument used in this study was developed by Benjamin F. Speller, Jr., and was validated by members of the Goals and Objectives Committee with assistance of the research design group at UNC-Chapel Hill's Institute for Research in the Social Sciences.

The instrument consisted of nine questions. Questions two through five allowed active members of NCLA to present their reasons for maintaining their current status, with question

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three being divided into seven subsections that allowed for measurement. Questions six through nine allowed former members and non-members to give their reasons for not maintaining an active relationship in NCLA. Question seven allowed for measurable responses and questions four, five, eight and nine were open-ended.

Data Analysis. Data were analyzed via a computerized statistical analysis system. The Statistical Analysis System (SAS) was accessed from the Triangle Universities Computation Center's computers on a terminal located in the School of Library Science's Computer Access Laboratory. The means of the scale values for questions three and seven were computed. The analyses of variance were computed to determine if there was a significant difference in the responses to questions three and seven by librarians representing the four types of library environments described previously in this report.

Findings. Data analyses revealed no significant differences in the mean scale values for questions three and seven by librarians from the four types of library environments.

Librarians in the survey ranked the reasons for maintaining membership in NCLA as follows: increased communication with colleagues in the field; felt obligated to support their professional organization; felt a great concern for the professional association to influence legislation; allow opportunities for keeping current in the profession; and felt the professional association helps maintain high standards. Table 2 presents a complete ranking of the reasons by mean score of the responding librarians.

Table 2

Combined Mean Scores: Reasons For Membership in NCLA

Reasons	Mean	Rank
Q3A Support profession	12.93	2
Q3B Communication	12.98	1
Q3C Keeping current	12.28	4
Q3D Annual evaluation	8.80	7
Q3E Relevancy of programs	10.62	6
Q3F High standards	11.58	5
Q3G Legislation	12.38	3

Librarians were in strong agreement with the reasons—support the professional organization (12.93) and communication with their colleagues (12.98). The only disagreement was with the reason—looks good on annual evaluation report.

Librarians who had not maintained their membership in NCLA gave the following reasons: unable to attend meetings; programs did not meet their current needs; duplication of membership in other professional associations or groups; and membership dues are too high. The complete rankings of this group in the survey sample are presented in Table 3.

Table 3

Combined Mean Scores: Reasons for Not Joining NCLA

Reasons	Mean	Rank
Q7A Dues too high	9.00	4
Q7B Programs not relevant	10.06	2
Q7C Membership duplication	10.00	3
Q7D Unable to attend meetings	10.93	1
Q7E Never asked	5.50	6
Q7F New to profession	4.25	7
Q7G Unsure of need to join	8.40	5

Librarians disagreed with the following statements as reasons why they had not joined the profession: new to the profession (4.25), never asked (5.50), and unsure of need to join (8.40).

Conclusions. The data resulting from this survey and its analyses generated the following conclusions:

1. The sample of librarians appears to be representative of the North Carolina population.

2. The type of library environment in which North Carolina librarians work appears to have no impact on their attitudes toward NCLA; i.e., their attitudes appear to be identical.

3. North Carolina librarians appear to maintain membership in NCLA because of the opportunity to communicate with their colleagues, the felt obligation to support the Association, and their interest in library legislation activities.

4. Librarians who have not maintained their membership in NCLA or have never joined appear to have had no opportunity to attend NCLA meetings or felt that their needs were met through membership in another professional association or group.

Recommendations. The following recommendations are offered as a result of this survey, observation of NCLA programs, and reviewing the literature of the profession:

1. The NCLA Executive Board should develop a data base of information about members' professional needs and the sections', roundtables', and discussion/interest groups' methods of identifying program or activity topics for the purpose of attaining common goals.

2. Means or methods should be devised to make NCLA the dominant voice for all library and information professionals in North Carolina.

3. Means or methods should be devised to enhance the library profession's image among institutional decision makers.

4. An aggressive public relations program should be planned and developed that would promote the values of professional personnel providing information services to the current and future citizens of North Carolina.

