north carolina libraries

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Exalting Learning and Libraries

NORTH CAROLINA LIBRARY ASSOCIATION

From the President

Our immediate Past President Leland M. Park in representing the North Carolina Library Association on the occasion of the inauguration of M. Christopher White as the tenth president of Gardner-Webb College on Wednesday, April 8, 1987, presented NCLA greetings for inclusion in their scrapbook. It read, "The twenty-two hundred members of the North Carolina Library Association extend congratulations upon your election and best wishes for an effective tenure of service at this outstanding institution." Leland was a guest for lunch and at the afternoon reception for President and Mrs. White.

It is interesting that the bell used in the inauguration ceremony is a replica of the Liberty Bell. It was first rung in the fall of 1970 to inaugurate the senior college status of Gardner-Webb. The bell is rung to signify the opening and the closing of the academic year and to mark formal academic occasions. Of special historical interest, it is noted that the Whitechapel Bell Foundry in London made the bell and it commemorates the bicentenary of American independence 1776-1976. The bell is to the scale of one-fifth the original Liberty Bell, ordered from the Whitechapel Foundry by the Province of Pennsylvania in 1752, and was cast on the same site. The bell weighs forty-four pounds and stands fifteen inches high.

Neither storms, rain, furniture market, reunions, conflicting meetings, family obligations, illness nor tornado watches dampened the spirit of those attending the NCLA '87 Spring Workshop and Executive Board Meeting at Greensboro College, April 24 and 25, 1987. Those that could make it came with enthusiasm. The result was an extremely successful two days of deliberations, decision making, sharing of ideas, reporting on goals achieved and objectives revised. Over fifty NCLAers enjoyed the usual delicious lunch prepared by Mark Nelson.

Many thanks and deep appreciation go to Susan Squires for being such a gracious hostess. Much of the success of the two days is due to Susan's efficient organization long before we arrived and her continuous efforts throughout our visit on the Greensboro College Campus.

According to the "ALA Washington Newsletter," 520 library supporters from 43 states and the District of Columbia participated in the 13th Annual Library Legislative Day of organized lobbying on April 7, 1987 during National Library Week. This was an opportunity to document the effect of the present legislation on libraries, to thank our legislators, and encourage continued support.

NCLA Governmental Relations Chair Bill Bridgman and his committee coordinated North Carolina's participation in the National Library Legislative Day. Twenty-one North Carolinians attended. Chairman Bridgman divided the group into two teams to call on our legislators in Washington. He reported, "We think each team made a good case for the continuation of federal support for libraries of all types, and we were pleased with the response we received from the legislators." Twenty-eight students from North Carolina Central University also participated under the leadership of Dean Ben Speller.

Representative Major Owens continues to promote our interests as indicated by the ALA Washington Newsletter, "Representative Major Owens' special order on April 8 during National Library Week prompted a total of 26 House members to make speeches about libraries and library issues." He, along with those who voted "yes" for library issues and particularly those visited on April 7, should receive our thanks.

April 8 was a very special day for the North Carolina Association of School Librarians, because School Library Media Day was celebrated across North Carolina. The theme, TAKE TIME TO READ ... USE YOUR SCHOOL LIBRARY, was evident in balloon launches, read-ins, storybook parades, storytelling festivals, and media fairs. According to NCASL Chair Helen Tugwell, one of the highlights was a video program broadcast through cablevision showing area students giving booktalks.

Congratulations to NCLA Treasurer Nancy Clark Fogarty for an excellent audit report of the

1986 NCLA finances dated December 31, 1986. The auditor's report confirms the Treasurer's 1986 Report presented by Nancy at our last board meeting. "I certainly breathed a sigh of relief when I saw it!" remarked a happy Nancy. Those who have had this responsibility truly understand, as did Eunice Drum in her comment to Nancy, "I know the feeling!" We continue to have the best care of our funds.

In exalting learning and libraries, let's not forget that the librarian is the key that makes the learning by the users and the climate of the library come alive. Yet there must be coordination, collaboration and involvement by a host of people, not just the librarian, or indeed by the North Carolina Library Association. The words of Dr. Ken Newbold, retired Superintendent of Greensboro City Schools, spoken so aptly several years ago during an NCASL Conference in Durham, keep coming to mind. He spoke to librarians, "Here you are meeting with all of the same general interest when you should be at the science conference across town." He has a point! If we intend to exalt our services, then we need to collaborate a great deal with other interest groups in order to build lobbyists for our cause outside of our own group. It is expected that we speak for our cause; however, others speaking for us could have a great impact. All types of libraries must utilize every vehicle to promote the vital role of our programs in achieving excellence. The cooperative sharing of expertise and opportunities promotes a strong, cohesive force for excellence. Let us not be left out of the next *A Nation at Risk* as were the excellent school library programs. The theme of our '87 NCLA Conference, LIBRARIES: SPREAD THE NEWS, speaks well to this point.

