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**In trying not to bore young
people I also try not
to bore *me*.**

Lois Winkel, 1984



Fall 1984

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Cover: Lois Winkel, "Horace—Misinterpreted," *North Carolina Libraries* 42 (Fall 1984):106. Winkel and the other authors in this issue on children's programming provide examples of exciting services to children.

Advertisers: Baker & Taylor, p. 103; East Woods Press, p. 104; Ebsco, p. 113; Freedom to Read Foundation, p. 126; MacGregor, p. 139; National Geographic, pp. 130-131; Reprint Company, p. 105; Ruzicka, p. 122.



stand up for libraries

NORTH CAROLINA LIBRARY ASSOCIATION

From the President

Summer was a time that seemed to fly by, only a memory now. Nevertheless, it was a busy one, and many fine things happened regarding NCLA. The sections have been busy with workshops, very professional in presentation and very well received. You can read in the section reports elsewhere in this issue what each has been doing ... it's impressive.

ALA in Dallas was almost a mini-conference for NCLA. Everywhere I turned I ran into North Carolinians. I attended the ALA-sponsored Chapter Conclave with other association presidents from around the country. Emily Boyce was busy with Council meetings as our representative. Gene Lanier received the John Phillip Immroth Memorial Award at the meeting of the Intellectual Freedom Round Table. Edith Briles made a presentation to the National Library Week Committee reporting on the outstanding School Library Media Day which was sponsored by NCASL. And there was a poster session on School Library Media Day. Jane Blesches of the Carrboro Elementary School was one of four winners of the Putnam Publishing Group Awards for ALSC members who were attending their first ALA conference. NCASL was also very active in leading the discussions regarding the future relationship of AASL and ALA. And countless other NCLAers were attending committee meetings all over the place. With so many NCLAers in Dallas, it was frustrating not to have some time when we could all get together for a brief visit. Emily Boyce and Rebecca Ballentine, our representatives for ALA and SELA respectively, are going to see if there is some arrangement we can make for future conferences to remedy this.

New Members. Know someone you would like to see a member of NCLA? Be sure and give them a copy of the handsome brochure which the Membership Committee has just published. Jot a note to the chairman of the committee, Jane Williams, c/o North Carolina State Library, 109 East Jones Street, Raleigh, NC 27611. She will see that you are sent some brochures.

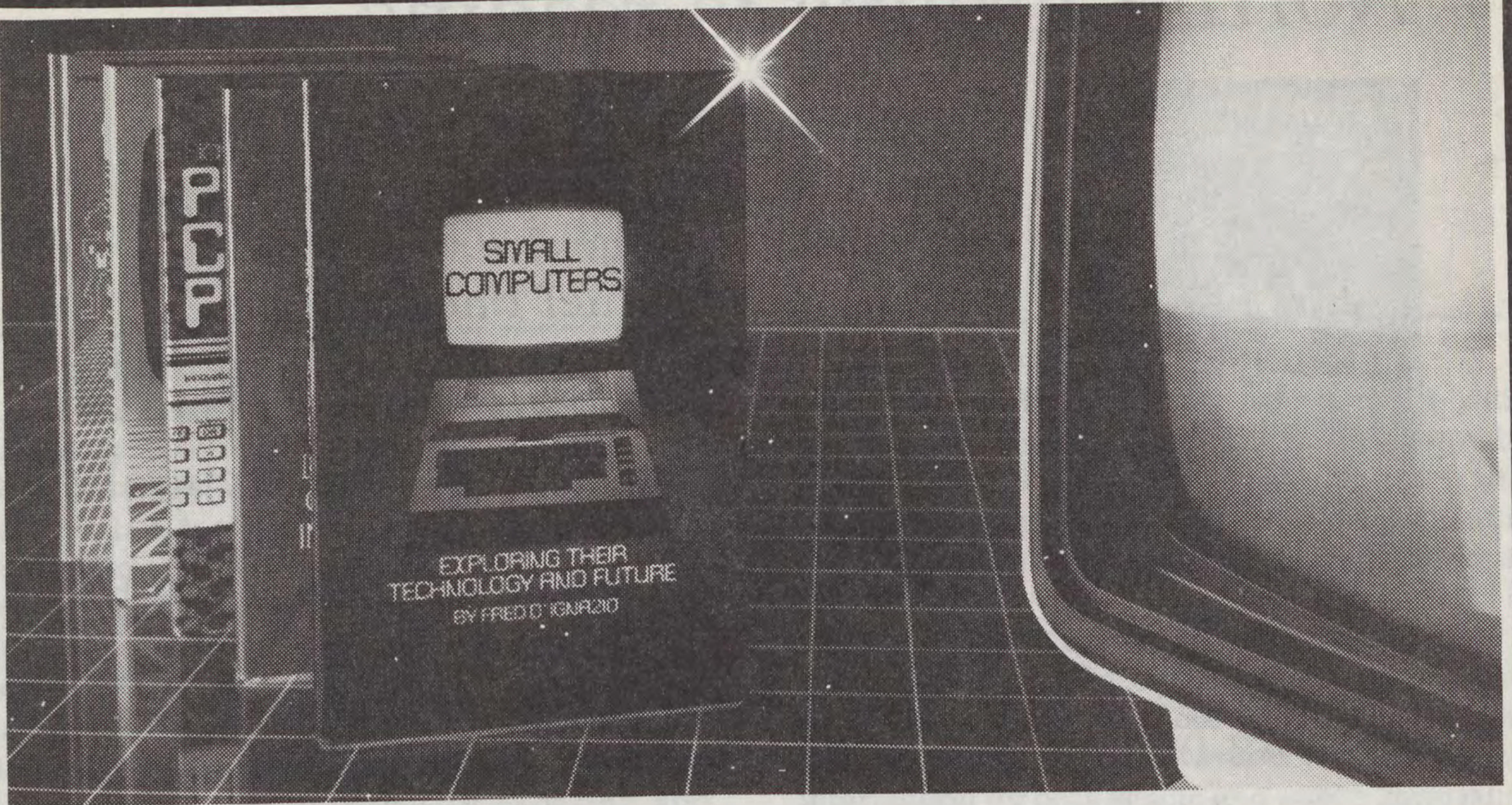
NCLA/LSCA Grants. Some of the finest things for which the State Library has used LSCA funds are continuing education grants. They have been made to sections and roundtables of NCLA for the support of various workshops and programs. The Resources and Technical Services Section, Public Library Section Audiovisual Committee, Roundtable on the Status of Women in Librarianship, as well as other groups, have received these grants. Jane Williams, assistant state librarian, administers these grants. They are making a big difference for our association.

Mertys Bell Retires. She retired as dean of learning resources at Guilford Technical Community College after eighteen years of service. However, NCLA is glad that this dedicated librarian will remain on the Executive Board for her full term. It is our good fortune.

And we welcome Mary Avery as the new chair of the Junior College Section. Andrea Brown has resigned since she has moved to Richmond, Virginia. We thank Andrea for her outstanding service to NCLA and look forward to working with Mary.

Next Executive Board Meeting: Thornton Public Library, Oxford, October 12, 1984

Leland M. Park, President



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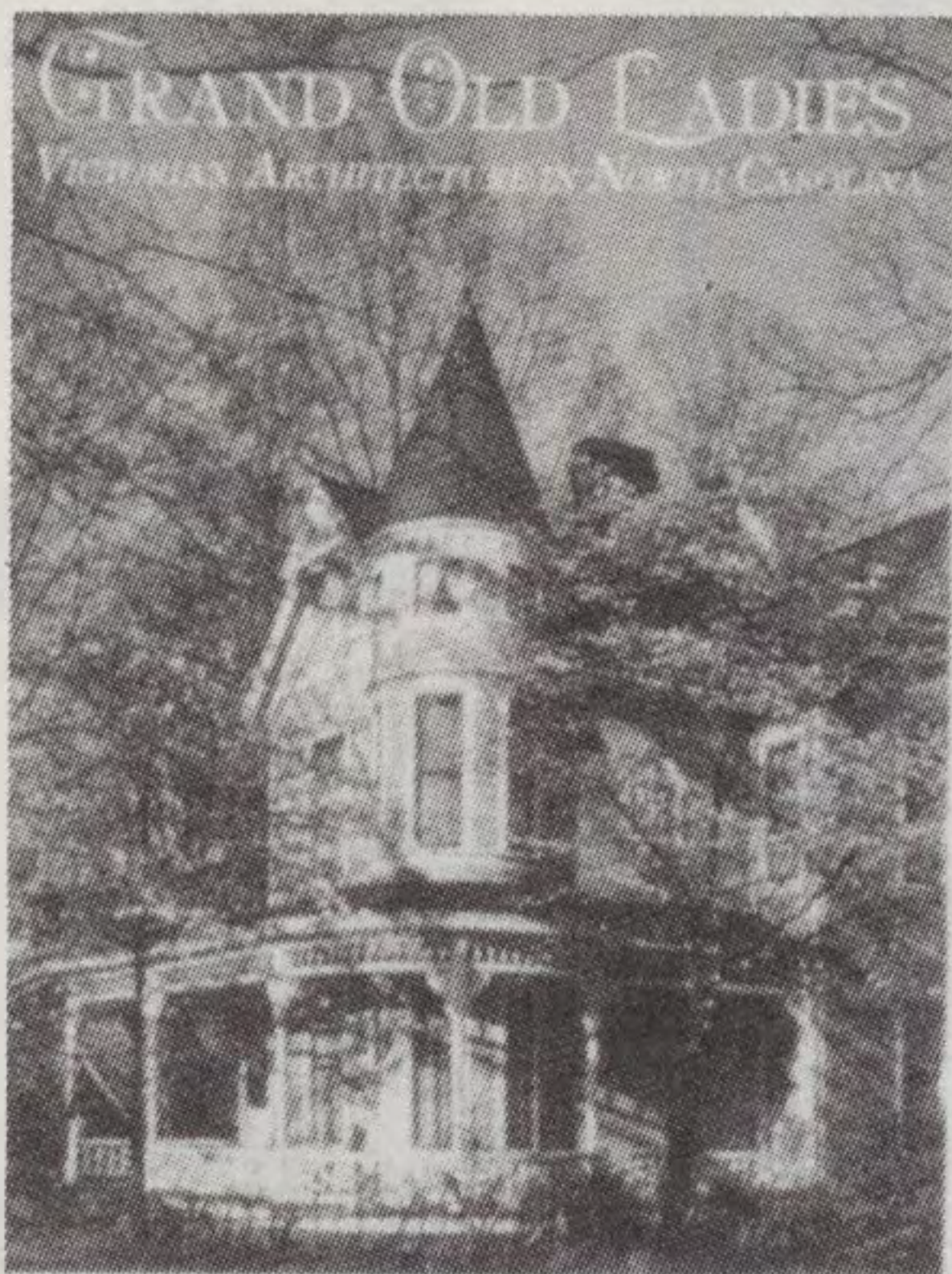
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Introduction

It has been four years since *North Carolina Libraries* devoted an entire issue to children's library services, and as with other types of library service, during those four years, new directions and different methods in children's services have been taken. Recently, children's library services have been influenced by current technological advances such as computers and video materials and by slimmer budgets, which require very cautious spending. More than ever before, librarians are paying special attention to targeting and responding to their particular communities' needs. This issue is devoted to a single aspect of children's services, one that reflects all of these factors and one that plays an important role in children's librarians' lives—*programming*.

Upon first glance the issue may look like a hodgepodge, and quite frankly, it was designed to be exactly that. We wanted to have something valuable for all children's librarians whether they be in large or small communities, in school or public libraries. We also wanted programs that had worked effectively with preschool-aged children as well as the school aged. You will find that these articles are not necessarily scholarly or heavily researched. Rather they are written from practical experience. Most include suggestions or bibliographies to help with particular programming ideas. Also in this issue are more photographs than usual, a change that *North Carolina Libraries* hopes to continue.

The issue starts with Lois Winkel's article about using nonfiction materials in which she uses her years as editor of *Elementary School Library Collection* to produce some excellent booklists. Laura Robbins's piece on branch programming includes many good publicity and planning tips. A survey of "Great Books Programs" and how they work in school settings is the subject of Carol Veitch's article. In her article about computers, Carolyne Burgman outlines, lesson by lesson, her first experiences with computers at Bluford School. Lucy Cutler tells of her school's first author visit and the children's enthusiastic response. Another well-researched booklist is presented by Satia Orange and Sylvia Sprinkle-

Hamlin in their article on programming with black materials. Using both her experience in Wake County and her graduate studies, Cate Howard shares some ideas on serving handicapped children. Finally Diana Young has written a good overview of how the State Library participates in children's programming.

If you are a children's librarian, we hope you find a new idea or method that you can use in your library. Each of the articles has interesting information for both school and public librarians. If you are not a children's librarian, read, or at least browse through, this issue anyway. You will gain a better understanding of the multifacetedness of children's programming and children's librarians.

Bonnie Fowler **Sue Williams**
Retired Librarian Children's Librarian
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Horace—Misinterpreted

Lois Winkel

Whether or not children's literature is perceived in the mainstream of literature has been, is, and will be debated recurrently. What is less often debated and indeed, I sometimes feel, barely considered is the role of nonfiction as part of the corpus of children's literature. Even rudimentary analysis of standard textbooks in the field reveals that informational materials, which comprise almost half the total number of children's books published¹ are treated briefly when placed against the various genres of fiction. Most readers about children's literature, as witness the recent *Signposts to Criticism of Children's Literature*,² do not even identify nonfiction as one of the "territories" to be considered. Within recent memory only one title, *Beyond Fact*,³ has addressed aspects of information books for professionals working with children.

This state of affairs could be understood if information books were ignored by children. But they are not. Children may not focus on a single title or a single author as they do in fiction;⁴ however, nonfiction does circulate aside from school assignments, particularly when the young people are aware of the full range of titles. The problem is often that just as nonfiction is given short shrift in the literature about children's literature, so too is it given little advocacy in terms of programming.

I had often wondered why this attitude prevailed and believe I found the answer while reading *DC&: Dewey Decimal Classification Additions Notes and Decisions*. In explaining the criteria used for distinguishing between historical fiction and history when classifying books for children, "Horace's dictum that the purpose of literature is 'docere et delectare'—to instruct and delight" was cited.⁵ This statement was then extrapolated to mean that books which inform are intended "to delight only fortuitously."⁶ The essential implication, that learning is not enjoyable, probably underlies the general attitude that nonfiction is not read for enjoyment. I find both premises disturbing and unsupported by reality.

In every area of activity, personal interest is probably the prime motivating factor. Young peo-

ple, initially, cannot be expected to be aware of the full range of materials available to them. It is the responsibility of the professional to present the full spectrum of titles. If this is done regularly, young people are then given the opportunity to select their reading material from a broader variety of styles and subjects. Children who want to find out about the knowledges that have been gained over the course of civilization deserve to know that that interest can be satisfied. Furthermore, it is important that reading interests which focus on or include nonfiction be viewed as valid interests.

Boys consistently demonstrate more interest in reading informational materials. This pattern continues into adulthood, though the subjects may differ. Generally males are considered to be less skilled and less active readers than females. It may be that the minimal inclusion of nonfiction commonplace in the majority of reading guidance programs and activities has essentially disenfranchised many readers before they ever get started.

I have to work at being creative. In programming I have two cardinal rules: *avoid being boring* and *entice rather than overload*. In trying not to bore young people I also try not to bore *me*. Thus approaches and styles of programs vary. Displays with accompanying bibliographies, interdisciplinary book talks, book talks on discrete themes, activity programs, and reading aloud are all proven, useful approaches. Certainly others as diverse as puppet shows, debates, flannel board presentations, and contests can be used. When preparing booklists, which I consider a virtual requirement for displays, book talks, and activity programs, past experience has shown that it is important to include the call number and a short description of the book. Experiment with folding the paperstock in different ways, and if possible use color. In avoiding overload, I prefer to sketch lightly and pique curiosity rather than subject my audience to an extended discourse. Young people tune out even faster than adults, and with the time restrictions bearing down on all of us, I try to gear my presentations to a maximum of fifteen minutes.

Lois Winkel is Editor of *The Elementary School Library Collections*. She resides in Greensboro.

The programs and activities outlined below bring nonfiction into the mainstream. The materials are versatile; flexible, and very often downright fun. It is not very difficult to find titles that can be used effectively in programming. Constructing programs that involve nonfiction may require more time initially until the presenter is as familiar with the corpus of nonfiction as he or she may be with fiction. The reward is worth the effort. Seeing hitherto reluctant readers become excited about books and seeing others branch out into new areas simply reinforces my belief that learning can be a delight.

Display with accompanying bibliography

The 600s Mean Action

Charlie Brown's Fifth Super Book of Questions and Answers ... About All Kinds of Things and What They Do. By Charles M. Schulz.

Zippers, escalators, popguns, fire extinguishers, and more are among the numerous mechanical items explained in text, drawings, and photographs by the Peanuts gang. (600)

Bodies. By Barbara Brenner. Illus. by George Ancona.

Size and shape don't matter—bodies work the same way. (611)

Tool Book. By Gail Gibbons.

Groups tools for building and many other kinds of work by use. (621.9)

Weight and Weightlessness. By Franklyn M. Branley. Illus. by Graham Booth.

Traveling into space does not affect your ability to stay down! (629.4)

Your First Garden Book. By Marc Tolon Brown.

Grow your pumpkins, potatoes, sunflowers and more; indoors, outdoors; in the ground, containers, or sponges. (635)

Popcorn Book. By Tomie dePaola.

Make the popular snack while learning its history. (641.6)

Codes for Kids. By Burton Albert, Jr.

Send secret messages twenty-nine different ways. (652)



Bulletin board displays with accompanying bibliographies can be used to highlight nonfiction books for children. (Photo by Karen Perry.)

Oil, the Buried Treasure. By Roma Gans.

Tapping deep into the earth can bring forth a gusher. (665.5)

How Things Are Made. National Geographic Society.

Ever wonder how the twists get on licorice? (670)

Amusement Park Machines. By Christine Hahn.

Some machines are built just for fun. (688.7)

Apartment House Close Up. By Peter Schaaf.

Photographs let you see what's inside an apartment house. (690)

This approach, which explores a sample of titles included within a Dewey classification, serves to introduce the subject facets contained within the area. It is an effective mechanism for promoting browsing. Almost any other classification lends itself to the same treatment.

Interdisciplinary booktalks

Prejudice

Bunnacula. By Deborah and James Howe.

Harold and Chester try to tell their people that the sweet rabbit is really a vampire. (Fic)

A Child in Prison Camp. By Takashima.

After the Japanese bombed Pearl Harbor, Japanese in the United States and Canada were ordered to leave their homes and businesses and go into internment camps. (940.54)

Creepy Crawly Things. National Geographic Society.

Lizards, caterpillars, insects, snakes, don't have many friends. (598.1)

Cricket in Times Square. By George Selden.

"Ugh" said Mamma, "Bugs are dirty—you can't bring it into the house." (Fic)

Diary of a Young Girl. By Anne Frank.

Two families hid from the Nazis. (940.54)

Half-Breed. By Evelyn Lampman.

What happens when you don't fit in anywhere? (Fic)

I Am the Darker Brother. By Arnold Adoff.

Name calling hurts. (811.08)

Logic. By Vicki Cobb.

Is faulty reasoning tripping up your thinking? (160)

Mr. Marley's Main Street Confectionary. By John J. Loeper.

Most people have a prejudice for sweets. (641)

Queeny Peavy. By Robert Burch.

Queeny gets teased by her classmates because her father is in jail. (Fic)

Sing Down the Moon. By Scott O'Dell.

The Cherokees were forced to walk the Trail of Tears. (Fic)

Spider Magic. By Dorothy Hinshaw Patent.

Miss Muffet screamed when the spider sat down beside her. Maybe you'll scream when you look at these. (595.4)

The Thing at the Foot of the Bed. By Maria Leach.

Most everyone agrees it is all right to be afraid of ghosts.

The Upstairs Room. By Johann Reiss.

Two sisters had to hide in a room just because of their religion.

What's Wrong with Being a Skunk. By Miriam Schlein.

Skunks have smelly reputations. (599)

Wind Song. By Carl Sandburg.

Some people just don't like math. (811)

Other interdisciplinary themes can be

A Matter of Time can be interpreted to include a combination of history, recipes, sports, seasons, etc.

Abracadabra can be interpreted to include a combination of magic tales, tricks, optical illusions, kitchen chemistry.

Romance can be interpreted to include a combination of folklore, mythology, biographies of scientists, accounts of explorations, e.g., Kon Tikki or the discovery of King Tut's tomb, accounts of achievements, e.g., the building of the Brooklyn Bridge, etc.

Communicating can be interpreted to include a combination relating to signs, the various media, sign language, foreign languages, body language, art, music, etc.

A Sense of ... can be interpreted to include the five senses and factors that affect senses e.g. crafts, recipes, sound, music, art; emotions and factors that affect them.

In broad interdisciplinary themes, the object is to select titles that present the theme in different or tangential perspectives. What is sought is the extension of the audience's way of looking at a topic.

Discrete themes incorporating nonfiction

Pets

What Has Ten Legs and Eats Cornflakes? By Ron Roy.

Hermit crabs, chameleons, and gerbils don't seem to have much in common. (636.08)

Pets in a Jar. By Seymour Simon.

How to catch, house, and care for a variety of small critters from snails to hydras. (636.08)

Great Aquarium Book. By Jane Sarnoff and Reynold Ruffins.

"The putting-it-together guide" that really works. (639.3)

King of the Cats. By Joseph Jacobs.

The elderly gravedigger and his wife are astounded when their cat listens most attentively to his strange tale. (398.2)

Pinkerton, Behave. By Steven Kellogg.

The outsized Great Dane pup has his own ideas as to what fetch, come, and burglar mean. (Easy)

Henry Huggins. By Beverly Cleary.

Persistently followed by a stray dog, Henry succumbs and tries to get home on the bus with the dog in what must be one of the funniest chapters ever written. (Fic)

The Incredible Journey. By Sheila Burnford.

Determined to return to their home, two dogs and a cat brave innumerable dangers as they travel through 250 miles of Canadian wilderness. (Fic)

Use biographical, folklore, poetry, song and craft indices to expand the themes beyond fiction and the predominant Dewey classification.

Activity programs

Easy to Make Spaceships That Really Fly. By Mary Blocksma and Dewey Blocksma.

Combine paper plates, cups, tape, straws, and glue and end up with a Zip Ship, a Window Zinger, a Double Decker, a Zoom-arang. Use the resulting ships in a flinging, pitching, flying contest; for display; or enter in a science fair. (629.47)

The Quicksand Book. By Tomie dePaola.

A bucket of sand and a water supply are all that's needed to make the suctioning stuff. Of course best to do outdoors on a hot day while garbed appropriately, but the "recipe" really works and young people adore it. (552)

Eat the Fruit, Plant the Seed. By Millicent Selsam. Photos by Jerome Wexler.

Enjoy eating a pineapple, avocado, or other fruit then use the seed to grow your own. (635)



Cleveland County Public Library staff members "dress the part" and use a display to focus attention on sports titles.

Lots of Rot. By Vicki Cobb.

A lemon dotted with blue, bread spotted with black, when examined under a magnifying glass or microscope yield fascinating glimpses into the world of molds. A perfect opportunity to make use of the unwanted growth found in most people's kitchens. (576)

Activity oriented programs can be initiated outside the 700s, as shown above. Titles in the 500s and 600s are excellent sources for programs and often require little in the way of purchased materials.



A pet show, such as this one sponsored by the Cumberland County Public Library, can provide a tie-in to books on pets and animals.

Read aloud programs

Advocating reading information books aloud usually results in a raised eyebrow reaction. Yet there is a significant corpus of titles whose style is sufficiently exciting to share with a group. On a personal note, I shall always treasure the memory of my then seven-year-old son reading Faith McNulty's *How to Dig a Hole to the Other Side of the World* aloud to his classmates and then inviting them to sift through a coal scuttle filled with sand containing samples of things found in the layers of the earth.

Some other information titles which are excellent to read aloud include

The Glorious Flight. By Alice and Martin Provensen.

Documents in witty stylistic prose and glorious illustrations Bleriot's attempts to design and fly an aircraft. (629.13)

Anno's Medieval World. By Mitsumasa Anno.

Lavish illustrations subtly support the realization that the earth is round, not flat. (909.07)

Sugaring Time. By Kathryn Lasky. Photographs by Christopher G. Knight.

Poetic prose and spellbinding black-and-white photographs follow the Laceys as they break out the trails, drill the two hundred holes, hammer the spouts, hang the buckets and wait for the maple sap to rise. (633.6)

The Cat's Elbow. Collected by Alvin Schwartz. Pictures by Margot Zemach.

See if you can keep a straight face while reading "The Bicious Vull" in Medical Greek or the other amusements told in any of the thirteen trick languages presented in this fascinating volume. (652)

Most of the information books I choose to read aloud are well illustrated and reflect the author's excitement with the subject matter.

The infinitely rich variety of subject matter and forms of presentation show that information books have a rightful place in programming. It is important for us to imply to young people that learning is an intrinsic delight. Using nonfiction as read-alouds, in book talks, as sources for activities, and as displays provides the needed stimulus and encouragement.

References

1. Count of titles received in the editorial offices of *The Elementary School Library Collection* in a six-months period.
2. Robert Bator, ed., *Signposts to Criticism of Children's Literature* (Chicago: American Library Association, 1983).
3. Jo Carr, ed., *Beyond Fact: Nonfiction for Children and Young People* (Chicago: American Library Association, 1982)
4. "Chosen by Children," *Booklist* 79 (December 1, 1982): 507.
5. *DC& 4* (Winter 1983), 16.
6. *Ibid.*

Children's Programming in a Small Branch Library

Laura Robbins

The Lewisville Branch Library of the Forsyth County Public Library system is located in a small shopping center in a community of approximately five thousand. The library recently doubled in size to four thousand square feet and houses a circulating collection of about six thousand volumes. I am the only full-time employee and the only professional in the branch. Two part-time employees and one high school page help to round out the staff. Current popular fiction and juvenile literature are the high circulators among our patrons, who are very proud of their library and very vocal about their likes and dislikes. Community effort was a major factor in initiating the expansion of library service in Lewisville. Until my arrival as branch head in August 1983, the library was open part-time, never at night, and for only two hours on Saturday. I brought with me two years of experience in the Children's Room of the Main Public Library and considerable ignorance about a host of other things, so I decided to start out with what I knew: children's programming. This has proved to be a good choice.