5. An aggressive public relations program should be planned and developed to communicate to all North Carolina librarians the values or benefits that would be derived by them if they joined and became active members of NCLA.

6. A substantial task force effort should be initiated to implement the five recommendations presented previously.

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Committee Members:

Benjamin F. Speller, Jr., Chairman, March 1983-date

Anne Carlson

Beverley Gass

Mary Holloway

David Jensen

Valerie Lovett, Chairman, March 1982-March 1983

Richard Wells

North Carolina Association of School Librarians

We are educators. Our role is one of utmost significance in the lives of our young people. If our students are to survive in the technological environment that is rapidly unfolding, then our task of helping our young people to develop the skills to become independent learners throughout life is crucial. (NCASL Planning Team, November 1981).

Our association chose as its focus for the biennium *Forwarding the Image of the School Media Professional*. This theme evolved from a survey of needs and interests conducted spring of 1981. On November 6, 1981, a planning team met in Chapel Hill to formulate strategies for meeting our needs.

The following are some of the activities that were planned to enable NCASL to project the media programs role in education:

- sponsorship of our Biennial Work Conference to be held in Winston-Salem at the Benton Convention Center, November 4-5, 1982.
- increased emphasis on the quality and frequency of our *NCASL Bulletin*.
- establishment of key contact persons in each educational region to facilitate increased communication and grassroots involvement.
- increased participation in the legislative efforts of the North Carolina Library Association.
- greater contribution of articles to *North Carolina Libraries*.
- sponsorship of an annual *School Library Media Day* in North Carolina.
- increased avenues for cooperation between school and public libraries.
- increased membership to include *all* school media coordinators.
- establishment of an award to be given each biennium to the outstanding school administrator who has provided exceptional leadership for the school media program in his/her school and/or district.
- continued efforts to impact the revision of standards for Southern Association of Colleges and Schools accreditation.

Accomplishments are many for the 1981-1983 biennium with many projects initiated to serve the needs of the membership.

Communications Network. The persons listed below agreed to be part of a communications network for NCASL by serving as key contact persons for their respective regions. Members were urged to share information with the key contact person in their region so that NCASL could be better informed about member needs and your successes. Contact people were as follows:

Region 1

Emily S. Boyce
Professor
Department of Library Science
East Carolina University

Region 2

Betty Bell Hill
Media Coordinator
Brewster Junior High

Region 3

Norma Royal
Eno Valley Elementary School

Region 4

Helen Walker Bullard
Media Coordinator
Scotland High School

Region 5

Nona A. Pryor
Media Coordinator
Randleman High School

Region 6

Gloria Miller
Media Center Specialist
Charlotte-Mecklenburg Schools

Region 7

Kathy Kiser
Media Center Specialist
Catawba County Schools

Region 8

Lynda B. Fowler, Director
Educational Media, SDPI, Region 8

Publication of Brochures. Volunteers in the *School Media Center*, an NCASL-published brochure prepared from materials developed by the Winston-Salem/Forsyth County Schools, was mailed to NCASL members in March of 1982.

This brochure won a Certificate of Merit from the Southeastern Library Association and has been selected for publication and distribution by the American Association of School Librarians.

Moore County Schools media coordinators assisted NCASL in producing its second brochure entitled *Marketing the School Media Center*.

Awards and Scholarships. Dr. Gene Lanier of East Carolina University was honored as the 1982 recipient of NCASL's Mary Peacock Douglas Award. The award, established in 1967 to recognize outstanding efforts in promoting the development of school libraries, was first presented to Mrs. Douglas.

In making the presentation on behalf of NCASL at the Biennial Work Conference in November, Emily Boyce stated that Dr. Lanier

... has worked for the development of school libraries in North Carolina for over 25 years. Those years have covered service in every capacity in the committee structure of the North Carolina Association of School Librarians, active and highly visible leadership for the North Carolina Library Association, dedicated commitment to the revision of standards for school library media centers, and vigorous pursuit of quality education for school librarians.