Do you know the following living Past Presidents of the North Carolina Library Association? (Please send me any corrections needed on addresses, etc.)

Mr. Hoyt R. Galvin
2259 Vernon Drive
Charlotte, NC 28211
(1941-1943)

Miss Eunice Query
204 Pine St./Box 355
Boone, NC 28607
(1969-1971)

Mrs. Jane Wilson Downs
708 W. Penn. Ave.
Urbana, Illinois 61801
(1951-1953)

Miss Elizabeth Copeland
1302 Sonata St.
Greenville, NC 27834
(1971-1973)

Miss Charlesanna Fox
345 Marmaduke Circle
Asheboro, NC 27203
(1953-1955)

Dr. Gene Lanier
East Carolina University
Dept. of Library Science
Greenville, NC 27834
(1973-1975)

Mrs. Vernelle Palmer
420 Windsor Drive
Salisbury, NC 28144
(1957-1959)

Summer:
223 Orchard Lane
Boone, NC 28607
(1967-1969)

Mrs. Elizabeth H. Arline
8013 Greeley Boulevard
Springfield, VA 22152
(1959-1961)

Mr. Leonard L. Johnson
109 Falkener Drive
Greensboro, NC 27410
(1977-1979)

Mr. Carlton P. West
8 E Wake Forest Apts.
Winston-Salem, NC 27106
(1961-1963)

Mr. H. William O'Shea, Jr.
1333 Diehl St.
Raleigh, NC 27608
(1979-1981)

Mr. Paul S. Ballance
5401 Indiana Ave.
Winston-Salem, NC 27106
(1965-1967)

Mrs. Mertys W. Bell
5608 Scotland Road
Greensboro, NC 27407
(1981-1983)

Mrs. Mildred S. Councill
Winter:
P.O. Box 604
Mount Olive, NC 28365

Dr. Leland M. Park
P.O. Box 777
Davidson, NC 28036
(1983-1985)

We hope to see all of these past leaders during our October 27-30, '87 NCLA Conference in Winston-Salem.

Our next NCLA Executive Board Meeting will be held on July 24, 1987 in Pinehurst at the Pine Crest Inn.

Have a wonderful summer!

Pauline F. Myrick, NCLA President

Over to You

Letters to the Editor

A great deal has been written and spoken in the past several weeks regarding the publication of articles in NORTH CAROLINA LIBRARIES. While this journal will always strive to remain vigilant regarding factual information and writing style, we are essentially a professional publication whose primary goal is to be a forum for ideas as well as for information.

If the editorial board refuses to publish an article because we fear the ideas espoused will offend a segment of our readership, we are acting as censors. If we as librarians in all types of libraries are serious about our stand in supporting intellectual freedom, then we cannot back down when it hits closest home. We cannot in good conscience criticize religious and political censors if we refuse to allow the publication of an article simply because it criticizes one of our own.

As mentioned in the Spring 1987 issue, we welcome your comments and ideas. Implicit in this invitation is an offer for response from the persons most closely related to any issue under discussion. The freedom of expression of ideas, particularly those ideas which force us to re-examine ourselves and our modus operandi, *is an exciting opportunity and responsibility. We choose to encourage it.*

The Editorial Board

Dear Editor:

I enclose a copy of a letter recently mailed to Ruth Katz concerning her article which appeared in the Spring edition of "North Carolina Libraries."

I sincerely feel that it was unfortunate that you chose to publish such an article so full of inflammatory remarks that have no real basis for valid discussion.

I would like very much to see this letter printed as a response to this article. I feel you owe public libraries the right to respond to this form of irresponsible mud slinging.

With kindest regards, I remain,

John W. Jones
Director of Libraries
Neuse Regional Public Library

Dear Miss Katz:

I read your article in the Spring issue of "North Carolina Libraries" with a great deal of amusement and wonder: amusement, because most of the statements you made were nothing more than opinions and innuendoes; wonder, because you who hold a position as a scholar should know that statements made without any supporting data are absolutely and totally worthless.

Your opinionated attacks on the Friends and Trustees are an abomination and if read by the wrong person would do nothing more than cause harm. At no time did you present any form of evidence to support your invalid assumptions. You simply stood back and slung mud. Believe me, it doesn't take a scholar to do that.

Your few statements concerning the Public Library Directors' Association also indicate that you did absolutely no research concerning your topic. The one true statement you made was that you didn't know why the Association existed. However, if you are interested, I'll be sure you get an invitation to our next meeting.