A recent informal survey taken in the branch pointed to children's programming as the number one library service, followed by reference, a quiet place to study or read, and reader's guidance. It is good to have these preferences on paper, but based on our attendance at preschool story time (an average of thirty-five and an all-time high of one hundred not including groups), I didn't need a survey to tell me where to devote my energies. Even before full-time library service came to Lewisville, children's programming was a popular service. Story time was offered weekly by children's staff from other libraries in the system, and at that time attendance was around thirty-five. Kindergarten classes from the local elementary school rotated visits to the story time, so their numbers were added to the community children in attendance. The library was half the size it is now, with no auditorium or special room for story time; the performance was set up in a corner in the children's area.

Laura Robbins is the Librarian at the Lewisville Branch of the Forsyth County Public Library.

Now the expansion allows us to offer play-school/kindergarten (group) story time on Tuesday mornings during school and community story time on Wednesdays, both in the new auditorium. The latter session brings in ages from two to five. Though this wide range somewhat limits age related planning for story time, I feel that we would inconvenience parents in a babysitter-scarce area by placing age restrictions on these sessions. The programs are offered weekly throughout the year except for the planning months of February, May, and September. Each session lasts about forty-five minutes to an hour and includes two stories (usually from picture books), simple activities or movement games, and a short film. Responsibilities as branch head keep me from planning much in advance for these story times. I must admit that at times my planning takes place the morning of the story time as I comb the shelves for appropriate books to share with my preschoolers. I look for illustrations that work well with large groups, texts to match the short attention span of a preschooler, subjects that correspond to the young child's frame of reference, and aspects of the story that lead to group activity either during or after the story. Capitalizing on this last quality has made a big difference in the success of the story time. Sounds we can make, creatures we can imitate, concepts we can develop, motions, or any activities suggested by the story that allow the child to participate and share the story more have been key ingredients in creating a satisfying experience for everyone.

Increased attendance

Despite the lack of detailed preparation, attendance has increased, and both group and community sessions work well. Separation of group and community story times has led to increased attendance at the Wednesday community sessions. Knowing that mostly very young preschoolers will be present that morning, I can plan for activities that suit the group size and age level. They enjoy themselves more; I enjoy myself and the different groups more; and word gets around that something good is happening at the library.

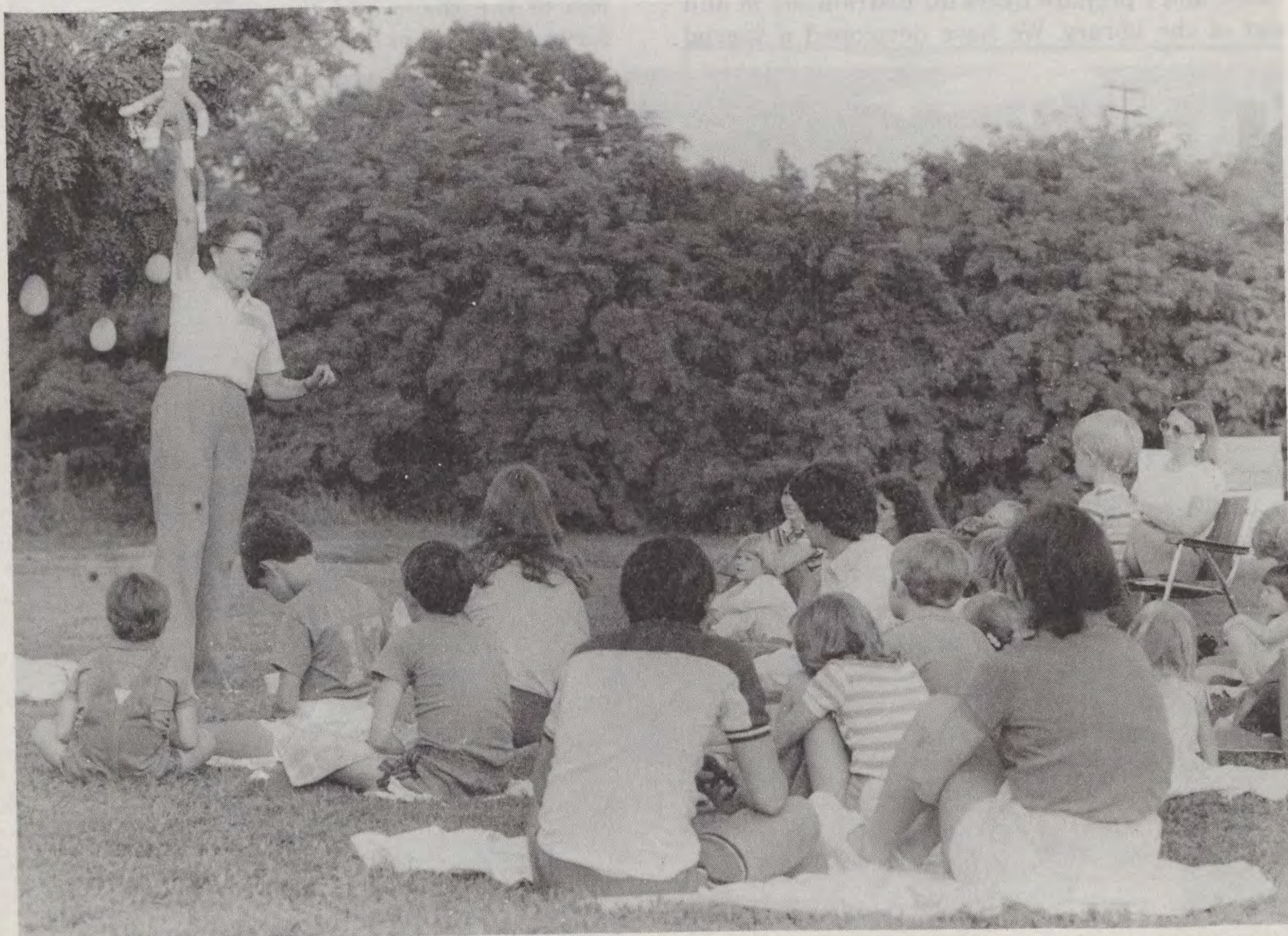
The result is a joyously maddening assemblage of one hundred children during one story time morning. The main lesson I have learned from the preschool story time experience at my branch is that jumping in and doing it is the best tactic. I used to fret about the lack of planning time and space for elaborate story time presentations. Now I realize that the fretting was more of a hindrance than the time and space problems themselves.

My branch does not offer school age programming as regularly as preschool story time. My approach to programming for older children has been to offer special programs throughout the year and to plan for weekly activities during the summer. Because school age children are busier than preschoolers and because I feel I need more time to prepare for their visits, the summer months (when we are all away from homework concerns) seem the best time to devote to regular school age programming. A check among our other seven branch libraries indicate that this approach is uniform throughout the system.

So far I have planned special school age activities during Children's Book Week, Christmas, and National Library Week and have offered monthly Saturday morning movies. During Children's Book

Week I visited the local elementary school where I gave presentations on the public library to the entire student body (grades K-4) by the end of my three day sessions. I have found this to be an excellent way to establish contact with area school age children and to personalize library service to them. The visits were in November, and children were still coming by in April to see me and talk about the books and stories I shared. I coordinated another visit in May with the school media specialist to spread the word about the Summer Reading Club and the special plans in our branch. During this visit I made ten-minute stops at each classroom. I handed out flyers detailing our programs and gave a quick pep talk to the children about using the library in the summer.

Activities for June, July, and August included weekly sessions of preschool story time, Summer Reading Club (targeting school age children), and Film Day for kids of ages six through twelve. In the weekly sessions for preschoolers and school age children I offered special activities from time to time such as visits from the Nature Science Center, experiments with video equipment, Food Day, and a stuffed buddies show. On days when



Guest storyteller Louise Pulley entertains children and their parents at Lewisville's "Twilight Story Time." (Photo by Bill Ray III.)

special activities were not planned I read or told stories to my groups and presented booktalks for the older children. With these older children I also included simple "learn how to" activities as much as possible. Learning how to operate a 16mm projector doesn't sound like much fun to an adult, but mastering this simple skill could be a contribution to a child's sense of competency (and possibly help me in a pinch). Our main summer attraction for all ages was a "Twilight Story Time" in July, offered as a family event outside; it included a bring-your-own picnic supper and guest storytellers. This was the only program I planned for the summer that required considerable organization on my part. Throughout the summer, I avoided programs that called for much preparation on my part and I invited outside presenters. This seemed the correct approach to what I wanted to be a summer extravaganza in a small staffed library.

Publicity

Publicity is a major factor towards the success of any program. I send out public service announcements to local papers and radio stations, and I prepare flyers for distribution in and out of the library. We have developed a special

mailing list based on our story time regulars, and we mail flyers to them. Just having the flyers by the check-out desk has not seemed enough in promoting these programs, however. Posters and salesmanship (in the local school and in-house) impress upon the patron that "this is for you." Just a simple question like, "Have you picked up one of our flyers yet?" is enough to invite more conversation and to personalize services to the community.

I hope that the activities during the summer have made library programming more visible and have enhanced the library's standing among children in the community. Plans for the future include young adult programming and increased school age activities. A successful young adult film night and good attendance at school age programs indicate the potential for success in these areas. Possibilities for other programs include afterschool book clubs, a library volunteers program, a young adult film series, and programs aimed at school age and young adult interests and issues.

Finally I am learning from my own experiences and making plans based on the approach to programming I've learned at Lewisville. Regardless of the space and time constraints, moving forward is the only way to establish children's



Motions and other activities suggested by stories can be key ingredients in story times. (Photo by Bill Ray III.)

programming in the community. Sooner or later people get the idea that you have something to offer, and they begin to respond to your efforts. This, coupled with salesmanship in the local school (or with any children's organization that will host you) and a little horn tooting in the branch, promotes services and invites individuals to take part in the plans. Remembering to take it easy on yourself in the midst of all of these noble efforts is an important factor, however. No one can know enough or do enough to satisfy the variety of needs and interests encountered in a public library, so planning for guest presenters is not only a good idea—it's smart.

The product of this process should be a library of more interest to the community. Small branch libraries may be viewed primarily as libraries of convenience. For this reason, patrons may be reluctant to use them or look to them in the same manner as they do the larger library in the system. But this can work to your advantage. Because a small branch library may be regarded

as "the little place around the corner," patrons are probably more familiar with the staff and feel more relaxed with the atmosphere and operations of the library. It seems that expanding on this personal aspect is a way to success in any

Regardless of the space and time constraints, moving forward is the only way to establish children's programming in the community.

programming attempt. Your position as a small town branch librarian lends itself to personalizing service and attaining high visibility among patrons. Continuing to try programs that feel right to you and those you serve helps establish and enhance your role in the life of the community.



Two young patrons enjoy "Twilight Story Time," the Lewisville Branch Library's main summer attraction. (Photo by Bill Ray III.)

PLAIN AND SIMPLE

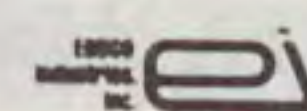
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Junior Great Books Programs in North Carolina

Carol J. Veitch

"How can I get my students to read 'good' books?" "Is there any way to teach discussion skills effectively through the use of literature?" "Does the Junior Great Books Program work?" "I'm thinking about starting a Junior Great Books discussion group, but I don't know what experiences others have had with it. Can you give me some information on the program?" These and similar questions posed by librarians and teachers around North Carolina were the catalyst for a study of the Junior Great Books Program which was conducted in the spring and summer of 1983. The study was funded by a Library Services and Construction Act grant from the North Carolina State Library which was administered by the Department of Library Science at East Carolina University.

Background

The Junior Great Books Program is one of interpretive reading and discussion for students from second grade through high school. There are eight series of readings beginning with Series 2 for second grade. Series 9 is for use with senior high school students, grades 9-12. These students could then move into the adult Great Books Program. Each of the eight series in the Junior Great Books consists of twelve or more works of high quality imaginative literature. Most of the readings are stories, but poems, plays, and a few short novels are included. All of the selected works were chosen because they lend themselves to different interpretations.

Students who participate in a Junior Great Books discussion group are expected to improve their ability to read interpretively, to think systematically, and to discover new meanings in a written work.¹ The main purposes of the Junior Great Books Program are to improve the students' ability to comprehend what they read; to encourage students to think for themselves about

the meaning of the author's words; and to develop in students the habit of reading for enjoyment.²

Adult group leaders attempt to accomplish these purposes through discussion of points in the written work which are open to different interpretations and for which the leaders themselves have no answer. This "shared inquiry" method serves to develop students' discussion skills such as listening, speaking, and documenting opinions from the reading in an atmosphere that is free from worry over having the "right answer."

Since it is necessary for adult leaders to acquire the same skills they want the students to develop, an important part of the Junior Great Books Program is the Basic Leader Training Course. This is a ten-hour concentrated learning program for both professional educators and volunteer group leaders. The training is required for any group: the Great Books Foundation will not sell the Junior Great Books Series to any school or library that does not have trained leaders. The Basic Leader Training Course was offered at various locations in North Carolina through the spring of 1983.

Methodology

Since no Junior Great Books discussion group can function without a trained adult leader, the researcher asked the Great Books Foundation for a list of the names and addresses of persons in North Carolina who had taken the Basic Leader Training Course during the years 1978 through 1983. The Great Books Foundation replied that this information was confidential, but the researcher was provided with the names and addresses of the persons who had served as registrars or coordinators of Basic Leader Training Courses in North Carolina.

Letters were sent to the eighteen persons who were identified as registrars of Basic Leader Training Programs during that five-year period. Two of these registrars no longer had any lists of participants' names, and seven persons failed to respond to either the letter or follow-up postcard. Letters and questionnaires were sent to the 310

Carol Veitch is now the Director of the Currituck County Library in Coinjock, NC. She was formerly an Assistant Professor, Department of Library Science, at East Carolina University.

persons whose names were obtained from registrars, and 124 usable responses (40 per cent response rate) were obtained. The response rate was considered good, as the questionnaires had to be sent out during the summer vacation for the public schools.

The initial portion of the questionnaires asked about the backgrounds of the discussion group leaders, how groups were selected, the length of time each session lasted, and the grade levels of the discussion group members. The main section of the questionnaires contained questions about the effect the Junior Great Books Program had on the reading comprehension, discussion, and critical thinking skills of the students who participated in the program. Other questions concerned the perceptions group leaders had of the overall effect of the Junior Great Books Program, the reading selections, leader aids, and the feasibility of conducting Junior Great Books Programs in public libraries.

Leader Backgrounds and Organizational Patterns

Of the 124 persons who returned questionnaires, volunteers were the largest group (fifty-four), with some of these indicating experience as school librarians, classroom teachers, or reading teachers. Classroom teachers (thirty-four) and school librarians (nineteen) made up the next largest groups of persons who had completed the Basic Leader Training Program. Only one of the respondents indicated that s/he was a public librarian. Others included school principals, reading specialists, and one college professor.

Forty-five of the persons who returned questionnaires had never led a Junior Great Books Discussion group. Seventeen of these persons had completed the Basic Leader Training Course during the 1982-83 academic year, so it is possible that they did not have to get involved with a Junior Great Books discussion group before summer vacation. Nine others indicated that they had participated in the Basic Leader Training Course to become aware of the program rather than to become group leaders.

Most of the discussion groups were enrichment programs or extracurricular programs for gifted and talented students or other students who were reading on or above grade level, these students were usually identified by the teacher, or they volunteered for inclusion in the program. A typical group met once a week for a semester or a school year with an average meeting time of forty-five minutes. Grades 3-6 had the largest number

of discussion groups identified; only one of the questionnaires was returned by a leader of a senior high school group.

Questionnaire respondents were provided with space to comment on any of the questions asked. Some representative comments concerning the selection and scheduling of discussion groups include the following:

I would like to see the program used with the entire class. The stories could be read aloud and discussed, at first, with the entire class while everyone is learning the techniques. Then small group discussions would be good.

Our school offers three electives per day (Mon-Tues and Wed-Thurs) for grades 3-5. JGB (level 4) was offered to 4th and 5th graders as an elective. Any 4th or 5th grader was allowed to take the course. This was a mistake! In the future we plan to have them nominated or approved by their teacher. Our class consisted of 14 students—about half of whom should not have been in there. The students who did belong in the class were average to good readers, interested in the class, and a joy to be with.

Since our student participants were pulled out of their classrooms on Friday afternoons for Great Books, they often missed special activities or outdoor play, and that was hard for them.

The teachers did not support us. Students could come if they wanted to. If a student doesn't read an assignment, he just doesn't come to class and no pressure is applied.

Effectiveness of Junior Great Books Programs

A total of seventy-nine persons who had led at least one Junior Great Books discussion group responded to the questions about the actual effectiveness of the Junior Great Books Program as it existed in their schools.

A majority of adult leaders reported either moderate or great increases in students' reading comprehension, listening, and discussion skills. Moderate to great gains in reading comprehension were reported by seventy-four (92.4 per cent) of the leaders. Similar gains were reported in these discussion skills: enhanced listening skills (seventy, or 88.6 per cent), ability to discuss a literary work (seventy-seven, or 97.5 per cent), ability to express their ideas and opinions more clearly (seventy, or 88.6 per cent), and ability to express their ideas and opinions more freely (seventy-seven, or 94.9 per cent). Leaders commented that

Most students had never discussed a work in this manner before. So although the improvement I saw was very small, it was a beginning.

Very heated and broad-minded discussion.

Our group was willing to talk, but had a difficult time listening to others.

Very willing to talk as not graded or taught by teacher.

The age I worked with are nervous about expressing their opinions.

Students' thinking skills were reported increased either moderately or greatly in the following areas: ability to think independently about the author's meaning (seventy-five, or 94.9 per cent), ability to think systematically (sixty-six, or 83.6 per cent), ability to document opinions from the reading (seventy-four, or 93.7 per cent), and openness to new meanings and ideas (seventy-five, or 94.9 per cent). Typical leader comments on the improvement in these skills included

It is the first time these students have been asked to read and think.

Often good "debates" developed.

When asked why, they had trouble being specific about a point and where that idea was in the story.

For many students it was the first time they have had any thought to the author's intentions and it was a difficult concept for them.

There was less agreement on the students' development of the habit of reading for enjoyment. While fifty-three (67.1 per cent) of the leaders reported a moderate or great increase, nineteen (24.1 per cent) said they didn't know if the Junior Great Books Program helped students develop the reading habit. Comments indicated that many of these leaders believed the students already had the reading habit or they wouldn't be in the Junior Great Books Program. Other leaders said their group members did not read for enjoyment and viewed the Junior Great Books reading as extra work or one more chore.

The "shared inquiry" concept is at the heart of the Junior Great Books Program; however, it is a concept that is new to many students who are accustomed to the adult teacher or leader knowing the "right" answer. Forty-nine (62.0 per cent) of the leaders reported this to be a moderately to greatly difficult concept for students, especially at the beginning of the Junior Great Books experience, although twenty-four (30.4 per cent) of the leaders reported no difficulty with the "shared inquiry" concept.

General Perceptions of the Junior Great Books Program

The last section of the questionnaire concerned reading selections, related aids, and the

Junior Great Books Program in general.

The "Short Course on Interpretive Reading," which is included in the back of each book in the Junior Great Books series, is designed to help students understand the discussion rules, "shared inquiry," types of questions, and the need to read each selection more than once for full understanding. Forty-two (53.2 per cent) of the leaders found the "Short Course" useful to their students; however, twenty-nine (36.7 per cent) did not use it with their groups. Some leaders commented that they did not use it because of time constraints, lack of instruction on the use of the "Short Course," or because they felt it was too difficult for their students.

The leader aids for each series contain sample discussion questions for each selection in the book and some possible answers for questions raised in the "Short Course." These leader aids must be purchased separately from the regular Junior Great Books reading series titles. Sixty-seven (84.8 per cent) of the leaders found the aids useful while seven (8.9 per cent) did not use them. Most agreed that the leader aids were especially useful for new group leaders who needed reassurance or guidance before branching out on their own.

Using any pre-selected reading program raises the question of suitability with a specific group of students. Thirty-six (45.6 per cent) of the leaders agreed that the selections were suited to the students; eight (10.1 per cent) did not feel that the selections were suited to their students, and thirty-four (43.0 per cent) stated that the selections were usually suited to their students. Representative comments include

We felt some were very unsuitable, especially the first ones. It was difficult to deal with more than one story per session. We had above average kids but vocabulary was difficult for them in some stories.

Why are the lengths so varied? However, I recommend no selection be longer than 25-30 pages—students have much other work to do and when they're asked to read 100 pages twice, they don't like it. I don't blame them.

The reading level was fine. The moral and value questions of the selections were beyond my age group.

When asked whether they would recommend the Junior Great Books Program to public libraries, fifty-six (70.1 per cent) of the leaders said they would; thirty-one (39.2 per cent) would not, and four (5.1 per cent) responded with a "maybe." Those who felt Junior Great Books would be good for public libraries stressed the program as a summer reading activity, one which would provide a unique experience for the students

involved. Negative comments centered on leader perceptions of the library (not a place to take a course, lack of contact between leader and group members), scheduling or transportation problems, and parental pressure to participate.

The final question in this section concerned the overall value of the Junior Great Books Program. Forty-one (51.9 per cent) of the leaders rated the program as excellent while twenty-nine (36.7 per cent) perceived the value as good. Only nine (11.4 per cent) rated the program as fair or poor. Maybe even more important than the statistical data are some of the comments made by the leaders. They include

As far as I can see, it is the only type of creative, non-graded, fun, exciting, laughing, education available in reading designed to have them *think* rather than memorize. It is an equalizer.

It's been a tremendous asset to our program.

Value depends to a great degree on leaders. This year both of us were new at it. Next year we'll be better and so will our program.

Exposes children to stories they would never know of otherwise—also new authors.

Feel there could be more flexibility in reading selections (more selections of various difficulty for each grade level—leader could then select according to group).

The selection of material seemed to be the greatest drawback to student interest.

Space was provided for leaders to make any additional or general comments about their experiences with the Junior Great Books Program. Many of these comments are important for persons who are considering establishing Junior Great Books Programs in their school or libraries and are included here.

I found leading my Junior Great Books group to be a very rewarding and enjoyable experience. We also received a lot of positive feedback from the children. The only problem we had was with the children who would come to the group without reading the story. They knew they could not participate in the discussions but I found they usually became bored and disrupted the group.

At the end of the series I got notes from most of the children—one said and I quote: "Thanks, for doing super, fantastic, tremendous, fabulous, exciting (sic); *great, great, great* books teacher!"

The program is excellent. The material is good. Maybe, the school is not the place to do it, as the red tape gets longer and longer.

All teachers with participating students should be required to take the training course. Teachers should

evaluate the program and students with the volunteer leader.

I feel there should be more contact between the schools or libraries where the program is going on and the parents of the participants. The parents need to be informed about and encouraged to help with this program.

Conclusions

It would seem from the data that the Junior Great Books Program is effective. Elementary schools appear to have more programs than secondary schools. One reason for this might be the fact that reading is taught as a separate subject in the elementary grades. Other possible reasons could include the practice of initiating a program in the lower grades and expanding it as the participants advance in school or the fact that there are probably more gifted and talented programs on the elementary school level that would lend themselves to this type of reading program.

Volunteers have a significant role as discussion leaders: over half of the groups which participated in the survey had volunteer leaders. No consensus emerged as to how participants should be selected or who should participate, but careful scheduling appears to be imperative for a successful Junior Great Books discussion group. Careful preparation on the part of both students and adult leaders is also important. Communication between students, teachers, parents, and adult leaders seems to be another important factor in the success or failure of a Junior Great Books Program.

The data also suggest that the Junior Great Books Program is moderately to greatly successful in achieving the goals of helping students improve their reading comprehension, critical thinking, and discussion skills. It is less certain from the data whether the Junior Great Books Program does develop the habit of reading for enjoyment, but with concern over low reading test scores, any program which has success in improving reading skills is worth a second look.

All in all, it seems that the Junior Great Books Program is one which makes a positive contribution to reading. It would be one that both school and public librarians might want to consider implementing in the libraries—time and money allowing.

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1. Richard P. Dennis and Edwin P. Moldoff, *A Handbook on Interpretive Reading and Discussion* (Chicago: The Great Books Foundation, 1978), 1.
2. *Ibid.*

Humble Beginnings: Lessons in Computer Utilization

Carolyn C. Burgman

In the fall of 1981, I had just started the year with a new principal. This was not necessarily a year of extra innovations. I had heard rumblings, however, of the little computer "monsters" invading schools and capturing teachers and students alike. A friend invited me to take a computer class that was being offered at a local computer store. I naturally agreed since computers translated to "new technology," a phrase being bounced around in media circles. I learned *nothing* in this class, because my teacher was a computer genius and geared each session to my classmates—a lawyer, three businessmen, and a legal secretary.

Lesson 1: It is a mistake for an educator to take a class from a non-educator. However, proper training of the staff is the number one

Carolyn C. Burgman is Media Specialist for the F.D. Bluford School in Greensboro.

priority in beginning a computer program, and I recommend instruction by someone from a local college or some enthusiastic person from your system who can tailor the classes to your needs.

My principal praised me for taking this computer class. He was very excited and saw vivid pictures of Bluford School leading the computer revolution under my "expert" leadership. His enthusiasm motivated other staff members to venture out to workshops, one by one.

