north carolina libraries

ISSN 0029-2540

TABLE OF CONTENTS

ARTICLES

FEATURES

Cover: Patsy J. Hansel, "Unobtrusive Evaluation for Improvement: The CCPL&IC Experience," *North Carolina Libraries* 44 (Summer 1986): 69; Marion Shepard, "North Carolina State Documents Survey Project," *North Carolina Libraries* 44 (Summer, 1986): 106; Temple Jellicorse Halsey, "Young Students Are Learning the Research Process," *North Carolina Libraries* 44 (Summer 1986): 80.

Volume 44, Number 2 Summer 1986

Exalting Learning and Libraries

NORTH CAROLINA LIBRARY ASSOCIATION

From the President

One could not help but be impressed by the response and courtesy shown the NCLA National Library Legislative Day participants by our Congressmen, the D.C. Library Association and the ALA Washington Office. The twenty-five NCLAers were diligent in exalting learning and libraries, reporting examples of federal funds well-spent and showing appreciation for the congressional support. Bill Bridgman, NCLA Governmental Relations chair, had ably planned the day. He was joined by David Fergusson, Elizabeth Garner, Henry Hall, Pauline Hollman, Jake Killian, Pauline Myrick, Carol Southerland, Benjamin Speller, Elinor Swaim, Virginia Thomas, Carol Walters, Perry White, Mary Alice Wicker, Mary Williams, Nancy Bates, Amanda Chambers, Patsy Hansel, Susan Janney, Nancy Massey, Howard McGinn, Wade Modlin, Judith Sutton, Helen Tugwell and Jane Williams. A delightful group of library science students under the guidance of Benjamin Speller and Clarence Toomer were present.

Others spoke out for libraries, too. Among those was Representative Major Owens who by special order on April 9 prompted 21 House members to make speeches calling attention to the cuts at the Library of Congress. Another was President Reagan who declared the month of April 1986 as National School Library Month. Because "school libraries serve a critical function in American education," the President issued a proclamation "calling upon the people of the United States to observe the month with appropriate programs, ceremonies, and activities." Another person speaking out for libraries was State Superintendent of Public Instruction A. Craig Phillips as he exhorted individuals to "Get a Head Start at Your School Library where all students may develop and apply skills as users of information and technology."

We concur with the librarians' response to *A Nation at Risk*: "The time is now for libraries to achieve larger prominence as integral forces in the education of the nation's residents. Because of the phenomenal explosion of knowledge, because of the value given increasingly to resources other than books, because of the stern necessity for students to learn how to find and apply information, the library media center should become a magnet for teacher and student alike." We must educate for a new era. We must push lifelong learning. Daniel J. Boorstin, Librarian of Congress, was succinct in summarizing these thoughts: "Libraries remain the meccas of self-help, the most open of open universities ... where there are no entrance examinations and no diplomas, and where one can enter at any age." Let's add ... and no report cards.

Those who attended the Spring Workshop on April 19 agree that NCLA is moving ahead as committees shared goals, objectives and strategies for achieving each over the ensuing biennium. Eighty enthusiastic NCLAers enjoyed the royal treatment for which Greensboro College is noted. Our thanks go to Susan Squires, Library Director, who did a yeoman's job with every detail.

We learned from the Archives Committee Chairman Maurice C. York that the plans call for physical control over such records and a guarantee of long and short term preservation, organization and accessibility of the archives. The committee will establish a formal record management policy for current records. NCLA officers and chairs, past and present, will be called on for input and view.

The Constitution, Codes and Handbook Revision Committee, Doris Anne Bradley, chair, will be contacting you for appropriate documents in its effort to keep contents current. A manual of policies which have been adopted will be compiled by this committee.

Howard McGinn, Coordinator of Network Development at the State Library, described the ongoing progress of the North Carolina Library Network at the NCLA Board Meeting in Greensboro on April 18. The North Carolina Online Union Catalog is scheduled to be up and running on June 2, 1986 at OCLC. The North Carolina Union List of Serials will also be maintained at

OCLC and is scheduled to start in December. Libraries not currently using OCLC will be able to access the Online Catalog and the Union List of Serials on a dial access basis through any common personal computer. These libraries will also gain access to the OCLC Interlibrary Loan Subsystem.

Howard also reported on the State Electronic Mail/Bulletin Board System. The State Library will be testing the Western Union Easylink system for one year in 60 libraries. NCLA Board Members will be able to participate in this test. Plans for the document delivery system are well underway as are plans for training in the various databases by State Library Consultants.

The next NCLA Executive Board meeting is scheduled at 10:30, July 25, Pine Crest Inn, Pinehurst.

Have a wonderful summer!

Pauline F. Myrick, President

Unobtrusive Evaluation for Improvement: The CCPL&IC Experience

Patsy J. Hansel

In the fall of 1985, the Cumberland County Public Library & Information Center administered an unobtrusive study of reference services (i.e., staff did not know the questions were part of a test) in the library to determine the rate of accuracy of library responses to factual questions. The purpose of the study was to use this information to spot areas in which library service could be improved and to develop strategies for improvement.

Background

There is a growing body of literature relating to unobtrusive evaluation of reference services in libraries, starting with Terence Crowley's pioneering work in the late sixties[1] through his recent article summarizing the research to 1985.[2] Crowley's work indicated and recent studies have confirmed[3] that library patrons do not have a very good chance of having their questions answered correctly at a library reference desk. In most libraries studied, the odds are close to fifty-fifty.[4]

As a group, library professionals tend to be aware of these studies but not, it seems, to take them very seriously. When the "fifty-five per cent rule" is mentioned, librarians often express amazement and insist, "maybe—but not in *my* library." However, there is virtually nothing in the literature to indicate that practicing librarians have done studies of their own individual libraries to try to prove the researchers wrong.[5] Alvin M. Schrader has stated the issue in this way: "The problem of the lack of commitment to reference service excellence will neither go away nor be resolved by the kind of passive approach which has so far characterized our efforts. Researchers, educators, and practitioners must, first and foremost, acknowledge the existence of problems with respect to reference service accuracy. This acknowledgment has not yet occurred on a wide scale. Until it does, until our community is prepared to take seriously the call for reference service accuracy, unobtrusive performance measurement will remain as the next frontier for library and information services. As of now, we are still in the age of misinformation."[6]

At CCPL&IC, we think we know why so few are willing to brave that new frontier. It is like all frontiers—it is difficult and it is frightening. Those of us who work reference desks are not used to having anyone look over our shoulders when we are working with a patron. This is viewed as a very personal transaction, an "art" rather than a science, and not something that anyone not involved could presume to evaluate or judge. Yet we all also know that there are times when we do not perform at our best and we have been known to take comfort in the knowledge that no one is aware of our deficiency except ourselves and the anonymous patron who is receiving less than good service. Perhaps it was that nagging knowledge that convinced us at CCPL&IC that unobtrusive measurement was the method we had to use to attempt to get an accurate picture of our reference service.

We could have done a patron survey of reference service. We have done general patron satisfaction surveys and, as in most such library studies, they have been positive.[7] Every quarter we sample reference transaction statistics as a quantitative measure of our reference service. We could have decided to record additional documentation on these questions and then evaluate how well they were handled based on that information. In our heart of hearts, though, we knew these would all be evasions of the central issue: what type of service can that anonymous user expect to get when no one else is watching?

We knew the risks involved. We knew the accuracy rate could be as bad or worse than those of other unobtrusive studies, and that perhaps the library's reputation could suffer with our board or even the public if the media got hold of it. At the time, we felt that our reference service had an excellent reputation in the community. When the possibility of such a study was mentioned to some of our trustees who are also library users, they questioned its necessity. They had no doubt that the library's reference service

Patsy J. Hansel is Assistant Director, Cumberland County Public Library & Information Center, Fayetteville, NC, and associate editor of *North Carolina Libraries*.

was beyond reproach. There was certainly a temptation to avoid anything that might possibly besmirch that reputation.

However, the logic of an unobtrusive study of our reference services as the best method of evaluation seemed irrefutable, so we decided to take the plunge.

Purpose

The purpose of the CCPL&IC study differs from most other studies primarily in that it was done by library practitioners, not researchers, with the ultimate goal of evaluation and improvement of library service in one particular library.

Most other studies have evaluated reference service at reference desks at main library outlets. Since we were interested in reference service throughout our library system, we did not limit our sample to the main library or to professional reference staff. All locations were included, from our smallest branch which is open thirty hours a week and has one nonprofessional staff member to headquarters, which at the time of the study was split among three buildings and had four professionals devoted to reference service. (The way our former headquarters operated is hard to describe. You had to work in it, or try to use it, to appreciate it: the adult reference and nonfiction and periodical collections were in one building; audiovisuals, adult fiction and children's services were in another building a block and a half away; several blocks on, but not in a straight line, was the building that housed the North Carolina Foreign Language Center, an LSCA-funded project located in our library system.) Several other professionals from other headquarters departments helped out at the headquarters reference desk at some periods during the week and on weekends. At the time of the study there were no professionals (those with MLS's) in the branches except for administrative staff who did some subbing in the branches.

There are those who would argue (at least several of them have done so with me when I described this study to them) that "reference" service does not occur in branch libraries with no professional staff. My standard response is that professional librarians may not define what goes on in such branches as reference service, but to many of our patrons, their branch is their library, and if they don't get reference service there, they are not going to get it from any library. Also, based on CCPL&IC's 1985 output measures survey, 20% of the reported reference transactions took place at headquarters and 80% in the branches. Reference transactions *are* occurring in our grossly

Reference Service Evaluation Survey

1. Date__________ Day of week__________ Time__________

2. Circle location: Stein   Anderson   Bordeaux   East Fay
   Eutaw   Hope Mills   Spring Lake   Stedman

3. If possible, staff member's name:____________________

4. Question was asked: In-person______ By telephone______
   a. For questions asked by telephone:
      1. Did you understand the staff member who answered the phone (i.e. did they speak distinctly)? Yes___ No___
      2. Were you transferred to another person? Yes___ No___ If Yes, were you notified that this was happening? Yes___ No___
      3. What number did you dial? ____________________

5. What question did you ask?

6. Did the librarian paraphrase the question, or request additional information to be sure that the question was understood? Yes___ No___

7. What answer did you get to your question?

8. Did the librarian provide the source of information?
   Yes___ No___
   a. If Yes, record the source here:
   b. If No, ask once for the source and record it here:

9. If the librarian did not answer your question immediately, did he or she offer:
   a. To work on it further and get back to you? __________
   b. To consult with other staff members? __________
   c. To refer the question to another library or agency? ______

10. If the librarian offers any of the above, accept the offer and record any results on the back of this form.

11. Did the librarian ask if your question was answered? Or if the response was sufficient? Yes___ No___

12. Approximately how much time lapsed between asking the question and getting an answer?   1-10 min   10-30 min   30-60 min   Within 24 hours   More than 24 hours

13. If this was a real information need of yours, would you have been satisfied with library's response? Yes___ No___

14. Based on this experience, would you recommend to others that they use the library to get information? Yes___ No___

15. What is your subjective impression of the librarian's:
    Friendliness: Poor___ Fair___ Good___
    Competence: Poor___ Fair___ Good___

16. If you have additional comments about this interaction, please make them on the back of this form.

CCPL&IC 9/85

ILLUSTRATION 1

understaffed branches. We wanted to gauge the accuracy of those transactions, and whether patrons could be expected to be referred downtown when the situation required it.

We had a number of questions that we wanted this survey to help answer. What sort of service could a patron asking a question at any service point expect to receive? Were branch personnel answering accurately questions that could be answered from the sources in their branches? Were patrons being referred to headquarters only when necessary, and when referred, were they referred to the correct department? At headquarters, if the patron called or visited the wrong service point, was he redirected to the correct one without a lot of runaround? Did the patron receive the correct answer to the question asked? In our estimation, did the patron receive good service? In the patron's estimation, did the patron receive good service?

However, our purpose was not just to gather this data and analyze it. We wanted to proceed to the next logical step—to use the information to improve the information service provided in this particular library system.

As Charles McClure has said, "The primary factor that currently limits the quality of reference services is an attitude of complacency—one which assumes that (1) the vast majority of answers given to questions are accurate and timely, (2) the reference services currently provided are, in fact, accomplishing service objectives and resolving the information needs of the library's clientele, and (3) existing reference staff competencies and skills are 'adequate' and are not likely to need improvement. These attitudes are based on assumptions which can be best tested by the use of unobtrusive evaluation techniques. Once they have been tested, specific strategies can be taken to improve existing levels of services and staff skills."[8] We decided that we didn't want to be complacent any longer, and that we were ready to implement strategies to make improvements where we found our services wanting.

Methodology

Joanne O'Donnell, CCPL&IC's head of information services, designed and coordinated the study, which paralleled the 1982-83 study of Illinois libraries by the University of Illinois Library Research Center.

Joanne solicited volunteers from the Friends of the Library and the library board of trustees (a gutsy move, you must admit). We believe that one of the strengths of the study was that we used actual library users of this system as our "proxies" for everyday patrons. Joanne's goal was to have enough volunteers to have 25 questions asked at each library location. She concluded the study with 162 usable responses, ranging from 28 at headquarters locations to 13 at our smallest branch.

Joanne planned hour-long training sessions for the volunteers. Three volunteers attended one of the sessions and were also given written instructions. The other six used only the written instructions. The volunteers were given a list of questions to choose from, and were also encouraged to ask questions of their own devising, which several did. The list of questions was a subset of the questions used for the 1982-83 Illinois study, with some additional questions tailored for our community (what are the hours of the Biltmore House, for example).

The questionnaire that we used (Illustration 1) was also the Illinois form tailored for our particular needs. Asking for the staff member's name (question 3) was necessary to meet our purpose of evaluation for improvement. If we found that certain staff members gave less than satisfactory service, we wanted to be able to share that information with them for developmental purposes.

We added question 11 after reading a draft of the Maryland study (later reported in *Library Journal*[9]) which stressed the importance of asking the patron at the end of the transaction if he had gotten the information that he needed.

There are those who have expressed their concern about the ethics of judging accuracy of reference responses with the staff involved not knowing that it is going on. We decided to deal with this by announcing in early summer that such a test would occur at some point in the future, without giving any more specific information. The study occurred between October 20 and November 2, 1985.

... to many of our patrons, their branch is their library, and if they don't get reference service there, they are not going to get it from any library.

After the volunteers had completed their forms, the forms were turned in to Joanne for evaluation. She and I then analyzed all of the forms to determine the "correctness" of the answers provided.

Results

The first thing we learned is that determining whether a question to which there is a factual answer is answered factually is not always as easy as it would seem. There are degrees of accuracy, and judging accuracy for some of the questions was so questionable that we threw them out.

Of the 162 usable responses, 121 or 74.7% were correct based on our measure of correctness: the patron received the correct response immediately, or the patron was referred to the best source (usually within the system)[10] to get the answer. Another 10.5% were not "wrong"—staff offered to look further, but the patron did not accept the offer; the patron was asked to call back; or the patron was referred when the answer could have been made available more expeditiously. So, we could increase our score by saying that 85.2% were "not wrong." However, the extra 10.5% did not meet our standards of the best library service (Illustration 2).

Absolutely incorrect responses totalled 24, or 14.8%. In five of these instances, staff failed to find the answer immediately and did not offer to search further or offer other alternatives to the patron; the remaining 19 were answered, but the answers were not correct. Incorrect answers included the following:

1. In answering a question about whether bluebirds migrate or not, the staff person found the correct answer and read it to the patron over the phone, but then went further and misinterpreted it for the patron.

2. Twice when the 1984 Newbery Award winner was requested, the same staff person gave the title *Dear Mrs.* (instead of the correct *Mr. Henshaw*).

3. When asked for Dr. Seuss's real name, two staff members in different locations failed to mention that his first name is Theodor, not Theodor*e*.

4. When asked if a gift is required at a christening, one staff person answered no, and cited *World Book* as the source. We still haven't found anything in *World Book* about etiquette in relation to christenings.

5. When asked for a North Carolina author who had written two books in the past year, the staff person suggested Clyde Edgerton. When informed by the patron that this was incorrect, the staff person referred the patron to headquarters.

6. When asked for the population of Cumberland County, a staff person gave a dated figure.

7. A patron asked for a book that the library owned and was told by a staff person that the library did not own it. (Proxies had been requested not to simply ask for a book title, but this one did anyway.)

8. When the meaning of "Tweedledum and Tweedledee" was asked on two different occasions at two different locations, patrons received incomplete information. One resulted from staff answering "off the top of their heads."

9. When asked a specific question about Uri Geller, a patron was given an address to write to when there was information available in the library.

10. In searching for the title of a poem, the staff person misspelled one of the words in the title and told the patron he could not locate the poem when the library did have it.

11. One staff person provided a general address and telephone number for the Museum of Natural History when a complete mailing address was requested.

12. When asked what to do to prevent a race track from coming to the area, the staff person gave a lot of advice but, as the proxy put it, "did not offer any reference work or referral."

13. When asked if Texarkana is in Texas or Arkansas, one staff person gave the answer "Texas," which is half right.

14. One staff person gave the wrong date for when the United States first collected income tax.

15. One staff person was asked President Reagan's major in college and replied that *World Book* listed it as economics, whereas it is actually listed as economics and sociology.

16. In one case, a patron called at closing time and was asked to call back the next day. Since the person taking the call could have handled it immediately instead of asking the patron to wait until the next day, we decided to count this as incorrect.

There are those on the staff who maintain that we "graded hard." While I don't think we were particularly hard, I don't think we were "easy" either. Joanne as head of information services and I as assistant director have a perception of what good library service is for this library system, and it was that on which we based any judgment calls when pure accuracy was not easy to establish.

Analysis

Our raw score of 74.7% correct responses was better than those in most other studies of this type reported in the literature. This was gratifying to a point. In exhorting staff to do better in the future, we have been able to stress that we are already doing a pretty good job when compared to other studies. Positive reinforcement, as we all

Results of Unobtrusive Study of Reference Accuracy — CCPL&IC — 10/85

Location	Total Responses	Correct Responses	Correct Referrals	% Correct	Transactions Incomplete=Incorrect		%	Inadequate Responses		%	Incorrect Responses	%
					Staff offer of follow-through not accepted by patron	Patron asked to call back		Unnecessary or incorrect referral	No offer of follow-through			
HQ1	22	9	7	72.7	1	2	13	2	1	13	—	—
HQ2	28	21	—	75.0	1	1	7	—	1	3	5	17
BR1	26	13	3	61.5	1	—	3	3	1	15	5	19
BR2	22	15	2	77.3	—	—	—	2	—	—	3	13
BR3	17	7	5	70.6	1	—	5	—	1	5	3	17
BR4	15	12	—	80.0	—	—	—	—	2	13	1	6
BR5	19	13	2	78.9	1	—	5	1	—	5	2	10
BR6	13	8	4	92.3	—	—	—	1	—	7	—	—
System	162	98	23	74.7	5	3	4	9	5	8	19	11

ILLUSTRATION 2

know, works better than negative. But it's hard to get too excited about knowing that 25% of our patrons may not be getting the quality of service that we want them to get.

In comparing performance among our locations, we were interested to learn that, based on this study, our patrons are apt to receive more accurate reference service in four of our six branches than at the headquarters locations, which have the concentration of professional staff and reference materials (see Illustration 2—the branches are arranged in descending order based on their annual book circulation). This is true both for initially correct responses and correct responses when added to correct referrals. Headquarters' incorrect answers were equal to those of the worst branch. This gives a general indication that our branches may be better accomplishing their function than headquarters is, or was when this survey was done. We have some pretty good rationalizations for that. At the time of the study, CCPL&IC's "headquarters" was geographically dispersed in probably the worst headquarters facilities in the state. Since then, a new headquarters has been completed, large enough to bring all headquarters services under the same roof for the first time in twenty years. That should take care of some of the inefficiencies inherent in the old arrangement.

The branches also show a range of proficiency. The largest branch in terms of staff and circulation had the worst percentage correct (61.5). The smallest branch did the best (92.3). We could suppose that the largest branch is not as likely to be accurate *because* it is so busy; however, at the time of the study, BR2 was busier *per staff* than BR1 and also had a better percentage of correct responses (77.3).

In accord with other studies of patron satisfaction, our proxy patrons rate the library better than the service they received might seem to warrant (Illustration 3). Although they received correct responses an average of only 74.7% of the time, they were satisfied with the response 90.1% of the time, and in 96.6% of the cases they would recommend the library to others. Some of their comments were illustrative of their feelings about this inconsistency: "one problem would not discourage me," "not discouraged—young lady was polite and sincere." In a couple of instances, our proxy patrons said they would not recommend the branch they called, but would recommend calling reference at headquarters directly.

Conclusions

Reference service at CCPL&IC may be better than in a number of other public libraries as indicated by various unobtrusive studies of reference service; but it still has room for improvement.

In a very thought-provoking article in the December 1980 *American Libraries*, Herb White suggests something disturbing. Perhaps library patrons responding to user studies "merely state an expectation for what they have gotten in the past and for what they think is reasonable to expect in the future. In short, we have taught them to play the game by our own rules. They accept five-week delays in interlibrary loan as reasonable because we have told them to."[11] I hope that we are not doing the same thing to ourselves as library managers. We should not believe that just because most of the studies rate reference accuracy around 50% that something closer to 75% is laudable. One-quarter of our patrons may still be short-changed.

The performance of our branch staffs was particularly gratifying. We have emphasized staff training particularly for nonprofessionals over the past several years, and we believe this study indicates that we are getting results.

Follow-up

After the study was completed, Joanne made an announcement of the results at a general staff meeting, pointing out areas that needed improvement while also emphasizing how good our score was in comparison to those in similar studies. Staff were also alerted that we plan to do a similar survey at least annually, with no further warnings.

After the study, Joanne shared the individual inquiry forms with supervisors at all locations so that they could share the results with their own staffs and know directly the areas in which they did well and areas needing improvement. Head of Extension Services Marsha Grove introduced the results of the study to the branch heads by giving them a pop quiz, self-graded, on where to look for some of the things that were missed in the study. Then she passed on the answers and the forms.

Our follow-up also involved discussing specific problems with staff members who were responsible for more than one inaccurate response in the survey, or who seemed to have special weaknesses as indicated by the study. There are those who strongly recommend against using unobtrusive studies in this way.[12] However, our whole performance appraisal system is based on sharing information with staff directly, not indirectly through a general discussion with all staff in a department, as has been suggested. It is only through individuals that improvement in service will come. Administrative commitment to excellence in library service is meaningless without the commitment of individual staff.

Since the study, reference staff have begun offering monthly mini-workshops on different areas of reference service. These workshops are open to all staff. We have also had one two-day

Results of Unobtrusive Study of Reference Accuracy — CCPL&IC — 10/85

Location	Total Responses	Correct Responses	Correct Referrals	% Correct	Friendliness "good"	Competence "good"	Patron Satisfied	Patron would recommend
HQ1	22	9	7	72.7	81.0	90.5	95.0	95.0
HQ2	28	21		75.0	96.2	96.2	88.9	100.0
BR1	26	13	3	61.5	100.0	70.8	83.3	87.0
BR2	22	15	2	77.3	90.9	100.0	100.0	100.0
BR3	17	7	5	70.6	82.4	88.2	82.4	100.0
BR4	15	12		80.0	85.7	100.0	92.9	100.0
BR5	19	13	2	78.0	100.0	87.5	87.5	100.0
BR6	13	8	4	92.3	100.0	84.6	91.7	91.7
SYSTEM	162	98	23	74.7	92.2	89.4	90.1	96.6

ILLUSTRATION 3

basic reference workshop aimed primarily at non-professionals. A committee with representatives from branches and headquarters has begun meeting to discuss reference topics of importance to the system and to plan future training.

We believe our relatively high percentage of correct responses to reference questions as measured unobtrusively by this study reflects the staff's commitment to quality service. We will continue to offer training opportunities so that staff can continue to develop their knowledge and expertise. We will continue the unobtrusive studies on an annual basis to measure this systemwide commitment to excellence, and to use the results to continue developing strategies for improvement.

References

1. Terence Crowley and Thomas Childers, *Information Service in Public Libraries: Two Studies.* Metuchen, NJ: The Scarecrow Press, Inc., 1971.

2. Terence Crowley, "Half-Right Reference—Is It True?," *RQ*, Fall 1985: 59-68.

3. Peter Hernon and Charles R. McClure, "Unobtrusive Reference Testing: The 55 Percent Rule," *Library Journal*, 15 April 1986: 37-41. Ralph Gers and Lillie J. Seward, "Improving Reference Performance: Results of a Statewide Study," *Library Journal*, 1 November 1985: 32-35.

4. Crowley's article in the Fall *RQ* directs you to these studies.

5. Illinois evaluates public library reference service statewide on an annual basis. Library Research Center, University of Illinois, *Illinois Library Statistical Report.* Springfield, IL: Illinois State Library, 1983-.

6. Alvin M. Schrader, "Performance Standards for Accuracy in Reference and Information Services: The Impact of Unobtrusive Measurement Methodology," in *Evaluation of Reference Services* edited by Bill Katz and Ruth A. Fraley, 210. New York: The Haworth Press, 1984.

7. To develop a healthy distrust for patron satisfaction surveys, see George D'Elia and Sandra Wall, "User Satisfaction with Library Service—A Measure of Public Library Performance?," *The Library Quarterly*, April 1983: 109-133.

8. Charles R. McClure, "Output Measures, Unobtrusive Testing, and Assessing the Quality of Reference Services," in Katz and Fraley, 225.

9. See Gers and Seward and also the letter to the editor in response to this article by Thomas Childers in *Library Journal*, 15 April 1986: 10.

10. We are aware that some guidelines that libraries use, including the output measures for public libraries, recommend counting referrals as incomplete transactions. However, a significant part of library service at CCPL&IC is ACCESS, our information and referral service, and we feel quite capable of judging when a referral outside the system *is* the correct answer.

11. Herb White, "Library Effectiveness—The Elusive Target," *American Libraries*, December 1980: 682.

12. McClure, 224-225.

Honorary and Life Memberships Nominations

The North Carolina Library Association, through its Honorary and Life Membership Committee, is seeking suggestions for nominees for Honorary and Life memberships.

It has been the custom of NCLA to make these two awards based on the following criteria:

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

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

3. 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.