Since your article opened the door to opinions, let me give you mine concerning one facet you discussed. To assume that all libraries should and do work for a common goal is not a valid assumption. All libraries deal to some degree in the same product; however, our mission statements and populations served are many times quite different. The overlap by user populations, as reported through the literature with valid research, at no time exceeds 15%. To place this in context with reality, the public libraries exist very nicely without the academic or special libraries. In my library, circulation exceeds almost 50,000 items per month. We borrow less than 20 items from our academic neighbors. At Forsyth County over 150,000 items are circulated per month. They borrow less than 50 items from academic or special libraries. The goal you seek is not the goal we seek. If you assume that there is a common goal for all libraries, then you are wrong.

Your statements concerning librarians who have worked in other states is so ridiculous and

illogically conceived that it does not merit a thoughtful response; however, I will again challenge you to bring forth your documentation. If such documentation does exist, then it deserves national distribution.

To be totally honest, I am more disappointed in the journal than I am with your work. You are entitled to your opinions. They just don't belong in a professional publication.

John W. Jones
Director of Libraries
Neuse Regional Public Library

Dear Editor:

It is refreshing to have strong opinions voiced in *North Carolina Libraries* as was the case with Ruth Katz's article in the spring 1987 issue. It's too bad that many of the opinions expressed were uninformed. Trying to address the numerous misconceptions would take an article of equal length.

However, I think a free copy of *FLASH* would go a long way in soothing Ruth. So I'll be mailing a copy of mine to her so she can keep abreast of public library activities.

Jerry A. Thrasher, Director
Cumberland County Public
Library & Information Center

Dear Editor:

It is a pity Ms. Katz is not more knowledgeable of the public libraries she criticizes (Spring 1987 *North Carolina Libraries*). Adequate funding is the basis of good library service and groups such as the Public Library Directors Association, the Friends of North Carolina Public Libraries, and the North Carolina Library Trustee Association have all been instrumental in seeing that the state provides increased financial support to its public libraries. Since I have been in North Carolina (1982), this figure has increased from $4.3 million to over $10.7 million. These increases have provided funds for improved collections and library services which benefit all library users. They also have allowed libraries to hire additional staff and improve professional salaries. This in itself will do more than any other factor toward increasing the "representativeness" of library staff Ms. Katz feels so strongly about.

Concerning our lack of cooperation, public libraries have long taken a lead in this area. "ZOC's" were characterized by significant public library involvement, as have many of the continuing education opportunities that are available in this state. At the same time, I would note that such cooperation must be cost effective and serve a significant public need.

As to the role of the State Library, comment is best left up to Jane Williams, the State Librarian. However, it is my understanding that while the State Library can and does provide guidance and assistance to all libraries in North Carolina, it has a specific charge to "promote the establishment and development of public library services throughout all sections of the state." If Ms. Katz feels the State Library is derelict in the non-public library area, some more specifics, I am sure, would be appreciated by the State Librarian.

In conclusion, I can only agree with Ms. Katz's introduction, "This article is one person's assessment of librarianship ..." Unfortunately, it is that and nothing more.

David M. Paynter, Director
New Hanover County Public
Library

Dear Editor:

I would like to respond to a portion of Ruth Katz's article "New Opportunites, New Choices: Some Observations About Libraries in North Carolina," in the Spring 1987 issue of *North Carolina Libraries*, concerning the North Carolina Library Association.

Many of us recall the study leading to the publication *North Carolina 2000* addressing statewide concerns such as education, environment, crime, health, etc., but not addressing information as a concern of this state in entering the twenty-first century. Further the role of the information delivery systems of the state—namely our libraries—was relegated to that of preservation and recreation.

Clearly the total library services of our state need higher visibility not only among our citizens but our leaders and planners. In my view NCLA is a primary organization in our state to bring this about. The State Library exerts a strong leadership role for librarianship in our state, but because it is part of the executive branch of government there are some constraints on action it can take. NCLA on the other hand can serve as a coalition of all the libraries of the state in addressing matters of local, state and national concern, and can act with fewer, or at least different, constraints. Together these two entities are a formidable force for action.

And what are some of the actions we need to take to be ready for the year 2000? For starters we can be vigorous advocates for public access to public information—local, state and national; we can adopt a proactive role toward the next White House Conference; we can work with our library schools in fostering research appropriate for the

advancement of library service in our state, and publish the results; we can be the leaders in adopting a proactive cooperative attitude embracing the total communities in which we operate. And of course we can continue our commitment to the advancement of librarians in our state.

To enable NCLA to achieve this potential some changes should be considered. For example, ours is a voluntary organization which places considerable demands on our elected officials; let's be sure that all our offices elected membership-wide be offices of substance. Let's examine the duties and responsibilities of each and make sure that when we ask our talented leaders to serve in an office it is one that offers a challenge and is important to the furtherance of the association, not one that is more honorary than substantive. And while we are at it, let's reduce the labor-intensive and time-consuming chores that we presently impose on our Secretary and Treasurer, by contracting for those services. All we'll lose is the tedium; we'll retain control and free our officers for the proactive, innovative policy-making roles we elected them to serve.