Student interest and parental pressure forced other actions. We began searching for ways to get our very own computers. Having participated in the Campbell Soup Labels for Education project in the past, we were overjoyed at the discovery that thirty-two thousand labels would procure our first computer, a Texas Instruments. We ate a lot of soup that year and, by the mailing deadline, had



Students can be used to teach other students about computers.

enough labels.

By this time, our local school system had been bitten by the "monster," and a computer package was offered for schools through capital outlay. Our newly-formed Computer Committee requested two computers through our principal.

Lesson 2: "Where there's a will, there's a way." *The need to be resourceful in locating funds for hardware and software is essential and timeless. You must be aggressive and creative in finding the way.*

Gradually the entire staff was involved in computer in-service. To chart the course for this important program, the principal had appointed a Computer Committee, consisting of one teacher from each grade level plus the media specialist. The committee set goals, objectives, and guidelines. Some of the guiding principles established were

The main goal is to expose *all* students to the computer and help them become comfortable operating it.

The computer will circulate to each classroom for one-half day per week.

The students will be trained to teach other students.

The responsibility to carry out these principles became mine by acclamation. The first things I noticed were that the computers did not have wheels and that not all parts matched in size. A mobile computer was needed. We checked the market for a cart that would hold a huge nineteen-inch monitor and could not find one. Creativity in its highest form was called for. By using audio-visual carts and old typing tables, I was able to make the computers mobile.

Lesson 3: "It's easier said than done." *No matter how well you plan, there will be rough spots. The end result is worth the struggle.*

One problem solved naturally led to another: how to make teachers comfortable as the "monsters" invaded their space. The idea was that the easier and less threatening we could make this "invasion," the better it would be.

The plan of letting the students teach each other to use the computer was a good one. It was decided that two students from each classroom would be trained to handle the computer instruction. I borrowed computers from my friendly computer store, scheduled students from each grade level for one whole day, and trained the students to operate the computer. They were awarded "Apple Polisher" certificates after passing the written and practical evaluations.

Lesson 4: Fear of the computer is strictly an adult disease. *Using students to teach each other*

eliminates the fearful classroom teacher's alibi for failing to provide computer experience to students.

The "Apple Polishers" proved to be excellent teachers, and by early spring all students were operating the computers. They were enjoying such programs as *Hello, Pizza Hut, Lemonade Stand, and Brick Out.*

It was time for the Computer Committee to talk software and future strategy. Fortunately our system had joined the Minnesota Educational Computing Consortium the previous fall, and we needed only to explore what software was available. We found many programs from which to select. Since our goal for the year was computer awareness for all students, we chose programs of drill and practice and "just-for-fun" in order to accomplish our goal.

Lesson 5: Programming is not the only function of the computer. *There is great danger in rushing into programming when you only have one or two computers. Much learning can take place simply by using available software.*

Meanwhile back in the media center, our school system had chosen to make available only the Apple, and we decided that, to prevent confusion, the TI-99 would remain in the media center. Because the TI-99 was practically indestructible and very simple to operate, I set it up in a learning center. Clear directions were placed beside it along with several of the extremely well-done software packages. The students were not shy about using it, and soon it was the most popular learning center in the media center.

At the end of the school year we asked for the teachers' assessment of our year with the computers in order to plan for the next year. Some of their comments follow.

Much easier than I thought.

It's so personal—calls the students by name.

The kids are so uninhibited—they love it.

I like what we're doing with computers.

We need more computers.

It's a problem to get the computer to my room.

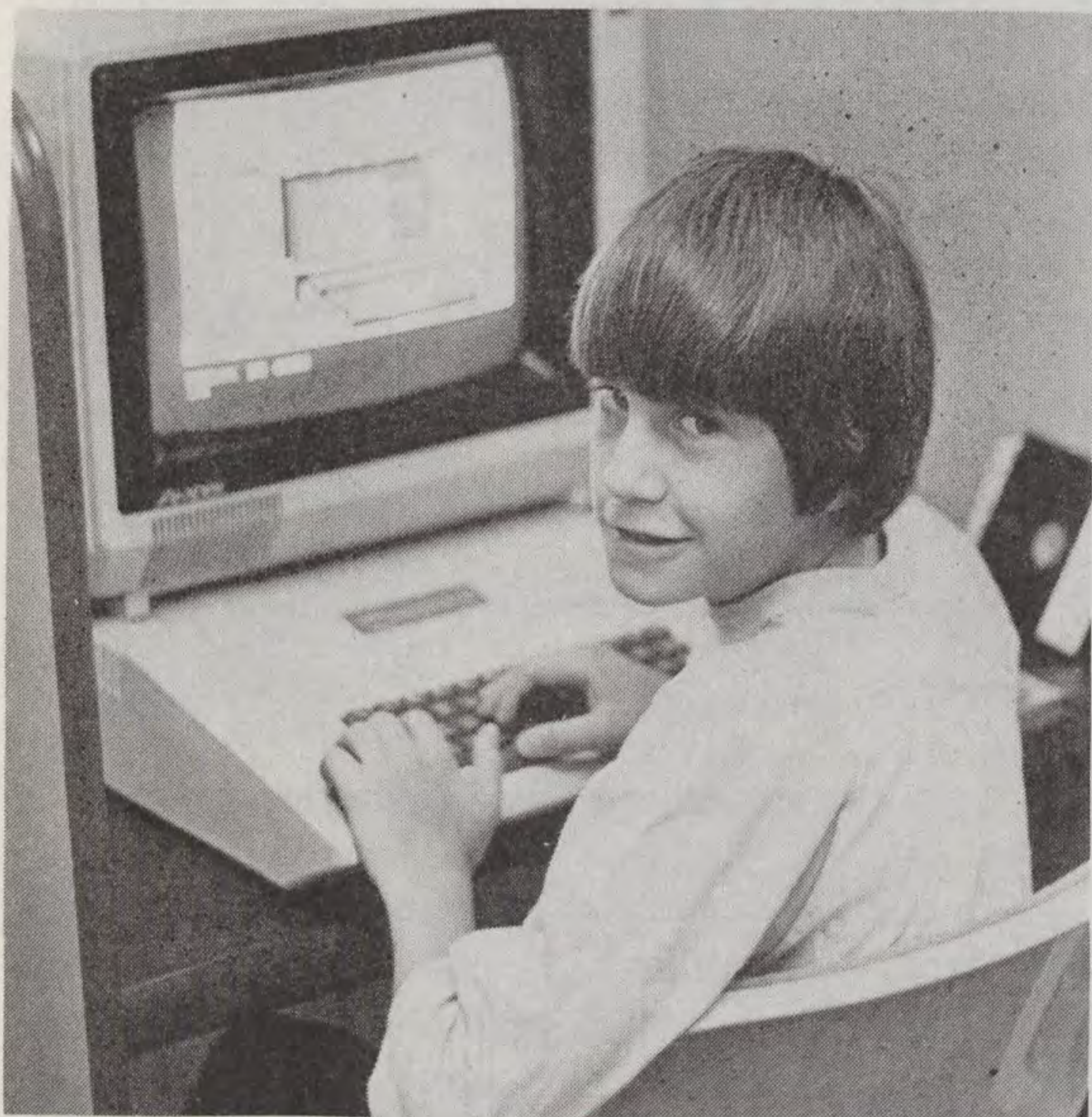
In the fall of the second year of our computer program, we felt like old pros. We had a second TI-99 from Campbell Soup Labels (this time we only needed sixteen thousand labels). We had hoped for a third Apple, but we were not so lucky. We finally located mobile carts for the computers. Software was available in abundance. Evaluations

from the previous year were in hand.

The basic procedure of the previous year was used for fourth graders, since they are new to the school. The program was modified so that fifth graders could continue from the preceding year. However, the big change was at the sixth grade level. The evaluations indicated that it was too inconvenient and risky to get the computer to the sixth grade hall because it is located in another building. It was decided that the sixth graders would come to the media center to use the computer in the conference room. To prepare the sixth graders, I did a demonstration refresher class for each classroom. The procedure was explained, and directions were placed at the computer for handy reference. Each sixth grade teacher was responsible for scheduling students during their weekly "half day time." Each teacher and I also planned the weekly activities for the students. With prior planning and training, the students required no supervision or assistance from me.

Having the two approaches—one mobile and one stationary—to student utilization of the computer has proved very successful. I can see the natural progression from the fourth grader who needs an "Apple Polisher" to the sixth grader who is exploring programming on his own. Students are so turned on to computers that they are willing to do whatever is necessary to learn how to use one—even if it's different. Computers are motivators for mathematics, science, and social studies.

Lesson 6: There's more than one way to slice an Apple. Flexibility, as usual, is the key to



This Forsyth County Public Library patron used the library's computers to complete a school project on the history of computers.

the success of most programs. What works for one teacher won't work for another; what worked last year won't work this year.

I don't know what next year will bring (more computers, I hope). I do know that we have enjoyed the computers and that our program has worked. The proof is in the students. On School Library Media Day, I had each student fill out a form and name his favorite thing in the media center and why. The computer won, with such comments as these:

It's fun and educational.

It helps me in math.

It is a challenge.

It tests my knowledge.

It's an adventure into another strange but beautiful world.

It's fun.

You can do so many things with it.

Appendix A

The computer program described is intended as only a program that is successful, not *the* only successful one. The following background information will help readers get a clear picture of the school itself. The school's philosophy is modified traditional, and the grade levels are four through six. The enrollment is approximately four hundred students. Instructional and support staff include seventeen classroom teachers; one full-time teacher of the academically gifted; one and a half teachers of the learning disabled; an itinerant art, music and physical educational specialist; and one media specialist (the author) who heads a flexible scheduled media program.

Appendix B

Software

Texas Instrument 99/4A Computer

Addition/Subtraction I
Addition/Subtraction II
Beginning Grammar
Computer Math Games II
Division I
Hangman
Multiplication I
Number Magic
Reading Flight

Apple Computer: Minnesota Educational Computing Consortium (MECC)

Elementary Volume I — Mathematics (Games and Drills)
Elementary Volume 2 — Language Arts (Logic, Spelling, and Vocabulary)
Elementary Volume 3 — Social Studies (History, Economics, and Geography)
Elementary Volume 4 — Math/Science (Ecology, Astronomy, and Arithmetic)
Elementary Volume 5 — Language Arts (Prefixes)
Elementary Volume 6 — Social Studies (Simulations)
Elementary Volume 8 — Geometry (Points and Angles)
Elementary Volume 13 — Nutrition
Special Needs Volume 1 — Spelling
Spelling Volume 1

Other Software

Turtle Tracks, by Scholastic Company

Authors in Schools

Lucy Cutler

Last December we were visited by Robert Burch, author of *Queenie Peavy*, *Skinny*, and the *Ida Early* books. We had mulled over the prospect of an author visit for several years, and we might have gone on doing so had it not been for the helpful intervention of one school family who was acquainted with Mr. Burch. Their enthusiasm for the project of bringing him to the school was equal to our own. We invited Mr. Burch to visit us for a two day period in the fall of 1983. During his stay with us, we planned for all of our K-6 grade students to have the opportunity to meet with Mr. Burch.

As this was our first Author Day, we were assailed by questions like What have we forgotten? and doubts about the gap between reality as it would unroll versus our on-paper plans. Thankfully, there were no major upsets to report.

It seems that, ultimately, the format of author sessions will depend upon what the authors are comfortable with or what experiments, like an author party, they might be willing to try. Mr. Burch had not worked extensively with primary grade children, and we felt our main audience for his books lay in grades 3-6. Therefore, on Thursday, we scheduled shorter visits for grades K-2 and more substantial half-hour sessions for the upper grades. (Confident that we could outcook our local caterers, the media staff served lunch in the library for the author, his host family, a local reviewer, and our school administration.) In an attempt to provide students with some more intimate time with their author, we planned an autographing party for the second day of his visit. Each 3rd-6th grade classroom came separately, for a scant fifteen minutes, to see Mr. Burch in a smaller group, have refreshments, and pick up their autographed books. Almost all sessions were held in the library or media center. It might be more efficient to whisk one author in and out of classrooms than to move whole classes of children in and out of the library, but we felt strongly about using the library. We wanted children to associate what we hoped

would be a very special, very happy experience with their media center.

Mr. Burch's presentations were simple, without gimmicks or dramatics. Their success was due to the fact that he is a "real live author" and that children found their author to be a remarkably warm and likeable person. He sometimes started by asking students a few questions to break the ice. Then he talked about his books and his writing, touching on his entry into the field and what he did before he started writing. He read a humorous selection from one of his stories and ended by answering questions. These ranged from insightful to self-answering. After a number of questions dealing with very basic issues—like Do you write with a pen or a typewriter?—I realized that students were hard at work creating a mental image of what authors actually do, what they look like while doing it, how long they do it every day, and so on. They were doing their best to bridge a gap between a misty, somewhat meaningless term and an undeniably solid reality—in this case, a white-haired gentleman with glasses whom we might just as believably have passed off as an agricultural extension agent or someone's grandfather but had instead introduced as an author.

Autographing Party

On Friday morning, Mr. Burch returned for an autographing party. I was decidedly apprehensive about this venture. A party for 160 students in the library, even spread over several hours, seemed potentially disastrous. Was ten to fifteen minutes an impossibly short time? Would an author seen on Thursday be "old hat" on Friday? The schedule *was* tight, but it worked, and the party served its intended purpose: children had a chance to meet the author individually, to shake hands, to crowd around and watch him as he signed his books. Their responses on Friday repaid all our efforts.

The autographing party sprang from brainstorming sessions prior to Mr. Burch's visit, as did the ideas of an "autographed" program, of averaging the price of hardbacked books, and of using

his books as classroom read-alouds. While I encouraged students to read his books independently, I also urged teachers to use them in their ongoing storyhours, because the latter method seemed the most efficient way to expose students to his books. Averaging the price of the hardbacks we had for sale allowed us to fill orders with the substitutions listed and forestalled endless notes home on what was still available as of a certain hour, how much money was due, and the like.

We knew that Robert Burch would spend a day and a half signing autograph books, scraps of notebook paper, and used napkins if we didn't provide any guidelines. Begging for student sympathy, we outlawed all of the above. Mr. Burch would only sign his own books (some of which were as inexpensive as seventy-five cents). However, each student would leave the party with a memento of the occasion, a program with his pic-

ture and signature printed on it. As it was, Mr. Burch signed about two hundred books and was most generous with his messages. I don't know how he held up, even without autograph books and napkins.

Our author had a strong interest in Winston-Salem's arts community and a personal contact with the school family that sponsored his visit. As a result, his visit did not require any major expenditures on the part of the school. The happy chance that sparked this particular visit is not one that is likely to recur. We will budget for another Author Day and feel that the great success of the first one has brought us support for our future plans. For those still dreaming of their first, I would suggest beginning on a small scale and seeking out local and regional authors—really, starting any way you can in order to demonstrate success and rouse interest in your school community.



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The Black Experience ...

Twenty-six Adventures in Reading

Sylvia Sprinkle-Hamlin and Satia Marshall Orange

The following booklist—although originally published to help teachers, media specialists, and librarians to identify contemporary children's literature about the black experience—can also be used by readers of this publication as a tool for developing programs for children and families of all races and cultures. A most vital portion, however, is its introduction, which stresses the importance for "total inclusiveness" in the selection of materials for children.

Programs highlighting different cultures may be developed for single and especially for ongoing introductions to children about the black experience. For example, sharing Ossie Davis's Langston: A Play may be included in the discussion of biographies, contemporary poets, and authors in addition to his well-publicized contributions to African American history (too often celebrated only in February, during African American History month). Arnold Adoff's OUTside INside Poems, and Feelings and Greenfield's Daydreamers highlight children's feelings about day to day experiences, regardless of culture, too seldom recorded from the experiences of black children. Too often these and other titles are categorized as "Black Fiction" or "Black Poetry" (see standardized subject areas in booklist).

Creative programming will come easy with the use of contemporary literature included in the overall curriculum in schools and in the general collections in libraries and with cooperative efforts between these institutions and the minority community.

Introduction

This booklist is a concerted effort to provide a list of contemporary experiences in reading for all children, regardless of ethnic backgrounds, that should be available in public and school libraries. The fact that few or even no black children have access to these titles, due to the library's location or the school's racial make-up, has no bearing on the importance of exposing all child-

ren to the black American experience. The need for more exposure for North Carolina's non-black children is magnified by the fact that our state ranked seventh in black population in the United States, as noted in the 1980 census.

Black children, understandably, will benefit from the availability of black titles and authors. Critics who verbalize some black and non-black children's resistance to these titles need only to incorporate black and other ethnic minority literature into their curricula and collections in an air of total inclusiveness rather than selective inclusion, too often accepted as tokenism. It needs to be stated that "total inclusiveness" mandates involvement with black literature throughout the year, not only in February. There is no area of library or curriculum emphasis where blacks have not made contributions. Failure to present a "totally inclusive" picture of American life to North Carolina children is an injustice to them and is inconsistent with the principles of education and library service to them.

Adult blacks have experienced childhood with limited black printed materials. We hope that this booklist will promote interest in the valuable resources in our state so that North Carolina children, black and non-black, will not have to face being eliminated in the contemporary literature made available to them.

The new Roundtable on Ethnic Minority Concerns (REMCo) of the North Carolina Library Association (NCLA) and the newly-established Ethnic Minority Literature for Children Committee (EMLC) of the North Carolina State Library, Children's Section, have members who are more than willing to serve as resource persons.

The William Tucker Collection at North Carolina Central University is updated annually with the contributions of black authors and illustrators.

The biennial Charlemae Rollins Colloquium, co-sponsored by North Carolina Central University and the North Carolina State Library, features workshops, exhibits, and presentations by notable authors and illustrators dedicated to the black experience for children.

Sylvia Sprinkle-Hamlin is Associate Director of the Forsyth County Public Library. Satia Orange is Head of the Children's Department of the Forsyth County Public Library.

The Mollie Huston Lee Collection, housed in the Richard B. Harrison Branch of the Wake County library system, is a research collection of historical and contemporary black titles.

Several state publications periodically identify new black materials for children, compiled by professional organizations and individuals, including the looseleaf service of the North Carolina State Library's Children's Section.

In other words, resources for information about black children's literature are available to those North Carolina professionals dedicated to the provision of "inclusive" curricula and collections. Assuredly, more contemporary titles are in print. These titles are determined by the compilers to be the *least* a library or school would include in its collection or curriculum.

"Total inclusiveness" mandates involvement with black literature throughout the year, not only in February.

The twenty-six titles herein should be expanded to include additional ones by many of these same authors, as well as the growing number of black authors on the literary scene today. Of course the booklist includes those titles considered essential by the compilers for preschool through early adolescence. Individual collection developers and curriculum planners must make their own added selections, based on their collection development policies. When funds are limited for children's materials, new titles from the ethnic minority experience should be a major budgeting priority, since their availability is too often scarce and short-lived.

The compilers thank the following persons for their suggestions, comments, information, and encouragement:

Paula Bracey
Carolyn Casson
Rene Daniel
Dave Fergusson
Myra Hill
Caroline Shepard
Jane Steele
Diana Young
Elizabeth Mason

Using the Booklist

Age Range. This booklist is developed with child-

ren, preschool through early adolescence (three years through fourteen years), in mind.

Title Selection. Titles may be about the black experience or from a black perspective, although not necessarily by a black author or on a black topic.

Additional Titles.(*)The asterisk by many authors' names identifies the availability of other noteworthy titles by those same authors.

Purchase Information. Each listing includes the documentation needed for purchase, along with suggestions for collection location and recommended subject areas.

Remember. These books are recommended for sharing with *all* children and should not be limited to children of African heritage.

These are presently available for purchase as documented by *Children's Books In Print*, 1983-84.

Only titles written since 1979 have been included.

Additional copies may be obtained from the Forsyth County Public Library, 660 West Fifth Street, Winston-Salem, N.C., 27101. Please enclose a self-addressed, stamped envelope. This booklist may also be duplicated with discretion encouraged.

*Aardema, Verna. *Bringing the Rain to Kapiti Plain*. Dial, 1981. \$9.95; PLB 9.43, Dial pb 3.95 (ps-2nd gr.)

A well-told tale from Kenya that comes alive through its repetitious rhyme and carefully drawn illustrations.
Easy/398.2 Folklore-Africa. Blacks-Fiction

What's So Funny, Ketu? Dial, 1982. \$9.95; PLB 9.89 (ps-3rd gr.)

Ketu is given the power to hear what animals are thinking. This funny tale from the Sudan will delight young listeners who have trouble keeping secrets.
Easy/398.2 Folklore-African; Blacks-Fiction

*Adoff, Arnold. *All the Colors of the Race*. Lothrop, 1982. \$9.00; PLB 8.59 (4th gr. and up).

A powerful collection of poetry about race and its effects on children and adults. A warm, caring presentation of a sensitive subject, highlighted by John Steptoe's brilliant illustrations.
811 Blacks-Poetry

OUTside INside Poems. Lothrop, 1981. \$8.59; PLB 8.57 (ps-4th gr.)

Children's poetic reflections of daily experiences and feelings, indoors and out.
Easy/811 Emotions; Blacks-Poetry

Bang, Molly Garrett. *Ten, Nine, Eight*. Greenwillow, 1983. \$9.00; PLB 8.59 (ps-1st gr.)

The cozy story is of a young girl's bedtime ritual as her father

counts her backwards into bed.
Easy Blacks-Fiction

*Behrens, June. *Martin Luther King: The Story of a Dream*. Children's, 1979. PLB \$9.25 (K-3rd).
Biography on a child's level about Dr. King's life. Usable with younger children.
Biography King, Martin Luther. Blacks-Biography

*Bryan, Ashley. *Beat the Story-Drum, Rum-Rum*. Atheneum, 1980. \$10.95 (gr. K-4th)
Five Nigerian animal folk tales, told and illustrated by the author, that share informative insights into the culture.
Easy/398.2 Folktales-African; Nigerian Folktales.

I'm Going to Sing: Black American Spirituals, Vol. II. Atheneum, 1982. \$10.95 (2nd gr.-up)
Collection of Black American spirituals, including many less known selections.
783.6 Negro Spirituals

*Caines, Jeanette. *Just Us Women*. Harper, 1982. \$9.95; PLB \$9.98 (K-3rd gr.)
Details the warm relationship between a young girl and her favorite aunt on a long car trip with "no boys, no men, just us women".
Easy Blacks-Fiction; Aunts-Fiction; Travelers-Fiction

Window Wishing. Harper, 1980. \$7.95; PLB 7.89 (K-3rd gr.)

Memorable experiences of two children visiting their grandmother. A book every grandchild will enjoy!
Easy Grandmother-Fiction; Blacks-Fiction

Cendrars, Blaise. *Shadows*. Scribners, 1982. \$12.95 (K-4th gr.)
A creative literary presentation of the African bush culture and its rhythms, assisted by the use of colorful illustrations by Marcia Brown.
Easy/398.2 Folklore-African

*Clifton, Lucille. *Everett Anderson's Goodbye*. Holt, 1983. \$9.95 (ps-2nd gr.)
A supportive picture book to help young children to cope with death. A helpful tool to sensitize adults and children.
Easy/128.5 Family Life-Fiction; Death-Fiction; Black-Fiction

*Crews, Donald. *Light*. Greenwillow, 1981. \$10.25; PLB 9.84 (ps-1st gr.)
A visual poem showing city and country as twilight falls and the lights of the night begin to shine.
Easy Light

Parade. Greenwillow, 1983. \$10.00; PLB 9.55 (K-3rd gr.)
An additional title that captures all the colors and rhythms of a real parade.
Easy

*Davis, Ossie. *Langston: A Play*. Delacorte, 1982. \$9.95 (4th-10th gr.)

A dramatic presentation of the young black American poet's life, and those who affected his works, both in the U.S. and in Europe.

812/Biography Hughes, Langston-Drama; Blacks-Biography

*Feelings, Tom, and *Eloise Greenfield. *Daydreamers*. Dial 1981. \$9.43; PLB 9.95 (K-3rd gr.)
A book of poetic, imaginative expressions of daydreaming children, with sensitive illustrations reflecting the moods described.
Easy/811 Blacks-Poetry

*Greene, Bette. *Get on Out of Here, Philip Hall*. Dial, 1981. \$9.95; PLB 9.89; Dell 2.50. (3rd-6th gr.)

The continuation of a friendly, pre-adolescent relationship between two friends. A caring treatment of growing up.
Fiction Blacks-Fiction

*Hamilton, Virginia. *Dustland*. Greenwillow, 1980. \$11.95; PLB 11.47; Avon pb 1.95 (6th gr. and up)
Armed with supernatural powers, Justice and her brothers, the first of a new race, are projected to Dustland, where the mystifying unknown is the enemy. Sequel to *Justice and her Brothers*. Followed by *The Gathering*.
Fiction Blacks-Fiction

The Magical Adventures of Pretty Pearl. Harper, 1983. \$11.06; PLB 11.09 (6th-10th gr.)

By relating the experiences of the god-child, Pretty Pearl, the author develops a panorama of mythology, history, and real life, creating a mystical, literary masterpiece.
Fiction Blacks-Fiction

Sweet Whispers, Brother Rush. Putnam, 1982. \$10.95 (gr. 6-10)

The ghost of Brother Rush is only one of the many complex characters in this story of family experiences, past and present, and the effects on its younger generation.
Fiction Blacks-Fiction

Willie Bea and the Time the Martians Landed. Greenwillow, 1983. \$11.00 (4th-7th gr.)

A possible adventure in response to a radio program that shook America in the 1930s. Rich with cultural experiences of southern rural black life.
Fiction Blacks-Fiction

*Hurmenche, Belinda. *A Girl Called Boy*. Paradox Publ., 1982. \$9.95 (5th-8th gr.)