Recommendations for nominations *should be accompanied by biographical information, including contributions to librarianship.*

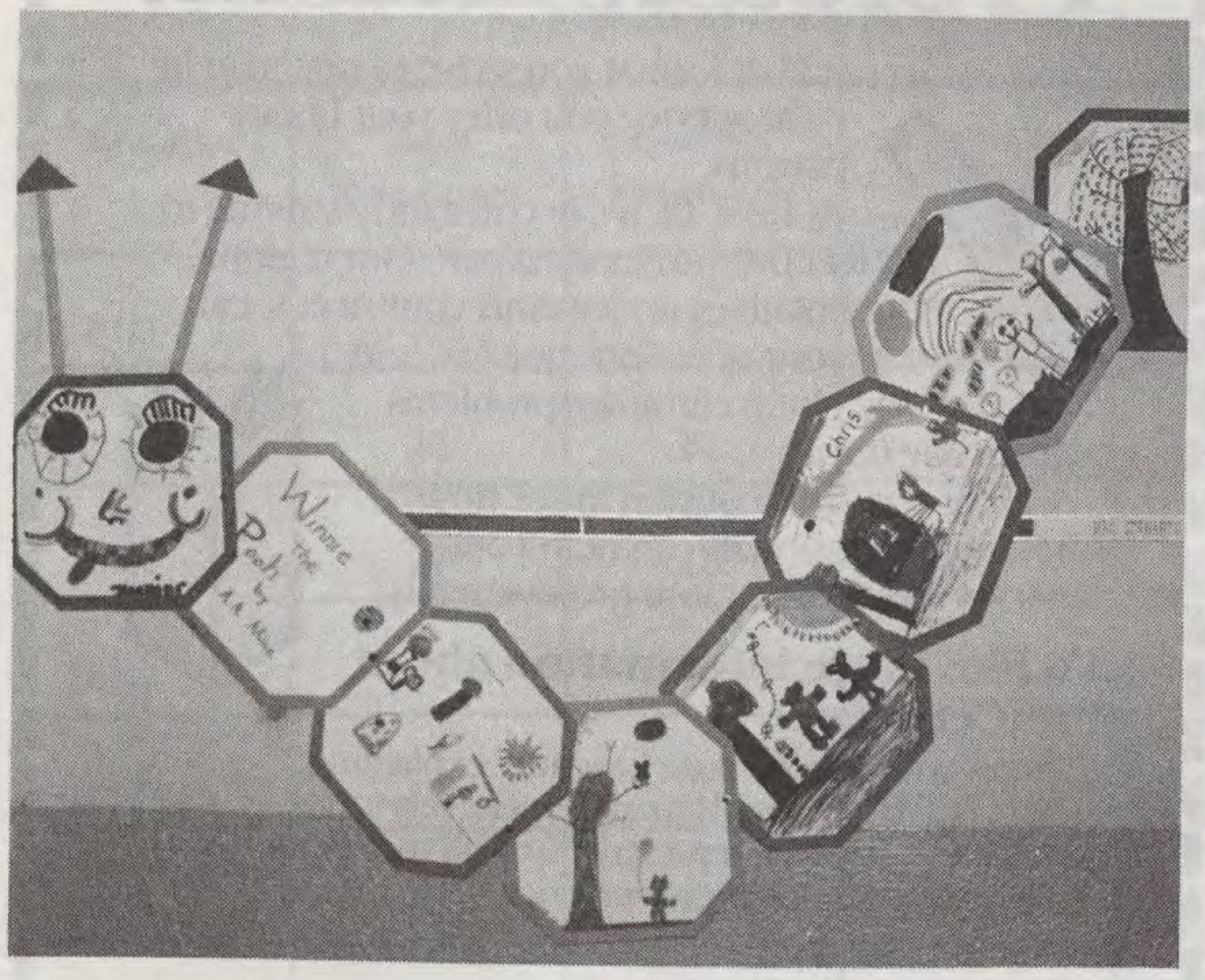
Recommendations for nominations should be submitted to: Dr. Mell Busbin, Committee Chair, NCLA Honorary and Life Membership Committee, P.O. Box 411, Boone, N.C. 28607, *no later than January 31, 1987.*

Johnston County Schools Celebrate School Library Media Week

School Library Media Week was celebrated in conjunction with National Library Week in the North Carolina schools April 7-11. Each school and school system choose individual ways to highlight their school media program which culminated in a state-wide READ-IN at 2 pm on Friday, April 11. Pictured on these two pages are photographs taken at three Johnston County schools as they joined in this happy week-long celebration.

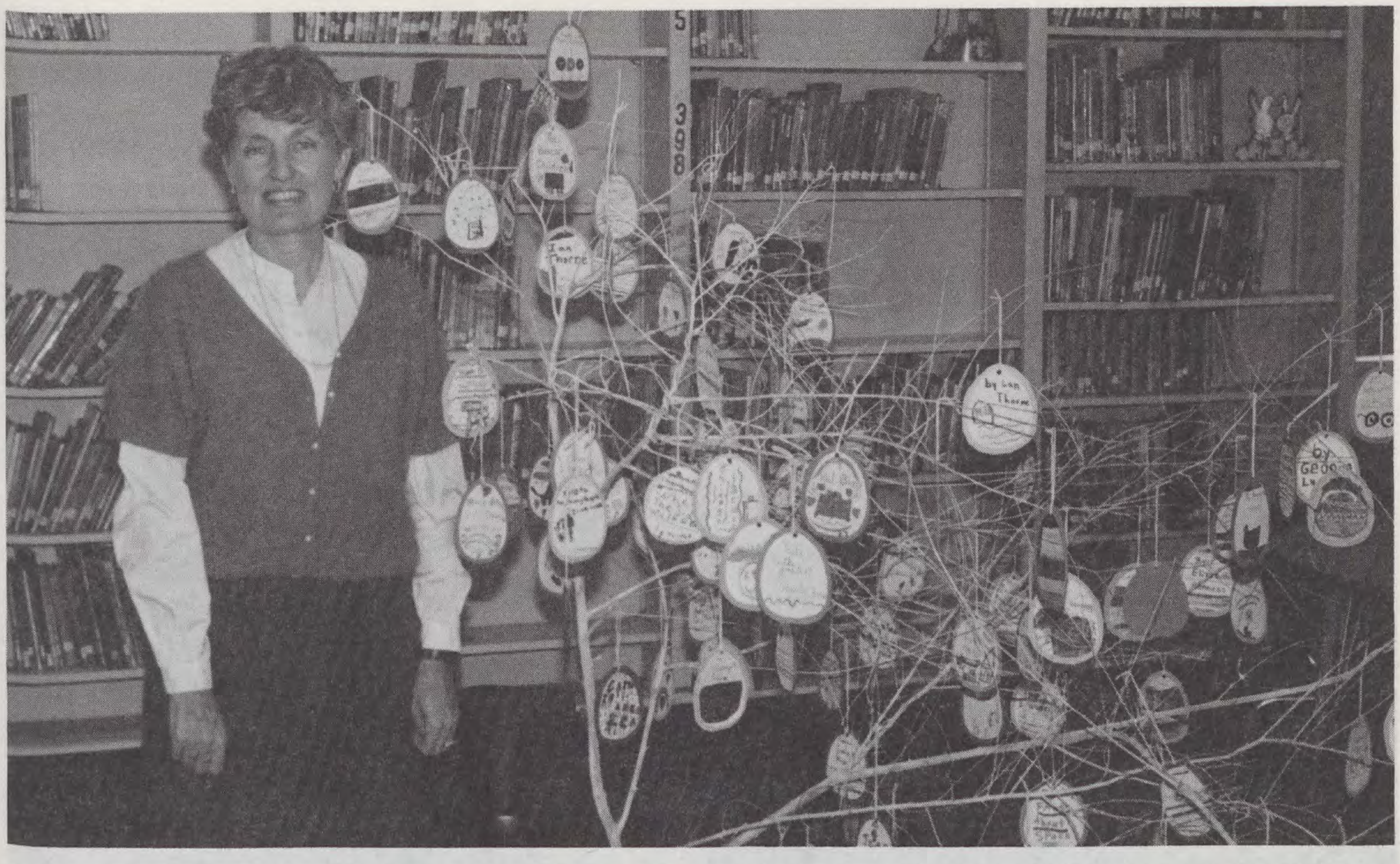
Johnston County Media Supervisor Mary Aker joins Corinth-Holder Elementary School children and media coordinator Bert Wells as they prepare to launch balloons in celebration of School Library Media week.

And they're off! Corinth-Holder balloons have been found as far away as in a horse pasture seven miles east of New Bern and on the 15th fairway of the Minnesott Golf and Country Club, Minnesott, NC.



Each first grade class at Selma Elementary created a book worm based on a favorite book. The worms were made up of individual pictures by students illustrating a portion of their class's book. Not only was *Winnie the Pooh* represented, but first grade classes also "wormed" their way through *Curious George, Peter Rabbit,* and the Berenstain Bears.

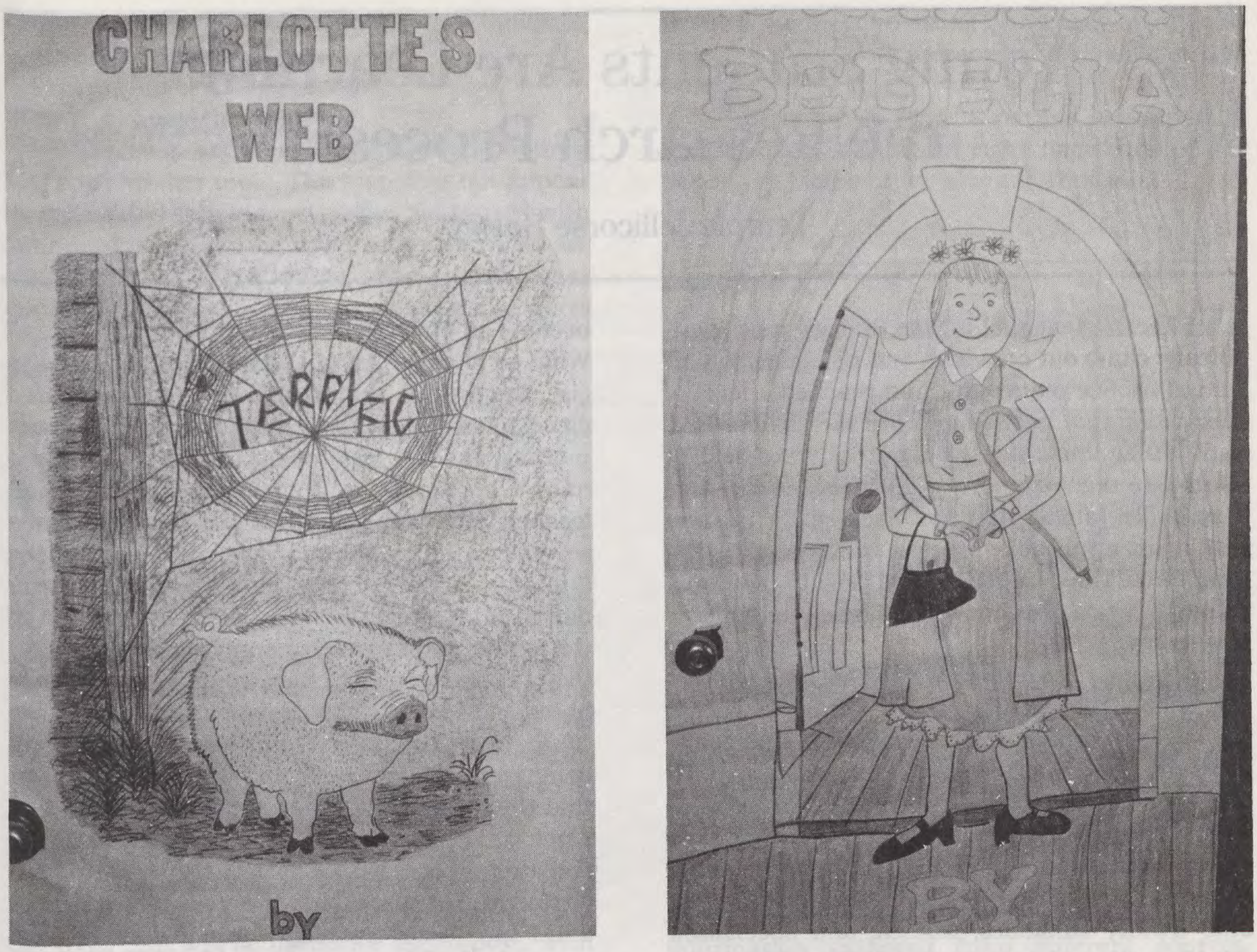
Four Oaks Media Coordinator Wendy Barbour helped primary children make storybook character paper bag puppets. Here children hold (l. to r.) the Berenstain Bears, Peter Rabbit, Kermit the Frog, and Danny's Dinosaur.



Selma Elementary School's media coordinator, Sue Wood, and art teacher, Courtney Aman, worked together several weeks before to coordinate activities for School Library Media Week. Here Sue stands beside the third grade's library book tree.

Fifth graders at Selma Elementary designed paper tee shirts which sported catchy slogans encouraging other children to read. Cafeteria workers volunteered lunchroom walls as display space.

One of the most popular activities that week was the Selma Elementary teachers' bulletin board. Teachers brought a picture of themselves as children along with a short paragraph describing what had been their favorite childhood book and why.



All during School Library Media Week, individual classroom doors were decorated as book jackets. We think you will agree with Wilbur: School Library Media Week 1986 at Selma Elementary School was TERRIFIC!

Young Students Are Learning the Research Process

Temple Jellicorse Halsey

Effective teaching means that we must periodically climb out on a limb and risk cutting it off behind us. Six years ago I had reached a level of frustration that pushed me onto such a limb. Perhaps other librarians who put a great deal of effort into teaching library skills only to discover that skills taught are not necessarily learned within an applicable process will recognize the symptoms. The cure for me has been to develop a research process within which I teach the skills as they apply.

Although I had spent weeks teaching elementary school students how to use library tools, and the classroom teacher had covered the language units for outlining, the children continued to abstract or paraphrase encyclopedia articles when assigned a report to prepare. For my part, clever simulation games had broken down the skills for using the card catalog, *Children's Magazine Guide*, almanacs, atlases, and specialized encyclopedias and dictionaries into their most minute parts. Testing showed that most children had become skilled in the "how" of using these tools. Of course, I was teaching relevant-in-context skills for I continually pointed out that these tools would help with the upcoming BIG report.

When the students entered the reference center in small groups to begin the report, they grabbed the first available encyclopedia, read a paragraph, wrote something, read, wrote, etc. When I insisted that they use an additional source, the new information was tacked onto the end of the accumulated paragraphs. Since no one had taught young students to take notes, this process was not surprising; the disturbing finding was that they were not thinking of combining types of materials although they had learned to use them.

"What is wrong with these students," I asked in some frustration one afternoon. Since I usually try to avoid this type of teacher's lounge discussion, I left feeling more depressed than ever. Placing the blame on the students was not helping me become an effective teacher. But how to change? What to change? All of those games and gadgets (i.e., the phones that spin, asking questions and giving answers, etc.) had to go. That decision was painful, but the frightening thought was that I hadn't a clue as to their replacement. I had learned that simulation is artificial. Students seemed to enjoy the activities, and testing the limited objectives of these games proved that students had learned the skills within the context of the games. If they were to apply these same skills to actual assignments, they would have to have a librarian at their elbow insisting, "Be sure to use *Children's Magazine Guide.*" In other words, being taught how to use an index did not mean that the child would have any idea when to use it. After analyzing the problem, I knew that the research process would have to be understood to be taught. The pieces that the classroom teachers and I spent time teaching would need to be integrated within the research process.

Although I worried that I would not be able to get the students for sustained periods to do such intensive teaching, two factors made that an unnecessary worry. First, teachers were excited when the process was demonstrated to them. They were willing to work with me both on scheduling and reinforcing. Today, many of them teach the process themselves. Secondly, many of the skills that I had spent long periods teaching take minutes when taught within the framework of a process.

Although similar processes can be found in many study guides, and the methods for teaching the steps were borrowed from many of the best teachers and the literature, the integration of the steps and methods may be new. The idea of teaching research skills to primary age children may surprise many. But if they are old enough to be assigned reports, are they too young to learn a sound research process? Teaching process rather than individual skills is an old concept revisited.

It has been my goal in designing this process to engage and involve the students' enthusiasm; begin each skill with the concrete; model each step; and ultimately move from the concrete, i.e., finding a specific fact in a specific source, to

Temple Jellicorse Halsey is Librarian at Kimberley Park Alternative School, 1700 N. Cherry Street, Winston-Salem, NC 27105.

higher levels of thinking (application, analysis, synthesis and evaluation).

These are the steps I follow:

Step 1: I choose my topic.

The researcher must know how to pronounce and spell his/her topic. This step does not appear as an isolated step in most guides but is used with young students because many times librarians are asked to help find information about "that explorer—you know—the one whose name starts with an 'M'."

Step 2: I find out about my topic.

No writing is allowed at this step. Read, view or listen to get a general understanding of the topic.

Step 3: I focus my topic.

Teach children to brainstorm. Remember that after step 2, students will have some terminology and ideas. As ideas are suggested, ask, "Does this relate to any other idea already on the chart (overhead, blackboard)." Begin grouping ideas; this process is often called webbing. If the brainstorming goes well, there should be too many subtopics for young students to tackle individually. Allow selection and organization as is taught in the language book.

Step 4: I make a list of useful sources.

Children learn that librarians, school and public, help with this step. Here I teach in context the tools that will be useful for this report. With teacher/librarian acting as a team, this could be the step taught by the librarian with the rest of the process being taught by the classroom teacher.

The researcher must know how to pronounce and spell his/her topic.

Step 5: I take notes.

Children can be taught to take notes on a sheet of notebook paper or chart paper. Their notes will be simple at first. The advantages of this system are that children must classify information as they record, they must condense (you'll need to model condensing), and they must compare the ideas from one source with at least two others.

The subtopics for the outline developed in step 3 are listed on the right hand side of the paper, the bibliography along the bottom.

Topic

Subtopic I			
Subtopic II			
Subtopic III			
Bibliography	source 1	source 2	source 3

Step 6: I produce a project.

Writing is always one component of this step since we want children to learn to write, and we believe that writing is an important tool for organizing what we know. Donald Graves' *Writing: Teachers and Children at Work* is our authority for helping children master the writing process. We believe that writing helps the child understand the relationships and contradictions of the information gathered from different sources. Student writing can be used in various ways: filmstrips can be produced, plays, wax museums or other enactments can be performed and video taped; oral reports in the television news format can be created.

Step 7: I produce a bibliography of sources used.

Depending on the ages and abilities of the children, this can be basic author/title information or full bibliographic form.

This process can be taught to small groups such as reading groups. A classroom teacher will enthusiastically share one reading group with you while s/he teaches another. On the other hand an entire social studies or science class can be taught the process. When working with a large group, bring the entire class together to cover steps 1-3. Divide into small groups (work stations can be set up ahead of time with a suggested list of useful sources, step 4, at each station). Spread the small groups around the media center. The librarian and classroom teacher act as a team, moving from group to group, clearing up problems, teaching the children how to use each source, and modeling notetaking.

Reach out to all classes. Think of ways to adapt the process to special education classes. What skills will these students need? How can you best teach to their abilities? Can they do a group research process on a large chart with the teacher or librarian acting as scribe while the students struggle with the important stuff—the ideas?

As you read through the research process, did you think of changes, adjustments, you would make? Super! You are investing in it; it is yours to employ. No method works for us unless it excites us. If this method is used as a pedagoguish club, it will have no chance of exciting young learners to become lifelong investigators. Enjoy the process, share it with staff and children; they will take it away from you.

Reference

Donald Graves, *Writing: Teachers and Children at Work* (Portsmouth, N.H.: Heinemann Educational Books, 1982).

Gaylord Tips: Microcomputer Maintenance

Supplied by Gaylord Bros. Inc., Trusted Source for Library Innovation

The following list of **dos** and **don'ts** will help to ensure the smooth operation of your library's microcomputers.

DO prevent the use of food or drink near computers. Accidents do happen, and a simple spill could result in a costly short-circuit.

DO guard against dust. Invest in dust covers, and vacuum-clean printers, keyboards and disk drives once a week. Dust will gradually slow your computers, and foul their electrical contacts.

DO take extra care with your disk drives. Disk drive cleaning kits can add up to five years to the life of a disk drive, and protect you from costly repair bills and lost data.

DO inspect your floppy disks regularly. Examine them through the half-inch slot in their protective covers. If you see streaks, specks, or other signs of dirt or wear, copy the data onto a new disk and discard the old one.

DO clean and oil your printer's metal tracks, on which the print heads slide back and forth. Wipe with a paper towel sprayed with contact cleaner, then apply a light lubricant such as sewing machine or jeweler's oil.

DON'T pull on computer wires; always hold them by the plastic or metal connectors on their ends. Keep the metal contacts clean with contact cleaner or a "Tex Wipe."

DON'T plug and unplug printers, modems and other accessories more than once a week. Invest instead in computer switching equipment that will allow two or more users to share the same equipment with a flip of a switch. This saves on cord wear-and-tear and eventual repair bills.

DON'T twist floppy disks or grab them by the middle. Twisting them inside their protective enclosures causes surface scratches that can damage disk drive read/write heads and destroy data. Hold them gently by the corner to avoid disk wear.

DON'T allow your computers to overheat. Position them so their air vents aren't blocked. Also, if your computer did not come with a built-in fan and seems to generate substantial heat during use, check with your vendor to see if a fan can be added.

DON'T allow static electricity or power surges to damage your equipment. Antistatic sprays and table mats will prevent static from causing your computer's memory to go blank. Surge suppressors are available to protect software and hardware from power "spikes"—the most common cause of computer damage—caused by the on-off switching of nearby copiers, refrigeration or air-conditioning equipment.

Planning A Transatlantic Job Exchange

Donna Flake

From time to time accounts of librarian exchanges appear in the literature. Usually these accounts are very brief and the issue of *how* the exchange was arranged is barely mentioned. From March 1984 through August 1984 I participated in a job exchange with Oren Stone from the Wessex Medical Library at the University of Southampton, England. The actual exchange was preceded by a great amount of searching and planning. During my initial investigation of the possibility of a job exchange, I searched the literature for the advice of other librarians who had gone through the experience. I found the literature on this topic to be meager indeed. Hence, this article is intended to add to the literature by presenting an overview of the steps involved in planning a job exchange.

In June of 1982, I was returning home to North Carolina by train from a national library meeting in California. I met a British teacher who enthusiastically told me she was participating in a one-year job exchange with an American teacher from Chicago. At that time, I had been employed at the Health Sciences Library at East Carolina University in Greenville, N.C. for six years. During those years, I had been given increasingly greater levels of responsibility; however, I felt I needed a stimulus and a change. My husband and I were well settled into Greenville, our home town, and we did not want to leave permanently. Therefore, a temporary exchange in another country sounded like just the stimulus I needed. By participating in a job exchange, I could have all the benefits of changing jobs and living in another country and yet return home to my own house and job.

The first step was to discuss the idea of the exchange with my husband, a political science student at East Carolina University. After much discussion and consideration, he agreed to go.

Step two was securing the approval of Dr. Jo Ann Bell, director of our library. To my great delight she said it seemed like a good idea. She made several telephone calls to university administrators and, in a couple of days, told me that the exchange was approved if a librarian with my same educational credentials exchanged with me.

The third step was to find an exchange partner. I poured through books such as *The World of Learning*, *Directory of Medical and Health Care Libraries in the United Kingdom and Republic of Ireland*, and several other reference books to pick out possible British libraries. I wrote to thirty-five British libraries. Although many of these librarians replied with kindness and encouragement for my far-reaching endeavors, none was personally able to participate in an exchange.

I also wrote to many British and American agencies for help and advice. Some of these included the British Library Board, the Library Association, the Bureau for International Library Staff Exchange in Aberystwyth, the Council for International Exchange of Scholars in Washington, D.C., the Medical Library Association's International Cooperation Committee, the Medical Research Council in London, the Council on International Educational Exchange in New York, the Association of College and Research Libraries in Chicago, the Medical Library Association in Chicago, and the ASLIB.

I found *Leads*, the journal published by the International Relations Round Table of the American Library Association, to be particularly helpful. It contains articles on topics such as the Fulbright program, British Libraries, and perceptions of United States librarians on their visits to foreign libraries. This single journal contains a wealth of helpful information for librarians pondering a job exchange.

Several people suggested that I advertise in the *Library Association Record: Vacancies Supplement.* This was more fruitful than all the other efforts combined. I received responses from four librarians who wanted to investigate a job exchange. I decided to swap jobs with Oren Stone from the Wessex Medical Library at the University of Southampton. I based this difficult decision on the following factors: a) I wanted to be in a medical library; b) I felt I could relate better to a married librarian; c) I perceived Southampton to be an ideal location due to its closeness to London

Donna Flake is Head of Reference, Health Sciences Library, East Carolina University, Greenville, NC 27834.

and to the Continent; and d) I preferred a southerly climate.

I received the first letter from Oren in May 1983, and we continued to correspond until he arrived in the U.S. in February 1984. Each of us wrote twelve letters during this period. There were almost countless issues to resolve in doing this exchange. My first concern was to determine whether Oren and I had the same educational credentials. I have a masters degree in library science, and he has a diploma of librarianship. After some initial confusion on my part (we do not have diplomas of librarianship in the U.S.), I discovered that our degrees were, in fact, equivalent. Additionally, Oren was concerned that my job as Head of Reference was on a much higher level than his work as a cataloger. This issue was resolved when my library director agreed to delegate my supervisory duties to other librarians in my department. This arrangement then allowed Oren to work as a non-supervisory reference librarian at the East Carolina University Health Sciences Library. It was planned that Oren would also spend time in all the other departments in the library—particularly Cataloging and Serials. As for me, I was to do some of Oren's cataloging in addition to some expanded duties.

I was faced with many decisions to make—both professional and domestic. For one thing, both of us agreed to keep our own salaries from our home libraries. By accepting this agreement, we obviated the need for work permits; we were simply sent on assignment to work in another location for six months. As for vacation, we further agreed to retain the vacation earned from our home libraries and to take the vacation days during this exchange. Coincidentally, we each had about thirty days' vacation.

I found the literature on this topic to be meager indeed.

In order to enter and then remain in each other's country for the desired length of time, there were arrangements to be made with the American and British Embassies. I had to get a "Letter of Consent" from the British Consulate General in Atlanta, Georgia in order to stay in England for six months. To secure this letter I sent the Consultate General (a) a letter of endorsement from East Carolina University Medical School to support the exchange, (b) a letter of invitation from the head of the library at the University of Southampton, (c) my passport, and (d) ten dollars. Oren had to get and exchange visitor visas for himself and his family. This involved getting an IAP-66 form which is a "Certificate of Eligibility for Exchange Visitor" from East Carolina University.

***LEADS* contains a wealth of helpful information for librarians pondering a job exchange.**

Another obstacle to the exchange was the necessary clearance for my husband to spend six months in England with me. At the outset of planning for the exchange, I assumed that my husband would need only a passport to stay with me during the six-month exchange. Ten months before we were due to fly to England, I decided that I needed to make official inquiries. I wrote to the U.S. Embassy in London and was told that a dependent husband can receive a three to six-month visitor's visa and this can be renewed only at the discretion of the immigration authorities in Britain. I certainly did not want my husband to be forced to leave me halfway through the exchange. To bypass this possible pitfall, my husband entered England as a full-time student and secured a work permit through the BUNAC (British Universities North America Club).

As for domestic arrangements, each of us agreed to live in the other's house while the owners continued to pay the respective house payments. Each visiting family paid for the water, utilities, and telephone charges accrued during the stay. We also agreed to swap automobiles for the duration of the exchange and for the owner of the automobile to pay the appropriate insurance. Then we arranged to put the names of our exchange partners on each other's automobile insurance policies. We even agreed that if minor breakdowns happened to the house or to the automobile, then the visiting family would pay for the repairs. However, if a repair expense was over $100, then the owner of the house or automobile would pay the repair bills.

Needless to say, there were many other financial arrangements to make. I arranged for my monthly pay check to be deposited automatically into my bank account. I calculated the amount of money that should remain in the American account to cover my bills at home and then arranged for my bank to send the remainder to me in England. Once the check arrived, I had to take it to a Lloyds bank and convert the dollars to pounds. I also had to arrange for my monthly bills to be mailed to my English address for the six-month period.