Although we are a voluntary organization, we do not have to continue the puritan ethic of a make-do association. Let's have a dues structure that is realistic, and provides adequate support to the various units of NCLA. For me, those units addressing type of library have been less stimulating than those addressing library functions. Perhaps for others they have equal value. We might consider abolishing the requirement that a member might first join a particular unit, abolish the "free" unit, and simply let members join any and as many units as they wish setting a fee that will truly support a unit.

I have often heard persons say not to make waves, not to rock the boat, but the logical conclusion of that is seldom mentioned: if there are no waves and a boat is not rocking that boat is probably dead in the water, going nowhere, except perhaps in circles. NCLA is not dead in the water, but change will be needed to provide the viable, vigorous organization we need as we approach the next century. We have enough time to be ready.

Let's take the report of the Futures Committee and Ruth Katz's article as vehicles for intensive—even heated—discussion by the full membership, both in print and face to face. Then let's combine our discussion with just as vigorous an "attitudinal adjustment" visit to the local pub, where the target is on the wall, not personal!

Marjorie W. Lindsey
Member, Futures Committee

Dear Editor:

Thank you for inaugurating the columm "Over To You" for reader feedback. In examining the last five issues of *North Carolina Libraries*, I found not a single letter to the editor. Hopefully, every issue beginning with this one will include at least one such letter. In the absence of any letters to the editor, the question "Is anyone reading this journal?" may legitimately be raised.

The feature I enjoy most in each issue is the section entitled "New North Carolina Books," an excellent selection tool. In my view, this section should be expanded to include more titles, including pamphlets as well as books.

More illustrations—photos as well as charts and graphs—would help to improve the overall appearance of the journal.

The quality of our state library journal is good, but, like the quality of American education, it can always be improved.

Alva Stewart
Reference Librarian
N.C. A&T University

NORTH CAROLINA LIBRARIES invites your comments. Please address and sign with your name and position all correspondence to: Frances B. Bradburn, Editor, NORTH CAROLINA LIBRARIES, 2431 Crabtree Boulevard, Raleigh, N.C. 27604. We reserve the right to edit all letters for length and clarity. Whenever time permits, persons most closely related to the issue under discussion will be given an opportunity to respond to points made in the letter. Deadline dates will be the copy deadlines for the journal: February 10, May 10, August 10, and November 10.

Educating North Carolina Librarians and Information Professionals:

AN INTRODUCTION

Benjamin F. Speller, Jr., Guest Editor

This special section on educating librarians and related information professionals in North Carolina focuses on five assumptions: (1) competency-based education is a valid approach to determining a suitable curriculum for preparation of entry level professionals [1]; (2) students must be able to utilize the knowledge and skills of librarianship and information science within the context of information problems and needs of all kinds of library environments; (3) students must be able to use a research approach to problem solving; (4) the mission of libraries has not changed; but the principles and procedures for planning and implementing this mission have changed because of computer and communications technology developments; and (5) continuing education is an important instructional goal because of the dynamic nature of an increasingly information-based society.

With these five assumptions as an organizational framework, the articles in this special section have been grouped into three broad categories: (1) foundations of the profession which include organization of information, management, research, communications and information systems; (2) resources and services for children, adults and special groups; and, (3) continuing education.

The guest editor allowed the authors to address their topics in their own individual styles. This may have resulted in some unevenness in scope and content; but this was considered the best approach to providing an unbiased picture of the education of librarians in The University of North Carolina system, since each library and information science program's faculty plans and develops its own unique curriculum based on its own individual mission, goals, objectives and philosophy of instruction and research. A brief bibliography is provided at the end of this introduction for those individuals who are interested in looking at this topic from a national perspective.

Benjamin F. Speller, Jr., is Dean of the School of Library and Information Sciences, North Carolina Central University, Durham.

Foundations of the Profession

Organization of Information. Jerry Saye discusses the potential for educating and the continuing development of professionals in the areas of cataloging and classification. He is, rightly, alarmed at the lack of advanced courses in and the slow development of interdisciplinary approaches to instruction and research activities in the five library education programs in North Carolina. The lack of focus on theoretical issues in this area may inhibit the development of information science components in all five programs because faculty expertise will not be there in the future, nor will there be any significant interdisciplinary components. These same problems will limit future continuing education programming in this area of librarianship as well.