In addition, each biennium the North Carolina Association of School Librarians awards a \$500 scholarship to an applicant who holds an undergraduate degree and who plans to be a school librarian/media coordinator in North Carolina. The scholarship is to be used toward gaining library science/educational media certification or toward earning a graduate degree with a major in library science through an educational institution with a library media program approved for certification in North Carolina. The recipient of the scholarship for the biennium was Pamela Kibler.

Biennial Work Conference (From *NCASL Bulletin* Winter, 1982). A cornucopia of outstanding speakers, programs, and exhibits overflowed autumn of 1982 as North Carolina's school librarians gathered in Winston-Salem for the 1982 Biennial Work Conference. With nearly one thousand in attendance, every session was filled to capacity; and there was evidence aplenty that the conference theme, "Emphasis: Updates and Strategies," had both a professional and personal message.

The conference opener on Thursday was the *Media Fair*, which filled two rooms with creative, innovative ideas and useful information. Many of the Media Fair participants were building-level librarians presenting ideas and programs they had developed for use in their own schools. There was something for everyone: storytelling, production, literary appreciation, library skills, microcomputers, and much, much more.

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Alice Fite, Executive Director of AASL, spoke at the Thursday luncheon. Her talk, entitled "Climbers When the Way is Steep," pointed out the difficulties in making progress and gaining self-fulfillment in the many new roles school librarians are now expected to juggle. Mrs. Fite advised us that we will need all our coping skills to accomplish our goals in this decade of cut budgets and rising expectations. She told us to expect change and to plan for it, to build a network of colleagues to help in the process, and to keep up with new trends by reading the professional literature.

Katherine Paterson, the widely acclaimed Newbery-Award-winning author, was the main attraction at the Friday luncheon. Many of us had the opportunity to meet her at the autographing session earlier in the day; and everyone who came in contact with her was impressed with her warmth, charm, and sense of humor. Mrs. Paterson also proved to be a marvelous speaker, alternately moving and amusing her audience. Drawing from her years in Japan, she defined the word "idea" as a sound from the heart and explained that her novels come from within the sounds of her heart. Mrs. Paterson asserted that a book is a cooperative venture between author and reader and that a book is incomplete until it is read.

The final event of the conference was a rousing General Session featuring Jackie Torrence, who spoke on "Creative Storytelling." Mrs. Torrence is a nationally known storyteller, fired by her mission of keeping alive the folklore of generations, who believes the ghost stories of North Carolina are the finest in the country.

Many workshops and presentations of interest to media professionals filled the two-day conference.

Ad Hoc Committees. Chairman Paula Short appointed three NCASL ad hoc committees in her efforts to increase member involvement and to implement the mission of the 1981-1983 biennium: forward the image of the school media professional.

The three ad hoc committees were as follows:

Research Grants and Further Scholarships

Arabelle Shockley, Chairman; UNC School of Library Science
Gerald Hodges, UNC-G
Diane Kessler, Neal Jr. High School, Durham

Revision of the NCASL Handbook

Judy Knight, Chairman; Culbreth Jr. High School, Chapel Hill
Mona Powell, Fayetteville City Schools
Edith Briles, Randolph County Schools

School Media Day Observance

Helen Tugwell, Chairman; James B. Hunt, Jr. High School, Wilson
Marilyn Miller, UNC School of Library Science
Clara Crabtree, Durham County Schools

The Research Grant and School Media Day Ad Hoc Committees studied the possibilities of conducting such activities and made recommendations to the NCASL Executive Committee as to feasibility, possible policies, and procedures for implementation.

The Ad Hoc Committee to Revise the Handbook studied the current handbook and implemented the necessary revisions to bring it up-to-date.

NCASL members were invited to make recommendations and suggestions to these committees as well as to Chairman Short.

Special Committees. As a result of the work of two Ad Hoc Committees, two special committees were established to implement the plans of the Ad Hoc Committees. Those Committees are as follows:

Research Grants Committee, Dr. Gerald Hodges, Chair
School Library Media Day Committee, Edith Briles, Chair

The first Research Grants will be awarded during the 1983-1985 biennium. School Library Media Day will be observed statewide on April 11, 1984, during National Library Week. Governor James B. Hunt, Jr., has officially proclaimed April 11, 1984, School Library Media Day in North Carolina.