The experience of her family during American slavery days shakes a young girl into appreciating her cultural heritage. Full of adventure and history.
Fiction Blacks-Fiction; Slavery in the U.S.-Fiction

Isadora, Rachel. *City Seen From A To Z*. Greenwillow, 1983. \$8.50 (ps-K)

Alphabet book of city adventures picturing multi-racial groups of adults and children.
Easy Alphabet

*Steptoe, John. *Jeffrey Bear Cleans Up His Act*. Lothrop, 1983. \$9.50; PLB 9.12 (K-3rd gr.)

Jeffrey Bear fantasizes putting himself in his teacher's place, only to face the reality of his own behavior.

Easy Blacks-Fiction

*Taylor, Mildred. *Let the Circle Be Unbroken.*

Dial, 1981. \$11.95 (gr. 6 & up)

Survival experiences of a black, sharecropper family in the 1930s, based on the author's family recollections. The continuation of *Roll of Thunder, Hear My Cry*.

Fiction Blacks-Fiction

Yarbrough, Camille. *Cornrows.* Putnam, 1979.

\$7.95; pb 2.95 (K-3rd gr.)

Colorful language provides an easy look for children into the authentic background of the art of cornrowing.

Easy Blacks-Fiction; Hair-Fiction

Subject Analysis Symposium at North Carolina Central

The North Carolina Central University School of Library Science announces a Symposium on Subject Analysis which will be held Friday and Saturday, March 29-30, 1985.

The symposium will celebrate the seventy-fifth anniversary of North Carolina Central University and honor the sixty-fifth anniversary of the late Dean Annette L. Phinazee, whose contri-

butions to subject analysis and library education are examples of excellence and service.

The speakers include: Melba Adams, assistant chief of Decimal Classification, Library of Congress; Lorene B. Brown, associate professor and dean, School of Library and Information Studies, Atlanta University; Lois Chan, professor, College of Library Science, University of Kentucky; Doris Clack, professor, Florida State University, School of Library Science; Mary Dykstra, associate professor, School of Library Service, Delhousie University; Eleanor H. Hoytt, assistant professor, School of Library and Information Studies, Atlanta University; Mary K. Pietris, chief of Subject Cataloging Division, Library of Congress; Phyllis Richmond, professor and dean, Baxter School of Information and Library Science, Case Western Reserve University; Jane Stevens, retired, associate professor, School of Library Service, Columbia University; and Elaine Svenonious, assistant professor, Graduate School of Library and Information Science, University of California at Los Angeles.

For additional information on the symposium, call Dr. D. McAllister-Harper, associate professor, School of Library Science, 919-683-6485 or 683-6415.

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- expand the freedom to read by offering legal and financial help in cases involving authors, publishers and booksellers
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Exceptional Children: How Do We Serve Them?

Cate Howard

Shortly after my arrival as coordinator of children's services for the Wake County Public Libraries, one of the children's librarians related a typical story to me. She had been asked to provide a story time for several children from the Tammy Lynn Center, an instructional center for mentally handicapped children. The teacher who called asking for this special story time indicated that the children were all profoundly retarded. In preparing for these children, the children's librarian thought that a puppet show would appeal to these exceptional children. Unfortunately, it was not until the group arrived that she noticed that over half of the children were blind! Fortunately using her good common sense, the children's librarian went ahead with her planned puppet show. Then she allowed the children to feel the puppets and even work them if they were able. This "tale" is probably one of many that can be related by frustrated children's librarians.

Children's librarians may find themselves working with institutions such as schools for the blind and deaf as well as mental hospitals. In a sense, these groups are the easiest to provide programs and materials for because *all* of the children tend to have similar problems. Children who are mainstreamed into regular classes present somewhat different challenges. It is important to include these exceptional children without specifically pointing them out. Many times a "normal" child has been assigned to assist the mainstreamed child whenever he or she needs help. If this does not appear to be the case, include *all* of the children in the touching and listening process so that those with the handicaps can participate as well.

Crutches, wheel chairs, and other equipment necessary for the orthopedically handicapped can create problems if your facility is not prepared to handle nor large enough to hold those necessary tools. Learning how to pick these children up or manipulate the equipment so that the child and you can enjoy the program to the fullest is imperative.

Cate Howard is a doctoral student in Library Science at Indiana University. She was formerly Coordinator of Children's Services for the Wake County Public Libraries.

For the most part, we are finding ourselves having to tackle this type of situation without an adequate background or training. An inadequate background for most of us cannot be changed. However, adequate training is relatively easy to accomplish. If there are undergraduate or graduate level courses in Special Education offered relatively close to your area, consider buying the textbooks they will be using, if actually taking the course is not possible. Talk with your area's Special Education teachers and ask them to recommend some good basic reference tools. Often parents and support groups involved with exceptional children will have book lists with appropriate materials. Physicians and therapists can also be excellent sources of information.

Workshops using these resource people could stimulate an interest not only for children's librarians but also for administrators, reference librarians, technical services, acquisitions personnel, and others. State libraries across the country have divisions concerned with handicapped services and materials. They have professional librarians whose expertise can prove invaluable.

Finally, for those Library and Information Science students determined to be public library professionals (not just children's librarians), take a basic introductory Special Education course while you are in the masters program. You will never regret the time, the energy, or the money spent.

Why?

Why go to all this trouble? Two important federal laws—the Rehabilitation Amendments of 1973 (P.L.93-112), sections 503 and 504; and P.L. 94-142, or the Education of All Handicapped Children Act—have legally created the means for equal employment and equal education for all handicapped people. No longer can we ignore or simply refuse to serve this population.

In preparing to work with exceptional children, I can make several suggestions.

Find out who your handicapped population is. This can be accomplished through your school system, local organizations such as the United

Way or local agencies concerned with particular handicaps, and of course, parents of exceptional children.

Take some time to read about the various handicaps. A good Special Education textbook or one of the books mentioned later will give you brief backgrounds of the various handicaps.

Check your collection to see if you have materials or media that these children could benefit from. Present a sound case to your administrator.

After all, *all* children are "special."

Once you feel that your collection, staff, and programming ideas have been adequately surveyed, approach these agencies as well as individuals through newspaper articles, cable TV announcements, and personal appearances.

In establishing service to these "special" children, remember above all that they are children with as much right as "normal" children to be in your library. They have needs just like "normal" children. After all, *all* children are "special."

In developing some expertise in working with handicapped children, several library-oriented books have recently been published. All are appropriate for reference shelves as well as for general collections.

Baskin, Barbara H., and Karen H. Harris. *The Mainstreamed Library: Issues, Ideas, Innovations*. ALA: Chicago, 1982.

Included in this text are short papers by leading authorities in such areas as the physical environment; materials selection; technology; software; programs; and outreach ideas. The up-to-dateness of this text is particularly important when reading the section on technology where the Kurzweil reading machine and research in technology indicate the progress and sophistication of various machines.

Dequin, Henry C. *Librarians Serving Disabled Children and Young People*. Libraries Unlimited, Inc.: Littleton, Colorado, 1983.

Taking the librarian's point of view, Dequin includes such areas as assessing the need for library services; who is disabled; historical and current treatment of the disabled; attitudes; general and specific library services per handicap; specific types of library programs appropriate for the different handicaps; evaluating and selecting materials. Along with these helpful suggestions, there is an up-to-date list of retrieval systems and organizations where further information can be obtained.

Lucas, Linda, and Marilyn H. Karrenbrock. *The Disabled Child in the Library: Moving into the Mainstream*. Libraries Unlimited, Inc.: Littleton, Colorado, 1983.

This particular book briefly explains various physical and mental disorders in layman's terms. The second section develops library and information needs for these children and for parents and professionals working with handicapped children. Materials and equipment, as well as programming ideas, are adequately discussed. A long, extensive bibliography and an example of standard criteria for the selection and evaluation of instructional materials are included in the appendix.

Needham, William L., and Gerald Jahoda. *Improving Library Service to Physically Disabled Persons*. Libraries Unlimited, Inc.: Littleton, Colorado, 1983.

In evaluating general library service to disabled persons, Needham and Jahoda discuss the importance of the facility, services, resources, staffing, and funding. There are appropriate checklists for public libraries, school media centers, academic, and special libraries. Addresses for organizations and companies involved with equipment pertinent to the disabled are also included.

Wright, Kieth C., and Judith F. Davie. *Library and Information Services for Handicapped Individuals*. 2nd ed. Libraries Unlimited, Inc.: Littleton, Colorado, 1983.

Wright and Davie consider the history of handicapped individuals as well as definitions for the various handicaps. The laws pertaining to the handicapped are discussed. Program ideas, information sources, and society's attitudes are included for each handicap.

Although these five sources are not the only books available in the area of handicapped services, they are the most up-to-date and provide a wealth of information.

Join NCLA

What is NCLA?

- the only statewide organization interested in the total library picture in North Carolina, whose purpose is to promote libraries and library service in the state
- an affiliate of the American Library Association and the Southeastern Library Association, with voting representation on each council

What are the benefits of membership?

- provides opportunities for interaction among those interested in good library service
- entitles you to receive *North Carolina Libraries*, a quarterly journal, winner of the prestigious H. W. Wilson Award in 1981
- gives you the opportunity to develop leadership skills
- enables you to attend workshops, continuing education programs, and conferences at reduced rates
- keeps you informed on library developments in the state through an information network and publications

- gives you individual voting rights in the association
- encourages support staff and paraprofessionals to join at reduced rates
- entitles you to membership in one of the sections or roundtables of the association

To enroll as a member of the association or to renew your membership, check the appropriate type of membership and the sections or roundtables which you wish to join. NCLA membership entitles you to membership in one of the sections or roundtables shown below at no extra cost. For each additional section, add \$4.00 to your regular dues.

Return the form below along with your check or money order made payable to North Carolina Library Association. All memberships are for two calendar years. If you enroll during the last quarter of a year, membership will cover the next two years.

NORTH CAROLINA LIBRARY ASSOCIATION

New membership Renewal Membership no.

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First Middle Last

Position _____

Business Address _____

City or Town _____ State _____ Zip Code _____

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Programming for Children and Young Adults: The State Library's Role

Diana Young

Recognizing the need for public libraries to have access to knowledgeable youth services specialists, the State Library has, since 1968, provided state level children's and young adult services consultants. In 1984 the positions were combined to provide one youth services specialist. Primary programming responsibilities for this consultant are consultation, continuing education for public library youth services personnel through workshops and publications, and state-wide youth services programs.

In 1980 an interdisciplinary Children's Library Services Advisory Council was formed. That council conducted its first survey and established the following mission statement: *To participate in cooperative planning with public libraries and other related agencies in meeting the needs of North Carolina's children.*

In the years that followed, the council has changed to a public library committee. In 1984, a Youth Library Services Advisory Committee consists of representatives of small, medium, large, and regional libraries and the current chairs of the NCLA Children's Services Section and the Young Adult Committee of the Public Library Section. Each December the committee, through the Youth Services Consultant, surveys public libraries to determine the needs of local youth librarians and evaluate the total State Library youth services program, including programming. In January or February a planning meeting is held to gather additional input from youth librarians. The committee considers all the data, written and verbal, and makes recommendations on long-range planning and the coming year's program.

Through a variety of Library Services and Construction Act (LSCA) Title I grants, the State Library has assisted local libraries with services to children and young adults. Of direct benefit to North Carolina's children were LSCA special projects which provided staff and materials to carry on children's programs. From 1973 through 1980, fifty-five special projects, eligible for three years of funding were awarded by the State Library. Of

these, twenty-seven or 49 per cent were for children's services, particularly outreach and serving the disadvantaged. While not all of the programs were retained in their original form by the host library, many began services (especially programming and the hiring of outreach staff) that provided children's services in areas where no previous services existed. While no special project grants are currently being awarded, without the demonstration projects of the last decade many currently existing children's programs would not have been possible.

Continuing Education

In addition to workshops sponsored by the State Library and through LSCA Title III funds, workshops such as the Rollins Colloquium are offered biennially by North Carolina Central University. These are funded or partially funded and cosponsored by the State Library. In 1983, the State Library offered LSCA funds to North Carolina library schools and library associations to encourage and enhance local continuing education.

Without the demonstration projects of the last decade many currently existing children's programs would not have been possible.

Through individual continuing education grants to public library employees, children's librarians can attend out-of-state programming and skills-enhancement workshops such as the American Library Association, Southeastern Library Association, National Association for the Advancement of Storytelling, and the Puppeteers of America annual conferences as well as specialized or one-time-only conferences such as the 1983 Everychild Conference and a variety of middle management workshops. Workshops are announced in the *CE Opportunities Calendar*,

Diana Young is the Public Library Consultant for Youth Services for the Division of State Library in Raleigh.

Flash, and *Tar Heel Libraries*, with programs of specific interest to children's services personnel listed in the annual Children's Librarians Calendar and in "Of Professional Interest."

Another form of State Library assisted programming is the loose-leaf service. Ideas contributed by librarians are published and distributed monthly to public libraries as part of the regular loose-leaf service. Two pages—"Preschool Programs" and "Helpful Tips" (school age)—are completely devoted to recommended local programming. Other pages such as "Promoting Children's Services," "Clip Art," and "Patterns and Scripts" often carry programming suggestions. Examples are June 1983, "Promoting Children's Services," library programming for toddlers (Henderson County Public Library); September 1983, "Patterns and Scripts," which includes a turnaround story and information on how to do one (Cumberland County Public Library); and December 1983, "Clip Art," which shares child-appealing Easter art useful in designing a brochure.

Statewide Programs

Current State Library sponsored statewide programs which directly benefit North Carolina's children and young adults include the summer

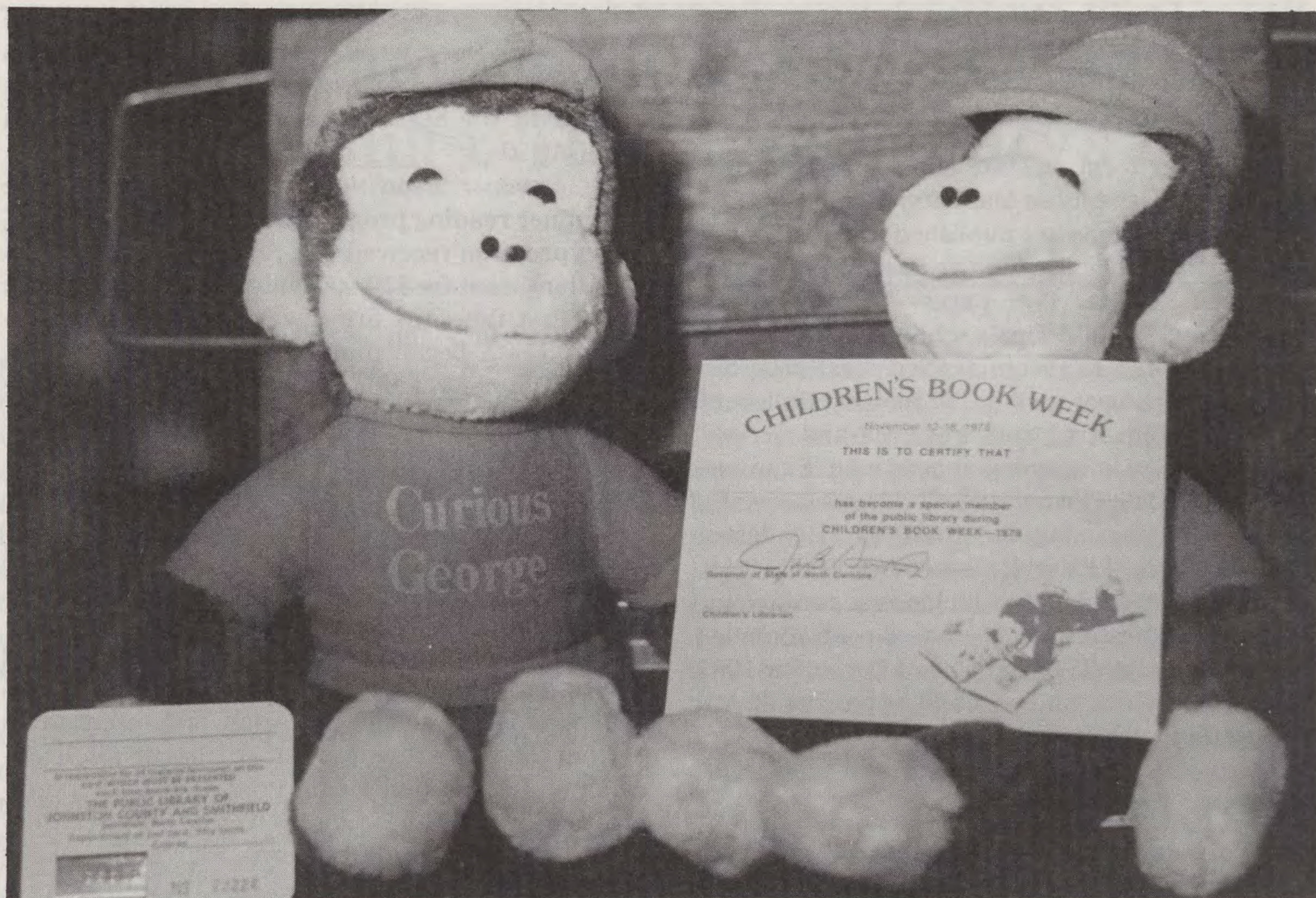
reading program, the Quiz Bowl program, and the Children's Book Week program. Each program is planned by a committee of local librarians working with the State Library and funded through LSCA Title I.

Summer Reading Program. The statewide summer reading program began in 1979. In 1980, the program received a Z. Smith Reynolds Foundation Grant for \$10,000 which made possible, for the first time, the printing of coordinated materials. LSCA began funding the program in 1981. The summer reading program makes it possible for all North Carolina public libraries to offer children a coordinated summer reading program. Each year since 1980, more than one hundred thousand children have participated in the program. Most reporting local libraries which took part in the program showed circulation increases, some as high as high as 52 per cent.¹

The program is created by a Summer Reading Program Committee, composed of local children's librarians, a school librarian, representatives from the Department of Public Instruction Reading and Education Media Programs, and coordinated by the State Library Youth Services Consultant. The committee meets four times during the year to plan and produce a statewide program flexible enough to be adapted to local



Deneen Graham, Miss North Carolina 1984, helps kick off the State Library's 1984 summer reading program by sharing a record with a young friend.



Curious George and certificates signed by North Carolina Governor Jim Hunt have been part of past summer reading programs sponsored by the State Library.

library needs, to produce support materials such as posters, certificates, reading record, book-marks, stamps, silk screens, and activity sheets and to present a workshop based on their manual. Public libraries are encouraged to work with school libraries open during the summer months and to work with all school librarians in planning and promoting their program. The 1982 program, "Just Open A Book," won the American Library Association's John Cotton Dana Award. The publicity chairperson was Karen Perry (then at High-Point Public Library); art work was created by Ron Jones (Wake County Public Library).

Quiz Bowl. "The Quiz Bowl, aimed at high school students, was begun in 1978 as an academic competition involving high schools in 12 eastern North Carolina counties. In Quiz Bowl, local high schools both public and private, compete for local, regional, and state championships. Local and district bowls are run by local public library systems under the guidance of the State Library. Finals are administered by the State Quiz Bowl Committee which is made up of public librarians.

"Each year the State Committee meets numerous times to make rule changes, put together

statewide publicity, conduct workshops, and plan for the state finals. This committee not only formulates policy but serves as a resource to all local Quiz Bowl coordinators.

"Quiz Bowl gives the local library system a chance to interact with the community's students and teachers; cooperation between the public library and schools is fostered."²

Children's Book Week. The Children's Book Week program began in 1975 and fluctuated in design from the production and distribution of statewide certificates to the creation of a manual, camera-ready copy of materials which could be locally duplicated, and the production of a fall workshop. In 1984, the program will be changed to a special events program which includes a manual and workshop to assist local children's librarians in planning for Children's Book Week, National Library Week, Black History Month, and among other items specialized preparations for microcomputers and young adult programs.

How does the State Library fit into the children's and young adult library services programming picture? It assists local libraries by providing

- Opportunities for continuing education
- Consultant services
- Funding for statewide programs
- And a listening ear to needs and trends

References

1. "1983 Adventures A-Z, Summer Reading Program Evaluation" (Raleigh: Division of State Library, 1983).
2. "Quiz Bowl Fact Sheet" (Raleigh: Division of State Library, 1983).

Honorary and Life Membership in NCLA

The 1984-1985 Honorary and Life Membership Committee requests your recommendations for persons you consider worthy to be honorary or life members in NCLA. Suggestions should be accompanied by a biographical sketch, including contributions to libraries or librarianship. These suggestions should be sent to the committee chairperson by January 31, 1985.

The NCLA by-laws provide for the Honorary and Life Membership Committee to seek suggestions from all members and to recommend names

for these honors to the Executive Board at the Spring Workshop prior to the conference.

Criteria for selection are as follows:

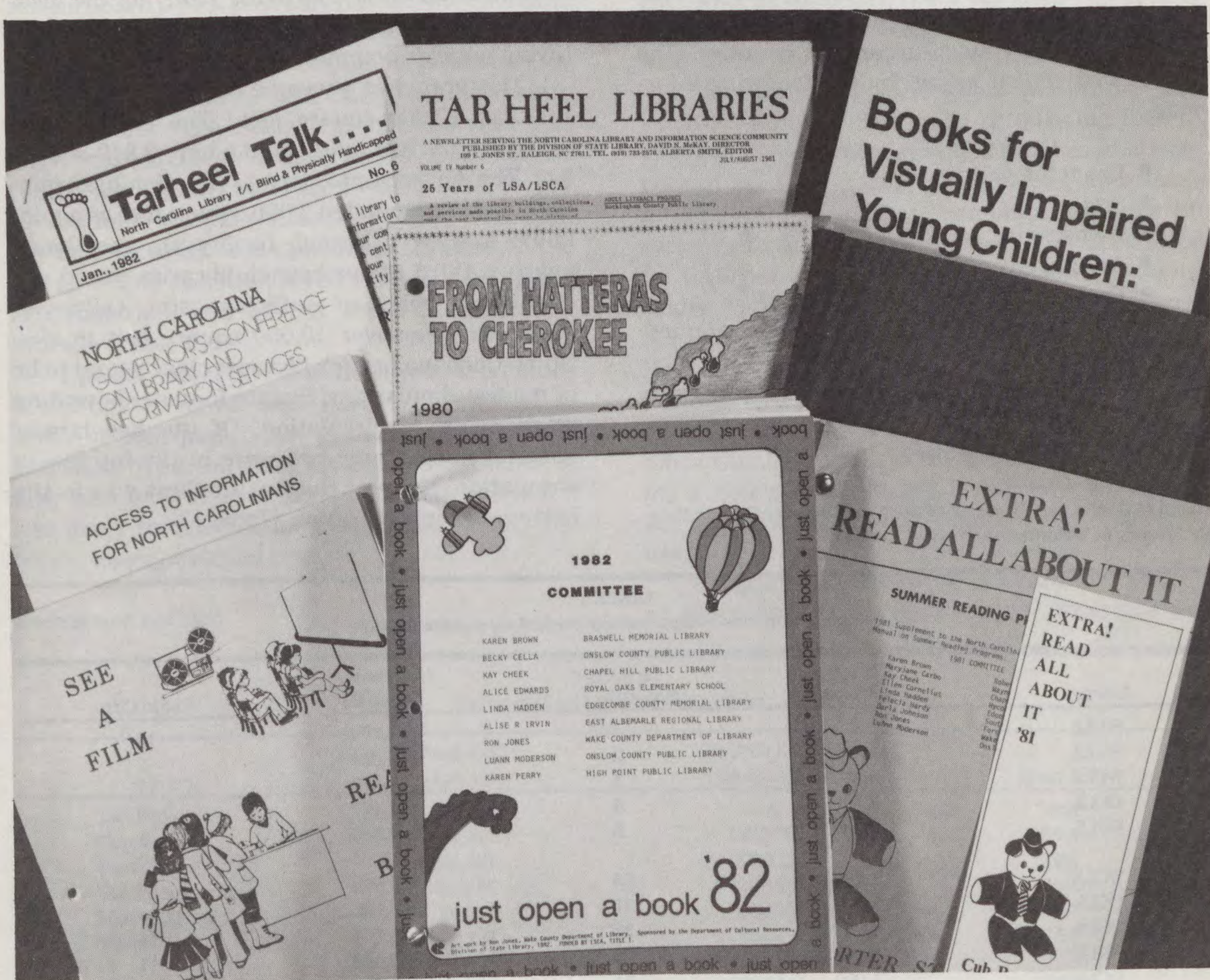
1. Honorary memberships may be given to non-librarians in the state who have rendered important services to the library interests of North Carolina. Honorary memberships should be given at a time considered appropriate in relation to the contribution made.

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

3. Contributions of both groups should have been beyond the local level.

Please send your selections to:

Kathy Shropshire, chairperson
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A variety of State Library publications help promote children's services throughout North Carolina.

Branch Library Use in North Carolina Metropolitan Areas

David M. Paynter

When the New Hanover County Public Library opened its first suburban branch in 1983, the library decided to conduct an informal survey of similar branches in other urbanized areas of North Carolina. It was hoped that the survey would give the New Hanover staff an idea of proper staffing levels for what was anticipated to be a very busy branch. A survey was sent out in November of 1983 to nine library systems: Asheville/Buncombe, Cumberland, Charlotte, Durham, Forsyth, Gaston-Lincoln, Greensboro, New Hanover, and Wake. Six of the nine responded (Asheville/Buncombe, Cumberland, Durham, Greensboro, New Hanover, and Wake); respondents represented thirty-four branches in several of North Carolina's most urbanized counties. The survey instrument asked for the following information:

- Branch location
- Size
- Ownership
- Annual circulation
- Percentage of adult circulation
- Number of reference and directional questions
- Availability of adult and juvenile programs
- Staff size
- Collection emphasis

- Type of circulation system used
- Hours open per week

In terms of the locations in which branches were located, residential areas were the preferred site. Fifteen of the thirty-four libraries were located in residential areas, compared with eight in shopping centers, nine in other commercial areas, and two in an otherwise defined area. There was no correlation between the type of area in which a branch was located and library use. Of the five busiest branches, two were in shopping centers, one in another commercial area, and two in residential areas. A further study on the location of high use branches might be helpful in identifying possible common characteristics.