Management. Sheryl Anspaugh and John Lubans present a description of how management concepts and principles are taught in North Carolina and the southeast. They compared how they team teach the general principles of management at NCCU with other southeastern library and information science programs. Their investigations support the fact that management skills can be learned in an instructional environment and that there are no longer any major questions about the value of learning management theories and principles as a foundation to effective practice as a professional.

Research. Kenneth Shearer discusses the value of research in a profession that is essentially practical in orientation. He describes applied research projects that have been conducted in North Carolina and their impact on the profession. "Research in the library and information science programs in North Carolina will probably increase in the knowledge generation purposes

because librarians will be using more of this type of basic research to develop or significantly improve information service and delivery systems." [Guest Editor]

Communications and Information Systems. Benjamin Speller and Robert Burgin present their perspectives on significant implications that what is now referred to as the computer/telecommunication age will have on library and information science instruction. They note the re-emphasis on traditional communications, human relations, and other related management skills as a result of the increased dependence on computers and telecommunications technologies. They conclude that the pervasive nature of these technological developments has required a redefinition and expansion of the theories and principles that undergird the information professions, and that library education programs in North Carolina are revising their respective curricula, instruction, and research activities as a result of changes.

... each library and information science program's faculty plans and develops its own unique curriculum ...

Resources and Services

Children. Marilyn Miller and Pauletta Bracy describe the nature of the job outlook for librarians serving children and young adults in the state. They strongly suggest that all public library employers support children and young adult services, and identify critical issues which should be addressed by library educators in order to insure adequate preparation of children's and young adult librarians. There will be serious societal consequences if this action is not forthcoming.

Adults. Sharon Baker uses research results on major problems facing public library directors of fifty outstanding public libraries and a review of the literature on educating public librarians to determine the future direction of library education for adults. Baker identifies three curriculum areas—community analysis, patron guidance and materials exposure—and then describes how these areas are approached in the library education programs in North Carolina.

Special Groups. Kieth Wright presents an overview of the emergence of disabled persons into mainstream society and how library education programs in general and in North Carolina have responded to it. Wright also focuses on the impact that the current computer/telecommunications age could have on providing library service to the disabled and how the disabled could be trained to become information professionals and support staff.

Continuing Education

Duncan Smith reconciles the learning environments for prospective librarians in his article, "The Limits of Library School." He identifies three environments where individuals learn to become librarians. He believes that neither library school nor on-the-job experience in isolation provides adequate preparation for professional librarians. He believes that blending both experiences provides the best learning environment for libraries. He describes the North Carolina Library Staff Development Progam as one example of this blending.

Summary

In summary, this special issue has focused on the broad aspects of library and information science instruction to avoid an overemphasis on one type of library environment. Several common threads emerged: (1) an agreement that technical skills in information handling are necessary; (2) that librarians and information professionals should have a strong orientation toward serving people; and (3) that human relations and management skills are essential. These articles continue to support Buckland's assumption about education: "In a changing world, teaching even the best contemporary good practice is not good enough if one is seeking to develop professionals who will design new services and adapt old ones as needs, circumstances and opportunities change. One needs to deal with concepts and principles as well as practice; and one needs to foster respect for the uniqueness of each situation."[2]

References

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2. Michael K. Buckland, "Communications, Information, and Training the Information Professional," in *Communicating Information, Proceedings of the 43rd ASIS Annual Meeting, Anaheim, 1980*, (White Plains, New York: Knowledge Industry Publications, 1980) 370-372.

Suggested Readings

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

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

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The Organization of Information Curricula

Jerry D. Saye

The courses which comprise the organization of information specialty in library and information sciences have changed dramatically at the national level in the past two decades. The change in library education from one of preparation for work only in libraries to that of preparing students for careers in the wider arena of the information profession has resulted in changes in the courses which constitute this part of the curriculum. Traditionally, the foundation of the organization of information component of any curriculum had been a basic course in cataloging and classification. Today, because of widening interest in information management, students in library and information science programs around the country are as much concerned with "tuples" and "normal forms" as they are with the details of AACR2 and the intricacies of the Dewey Decimal Classification. This paper explores the extent to which courses in the organization of information in library and information science programs in the state of North Carolina reflect these national trends and what needs to be done to improve preparation for the specialty.

North Carolina has five schools that provide graduate-level courses in the field of library and information sciences.

- Appalachian State University. Department of Library Science and Educational Foundations
- East Carolina University. Department of Library and Information Studies
- North Carolina Central University. School of Library and Information Sciences
- University of North Carolina at Chapel Hill. School of Library Science
- University of North Carolina at Greensboro. Library Science/Educational Technology Department

Three of these programs, NC Central, UNC-Chapel Hill, and UNC-Greensboro, are accredited by the American Library Association, while a fourth program, East Carolina, is in the process of review for A.L.A. accreditation.