Administrator of the Year Award. Dr. J. Frank Yeager, superintendent of the Durham County Schools, received NCASL's first Administrator of the Year Award at the 1982 summer meeting of the North Carolina Association of School Administrators.

The award is made to a school administrator for developing an exemplary school library media program. The recipient should also have made an outstanding and sustained contribution advancing the role of the school library media center as an agency for improvement of education.

"R & R Forums." During the spring of 1983, NCASL ventured into a new area. We began what we hope will be an annual spring event in the regions. The first NCASL "R & R Forums" were held in Region 1 at Greenville, Region 4 in Laurinburg, and Region 5 in Greensboro. Attendance was good and the discussions very informative. If these first forums are any indication, the concept is very important. Those who attended enjoyed delicious refreshments, lots of door prizes, fellowship with colleagues, and the opportunity to express opinions and gather information. The many issues that were discussed at length have given the NCASL officers a better understanding of membership concerns. It is hoped that from such forums, NCASL will be able to continue to develop programs and activities that meet member needs.

The success of the forums was due to the hard work of the area key contact people who hosted them. They were Emily Boyce at ECU in Region 1, Helen Bullard at Scotland High School in Region 4, and Nona Pryor at Randleman High School in Region 5.

New Election Procedure. The NCASL Nominating Committee, chaired by David Harrington, presented the first slate of candidates nominated under the amended NCASL Bylaws. The committee presented two candidates for the office of Vice-Chairman/Chairman-Elect, who will serve in that capacity for 1983-85, to be followed by a two-year term as Chairman. In addition, two candidates were also proposed for two Directors, one at large and one based on geographical location, each for a four-year term, and for the position as NCASL Delegate to the Affiliate Assembly of the American Association of School Librarians.

The candidates presented by the NCASL Nominating Committee were as follows. Their biographical information was to be published in *North Carolina Libraries*.

Vice-Chairman/Chairman-Elect:

Gloria Miller, Program Specialist for Media Centers, Charlotte-Mecklenburg Schools
Helen Tugwell, Media Coordinator, James B. Hunt Jr., High School, Wilson County Schools

Director-Western:

Sharon Deal, Media Coordinator, North Iredell High School, Iredell County Schools
Kathy Kiser, Director of Media Services, Catawba County Schools

Director-At-Large:

Gwen Jackson, Media Coordinator, Morehead Elementary School, Carteret County Schools

Jane Medford, Media Coordinator, China Grove Elementary School, Rowan County Schools

Delegate to AASL Affiliate Assembly:
Shirley Brooks, Media Coordinator, Salisbury High School, Salisbury City Schools
Gayle Keresey, Media Coordinator, East Arcadia School, Bladen County Schools.

Elected to serve for the 1983-1985 biennium with Dr. Judie Davie, Chair-Elect, were Helen Tugwell, Vice-Chairman/Chair-Elect; Sharon Deal and Gwen Jackson, Directors; and Gayle Keresey, delegate to AASL Affiliate Assembly. Selected by the in-coming Chairman to serve as Secretary-Treasurer was Carolyn Burgman.

Additional Activities. NCASL members participated in national conferences with Emily Boyce, Judie Davie, Paula Short, and Arabelle Fedora presenting workshops sponsored by NCASL at the ASSL Conference in Houston.

NCASL was represented during the biennium at the Affiliate Assembly of AASL both at ALA in Philadelphia and Los Angeles. NCASL presented two resolutions in Los Angeles which were adopted by the Assembly.

The NCASL Archives Committee prepared material from previous bienniums for binding and storage in the State Library.

The Membership Committee corresponded with every media professional in North Carolina to urge membership in NCASL. The membership as of October 1983 stood at 857.

David Harrington and Chairman Paula Short represented school library media center interests during ALA National Legislative Day in Washington.