We left very specific written directions to cover the workings of such common things as the car, the appliances, bathroom fixtures, the sometimes leaky refrigerator, and the mail. We left numerous names and phone numbers of people the visiting family could call upon for advice, general help, and friendship. Without a doubt, both families found these contacts invaluable.

I have attempted to present an overview of the methodology that I used in carrying out this job exchange. If I can be of assistance to any librarians contemplating such a job exchange, please feel free to contact me.

References

Clark, Barbara L. and Carol J. Knoblauch. "The England Experience/The Gloucestershire Connection." *Ohio Library Association Bulletin* (July 1980):8-14.

Flake, Donna; Jo Ann Bell; Oren M. Stone; and T.A. King. "A Transcontinental Job Exchange." *Health Libraries Review* 2 (1985):112-120.

"Foreign Exchange Program Launched By Chicago Public." *Library Journal* (June 15, 1980):1349.

Hensley, Randall B. and Steve Pritchard. "California To Cardiff: Cardiff To California." *Medical Health and Welfare Libraries Group Newsletter* (March 1982):32-37.

Hooker, Meg. "Luton To Washington, D.C.: Another Success Story." *Medical Health and Welfare Libraries Group Newsletter* (March 1982):13-15.

"International Job Exchange." *MLA News* (October 1982): 7.

Lee, Hwa-Wei and K. Mulliner. "International Exchange of Librarians And the Ohio University Internship Program." *College and Research Library News* (November 1982):345-348.

Linton, W.D. ed. *Directory of Medical and Health Care Libraries in the United Kingdom and Republic of Ireland* 5th ed. London: The Library Association, 1982.

Stine, Diane. *A Librarian's Directory of Exchange Programs/-Study Tours/Funding Sources/and Job Opportunities Outside the United States* Chicago: American Library Association, 1982.

The World of Learning London: Europa Publications Limited, 1986.

Other Helpful Journal Titles

1. *Leads* (Published by the International Relations Roundtable of the American Library Association).
2. *The Footloose Librarian.*

Checklist of Steps in Planning A Job Exchange

1. Consult your spouse.
2. Secure approval of your supervisor.
3. Begin looking for possible locations.
4. Get a passport.
5. Write agencies which might be helpful.
6. Run an ad in the appropriate journal saying you are interested in a job exchange. (I wrote to *The Library Association Record: Vacancies Supplement.*)
7. Begin receiving responses from individuals interested in an exchange.
8. Correspond with individuals interested in an exchange.
9. Choose exchange partner.
10. Inform your supervisor of the credentials of your potential exchange partner. (In addition to securing approval for your exchange, you must secure the approval of your supervisor for the specific exchange partner.)
11. Secure approval from the proper Embassy or Consulate. (I received mine from the British Consulate General in Atlanta, GA.)
12. Decide on specific details concerning: house payments, water bills, utility bills, telephone bills, swapping cars, repairs, etc.
13. Arrange for automatic deposit of your paycheck in your bank. (Otherwise, it takes seven days to receive your check; and then seven more days to mail it to your bank for deposit. Your bills may become quite late.)
14. Arrange for your bank to send money to you regularly during the exchange.
15. Arrange for your mail to be sent to your new address during the exchange.
16. Leave specific written directions to cover "everything" for your exchange partner.

Helpful Organizations

American Library Association
50 East Huron Street
Chicago, Ill. 60611

ASLIB
3 Belgrave Square
London SW1X 8PL
UK

Association of College and Research Libraries
50 East Huron Street
Chicago, Ill. 60611

The British Consulate-General
Suite 912
225 Peachtree Street, N.E.
Atlanta, Georgia 30303

The British Library
Bibliographic Services Division
7 Rathbone Street
London W1P 2AL
UK

British Universities North America Club (BUNAC)
58/60 Berners Street
London W1P 3AE
UK

Council for International Exchange of Scholars
Suite 300
Eleven Dupont Circle
Washington, D.C. 20036

Council On International Educational Exchange
205 East 42nd Street
New York, New York 10017

Fulbright Fellowship
United States - United Kingdom Educational Commission
6 Parker Street
London W1M 2HR
UK

A. Hillier, Co-ordinator
Bureau of International-College of Librarianship-Wales
Llanbadam Fawr
Aberystwyth, Dyfed SY23 3AB
Wales
UK

The Library Association
7 Ridgmount Street
London WC1E 7AE
UK

The Library Association Record
The Library Association
7 Ridgmount Street
London WC1E 7AE
UK

Medical Library Association
919 N. Michigan Avenue
Suite 3208
Chicago, Ill. 60611

Medical Research Council
National Institute for Medical Research
Mill Hill
London NW7 1AA
UK

The Librarian Looks at the Obscenity Law Revisions

Statement before the N.C. State Library Commission
March 13, 1986
Gene D. Lanier

***Editor's Note:** Ordinarily, **North Carolina Libraries** does not publish speeches and/or addresses except in the biennial conference issue. Due to the currency and interest in this new legislation, however, we have made an exception and publish Dr. Lanier's address in its entirety.*

I appreciate your invitation to appear before you today and voice some of the concerns librarians in North Carolina have expressed to me about the revisions in the obscenity statutes passed during the last session of the General Assembly. Although we have been told numerous times by legislators, representatives of the Attorney-General's Office, and local police officials that we should be unconcerned, there are several items in the new legislation which give us pause. This is mainly due to the experiences we have had the past few years in dealing with would-be censors whose major aim is to rid our libraries and classrooms of materials which they consider to be obscene and inappropriate for use.

Since 1980, I have served as chairman of the Intellectual Freedom Committee of the N.C. Library Association and during that period we have responded to over 200 requests from librarians around the state who were in the midst of a censorship attempt or who were anticipating an attack. We are strong believers in the First Amendment to the U.S. Constitution which says Congress shall make no law abridging the freedom of speech, or of the press. I am a fool for these words. I am a fool for the concept. To me, the words of the First Amendment are absolute. "Congress shall make NO law ..." it says. It does not say that there will be freedom of expression provided said expressions do not run contrary to popular thought. It does not say there will be freedom of expression provided said expressions have no tendency to subvert standing institutions.

From the outset, let me say I am not comfortable with many of the excesses that take place in the name of the First Amendment. I honestly feel that this was the major thrust of this new legislation. But, how can I tell what you may judge to be an excess? And isn't that just the point of the First Amendment? Even when it comes to expressing or publishing the most unpopular idea or the most admittedly offensive material—unless, perhaps, the material is designed and likely to produce imminent lawless action—excesses must be tolerated. The First Amendment recognizes that what may be trash or trivia or indecency or obscenity to me may be quite another matter to you. One man's vulgarity is another man's lyric.

Fortunately, librarians operate under what is known as *The Library Bill of Rights.* It indicates that libraries are forums for information and ideas and should provide materials presenting all points of view on current and historical issues. Materials should not be excluded because of the origin, background, or views of those contributing to their creation. Every person should have access to these materials regardless of their origin, age, background, or views. Professional librarians, in selecting materials, follow written, approved selection policies which include the library's goals and objectives, criteria for selection, and procedures for handling complaints. Therefore, most unsavory titles never reach the shelves in the first place. Our problems have come from the individual interpretations of what is obscene and what are objectionable ideas, philosophies, and language.

Keeping watch over what our library users read—as well as what they write, view, and think—has, for many, become a national pastime. These individuals and groups have been especially active when it came to materials for children and young people.

These attempts to restrict materials have been initiated by a variety of sources: parents, teachers, school officials, school board members, librarians, civic groups, publishers, local clergy and church groups. The reasons they gave for this censorship activity have included and I quote:

Dr. Gene D. Lanier, Chairman, Intellectual Freedom Committee, N.C. Library Association, is Professor of Library and Information Studies at East Carolina University.

profanity, unsuitability, obscene, demeaning, racist, inappropriate Biblical references, uneducational, historically inaccurate, meritless, too realistic, and the old standbys—*filthy, rotten,* and *too sexually explicit.*

Whatever the euphemism used to initiate censorship, the effects are the same: Censorship—whatever its label—limits the diversity of ideas, opinions, and points of view to which young people should be exposed ... and which public schools and libraries in a free society have an obligation not only to provide, but to encourage. Censorship activity is not confined to any geographic area, nor is it limited to either end of the political spectrum. The urge to censor—today, as in the past—affects every race, age, color, creed, and nationality.

Even when it comes to expressing or publishing the most unpopular idea or the most admittedly offensive material —unless, perhaps, the material is designed and likely to produce imminent lawless action—excesses must be tolerated.

So what does all of this have to do with the new obscenity statutes? There are too many individuals as well as organized groups in our state, such as the Moral Majority, the Eagle Forum, and the John Birch Society, who have made it their priority to attack public education and many of the teaching materials and methods used in our public institutions, including libraries. Their efforts have been in the form of letter-writing campaigns, press releases, hearings, public forums, and attacks on specific sections of the curriculum, individual books and teaching materials, and individual teachers. Librarians on many occasions have been victims of these attacks.

Just as video dealers and some bookstore owners in the state are currently having difficulty determining what might be considered objectionable or obscene, many librarians feel they will be placed in the same position. Obscenity is in the eye of the beholder and it makes it very difficult to determine what falls into this category under the current statutes. Some individuals and groups have already threatened that once they finish with the bookstores and video shops, they are going to move into our libraries and schools and clean them up as well.

This, of course, brings up the section dealing with "local community standards". Who will determine these? Will we go to the person who lives on the corner of each block to decide the standard for each of our communities? You can already imagine the inconsistencies that will probably occur as we move from urban to rural and from one geographical part of the state to another. Every library and every educational institution is different just as every community is different. Without some definite criteria to follow, librarians feel they will be at a loss in making decisions concerning items dealing with sex education, drug and alcohol abuse, evolution, etc.

The term *obscene* was used on the complaint forms which were filed in libraries in Wilmington and Durham involving the "R" volume of *World Book Encyclopedia* due to its section on reproduction and *Little Red Riding Hood.* These are just two extreme examples of what some of our citizens consider obscene.

This is one of the basic reasons librarians were upset when the section dealing with a prior adversary hearing was repealed. Librarians felt more secure when there was a judicial determination of obscenity prior to prosecution. Now, this decision will be made, we understand, by a prosecutor which we assume means the local district attorney. This is somewhat better than the original bill which made the local police official the determinant. Nothing against local police officials, but we feel better having someone completely versed with the law making the obscenity determination. This is due to the fact that it has been our experience that many of the complainants are very emotional and use intimidation to get their point across. In the past, they have threatened warrants or criminal process in order to get books and other materials removed from the library shelves.

... in the attempt to rid North Carolina of some of these unacceptable things in our society, we overlook some of the basic freedoms we have held dear and almost sacred in a free society.

Another concern was the removal of the phrase "of educational value" from the definition.

In the goals and objectives of every type of library is the educational responsibility. This, to some librarians, makes some of their materials more vulnerable to attack.

One man's vulgarity is another man's lyric.

We realize also that the section of the law dealing with defenses says, "It is an affirmative defense to a prosecution under this section that: (2) The defendant was a school, church, museum, public library, governmental agency, medical clinic, or hospital carrying out its legitimate function; or an employee or agent of such an organization acting in that capacity and carrying out a legitimate duty of his employment." We assume a public library means any library open to the public which would include libraries in schools, community colleges, and other academic settings as well. The question is just what is "an affirmative defense"? Several legislators have informed us that this is meaningless when it comes to some of the tactics used by the complainants.

The library profession, just like many of our citizens and police officials, are very concerned about child pornography and other problems facing our state. But we also have great concern that in the attempt to rid North Carolina of some of these unacceptable things in our society, we overlook some of the basic freedoms we have held dear and almost sacred in a free society. Although the padlocking of a library or the prosecution of a librarian may seem unlikely, after many of the experiences we have had with people in the past few years who would like to do just that, it sends cold chills up our spines when we read the revised statutes word-by-word.

As distributors of information in a public place, librarians feel threatened by the changes in the law and hope we can be prepared before the censors come. We subscribe to both intellectual freedom and due process as a profession but have reservations about the interpretations of the revised law. We live in a country and a state where citizens take their rights for granted. Dealing with this apathy among some of our library supporters and with the emotional appeals of individuals and groups who would strip our library shelves of their holdings has caused us to become concerned about what the future holds.

Thank you for your kind attention.

Islamic Libraries in the Triangle Area

Jessica Cleveland Watson

In the Raleigh-Durham-Chapel Hill area, there are approximately 2,500 Muslims including university students and immigrants and their families. This is a heterogeneous group of individuals from all over the world, united only by their religious belief. Several types of centers which have collections of books for, by, or about Muslims and Islam serve the interests of this group in the area. They include academic, mosque, and private libraries.

In a university collection the subject of Islamic studies cannot be treated in isolation because it encompasses many academic interests. For example, all of the following topics deal with Islam—the religion as well as history, politics, etc.: the Soviet invasion of Afghanistan; the oil crisis in the Middle East; the question of Lebanon; the question of Palestine; and the war between Iran and Iraq. Since this is such a multidisciplinary field, it is difficult to verify the number of books in any academic "Islamic" collection. For example, books which deal with comparative economics would be considered useful for the researcher in Islamic studies if they include Islamic ideas. Despite these constraints there are identifiable Islamic collections at three Triangle universities: Duke University, Shaw University, and the University of North Carolina at Chapel Hill.

According to Avinash Maheshwary, the librarian in charge of Duke's collection for Islamic and Arabian Development studies, the Duke holdings represent the largest collection of material on Islam, Islamic architecture, and Islamic history in North Carolina. Although the general policy is to place the books in Arabic and those pertaining to Islam and Muslims with the collections in Perkins Library, pertinent materials can also be found at the Divinity School Library and several other branch libraries. The main card catalog in Perkins indicates in which library a specific item will be located. Materials relating to Islamic art and architecture, for example, are housed in the East Campus Library, and, although there is a Music Library, audio recordings of Sufi chants or Quranic recitation are kept with the religious materials at the Divinity School Library.

Duke has received many of its Islamic materials through the Public Law 480 program.[1] Books judged to be unsuitable for an academic collection have in turn been donated to the local mosque and to the Durham County Public Library. Mr. Maheshwary feels that in this way the greatest number of people benefit from the materials.

Primary users of the Duke collections are those students and faculty involved with interdisciplinary courses at the undergraduate level. Areas of interest include comparative religions, Islam, Arabic, politics, and the Middle East. Most of the materials are in English, translations from Arabic, and other languages. Yet, there are also books in French, German, Spanish, and Russian, as well as others written in Arabic, Urdu, Bengali, and Persian.

Another resource for Islamic information on the Duke campus is the Center for Islamic and Arabian Development Studies which was established in 1977. At the Center's location in a house at 2114 Campus Drive, a friendly staff oversees a selection of instructional materials pertaining to Saudi Arabia and Islam. The materials are available for loan to teachers.

At Shaw University there is an International and Islamic Studies Center which includes a mosque. Since 1966 the University has offered a degree program in International Relations. The multimedia collection supporting this program was begun then and has continued to grow. This multidisciplinary "Islamic" collection is made up of 1400 to 1500 items including books, periodicals, films, slides, and newspapers. These materials are housed in Shaw's main library; however, several copies of the Quran are shelved within the mosque.

The third academic collection in the area is that of the University of North Carolina at Chapel Hill. Faculty developed this collection from the turn of the century through the 1920's. Then and now the History Department has had the greatest influence on the collection. During the 1980's,

Jessica Cleveland Watson is a student at the School of Library and Information Science, North Carolina Central University, Durham, N.C.

university press publications have comprised the major source of additions to the collection. Most of these are English-language titles; however, French as well as German materials on Islam are also collected. In 1978 the BP's (Islam in the Library of Congress classification scheme) were designated as an area for systematic development. At that time the BP collection contained only 206 items. During the next eight years, the BP's grew to a collection of over two thousand. According to Pat Dominquez, Humanities Bibliographer at UNC's Davis Library, the increase in the BP collection reflects the growing influence of Islam in the world and the creation of a graduate program in religion at UNC. Ms. Dominquez encourages public use of these materials and welcomes any proposals for acquisitions.

The UNC collection, from a scholar's viewpoint, is strong in standard nineteenth and twentieth century orientalists' works. Most of these are original editions which are no longer in print. Within the collection are bibliographies, grammars, and dictionaries. The collection is also strong in the areas of history, literature, and grammar written in English and western European languages. A noteworthy item in the collection is a first edition of the *Islamic Encyclopedia* with its beautiful binding.

Those who study Muslims and Islam are fortunate to have available the collections at Duke, Shaw, and the University of North Carolina at Chapel Hill. With interlibrary loan and cooperative borrowing policies, these collections are readily accessible to serious students of Islam and related issues.

Although most people are familiar with church or synagogue libraries, many may not realize that there are also mosque libraries. The mosque has historically served as the center for the individual Muslim's life. *Salat*, the five required daily acts of worship, are performed in the mosque which also serves as a center for learning for the community. The first word received by the prophet Mohammed was "read." Based upon that and subsequent verses in the Quran, the Muslim considers it a religious obligation to be knowledgeable in religious matters. Muslims and students of Islam are concerned with the Quran, translations of the Quran (*Tafsir*), the sayings of the prophet Mohammed (*Hadith*), Islamic laws and jurisprudence (*Fiqh*), biography of the prophet (*Sirah*), books on telling others about Islam (*Daa'wah*), and the explanation of the Muslims' faith (*Aqi'dah*).

The only library journal article pertaining to mosque libraries in modern times is one by John Harvey and Shahr Musavi.[2] After presenting their findings from case studies of several Tehran mosque libraries, the authors compare and contrast the mosque libraries with American church libraries. Several of the characteristics of the mosque libraries, as discovered by Harvey and Musavi, follow. Mosque libraries are created to serve the religious educational needs of the community in which the mosque is located. The majority surveyed did not use widely accepted classification systems nor did they have card catalogs. Segregation of the sexes often occurred in days of use and in seating arrangements. The majority of the staff members were volunteer teenage boys. Collections consisted primarily of books on Islam. A small fee was usually charged for use of materials. Some of the libraries advertised their services. Closed stacks seemed to be the rule for Tehran mosque libraries. The mosque libraries surveyed usually had books in various languages. Library hours included two to three hours Saturdays through Thursdays, but libraries were closed on Fridays. (Fridays in Islam are days of religious observances, as are Saturdays for Judaism and Sundays for Christianity.) As Harvey and Musavi comment, there is a considerable body of literature about church and synagogue libraries; however, there has been no research about mosque libraries.

In a university collection the subject of Islamic studies cannot be treated in isolation because it encompasses many academic interests.

More can be learned about mosque libraries by studying the two which are located in the Triangle area. The mosque library in Durham is located in a rented building, presently serving as a mosque, about four blocks from North Carolina Central University. The Muslims of West Raleigh are currently meeting in an apartment. Both groups are in the process of planning or building Islamic centers. Each plan includes a special room which will serve as a library. There are no budgeted funds for the libraries, and both rely on donations and contributions.

The acting librarian of the West Raleigh mosque is not a professional librarian but a graduate student at North Carolina State University. The library's borrowers are approximately one hundred men who frequent the mosque for *Salat*.

For the Muslim, Islam is a way of life, not merely a part of the whole, but permeating every moment of his or her life. Books on Islam and copies of the Quran are essential to the Muslim as a guide to correct living.

At this time women do not have direct access to the collection which consists of approximately fifteen hundred books and several uncataloged magazines. The majority of the books are in Arabic; about fifty are in English, and three are in Swahili. One list serves not only as a card catalog but also as a shelf list. The classification is a simple division of books into five main groups and one "catch-all." Each book is given an Arabic letter (the corresponding letter in English is used in the following discussion). 118 books make up the "Q" section which is Koran interpretation. 136 books are given "H" for *Hadith* which means the sayings of the prophet Mohammed. The "B" section, *Aqi'dah* (on belief), has 288 books. *Fiqh*, Islamic law, is given "F" and contains 194 books. The "K" section, a general "catch-all," contains 533 books which for the most part are books on D a'wah, the spreading of Islam, and Arabic literature. Each book in this library is marked with the letter representing the division to which it belongs and a number which is assigned according to the date acquired. If there is already a copy in the collection, a subnumber is assigned.

The Durham mosque library is smaller than the one in West Raleigh. The collection is in the process of being cataloged according to the Dewey decimal system, but the scheme may be altered to fit the collection and the needs of the patrons. The collection is made up of three hundred books. One third of these are in English; the remainder are in Arabic. The collection is intended primarily for the use of the adult community served by the mosque; there are no children's books in the collection. The majority of the books are an explanation and description of Islam. There are also books of *Hadith*, sayings of the prophet Mohammed, books on Islam and western culture, and books about *Sirah*, the life of the prophet.

Visitors are welcome to see either collection if arrangements are made in advance. Interlibrary loans and the lending of books to individuals outside the mosque communities may be possible, but all such decisions are made on an individual basis.

As was mentioned earlier, Muslims consider being knowlegeable about their religion a sacred obligation. Consequently, individuals develop their own private collections of books on Islam in areas in which they are particularly interested, Islam and women or Islamic economics, for example. In private collections, as in mosque libraries, materials of a more general nature are also found: Qurans, translations of the Quran, books on *Tafsir* and *Sirah*, books concerning *Hadith*, and books that explain and describe Islam.

The largest private collection in the Triangle area of which this writer is aware contains more than two thousand books, including some rare editions. At present there is no card catalog or shelflist; the collection is arranged in a style similar to that of the West Raleigh mosque. In Arabic there are Qurans, books on *Tafsir* and *Hadith*, books of *Sirah*, and books about *Fiqh* and *Aqi'dah*. There are also books on the history of Islam, politics, and the Middle East. Two or three hundred books are in English and include titles in the following areas: politics specifically Palestine and the Middle East; the history of the Middle East, Islam and Western civilization, and Tafsir. The collection also includes four to five hundred audio tapes in Arabic covering the same subjects as the book collection, one hundred seventy-six slides on the history of Palestine, and five video tapes on the Islamic history of Palestine. There are also some books and video tapes in Arabic for children. Future plans for the collection include enlarging it by adding four to five thousand books from Egypt. It is also anticipated that the collection will become more accessible to the public. At present, the owner of the collection is willing to allow individuals to borrow books and/or view the collection if arrangements are made in advance.

At Shaw University there is an International and Islamic Studies Center which includes a mosque.

For the Muslim, Islam is a way of life, not merely a part of the whole, but permeating every moment of his or her life. Books on Islam and copies of the Quran are essential to the Muslim as a guide to correct living. The materials in the academic, mosque, and private collections which have been described here provide an introduction to Islamic thought for residents of the Triangle area.

References

1. This program was begun in "1962, when appropriations authorized by an amendment to Public Law 480 (of 1954) enabled the Library of Congress to begin to use foreign currencies from the sale of surplus agricultural commodities for buying and distributing to American libraries current books, periodicals, and related materials." Edwin E. Williams, "Farmington Plan," *Encyclopedia of Library and Information Science*, vol. 8 (New York: Marcel Dekker, Inc., 1972), p. 365.

2. John Harvey and Shahr Azar Musavi, "Tehran Mosque Libraries and a Comparison with American Christian Church Libraries," *International Library Review*, vol. 13 (1981), pp. 385-395.

Interested readers may wish to consult the following article: A. Ezzati, "Treasure Chambers of Learning," *Afkar Inquiry: Magazine of Events and Ideas*, vol. 2, no. 7 (July 1985), pp. 26-31.

APPENDIX A

To visit the two mosque library collections and the private one, please contact:

Librarian
Muslim Student Association
North Carolina State University Chapter
North Carolina State University
P.O. Box 5362
Raleigh, N.C., 27650

Masjid Ar-Rahman
Jamaat Ibad Ar-Rahman, Inc.
P.O. Box 1590
Durham, N.C.
Attention: Library
(919) 683-5593

Islamic Library (private)
P.O. Box 5622
Raleigh, N.C., 27650

The Use of Microcomputers for Administrative Purposes by Public School Library Media Coordinators in North Carolina

Carol F. Hall

*In 1984, NCASL created a special committee whose purpose was to acknowledge library media coordinators' skills and expertise while responding to their interests in pursuing new ideas and projects. The committee now grants financial awards annually in support of its memberships' research projects that provide for professional growth, improve media program effectiveness, and enhance student learning. The first research grants were presented at the NCASL Work Conference in October 1984 to Carol F. Hall and Evangeline M. Freeman. The first to share her findings with the **North Carolina Libraries** readership, Carol F. Hall reports on her study of North Carolina's use of microcomputers for school library administration.*

Applications for the 1986 grants are available from Beth Rountree, Thompson Staff Development Center, 428 West Boulevard, Charlotte, NC 28203.

Beth Rountree, Chairman
NCASL Research Grants Committee

With the introduction of microcomputers into the marketplace in 1976, their potential for use by school library media coordinators has increased to the point of becoming almost essential in the administration of the school media center. (For this report, the term "school media center" refers to school libraries as well as media centers; "school media coordinators" refers to school librarians and media coordinators.) Microcomputers have the capability to assist school media coordinators in performing administrative tasks such as circulation, acquisitions, cataloging, inventory, and overdues, thus providing more time for them to perform other services. For instance, using microcomputers to produce overdue notices may result in a savings of ninety per cent of clerical time normally used for this task.[1]

With the introduction of the microcomputer, even the smallest school media centers are in a position to take advantage of computer technology.[2] In a time of seemingly increasing responsibilities for media coordinators in the management and utilization of information and technology as well as a reduction of staff and diminishing resources, media coordinators are deciding to automate.[3]

This research investigated the use of microcomputers by school media coordinators in North Carolina for administrative purposes in an attempt to find out if school media coordinators in North Carolina have been utilizing this new technology in the administration of their school media centers.

The author studied the prevalence of use of microcomputers by media coordinators in the school media centers in North Carolina, and the role media coordinators play in the selection of microcomputers, the sources of funding and the training and preparation for use of microcomputers received by media coordinators in North Carolina.

Methodology

Survey methodology was utilized to implement this study. The survey instrument used to gather the primary data needed was a mail questionnaire. A ten per cent sample of 200 public schools was chosen from the 2,011 schools listed in the *North Carolina Education Directory*, 1983-84. For the process of sample selection, random numbers were generated using a function of the *Statistical Analysis System* (SAS). A questionnaire with a self-addressed, stamped envelope was mailed to the media coordinator in each school in the sample. Of the 200 questionnaires sent out, 143 were returned for a response of 71.5 per cent. The completed questionnaires were

Carol F. Hall is on leave from her job as Media Coordinator at Githens Junior High School, Durham, NC.

edited, coded and entered in the computer for analysis using the *Statistical Analysis System* (SAS).

Summary of Findings

The median number of microcomputers in this sample of public schools in North Carolina is 6 and the mean number of microcomputers is 9.6. Senior high schools have the largest number of microcomputers while junior high/middle schools have more microcomputers than elementary schools. The larger the school is the more microcomputers it has. The number of microcomputers in the schools may have increased since the questionnaires were filled out due to funding recently provided by the North Carolina Legislature to school districts in the state to purchase microcomputers.