In order to assess the state of organization of information education in North Carolina, data were gathered from the published literature of each program, the syllabi of organization of information courses, and telephone interviews with selected deans, directors, and faculty members. Although these data provide specific information about the state of organization of information education at individual schools, the purpose of this paper is not to assess the strengths and weaknesses of individual programs, but rather to assess the current condition and future of education in this specialty in North Carolina. Therefore, no effort was made to establish the periodicity in which individual organization of information courses are taught or to determine whether listed courses were actually taught. Instead, it was assumed that each program periodically reviews its courses and purges unused courses from its catalog. Additionally, new program or course initiatives under consideration in the organization of information area were not considered part of an institution's current program. It was felt that this insight into the future could be misleading in that what is planned does not always materialize due to a variety of factors that influence the approval or disapproval of new programs and courses.

The initial step in any assessment of the organization of information component of library and information science education involves the definition of the elements which comprise that part of a curriculum. The *Directory of the Association for Library and Information Science Education*[1] provides a useful starting point for the development of this definition. The *Directory* includes a "Classification Guide" to specialties within the profession which can be used to identify generic course areas. While this "Guide" does not classify the subject specialties into hierarchical relationships, it can be used to develop a list-

Jerry D. Saye is Assistant Professor at the School of Library Science, University of North Carolina at Chapel Hill.

ing of courses which form both the base and the periphery of the organization of information specialty. A diagram of the areas which comprise this specialty and their relationships is presented as Figure 1.

The inclusion or exclusion of any particular course in a list such as this is a subjective matter. In this list, introductory courses in library and information science that include an organization of information element have been excluded. Also excluded were courses in the management of technical services because of their greater emphasis upon the management of the organization of information process over concern for the process itself. Similarly, courses in library automation and computer applications have been excluded because of their greater emphasis upon process rather than information organization. Included in this taxonomy are some courses where the organization of information is a discrete element in a course which specializes in a particular type of material, e.g., government publications. These courses are listed in Figure 1 under the heading "Specialized Courses."