Through the work of the Research Grants Ad Hoc Committee, funding covering travel expenses to NCLA and/or NCASL Biennial Work Conference will be awarded on a competitive basis to NCASL members who apply during the 1983-1985 biennium. The Awards and Scholarship Committee will administer these awards.

Chairman Paula Short represented NCASL as a member of the State Library Commission. She and other NCASL members also served on national committees of AASL and other ALA sections.

The biennium was brought to a close with the NCASL luncheon and workshops held at NCLA in October, 1983. Lillian Gerhardt, Editor of *School Library Journal*, was the speaker at the luncheon. Workshops included a joint venture with Children's Services Section on parent involvement and an afternoon session conducted by the School Library Media Day Special Committee to share with media coordinators ideas and strategies for celebrating North Carolina School Library Media Day at the local level in April.

It was a biennium featuring great involvement, and many accomplishments. Congratulations to the Executive Committee, committee chairmen and committee members, key contact persons, ad hoc committee chairmen and members, special committee chairmen and committee members, and the NCASL membership for a most productive biennium.

Dr. Paula M. Short, Chairman, North Carolina Association of School Librarians

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NCLA Minutes and Reports

North Carolina Library Association Minutes of the Executive Board

October 25, 1983

The Executive Board of the North Carolina Library Association met on October 25, 1983, in the Regency Ballroom No. 2 at the Hyatt House, Winston-Salem, N. C. Members present were Mertys Bell, Leland Park, Carol Southerland, Mary Jo Godwin, Gwen Jackson, Emily Boyce, Rebecca Ballentine, Robert Burgin, Kathy Woodrell, Robert Bland, Dawn Hubbs, Shirley Jones, John Pritchard, William Bridgman, Nancy Fogarty, Doris Anne Bradley, Ruth Katz, and Gary Barefoot. Also present were committee chairmen, members of the incoming Executive Board, and the conference committee. Board members absent were Bob Polard, Gerald Hodges, Bill O'Shea, and Paula Short.

President Bell called the meeting to order. She introduced Larry Roland of Ruzicka-South and thanked him for printing the conference program and gave special thanks to Brenda Cotten of Ruzicka for the program design and layout.

Minutes of the July 22, 1983, meeting were read and approved.

The president recognized Dr. Park, who announced that preconference registrations were over 1,000 and exhibit booths rented numbered 90 and that Mrs. Bush would not be attending due to the crisis in Lebanon. Park thanked all who had worked hard toward making the conference a success, particularly Robert Burgin, Bill Kirwan, Sharon Crowe, Arial Stephens, and the staff at Forsyth County Library.

Mr. Stephens announced the dates of upcoming conferences: SELA October 15-20, 1984, Biloxi, MS; and NCLA October 1-5, 1985, Raleigh. Winston-Salem is being considered as the site for 1992 SELA Conference by the SELA Site Selection Committee.

Committee and section chairs were reminded to submit all biennial reports by November 8 if they are to be included in the next issue of *North Carolina Libraries*, the conference issue. New section chairpersons should notify NCL editor Robert Burgin as to who will be their section representatives on the NCL Editorial Board. The journal's new advertising manager is Jeff Sauer of Western Carolina. The rate for foreign subscriptions has been increased to \$25.00.

Eunice Drum distributed copies of the treasurer's report for January 1, 1983-September 30, 1983.

The president recognized the section chairpersons for reports. All submitted written reports. Dr. Shirley Jones, chairperson of the Junior College Section, presented the section's revised bylaws which had been reviewed by the section and the Constitution, Codes, and Handbook Committee. She made a motion that they be approved, Ms. Boyce seconded, and the Board approved. She announced that Doris Betts, the scheduled conference speaker, was unable to attend due to the death of her father. Dr. James Clark will substitute with a presentation on Thomas Wolfe. Beverley Gass has been selected as the section's representative on the NCL Editorial Board.