The median number of microcomputers in school media centers in North Carolina is one and the mean is two. In contrast to the total number of microcomputers in the school, senior high schools have fewer microcomputers in the media center than do junior high/middle and elementary schools. Media centers in larger schools have more microcomputers than media centers in the smaller schools. Again, this number may also have increased since the questionnaires were filled out due to the funding by the Legislature.

Media coordinators have not been actively involved in the selection and purchase of microcomputers ....

Most of the school media coordinators (70.3 per cent) have a microcomputer readily available to them, but only 22.5 per cent of the media coordinators use a microcomputer for school/media center administrative tasks. Junior high/middle school media coordinators (43.3 per cent) use the microcomputer more for media center administration than do elementary (6.9 per cent) and senior high school (36 per cent) media coordinators. The reason given by most coordinators (35.6 per cent) for not using a microcomputer for media center administration was either "inappropriate" or "no software".

The greatest use of microcomputers for media center administration is for overdues (61.3 per cent), followed by their use for library instruction (35.5 per cent) and then followed by equal amounts of use (22.6 per cent) for circulation, audio-visual inventory and equipment inventory. Microcomputers are used least for processing (12.9 per cent), bibliographies (12.9 per cent), order files (9.7 per cent), ordering (6.5 per cent) and equally 3.2 per cent for periodical control, library reports, word processing and supplementary book inventory.

Using microcomputers to produce overdue notices may result in a savings of ninety per cent of clerical time ....

Overall, media coordinators indicated a total of thirty-two different software programs being used for media center administration. In several cases there were as many as eleven different software programs being used for the same task by different media coordinators in the sample.

The most predominant use of microcomputers located elsewhere in the school is for classroom instruction. Microcomputers are used to a lesser degree in the schools for generation of instruction materials and for school office administration.

A large number of media coordinators (70.8 per cent) plan to obtain microcomputers and seventy-five per cent of the media coordinators plan to use them for media center administration.

The findings indicate that media coordinators have not been actively involved in the selection and purchase of microcomputers in the school and even in the media centers. This fact is interesting since media coordinators usually have the responsibility of selecting audio visual equipment in the schools.

There was no large difference in funding sources for microcomputers in the schools. Forty per cent of the media coordinators reported that their schools purchased microcomputers with state funds, 30.7 per cent with local funds and 24.7 per cent with federal funds. Findings were very similar for funding used to purchase microcomputers located in the media centers with 36.2 per cent reporting use of local funds, 33.3 per cent reporting use of state funds, and 26.6 per cent reporting use of federal funds.

Most school media coordinators in the state have received some training and are familiar with the general use of microcomputers, but less than half of the media coordinators have received training in the use of microcomputers for media center administration.

The findings indicate that a large number (71.4 per cent) of school media coordinators in North Carolina need further training in the general use of microcomputers and (91.7 per cent) for school media center administration. The study shows that most of the media coordinators (92.6 per cent) would participate in a workshop or course on the use of microcomputers for school media center administration if one were offered.

References

1. Blanche Woolls, and others, *The Use of Technology in the Administrative Function of School Library Media Programs* (Fayetteville, AR: Hi Willow Research and Publishing, 1983), ii.
2. Betty Costa and Marie Costa, *A Micro Handbook for Small Libraries and Media Centers* (Littleton, Colorado: Libraries Unlimited, 1983), 20.
3. Mark R. Rorvig, *Microcomputers and Libraries: A Guide to Technology, Products and Applications* (White Plains, NY: Knowledge Industry Publications, 1981), 171.

This article was extracted from the report, "A Study of the Use of Microcomputers for School Library Media Center Administration by Public School Library Media Coordinators in North Carolina." Copies of the full report can be obtained through the School of Library and Information Science, N.C. Central University, Durham, NC.

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 Frances B. Bradburn, Editor, *North Carolina Libraries*, Central Regional Education Center, P.O. Box 549, Knightdale, N.C. 27545.
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.

Book Preservation Boxes

Alan Keely

During the past fifteen years librarians have become increasingly aware of the deterioration of books under their care. A number of ways of remedying this problem have been adopted. These include rebinding, microforming, replacement, or restoration. There are occasions however, when the original book should be kept but not altered, either because of the book's intrinsic value or because money is not available to restore it. In these cases, some librarians have resorted to putting the book in a protective container, or book box, and placing it back on the shelf.

Although book boxes have been used for over two centuries, very little published information is available about them beyond a few bits and pieces of information in books on bookbinding and preservation, and a few journal articles scattered throughout the library literature. Several questions come to mind as the idea of using book boxes is explored. For instance, what are the different types of book boxes? How do librarians find out which type of box is best suited for a particular book? And how does a librarian go about deciding which box is the best to use? As we shall see, boxes can be quite practical and an economical means of preservation.

Because *appearance* is strictly a matter of aesthetic judgment on the part of the librarian, decoration of book boxes will not be discussed unless it affects their design and/or usability.

Why Boxes?

Book boxes have been around for quite some time. They have been, and probably still are, most often thought of as something to enhance the appearance of prestigious books, not as something that will help preserve them. It has only recently been established that if a book can be protected against harmful agents common to most libraries (such as sunlight, fluctuations in temperature and humidity, and mechanical damage), it will last considerably longer than if it went unprotected. By controlling these factors in areas where books are stored and by using book boxes where needed, librarians can avoid these *enemies* of books and prevent much unnecessary damage to their collections.

It is important to remember that book boxes will not completely halt the deterioration of book paper, but they will add many years to its life. On the other hand, book boxes will eliminate most, if not all mechanical damage, depending on the type of box chosen. For badly deteriorated books, they can provide enough protection until such time as more extensive preservation treatment can be undertaken.

What Constitutes A Good Book Box?

A good book box, regardless of its design, must be made of durable, high quality materials. The most commonly used are binders boards, felt (for lining the boxes), ribbon (used for the *pulls*), string (used for ties), different kinds of book cloth or buckram as covering materials, and adhesives to hold the box together.

In her book, *Design and Construction of Boxes for the Protection of Rare Books*, Margaret Brown lists specific qualities of materials and sources of supply that she recommends for use in making boxes.[1]

In general, Brown recommends that binders boards be either 100% rag board or 100% chemical wood fiber mat board.[2] Although any neutral pH or alkaline board that is durable may be used, it is important that boards and all paper used have enough of an alkaline reserve to act as a buffer against acid migration. It is also important to use a board that is flexible enough to be folded and creased without splitting.

The extraction pH of felts should not be less than 6.5.[3] Ribbon and string used for pulls and ties should be acid-free. String should be strong enough so that it will not fray after repeated use. Of the library buckrams available, starch-filled buckrams provide the flexibility necessary for the covering of the boxes. The dyes used should be non-fugitive under high relative humidities. As an adhesive, an internally plasticized polyvinyl acetate aqueous emulsion is recommended. These

Alan Keely is Instructor/Cataloger at Lupton Library, University of Tennessee at Chattanooga, Chattanooga, TN 37403.

adhesives are not likely to dry out and become brittle as are most common adhesives.

Samples of all materials should be tested to see if pH levels conform to established standards. Most materials may be tested for their acidity quite easily using a simple kit which is readily available.

From the descriptions of various boxes mentioned in the literature a good book box should have the following characteristics. First, the box should place the book under light but firm pressure, preventing distortion of the covers and textblock, expansion, or shifts of the book's position should the box be dropped or stored in an otherwise less than satisfactory manner.[4]

Second, the box should eliminate abrasion to the book from shelf surfaces, supports, and other books. It should also protect the headcap from damage by patrons who like to *hook* their finger over the headcap and *pull* to remove a book from the shelf.

Third, a good book box should protect its contents from the harmful effects of the environment including:

1. light which can fade the binding and cause deterioration of the textblock.
2. dust and other airborne particulates which may carry harmful chemicals that can react with the cover materials and cause damage.
3. fluctuations in temperature and humidity.

Some conservators recommend that seldom used books be sealed in thin mylar envelopes, providing an airtight environment to further protect them.[5] Others feel that an air-tight seal is of "dubious" value.[6] The choice to use the mylar envelopes should be made in light of how much use the book is expected to receive.

Fourth, the box should also eliminate the possibility of damage that could be caused by rodents and other vermin that may occasionally infest a library.

Fifth, in terms of usability, a closed box should indicate to the user, by its design and decoration, how the box is to be shelved.[7] The box should also indicate that the user should refrain from opening the book while it is still in the box. Regardless of the kind of box, as a rule the user should place the box on a table and gently and carefully remove the book before using. In this way, both book and box are protected from damage. The box should *always* indicate that care be exercised when handling the book.

Finally, upon opening the box, the user should immediately be able to ascertain the condition of the book. If, for example, the covers of the book are detached from the textblock, the box should have a separate portfolio and portfolio slot for the detached pieces as part of the design, so the user immediately realizes the book is in less than perfect condition and extreme care should be exercised in handling.

Selecting A Box Design

Before deciding on a box for a particular book, the librarian must ascertain the material as well as the physical characteristics of the book. Material characteristics include the type of material used for the textblock and the binding; supplementary materials, such as maps, foldouts, prints or engravings, and other documents related to the provenance of the book. Physical characteristics include the height, width, and length of the book. Care should always be taken in measuring the book. A slight miscalculation may cause the box to be too small or too large to keep the book under the required pressure to prevent movement of the book within the box. Brown describes a very useful measuring kit that is quite easy to assemble. For more information about this kit it is recommended that her book be consulted.[8] In addition to actual size, relative size is also important—is the book an oversized folio or is it simply of the thin pamphlet variety?

The librarian must also consider the book's present condition. Is the headcap damaged? Are the spine and covers attached to the textblock? Are any of the leaves of the textblock loose or detached? Is the paper of the textblock deteriorated in any way? Is foxing present? Are there signs that other vermin have attacked the book, and, if so, are they still active? It is important to understand the exact condition of the book at the time of inspection so the correct box may be chosen if comprehensive treatment is to be delayed. It is also a good idea to make notes of the condition and keep them with the book until treatment is complete.

All of these questions, when answered, provide a basis on which the librarian may choose a box. By ascertaining the exact condition and characteristics of the book, the librarian then begins to narrow down the choices, the end goal being a box that provides the best overall protection for the book.

But, from what boxes does the librarian have to choose? Permanent designs usually fall into one of four basic categories: (1) the slip case; (2) pull-off cases; (3) double-tray designs; and, (4) portfolios.[9]

Slip Cases

Slip cases (also known by many other names: slide cases, slip-in cases, open-back cases, or slide boxes to name a few), are perhaps the most common kind of book box used to store library materials.[10] Many publishers sell their books in slip cases, but libraries merely discard them as unnecessary and too cumbersome for their patrons.

A simple slip case is "a box that has a front [i.e. upper] and back [i.e. lower] cover, is closed at head, tail, and fore-edge, and is open at the spine" (see Figure 1).[11] Each box should be custom made for the book and linings should be of soft flannel or acid free paper.[12] The book should fit snugly within the case without slipping out or having to be removed by tugging at the spine. If the case is too tight, the edges of the book will be damaged and the covers abraded each time the book is removed; if the case is too loose, the volume may fall out of its own accord.[13]

Figure 1. Slip case.

Several features may be added to the slip case that will significantly improve its effectiveness. First, the head and tail walls nearest the spine edge may be rounded preventing dust and other particulate matter from getting into the book.[14] These rounded edges also prevent the user from removing the book by tugging at the headcap.

Second, a ribbon-pull may be added which aids in removing the book without damaging the spine. It should be attached to either the upper or lower cover wall of the slip case near the spine edge. One disadvantage of the ribbon-pull is that after many uses, the binding may begin to show signs of wear at the point the ribbon comes in direct contact with the book. More often though, the ribbon-pulls fray, then break.

A third addition are thumb holds. These semi-circular cuts in the upper and lower covers of the slip case allow the user to remove the book by pulling gently on the sides of the book rather than the spine or headcap. This is much preferred to the ribbon-pull, but the decision of which feature to use depends on how much the book is to be used and how elaborately the slip case will be decorated.

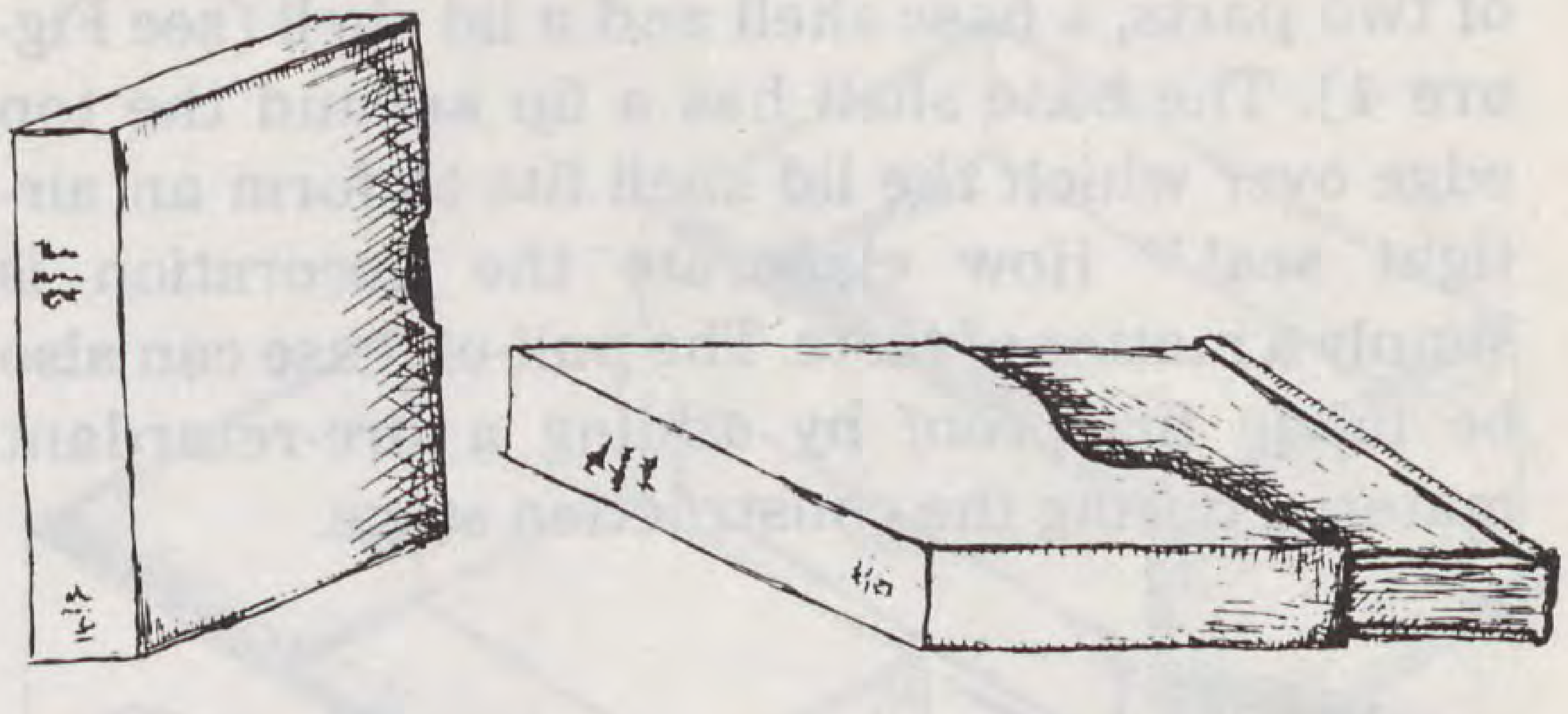


Figure 2. The reversed slip case (2 views).

Fourth, a wrapper, or *chemise* may be added. This protects all sides of the book from the environment (i.e. light, dust and dirt), and considerably reduces abrasion when inserting or removing the book from the slip case. The chemise is usually made of a type of book cloth and may be hidden from view by simply marking the fore-edge side of the slip case with the appropriate information (i.e. author, title, and call number), and shelving the spine edge of the case toward the back of the shelf. Some slip cases are designed this way on purpose and are known as *reversed slip cases* (see Figure 2).[15] The only difference is that the spine is closed and the fore-edge side open, and the book is inserted from the open fore-edge side. The choice of which to use becomes simply a matter of preference. Although not a dust proof case, the open side of the box is designed to face the back of the shelf, which is better protected from the environment.

Slip cases can also be made for the purpose of keeping all volumes of a multi-volume work together (see Figure 3). The slip case is the only design where this is feasible. It is quite simple: one builds a slip case for each individual volume, then a slip case to fit around all of the volumes in the set and their cases.

Figure 3. Slip case for a multi-volume set.

Pull-Off Cases

A second category of boxes are moulded, telescopic, or pull-off cases. A pull-off case consists of two parts, a base shell and a lid shell (see Figure 4). The base shell has a lip around the top edge over which the lid shell fits to form an airtight seal.[16] How elaborate the decoration is simply a matter of taste. The pull-off case can also be made fire-proof by adding a fire-retardant material during the construction stage.

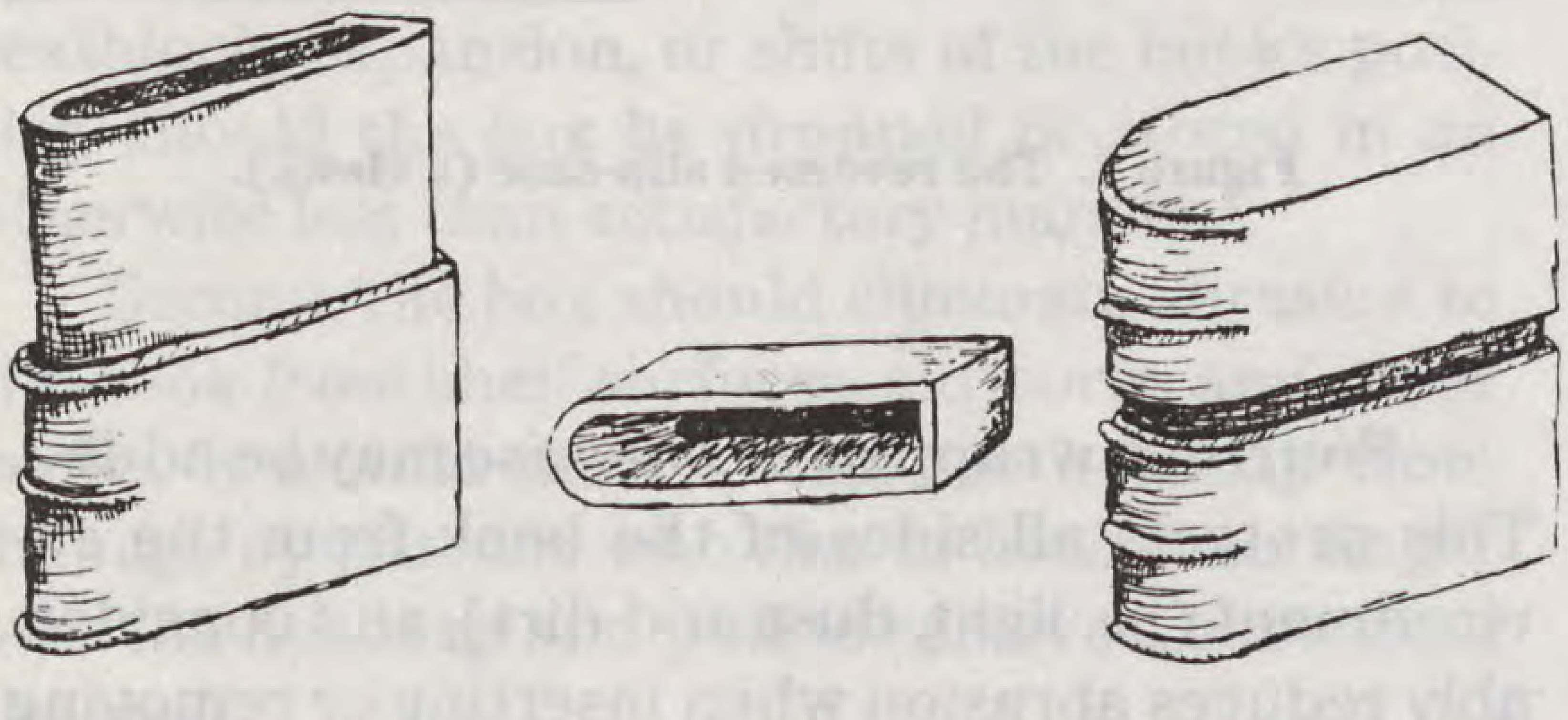


Figure 4. The pull-off case (2 views).

As with slip cases, the removal of a book involves either a pulling or shaking motion, a process that increases the possibility of damage.[17] The *pulling* or *shaking* motion can cause the binding to be abraded (the main problem with pull-off cases), as the ideal fit should be a snug one. As with slip cases, if the book fits too tightly within the case, the covers will begin to show wear from the abrasion of the box against the binding after only a few uses. In addition, the book may be damaged by the patron while trying to remove it from, or replace it in the case. On the other hand, if the book fits too loosely, its movement within the box could damage it by causing bumped corners, abraded covers, etc. Again, as with all boxes, measurement during construction should be as precise as possible to insure a proper fit.

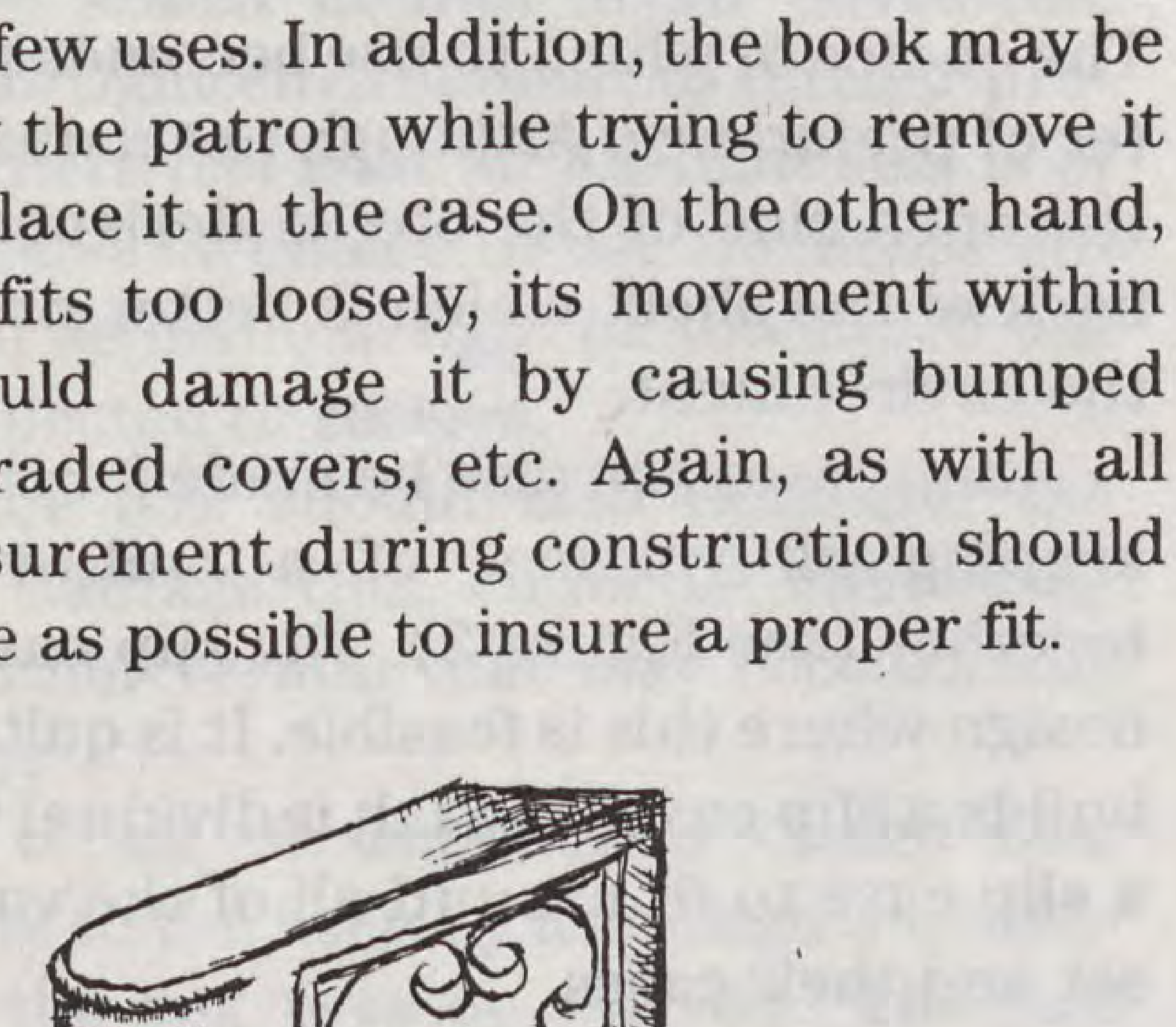


Figure 5. A Moulded case.

A moulded case (see Figure 5), sometimes falsely given the name Solander, is an elaborately decorated pull-off case (usually covered in morocco), similar to those described earlier.[18] Harrison states that moulded cases have been misnamed by Americans as Solander cases. According to him, they have no relation. This confusion is quite evident throughout the literature.[19] Discussion of this ambiguity is beyond the scope of this paper. Harrison is accepted at his word.

In general, the more complicated the box design, the more expensive it is to make . . .

Double-Tray Formats

A third category of boxes is the double-tray designs. These, like other types of boxes, have many common names—drop-back book box, fall-down-back book box, and fore-edge grip box to name a few. Perhaps the most familiar name is the *clamshell* box.

All boxes of the double-tray variety should have these fundamental characteristics:

1. When the book is enclosed in the box, the book is not altered in any manner—nothing is done to the book except to place it in the box[20];
2. The book does not have to be pulled or pushed into the box; it need only be laid gently in the container;
3. The box supports the book firmly, whether open for display or closed and placed on a shelf;
4. The box is both dust-proof and light-proof.

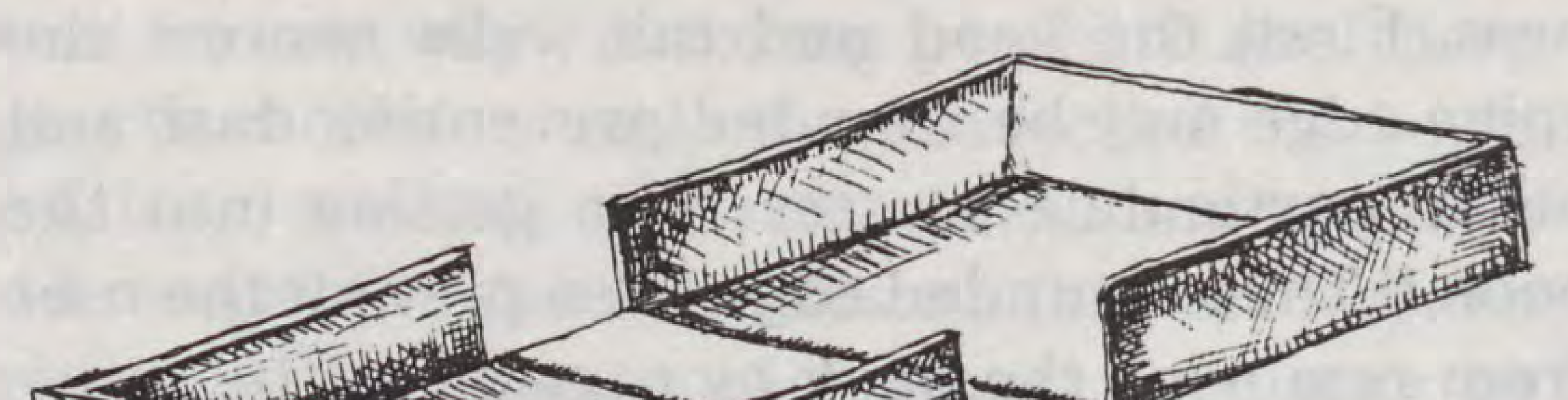


Figure 6. The basic double-tray design.