The branches surveyed varied in size from 1,000 to 12,000 square feet.¹ The average was 3,998 square feet, and the median, 2,849 square feet. The American Library Association has traditionally recommended 2,000 square feet as a minimum size for a branch facility. On that basis, nearly a third of our branch libraries would not qualify as being of sufficient size. Only two branches were over 10,000 square feet in size. North Carolina branch libraries clearly tend to be of modest dimensions. Square footage showed no relationship to circulation. Of the five largest libraries in size, only two were in the top five in circulation. None of the five smallest was in the bottom five in circulation (Table 1).

David M. Paynter is Director of the New Hanover County Public Library in Wilmington, North Carolina.

TABLE 1
Selected libraries comparatively ranked by square footage

| Library | Sq. Footage | Rank/Sq. Ft. | Circulation (Annual) | Rank/Circ. |
|---------|-------------|--------------|----------------------|------------|
| WCL2 | 12,000 | 1 | 87,376 | 13 |
| WCL4 | 11,780 | 2 | 240,051 | 2 |
| WCL7 | 9,360 | 3 | 51,879 | 17 |
| DCL3 | 8,500 | 4 | 14,427 | 32 |
| GPL2 | 7,000 | 5 | 242,500 | 1 |
| WCL5 | 1,408 | 30 | 42,079 | 22 |
| CCL5 | 1,400 | 31 | 36,185 | 24 |
| CCL3 | 1,400 | 32 | 79,768 | 15 |
| ABL3 | 1,118 | 33 | 100,904 | 11 |
| DCL2 | 1,000 | 34 | 2,694 | 34 |

TABLE 2
Circulation of leased branch facilities ranked in order of lease cost

| Library | Lease Cost (Annual) | Circulation (Annual) | Rank/Circ. |
|---------|------------------------|-------------------------|------------|
| WCL10 | \$56,935 | 223,628 | 3 |
| GPL5 | 32,670 | 137,000 | 8 |
| GPL4 | 27,816 | 138,000 | 7 |
| GPL3 | 23,460 | 160,500 | 5 |
| DCL1 | 16,700 | 110,837 | 10 |
| WCL03 | 14,000 | 211,837 | 4 |
| NHCL2 | 13,065 | 84,772 | 14 |
| WCL09 | 9,750 | 11,433 | 33 |
| CCL3 | 7,200 | 79,768 | 15 |
| CCL1 | 5,445 | 135,814 | 9 |
| CCL2 | 3,600 | 18,939 | 31 |

Ownership

The ownership of the branch libraries surveyed did show some unusual patterns. Of the thirty-four libraries, only four were actually owned by the library. Most (nineteen) were leased at no charge or for a minimum charge from another subdivision of government (city, town, school board). This probably reflects the changing organizational structure of various library systems, which may have begun as municipal or independent libraries and later became county departments. The remaining libraries (eleven) were leased. These leases varied from \$3,600 (\$2.12 per square foot) to \$56,935 (\$10.74 per square foot) annually. Leased facilities were usually more actively used than other libraries. Of the eleven leased facilities, seven were in the top ten in circulation, and all but three exceeded the average (Table 2).

I would conjecture that these leased facilities are probably newer and have been located in areas of high population growth, growth which may have bypassed older established branches. It may also be true that administrators are much less likely to tolerate an under-used facility for which they are paying rent.

Reference service

The role of branch libraries in providing reference service is difficult to ascertain because of the lack of consistency in record keeping. One library system did not keep branch reference statistics, and two others did not distinguish between reference and directional transactions. Looking at all information transactions (reference and directional), those libraries which kept statistics (thirty) averaged 26,988 transactions, with 13,051 transactions being the median.

The number of transactions per branch varied from a low of 985 to an astounding high of 214,036. Viewed another way, branches in metropolitan areas averaged 8.9 reference and directional questions an hour. As a percentage of each system's total transactions, branches accounted for 53.9 per cent of all information transactions (Table 3). Branches in metropolitan areas clearly are providing an important reference function. However, for those libraries with strong main libraries (New Hanover, Durham, and Greensboro), branch reference work is far less critical. Since Cumberland is in the process of constructing a new central library, it will be intriguing to see how this affects the distribution of reference use.

Program activities were available for children at every branch surveyed. Adult programs are

TABLE 3
Reference transactions by system

| Library | Total Ref. ² (Annual) | Branch Ref. ³ (Annual) | Branch % |
|--------------------|-------------------------------------|--------------------------------------|----------|
| Asheville | N/A | N/A | N/A |
| Cumberland | 234,247 | 123,175 | 52.6 |
| Durham | 153,957 | 25,925 | 16.8 |
| Greensboro | 355,586 | 129,594 | 36.4 |
| New Hanover (est.) | 69,540 | 10,000 | 15.7 |
| Wake | 687,993 | 520,047 | 75.6 |
| TOTAL | 1,501,323 | 809,641 | 53.9 |

conducted far less frequently. Only eleven of the thirty-four libraries had regular programs (at least one per month) for adults. Those libraries which did have adult programs were characterized by one of the following:⁴

Larger staff — nine of the eleven libraries had staff larger than the average.

Longer hours of operation — ten of the eleven libraries are open longer than the average.

Larger size — eight of the eleven libraries were physically larger than average.

The predominant use of branch libraries by the public is the borrowing of materials. An enormous range was present in the survey (Table 4). One library circulated only 2,694 books, and another, 242,500. The average was 83,724 and the median, 50,006. Most branches (twenty-eight) circulated more adult material than juvenile.

Asheville's branches averaged an adult circulation of 74 per cent, which was the highest of the systems surveyed; this is probably due to the high proportion of retirees in the area. Durham had the lowest percentage of adult circulation (52 per cent). Circulation per hours open showed the same broad range. One library circulated 2.1 books per hour while another averaged 79.9. The mean was 31.2 books per hour, with a median of 22.9. Staff productivity reflected this broad range in circulation. The lowest figure was 1,347 circulations per staff, and the highest was 38,516. The average and median figures were 22,938 and 24,081 respectively. Of the five libraries which had the most circulations per staff, only one was automated.

Branch circulation as a percentage of total circulation revealed the importance of branch libraries for a library system. In those two libraries with a small central library (Cumberland and Wake), 65.1 and 94.7 per cent of all circulation

TABLE 4
Branches ranked in circulation order

| Branch | Total Circ. | Staff Size | Circ/ Staff | Circ/ Hour | Circ/ Sq. Ft. |
|--------|-------------|------------|-------------|------------|---------------|
| GPL2 | 242,500 | 6.500 | 37,308 | 70.7 | 34.6 |
| WCL04 | 240,051 | 9.000 | 26,672 | 67.9 | 20.4 |
| WCL10 | 223,628 | 8.750 | 25,557 | 68.8 | 42.2 |
| WCL03 | 211,837 | 5.500 | 38,516 | 79.9 | 56.1 |
| GLP3 | 160,500 | 6.000 | 26,750 | 46.8 | 34.9 |
| WLC06 | 157,053 | 6.500 | 24,162 | 43.8 | 34.6 |
| GPL4 | 138,000 | 5.750 | 24,000 | 40.2 | 29.7 |
| GPL5 | 137,000 | 6.000 | 22,833 | 39.9 | 27.4 |
| CCL1 | 135,814 | 6.000 | 22,636 | 39.6 | 41.2 |
| DCL1 | 110,837 | 5.250 | 21,112 | 33.8 | 22.2 |
| ABLS3 | 100,904 | 3.750 | 26,908 | 38.0 | 90.3 |
| ABLS2 | 93,385 | 3.125 | 29,883 | 35.2 | 38.1 |
| WCL02 | 87,376 | 3.550 | 24,613 | 30.3 | 7.3 |
| NHCL2 | 84,772 | 2.500 | 33,909 | 37.1 | 35.3 |
| CCL3 | 79,768 | 2.840 | 28,087 | 25.6 | 57.0 |
| ABLS1 | 63,961 | 2.675 | 23,911 | 24.1 | 23.5 |
| WCL07 | 51,879 | 5.000 | 10,376 | 16.9 | 5.5 |
| ABLS4 | 48,134 | 2.325 | 20,703 | 18.2 | 16.2 |
| WCL11 | 47,869 | 1.260 | 37,991 | 26.3 | 18.2 |
| WCL01 | 45,548 | 2.250 | 20,244 | 16.2 | 20.6 |
| GPL1 | 43,600 | 3.750 | 11,627 | 12.7 | 8.5 |
| WCL05 | 42,079 | 2.300 | 18,295 | 14.1 | 29.9 |
| CCL6 | 36,685 | 2.000 | 18,343 | 13.6 | 8.2 |
| CCL5 | 36,185 | 1.290 | 28,050 | 15.5 | 25.8 |
| CCL7 | 34,197 | 1.188 | 28,785 | 16.4 | 22.8 |
| CCL4 | 33,778 | 2.290 | 14,750 | 12.0 | 5.6 |
| WCL08 | 33,653 | 0.930 | 36,186 | 21.6 | 23.3 |
| WCL12 | 32,623 | 1.500 | 21,749 | 20.9 | 18.9 |
| WCL13 | 24,982 | 1.330 | 18,783 | 16.0 | 11.6 |
| NHCL1 | 20,539 | 0.750 | 27,385 | 15.8 | 13.7 |
| CCL2 | 18,939 | 0.750 | 25,252 | 12.6 | 11.1 |
| DCL3 | 14,427 | 7.000 | 2,061 | 4.4 | 1.7 |
| WCL09 | 11,433 | 2.500 | 4,573 | 4.0 | 4.4 |
| DCL2 | 2,694 | 2.000 | 1,347 | 2.1 | 2.7 |
| TOTAL | 2,846,630 | 124.103 | 783,357 | 981.0 | 843.5 |

TABLE 5
Branch circulation as a percentage of system circulation

| Library System | Total Book Circulation | Branch Circulation | Branch Percentage of Total |
|--------------------|------------------------|--------------------|----------------------------|
| Asheville | 733,855 | 306,389 | 41.8 |
| Cumberland | 576,850 | 375,366 | 65.1 |
| Durham | 583,116 | 127,958 | 21.9 |
| Greensboro | 1,161,933 | 721,600 | 62.1 |
| New Hanover (est.) | 502,701 | 105,306 | 20.9 |
| Wake | 1,277,085 | 1,210,011 | 94.7 |
| TOTAL | 4,839,540 | 2,846,630 | 58.9 |

was done from branch libraries (Table 5).

Conclusion

In conclusion, the author makes the following observations about North Carolina's metropolitan branch libraries:

Leasing of facilities is a popular and successful alternative to actual ownership.

Branch libraries play a major role in the provision of reference service.

Several libraries show such little activity that there is a real question as to the value of keeping them open.

Staffing patterns, while generally relating to use, remain highly variable in many instances. A reassignment of staff would be appropriate in several instances.

Program activities in branch libraries are almost exclusively child-oriented.

Productivity of library staff should be a major concern of all library administrators. Sixteen of the thirty-four branches were below the annual average of 22,938 circulations per staff.

Data collection is hampered by the lack of consistency in record keeping.

Because of the limited number of libraries in this survey, the conclusions drawn must be considered impressionistic rather than definitive. I do think, however, that the survey is accurate in its broad outlines and I hope that it will provide library administrators with some insight into the operation of branch libraries in our urban centers. I also hope that the survey will provide them with some meaningful comparisons, so that they

can judge for themselves the success of their particular branch libraries.

References

1. Facilities of less than one thousand feet were not considered in the survey.
2. From *Statistics and Directory of North Carolina Public Libraries (July 1, 1982 — June 30, 1983)* (Raleigh: Division of State Library, 1983).
3. From figures submitted.
4. Eight of the eleven had at least two of these factors.



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One Library's Response to Disaster

Willie Nelms

We often hear of disasters striking libraries and maybe even wonder what we would do if a catastrophe hit our operation. In most cases, however, we assume that calamities happen to other people and we do not really worry about such matters.

The occurrences of the night of March 28, 1984, convinced everyone affiliated with the Sheppard Memorial Library in Greenville, North Carolina, that bad things do happen to nice libraries. The situation, circumstances, and decisions that were made to deal with a disaster that hit this eastern North Carolina library are described below.

The afternoon of Wednesday, March 28, was partly cloudy in Greenville, but the weatherman was calling for rain and high winds. At the Sheppard Memorial Library, the public library serving Pitt County, the roofing company which was installing a membrane-type roof on the wings of the main library worked rapidly to complete their job. They had already finished the roof over the reading room of the library, and they expected to complete the side over the stacks before the predicted rains began.

The Greenville City Engineering Department, which was overseeing the work, called the roofing contractor to make certain the roof would be secure if rains came. The contractor assured the engineering department that the roof would be watertight when they left the library that evening.

The staff of the library went home after work with no idea of the damage that was to occur throughout Pitt County. On the night of March 28, tornadoes ripped through eastern North Carolina, destroying millions of dollars worth of property, killing dozens, and leaving hundreds homeless. In Pitt County alone, twelve people were killed by the vicious storms.

Because of the scattered nature of the tornadoes, the library staff came to work the next day with little knowledge of the widespread damage. The full extent of the natural disaster would not be known for several days to come.

When the library director arrived at work at 8:45 A.M. on Thursday morning, he was met by the business manager and other members of the clerical staff, who reported extensive damage to the building. Water leaks extended from the ceiling of the upper stack area into the basement two floors below.

As the director approached the stack area to switch on the lights, the sickening sound of dripping water could be heard throughout the twenty-eight hundred square feet wing. Switching on the lights revealed numerous drips in the wing roof with water seeping down onto the book collection and the carpet below.

It was clear that the roof had not been adequately secured when the roofers left the scene the night before. Water had seeped under the edges of the membrane and flowed over the original tar and gravel roof, which had been stripped of its protective coating. Since the membrane roof was fastened to the building by screws, each penetration of the roof had produced a leak.

Ironically, no tornadoes had hit the area around the library, and the rainfall levels were not even particularly high during the previous night. High winds, however, had forced water under the roof, causing the damage.

Fortunately, the library had a suspended ceiling, which absorbed most of the water penetrating the roof. In numerous places, however, the ceiling tiles had become saturated and crumbled under the weight of the water. In these areas, water poured down upon the collection. Various other tiles were nearly saturated, and the situation was worsening.

Further review of the area showed the wool carpet to be saturated throughout the stack area. Fortunately, the rain had stopped, so no new water was falling on the roof.

As the staff assembled for the day's work, the first order of business was to remove books which were in danger from the dripping water. It was apparent that the adult section of the library could not be open for business that day. However, since the children's room of the library had not been damaged by the leaks and since this area has

Willie Nelms is Director of the Sheppard Memorial Library in Greenville, North Carolina.

a separate entrance, some library service could be provided from the building during the day.

Bucket Brigade

Since the full extent of the book damage could not be ascertained until the books were actually handled, all available staff was assigned to move books. An efficient equivalent to a "bucket brigade" was soon operating. Books which were at all wet were taken to a central location for further inspection. Other books which might be in harm's way but were as yet undamaged were taken to a lower stack level for temporary storage.

During these early stages, the roofing company representative and the city engineer arrived. The roofing company assured the library director and the engineer that every effort would be made to make certain that the roof was watertight before nightfall. The reading room wing, where the roof had been finished, allowed no water in the building, so it was clear that the roof would protect the building if it could be totally finished before the next rains came. However, since the weather forecasts called for possible showers, the situation was uncertain at best.

Once books had been moved out of the line of the dripping water, the extent of the damage to the collection became more apparent. Over three hundred items were damaged to the point that they would probably have to be discarded. About one hundred others were slightly damaged and could be dried out on the site.

At this point, the situation caused by the water damage could be divided into several projects:

1. Securing the roof to avoid further water damage.
2. Making sure that if water entered the building, it would not damage the collection further.
3. Ascertaining the extent of damage to the collection more precisely.
4. Arranging the library collections which had been moved for resumption of normal services as soon as possible.
5. Areas not affected by the water (branches, children's room) were expected to carry on operations as normally as possible.

Since the issue of securing the roof was being dealt with by the roofing company and the city engineering department, the library staff was left free to concentrate on the other problems. To prevent further water damage to the collection, rolls of sheet plastic (purchased from a local lumber company) were draped over the book

stacks. In this way, any water falling from the ceiling would be diverted onto the floor. Since there were over twenty-five thousand books in the damaged stack level, this means of protection was preferable to a wholesale attempt to move all books.

Members of the technical services department were assigned the task of ascertaining more fully the extent of the water damage to the books, pricing the damaged items, and drying the books which were slightly wet. Electric fans were brought in to help in the drying process. Books which were candidates for on site restoration were saved, and the discards were boxed. Cards from the discards were pulled, and the task of determining their value was begun.

Numerous photographs documenting the damage were taken by the staff. In addition, the library business manager was assigned the job of recording all costs involved in the cleanup process. Such records would be necessary for insurance claims.

Members of the adult public service staff were assigned the task of arranging books which had been moved out of the line of danger so that normal public service could resume as soon as possible. The goal of opening for operations the next day was set. Members of the public service staff devised a method for showing where books formerly in the upper stack level were located in the temporary shelving arrangement.

A carpet-cleaning service was hired to extract water from the stack area. This work took seven hours, and over 150 gallons of water were taken out of the soaked carpet. Once carpet areas were cleared of water, rented fans were focused on them to dry out the moist rug and to prevent mildew. Saturated ceiling tiles were removed and taken to an outside dumpster.

Equally as important as dealing with disaster conditions was the continuation of existing services. Patrons were diverted to branches, and every effort was made to carry on library service in a normal manner at these facilities.

By 6 P.M. Thursday, the situation was stabilized. The area was cleared, books were protected by plastic covering, and a means of providing access to the moved collections was devised. Through the outstanding work of the staff, the library was able to open for business the following day.

The estimated cost of damage to the building was \$5200. The evening was spent determining the value of the damaged books which would be discarded. Nearly all of the lost books were non-fiction. Searches in *Books in Print* revealed that

over half of these items were no longer being published. Since many of these items had no suitable replacements, the need to make some effort at reclaiming even the most severely damaged books seemed obvious.

Disaster Preparedness

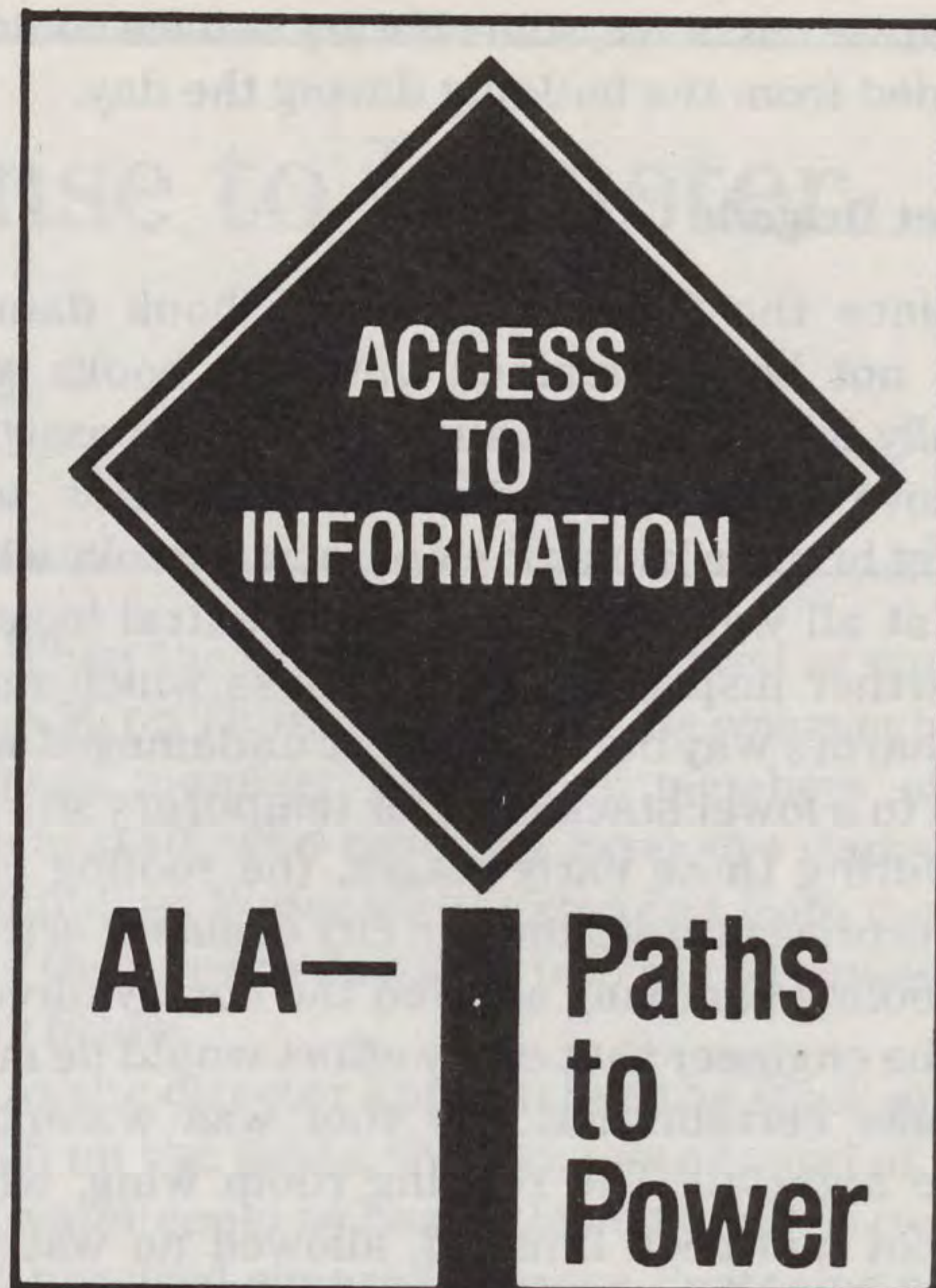
At this point, the library director referred to *Disaster Preparedness: a Guide for Developing a Plan to Cope with Disaster for the Small Public and Private Library*, prepared by John L. Sharpe, curator of rare books at Duke University, and developed by the NCLA Library Resources Committee. Appendix IV of this manual, "Salvage of Water-Soaked Books and Material," provided very useful information on how to reclaim books which are apparently damaged beyond repair.

Closely following the instruction in the manual, the library director obtained storage space in the freezer of a local grocery wholesaler. Two hundred eighty-eight books valued at \$2,538 were boxed and stored at minus fifteen degrees Fahrenheit.

Over the next month, periodic trips were made to the freezer by library staffers. Two or three boxes of books at a time were brought back and dried. The techniques recommended in *Disaster Preparedness* were used to dry the books. In essence, the freezing of the books kept the mildew and mold from starting, and the salvage problem was reduced to manageable proportions. Instead of 288 books to save at one time, the library staff could deal with 35 to 45 at a time.

As a result of these efforts, 145 of the damaged books were able to be returned to the shelves upon drying. One hundred twenty-nine others were dried and sent to the bindery for new covers, while 14 eventually had to be discarded. Drying the books was a time-consuming, often tedious, process. Considering the value of the information saved, however, the effort was worthwhile.

With the completion of the salvage of the books and the finish of the roofing, the library has returned to normal. The total cost of damage to the building, the collection, and the cost of clean up approached \$8,000. These costs could have been much higher if the library staff had not acted quickly to contain the damage. The experience was challenging, and many lessons were learned. The most important of these lessons is the knowledge that such disasters can and do happen. If such catastrophes occur, it is necessary to be prepared.



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Documents

Less Access to Less Information by and about the U.S. Government

A 1983-84 Chronology: November 1983 — June 1984

What was first seen as an emerging trend in April 1981, when the American Library Association Washington office first started this chronology, has by June 1984 become a continuing pattern of the federal government to restrict government publications and information dissemination activities. A policy has emerged which is less than sympathetic to the principles of freedom of access to information as librarians advocate them. A combination of specific policy decisions, the current administration's interpretations and implementation of the 1980 Paperwork Reduction Act (PL 96-511), implementation of the Grace Commission recommendations, and agency budget cuts significantly limit access to public documents and statistics.

The accelerating tendency of federal agencies to use computer and telecommunications technologies for data collection, storage, retrieval, and dissemination has major implications for public access. To identify a few: contractual arrangements with commercial firms to disseminate information collected at taxpayer expense, increased user charges for government information, the trend toward having increasing amounts of government information available in electronic format only and eliminating the printed version. While automation clearly offers promises of savings, will public access to government information be further restricted for people who cannot afford computers or cannot pay for computer time?

ALA reaffirmed its long standing conviction that open government is vital to a democracy in a resolution passed by council in January 1984 which stated that "there should be equal and ready access to data collected, compiled, produced, and published in any format by the

government of the United States." With access to information a major ALA priority, members should be concerned about the following series of actions which create a climate in which government information activities are suspect.

The following partial chronology from November 1983 to June 1984 supplements three previous 1981, 1982 and 1983 chronologies prepared on the same topic.

November 1983. The House passed HR 2718, Paperwork Reduction Act Amendments of 1983. The bill establishes new goals for further reduction of the burden imposed by federal paperwork requirements. Federal collection of information would be reduced by 10 per cent by October 1, 1984, and by an additional 5 per cent by October 1, 1985. The House bill would explicitly prohibit use of funds for functions or activities not specifically authorized or required by the Paperwork Reduction Act. (November 7 *Congressional Record*, pp. H9271-9273).