Judie Davie reported for NCASL. She thanked the program committee for arranging one full day of school-oriented programming. Paula Short, NCASL president, now resides in Shreveport, LA, and gave birth on October 14. The section has prepared a guide book for School Library Media Day to be held April 11, 1984. Governor Hunt has prepared a proclamation designating the day "School Library Media Day in North Carolina."

RTSS Section chairperson, Doris Anne Bradley, reported that Mary D. Ruble, Belk Library, Appalachian State University, was the winner of the RTSS Grant of \$250 for the Biennial Conference. Catherine Baron, systems engineer for IBM, was the recipient of the Best Article Award of \$100 for her article, "Open Versus Closed Periodicals Stacks in a Research Library: How to Study the Question."

President Bell recognized and introduced the incoming NCLA officers and Board members.

Roy Day, Community Education Committee chairperson, reported that the committee had completed a survey of North Carolina libraries' efforts to combat illiteracy. They concluded that a cooperative effort involving the community colleges, public libraries, public schools, local literacy councils, and other agencies or organizations appeared to be the most effective means of addressing the literacy problem.

Ben Speller submitted a written report from the Goals and Objectives Committee with the results of the committee's membership attitude survey. The committee found the sample to be representative of the North Carolina population and that type of library environment appeared to have no impact on librarians' attitudes toward NCLA. North Carolina librarians maintain NCLA membership because of an obligation to support the association, for the opportunity to communicate with colleagues and because of an interest in library legislation. The committee outlined six recommendations for the Executive Board.

There being no further business the meeting adjourned.

Mary Jo P. Godwin, Secretary

North Carolina Library Association Minutes of the Business Meeting

Friday, October 28, 1983

The North Carolina Library Association met during the Biennial Conference at 9:00 a.m., Friday, October 28, at the Benton Convention Center, Winston-Salem, N.C. President Mertys Bell called the meeting to order. All present joined in a moment of silence in memory of deceased librarians and trustees. President Bell read aloud the names of the deceased.

The president recognized Emily Boyce who presented proposed changes in the association's constitution as recommended by the Executive Board and the NCLA Constitution, Codes, and Handbook Committee. The proposed change extends the term of treasurer to four years rather than the present two

years and becomes effective at the adjournment of the biennial meeting following his election. Ms. Boyce made a motion to adopt the change as presented. The motion was properly seconded and was approved by the membership.

The president recognized Martha Davis, chairperson of the Resolutions Committee, who presented a resolution regarding participation of librarians in curriculum reform. The resolution calls for the appointment of a librarian representing NCLA to the N.C. Commission on Education for Economic Growth. This appointment would assure a librarian's participation in the state-level discussion and development of revised curricula for grades K-12. The motion to adopt the resolution was seconded by Nancy Fogarty and approved by the membership.

Ms. Davis presented the following resolutions: a resolution of thanks to the officials of the City of Winston-Salem and Forsyth County, the staff of Benton Convention Center, Hyatt Hotel, and all individuals actively involved in the planning and activities of the conference with special thanks extended to conference speakers; a resolution honoring W. Robert Pollard, NCLA treasurer for the past four years; a resolution of gratitude to Jonathan A. Lindsey, editor of *North Carolina Libraries* for the past five years; and a resolution of appreciation to Mertys Bell for dedicated service as president. Gary Barefoot seconded the motion to adopt the resolutions as presented. The motion passed.

President Bell gave a report to the membership highlighting the association's accomplishments during the biennium. She challenged the association to continue to focus public awareness on libraries and library related matters such as illiteracy. President Bell passed the gavel to Dr. Leland Park, the new president, who adjourned the meeting.

Mary Jo P. Godwin, Secretary

North Carolina Library Association Minutes of the Executive Board October 28, 1983

The Executive Board of the North Carolina Library Association met Friday, October 28, at 7:30 p.m. in the Granville Suite of the Hyatt Regency Hotel in Winston-Salem. Members present were Leland Park, Pauline Myrick, Jane Williams, Roberta Williams, Bob Pollard, Mertys Bell, Eunice Drum, Robert Burgin, Jerry Thrasher, Karen Perry, Andrea Brown, Judie Davie, Benjamin Speller, Dorothy Burnley, Vivian Beech, and Mary P. Williams. Bill Bridgman represented the Public Library Section. Also present were Arial Stephens and Elizabeth Laney. Board members absent were Emily Boyce, Rebecca Ballentine, Shirley McLaughlin, Robert Bland, Emily Correll, Judith Sutton, Larry Barr, and Patsy Hansel.