The basic double-tray box is simply a lid shell, a base shell, and a case (see Figure 6). All parts are usually covered in cloth or buckram. Each shell consists of a base, head, tail, and fore-edge walls. When the box is closed, the spine wall of the case functions as the support for the spine of the book. The lid shell then fits completely over the base shell keeping out light and particulate matter. String ties and buttons may be used to keep the box closed. Brown describes in detail numerous double-tray designs developed at the Library of Congress. To avoid repetition, only the design characteristics of these boxes as well as their uses will be discussed.

One variation of the basic double-tray box is the drop-back box (see Figure 7). This box is stronger and more substantial than the basic design because the head, tail, and fore-edge walls require the use of two thicknesses of binders boards instead of the single thickness called for in the basic box. Because of the way the case is made, the spine wall needs only a single thickness of binders boards. Unfortunately, the spine of the book is left totally unsupported when open as the spine wall has *dropped-backed* perpendicular to the spine of the book. The spine wall is necessary for books that are badly deteriorated so as to lessen the stress on the spine.

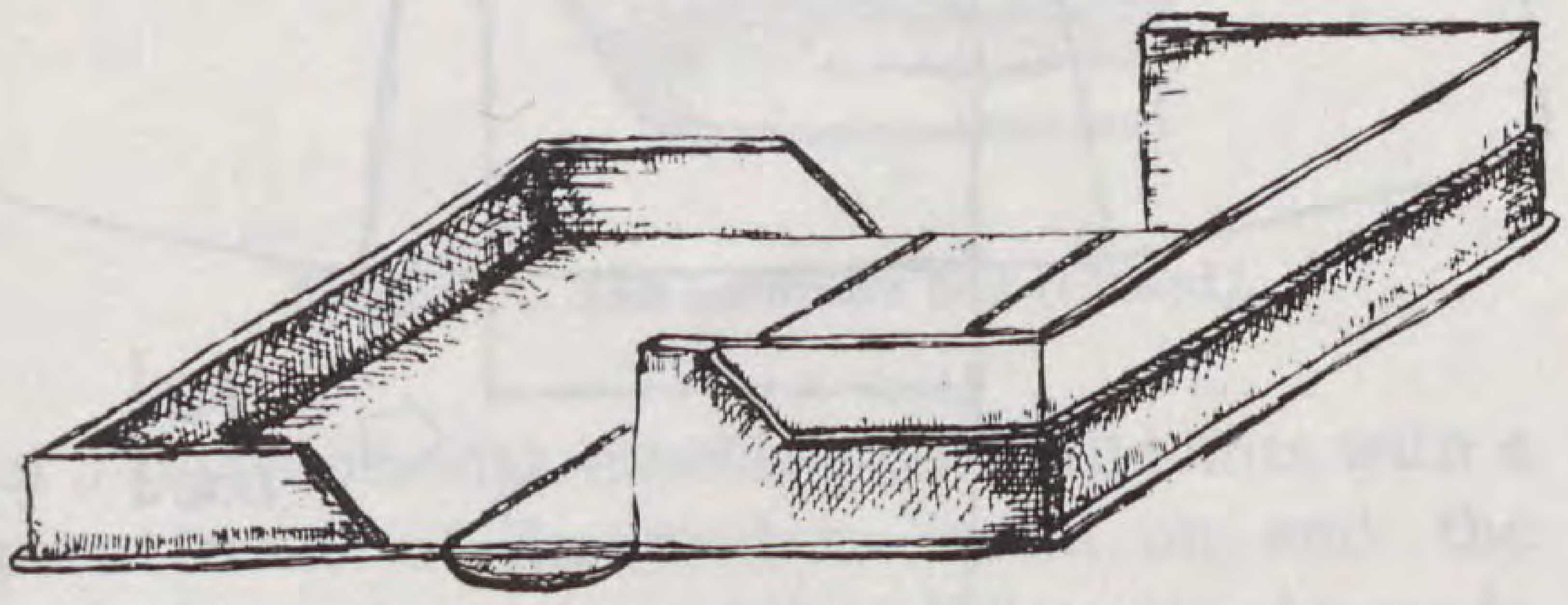


Figure 7. Drop back book box.

Another double-tray design, and one described by Brown, is the Library of Congress' *rare book box* (see Figure 8). This box is perhaps the best suited for storage of rare, or badly deteriorated books, be they made of paper, leather, or vellum materials. The difference between this box and other double-tray boxes is the addition of a fixed spine wall with an angled opening as part of the base shell. The added wall gives support to the spine of the book whether the box is open or closed. The angled opening allows the book to be removed from the box with ease and without damage. With the additional spine wall functioning as a brace for the other three walls of the base shell, the box is stronger than either the basic design or the drop-back box.

Double tray boxes can be modified to house a portfolio, either smaller or larger than the book,[21] for the purpose of storing material related to the book, such as pieces of the original binding, articles, reviews, or other items related to the provenance (see Figure 9). (The portfolio can also be used as a separate box and will be discussed later.)

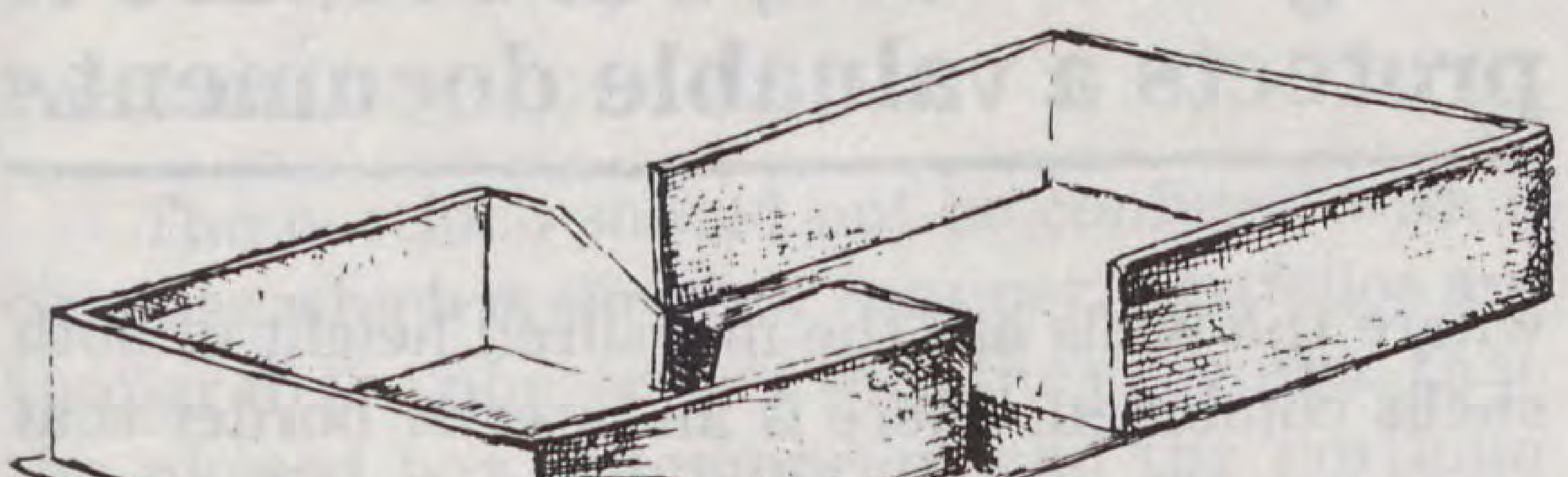


Figure 8. The standard rare book box.

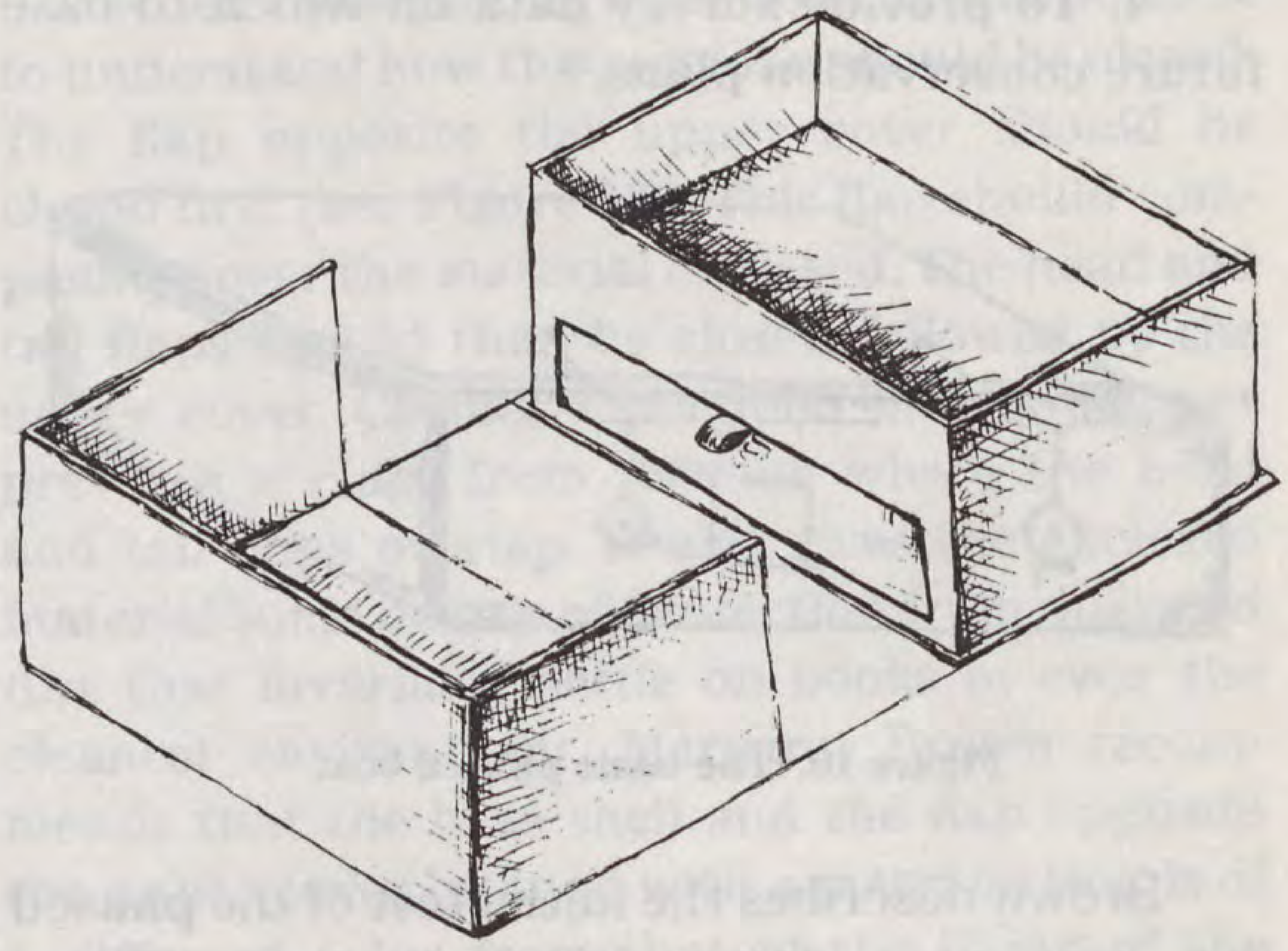


Figure 9. Standard Rare book box with portfolio.

With the addition of the portfolio, the book rests on an elevated shelf that is part of the base shell. Below the shelf, surrounded on three sides, is the portfolio. The slot usually has a ribbon-pull attached to aid in removal. When closed, the lid shell fits completely over the base shell enclosing both book and portfolio.

For the purpose of phased preservation, the LC preservation laboratory developed the *phased box* which is a kind of double tray box (see Figure 10). The phased box was designed to incorporate the following requirements:

1. To hold each volume and any detached pieces together.

2. To prevent further distortion of hygroscopic materials.

3. To prevent further mechanical damage.

4. To provide survey data on which to base future conservation plans.[22]

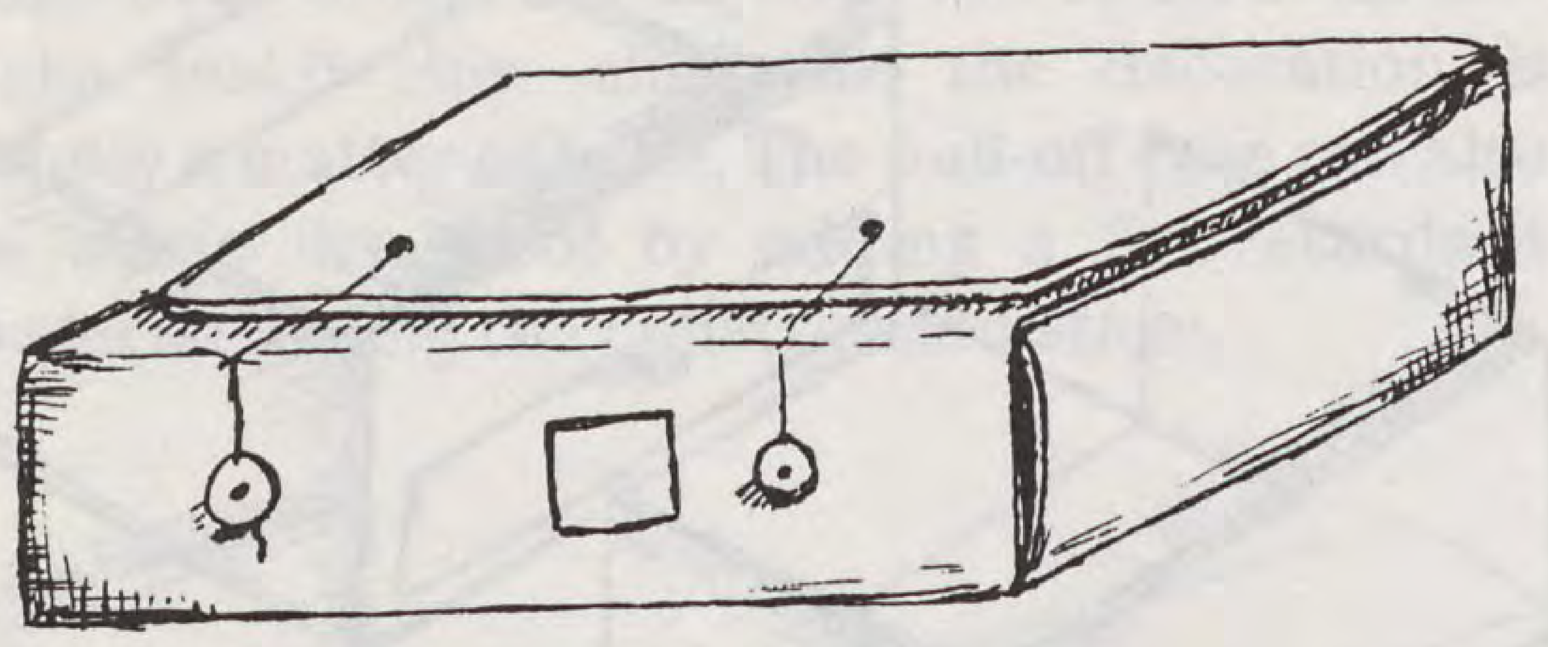


Figure 10. The basic phased box.

Brown describes the initial test of the phased box concept and its ultimate success. Those interested should consult her book.

A phased box is usually made from a single piece of acid-free binders board. It is folded, creased, and cut to form a base, four walls, and four flaps. All the flaps, with the exception of the tail flap, should be long enough, when folded, to cover the entire book. The tail flap should measure approximately one-third of the length of the book measured from head to tail. Thread ties and plastic buttons should be attached to the exterior of the box to keep it closed and the contents under firm, but even, pressure to prevent any movement within the box.

The simple phased box assumes that the spine and fore-edge width are the same. For books where these measurements differed, the Library of Congress made simple modifications to the design to form a *wedge-shaped* box (see Figures 11 and 12). The only structural differences are the height of the spine and fore-edge walls and the angle on the head and tail walls. All other aspects remain the same. Both versions are constructed from a single piece of binders board.

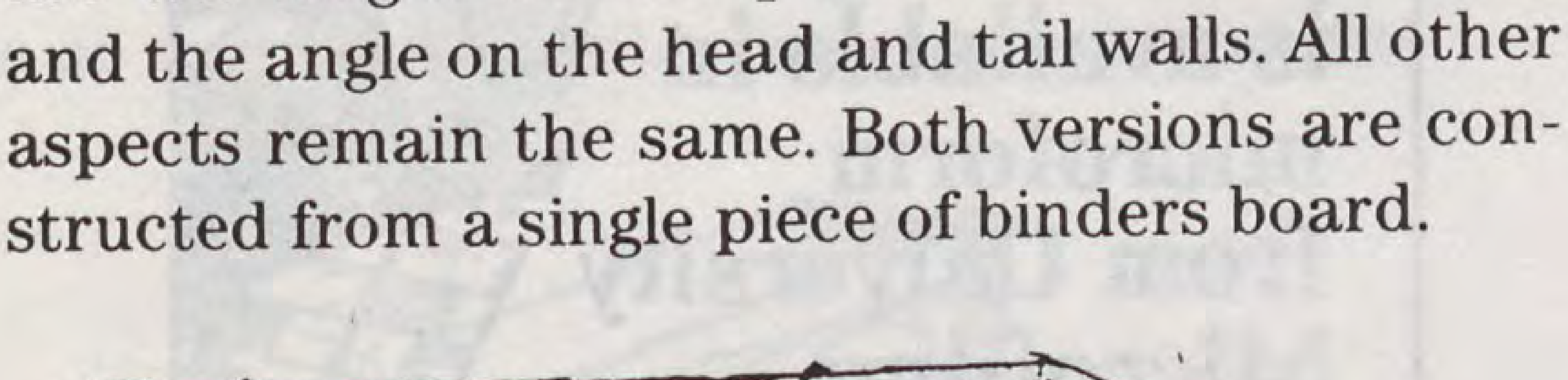


Figure 11. The wedge-shaped box.

For over-sized books, both simple and wedge-shaped boxes can be made using two boards—a *horizontal* board and a *vertical* board. The vertical board forms part of the base as well as the head and tail flaps. The horizontal board also forms part of the base as well as the spine and fore-edge flaps. After the boards have been creased and folded, forming the walls and flaps, they are laid perpendicular to each other, horizontal on top of vertical, and then attached to each other using the recommended adhesive. This forms the base of the phased box. The ties and buttons are then added to the exterior of the vertical board.

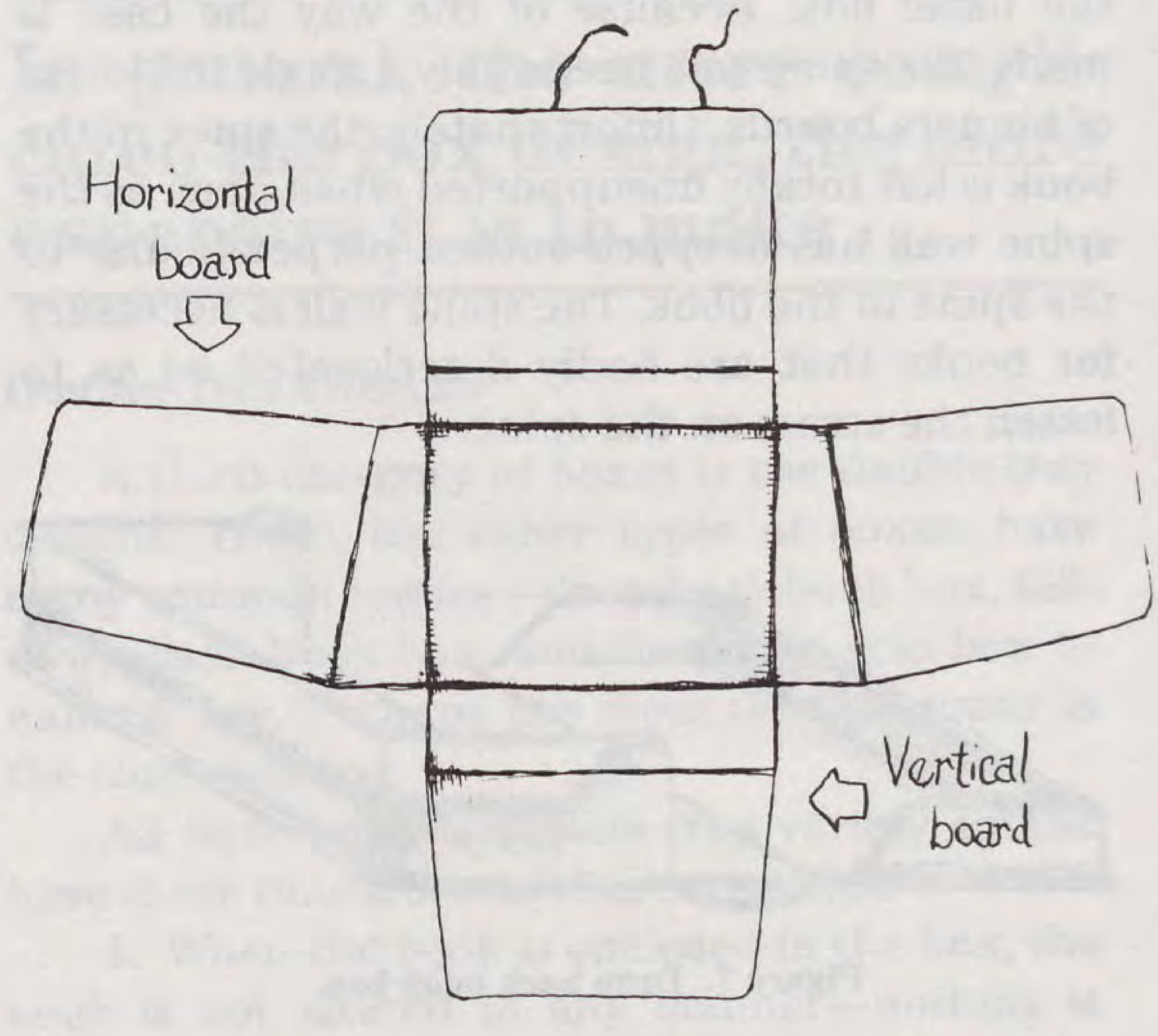


Figure 12. The wedge-shaped box (open).

Perhaps the oldest and most distinguished of the double-tray designs is the Solander box. This box was invented by Daniel Charles Solander for the purpose of preserving botanical specimens, but was later adapted for the storage of books.[23] The Solander box is a carefully made box with a lid shell hinged at the spine (see Figure 13). When the box is closed the shells form a tight seal at the joint, head, tail, and fore-edge. The height of the lid shell should be approximately half of the height of the base shell measured at the spine of the book. The head and tail walls of the base shell are the same height except at the spine edge

The box is important not because of the enhancement it can give a book, but because it protects a valuable document.

where the walls are the measured height of both shells combined. There is an interior border that measures the same as the base shell at the spine that extends completely around the four walls of the base shell creating an air-tight and water-tight seal when the box is closed. Solanders are usually covered in full morocco with well designed panels lined in gold. The foundation is in wood with frames of pine wood with top and base *cabinet made.*[24]

A simplified solander, called a *print box*, can be used where the book's use is minimal. These solanders are cheaper, they retain efficient function, and are reasonably durable. These are made

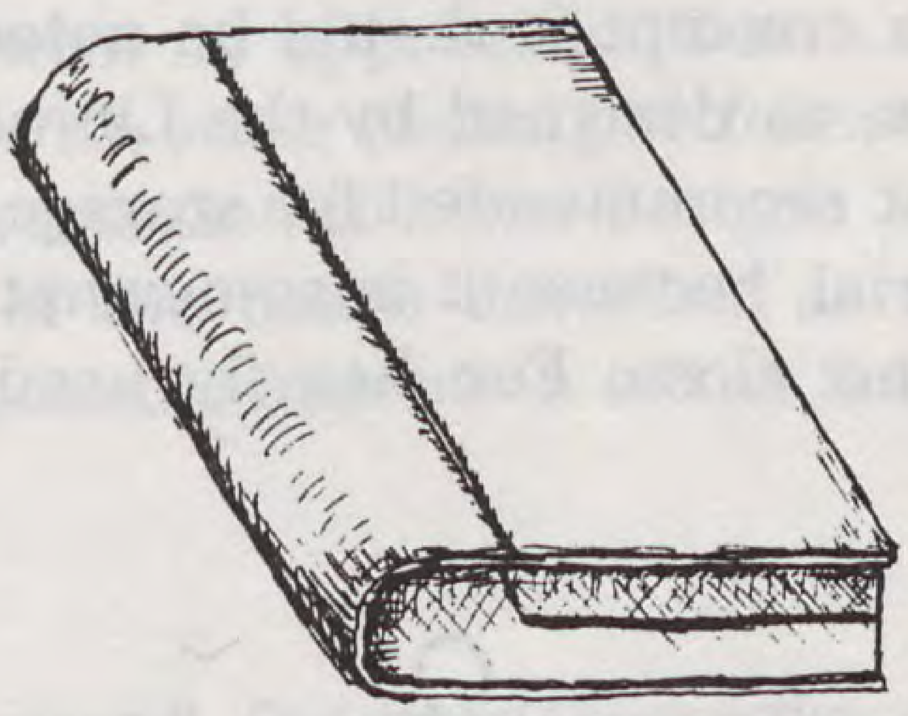


Figure 13. The Solander box (closed).

of 3-plywood with machine dovetail joints with a pine frame. If designed to stand on end, the solander will require catches. Fillets may be made of mill board. They should also be lined with a non-abrasive material.[25] Either of these Solanders are well suited for storing most materials, from loose plates and pamphlets to rare books.[26] Vellum materials are particularly well protected because they remain under enough pressure when the box is closed to keep them from warping. And because of the stable environment that can be maintained within the Solander, the books are protected from the environment.

Figure 14. Portfolio (closed).

Portfolios

The portfolio should not be confused with a chemise which is simply a wrapper. Portfolios are similar to the phased box with the exception that the phased box is temporary and the portfolio permanent. The portfolio is usually covered with either cloth or buckram (see Figure 14). Portfolios are also lined with non-abrasive materials to protect the enclosed material from damage. Ties are added to the exterior to keep it closed.

When constructing a portfolio, it is important to understand how the portfolio should be closed. The flap opposite the upper cover should be closed first (see Figure 15). This flap should completely cover the material enclosed. The head and tail flaps should then be closed followed by the upper cover. Closing a portfolio in this manner prevents a *ridge* from forming where the head and tail flaps overlap. It also gives the enclosed material some degree of protection from dust and dirt that invariably settle on books in even the cleanest environment. Margaret Brown recommends that the base shell and the flap opposite the upper cover be lined with a material that is of a different color from that of the lining of the other three flaps.[27] This makes it easy to know which flap should be closed first.

Which Box To Use?