December. In a December 12 letter to Rep. Augustus F. Hawkins (D-CA), chair of the Joint Committee on Printing, OMB Director David Stockman, protested the stipulation in the proposed JCP *Government Printing, Binding and Distribution Regulations* that the Government Printing Office would be responsible for the distribution of all government publications. In her letter commenting on the proposed regulations, ALA Washington Office Director Eileen D. Cooke commended the JCP for its development of regulations which provide for technological changes and for increased support for the depository library program. Cooke said, "The expanded definition of printing is extremely important for the continued effective operation of the depository library program. An increasing number of government agencies are creating information which is only available for distribution in an electronic format. In order for libraries, specifically depository

This chronology was provided by the Washington office of the American Library Association. Previous chronologies have been published in the Fall/Winter 1982 *North Carolina Libraries* (274-277) and in the Spring 1982 issue (6-62).

tory libraries, to be able to provide information in this format to the general public, it must become part of the depository library program." The proposed JCP regulations were printed in the November 11 *Congressional Record*, pp. H9709-9713.

December. On December 28, 1983, the United States government gave the required one-year notice of its intention to withdraw from the United Nations Educational, Scientific, and Cultural Organization (UNESCO) effective January 1, 1985. (Press release #98-158, "House Hearings on U.S. Participation in UNESCO," Committee on Science and Technology, U.S. House of Representatives, March 8, 1984).

Note: ALA Council passed a resolution in January 1984 on continued U.S. membership in UNESCO. Thomas Galvin, chair of ALA's International Relations Committee, testified in Congress on March 15 and urged the U.S. to stay in UNESCO and continue to allow U.S. scientists "full, prompt, and ready access to ... research results of their counterparts ... throughout the world."

January 1984. The *Second Annual Report on Eliminations, Consolidations, and Cost Reductions of Government Publications* reports the elimination of 3,287 publications and the proposed consolidation of another 561. The total of eliminations and consolidations equals 3,848 publications or one-fourth of the total inventory. These publications account for over 150 million copies, or 15 per cent of all copies printed. In addition, federal agencies proposed 5,020 cost-reduction actions on 3,070 other publications including reducing the volume, frequency of issue, use of color, and other printing and distribution cost reductions. Meanwhile, the Office of Management and Budget is revising OMB Circular A-3, the permanent procedure for the government-wide review of publications. When the circular is revised, OMB plans to establish new publication elimination and cost reduction goals for the remaining 9,000 publications in the government inventory of 15,900 publications. (Office of Management and Budget, *Second Annual Report on Eliminations, Consolidations, and Cost Reductions of Government Publications*, released on January 6, 1984)

January. A photograph in the *Washington Post* showed Presidential counselor Edwin Meese III and OMB Deputy Director Joseph Wright surrounded by trash bags stuffed with government documents at a White House briefing. The accompanying story said

Since President Reagan took office three years ago, the

administration has eliminated one of every four government publications then printed. Most of them were distributed free to the public by the Agriculture and Defense departments.

Meese ridiculed the publications, calling a pamphlet entitled "How to Control Bedbugs," for example, a real "best-seller." But the doomed publications included several offering advice about serious subjects, such as solar energy, radioactive fallout, income taxes and drug abuse. Meese said those publications are being eliminated because the information is available elsewhere. Eliminating the publications will save \$85 million annually ... (Pete Earley, "U.S. Tightens Tourniquet on Flow of Paper," *Washington Post*, January 7, 1984, p. A5)

February. For the third year in a row the administration proposed elimination of library grant programs. Education Department justification for the zeroes indicated no new rationale, but once again noted "the program's past success at establishing the highest practical levels of access across the country to library services ... and at developing models of interlibrary cooperative arrangements to stimulate further expansion of the concept." In addition, "any further need for training of professional librarians can be met through state and local efforts as well as student aid programs." In the past years, Congress has continued to fund library grant programs, in some cases, at the highest-ever levels. (Department of Education, *The Fiscal Year 1985 Budget*, released February 1, 1984)

February. The administration's FY 1985 budget request for the Consumer Information Center is \$349,000, a million dollars less than the FY 1984 appropriation. The budget proposes that one-half of CIC's staff be redirected from traditional consumer information activities to undertake new marketing programs financed from increased user fees and other charges. The CIC's function is to promote greater public awareness of existing federal publications through distribution of the quarterly "Consumer Information Catalog" and various media programs.

In May, when the House Appropriations Committee recommended \$1,149,000 in new budget authority for the CIC in FY 1985, it expressed concern that the recent user charge increase has substantially reduced consumer demand for publications, with the result that lower volume has raised unit distribution costs. Therefore, the committee directed that the charge to consumers not be raised above its current level of \$1 and that the CIC charge other federal agencies only the actual cost of distributing publications. (H. Rept. 98-803 on the Department of Housing and Urban Development-Independent Agencies Appropriation Bill, 1985; May 23, 1984, p. 34)

February. The administration requested for FY 1985 only \$452 million of the \$801 million needed to keep nonprofit and other subsidized

postal rates at current levels. Under the President's proposal, a 2-lb. book package mailed at the fourth-class library rate would increase from the current 47¢ to 66¢, a 40 per cent increase. However, the House Treasury-Postal Service-General Government Appropriations Subcommittee, chaired by Rep. Edward Roybal (D-CA), recommended \$801 million, the full amount needed. The full House Appropriations Committee approved that recommendation June 7 in HR 5798; the Senate subcommittee has not yet acted. (House Treasury, Postal Service and General Government Appropriations Bill, 1985 (H. Rept. 98-830))

February. Following the administration's request for substantial revisions to the Freedom of Information Act, the Senate passed S. 774 amending the FOIA. The bill would provide increased confidentiality for certain law enforcement, private business, and sensitive personal records. It promotes uniform fee schedules among agencies which could recover reasonable processing costs in addition to the current search and copying costs, and could keep half the fees to offset costs. The public interest fee waiver would be clarified. Many of the substantive and procedural changes proposed by the Senate to the FOIA are controversial. Rep. Glenn English (D-OK), chair of the House Government Operations Subcommittee on Government Information, Justice, and Agriculture, has indicated that the subcommittee "must proceed very carefully and thoughtfully in considering amendments." (February 27 *Congressional Record*, pp. S1794-1822, and "Statement of Rep. Glenn English on the Passage by the Senate of Freedom of Information Act Amendments," News Release from the House Committee on Government Operations, February 28, 1984)

February. The Department of Agriculture announced that it will issue a request for proposal (RFP 84-00-R-6) on March 15, seeking contractors to provide a computer-based system to support electronic dissemination of "perishable" data developed by USDA agencies. (February 28, 1984, *Commerce Business Daily*) Examples of the type of data to be disseminated in the system include *Market News Reports* from Agricultural Marketing Service, *Outlook and Situation Reports* from Agricultural Marketing Service, *Outlook and Situation Reports* from Economic Research Service, *Weekly Export Sales Reports* from Foreign Agricultural Service, and USDA press releases and crop production reports from Statistical Reporting Services. Users will pay for the direct cost of accessing the data from the computer-based system. However, USDA does not plan to exert control over the fees which contractors or

sub-contractors will charge the public to access the on-line data. The Office of Management and Budget considers this RFP a prototype for the federal government's distribution of electronic data.

March. The Patent and Trademark Office has signed agreements with private companies for the automation of agency records at no cost to the government. One aspect of these agreements requires the agency to deny Freedom of Information Act requests for the records in automated form. In a statement in the March 14 *Congressional Record* (pp. H1614-1615), Rep. Glenn English (D-OK) asked, Is the agency obtaining services at the price of limiting public access to some of its records? The Securities and Exchange Commission has issued a request for proposals for a pilot test of an electronic filing, processing, and dissemination system. The Federal Maritime Commission is also considering an electronic filing, storage, and retrieval system for tariffs.

March. On March 15, Sen John Danforth (R-MO) introduced S. 2433, the Senate version of the Paperwork Reduction Act Amendments of 1984. The Senate bill would require reducing the paperwork burden by 5 per cent in each of the next five fiscal years, beginning in FY 1984. (March 15 *Congressional Record*, pp. S2789-2793)

April. OMB published the third and final version of its controversial "Lobbying" revision of Circular A-122, "Cost Principles for Nonprofit Organizations" in the April 27 *Federal Register*, pp. 18260-77. The revision which is scheduled to go into effect on May 29, 1984, makes unallowable the use of federal funds for the costs associated with most kinds of lobbying and political activities but does not restrict lobbying and political activities paid for with non-federal funds. The new version is still drawing fire from some groups and from members of Congress who contend that the bookkeeping requirement would require contractors and grantees to tell the government how much they spend on lobbying and identify those costs separately from other expenses. (*Washington Post*, April 30, 1984)

April. The Justice Department concluded in an April 11, 1984 memorandum for the counsel to the director of the Office of Management and Budget that the proposed regulations published by the Joint Committee on Printing in November 1983 "... are statutorily unsupported and constitutionally impermissible." (Memorandum for Michael J. Horowitz, Counsel to the Director, Office of Management and Budget. Re: Constitutionality of Proposed Regulations of Joint Com-

Documents

mittee on Printing under *Buckley v. Valeo* and *INS v. Chadha*, April 11, 1984)

May. When the National Farmers Union recently asked for a listing of payment-in-kind (PIK) participants and amounts of the PIK commodities they received, the U.S. Department of Agriculture responded that a printout would cost \$2,284.87, with half of the money required up front. (*Washington Post*, May 25, 1984, p. A21)

June. Thousands of government employees are currently being required to sign prepublication censorship agreements and to submit to lie detector examinations despite President Reagan's suspension of these controversial programs proposed in his March 1983 National Security Decision Directive 84. According to a General Accounting Office report (GAO/NSIAD-84-134) released on June 11, 1984, every employee with access to sensitive compartmented information (SCI) is being required to sign a lifelong prepublication censorship agreement, Form 4193. In March 1984, the President had promised Congress he would suspend the censorship and polygraph provisions of his directive for the duration of this session of Congress. The President's censorship contract and Form 4193 are virtually identical. Since the issuance of Form 4193 in 1981, approximately 156,000 military and civilian employees have been required to sign such agreements at the Department of Defense alone. The GAO reports that employees in 22 other federal agencies have also signed these agreements. (U.S. House of Representatives, news release, "GAO Update on Administration Lie Detector/Censorship Status Reveals Reagan Promise of Suspension Has Little Effect: Brooks Calls for End to Programs, Prohibition by Law," released June 13, 1984)

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*, School of Library Science, N.C. Central University, Durham, N.C. 27707.
3. Manuscripts should be submitted in triplicate on plain white paper measuring 8½"x11".
4. Manuscripts must be double-spaced (text, references, and footnotes). Manuscripts should be typed on sixty-space lines, twenty-five lines to a page. The beginnings of paragraphs should be indented eight spaces. Lengthy quotes should be avoided. When used, they should be indented on both margins.
5. The name, position, and professional address of the author should appear in the bottom left-hand corner of a separate title page.
6. Each page after the first should be numbered consecutively at the top right-hand corner and carry the author's last name at the upper left-hand corner.
7. Footnotes should appear at the end of the manuscript. The editors will refer to *The Chicago Manual of Style*, 13th edition. The basic forms for books and journals are as follows:
 - Keyes Metcalf, *Planning Academic and Research Library Buildings* New York: McGraw, 1965), 416.
 - Susan K. Martin, "The Care and Feeding of the MARC Format," *American Libraries* 10 (September 1979): 498.
8. Photographs will be accepted for consideration but cannot be returned.
9. *North Carolina Libraries* is not copyrighted. Copyright rests with the author. Upon receipt, a manuscript will be acknowledged by the editor. Following review of a manuscript by at least two jurors, a decision will be communicated to the writer. A definite publication date cannot be given since any incoming manuscript will be added to a manuscript from which articles are selected for each issue.

Issue deadlines are February 10, May 10, August 10, and November 10.



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New North Carolina Books

Alice R. Cotten, Compiler

Smith Barrier. *On Tobacco Road: Basketball in North Carolina*. New York: Leisure Press, 1983. 352 pp. \$10.95 paper.

As a sports writer for the *Greensboro Daily News* and *Record* for forty years, Smith Barrier has had a press row view of basketball in North Carolina for four decades and is well qualified to have undertaken this work. After retiring as executive sports editor of the above newspaper in 1980, Barrier has written articles for such publications as *Sports Illustrated* and *Street and Smith Magazine*. His first book, *The ACC Basketball Tournament Classic* (1981), is an interesting, well-illustrated review of that popular, yearly sporting event.

"Tobacco Road" indeed has had a long and rich tradition of basketball, particularly at the college level. Although books have been written on individual teams and a few on the Atlantic Coast Conference, no one prior to Barrier has tackled the difficult task of compiling a comprehensive history of basketball in this state. Inspired by the consecutive national championships of North Carolina (1982) and North Carolina State (1983), Barrier traces roundball in this state from the first intercollegiate game—Guilford vs. Wake Forest in 1906—to the Wolfpack's rise to the top in 1983.

On Tobacco Road begins with the invention of basketball in 1891 by Dr. James Naismith at Springfield, Massachusetts. It reveals the gradual spread of the game to college campuses and into the South by the turn of the century. Basketball gained a solid foothold in the South following World War I with the founding of the "old" Southern Conference in 1920 and its popular invitational tournament held in Atlanta. Barrier explains the formation of the "new" Southern Conference in 1932 and follows its evolution into the Atlantic Coast Conference by 1953.

The book's twenty-six chapters include material on prominent coaches, schools, events, and trends of basketball in the Tar Heel state. Not only does Barrier cover such coaching giants as Eddie Cameron, Ben Carnevale, Everette Case, Murry

Greason, Bones McKinney, Frank McGuire, Vic Bubas, John McLendon, Clarence Gaines, Cal Irvin, Dean Smith, Norman Sloan, Bill Foster, Carl Tacy, and Jim Valvano, but he also writes about other aspects that have been instrumental in the development of the sport. He highlights the growth of women's basketball, the emergence of black athletes, the history of small college basketball, and the short-lived regime of the Carolina Cougars. Barrier credits radio, television, and the presence of large coliseums with giving a tremendous boost to the popularity of college "hoops." He acknowledges Everett Case of North Carolina State and the Dixie Classic tournament as the two major factors in bringing big-time college basketball to North Carolina.

The book's appendix, a valuable reference guide for basketball enthusiasts, lists all-America players and coaching records from 1921-1983. Unfortunately, the book does not include either an index or bibliography.

A book such as *On Tobacco Road* was long overdue, and Barrier is due our thanks for this attempt to portray the story of basketball in North Carolina. The book, however, has several problems that may hamper the reader. At times it suffers from a lack of organization, and some of its information is repetitious. Sometimes the writing is awkward and difficult to follow. Barrier occasionally assumes that the reader is more knowledgeable on the subject than might be the case. The quality of the work further suffers from poor proofreading, as evidenced by a frequency of typographical errors and misspellings.

Barrier's book belongs in the personal libraries of all North Carolinians who have an interest in area college basketball. Likewise, it is suitable for school, public, and academic libraries across the state.

Stephen E. Massengill, North Carolina State Archives

Brian F. Berger. *Thomas Wolfe: The Final Journey*. West Linn, Oregon: Willamette River Press, 1984. 45 pp. \$10.00.

After completing manuscripts for *The Web and the Rock*, and only a few weeks before he died of tuberculosis, North Carolina novelist Thomas Wolfe (1900-1938) visited the American Northwest for the first time. In Portland, Oregon, he met Edward Miller and Ray Conway as they were completing plans for a whirlwind automobile tour of national parks in the western states. They invited Wolfe to go along, and he accepted. The itinerary called for a drive of almost five thousand miles in only two weeks.

In *Thomas Wolfe: The Final Journey*, Brian Berger brings together two elements that illuminate Wolfe's national parks tour. One is Edward Miller's "Remembrance" of his travels with Wolfe. This was previously published in a slightly different version in *The Thomas Wolfe Newsletter* (spring 1977). The second part of the volume is an article from the *Portland Oregonian's Northwest Magazine*, October 26, 1980. This is a daily chronicle of the national parks tour embellished with quotations from Wolfe's own journal of the trip. Also included are photographs made on the tour, several of which were previously unpublished.

Although it provides little in the way of new material, *Thomas Wolfe: A Final Journey* brings together much of what is known about the author in the last days preceding his fatal illness. The book is attractively printed and illustrated, including a facsimile letter from Wolfe to Edward Miller. This short volume is interesting to read and should be a welcome addition to the bookshelves of Wolfe enthusiasts. It is also recommended for libraries with literature collections that include works about Wolfe.

Jerry W. Cotten, University of North Carolina at Chapel Hill

Maureen Brady. *Folly*. Trumansburg, N.Y.: The Crossing Press, 1982. 197 pp. \$7.95 paper; \$16.95 cloth. [P.O. Box 640, Main Street, Trumansburg, N.Y. 14886-9990.]

Folly is Maureen Brady's second novel. Set in a small North Carolina town, it follows the lives of two white women, Folly and Martha, who work in the local garment factory, as they organize a strike, enlist support for a union, negotiate a contract with management, and finally discover that, after years of friendship, they are in love with each other.

Though Folly and Martha are the pivotal characters in the story that unfolds, the novel explores themes in the lives of a number of other characters. Among them are Folly's daughter

Mary Lou, who is sixteen and struggling with the problems of growing up; Martha's mother, Daisy, who endures the problems of aging; Mary Lou's friend Lenore, who has dropped out of school and whom Folly initially distrusts because she suspects rightly that Lenore is a lesbian; Lenore's mother, Evelyn, whose alcoholism is the source of conflict between her and her daughter; and Lenore's friend Sabrina, a young black woman working as a waitress, through whose friendship Lenore begins to realize her own racism. *Folly* is the weaving of the narrative of the strike with events in these women's lives. Without being didactic, the novel shows the women learning to recognize the forces that have oppressed them, learning their own strengths, and making changes in their personal and working lives.

Maureen Brady's first novel, *Give Me Your Good Ear* (Spinsters, Ink, 1979), the story of one woman's discovering and coming to terms with the issues in her life, is a more powerful book. In *Folly* the author's narrative voice is not as clear or as certain. And, although her characterizations of the women are often compelling, her descriptions of the strike never are. Perhaps part of this failure is due to the novel's shifting point of view or to its shortness or to the fact that the dialogue, which tries to sound working class and southern, does not always succeed. Because of its many characters and subplots, the book should be longer. Brady has achieved an admirable degree of character development in so short a space, but more would be better.

In her acknowledgements Brady says she was encouraged to write *Folly* by reading Kathy Kahn's *Hillbilly Women*, which describes the founding of a worker-owned sewing factory by a group of women in Fannin County, Georgia. She then gathered material for the novel by interviewing a number of women textile mill workers in North Carolina. Her efforts in conducting these interviews are commendable. But many of the artistic problems in the novel stem from the fact that the author has never worked in a mill. Despite her considerable empathy with the mill women, she had serious difficulties in rendering the material she gathered on strikes and working conditions. *Folly* is, nevertheless, both believable and authentic. It is also an honest book, an important book that gives us insight into the lives of working women, black women, and lesbians — all of whom are grossly underrepresented as characters in fiction. For this reason it deserves a place in academic and public library collections.

Maureen Brady deserves more recognition as a writer. She spent her early childhood in upstate

New York, her "second decade" in Florida, and now lives near Argyle, New York. She is a physical therapist and has taught physical therapy at Russell Sage College. She is the co-founder of Spinsters, Ink, a feminist publishing company. In undertaking *Folly* she dared a great deal and has written a book of which she should be proud. She should continue to write and not become frustrated by commercial publishers and professional reviewers who fail to heed her work.

Susan Ballinger, University of North Carolina at Chapel Hill

Jerry Bledsoe. *Carolina Curiosities: Jerry Bledsoe's Outlandish Guide to the Dadblamedest Things to See and Do in North Carolina*. Charlotte: The East Woods Press, 1984. 224 pp. \$7.95.

Have you ever been riding down a North Carolina highway, seen something unusual, and wondered, What was that? Chances are Jerry Bledsoe's *Carolina Curiosities* will have an answer. It is a guide to the wonders of the Old North State. In his twenty years as a journalist covering North Carolina, Bledsoe has discovered the biggest (weeping willow tree, gospel sing, frying pan), the oldest (Putt Putt miniature golf course, wagon train, grapevine), the only (Woolly Worm Festival, pirate school, Collard Festival). But do not be misled by this list, for the book is not limited to the outlandish, "dadblamedest," or curious. Certainly the unusual prevails, but there is also a good sampling of significant historical and natural sites.

The arrangement is geographical, and there are directions to most sites. (In the case of Ayden's Collard Festival, however, all you need to do is follow your nose.) There is an index, but travel and trivia buffs will go through this book page by page.

Carolina Curiosities belongs in every library in North Carolina. Public libraries will want a circulating copy as well as a copy in the reference collection. And I suggest that you keep a copy in your car. That way, the next time you're traveling by Forest City you'll know to drop in on Charlie Yelton and see his house of bottles. (Clear quart jars are set in mortar, 7-Up bottles accent the windows, and Milk of Magnesia bottles form a decorative cross.) And be *sure* to drop by if it's a moonlit night—that's when Charlie says it's prettiest.

Becky Kornegay, Western Carolina University

Benjamin F. Chavis, Jr. *Psalms From Prison*. New York: Pilgrim Press, 1983. 169 pp. \$10.95.

Psalms From Prison, like the Biblical Psalter, is a collection of 150 prayers, laments, meditations, exhaltations, doxologies, and exhortations. To be sure, it is not an anthology of poetry; it is a book of psalms that speak to God and speak of God.

The parallelism between the Biblical Psalms and the prison psalms is intentional on the part of the author. However, while the Biblical Psalms have been a source of hymnody since antiquity, the prison psalms are not so adaptable to a musical setting. Although sometimes lyrical and metrical, they are far too political, sociological, and theological to be employed liturgically.

The prison psalms do preach, however. They were compelled to preach; for Chavis, who was an altar boy for sixteen years, who studied theology at Duke University, and who earned a doctorate in ministry from Howard University, is an ordained clergyman in the United Church of Christ. His cup runneth over as Biblical scripture, King James prosody, hymnody, and lyric from anthems, gospels, and spirituals are effectively interwoven among his psalms.

The overriding theme which recurs throughout the psalms is the political imprisonment of the author on October 18, 1972, as one of the Wilmington Ten. Despite his incarceration, in Psalm 2 he is heard praying for his persecutors: "forgive them, O God/for they know not what they do."

In the introduction, Chavis says that, while in prison, he sought to demonstrate that God is Grace and is the Lord of Liberation. Although he reiterates this universal thematic trilogy—oppression-struggle-liberation—the experience he shares with the reader is intimate. Thus Chavis is heard crying out in Psalm 73, "Without thee, O God,/prison would be hell."

While the Biblical Psalter contains five divisions, the prison psalms contain only three. In part I (oppression) the key element is faith in the sustaining power of God: "But one thing was clear from the first day of confinement," says Chavis. "We had to keep the faith..." And indeed it was his Christian faith that sustained him through his 131-day fast and beyond his release from prison on December 4, 1980.

In part II (struggle) Chavis becomes more poetic in his expression and more profound in his "critical interrogation." His struggle is not only a personal one against imprisonment but a universal one against poverty, racism, and war; all of

which are the transgressions of what he calls "the 'new south' plantations" and the "modern babylon."

In part III (liberation) the central theme is Jesus Christ as liberator of the oppressed. Chavis reemphasizes this theology in the epilogue by stating that justice, liberation, and freedom are the product of the liberating work of God in Christ. His theology here is certain to have been influenced by author Dr. James H. Cone, with whom he studied at Union Theological Seminary in New York.

The psalms succeed in recording Chavis's political persecution; and because they are historically documentative they should certainly be found in every college and public library. Because they are theological, doctrinal, and ethical, they should particularly be found in the libraries of seminaries and schools of religion. Dr. C. Eric Lincoln of Duke University's School of Religion says of this, the author's first book: "These psalms of Ben Chavis are one of the most important theological expressions of our time."

While the Davidic Psalms are pseudepigrapha, the *Psalms From Prison* could only be attributed to Benjamin Chavis; for, in accordance with the countenance of the man, they are earnestly uttered and deeply devout. They chronicle the living testimonial of a faithful servant of God as he struggled to overcome oppression and was liberated.

Jon Michael Spencer, North Carolina Central University

J. C. Harrington. *Archaeology and the Enigma of Fort Raleigh*. Raleigh: America's Four Hundredth Anniversary Committee and the North Carolina Department of Cultural Resources, 1984. 36 pp. \$2.00 paper plus \$1.00 for postage and handling. (Order from Historical Publications Section, Division of Archives and History, 109 E. Jones St., Raleigh, 27611.)

The whereabouts of the Roanoke colonists was a mystery to John White in 1590, and the settlers' fate has remained an enigma to this day. Scholars and writers such as David B. Quinn, David Stick, and, most recently, Karen Ordahl Kupperman have advanced explanations for why the colonists may or may not have fled to Croatan Island, intermarried with nearby native Americans, or trekked north to the Chesapeake. Much of the continued appeal of the Roanoke story lies in this uncertainty; no one knows what *really* became of the colonists left on North Carolina's

stormy coast in 1587.

Archaeology and the Enigma of Fort Raleigh (one of a series of publications produced by America's Four Hundredth Anniversary Committee) demystifies at least one aspect of the Roanoke saga: the location of a fort built in North Carolina by Walter Raleigh's first settlers. In addition to describing the fort itself, J. C. Harrington's booklet vividly summarizes in popular language the frustrations, hard work, and occasional rewards involved in archaeologically investigating an historical site. Ms. Harrington is well qualified to offer these observations; since 1947 she has directed several digs at the site of what we now call Fort Raleigh and has published numerous reports, pamphlets, and articles based on her findings.