President Park called the meeting to order. He welcomed the group and called on those present to introduce themselves.

President Park announced that Mary Jo Godwin, NCLA secretary for the 1981/83 biennium, would forward her minutes of the Executive Board meeting held on October 25th and that copies would be distributed to all board members prior to the January 1984 board meeting.

President Park announced the procedure to be followed for the recording and distribution of the minutes of future board meetings:

1. At each board meeting, written copies of all reports are to be given to the president, secretary, the editor of *North Carolina Libraries* and the editor of *Tar Heel Libraries*.

2. The secretary will record the minutes and attach file copies of all reports. The minutes will be sent to the president for his approval within two weeks following each board meeting.
3. Copies of the minutes will be distributed to all board members ten days prior to the next meeting.

President Park distributed a schedule of the executive board meetings for 1984. He also distributed a directory with addresses and telephone numbers of the 1983/85 NCLA Executive Board. Corrections were noted and made in the directory.

President Park announced the following appointments:

1. Robert Burgin will continue to serve as editor of *North Carolina Libraries*.
2. Louise Boone will chair the Governmental Relations Committee, with Nancy Bates as vice-chair.
3. Gene Lanier will chair the Intellectual Freedom Committee.
4. Arial Stephens will serve as representative to the State Steering Committee on Networking and will report on the work of this committee to the NCLA Executive Board.

A general discussion and review of the 1983 NCLA Biennial Conference followed. Robert Burgin reported a total registration of 1,273. He also announced that 90 exhibitors spaces were sold and that the exhibitors were pleased with the response and interest shown by conference attendees. The board expressed its gratitude to Robert Burgin, Arial Stephens, Leland Park, and other members of the Conference Committee for an outstanding and successful conference. The board also expressed gratitude to the staff of the Forsyth County Public Library for all their help and especially for the wine and cheese party which they hosted.

Mary Williams, chair of the Roundtable for Ethnic Minority Concerns, reported that, by the end of the conference, 100 persons had joined the new roundtable. Officers were elected for the 1983/85 biennium, and the roundtable membership approved a proposed set of bylaws. The bylaws will be forwarded to NCLA's Constitution, Codes, and Handbook Committee for study and approval.

Bob Pollard, 1981/83 treasurer, discussed the current budget. He stated that the transfer of books from the 1981/83 treasurer to the 1983/85 treasurer will take place January 1, 1984. Pollard also announced that, as of October 20, 1983, NCLA had a total membership of 1,857.

Robert Burgin reminded everyone of the November 10 deadline for the next issue of *North Carolina Libraries*.

Arial Stephens noted that both NCLA and the Public Library Section have representatives on the North Carolina Public Librarian Certification Commission. Judith Sutton has been serving as the NCLA representative. However, she is now serving as 1983/85 chair of the Public Library Section, and, as chair, will automatically be the Public Library Section representative on the commission. Therefore, the Public Library Section voted to recommend to the Executive Board that Bill Bridgman be appointed NCLA representative to the commission. Bridgman excused himself from the meeting at this point. Robert Burgin moved that the board approve the recommendation of the Public Library Section. The motion was seconded and passed.

Mertys Bell reported on the Southeastern Library Association's Seventh Annual Presidents' Meeting which was held in Atlanta on August 25, 1983.

Elizabeth Laney distributed copies of the application forms for NCLA scholarships.

President Park presented Mertys Bell with a special engraved plaque and gavel in recognition of her outstanding leadership as 1981/83 NCLA president.

The meeting adjourned at 9:30 p.m.

Roberta S. Williams, Secretary

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1983-85

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