Of the four categories of book boxes, each has its advantages and disadvantages. Slip cases, the most commonly used box, are the least expensive to make of the permanent designs. Any commercial binder should be able to make them for only a few dollars. Slip cases are best suited for the storage of cloth bound books that are in good condition, but may also be used to store pamphlets and unbound periodicals.[28] They are not recommended for storing leather or vellum bindings because without sufficient protection for the spine, it may dry out and become brittle and in time deteriorate completely. For the purpose of preservation, it is important that a chemise be used with the

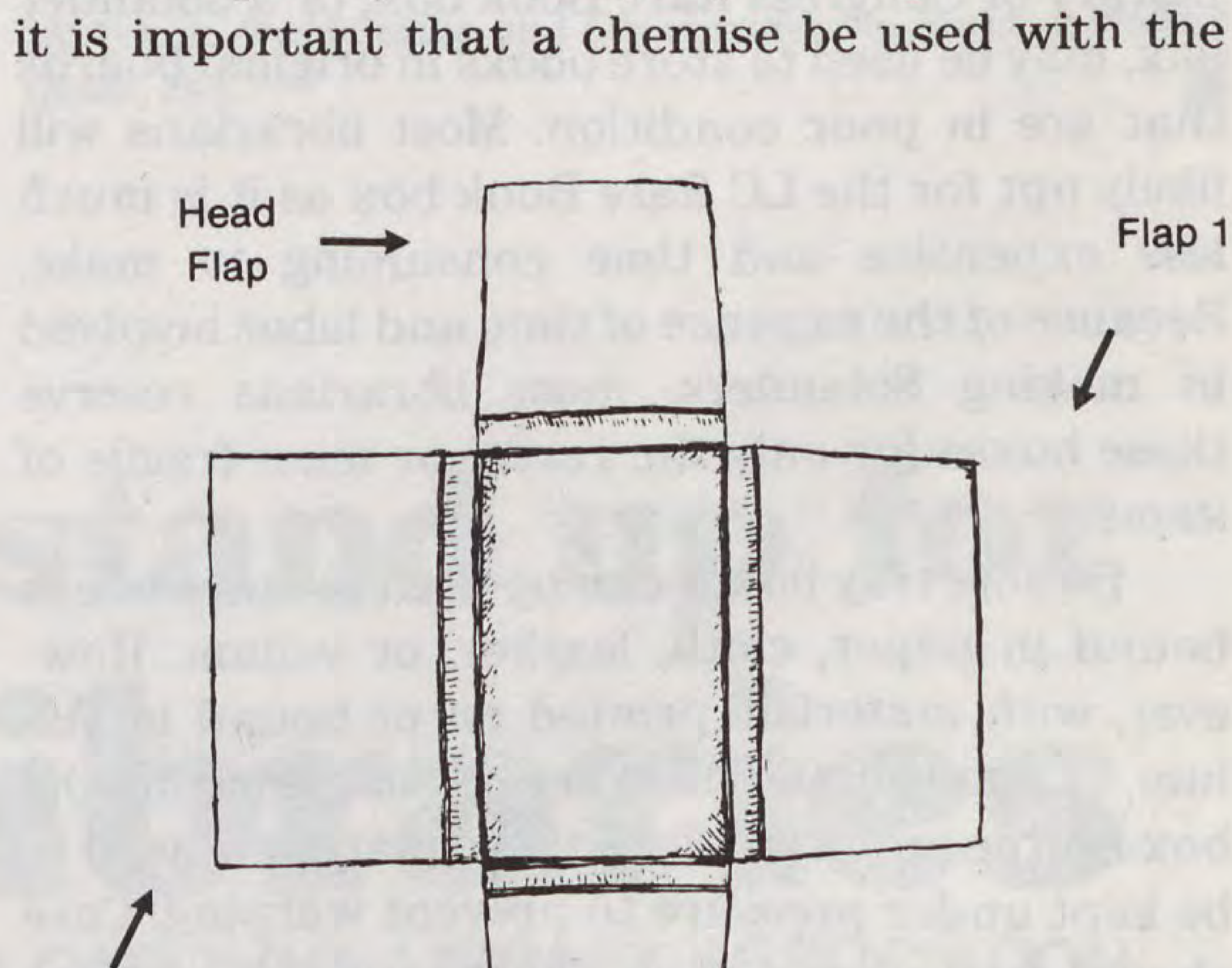


Figure 15. Portfolio (opened).

slip case to help prevent various kinds of mechanical and environmental damage. If no chemise is used, protection will be significantly reduced because at least one edge of the book is exposed to the environment at all times.

Pull-off cases seem to be the least useful as preservation containers unless the material is seldom used. The pull-off case does protect its contents from the environment, which is crucial to a good box, but only small books or pamphlets should be stored in them. They should never be used for the storage of large books or other heavy oversized material as the box would be too cumbersome for the patron to use.

Although the slip case and the pull-off case do provide adequate protection for books, abrasion can occur when books are removed from these boxes.

Book boxes have been around for quite some time. They have been, and probably still are, most often thought of as something to enhance the appearance of prestigious books, not as something that will help preserve them.

Double-tray boxes are the best suited for the protection of books. Inexpensive designs such as the basic clam-shell box, may be used to store books that are in excellent condition, while the Library of Congress Rare Book box, or a Solander box, may be used to store books in original boards that are in poor condition. Most librarians will likely opt for the LC Rare Book box as it is much less expensive and time consuming to make. Because of the expense of time and labor involved in making Solanders, most librarians reserve these boxes for only the rarest or most fragile of items.

Double tray boxes can be used to store books bound in paper, cloth, leather, or vellum. However, with materials printed on or bound in vellum, caution should be exercised in preparing the box for the material, since these materials need to be kept under pressure to prevent warping. Care should be taken during construction to assure that the box properly fits the material and ties should be used to keep the box tightly closed to insure a constant, even pressure over the entire surface of the book.

A key advantage of the double tray boxes is their capacity for the addition of a multipurpose portfolio that may be used to store material related to the book.

All of the double tray boxes described are dust-proof and provide a stable environment for the book, while allowing no movement of the book while in the box.

If librarians should decide to employ the phased box concept it should be noted that the phased box, as designed by the Library of Congress, is not recommended for storage of heavily used material, because it is somewhat awkward to open and close. For heavily used books, a library should consider immediate conservation treatment rather than phased boxing, as heavy use of an already badly deteriorated book can only cause further damage. Although phased boxes are quite durable, they should not be thought of as a permanent solution for the problem of book preservation.

Finally, portfolios provide the best protection for large prints, plates, etc., for which the other boxes were not designed. As these materials need to be flat, with a portfolio, they may be stored vertically with no appreciable harm. And as we have seen with other boxes, portfolios can also be used as an addition to other designs.

Most of the boxes described in this paper, with the possible exception of the Solander box, can be made by a person on the library staff and all should be available from a commercial bindery. In general, the more complicated the box design, the more expensive it is to make, primarily because it is very labor-intensive work. If a less elaborate box will accomplish the same purpose as a more elaborate one, libraries are more likely to use the simpler box while collectors may opt for the more elaborate design.

Regardless of the type of box used, it is important to select a design that will best protect the material to be contained in it. The box is important not only because of the enhancement it can give a book, but because it protects a valuable document. And it is this *valuable document* that is, in the end, the most important.

References

1. Brown, Margaret R., *Design and Construction of Boxes for the Protection of Rare Books* (Washington, D.C.: Library of Congress Preservation Office, 1982), xix-xxv.
2. Ibid., xxii.
3. Ibid, xx.
4. Ibid, xv.
5. Cunha, George Daniel Martin, *Conservation of Library Materials*, 2nd ed. (Metuchen, N.J.: Scarecrow Press, 1971), 103.
6. Carter, John, *ABC for Book Collectors*, 5th ed. (London: Rupert Hart-Davis, 1972), 56.
7. See note 4 above.
8. Brown, *Design and Construction of Book Boxes for the Protection of Rare Books*, xxvi-xxvii.
9. Carter, *ABC for Book Collectors*, 55.
10. Cunha, *Conservation of Library Materials*, 319.
11. Young, Laura S., *Bookbinding and conservation by hand: A working guide* (New York: R.R. Bowker, 1981), 215.
12. Rebsamen, Werner, "Binding," *Library Trends* 30 (Fall 1981): 229.
13. See note 9 above.
14. Peet, Nicola, "Boxes and Slip-cases," *The Private Library* 5 (Winter 1982): 204.
15. Johnson, Arthur W., *Manual of Bookbinding* (New York: Charles Scribner's Sons, 1978), 184.
16. See note 6 above.
17. Wilson, Robert A., *Modern Book Collecting* (New York: Alfred A. Knopf, 1980), 184.
18. See note 6 above.
19. Harrison, T., *Fragments of Bookbinding Technique* (London: London School of Printing, 1950), 29.
20. Spawn, Willman, "Physical Care of Books and Manuscripts," in Jean Peters, ed. *Book Collecting: A Modern Guide* (New York: R.R. Bowker, 1977), 141.
21. Brown, *Design and Construction of Boxes for the Protection of Rare Books*, 95.
22. Ibid., 2.
23. Glaister, Geoffrey Ashall, *Glaister's Glossary of the Book*, 2nd ed. (Berkeley: University of California Press, 1979), 451.
24. Harrison, *Fragments of Bookbinding Technique*, 39.
25. Ibid., 40.
26. See note 23 above.
27. Brown, *Design and Construction of Book Boxes for the Protection of Rare Books*, 37.
28. Young, *Bookbinding and Conservation by Hand: A Modern Guide*, 215.

North Carolina State Documents Survey Project

Marion Shepherd

The Documents Section of the North Carolina Library Association is making a concerted effort to develop a more efficient, effective state depository system for North Carolina libraries. As a result of long-standing problems in obtaining state government publications, members of the Documents Section created the Ad Hoc Committee on the State Documents Depository System in November 1982. One of the first committee projects was to gather information on operations and procedures of other state documents depository systems. It became clear that the problem of acquiring state publications is hardly unique to North Carolina. The nationwide situation of documents acquisition and depository systems has been examined thoroughly by Margaret T. Lane in *State Publications and Depository Libraries: a Reference Handbook* (Greenwood Press, 1981). Based on the findings of Lane's study and a previous attempt to change the North Carolina depository law (G.S.147-50), the committee decided that proposed changes in legislation will have a far better chance of passing if proof is first established that the present depository laws are ineffective. This proof should be the result of a research project designed to examine methodically state documents production and distribution.

State Agency Task Force

The Committee on the State Documents Depository System organized the State Agency Task Force in November 1983 and charged it with surveying the present production of North Carolina state documents. The task force was composed of five committee members and four state agency staff members. Cheryl McLean, Assistant Documents Librarian, Division of State Library, was appointed chairperson.

Marion Shepherd is Readers Services Librarian at Warren Wilson College, Swannanoa, NC 28778.

State Documents Survey Project

To accomplish the objective of the task force, the Division of State Library budgeted 1984/85 Library Services and Construction Act funds for the State Documents Survey Project. A new position was created for the project librarian whose responsibilities included administering the survey according to recommendations by the State Agency Task Force and various consultants.

The success of the project depended on response to the survey questionnaire. Following a literature search for information on administering state agency surveys,[1] the questionnaire was designed to incorporate the best features of surveys from other states and to be as brief, simple, and non-threatening as possible. It consisted of nine multiple choice questions and a request for a listing of publications produced during the 1983/84 fiscal year. The questionnaire was pretested before a final draft was presented to the State Agency Task Force for approval.

Questionnaire Distribution

The questionnaire was distributed throughout the executive, judicial, and legislative branches of government and to the state-supported universities and community colleges. Questionnaires were issued to the people within state agencies who are actually responsible for publications rather than only to the top administrators and public information officers. Identifying these people required consulting a number of government directories and administrative charts as well as seeking the advice of departmental information specialists. The targeted survey group included 1,234 individuals.

Recipients of the questionnaire were asked to respond within two weeks. One week after the deadline for return, a letter was sent to all nonrespondents to encourage response. This letter was very effective; 269 people called to explain their delay or request information; 74 asked for additional questionnaires. If no response was received after one month, many of the nonrespondents were called.

From the 1,234 records of individuals who received the questionnaire, 209 records were later deleted, leaving 1,025 records for analysis. There were three reasons for deletions: dissolved or disbanded agencies, consolidated responses, and questionnaires issued chiefly to inform other librarians of the project. A total of 881 individuals responded to the questionnaire, yielding a final response rate of 85.95%.

Survey Administration

A project of this scope would be difficult to complete within the course of one year without the use of a computer. The survey was administered using dBASEIII, a data base management system, and WordStar, a word processing program, on an IBM PC XT microcomputer. The software made it possible to print individualized cover and follow-up letters, keep track of respondents, and tabulate results. David Bevan, Chief of Information Services, Division of State Library, and project technical consultant, planned the computer applications.

The first step was the creation of a file that contained a record for each individual who received the questionnaire. Each record consisted of 127 fields which included the individual's name, title, agency, address, telephone number, publications contact person, date of response, and the response choices checked on the questionnaire.

Data entry was handled by one person. Checks were made periodically to assure correct data entry and tabulation of results. This was accomplished by selecting samples of records to tabulate manually. After data entry was completed, a random sample of 50 records was selected by using the random unit tables in the *CRC Handbook of Tables for Probability and Statistics*. The total number of fields for the sample was 6,350. After rechecking each field, six errors were found. The percentage of fields incorrectly input for the sample was .09%. It can be assumed therefore that the results are as reliable as the information supplied by the respondents.

David Bevan designed nineteen dBASEIII programs to facilitate various project tasks. The program that printed the follow-up letters checked the file for all records that included a blank field for the date of return. When the computer found these blanks, a follow-up letter to the nonrespondent was printed. One month after the deadline for return, another program was run that produced a list of all nonrespondents who were then telephoned by the survey specialist.

Finally, a program was designed to tabulate results. The program counted the number of respondents who checked each choice, the number of titles produced, and the number of copies printed. Ten hours were required for the computer to complete these calculations. The tabulation program was later modified so that it could be used to compute the results for subgroups within the survey population. For example, a separate tabulation was performed for all the respondents who indicated that they distribute their documents to the Division of State Library on a regular basis. It is interesting to examine how this subgroup compares with the base group. An analysis is presented in the final report of the project.

The present laws concerning the distribution of documents to the State Library and other depository libraries are obviously not effective.

Survey Results

Although the response rate was exceptionally high, there was a wide variance in the amount of information supplied by each respondent. Many of the responses were meticulously detailed; however, some were incomplete in the listing of titles and quantity of copies printed. Therefore, the numbers quoted for total number of titles produced and total number of copies printed are very conservative.

The survey results indicate that 56,643,054 copies of 4,029 titles were produced during the 1983/84 fiscal year. The majority of state-supported agencies produce publications. A total of 87.17% of the respondents publish at least one type of publication. Most of the documents (88.68%) are free of charge. The most popularly produced state publications are brochures which are issued by 54.69% of the agencies that publish. Less than one-fourth of the publishing respondents produce nonprint publications.

The majority of agencies (64.32%) produce at least some of their publications in-house. Many choose to send their work to commercial printers (43.88%). Few publications are advertised or announced; only 23.83% of the publishers said that they sometimes advertise their new publications. Agencies that issue lists of their publications are in a minority of 15.36%.

Although the majority of respondents (89.97%) maintain files of their publications, only 56.38% keep the older, out-of-print documents. Most respondents (82.68%) maintain supplies of new publications to distribute upon request. Another popular distribution method is the mailing list, which is used by 71.22% of the publishing respondents.

When asked about the groups of recipients on their mailing lists, the greatest number of respondents (44.92%) said their publications are mailed to other agencies. Of all the library choices, academic libraries were noted most often (22.14%). Although by law (G.S.147-50.1), the State Library should receive five depository copies of each state publication, only 20.57% of the respondents include it on their mailing lists. Ranked next were school libraries (15.89%) and public libraries (14.71%).

Conclusions

Based on the results of this study, it is clear that the majority of state publications are not disseminated to the libraries or the citizens of North Carolina. Since most publications are unadvertised and available only on request, acquisition of state documents is often difficult.

The present laws concerning the distribution of documents to the State Library and other depository libraries are obviously not effective. According to the survey results, the State Library received less than 30% of the 4,029 titles produced during the 1983/84 fiscal year. Only 20.57% of the respondents regularly distribute documents to the State Library. Based on conversations with the respondents, many of them seem unaware that the depository laws exist. Others find that compliance with the laws requires too much time and effort. Changes should be made to make the laws easier to comply with and to make more people aware of the depository system.

Although many respondents maintain files of current publications, only about half retain copies of their older, out-of-print publications. An effective depository system would benefit all state organizations by relieving them of some of the burden for storage and dissemination of information. Once agencies distribute documents to the depository system, they can be assured that both current and out-of-print documents will be retained. Considerable work and expense are involved in the publication of documents. Retaining state publications in the depository libraries assures access to valuable information by and about the state for the citizens of North Carolina.

Future Plans

The staff of the Division of State Library plans to maintain closer contact with the agencies producing state publications. One proposal is to send each agency a brochure explaining the services of the State Library and the benefits provided to state agencies by an effective depository system. The file of records created for the survey project can be easily manipulated to facilitate such a mailing. The staff of the Documents Branch plans to follow through on the survey by acquiring the documents which were not received by the State Library.

The Committee on the State Documents Depository System will use the survey results in planning changes for the depository system. The committee will also use the results of a second survey that will aim at determining which North Carolina libraries are interested in becoming depositories for state publications. The Division of State Library will sponsor the second survey project.

Change should be made to make the laws easier to comply with and to make more people aware of the depository system.

For more information about the Committee on the State Documents Depository System, contact: Patricia Langelier, Chairperson, Committee on the State Documents Depository System, BA/SS, Davis Library, UNC-Chapel Hill, NC 27514 (919 962-1151).

To receive a copy of the "North Carolina State Documents Survey Project Final Report" send a self-addressed mailing label to: Cheryl McLean, Assistant Documents Librarian, Documents Branch, Division of State Library, 109 East Jones St., Raleigh, NC 27611 (919 733-3343).

Notes: The Documents on Documents Collection proved to be very useful during the literature search. The collection is compiled by the State and Local Documents Task Force of the Government Documents Round Table of the American Library Association. The collection is housed at Louisiana State Library and is available through interlibrary loan.

SURVEY RESULTS

Eligible Questionnaires Distributed:	1025
Number of Respondents:	881
Rate of Response:	85.95%

Q. 1 What types of publications does your agency (department, school, office, etc.) produce? (Check all that apply.)

Number of respondents issuing publications:	768
Percentage of respondents issuing publications:	87.17%
Number of respondents who do not issue publications:	113
Percentage of respondents who do not issue publications:	12.83%

**NOTE: The following percentages, with the exception of Question 9, are based on the number of respondents who issue publications (publishers): N = 768

Number and Percentage of Publishers Issuing Each Type of Publication

Type	*Number*	*%*
Bibliographies:	85	11.07
Brochures:	420	54.69
Catalogs:	153	19.92
Directories:	190	24.74
Manuals:	257	33.46
Maps:	66	8.59
Newsletters:	372	48.44
Pamphlets:	220	28.65
Periodicals:	83	10.81
Plans:	84	10.94
Reports:	388	50.52
Rules, laws, etc.:	208	27.08
Statistics:	116	15.10
Other:	114	14.84

Q. 2 Does your agency issue nonprint publications? If Yes, in what form?

Number of respondents issuing nonprint publications:	187
Percentage of publishers issuing nonprint publications:	24.35%

Number and Percentage of Publishers Issuing Each Type of Nonprint Publication

Type	*Number*	*%*
Films:	36	4.69
Filmstrips:	24	3.12
Microfiche:	19	2.47
Microfilm:	7	0.91
Slides:	108	14.06
Videotape:	99	12.89
Tape or Disc:	65	8.46
Machine Read:	12	1.56
Other:	14	1.82

Q. 3 Where are your publications produced or published?

Number and Percentage of Publishers Who Use the Following Printers

Printer	*Number*	*%*
In-house:	494	64.32
State Printer:	196	25.52
Prison Enterpr:	152	19.79
Commercial:	337	43.88
Univ Graphics:	229	29.82
Other:	64	8.33

Q. 4 Are your publications advertised or announced? If Yes, where? (List title of newsletter, journal, etc.)

Number of respondents advertising publications:	183
Percentage of publishers advertising publications:	23.83%

Q. 5 Does your agency publish a list of its publications? If so, how often?

Number of respondents producing a list:	118
Percentage of publishers producing a list:	15.36%

Frequency	*Number*	*%*
Monthly:	4	0.52
Quarterly:	3	0.39
Semiannually:	4	0.52
Annually:	52	6.77
Other:	46	5.99

Q. 6 Are your publications kept on file? If Yes, does the file include current publications? Out-of-print publications?

Number of respondents maintaining files of their publications:	691
Percentage of publishers maintaining files of their publications:	89.97%
Number of respondents maintaining files of current publications:	635
Percentage of publishers maintaining files of current publications:	82.68%
Number of respondents maintaining files of out-of-print publications:	433
Percentage of publishers maintaining files of out-of-print publications:	56.38%

Q. 7 How are your publications distributed?

Number and Percentage of Publishers Who Utilize Various Distribution Techniques

Type	*Number*	*%*
Mailing List:	547	71.22
On Request:	635	82.68
Other:	185	24.09

Q. 8 Which of the following groups are regular recipients of your publications? (Check those which are on your current mailing list.)

Number and Percentage of Publishers Who Distribute to the Following Recipients

Type	*Number*	*%*
Other Agencies:	345	44.92
Businesses:	207	26.95
Schools:	273	35.55
Citizens:	334	43.49
Govt Officials:	283	36.85
Acad Libraries:	170	22.14
Sch Libraries:	122	15.89
Pub Libraries:	113	14.71
State Library:	158	20.57
Colleges/Univ:	311	40.49
Other:	366	47.66

Q. 9 How would you rate your attempts to acquire publications produced by other state agencies?

Number and Percentage of All Respondents Describing Acquisition Success

Descriptor	*Number*	*%*
Successful:	478	54.26
Sometimes:	192	21.79
Rarely:	5	0.57
Unsuccessful:	2	0.23

Q. 10 List the publications issued by your agency within the last fiscal year (July 1, 1983 - June 30, 1984).

Number of titles published:	4029
Number of copies printed:	56643054
Average number of titles produced per publisher:	5.25
Average number of copies printed per publisher:	73753.98
Number of free titles:	3573
Percentage of free titles:	88.68%
Number of titles for sale:	456
Percentage of titles for sale:	11.32%
Average price per issue of publications for sale:	$8.55

Resources and Technical Services Resources: An Annotated Bibliography Number Two

Benjamin F. Speller, Jr. and

Gene W. Leonardi, compilers

This is the second compilation of studies conducted by library school students, faculty, and practicing librarians that fall within the broad categories of resources and technical services. The first may be found in the Summer 1983 issue of *North Carolina Libraries.*

The compilers welcome the receipt of studies to be considered for inclusion in future reports. Possible fields of interest may cover acquisitions, automation, cataloging, collection development, management and serials. Abstracts or copies of studies should be sent to: RTSS Research Reports, School of Library and Information Science, North Carolina Central University, Durham, North Carolina 27707.

Acquisitions

Helene Baumann. "Acquisition Methods for African Government Publications." A master's paper for the M.L.S. degree, North Carolina Central University, October 1984.

A survey was undertaken to determine: (1) how American Africana librarians acquire African government publications, (2) what difficulties they encounter, and (3) what acquisition method works best for Anglophone, Sub-Saharan African nations. Information was collected in a survey among American Africana librarians by means of a questionnaire. The survey revealed that there is no acquisition method without problems. The two least problematic methods are: (1) buying through a U.S. or European specialist book dealer and (2) sending orders directly to the publisher. For most countries the first method seems to be somewhat better. The literature recommends establishing deposit accounts with government printers. The findings from the questionnaire reveal that in practice this method never works well.

Automation

James W. Coble. "Bibliographic Data Processing Using a Microprocessor-Based Relational Database Management System (dBASE II). A master's paper for the M.S. in L.S. degree, UNC-Chapel Hill, July 1984. 138 pages.

This paper reports on an investigation of the feasibility of using dBASE II for storing and retrieving bibliographic data. A basic system for data entry, retrieval, and reporting using dBASE II was designed and implemented for the Degree Papers database of the School of Library Science at the University of North Carolina at Chapel Hill. The study demonstrated that a system could be implemented using dBASE II. The fixed length field and record structure of dBASE II, however, resulted in a storage space utilization efficiency of less than 50% when truncation of data values was minimized. System delays during the execution of the command files written for the trial implementation were significant in some instances.

dBASE II is a viable alternative for bibliographic data processing in those (usually less complex) applications where its simplicity and power outweigh its space and time inefficiencies.

Cataloging

Margaret Mary Briand. "The History and Definition of the Concept of Corporate Entry and Corporate Authorship." A master's paper for the M.S. in L.S. degree, UNC-Chapel Hill, August 1983. 58 pages.

The definition and use of the term "corporate authorship" has caused considerable controversy among librarians because of the belief that corporate bodies cannot "author" anything, only people can. This has resulted in cataloging codes of considerable disparity and wide-ranging inconsistency. This paper traces and examines the use of

Benjamin F. Speller, Jr. is Dean of the School of Library and Information Science at North Carolina Central Univerity, Durham. Gene W. Leonardi is Fine Arts Librarian at Shepard Library, North Carolina Central University, and Resources and Technical Services Editor and Indexer for *North Carolina Libraries.*

corporate authorship from the ancient libraries of Mesopotamia to the abandonment of its use in the most recent Anglo-American Code. Arguments for and against corporate authorship are discussed with the most emphasis placed on the twentieth century codes, specifically the Anglo-American Cataloging rules. In conclusion, the reasons for the discrepancy in the definition and use of the term are analyzed and a possible solution to the problem is discussed.

Christie T. Degener. "Procedural Design for an Automated Batch Name Authority File Control System at the Carolina Population Center Library." A master's paper for the M.S. in L.S. degree, UNC-Chapel Hill, August 1984. 48 pages.

This study describes current procedures used to insure name authority control at the Carolina Population Center Library, and offers a procedural design for facilitating the checking of name entries in new cataloging data. One part of the overall design is a procedure for implementing an automated batch name authority file control system; a file of name entries from new data is checked against a file of established name headings using a computerized matching process. The second part is the design and implementation of a new name authority record; the new record would permit storage and consultation of information gathered through name authority research. Prototype models of both the automated batch authority file control system and the name authority record were constructed, tested, and evaluated.

Cecile Cogswell Doty. "Dispersion of Subject Headings Within Library of Congress Classes." A master's paper for the M.S. in L.S. degree, UNC-Chapel Hill, July 1983. 48 pages.

This case study explored a method for measuring subject breadth of Library of Congress classes using information on cataloging records located in the shelflist of the Wilson Library, University of North Carolina, Chapel Hill. For each of 145 LC classes, three measurements were taken: number of cards, total number of different subject headings on all the cards, and the relative dispersion of the occurrences of the subject headings among the cards expressed as the value of entropy for each class.

Regression analyses of the three variables showed that as the number of cards in classes increases, the number of different subject headings attached to the classes increases. Also, as either cards or subject headings increase, the entropy, or relative dispersion of subject headings, increases. Tests of the data indicated that the subject breadth of LC classes can be described and distinguished quantitatively.