Ms. Harrington discusses a variety of worrisome circumstances which often hampered work on Roanoke excavations. Contemporary descriptions of Raleigh's colonists provided tantalizingly few clues to the location of the first settlement in North Carolina, other than to draw attention to the northern end of Roanoke Island. Forces of nature and mankind further impeded attempts to interpret what remains of this earliest English colony. Sand has swept over much of the area presumed to contain the settlement and fort sites, and visitors to the area since at least the early eighteenth century probably removed many traces of the colonists. Late nineteenth-century efforts at "archaeological" investigation of the island, a 1921 movie production, and Depression-era public works projects had mixed results, and in Harrington's opinion, often did more to harm than to interpret the site. Public interest and government funding waxed and waned over the years; archaeologists' experiences at Fort Raleigh illustrate how closely these scholars have always been linked to the concerns of the society in which they work.

Despite such distractions, Harrington and her coworkers persevered, as they carefully studied the scanty evidence in contemporary accounts of the colony and its fortifications and attempted to avoid areas that earlier investigators had searched. *Archaeology and the Enigma of Fort Raleigh* includes detailed, but not overly technical, descriptions of Harrington's efforts, such as the methods used to excavate the area around the fort and alternative approaches considered for exploring the site. Harrington explains specialized terminology carefully, both in the text of the booklet and in brief endnotes, and has included many drawings and photographs of site plans and artifacts to amplify her descriptions of

archaeological procedures.

The most exciting discovery at the Roanoke excavations resulted from what the author calls "a piece of luck." While digging a trench for utility lines in 1959, workers uncovered a small cache of ashes and pieces of brick, objects which they realized were man-made, not natural, deposits. Later, when archaeologists investigated the lucky find, they discovered what appeared to be an "outwork" of the already-excavated fort, containing the remains of several native campfires, bricks, and roof tiles, and a European-made bottle. Harrington's explanation of how these materials can help us understand the fort's history illustrates well the lessons to be learned from historical archaeology. Her analysis of still-unanswered questions about Fort Raleigh leaves the reader eager to discover what clues will next emerge from this historical puzzle.

In *Archaeology and the Enigma of Fort Raleigh*, novices to history and archaeology as well as aficionados of early North Carolina will find fascinating reading. Those who are less well acquainted with these topics will especially appreciate the booklet's brief annotated list of materials for continued reading. Libraries on high school, college, and university campuses, as well as public libraries, should find this small book a useful addition to their holdings.

Julia S. Hesson, East Carolina University

Thomas Heffernan. *City Renewing Itself*. Raleigh: Peloria Publications, 1983. 27 pp. \$3.00 paper. [P.O. Box 50263, Raleigh 27607]

This recent book of poems by Thomas Heffernan, a well-known North Carolina prize-winning poet, teacher, and lecturer, is Number 5 in the Peloria Poetry Chapbook Series, a publication effort based in Raleigh that has presented the works of several North Carolina-based poets. "City Renewing Itself" is, however, the first of the series to feature local settings and regional themes. The city of the title poem refers to Raleigh: "The scrubbed grey stones of the capitol weather,/And the new copper sheath on the dome shines." (p. [1]) Weathering and shining are the two threads that Heffernan uses to suggest Raleigh's contemporary character, that of crumbling buildings and outmoded lifestyles deriving new energy from memories of the city's rich past. Other poems, set in Charlotte, Greensboro, and High Point, are full of images and vignettes that North Carolinians will recognize and enjoy all the more for Heffer-

nan's colorful lines. The most ambitious poem in the book is the award-winning "Thanksgiving Parade," set in Charlotte. The floats, marchers, spectators, and street scenes are depicted in a vigorous style in which the words march along like the parade itself: "A gnomish lady Eskimo-like in her fake black fur cape and a man with patches of very brown/ hair avoid two red coats and purple fezzes/ driving white singleseater VW dunebuggies..." (p. 11) These closely-observed details and inventive vocabulary make these poems appealing both to the casual reader and the poetry enthusiast. Peloria Press is to be congratulated for this series of chapbooks giving young poets exposure and now bringing out a writer of Heffernan's unpretentious but solidly earned reputation. This project deserves support and this volume, especially, a place in library collections.

[Other chapbooks in the series are (1) David J. Kelly. *Werewolf Poems*. (out of print) (2) Gerry Dawson. *The Baby Boom Blues*. \$2.00 (3) Karen Bartlett. *Whole Poems*. \$2.00 (4) Roger Lell. *Kamikaze Polar Bear Sinks Nuclear Submarine and Other Kamikaze Poems*. \$3.00. All are paperbound. Three new chapbooks will be released this fall.]

Coyla McCullough, Burroughs Wellcome Company Library

Helen Hill Miller. *Passage To America: Raleigh's Colonists Take Ship for Roanoke*. Raleigh: North Carolina Department of Cultural Resources, 1983. 84 pp. \$5.00 paper.

For the reader acquainted with Helen Hill Miller through her biographical studies of George Mason and her analysis of the Stamp Act Crisis, her new book, *Passage To America*, will be a treat for both mind and eye. Sponsored by the America's Four Hundredth Committee, this eighty-four-page volume is a model of concise writing reflecting thorough research and the judicious use of meaningful illustrations.

In the historiography of English attempts to plant colonies in America, the "who, where, when, and why" of the voyages have been the topics of numerous publications. Miller's *Passage To America*, examines the "how" of such voyages. From her descriptions of sixteenth-century techniques of shipbuilding, knowledge of geography, and level of navigational skills, as well as the shipboard perils faced by crew and passenger alike, one can appreciate the fact that a successful voyage depended as much upon pure luck as upon care-

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ful planning and foresight. This point is even more clearly drawn when Miller's focus shifts to the Roanoke voyages specifically.

While scholars will deplore the absence of footnotes and a bibliographical note, Helen Hill Miller's *Passage To America* is a welcomed addition to the literature on the exploration of America and one well worth the small purchase price.

Michael G. Martin, Jr., University of North Carolina at Chapel Hill

P. H. Perkinson and L. C. Johnson, compilers. ***North Carolina Post Office Catalog: Alphabetical.*** Raleigh: P. H. Perkinson and L. C. Johnson, 1983. 228 pp. Softbound with hasp and tabs. \$31.50.

P. H. Perkinson and L. C. Johnson, compilers. ***North Carolina Post Office Catalog: By Counties.*** Raleigh: P. H. Perkinson and L. C. Johnson, 1983. 272 pp. Softbound with hasp and tabs. \$51.50.

(Order from the compilers at P.O. Box 158, Norlina 27563. Libraries may deduct 10 per cent for single volumes or 25 per cent when ordering both volumes. Lists for individual counties are one dollar each.)

What do Ada, Amelia, Anna, Geba, Helena, Hilda, Ida, Laura, Topia, and Vera have in common with Barrett, Boyer, Miles, Murray, Norman, Romulus, Teddy, Van, and Ward? They are all post offices that once operated in Alleghany County. At the other end of the alphabet, Yancey County's long-gone addresses include Anatone, Athlone, Bee Log, Butch, Day Book, Dobag, Egypt, Flinty, Jack's Creek, Lost Cove, Narrows, Pedro, Sioux, South Toe, Spiceland, Swiss, Vixen, and Wampler.

Elsewhere in North Carolina, mail was once addressed to Faith, Hope, and Charity; Acceptance, Accommodate, Affinity, and Assurance; Bliss, Charm, Devotion, Fidelity, Joy, Love, Mutual Love, Reliance, and Trust; Balm, Peace, Relief, Repose, Rest, Retreat, and Tranquility; Lonely and

Lonsome (*sic*); Affluence, Benefit, Deposit, Thrift, Security, and Success; and Flay, Muff, Pant, Passion, Rough and Ready, Savage, Shaken, Shatter, and Sodom.

Pure joy can come from a study of place names in North Carolina; history can be learned from them too. To that splendid work of William S. Powell's *The North Carolina Gazetteer*, we can now add these two looseleaf volumes produced by Phil H. Perkinson and L. C. Johnson, devoted students of North Carolina postal history. Powell's, of course, is a professionally published work with *descriptions* of place names compiled over a long period of time but without any effort to include all post offices. On the other hand, the Perkinson-Johnson catalogs provide lists—one alphabetically arranged for the entire state, the other by county—of *post offices* that have operated in the state. Each entry usually includes county, date of establishment, date of discontinuance if no longer in operation, name of the successor post office, name of first postmaster, and when appropriate, remarks.

This information, though sketchy, is of immense value to historians and geographers, and only those who have conducted research in the originals or microfilm copies of federal postal records will be able to appreciate fully the contribution that Perkinson and Johnson have made in publishing these abstracts. For the first time, printed lists are available in easy-to-use formats, and local historians can now begin compiling additional information on obscure post offices—location, origin of name, and identification of all postmasters. Once compiled, this data will be useful for a supplement to or revision of Powell's *NCG*.

In their prodigious research, the compilers observed the unevenness of the federal records in content, legibility, and accuracy; and they invite readers to report any errors and to provide additional information on the post offices listed.

H. G. Jones, University of North Carolina at Chapel Hill

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North Carolina Library Association

Minutes of the Executive Board

April 6, 1984

The Executive Board of the North Carolina Library Association met on April 6, 1984 in the Green Room, Greensboro Building, Greensboro College, Greensboro. Board members present were Leland Park, Mertys Bell, Jane Williams, Roberta Williams, Eunice Drum, Shirley McLaughlin, Jerry Thrasher, Rebecca Ballentine, Robert Burgin, Karen Perry, Emily Correll, Andrea Brown, Vivian Beech, Judie Davie, Judith Sutton, Larry Barr, Robert Bland, Benjamin Speller, Dorothy Burnley, Patsy Hansel, and Mary Williams. Also present were Mae Tucker, Elizabeth Laney, Bill Bridgman, Ariel Stephens, Louise Boone, Marjorie Lindsey, and Jerry Weaver.

President Park called the meeting to order. He announced that William Mott, director of library services at Greensboro College, was ill and unable to attend the meeting. The president recognized Euthena Newman of the Greensboro College Library staff, who welcomed the group to the campus. President Park expressed the board's appreciation to Ms. Newman and her colleagues for their assistance in hostessing the 1984 NCLA Spring Workshop.

President Park explained the plans for the various NCLA committee meetings to be held at the Spring Workshop on Saturday morning, April 7, on the Greensboro College campus. Board members were asked to visit these meetings and offer their assistance and support.

The minutes of the January 20, 1984, meeting of the Executive Board were presented by Roberta Williams, secretary. The following corrections were noted:

- a. Page 2, last paragraph. Independent Data Processing Corporation, not North Carolina State University, is the printer of the membership list.
- b. Page 6, third paragraph. The correct amount of the NCASL competitive grants is \$25.00 to \$1,000.00.
- c. Page 6, last paragraph. Correct spelling of "initial."
- d. Page 7, second paragraph. Correct spelling of Dr. Annette Phinazee's last name.

The minutes were then approved as corrected.

President Park reported on the policy regarding release of the NCLA membership list. As of February 27, 1984, results of a vote by mail of the Executive Board showed 18 in favor, 2 against. Therefore, the board has adopted the following policy as stated on the ballot:

1. That the membership list be made available for purchase by non-library, non-profit organizations, including charitable organizations, at a price of \$100.00.
2. That the membership list be made available for purchase by library-related, non-profit organizations at a price of \$50.00.
3. This policy does not include commercial vendors or for-profit organizations.

The treasurer's report was given by Eunice Drum, treasurer. She asked for the board's assistance in clarifying the policy regarding the sale of the NCLA membership list to commercial vendors and for-profit groups. Shirley McLaughlin moved that NCLA membership lists be sold in accordance with the policy established by the board (to non-profit or library-related, non-profit organizations)

until the wishes of the membership regarding the sale of the list to commercial groups can be ascertained. A new membership form will provide members with the opportunity to designate whether or not they wish their names to be sold to commercial groups. The motion was seconded and passed.

Ariel Stephens, conference manager, gave the report on plans for the 1985 NCLA Conference to be held October 1-4, 1985 at the Radisson Hotel and Civic Center, Raleigh. He distributed a list of the Conference Committee members along with their addresses and telephone numbers. He stated that the Conference Committee will meet in Raleigh on June 8th and urged that board members send to the committee their ideas, suggestions for speakers, program topics, and other arrangements as soon as possible.

Robert Burgin reported that the spring issue of *North Carolina Libraries* will feature performance evaluation as its theme. Plans are well underway for the summer '84 and fall '84 issues. Burgin also stated that response to the winter 1983/84 issue has been very favorable.

Reports on the Governor's Commission on Education for Economic Growth were given by Mertys Bell and Judie Davie. Dr. Davie presented a position paper entitled "The School Library Media Program and the School Library Media Coordinator: Contributors to Excellence in K-12 Education" at a hearing of the Commission on Education for Economic Growth held in Greensboro on February 6, 1984. She reported that the paper represented the combined efforts of many people and thanked all those who helped supply statistics and background information on very short notice. Mertys Bell, Judie Davie, and Nancy Bates also attended a meeting of the commission on February 14. Mertys Bell stated that the final report of the North Carolina Commission on Education for Economic Growth was presented at the Governor's Conference on Education for Economic Growth in Raleigh on April 5, 1984. The report and recommendations of the Commission have been published under the title, *Education for Economic Growth: An Action Plan for North Carolina*. Single copies are available free of charge from the Office of the Governor, 116 West Jones Street, Raleigh N.C. 27611; and multiple copies may be ordered at a cost of \$1.50 each.

Rebecca Ballentine, SELA representative, gave the report on plans and activities of the Southeastern Library Association. A four-day Institute on Intellectual Freedom will be held at Florida State University, Tallahassee, during the first week in August. A Reference and Adult Services Workshop will be held in Atlanta, May 10-12. David Estes is serving as acting executive secretary of SELA. An issue of *Southeastern Librarian* is now at the printer and will be available for distribution soon. Plans are well underway for the SELA Biennial Conference to be held at Biloxi, Mississippi, October 17-20, 1984.

Robert Bland reported that the College and University Section has completed plans for a workshop, "The Library and the Campus Community: Partners in Academic Excellence," which will be held June 15 on the campus of Meredith College in Raleigh.

Emily Correll, chair, gave the report of the Documents Section. This section will sponsor a workshop on international documents at the Durham County Public Library on April 19, 1984. The Documents Section also plans to have a series of workshops on North Carolina documents in the fall.

The report for the Junior College Section was given by Andrea

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Brown, chair. At a meeting of the Executive Board of the Junior College Section on March 23, the following goals for the section were officially adopted:

- a. Continue to advance the section through favorable publicity in relevant publications.
- b. Expand section membership.
- c. Continue to promote the exchange of ideas and the discussion of problems shared by two-year college librarians in North Carolina.
- d. Change the section name to more adequately reflect the makeup and concerns of the membership.

The Junior College Section will also continue to explore the possibility of co-sponsoring a workshop with another section.

• Reporting for NCASL, Judie Davie stated that the position paper, "The School Library Media Program and the School Library Media Coordinator: Contributors to Excellence in K-12 Education," which was presented to the Commission on Education for Economic Growth on February 6th in Greensboro, has been distributed to every member of the Commission. It was also featured in the center of the recent issue of the *NCASL Bulletin* which was mailed to every NCASL member and superintendent in the state. A similar statement reflecting funding from the Education Consolidation and Improvement Act: Chapter 2 has been prepared for distribution during ALA Legislative Day in Washington. Pauline Myrick and Dr. Davie will represent NCASL at Legislative Day. Dr. Davie also reported that plans are underway for the NCASL Work Conference in Raleigh October 4-5. The theme is Library Media Services: Practical and Political." An added feature will be a preconference for school library media supervisors. Elsie Brumbach, Jeannette Smith, and Judie Davie are involved in the American Association of School Librarians and Association for Educational and Communications Technology Joint Committee to Write National School Library Standards. Finally, Dr. Davie reported on plans for School Library Media Day, 1984. A guidebook has been distributed and an evaluation instrument developed to monitor the impact of the event. Edith Briles, chairman of the Committee on School Library Media Day, has been invited by the National Library Week Committee for ALA to make a presentation at their program in Dallas on Friday, June 22.

Larry Barr reported that the Reference and Adult Services Section is planning a workshop for Fall 1984 on microcomputers and the reference process.

Judith Sutton, chair, Public Libraries Section, reported that the Planning Council had met earlier that day at the Blanche S. Benjamin Branch of the Greensboro Public Library. At this meeting, tentative plans were made for workshops to be held later in the year.

Ben Speller reported that the Resources and Technical Services Section had met on January 27, 1984, at Guilford Technical College. At this meeting, Doris Anne Bradley reported on meetings and activities of RTSS at the 1983 biennial conference. The RTSS Section of the NCLA is planning a retreat or mini-conference for Fall 1984 with the theme, "The Changing Role of the Technical Services Librarian."

Patsy Hansel, chair, gave the report of the Roundtable on the Status of Women in Librarianship. RTSWL was one of the co-sponsors of the April 2 Gubernatorial Forum on Women's Issues held in Raleigh at Meredith College. The roundtable will sponsor a Workshop July 26-27 at the Forsyth County Public Library in Winston-Salem, with the tentative title, "The Good, The Bad, and The Ugly: Documenting Employee Performance." An LSCA Continuing Education Grant is being sought to fund the workshop.

The report for the Roundtable for Ethnic Minority Concerns was given by Mary Williams, chair. The roundtable will sponsor a workshop on October 5, 1984, on "Promoting Oneself in the Field of Librarianship." This workshop will be held at the close of the NCASL

Conference in Raleigh. Members of the roundtable are also exploring the possibility of having Major Owens, the only congressman in Washington who is also a librarian, as a speaker for one of the general sessions at the NCLA Biennial Conference in 1985.

Other section reports were given by Dorothy Burnley (Trustees) and Karen Perry (Children's Section).

Mae Tucker, chairman of the Constitution, Codes and Handbook Committee, stated that the committee would welcome any suggestions from members of the Executive Board for changes, additions, or corrections that should be considered by the committee.

Elizabeth Laney, chairman of the Scholarship Committee, reported that the committee has seventeen applications to consider.

Louise Boone, chairman of the Governmental Relations Committee, reported that North Carolina would be well represented at Legislative Day activities in Washington on April 10. She also discussed distribution of the position papers prepared by the North Carolina Public Library Directors Association and NCASL.

Old Business. Mary Williams moved that the board accept the by-laws for the Roundtable for Ethnic Minority Concerns, which had been reviewed and approved by the Constitution, Codes and Handbook Committee. The motion was seconded and passed.

The role and function of roundtables (as opposed to sections) within the NCLA framework was discussed at length. According to the minutes of the June 4, 1982, meeting of the NCLA Executive Board, this question had been referred to the Constitution, Codes and Handbook Committee at that meeting. However, necessary changes in the NCLA constitution have still not been made, particularly in regard to voting privileges and financial support of roundtables. It was pointed out that changes or amendments in the constitution may be voted on only when a quorum of the association is present and shall require a two-thirds vote of the members present. It was decided to refer the question again to the Constitution, Codes and Handbook Committee and that the committee be requested to interpret these issues and to make recommendations for proposed changes in the constitution at the next meeting of the NCLA Executive Board. Until that time, the role and function of roundtables versus sections will be determined according to the present wording of the constitution.

Arial Stephens, NCLA representative to the Steering Committee on Networking, reported that the committee has sent out requests for proposals for networking studies and projects.

President Park reported on the meeting of the State Library Commission held in Raleigh on April 3. Mrs. Elizabeth Hill is the new chairman of the commission. The commission reviewed plans and goals, including the needs and concerns of the film library. The commission supports the proposed minimum salaries for public library directors as presented by Jerry Thrasher and Jim McKee at the North Carolina Public Library Directors meeting in February. The survey on the State Library and the State Librarian has been completed and will be reviewed by the commission at its September meeting.

President Park then asked if anyone knew of libraries damaged by the tornadoes which recently struck several communities in eastern North Carolina. It was reported that Ayden Elementary School and West Bertie Elementary School libraries had sustained some damage. Mary Williams stated that she would investigate any needs that these libraries might have for assistance from NCLA and report her findings to President Park.

President Park reminded everyone of the workshops to be held the next day, April 7, and expressed his appreciation to the Greensboro College Library staff for their help in arranging facilities for the workshops.

There being no further business, the meeting adjourned.

Roberta Williams, Secretary

Children's Services Section

The Executive Board of the Children's Services Section met without a quorum on January 21 in Greensboro, N.C. A second meeting was held in Raleigh on March 21. A quorum was present at this meeting and several actions were taken:

1. approval of and charge to two ad hoc committees—Standards and Book Award; and
2. decision against putting together flyer in 1984 for the NCLA Legislative Committee's use in Washington. (This task to be given more consideration for 1985.)

Program chairman Rebecca Taylor reported on plans for an off-year program at the NCASL Work Conference and attempts to plan cooperative program at NCLA in 1985. Newsletter chairman Cal Shepard reported planning for first issue of the newsletter before summer.

Report on the State Library Advisory Council activities was received. Goals and objectives were discussed with no action taken. Suggestions were made to chair for further committee appointments.

Next two meeting dates were tentatively set for July 30 in Fayetteville and Oct. 4 or 5 in Raleigh.

Karen Perry, Chair

College and University Section

Planning has been completed for a section-sponsored workshop to be entitled "The Library and the Campus Community: Partners in Academic Excellence," which will be held in Raleigh on the campus of Meredith College on June 15, 1984.

Robert Bland, Chair

Documents Section

Because of illness and other unforeseen circumstances, the Executive Board of the Documents Section has not met since the last meeting of the NCLA Executive Board. However, we are sponsoring a workshop in international documents at the Durham County Public Library on April 19. So far, we have about thirty people signed up. We are still hoping to have a series of workshops on North Carolina documents in the fall.

Emily C. N. Correll, Chair

Junior College Section

The Executive Board of the Junior College Section met in Pinehurst on March 23 during the North Carolina Community College Learning Resources Association Annual Convention. Discussion continued concerning the name change for the section; as soon as all procedural details can be worked out, this will be undertaken. Beverly Gass has agreed to serve as Governmental Relations Day representative but has been unable to make reservations at a convenient hotel. The Board voted to contribute \$150 toward Ms. Gass's expenses if she is able to attend. Renee DiPasquale will represent the section on the NCLA membership committee. Goals for the sections were officially adopted. They are: (1) continue to advance the sections through favorable publicity in relevant publications; (2) expand section membership; (3) continue to promote the exchange of ideas and the discussion of problems shared by two-year college librarians in North Carolina; and (4) change the section name to more adequately reflect the makeup and concerns of the membership.

The chairman reported on the January meeting of the North Carolina Library Commission and requested input from the members of the section for the evaluation of the State Library and the State Librarian which is currently being undertaken by the commission. In addition to representation on the commission, community college learning resource personnel will now have more opportunities to communicate their views at the state policy level with the reactivation of the learning resources division within the community college administration.

The board voted to continue to consider co-sponsoring a workshop with another section and will continue discussion with the College and University Section.

The board agreed to continue emphasis on increasing membership but realized such efforts usually do not have immediate results. The board tentatively agreed to meet again in June or July.

Andrea Brown, Chair

North Carolina Association of School Librarians

"The School Library-Media Program and the School Library Media Coordinator: Contributors to Excellence in K-12 Education" has been the focus of the activities of NCASL during this quarter of the biennium. A position statement with the above title was developed and presented to the Commission on Education for Economic Growth in Greensboro on February 6. The statement was mailed to every member of the Commission; it became the center of the recent issue of the NCASL Bulletin mailed to every NCASL member and superintendent in the state. The Executive Committee encouraged its reproduction and distribution during the events of School Library Media Day.

The statistics assembled for the position statement brought to the attention of the Executive Committee the decline in growth of collections, the need for supervisory media personnel, and the declining percentage of instructional materials funds that are allocated to develop and maintain school library media collections. At the March 2 meeting of the Executive Committee a direct mailing to the NCASL membership was authorized to alert them to the need to become more politically aware in their own communities and to ask candidates about their support for school libraries.

A similar statement reflecting funding from the Education Consolidation and Improvement Act: Chapter 2 has been prepared for distribution during ALA Legislative Day in Washington. Pauline Myrick and Judie Davie will represent the association.

Plans are underway for the NCASL Work Conference in Raleigh, October 4-5. The theme is Library Media Services: Practical and Political. Helen Tugwell, NCASL chairman-elect, is program chairman. Concurrent sessions, workshops, exhibits, and keynote speeches by Betty Knudsen and Jean Fritz are scheduled. An added feature will be a preconference for school library media supervisors. Ethel Tyree of Hertford County is coordinating that aspect of the conference. A special invitation has been issued to the library media education programs in the state to nominate four students each to attend the conference and assist with local arrangements and registration, as well as to get them involved in the program. Sections and committees of NCLA are also invited to participate.

Three members of the association are involved in the American Association of School Librarians and Association for Educational and Communications Technology Joint Committee to Write National School Library Standards. Elsie Brumback is on the Advisory Task Force; Jeanette Smith and Judie Davie are on the Writing Committee.

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School Library Media Day 1984, is the main event. Bookmarks, bumper stickers, posters, radio and television public service announcements, open houses, favorite book elections, slogan contests, storytelling festivals, author luncheons, and The Great Balloon Launch are only a few of the highlights. The guidebook has been distributed to every public library system in the state, in accord with the plans for the Grolier Award. An evaluation instrument has been distributed to monitor the impact of the event. Edith Briles, chairman of the Committee on School Library Media Day, has been invited by the National Library Week Committee for the American Library Association to make a presentation at their program in Dallas on Friday, June 22.

The biennium is a busy one for NCASL as we continue our contributions to excellence for school library media programs and school library media coordinators.

Resources and Technical Services Section

The Resources & Technical Services Section met on January 27, 1984, at Guilford Technical College in Jamestown, North Carolina. Doris Anne Bradley reported on meetings and activities of RTSS at the 1983 Biennial Conference. The business/breakfast meeting attracted 73 persons. Seldon Terrant's presentation on "Electronic Publishing" attracted 112 persons; the panel discussion on "Catalog Access and Maintenance," sponsored by the cataloging interest group, attracted 177. Sixteen attended the acquisitions discussion group's topic on vendor survey results and gift policies.