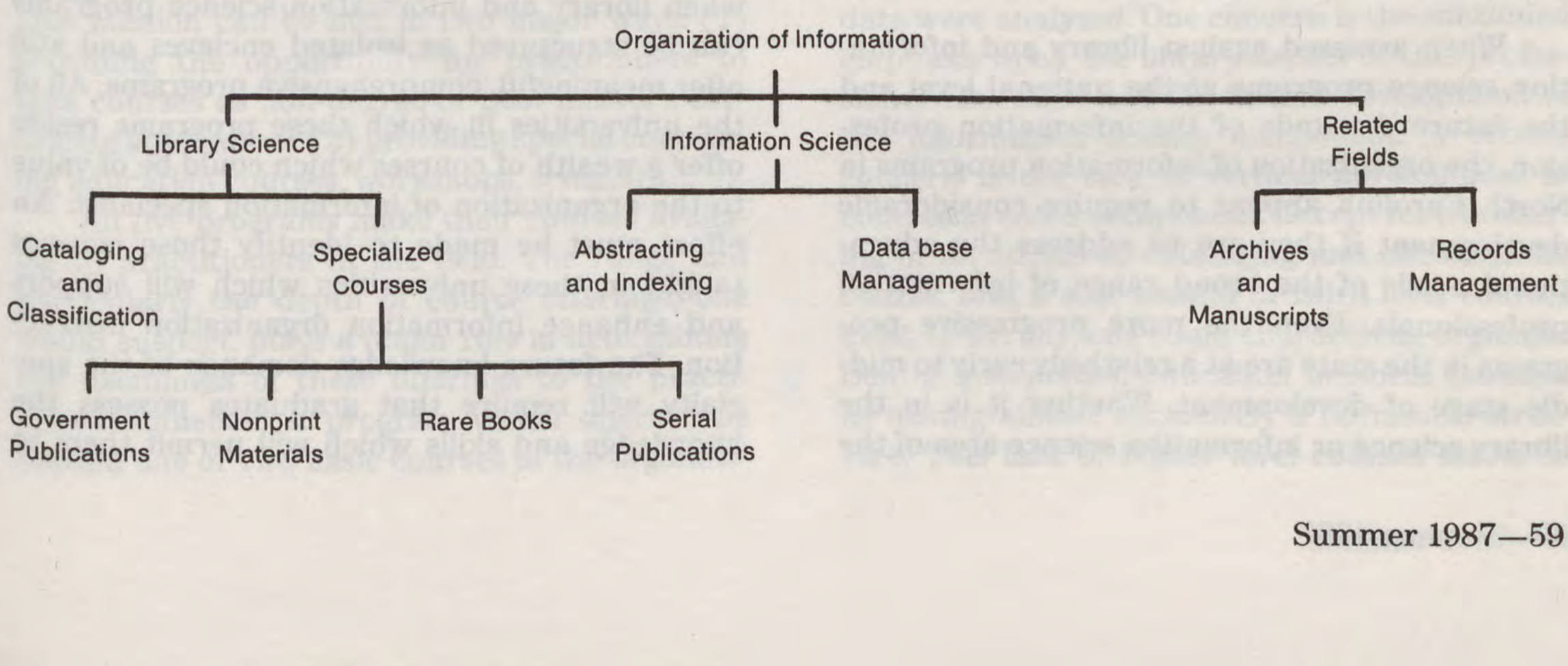
Courses

There is a moderate degree of similarity between the five programs, although it appears to be confined mainly to the organization of information courses in library science rather than those in the information science area. As one might expect, each of the five programs provides at least one course in the organization of information specialty. A basic cataloging and classification course is taught in each of the five programs. An analysis of the syllabi from these basic courses reveals that the topics covered are essentially the same—descriptive cataloging, access point and heading work, classification, subject heading work and use of OCLC. Where differences do exist, they involve the extent to which Library of Congress Classification is addressed in the basic course. What is surprising is that this basic cataloging and classification course is the only course which is common to all five programs in the state. Only three schools offer some form of advanced cataloging and classification instruction—two schools offer it as a separate course, while the third distributes the content of its "advanced course" throughout several courses.

Absent from the courses offered in the state is a course in the Theory of Classification. This course was, for a long time, a staple as an advanced course in the cataloging and classification curriculum. Although some courses in the organization of information area appear to include classification theory as a minor component, this topic no longer occupies the place of importance in the curriculum that it once had. The demise of this course in North Carolina follows a national trend. Although the reasons for this change have not been investigated as a part of this paper, one could opine that, over the years, the field of librarianship has become more process oriented in its approach to the organization of information in libraries and information centers and less concerned with the theoretical underpinnings. As a consequence, the value of a course like the theory of classification has been reduced to a point where it was no longer a viable part of the curriculum. With the continued emphasis on more efficient approaches to the storage and categorization of information for later retrieval in computer-based systems, interest in the area of classification will likely increase, although it may never again achieve a level of importance sufficient to justify the dedication of an entire course to this topic.

Specialized library science courses, those courses which have a small organization of infor-

Figure 1.
Diagrammatic View of the Organization of Information Component of Library and Information Science Education



mation component, are offered by four of the five programs. A course in government publications is offered by four of the five schools. Beyond this one course, the offering of specialized courses is relatively limited. Unlike many other library and information science programs nationally, none of the programs in the state offers a course which specifically addresses serial publications.

One major consideration in an assessment of any library and information science program is whether a program aims specifically to educate librarians or whether it sees for itself the more general mission of preparing the broader range of information professionals. In the interest of simplicity, this broader area of preparation will be referred to as "information science." Over the last quarter century, the national trend has been toward the education of the broader group of information professionals. The infusion of this information science education into the programs in North Carolina has been moderate. The treatment of the information science component of the curriculum exhibits the greatest difference among the schools. Only two schools appear to have significant course offerings in the area of information science. The other programs appear to confine their instruction to librarianship, essentially limiting the treatment of new information handling technologies to their use in library automation or to an introduction to computer applications. This approach has a major impact upon course offerings addressing the organization of information in non-library settings.

The specialties within the profession are changing too rapidly for the master's degree to continue to be viewed as both entry and terminal professional education offering.

When assessed against library and information science programs at the national level and the future demands of the information profession, the organization of information programs in North Carolina appear to require considerable development if they are to address the educational needs of the broad range of information professionals. Even the more progressive programs in the state are at a relatively early to middle stage of development. Whether it is in the library science or information science area of the organization of information curriculum, the programs in the state must begin to develop courses beyond the first level, courses which will build upon the one or two courses in information organization which are taken by most students. In most of the programs today, students specializing in the organization of information have relatively few courses from which to select when developing their "major" in this specialty.

Master's Level Interdisciplinary Instruction

Involvement in interdisciplinary instruction in the organization of information area is either non-existent or very limited in all five programs. While each program has some interdisciplinary activity, it is often related to the field of education or media technology rather than to areas which would enhance knowledge in information organization. Only in rare cases do students take courses which deal with the organization of information in other disciplines. Only one program offers courses in the organization of information which are cross-listed with another department (Computer Science). Little appears to have been done in any of the programs to utilize the course offerings in related fields, e.g., linguistics, communications, cognitive psychology, etc., to support the organization of information curriculum at the master's level. Although no data are available against which to gauge the condition of North Carolina's programs in encouraging interdisciplinary activity, it is suspected that it is equal to, or slightly below, other schools when viewed nationally.