Anne Cooper Moore. "Special Collections Cataloging and the Computer." A master's paper for the M.S. in L.S. degree, UNC-Chapel Hill, March 1984. 77 pages.

This paper discusses the application of the microcomputer to the needs of special collections. The potential of automated indexing and retrieval systems to provide access to previously untouched special materials, including semi-published items, is shown. By using other computer capabilities and networking, the reach of special libraries can be extended. Computer retrieval systems for specialized materials are contrasted with the manual systems they are designed to replace. Classification and cataloging systems used in a variety of special collections are also discussed.

Mary Christine Mulder. "Organizing a Postcard Collection." A master's paper for the M.S. in L.S. degree, UNC-Chapel Hill, April 1983. 59 pages.

This paper describes a simplified method for cataloging the author's art postcard collection. Accession numbers and a separate card catalog are used. Special nine-columned cards replace the usual catalog card. On these cards added entries and subject entries are placed, along with the accession number of the postcard that is described by these tracings. All of the postcards that pertain to a given artist, medium, country, period, or subject have their accession numbers placed on the catalog card designated for that tracing. The user then employs this card catalog in locating postcards by the usual tracings of artist, title, medium, country or period, or by subject and combinations of subjects.

This paper also briefly discusses the history of postcards and certain other classification systems in which pictorial materials, specifically slides, are organized.

Steven James Squires. "Thesaurus Construction: A Case Study." A master's paper for the M.S. in L.S. degree, UNC-Chapel Hill, September 1983. 179 pages.

This study involved the construction of a thesaurus for the Center for Early Adolescence, a division of the School of Public Health of the University of North Carolina. The completed thesaurus consists of 1264 entries of which 817 are preferred headings to be used to index the interdisciplinary material of the CEA collection. It is presented in hierarchical and alphabetical formats.

The accompanying text outlines procedures of thesaurus construction in general and describes the construction of the CEA thesaurus in particular. Evaluative observations of the thesaurus are made. An appendix describes the use of computer facilities to store and produce the thesaurus.

Serials

Anne Easley Barnes. "Bar Coding to Monitor the Use of Journals in a Special Library: An Investigation." A master's paper for the M.S. in L.S. degree, UNC-Chapel Hill, March 1984. 48 pages.

This study investigates the potential use of bar code technology at the library of the Environmental Protection Agency in Research Triangle Park, N.C. The project was undertaken to determine the ways in which the application of bar code technology could improve the procedure for counting the use of journals in that library. The costs of bar coding were also examined, and the current system was compared with a proposed alternative.

The library currently spends a considerable amount of time collecting journal use statistics. Because the data is not machine-readable, its usefulness is minimal. A bar code system could improve the collection and management of journal use statistics at the EPA library without increasing its cost.

New Reading Encouragement Poster Set

"Reading Time" is the theme of the Children's Book Council's new eight-poster reading encouragement series. Four popular children's book artists have created delightful posters that tie in reading with special occasions important to children throughout the year.

Valentine's Day and starting school are the subjects depicted by popular artist James Marshall. Arlene Dubanevich encourages family reading on Mother's Day and books as gifts at holiday time. The late Jack Kent portrays reading on Father's Day and in the New Year. Halloween and Graduation reading are interpreted by Denys Cazet. The eight full-color, 11⅜" × 17", "Reading Time" posters are available in a prepacked kit for $23.95.

An illustrated "Reading Time" brochure is available from CBC for a 22¢-stamped, self-addressed, #10 envelope.

The Children's Book Council, sponsor of National Children's Book Week, is a non-profit association of children's and young adult trade book publishers. Proceeds from the sale of materials support CBC projects related to young people and books.

New North Carolina Books

Alice R. Cotten, Compiler

Aldo P. Magi and Richard Walser, eds. ***Thomas Wolfe Interviewed, 1929-1938***. Baton Rouge: Louisiana State University Press, 1985. 135 pp. $16.95. ISBN 0-8071-1229-1.

Thomas Wolfe Interviewed, 1929-1938 is a unique collection of twenty-five newspaper interviews that Thomas Wolfe gave during his brief but extraordinarily full literary career. The uniqueness of the collection is due in part to the types of interviews Aldo Magi and Richard Walser selected for the book. The selections they chose are interviews done during the years that Wolfe's star was rising. The older interviews have been cached away in various archives since the 1920s and 30s but are as pristine now as when they first appeared in print.

Magi and Walser are well qualified to decide which materials were suitable for ***Thomas Wolfe Interviewed***. Magi is the associate editor of ***The Thomas Wolfe Review***, the in-house publication of The Thomas Wolfe Society. Additionally, he has assembled the largest private collection of secondary Wolfe material in existence today. Walser, professor emeritus of English at North Carolina State University, will be familiar to readers as the author of several works about Thomas Wolfe, including ***Thomas Wolfe Undergraduate***, ***The Enigma of Thomas Wolfe***, and ***Thomas Wolfe's Pennsylvania***. He has also edited several works on North Carolina folklore and history.

At first glance, a chronological collection of newspaper interviews might seem to be a rather repetitive way to gain an insight into a very complex writer. But Magi and Walser, well acquainted with Wolfe's genius and the idiosyncrasies that became Wolfe's hallmark, chose interviews that addressed these subjects. Because the reporters who researched and interviewed Wolfe decades ago wrote with an individual style and focus, ***Thomas Wolfe Interviewed*** offers a many-faceted look at Wolfe. The headlines and afterwords, along with the chronological list of Wolfe's life and photographs, serve to knit the separate interviews into a very solid work.

Thomas Wolfe Interviewed is a fresh look at Thomas Wolfe that will serve the casual reader of Wolfe and the scholar equally well. Because it also examines Wolfe in a literary and historical light, the book will appeal to a wide variety of readers.

Steve Hill, Thomas Wolfe Memorial, State Historic Site.

Barnetta McGhee White. ***In Search of Kith and Kin: the History of a Southern Black Family***. Baltimore: Gateway Press, 1986. 208 pp. $30.00 (includes postage). (Order from the author, 1118 Saxony Drive, Durham, NC 27707)

Barnetta McGhee White, Professor of Education at North Carolina Central University, has written one of the first published genealogies of a North Carolina black family. She was born in Oxford, N.C, but spent many years in other states obtaining her education. She returned to North Carolina in 1978 and became interested in discovering more about her family, many of whom remained near Oxford in Granville County. ***In Search of Kith and Kin*** is the story of her family and also a record of the adventures she encountered in learning about them.

Barnetta White begins with her McGhee great-grandparents, Caroline (1822-1902) and Robert (1824-1903), both of whom were slaves, and traces the descendants of their nine children who were named in Robert's will dated April 2, 1900. Four of the children married children of Charles and Phyllis Hicks. The eldest son, Frank McGhee (1841-1946), a former slave, was Granville County's last living Confederate veteran. An article (reproduced in White's book) by Thad Stem in the *Durham Morning Herald*, October 8, 1939, describes Frank's childhood and experiences in the Civil War. All of the children settled on farms in the same area near Oxford. Many of their children and grandchildren left the land to seek their fortunes in the cities of the North and West. Altogether, more than 1,500 descendants are listed, many of whom have become successful businessmen or have entered the professions.

In addition to the history of the McGhee family, White's book presents information about the daily life of rural black North Carolina families in the first part of this century. Cooking in the fire-place, hunting, the home life of family members, courting, superstitions, family legends told and disputed, all are related here with warmth.

Perhaps the most important aspect of this book is Barnetta McGhee White's story of her search. Readers not accustomed to the intricacies of a genealogical search might find this aspect somewhat confusing, but she presents an accurate and moving picture of what such a search is like. She documents her discoveries and describes in great detail how she arrived at her conclusions. She faithfully records dead ends as well as successes. White makes use of oral history along with appropriate written records.

In Search of Kith and Kin includes excerpts from the diary of Robert Pool, a brickmason in Durham, as well as other original source material. An appendix lists selected abstracts of transfers of slaves from Granville County Deed Books #17-#21. The book is illustrated with numerous old family photographs, and an index is included.

In Search of Kith and Kin should be required reading for any beginning black genealogist, and it is recommended for academic and public library genealogy/local history collections.

Anne Bond Berkley, Durham County Library

[Ed. Note: North Carolina Libraries does not ordinarily review genealogical titles. We chose to review this one because there are few books available on successful genealogical research into black families in North Carolina.]

Burke Davis. ***The Southern Railway: Road of the Innovators.*** Chapel Hill: University of North Carolina Press, 1985. 309 pp. $19.95, ISBN 0-8078-1636-1.

The last years of the nineteenth century saw many American railroads fail. Turbulent economic conditions so strained a large number of lines that they went bankrupt or sought survival through merger with stronger ones. Yet out of this economic turmoil arose the Southern Railway System, destined to become a major American business success story. By 1974 it had grown to be a corporation acknowledged as one of the best managed in America and one whose profitability was the envy of its industry. ***The Southern Railway*** is Burke Davis's telling of its story.

Davis, a prolific writer with forty-plus books to his credit but perhaps best known for his Civil War works, sees keen management as the secret to Southern's survival and prosperity. From 1894, when it was organized from the remnants of the collapsed Richmond Terminal System, to its merger with the Norfolk and Western Railway in 1982, the Southern was led by men willing to adopt innovations, experiment with new technology, and plan for long-term development rather than short-term profit. The system, for example, was the first major railroad to switch to diesel power from steam and the first to develop a microwave communications program. Its leaders were also constantly aware of the need to expand into new markets. Over its eighty-eight year history, the system grew from an initial 2,000 miles of track to over 10,500 when it ceased as an independent operation.

Most of this dramatic growth in mileage resulted from acquisition of or combination with other companies. Davis outlines this process well. He also skillfully relates the history of those pioneer southeastern railroads prior to 1894 that would eventually form part of the Southern network. His discussion of the role these lines played in the Civil War and the war's effect on them is arguably the high point of the book. In all, more than 125 at one-time independent railroads, through various combinations and recombinations, made their way into the Southern system.

Although Davis's talent as a writer shines through repeatedly in ***The Southern Railway***, the book is disappointing in several respects. Management is discussed in such detail—a chapter is devoted to each of the nine presidents, with minor biographical information included—that little space is left for analysis of other factors that shaped the company. The rise of labor brotherhoods, for example, is barely mentioned and then only as a threat to the system's financial stability. Management is never criticized or second-guessed, and little attempt is made to incorporate into the story the views and actions of those citizens who at times objected to the enormous economic influence railroads once wielded over communities.

One is also somewhat surprised at the level of editing adopted for this major institutional history. There are no footnotes, bibliography, or bibliographical essay. A source is given for only one of the more than fifty illustrations, and all three maps are undated. There is, however, an adequate index.

Despite the book's shortcomings, academic and large public libraries will nonetheless want to consider adding ***The Southern Railway*** to their holdings. It is not only the story of a major corporation, but also a valuable, if incomplete, account of the development of railroading in the American South.

Robert G. Anthony, Jr., Public Library of Charlotte and Mecklenburg County

Theda Perdue. ***Native Carolinians: The Indians of North Carolina.*** Raleigh: Division of Archives and History, 1985. 73 pp. $3.00 paper. ISBN 0-86526-217-9.

Dr. Perdue, a noted Indian historian now at Clemson University and formerly at Western Carolina University, has written a brief overview of the history of Indians in North Carolina from the earliest period to the present day.

Prof. Perdue, whose earlier works include ***Slavery and the Evolution of Cherokee Society, 1540-1866*** (1979), and ***Cherokee Editor: The Writings of Elias Boudinot*** (1983), used information from the latest archaeological, anthropological, as well as historical research in preparing a work that will likely replace Stanley South's ***Indians in North Carolina*** (now out of print) as the standard publication of its type.

Of particular note in this short work is the final chapter which describes the surprising diversity of Indian peoples and lifestyles current in North Carolina today.

Native Carolinians is illustrated, includes maps, a chronology of important dates, and a list of sources and suggestions for further reading. It is not indexed.

It is recommended for public and school libraries as an initial source for reading about North Carolina's first residents.

*Wayne Modlin, **Fontana Regional Library***

Anderson Ferrell. ***Where She Was.*** New York: Alfred A. Knopf, Inc., 1985. 141 pp. $13.95. ISBN 0-394-53521-9.

The spiritual journey of Cleo Lewis, wife, tenant farmer, is the story of ***Where She Was***, Anderson Ferrell's first novel. The setting of the story is the small tobacco farm where Cleo works with husband Dalton and their two small children in the town of Branch Creek, North Carolina.

Cleo is a good woman who takes pride in the order of her life, yet craves to know the meaning of her existence. She experiments with the local churches, but soon finds herself totally consumed by the shadowy presence of a stranger, a man who silently prowls her vegetable garden at night. Ferrell attempts to develop the character of Cleo through her relationship with the stranger but does not leave the reader with a resolution. Cleo remains lost at the end of the story.

The author moves in many directions and would have done well to write a short story rather than a novel. Paring down the minute descriptions given on every page would have left more to the imagination of the reader. Everything from the True Gospel Holiness Powerhouse Holy Ghost Church to Sweet Society Snuff is described in such detail that the story line often eludes the reader.

Anderson Ferrell, thirty-four, is a native of Black Creek, North Carolina, who now lives in New York City. This is his first published work.

Recommended for public libraries and North Carolina Collections.

Anne T. Dugger, Public Library of Charlotte & Mecklenburg County

Dale Whittington, editor. ***High Hopes for High Tech. Microelectronics Policy in North Carolina.*** Chapel Hill: University of North Carolina Press, 1986. 341 pp. $36.00 cloth (ISBN 0-8078-1667-1); $9.95 paper (ISBN 0-8078-4138-2).

The economic benefits of capitalizing on changes in technology have long been apparent to the leaders of North Carolina. From the establishment of the North Carolina Railroad in the nineteenth century to the creation of the Research Triangle Park in the mid-twentieth century, economic improvement has been a result of taking advantage of opportunities that result from new technology. The establishment of the Microelectronics Center of North Carolina in the early 1980s under the direction of Governor Jim Hunt is among the latest and largest efforts on the part of policymakers to insure that North Carolina will continue to benefit from technological change.

High Hopes for High Tech provides an in-depth view of the circumstances surrounding the organization of the Microelectronics Center and the effects that this center and this industry are likely to have on the state as a whole. The editor, Dale Whittington, provides in his introductory chapter a framework on which the subsequent contributors elaborate: pursuing microelectronics as industrial policy is more complicated than is at first apparent.

Each of the contributed chapters explores the ramifications of one of three major areas. First are chapters on the broad issues that exist in the nation as a whole. The rapid change in the microelectronics industry, the relatively small costs of producing and transporting materials associated with the industry, and the skill levels required in the manufacturing process mean that research and production are not necessarily conducted in the same place. The interaction of private industry and academia in this industry is discussed in some detail. Clearly the Research Triangle resembles Silicon Valley and the Boston area in the availability of trained technical professionals, but can North Carolina gain and maintain a foothold in competing with these established areas?

The second section of the book concerns the suitability of the Southeast as a location for high technology manufacture. Economic benefits that might be assumed from the establishment of this industry appear, in fact, to be more a function of replacing declining industries like textiles than of providing significant improvements in earnings among the workers themselves.

The third and largest section of the book focuses on North Carolina and the planning process which must be a part of attracting and maintaining the microelectronics industry. Among the interesting chapters that comprise this section are a description of North Carolina's effort to build on the success of the Research Triangle and to continue to attract private investment in this major growth industry segment. This section of the book discusses the realities of the establishment of this industry in North Carolina. The benefits of establishing the Microelectronics Center as a matter of good industry and public relations, and the State's ability to develop and support an attractive high technology industrial environment are well covered. The accompanying problems range from hazardous wastes, to the small changes in real earnings that will result, to the difficulty in holding onto companies whose motivation is not necessarily the same as that of the policy makers who would like to see long-term commitments in an industry that is based on change.

This well-researched work questions the direct benefits which will accrue to the state and its people as a result of the establishment of this industry, but such a study is useful in planning a future that makes the most of the advantages and minimizes the disadvantages associated with high technology industry. ***High Hopes for High Tech*** is a serious scholarly study of this topic, but because of the nature and timeliness of the subject many public libraries as well as most college libraries will find it of use.

Carson Holloway, University of North Carolina at Chapel Hill

S. Kent Schwarzkopf. ***A History of Mt. Mitchell and the Black Mountains: Exploration, Development, and Preservation.*** Raleigh: Division of Archives and History, Department of Cultural Resources and Division of Parks and Recreation, Department of Natural Resources and Community Development, 1985. 117 pp. $6.00 plus $1.50 postage and handling. ISBN 0-86526-218-7.

Named for the dark green foliage of the balsam firs which are now dying on their peaks, the Black Mountains, located in southeastern Yancy County near the boundaries of Buncombe and McDowell Counties, present the social historian with the problem of writing about a locality that has had few permanent residents. Schwarzkopf, a native of Asheville with degrees in history and geography, solves the problem by recounting the history of the persons who have sojourned on the mountain slopes during the last two hundred years. After a brief description of the aboriginal hunters and plant gatherers and the early white settlers, the author gives accounts of the explorers and scientific visitors of the eighteenth and nineteenth centuries.

By the 1850s, improved roads, more frequent stagecoaches, and the development of tourist accommodations on the mountains made visits to the summits of the Black Mountains possible for the more venturesome excursionists and summer residents. Development of the region was brought to a halt by the Civil War and recovered only in the 1870s with the onset of mining and timber exploitation.

The middle portion of the book is devoted to Elisha Mitchell, professor of science at the University of North Carolina, his several scientific expeditions to the Black Mountains between 1827 and 1855, and the controversy between him and Congressman Thomas Clingman. The author illuminates the confusing dispute as to which peak was the highest, who got there first, and whether Dr. Mitchell ascended the peak later known as Mt. Mitchell before 1855. The affair culminated in 1857 with the death of Mitchell at Mitchell's Falls on the western slope of the mountains and his later interment on Mitchell's Peak.

The final chapters of the book bring the history into the twentieth century with an account of land speculation, exploitation of the Black Mountains' mineral and timber resources, and construction of railroads and turnpikes. Concern over the destruction of the forest on the East coast's highest peak and the resulting damage from forest fire and erosion, coupled with civic pride and a growing awareness of the value of tourism to the region, resulted in the creation of North Carolina's first state park in 1915, Mt. Mitchell State Park. The author ends with the somewhat gloomy observation that Mt. Mitchell once again faces pressures of development and overuse combined with environmental threats to its vegetation.

The book, drawn from a much larger manuscript based on research done for the North Carolina Department of Natural Resources, is readable and rich with interesting details. It is only slightly marred by its repetition of the now discredited explanation of the origin of the Eastern Band of Cherokee Indians as a group of fugitives from the 1838 removal. The book is illustrated with several appropriate photographs and maps and includes a short bibliography. All libraries concerned with North Carolina should have the book.

Eric J. Olson, Appalachian State University

Roderick M. Farb. ***Shipwrecks: Diving the Graveyard of the Atlantic.*** Hillsborough: Menasha Ridge Press, 1985. 264 pp. $12.95 ISBN 0-89732-034-4. (Rt. 3, Box 450, Hillsborough 27278.)

The treacherous waters off the North Carolina coast offer scuba divers an explorer's paradise for seeking out shipwrecks and marine life that inhabit the area surrounding these remains. In ***Shipwrecks: Diving the Graveyard of the Atlantic***, Roderick Farb provides a comprehensive guide to locating North Carolina shipwrecks, information about their history, and technical assistance for diving. The volume is generously illustrated with diagrams and photographs depicting both the shipwrecks and the vessels prior to their wrecking.

Only a handful of the more than 2,000 shipwrecks known to exist along the coast of North Carolina have been identified. Of these, eighty or so wrecks can be visited with the assistance of charter boat captains. Farb, a PADI divemaster with over twenty years experience, has personally explored more than seventy of these shipwrecks which date from the early 1800s to the present century.

Farb's extensive knowledge of shipwrecks and his diving experience along the Carolina coast are clearly evident as he discusses diving conditions north and south of Cape Hatteras. Here the warm tropical waters of the Gulf Stream merge with the cold Labrador currents to create some of the most unusual and exciting diving to be found anywhere in the world.

The author divides the wrecks along the North Carolina coast into two groups, those offshore and those near shore. Shipwrecks within three miles of shore fall under the jurisdiction of the state of North Carolina. These include all of the Civil War blockade runners and blockaders mentioned. Those wrecks farther from shore are not under the state's control and can be freely visited. Artifacts taken from ships beyond the three mile limit become the property of the diver who recovers them, but Farb cautions divers not to destroy the marine habitats around the wrecks while hunting for souvenirs.

According to Farb, searching for shipwrecks can be accomplished by wreck diving from a boat or by beach ("walk-in") diving. The author gives suggestions for both methods and includes useful information for locating shipwreck sites, tips on avoiding seasickness, planning the trip to the site, and the "pre-dive talk" to familiarize divers with the wreck location. Farb places a great deal of emphasis on safety and urges divers to be extremely cautious when exploring wreck remains.

The author devotes a large part of his book to the history and lore of the wrecked ships. Farb describes each vessel, tells the name of its captain, the name of the builder, size of crew, type of cargo, and the details surrounding the loss of the ship at sea. These events make interesting reading and call to mind the sacrifices that are often made by ordinary citizens in the performance of their duties. Wreck sites are rated for visibility and condition of remains and are illustrated with photographs made at the underwater sites. Each wreck is rated for difficulty and whether it is appropriate for exploration by novices or only by experienced divers.

Farb includes several valuable appendixes which provide technical information on underwater photography, North Carolina statutes regarding underwater salvage, and tables on tonnage and depth of offshore wrecks. Divers will appreciate information on the Divers Alert Network, a directory of North Carolina dive shops, and a listing of charter dive services. Non-divers will find the glossary indispensable for understanding many of the technical terms used in diving. The extensive bibliography is useful for suggesting further reading on the subject.

This book should have broad appeal to both shipwreck divers and history buffs who want to learn more about an intriguing aspect of our state's coastal heritage. The author's expertise in scuba diving and proficiency in historical research should create a demand for this volume in public, college, and high school library collections.

Jerry Carroll, Forsyth County Public Library

David Stick. ***Bald Head; a History of Smith Island and Cape Fear.*** Wendell, N.C.: Broadfoot Publishing Company, 1985. 143 pp. $14.00 ISBN 0-916107-00-0. (Rt. 4, Box 508C, Wilmington, NC 28405.)

David Stick is no stranger to North Carolina coastal residents. He is a native resident of the Outer Banks and has explored and recorded the history of coastal North Carolina in several books. This latest project on Bald Head Island continues his tradition of interesting, factual narratives based on careful historical research.

Stick charts the history of Bald Head from the early times of Spanish exploration along the coast to its current development as Bald Head Island Limited. He recalls the island's varied past with tales of Indians, pirates, lifesaving stations, troops, lighthouses, naturalists, and developers.

Ownership of the island has changed many times, and plans for its development have varied with each owner. In the past few decades its development has been a controversial issue between developers and naturalists, and Stick judges its current condition as a favorable compromise between the two. Marsh and estuarine areas are owned and preserved by the state, and property owners have preserved the few historic structures on the island.

The author's information is authentic, based on oral testimonies and letters of former residents and their relatives, and on research in state and federal archives. In searching the archives he experienced the satisfaction of discovering new historical evidence. He found federal government plans for construction of a fort on the island in the 1820s, although the fort was never built.

Many photographs and maps in the book enhance the reader's interest in the island. The preface includes a fascinating account of how the author became interested in history, how his career has developed, and a description of his research and writing processes.

David Stick has made another valuable contribution to preserving North Carolina's history. The book is recommended for academic and public libraries.

Arlene Hanerfeld, University of North Carolina at Wilmington

Lenard D. Moore. ***The Open Eye: Haiku by Lenard D. Moore.*** Raleigh and Durham, N.C.: The North Carolina Haiku Society Press, 1985. 67 pp. $6.00 plus $.75 postage and handling. ISBN 0-96-141611-4 (P.O. Box 14247, Raleigh 27620).

Haiku poetry is a cultivated taste, a little like an appreciation for early recorder music or monochrome watercolors. This first collection of the poems of Lenard Moore, one of North Carolina's most widely published and award-winning haiku artists, contains many fine examples of this exacting form.

To be successful in suggesting an emotion—sad, happy, poignant, or nostalgic—in the fewest possible words, a classic haiku describes a small scene or event, usually a natural one at a certain season, in such a way that the reader shares fully in all the nuances of the experience described by the writer. Conveyed in a few prescribed syllables, the image must be concrete yet suggestive, even elusive, so that the full effect may not even be fully apprehended until the lines have been read many times, absorbed, and recollected later.

As Lorraine Ellis Harr says in the foreword, "Every haiku can't be terrific." Although a few of these don't work for me: "bullfrog/breath/on moon," I found most of them skillful and pleasurable: "in the moonlit breeze/slowly falling one by one:/white dogwood petals." Some are nicely regional: "fall rain/falling in a bucket of crabs," and some are as memorable as any in the great Japanese tradition: "Which way to go—/the eastward trail, snow/the westward trail, snow." Moore, though a relatively recent practitioner of haiku, has obviously found his niche. He has appeared in over a hundred publications and has been translated into several languages. Four selections from ***The Open Eye*** will appear in the next edition of ***The Haiku Anthology*** to be published by Simon and Schuster.

Reading haiku is an art, too, as I rediscovered in reading ***The Open Eye*** for this review. A haiku poem is often described as the flash of a firefly, easy to miss if one is not paying attention. This collection will reward the careful reader and writer interested in exploring haiku technique. The graphics and book design, by local artist Claire Cooperstein, place the poems in an attractive setting. This volume is recommended for North Carolina libraries with literature collections, especially those emphasizing North Carolina writers. ***The Open Eye*** will find a receptive audience in school libraries as well; haiku in general, and many of Lenard Moore's in particular, will appeal to children ("On this chipped plate/drowning in maple syrup:/an old fly") at even the earliest levels of reading and literary inclination.

Coyla Barry, Burroughs Wellcome Co.

Other Publications of Interest

All public and academic libraries in the state will welcome volume two of the ***Dictionary of North Carolina Biography*** edited by William S. Powell. This volume, D - G, contains 523 entries, each giving full name of the subject, birth and death dates, family connections, career description, and sources of information for the sketch. This series is essential to libraries having local, state, or regional collections. (Chapel Hill: University of North Carolina Press, 1986. $45.00. ISBN 0-8078-1329-X.)

The Historical Publications Section, Division of Archives and History, 109 E. Jones Street, Raleigh 27611 has published two titles that many libraries will want to purchase. Volume X of the ***North Carolina Troops, 1861-1865: A Roster*** is now available. This volume, containing individual service records for infantry, is available for $22.00 plus $2.00 for postage and handling. Weymouth T. Jordan, Jr. is compiler; unit histories are by Louis H. Manarin. (ISBN for volume X is 086526-015-X; for the set the ISBN is 086526-115-2).

A new clothbound second printing of the heavily-used ***Guide to Private Manuscript Collections in the North Carolina State Archives*** is available for $20.00 plus $1.50 postage and handling. This volume contains descriptions of private collections in the Archives through 1978, over 1600 collections. It is compiled and edited by Barbara T. Cain, with Ellen Z. McGrew and Charles E. Morris. There is a name, place, and subject index. The original printing was in 1981 and was in paper. This printing includes some minor corrections and additions. ISBN 0-86526-142-3.