The following items of interest resulted from Doris Ann Bradley's report on the ALA Midwinter meeting of the Council of Regional Groups:

1. RTSD will sponsor institutes on non-book material, collection development, and subject analysis.
2. RTSD will sponsor two pre-conferences at the 1984 ALA Annual Conference; (a) "Who's Afraid of Serials," and (b) "Microcomputers and Televideo."
3. RTSD is considering a name change—Association for Library Resources and Technical Services (ALRTS) or Library Resources and Technical Services Association (LRTSA).

An RTSS retreat or mini-conference is being planned for Fall 1984 under the theme, "The Changing Role of the Technical Services Librarian." The four interest/discussion groups will each plan a session within the framework of the general theme. Ben Speller is working on initial plans—dates and locations. April Wreath (vice-chair) and leaders of interest groups will work on topics and speakers. Firm plans will be developed at the next Executive Committee meeting.

The following tentative dates have been set for 1984 meetings:

- April 27 - UNC Health Affairs Library
- July 27
- November 2

Benjamin F. Speller, Jr., Chair

Roundtable for Ethnic Minority Concerns

The roundtable has only met today at 3 p.m. since the last Executive Meeting. However, we are planning the following events.

Projected workshops:

- October 5, 1984 "Promoting Oneself in the field of Librarianship"
- Conductors: Benjamin Speller
- Helen Haith

Expect a workshop at the close of the NCASL Conference—arrangements are being made with Helen Tugwell, NCASL Conference Coordinator.

Next Biennial—The Third General Session?

Congressman Major Owens, the only Congressman in Washington who is a librarian.

Roundtable on the Status of Women in Librarianship

Since the last NCLA Executive Board meeting, the Roundtable on the Status of Women in Librarianship has helped sponsor one project and is working on a second.

RTSWL was one of the co-sponsors of the April 2 Gubernatorial Forum on Women's Issues held in Raleigh at Meredith College. The roundtable was particularly interested in having the candidates questioned on the topic of pay equity, and we were generally pleased with what we had to hear. The roundtable is planning a workshop for July 26-27 at the Forsyth County Public Library in Winston-Salem tentatively entitled "The Good, The Bad, and the Ugly—Documenting Employee Performance." RTSWL will be seeking an LSCA-CE grant to fund the workshop.

Patsy Hansel, Chair

SELA Report

The four-day Institute on Intellectual Freedom will be held at FSU in Tallahassee during the first week in August. Information will be coming out in the next two months. Information has already been distributed to the membership about the Reference and Adult Workshop that will be held in Atlanta on May 10-12. If you need information about the Atlanta conference, please let me know.

David Estes is acting executive secretary of SELA. Active recruitment for the position has been postponed temporarily as a move to save the association some money.

An issue of *Southeastern Librarian* is being printed and will be out momentarily.

Don't forget to put October 17-20 on your calendar to attend the SELA Biennial Conference at Biloxi (and the World's Fair in New Orleans). The association is making a steady and gradual come-back from a financial crisis and it needs your support.

Rebecca Ballentine, SELA Representative

American Library Association Conference Report, Summer, 1984

The American Library Association held its 103rd annual conference in Dallas, Texas, June 23-27, 1984. The Executive Board considered the logistics of a search process to replace executive director, Robert Wedgeworth, whose resignation is effective as of August 31, 1985. In meetings early during the conference the board addressed this challenge, considering the make-up of the search committee, a job description (a library professional or an administrator?), and a model for the search process. As deliberations progressed, the board agreed that library experience and education are key factors for the position and that the next director should possess an ALA-accredited MLS or its equivalent and must be a person of significant professional stature.

The President's Program was devoted to the topic of fund

raising. "Public/Private Partnerships" and "Salesmanship" were the key messages of the President's Program on Raising Funds for Libraries. The speakers described how librarians can become skilled at fund raising through planning, research, thorough preparation, skillful and friendly interaction with potential donors, and follow-through to reward them.

President Brooke Sheldon said that ALA should experiment with new ways to present continuing education packages to librarians. For this reason, the program was videotaped for use as part of an ALA training package on fund-raising.

Lillian Bradshaw delivered the keynote address, "Why Fund Raise?," followed by skits showing librarians who were unable to achieve their fund-raising goals because of lack of preparation.

For information on the training packet "Raising Funds for Libraries: Paths to the Private Sector," contact the ALA Public Information Office.

The Executive Board held an information meeting for council members to bring them up to date on important issues being addressed by the Executive Board and the ALA management. This meeting, held just before Council Meeting I, was for information only; no council actions could be taken. Jane Anne Hannigan reported on a recent meeting of Executive Board members with representatives of the American Association of School Librarians (AASL) to discuss the Future Structures of AASL report.

Executive Director Robert Wedgeworth reported on the Merwine case and explained that ALA decided not to become an expert witness in the case, in part, because the validity of the accredited degree was not the focus of the court's attention.

North Carolina was well represented at this conference. Dr. Lester Ashiem was recognized by the association as it bestowed honorary membership to this outstanding librarian and educator. Dr. Gene D. Lanier received the John Phillip Immroth Memorial Award from the ALA Intellectual Freedom Round Table, which honors intellectual freedom fighters who have made notable contributions and demonstrated courage in the effort to preserve this freedom.

The North Carolina Association of School Librarians was featured again at ALA as Ms. Edith Briles, chairman of the Committee on School Library Media Day, presented a program on this project during the conference.

The Friends of North Carolina Public Libraries were recipients of a FOLUSA (Friends of Libraries, USA) award in recognition of an outstanding job accomplished in organizing state workshops and programs dealing with legislative activities. The North Carolina Friends also formed a speaker's bureau of volunteers who would be available to groups throughout the state who are interested in forming a Friends group. Perry White accepted this award for North Carolina.

Constitution, Codes, and Handbook Revision Committee

In response to charges from the NCLA Executive Board, it is the interpretation of the Constitution, Codes, and Handbook Revision Committee that:

1. According to Article V, Section 1 of the Constitution, chairmen of roundtables serve as non-voting members of the Executive Board.

2. According to Article X, Section 1 of the Constitution, amendments may be voted on only when a quorum of the association is present, and shall require a two-thirds vote of the members present.

The committee will propose changes in Articles V and X of the constitution to submit to the Executive Board for membership approval at the next membership meeting, normally the biennial meeting, but according to Article IX, Section 2, the president, a quorum of the Executive Board, or 50 members of the association may call a special meeting.

The Constitution, Codes, and Handbook Committee pro-

poses that Article III of the bylaws be completely revised. Recommendations will be sought from the Finance and Futures Committees before the Constitution, Codes, and Handbook Revision Committee states a proposed text for Article III of the bylaws.

According to Article V of the bylaws, amendments may be voted on only when a quorum is present and shall receive a majority vote of the members present.

The Constitution, Codes, and Handbook Revision Committee reviewed the articles in the constitution and bylaws relating to sections and roundtables and desires suggestions especially from the Futures Committee, but also from the general membership, in clarifying the roles of sections and roundtables, and in determining whether there should indeed be any distinction between the two in Executive Board participation and in the distribution of finances.

The committee recommends that Article V, Section 1 of the constitution be amended to include the appointment of a parliamentarian who would be a non-voting member of the Executive Board.

The Constitution, Codes, and Handbook Revision Committee calls attention of sections and roundtables, existing and proposed, to the following procedures:

1. Sections and roundtables submit proposed bylaws or amendments to bylaws to the Constitution, Codes, and Handbook Revision Committee to be reviewed.

2. The Constitution, Codes, and Handbook Revision Committee will recommend and send back to the section or roundtable any revisions to be made by the section or roundtable.

3. Once the Constitution, Codes, and Handbook Revision Committee has reviewed all revisions, the committee will recommend approval to the NCLA Executive Board. At that time the Constitution, Codes, and Handbook Revision Committee will forward the document to the NCLA Executive Board.

4. The Executive Board formally approves the document and notifies the section or roundtable of its action.

5. The section or roundtable's membership approves the revised document.

6. A copy of the final approved document will be forwarded by the section or roundtable to the president of NCLA for his/her distribution to the members of the Executive Board for insertion in their *Handbooks*. A copy will also be sent to the chairman of the Constitution, Codes, and Handbook Revision Committee for distribution to committee members. These copies should be *dated* with the date of section or roundtable membership approval.

Mae S. Tucker, Chair

Education for Librarianship Committee

April 7, 1984 meeting:

The chair called the meeting to order at 9:30 a.m. Members of the committee introduced themselves.

The bylaws charge to the committee was read by the chairman, and the relationship of this committee to similar committees of SELA and AASL was raised.

The committee then discussed priority areas of concern for the next two years. The following areas emerged from the discussion:

- the need for library training and education for support staff personnel (raised by Ellen Giduz)
- the library education elements in the "Nation at Risk" statement and the Office of Education Library conferences related to that statement (raised by Kieth Wright)
- the relationship of theory and practice in librarianship. How

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do we teach people what they will need to know on the job? (raised by Edith Briles)

- the place of internships and practical fieldwork in preservice library education (raised by Kieth Wright and Marilyn Miller)
- the need to educate persons who make decisions that influence library services (raised by Edith Briles and Ron Plummer)
- the job market situation in the North Carolina area between now and the year 2000. How does the market impact educational activities inservice and preservice? (raised by Marilyn Miller)
- the need to review the King Research Recommendations and perhaps to make official comment (raised by Marilyn Miller)
- the need to consider developing a preconference or conference program in some priority area during the 1985 NCLA conference.
- the need for continued guidance and education of those who sponsor and run various kinds of continuing education events (raised by Ellen Giduz)

The committee will prioritize these areas and develop the fall meeting of the committee around one or two of these items. Resource persons are to be brought in to assist the committee in their study. At the fall meeting more formal discussion of the program (1985) possibilities will be discussed. An early October meeting in relation to the Raleigh NCASL meeting was suggested.

Committee members were urged to share information on continuing education events, needs and possibilities with the chairman for distribution to the committee.

Finance Committee

Meeting at Greensboro College, April 7, 1984. Members present: Margaret R. Hunt; Jeanette M. Smith; William G. Bridgman; and Bob Pollard, chairman.

Agenda: (1) committee looked at present budget for years 1983-84 and treasurer's report for January-December 1983; (2) chairman acknowledged receipt of requests for funds from the committee for next biennium; (3) committee looked at present dues structure and allocation of section funds.

The committee decided to meet in mid-summer to plan a budget for the next biennium, 1985-1986. In anticipation of this, the committee requests that all committees who think that their needs will be in excess of \$200.00 for the next two years communicate this to the Finance Committee by June 1, 1984. The budget will be presented to the Executive Board at the fall 1984 meeting. The chairman will contact officers and committee chairmen to make sure everyone is aware of this deadline.

The committee plans to revise the section of the NCLA handbook pertaining to the Finance Committee, adding information for future committee members as to time frames for activities and functions of the committee.

W. R. Pollard, Chair

Governmental Relations Committee

Members of committee present: Arial A. Stephens, Mary Jo Godwin, Carol A. Southerland, Kenneth D. Shearer, Jr., Henry L. Hall, Marion M. Johnson, William G. Bridgman, Elsie Brumback, and Louise V. Boone, Chairman.

A general discussion of lobbying tactics that might be productive for library benefits was followed by more conversation on the uses and abuses of paid lobbyists.

An effort was made to find some common ground and priority from each section that the entire association can support. As a result of the discussion, a letter will go out to all sections asking for a statement of priorities. Answers will be requested by Labor Day.

The priorities listed in responding letters will be used as a basis for determining an association program.

Considerable discussion took place on the general decrease in the number of school librarians and the reduction of funds for library books and materials in school libraries.

Louise V. Boone

Honorary and Life Membership Committee

The committee considered its functions and the criteria for honorary and life membership and made revisions and additions for future consideration of the Executive Board.

The committee also discussed a question that arose last biennium: whether to present honorary membership to an out-of-state individual who has rendered service to libraries on the national level. After careful consideration, it was the consensus of the committee that these individuals do not fall within the existing criteria for honorary membership. The committee does recommend that the Executive Board consider presenting a special award, perhaps a "president's award" to individuals in this category.

Intellectual Freedom Committee

The Intellectual Freedom Committee of the North Carolina Library Association met on Saturday, April 7, 1984, during the NCLA Work Conference at Greensboro College. Present were the following: Bible, Brown, Caddell, Clark, Chisholm, Detty, Hales, Kersey, Morris, and Smith. In the absence of Dr. Gene Lanier, chairman, Mary Ann Brown presided.

After members of the committee introduced themselves and after the new members were welcomed to the committee and given their information packets, the minutes of the October, 1983, meeting in Winston-Salem, were approved as distributed.

Dr. Lanier had provided information about his correspondence and presentations on the committee's behalf:

1. Information had been supplied to groups and individuals in Kinston, Mt. Olive, Charlotte, Winston-Salem, Lumberton, Goldsboro, Statesville, and Columbia, South Carolina. In addition, Dr. Lanier had corresponded with IFC/ALA, New York Library Association, People for the American Way, Freedom to Read Foundation, New Jersey Library Association, Tennessee Library Association, Lehigh University, UCLA, and SIRS.

Letters of thanks for their service had also been sent to Jean Amelang, Barbara Hempleman, and Arabelle Fedora, retiring members of the committee.

2. Presentations had been made at the NCAE District 14 Conference in Goldsboro and at a workshop in Richlands Township (Onslow County).

3. The Chairman reviewed Cal Thomas' book, *Book Burning*, in the January, 1984, *Newsletter on Intellectual Freedom*, ALA.

Committee members were given a handout, "Radical Right Organizations: Facts and Figures," prepared in September, 1983, for the People for the American Way, giving the most current membership and budgetary information available. Discussion centered on the budget figures for these groups, with committee members acknowledging the significant financial resources available for activities of the radical right.

A few cases of attempted censorship were reported:

1. At East Carolina University, the Bahais gave books to the library but only under the provision of standard library gift policy, which does not guarantee the library's inclusion of the material in the collection.

2. Also, at ECU, objections were raised to the presence of a display sponsored by the Air Force ROTC. Under university pol-

icy, the vice-chancellor ruled that the AFROTC, as a recognized university group, was entitled to present the display.

3. At Durham County Public, a parent requested reconsideration of an edition of *Little Red Riding Hood*. Following the Library's standard policy, the reconsideration committee met, reviewed the complaint and the book, and declined to remove the book from the collection.

Betty Clark, Gayle Keresey, Clarence Chisholm, and Amanda Bible presented information on Intellectual Freedom Committee and Intellectual Freedom Round Table activities at Midwinter and activities planned for Dallas.

1. Keresey reported on the successful resolution of the dispute with the Scholastic Book Club on the club's practice of modifying language and, in some cases, situations in its paperback editions—usually without acknowledgement. The club's new editor has agreed to abandon this practice.

2. Bible summarized the continuing debate over the so-called labeling of a-v materials. In the discussion which followed, committee members agreed that such "labels" as the MPAA ratings could best be included in reviews made available to patrons. As more libraries purchase and circulate videotapes, the problems of free access are likely to increase, perhaps more for financial than for philosophical reasons.

3. Clark, Chisholm, and Keresey recounted highlights of a two-day training session in which they participated at Midwinter.

Old business discussed included the Intellectual Freedom Roundtable Program Award, for which the committee had applied (and for which we will again submit an application) and the committee's budget request (for \$1,000) submitted to the NCLA Board by the chair.

Betsy Detty then distributed a draft of proposed legislation dealing with the confidentiality of library records which she had written after surveying sample legislation from other states. The committee's discussion of the draft concentrated for the most part on Section 5, which deals with penalties to be imposed if the act is violated. Discussion of the draft is to be continued at the summer meeting, at which time we hope to have information about the other NCLA committee which supposedly is also working on this issue.

Two items of new business were discussed, the possible availability to the committee of an LSCA grant and plans for the committee's participation in the 1985 NCLA Conference. Agreeing that certain of the committee's activities could certainly qualify as continuing education, members thought it appropriate that we should explore seriously the possibility of a grant proposal. The suggestion was made that the committee's conference activities might, in some way, take advantage of funds from LSCA. If, for example, a videotape of the IFRT program at Dallas is available and/or the film or videotape on choosing books and selection (one with Judith Krug and Judy Blume) the committee might sponsor continuous showings, with supporting handout packets.

Clarence Chisholm noted that "The Speaker" was being shown at A & T as part of the National Library Week observance and that he had been invited to lead discussions in conjunction with the showing.

The committee agreed to hold a summer meeting, perhaps at High Point Public, at a time to be set by the chairman.

Mary Ann Brown

Junior Members Roundtable

The NCLA/JMRT Executive Board met on Saturday, April 7 at 11:30 a.m. during NCLA Spring Workshop at Greensboro College. Present were Vivian Beech, Gayle Keresey, John Burns, Karen Perry, and Rebecca Taylor.

Vivian Beech, chairman, reported that the latest membership list has thirty-four members. The Treasurer's balance for JMRT is \$79.51. After postage and telephone expenses of \$13.43 and ALA/JMRT Affiliates Council dues of \$5.00 are paid, the balance will be \$61.08.

The NCLA Futures Committee has been requested to study the role of JMRT by President Leland Park and to make recommendations to the NCLA Executive Board.

The Roundtable for Ethnic Minority Concerns (REMCO) has invited JMRT and the Documents Roundtable to co-sponsor a workshop on "Legislative Matter" in the Greenville area during the spring of 1985. It was decided not to participate in this workshop.

Vivian reported that Mertys Bell has suggested JMRT present a "Meet the Candidates" program at the end of the NCASL Conference in October. Because the Roundtable on the Status of Women in Librarianship had recently sponsored a similar program and the schedule at the NCASL Conference is already rather full, it was decided not to sponsor the program.

The Baker and Taylor Grassroots Grant was discussed. Suggestions were made to make the grant available to full-time library school students and to require membership in JMRT. The Grassroots Grants Committee has been requested to prepare a brochure to publicize the grant and to suggest guidelines to the Executive Board for the awarding of the grant. Presenting programs at each library school or in the three regions of the state with JMRT members talking about their first job experiences and the value of membership in professional associations was discussed. The possibility of awarding a grant to the NCASL Conference in 1986 was discussed.

JMRT participation in the NCLA Conference in 1985 was discussed. Having a jail-a-thon in the exhibits area to raise money was discussed favorably. Vivian will try to obtain JMRT stickers for name badges from Quality Books. The JMRT booth has been reserved for the exhibit area. The suggestion to provide an orientation to NCLA and the conference was discussed. Leland Park agreed to speak at the program as President of NCLA.

It was decided to schedule the next meeting in Wilmington on a Friday afternoon during the summer.

Vivian requested any JMRT members planning to attend the ALA conference in Dallas to assist Kathleen Moeller-Peiffer with staffing the JMRT suite on Saturday, June 23, from 4:00 to 6:00 p.m. The members present recommended that no money be sent to assist with the costs of hosting the suite because of the shortage of funds in the treasury and the expected expenses of preparing publicity for the Grassroots Grants.

The meeting was adjourned when it was announced that the General Session of the Spring Workshop would start early.

Media Committee

Members present: Carol Lewis, Chair, Catherine Moore, Betty B. Daniel, Sandra L. O'Connor, Jerry Weaver, and Hugh Hagaman.

Members of the Media Committee explored the advisability of recommending merger with another NCLA committee, redefining the functions of the newly formed committee, and renaming it. (The Library Resources Committee comes closest in functions.) Perhaps the Futures Committee can look into this possibility during the next year.

The following functions were defined:

1. To keep abreast of trends and report to members through NCLA publications

- a. copyright
- b. computer management applications
- c. emerging technologies
- d. networking

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2. To work with appropriate committees from other organizations whose responsibilities are similar.

The committee outlined a plan of work. To begin, a questionnaire will be sent to the committee members who were unable to attend the first meeting. The questionnaire will ask for other topics to consider, specific interests, and possible additions to the committee's membership.

Carol G. Lewis

Membership Committee

Present: Renee DiPasquale, Mary Jo Godwin, Robert Hersch, Desretta McAllister-Harper, Carolyn Oakley, Deborah Thomas, Jane Williams; Judie Davie for Susan Casper, and Mary Williams for Young-He Richards

The first committee project will be to update the current NCLA brochure to include the new Roundtable for Ethnic Minority Concerns and to change the treasurer's address. The

update will be more a reprint than a revision of the brochure so that copies with correct information can be made available quickly.

Later in the biennium the committee may devise a new layout and design for a thorough revision of the brochure and have it ready for printing when the new treasurer comes into office in January 1986 for a four-year term. A new brochure might include pull-out sheets that could be revised as needed for changes in dues or association subdivisions, rather than having to redo the entire brochure when any changes occur.

For the next few months the committee will concentrate on recruiting new institutional members. The committee will meet again, probably in late May, for more detailed discussion and assignment of ways to recruit and retain NCLA members.

Jane Williams will talk with Robert Pollard about the various ways to get the membership list printed out for use by committee members.

Jane Williams

Treasurer's Report April 1, 1984 — June 30, 1984

Exhibit A

| | | | |
|---|-----------------|-----------------|---------------------------|
| Balance on Hand — April 1, 1984 - Checking Account | | | \$ 4,886.94 |
| Receipts: | | | |
| Dues and Receipts: | | | |
| Association | \$2,633.95 | | |
| Sections (Schedule 1) | <u>2,970.25</u> | | |
| Total Dues and Receipts | | \$5,604.20 | |
| North Carolina Libraries (Schedule 1) | | 603.00 | |
| Reimbursed Expenses (THL) | | 296.25 | |
| Transfers from: | | | |
| NCLA Scholarship Fund | \$3,000.00 | | |
| McLendon Loan | <u>900.00</u> | <u>3,900.00</u> | |
| Total Receipts | | | \$10,403.45 |
| Total Cash to Account For | | | 15,290.39 |
| Expenditures (Exhibit B) | | | <u>11,013.04</u> |
| Cash Balance, June 30, 1984 | | | <u><u>\$ 4,277.35</u></u> |

Exhibit B

Cash Disbursements

| | | | |
|---|--|--------------|---------------------------|
| Executive Office — Expenses: | | | |
| Telephone | | \$ 29.66 | |
| Postage | | 78.39 | |
| Computer Charges | | 345.30 | |
| Clerical Help | | 30.38 | |
| Photocopy | | 13.25 | |
| Supplies | | 31.09 | |
| Audit | | 300.00 | |
| Bond (Treasurer) | | 57.00 | |
| Membership Brochure | | 213.46 | |
| Other | | <u>48.58</u> | \$1,147.11 |
| North Carolina Libraries (Schedule 1) | | | 3,487.18 |
| Tar Heel Libraries | | | 213.43 |
| Committee Expenses: | | | |
| Intellectual Freedom | | \$101.19 | |
| Governmental Relations | | 346.84 | |
| Futures | | <u>17.28</u> | 465.31 |
| Sections Expenses (Schedule 1) | | | 1,689.74 |
| Scholarships (3) | | | 3,000.00 |
| Loans (2) | | | 600.00 |
| Spring Workshop | | | 38.82 |
| Bulk Mail Discount Deposits (less reimbursements) | | | <u>371.45</u> |
| Total Disbursements (To Exhibit A) | | | <u><u>\$11,013.04</u></u> |

EDITORIAL STAFF

- Editor**
ROBERT BURGIN
School of Library Science
North Carolina Central
University
Durham, NC 27707
(919) 683-6485
- Associate Editor**
PATSY J. HANSEL
Cumberland County Public
Library
Box 1720
Fayetteville, NC 28302
(919) 483-8600
- Associate Editor**
ROSE SIMON
Dale H. Gramley Library
Salem College
Winston-Salem, NC 27108
(919) 721-2649
- Book Review Editor**
ALICE COTTEN
Wilson Library
UNC-Chapel Hill
Chapel Hill, NC 27514
(919) 962-1172
- Advertising Manager**
JEFF SAUER
Hunter Library
Western Carolina University
Cullowhee, NC 28723
(704) 227-7485
- Children's Services**
BONNIE FOWLER
237 Arrowleaf Drive
Lewisville, NC 27023
(919) 945-5236
- College and University**
MARIE DEVINE
Ramsey Library
UNC-Asheville
Asheville, NC 28814
(704) 258-6625
- Documents**
MICHAEL COTTER
J.Y. Joyner Library
East Carolina University
Greenville, NC 27834
(919) 757-6533
- Junior Colleges**
MARY AVERY
Learning Resources
Rowan Technical College
Box 1595
Salisbury, NC 28144
(704) 637-0730 Ext. 250
- Junior Members Roundtable**
JOHN BURNS
Elbert Ivey Memorial Library
420 Third Avenue NW
Hickory, NC 28601
(704) 322-2905
- N.C. Association of School Librarians**
FRANCES BRADBURN
Greensboro Day School
Box 9361
Greensboro, NC 27429-0361
(919) 288-8590
- Public Library**
BOB RUSSELL
Elbert Ivey Memorial Library
420 Third Avenue NW
Hickory, NC 28601
(704) 322-2905
- Reference and Adult Services**
ILENE NELSON
Duke University Library
Durham, NC 27606
(919) 684-2373
- Resources and Technical Services**
GENE LEONARDI
Shepard Library
North Carolina Central University
Durham, NC 27707
(919) 683-6220
- Roundtable for Ethnic Minority Concerns**
SYLVIA SPRINKLE-HAMLIN
Forsyth County Public Library
660 West 5th Street
Winston-Salem, NC 27701
(919) 727-2176
- Roundtable on the Status of Women in Librarianship**
MARY McAFEE
Forsyth County Public Library
660 West 5th Street
Winston-Salem, NC 27101
(919) 727-2264
- Trustees**

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