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 Frances B. Bradburn, Editor, *North Carolina Libraries*, Central Regional Education Center, P.O. Box 549, Knightdale, N.C. 27545.
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:
   K 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.

NCLA Committees

Finance Committee

Eunice P. Drum, Chairman
Treasurer
State Library
109 East Jones St.
Raleigh, NC 27611

Elizabeth M. Kenney
1802 Linville Drive, Apt. 7
Reidsville, NC 27320

Nancy C. Fogarty
Jackson Library
University of North Carolina
Greensboro, NC 27412

Dr. Leland M. Park
Director
Library of Davidson College
Davidson, NC 28086

Betsy R. Cadieu
P.O. Box 461
Rockingham, NC 28379

NCLA President, ex officio

Futures Committee

Ms. Arabelle P. Fedora, Chairman
Coordinator/Media Services
Winston-Salem/Forsyth County Schools
P.O. Box 2513
Winston-Salem, NC 27102

Mrs. Martha H. Davis
Director
Rockingham County Public Library
527 Boone Road
Eden, NC 27288

Mr. John B. Thomas
Dean/LRC
Davidson County Community College
P.O. Box 1287
Lexington, NC 27292

Mrs. Marjorie W. Lindsey
Library Consultant
Division of State Library
109 East Jones St.
Raleigh, NC 27611

Mr. Clarence Toomer
Director
Shaw University Library
118 E. South Street
Raleigh, NC 27611

Mr. Richard T. Barker
University Librarian
Appalachian State University Library
Boone, NC 28608

Ms. Emily Boyce
Chairman
Department of Library Science
East Carolina University
Greenville, NC 27834

Governmental Relations Committee

William G. Bridgman, Chairman
Director of Libraries
Sandhills Regional Library System
412 East Franklin Street
Rockingham, NC 28379

J. A. (Jake) Killian, Vice-Chairman
Box 143
Peachland, NC 28133

Mrs. Nancy F. Bates, Director
Davidson County Public Library
P.O. Box 1431
Lexington, NC 27292

Miss Louise V. Boone
Box 37
Winton, NC 27986

Mrs. Amanda J. Chambers
State Documents Project Librarian
Division of State Library
109 East Jones Street
Raleigh, NC 27611

Mr. Henry L. Hall, Director
Stanly County Library
133 East Main Street
Albemarle, NC 28001

Mrs. Valerie Hiatt
Albemarle Regional Library
Tryon Street, Box 68
Winton, NC 27986

Mr. John W. Jones, Director
Neuse Regional Library
510 North Queen Street
Kinston, NC 28501

Dr. Gene D. Lanier
Department of Library and Information Studies
East Carolina University
Greenville, NC 27834

Dr. Leland M. Park, Director
Davidson College Library
Davidson, NC 28036

Mr. Arial A. Stephens, Director
Richard H. Thornton Library
P.O. Box 339
Oxford, NC 27565

Mrs. Virginia Thomas, Librarian
Richmond Senior High School
North U.S. 1 Highway
Rockingham, NC 28379

Mrs. Carol Walters, Director
Montgomery County Public Library
Troy, NC 27371

Ex-Officio:

Mrs. Elsie Brumback
Assistant State Superintendent
Department of Public Instruction
Raleigh, NC 27611

Ms. Patsy J. Hansel, President-Elect
North Carolina Library Association
Cumberland County Public Library
Box 1720
Fayetteville, NC 28302

Mrs. Pauline Myrick, President
North Carolina Library Association
Moore County Schools
P.O. Box 307
Carthage, NC 28327

Ms. Jane Williams
Acting State Librarian
Division of State Library
109 East Jones Street
Raleigh, NC 27611

Honorary and Life Membership Committee

Mell Busbin, Chairman
Associate Professor
Department of Library Science and Educational Foundations
Appalachian State University
Boone, NC 28608

Miss Cora P. Bomar
107 W. Avondale Drive
Greensboro, NC 27403

Mrs. Bobbi Swain
129 Orchard Street
Boone, NC 28607

Miss Eunice Query
Box 355
Hudson, NC 28638

Mrs. Lynn Lysiak
Belk Library
Appalachian State University
Boone, NC 28608

Mrs. Shirley McLaughlin
Asheville-Buncombe Technical Institute
340 Victoria Road
Asheville, NC 28801

Ms. Nancy Brenner
Asheboro Public Library
201 Worth Street
Asheboro, NC 27203

NCLA President, ex officio

Intellectual Freedom Committee

Gene D. Lanier, Chairman
Dept. of Library & Information Studies
East Carolina University
Greenville, NC 27834-4353

Amanda R. Bible
Columbus County Public Library
407 N. Powell Boulevard
Whiteville, NC 28472

David M. Bowles
Library, Wofford College
Spartanburg, SC 29301

Wesley S. Brewer
2921 Welcome Drive
Durham, NC 27705

Mary Ann Brown
Mangum Primary School, Box 424
Bahama, NC 27503

Nelda G. Caddell
S. Central Regional Education Center
P.O. Box 786
Carthage, NC 28327

Katherine R. Cagle
Reynolds High School Library
300 N. Hawthorne Road
Winston-Salem, NC 27104

Betty S. Clark
Durham County Library
P.O. Box 3809
Durham, NC 27702

Margaret Grigg
Route 5, Box 765
Albemarle, NC 28001

David Harrington
Rowan County Schools
P.O. Box 1348
Salisbury, NC 28144

Doris Hulbert
Jackson Library, UNC-G
Greensboro, NC 27412

Gwen Jackson
Southeast Regional Education Center
612 College Street
Jacksonville, NC 28540

Shirley T. Jones
Wayne Community College
P.O. Box 8002
Goldsboro, NC 27530

Gayle Keresey
East Arcadia School
Route 1, Box 100
Riegelwood, NC 28456

Charles F. Montouri
New Hanover Public Library
201 Chestnut Street
Wilmington, NC 28401

Beth M. Rountree
Curriculum Research Center/SDC
428 West Boulevard
Charlotte, NC 28203

Merrill F. Smith
Randolph Technical College
P.O. Box 1009
Asheboro, NC 27203

Kathy M. Thompson
Hackney Library, Atlantic Christian College
Wilson, NC 27893

Jerry M. Weaver
Surry Community College
P.O. Box 304
Dobson, NC 27017

Library Resources Committee

Mary Alice Wicker, Chairman
Carthage Elementary School
Carthage, NC 28327

Jane Schwartz
104 Kingsdale Ct.
Jamestown, NC 27282

Edward S. Cohen
300 University Heights
Cullowhee, NC 28723

Mary Frances Morris
Reference Dept., Joyner Library
East Carolina University
Greenville, NC 27834

Sharon Phillips Smith
McDowell Technical College
Route 1, Box 170
Marion, NC 28752

Susan Janney
158-B Friendly Park
Lenoir, NC 28645

Jerry W. Weaver
Surry Community College
P.O. Box 304
Dobson, NC 27017

Harriet Kawar
P.O. Box 1161
Elizabethtown,NC 28337

Media Committee

Johnny Shaver, Chairman
Division of Media Support Services
State Department of Public Instruction
500 Vaughn Court
Raleigh, NC 27603-1712

Barbara Anderson
Forsyth County Public Library
660 W. Fifth Street
Winston-Salem, NC 27101

Mary Avery
Route 11, Box 528D
Salisbury, NC 28144

Margaret Byrd
221 S. Tremont Drive
Greensboro, NC 27403

Bao-Chu Chang
402 Melanie Lane
Cary, NC 27511

Melanie Collins
P.O. Box 1149
Lillington, NC 27546

Helen DeRochi
5308 Broadmoor Place
Greensboro, NC 27410

Louise W. Drake
120 Fairway Road
Morehead City, NC 28557

Mary Forrest
13 Florita Lane
Swansboro, NC 28584

Tindara Foti
729 Poole Drive
Fayetteville, NC 28303

Karen Gavigan
Forsyth County Public Library
660 West Fifth Street
Winston-Salem, NC 27101

Diane Kester
Route 10, Box 72
Goldsboro, NC 27530

Betty Lynn Kirwan
P.O. Box 1036
Cullowhee, NC 28723

William J. Kirwan
Hunter Library
Western Carolina University
Cullowhee, NC 28723

Arden Knight
203 Cousin Lucy's Lane
Warrenton, NC 27589

Mrs. Ernest M. Knotts
Route 2, Box 505
Albemarle, NC 28001

Dr. Bea Kovacs
Associate Professor
School of Education
University of N.C. at Greensboro
Greensboro, NC 27412

Patricia Lurvey
217 Simmons Street
Washington, NC 27889

Mary L. Mitchell
1000 Chestnut Street
Henderson, NC 27536

Judy Moore
105 A Rotary Avenue
Greenville, NC 27834

Sarah Murphy
1309 National Highway
Thomasville, NC 27360

Jane Parker
P.O. Box 421
Wrightsville Beach, NC 28480

Karen Perry
321 Ottery Avenue
High Point, NC 27262

Annette Rains
417 Rose Haven Drive
Raleigh, NC 27609

Barbara Rost
Granite Falls Middle School
Granite Falls, NC 28630

Dixie Scott
607 Tenth Street
Spencer, NC 28159

Kathi Sippen
Durham County Library
300 N. Roxboro St.
Durham, NC 27702

Elva Thomas
P.O. Box 85
Ellerbe, NC 28338

Billie P. Widman
2532 Fordham Drive
Fayetteville, NC 28304

Nominating Committee

Mertys Bell, Chairman
5608 Scotland Road
Greensboro, NC 27407

Nancy Bates
Director
Davidson County Public Library
Lexington, NC

Emily Boyce
Chairman
Department of Library Science
East Carolina University
Greenville, NC 27834

Shirley Wilkins
Johnson C. Smith University Library
Charlotte, NC 28297

John Thomas
Dean of Learning Resources
Davidson County Community College
P.O. Box 1287
Lexington, NC 27292

David Harrington
Library Supervisor
Rowan County Schools
Box 1348
Salisbury, NC 28144

Scholarship Committee

Term Ending 1988:

Ms. Lillie D. Caster
3508 Horton Street, Apt. 204
Raleigh, NC 27607

Mrs. Anne D. Sanders
Director
East Albemarle Regional Library
P.O. Box 303
Elizabeth City, NC 27909

Term ending 1990:

Mrs. Sharon H. Byrd
Head, Cataloging Department
Library of Davidson College
Davidson, NC 28036

Ms. Wilma H. Bates
Media Coordinator
Weaver Educational Center
300 South Spring Street
Greensboro, NC 27401

Term ending 1992:

Ms. Arlene A. Hanerfeld
Documents Librarian
William Madison Randall Library
University of North Carolina at Wilmington
Wilmington, NC 28403-3297

Ms. Sheila A. Core, Chairman
Reference Librarian
Surry Community College Library
P.O. Box 304
Dobson, NC 27017

Constitution, Codes, and Handbook Revision

Doris Anne Bradley, Chairman
J. Murrey Atkins Library
UNCC Station
Charlotte, NC 28223

Richard T. Barker
306 Poplar Hill Drive
Boone, NC 28607

Lynette Finch
Nash Technical Institute Library
Route 5, Box 255
Rocky Mount, NC 27801

Lovenia Summerville
2416 Belvedere Ave.
Charlotte, NC 28205

Sarah Dot Nahory
Media Specialist
South Mecklenburg High School
8900 Park Road
Charlotte, NC 28210

Mae S. Tucker
108 W. Catawba Ave.
Mt. Holly, NC 28102

Education for Librarianship Committee

Elizabeth F. Garner, Chairman
Southern Pines Elementary School
P.O. Box 723
Pinehurst, NC 28374

Dr. Larry Barr
Department of Library Science and Educational Foundations
Appalachian State University
Boone, NC 28608

Mary Ann Brown
Medical Center Library
Duke University
Durham, NC 27710

Judie Davie
UNC-G
2515A Patriot Way
Greensboro, NC 27408

Kem B. Ellis
High Point Public Library
P.O. Box 2530
High Point, NC 27261

Libby Lasley
Williams High School
1307 S. Church Street
Burlington, NC 27215

Lea M. Penn
P.O. Box 6
Reidsville, NC 27323

Joe C. Rees
Duke University Library
Durham, NC 27706

Dr. Benjamin Speller
School of Library and Information Science
North Carolina Central University
Durham, NC 27707

NCLA President, ex officio

1987 NCLA Conference Planning Committee

Patsy J. Hansel, Chair
Cumberland County Public Library & Information Center
Box 1720
Fayetteville, NC 28302

Pauline Myrick, President NCLA
Moore County Schools
Box 307
Carthage, NC 28327

Nancy Fogarty, Treasurer NCLA
Jackson Library
UNC-G
Greensboro, NC 27412

William H. Roberts, III, Local Arrangements
Forsyth County Public Library
660 West Fifth Street
Winston-Salem, NC 27101

David Fergusson, Program
Forsyth County Public Library
660 West Fifth Street
Winston-Salem, NC 27101

Art Weeks, Public Relations
Forsyth County Public Library
660 West Fifth Street
Winston-Salem, NC 27101

Mary Lou Cobb, Exhibits Chair
Wake Forest University Law Library
Box 7206
Reynolda Station
Winston-Salem, NC 27109

Susan Taylor, Exhibits Vice-Chair
Dale H. Gramley Library
Salem College
Winston-Salem, NC 27108

Ann Gehlen, Registration
Forsyth County Public Library
660 West Fifth Street
Winston-Salem, NC 27101

Sue Scott, Vendor Representative
Southeastern Sales Representative
SIRS
5926 Farmgate Rd.
Raleigh, NC 27606

Kieth Wright, Placement Center
UNC-Greensboro
46 McNutt Building
Greensboro, NC 27412-5001

Archives Committee

Maurice C. York, Chairman
Reference/Local History Librarian
Edgecombe County Memorial Library
909 Main Street
Tarboro, NC 27886

Robert G. Anthony
Carolina Room
Public Library of Charlotte and Mecklenburg County
310 North Tryon Street
Charlotte, NC 28202

Cheryl McLean
Documents Branch
North Carolina Division of State Library
109 East Jones Street
Raleigh, NC 27611

Janie Morris
Manuscript Department
Perkins Library
Duke University
Durham, NC 27706

Dorothy H. Osborn
Durham Academy
2732 McDowell Street
Durham, NC 27705

Virginia M. Sanders
Public Library of Johnston County and Smithfield
Route 2, Box 114
Smithfield, NC 27577

Clarence Toomer
Shaw University
118 East South Street
Raleigh, NC 27611

NCLA President, ex officio

Membership Committee

Dr. Rose Simon, Chairman
Dale H Gramley Library
Salem College
Winston-Salem, NC 27108

Dr. Robert C. Hersch, Reference & Adult Services
Library
Pembroke State University
Pembroke, NC 28372

Ms. Dot Elledge, Community & Junior Colleges
Learning Resources Center
Wayne Community College
Box 8002
Goldsboro, NC 27530

Ms. Eileen Johnson, Children's Services
Sandhills Regional Library System
412 East Franklin Street
Rockingham, NC 28379

Ms. Euthena Newman, Ethnic Minority Concerns
NC A&T University
F D Bluford Library
1601 E Market Street
Greensboro, NC 27411

Dr. Marty Smith, College & University
Sarah Graham Kenan Library
St. Mary's College
900 Hillsborough Street
Raleigh, NC 27603

Ms. Susan Casper, NC Association of School Librarians
P.O. Box 852
Mt. Pleasant Road
Swansboro, NC 28584

Ms. Vanessa Ramseur, Public Libraries
North Branch Library
2324 LaSalle Street
Charlotte, NC 28216

Mr. Frank Barefoot, Documents
Greensboro Public Library
201 N Greene Street
P.O. Box X-4
Greensboro, NC 27402

Ms. Beatrice Kovacs, Resources & Technical Services
Department of Library Science
UNC-Greensboro
Greensboro, NC 27412-5001

Ms. Patrice Ebert, Status of Women in Librarianship
Sharon Branch Library
6518 Fairview Road
Charlotte, NC 28210

Ms. Irene P. Hairston, Trustees
6895 Sunnybend Place
Pfafftown, NC 27040

NCLA Sections

Children's Services Section

Rebecca Taylor, Chairman
New Hanover County Public Library
201 Chestnut Street
Wilmington, NC 28401

Cal Shepard, Vice Chairman/Chairman-Elect
Forsyth County Public Library
660 W. Fifth Street
Winston-Salem, NC 27101

Jackie Miller, Secretary/Treasurer
Rockingham County Public Library
Eden, NC 27288

Directors

Mary Lou Rakow
Wilson County Public Library
Nash and Jackson Streets
Wilson, NC 27893

Julie Walker
Central North Carolina Regional Library
342 S. Spring Street
Burlington, NC 27215

College and University Section

Mrs. Elizabeth H. Smith, Chairman
Coordinator of Technical Services
Joyner Library
East Carolina University
Greenville, NC 27834

Deborah Babel, Vice-Chairman/Chairman-Elect
Catalog Department and Coordinator for Library Computer Applications
Hunter Library
Western Carolina University
Cullowhee, NC 28723

Linda Fuller, Secretary/Treasurer
General Services Librarian
D. H. Hill Library
North Carolina State University
Raleigh, NC 27650

Director

Michelle Neal
Head, Interlibrary Loan
University of North Carolina at Chapel Hill
Chapel Hill, NC 27514

Community and Junior College Section

Mary Avery, Chairman
Director, LRC
Rowan Technical College
Box 1595
Salisbury, NC 28144

Frank Sinclair, Vice-Chairman/Chairman-Elect
Librarian/Instructor
Vance-Granville Community College LRC
P.O. Box 917
Henderson, NC 27536

Susan Janney, Secretary/Treasurer
Assistant Director
Caldwell Community College LRC
Hudson, NC 28638

Directors

Linda Halstead
Evening Librarian
Central Carolina Technical College LRC
Sanford, NC 27330

Mary Houk
Director, Learning Resources
J. A. Jones Library
Brevard College
Brevard, NC 28712

Documents Section

Janet M. Miller Rowland, Chairman
Head, Periodicals & Public Documents
Forsyth County Public Library
660 W. Fifth Street
Winston-Salem, NC 27101

Waltrene M. Canada, Vice-Chairman/Chairman-Elect
Government Documents Librarian
F. D. Bluford Library
N.C. A. & T. State University
1600 East Market Street
Greensboro, NC 27411

Arlene Hanerfeld, Secretary/Treasurer
Documents Librarian
William Madison Randall Library
UNC-Wilmington
601 South College Road
Wilmington, NC 28403

Cheryl Wood McLean, *Docket* Editor
Assistant Documents Librarian
Documents Branch
Division of State Library
Raleigh, NC 27611

Junior Members Round Table

Stephanie Issette, Chairman
Hackney Library
Atlantic Christian College
Wilson, NC 27893

Laura Osegueda, Vice-Chairman/Chairman-Elect
Reference Librarian
D. H. Hill Library
North Carolina State University
Raleigh, NC 27695

Lisa Driver, Secretary
Media Specialist
D. N. Hix School
206 Belle St.
Oxford, NC 27565

Dorothy David, Director of Information
New Hanover County Public Library
201 Chestnut Street
Wilmington, NC 28401

Donna Bentley, Director of Programming
Reference Librarian
UNC-G Jackson Library
Greensboro, NC 27403

Public Library Section

Nancy Massey, Chairman
Hyconeechee Regional Library
P.O. Drawer E
Yanceyville, NC 27379

David Fergusson, Vice-Chairman/Chairman-Elect
Forsyth County Public Library
660 West Fifth Street
Winston-Salem, NC 27101

Rich Rosenthal, Secretary
Public Library Charlotte & Mecklenburg County
310 North Tryon Street
Charlotte, NC 28202

Directors

Vanessa Ramseur
North Branch Library
2324 LaSalle Street
Charlotte, NC 28216

Anne Thrower
Sandhills Regional Library
412 East Franklin Street
Rockingham, NC 28379

Reference and Adult Services Section

Dr. Larry Barr, Chairman
Department of Library Science & Educational Foundations
Appalachian State University
Boone, NC 28608

Ms. Jean Amelang, Vice-Chairman/Chairman-Elect
Branch Librarian
College Square Branch
New Hanover County Public Library
330 South College Road
Wilmington, NC 28403

Resources and Technical Services Section

April I. Wreath, Chairman
Head Catalog Librarian, Jackson Library
University of North Carolina at Greensboro
Greensboro, NC 27412-5201

Harry Tuchmayer, Vice-Chairman/Chairman-Elect
Coordinator, Main Library Services
New Hanover County Public Library
Wilmington, NC 28401

Benjamin F. Speller, Immediate Past-Chairman
Dean, School of Library and Information Science
North Carolina Central University
Durham, NC 27707

Rexford R. Bross, Jr., Secretary/Treasurer
Assistant Coordinator for Technical Services
Joyner Library, East Carolina University
Greenville, NC 27834

Directors

Nellie L. Waltner
Assistant Director, Technical Services
North Carolina State University
Raleigh, NC 27695-7111

Bobby C. Wynn
Head, Technical Services
Charles W. Chestnut Library
Fayetteville, NC 28301

Gene Leonardi, Section Editor
Fine Arts Librarian
c/o James E. Shepard Library
N.C. Central University
Durham, NC 27707

Amanda Harmon, Chair, Acquisitions Interest Group
Head, Acquisitions Library
J. Murrey Atkins Library
University of North Carolina at Charlotte
Charlotte, NC 28223

Catherine Leonardi, Chair, Cataloging Interest Group
Monographs Cataloger
Perkins Library, Duke University
Durham, NC 27706

Michael J. LaCroix, Chair, Collection Development Interest Group
Director of Library Services, Ethel K. Smith Library
Wingate College
Wingate, NC 28174

Mary Youmans, Chair, Serials Interest Group
Serials Librarian, Hunter Library
Western Carolina University
Cullowhee, NC 28723

Round Table for Ethnic Minority Concerns

Sylvia Sprinkle-Hamlin, Chairman
Head, Extension Division
Forsyth County Public Library
660 W. Fifth St.
Winston-Salem, NC 27101

Dr. Geneva B. Chavis, Vice-Chairman/Chairman-Elect
Dean, Learning Resources
Nash Technical Institute
P.O. Box 7488
Rocky Mount, NC 27801

Mrs. Linda Simmons-Henry, Secretary-Treasurer
CIRC Librarian
P.O. Box 505
Raleigh, NC 27611

Directors

Ms. Vanessa Ramseur
Branch Library
2324 LaSalle St.
PLCMC
Charlotte, NC 28216

Mrs. Norma Royal
Media Coordinator
Eno Valley School
Milton Rd.
Durham, NC 27712

Round Table on the Status of Women in Librarianship

Mary McAfee, Chairman
Head, Humanities Reference
Forsyth County Public Library
660 W. Fifth Street
Winston-Salem, NC 27101

Karen Perry, Vice Chairman/Chairman-Elect
Media Coordinator
Archdale-Trinity Middle School
P.O. Box 232, Archdale Road
Trinity, NC 27370

Norma Deese, Secretary/Treasurer
School Media Programs Coordinator, Region 6
Southwest Regional Education Center
2400 Hildebrand Street
Charlotte, NC 28216

Patsy Hansel, Past Chairman
Assistant Director
Cumberland County Public Library
Anderson Street Library
215 Anderson Street
Fayetteville, NC 28302

Directors

Joy White
Head, Business/Science Reference
Forsyth County Public Library
660 W. Fifth Street
Winston-Salem, NC 27101

Karen Seawell
Director of Information Services
Greensboro AHEC
1200 North Elm
Greensboro, NC 27401

Jean Weldon, *North Carolina Libraries* Representative
Serials Catalog Librarian
Perkins Library
Duke University
Durham, NC 27706

Julie Sanders, *MsManagement* Editor
Head, Thruway Branch Library
Forsyth County Public Library
Thruway Shopping Center
Winston-Salem, NC 27103

North Carolina Association of School Librarians

Helen Tugwell, Chairman
2002 Brickhaven Drive
Greensboro, NC 27407

Carol Southerland, Vice-Chairman/Chairman-Elect
South Lenoir High
Deep Run, NC 28525

Judie Davie, Past Chairman
Director
School Media Programs
Greensboro Public Schools
Drawer V
Greensboro, NC 27402

Martha Davis, Secretary/Treasurer
Smith High School
2407 S. Holden Road
Greensboro, NC 27407

Directors

1985-1989
Carolyne Burgman
Bluford School
1901 Tuscaloosa St.
Greensboro, NC 27410

1983-1987
Gwen Jackson
Southeast Regional Education Center
612 College Street
Jacksonville, NC 28540

1983-1987
Sherron Deal
Computer Literacy Coordinator
Iredell Co. Schools
1147 Salisbury Rd.
Statesville, NC 28677

1985-1989
Kathy Kiser
Supervisor of Media Services
Catawba County Schools
P.O. Box 1000
Newton, NC 28658

Elsie Brumback, SDPI Representative
Assistant State Superintendent
Dept. of Public Instruction
Education Building
Raleigh, NC 27611

Katherine Cagle, *North Carolina Libraries* Section
R.J. Reynolds High School
Winston-Salem, NC 27104

Glenn Wall, Affiliate Assembly
Erwin Junior High
Route 5, Box 312
Salisbury, NC 28144

Mary Ann Brown, *NCASL Bulletin* Editor
708 Coker Lane
Chapel Hill, NC 27514

Institutional membership in the North Carolina Library Association is an important way to promote libraries and library service in the state. Libraries and media, learning resources and information centers are eligible for institutional membership. Dues are $50.00 per biennium. NCLA currently has the following 52 institutional members:

Barber-Scotia College Learning Resources Center
Bowman Gray School of Medicine, Carpenter Library
Burroughs Wellcome Company Library
Cape Fear Academy Library
Catawba College Library
Catawba County Library
Cecils Junior College Library
Public Library of Charlotte and Mecklenburg County
Cleveland County Memorial Library
Columbus County Public Library
Library of Davidson College
Davidson County Library System
Duke University, Perkins Library
East Carolina University, Joyner Library
Edgecombe County Memorial Library
Elon College Library
Farmville Public Library
Forsyth County Public Library
Gardner-Webb College, Dover Library
Greensboro Public Library
Guilford College Library
Henderson County Public Library
Iredell County Public Library
Public Library of Johnston County and Smithfield
Livingstone College, Carnegie Library
Methodist College, Davis Library
Montreat-Anderson College, Bell Library
North Carolina Central University, Shepard Library
North Carolina School of the Arts Library
North Carolina State Library
North Carolina State University, Hill Library
North Carolina Wesleyan College Library
Pack Memorial Public Library (Asheville)
Pender County Library
Randolph County Public Library
Robeson County Public Library
Rockingham County Public Library
St. Mary's College, Kenan Library
Salem Academy and College, Gramley Library
Sampson-Clinton Public Library
Sandhill Regional Library System
Scotland County Schools
Sheppard Memorial Library (Greenville)
Southern Pines Public Library
Union County Public Library
UNC-Asheville, Ramsey Library
UNC-Chapel Hill, School of Library Science
UNC-Charlotte, Atkins Library
UNC-Greensboro, Jackson Library
UNC-Wilmington, Randall Library
Wake Forest University Library
Western Carolina University, Hunter Library