It is anticipated that, as the scope of the information profession becomes broadened in terms of the commitment of the educational programs in this state to prepare individuals for the profession, the utilization of interdisciplinary knowledge will become essential to the preparation of persons in most, if not all, specialties in the information profession and particularly information organization. The days are rapidly ending when library and information science programs can be structured as isolated enclaves and still offer meaningful, comprehensive programs. All of the universities in which these programs reside offer a wealth of courses which could be of value to the organization of information specialist. An effort must be made to identify those courses taught in these universities which will support and enhance information organization instruction. The future knowledge demands of the specialty will require that graduates possess the knowledge and skills which will permit them to

adapt to the constantly changing state of information organization. To fail to achieve this will eventually result in North Carolina's programs becoming less and less relevant to the entire information profession and becoming viewed more and more as a place of preparation for work in a single type of institution—libraries—regardless of the names that are given to these programs.

While students in North Carolina's library and information science programs are generally encouraged, if not required, to come into these educational programs with undergraduate backgrounds in other disciplines, for some reason a marriage of this previous knowledge with the newly acquired knowledge is not encouraged. Instead, these programs frequently serve as a new beginning for the student, as though the undergraduate experience, while of some value in reference work, collection development, etc., is essentially irrelevant. Perhaps the cause of this is the fact that this profession does not control, through prerequisites, the background of students entering the field. Rather than requiring quantitative and computational knowledge as requirements for entry into library and information science programs, the extremely limited time in these programs is consumed in attempting to teach this knowledge as a part of the master's program. This problem, affecting not just the organization of information component of the curriculum, is not limited to North Carolina's programs. These programs merely reflect a national problem. Future emphasis needs to be made in all areas, but particularly in information organization, to encourage students with previous preparation in related fields to continue to pursue this interest.

Other Continuing Education Programs for Practitioners

Providing for the continued professional growth of practitioners in the field is generally an accepted mission of a professional education. This mission can be met in two major ways: (1) providing the opportunity for practitioners to take courses as non-degree or post-master's certificate students, or (2) providing special continuing education courses, workshops, seminars.

All five programs make their courses available to practitioners in the field. The range and particularly the depth of course offerings, one would suspect, plays a major role in determining the usefulness of these offerings to the practitioner audience. A program which offers little beyond one or two basic courses in the organization of information probably will have little to offer to post-master's practitioners who, very likely, already have had these courses as a part of their master's preparation. Based upon an examination of the course offerings of the five programs, few programs have sufficient courses in both range and depth to meet the continuing education needs of practitioners working in the organization of information area. The involvement of each school in providing continuing education programs in the area of organization of information is also limited where it exists at all. Relatively few organization of information workshops, seminars, etc. have been offered in the state by any of the five programs. Instead, organizations such as SOLINET appear to have assumed this role of keeping library professionals current in some aspects of the organization of information specialty. The few continuing education programs which have been offered in the organization of information area in the past have most often been part of a series of presentations such as alumni conferences or similar programs. The programs in North Carolina, and other programs nationally, must develop a strategy under which, as the information profession changes, practitioners can obtain the knowledge required to keep pace with changes in their chosen specialties or to develop new specialties. The specialties within the profession are changing too rapidly for the master's degree to continue to be viewed as both entry and terminal professional educational offering.

Conclusions

The preparation and continued development of library and information science professionals in the organization of information specialty must be considered to be still somewhat limited in North Carolina compared to developments occurring elsewhere in the United States. Several disturbing aspects to the organization of information education in this state became apparent as the data were analyzed. One concern is the continued emphasis upon the library aspect of this professional education and the limited development of the information science component. A second concern is the lack of vertical development in courses in either component. Except for the offering of an advanced cataloging and classification course, few, if any, second or third level courses exist. Generally, one could characterize organization of information education in North Carolina as having almost exclusively a horizontal structure. This lack of higher level courses serves to

inhibit the post-master's and continuing education development of practicing organization of information professionals as well as shortchanging master's level students wishing to develop in this specialty. This problem is exacerbated by the lack of interdisciplinary development in the field.

It is anticipated that further development in the organization of information area in librarianship will probably remain stable in the near future. The organization of information component in information science can be expected to grow in several of the programs and remain constant or appreciate slight growth at the other schools. The involvement of the five library and information science programs in both the formal and informal education of practicing organization of information professionals is also expected to remain somewhat constant.

Developments in several programs give some cause for hope for organization of information education in North Carolina. These program developments are likely to result in significant increases in their offerings in the information science component of their curriculum and, thus, can be expected to increase the organization of information course offerings in this area. If their development follows the pattern of other institutions in this country which have expanded their information science offering, one can expect that interdisciplinary course-related activity will also increase. The introduction of new faculty members to support these changes holds the prospect of improvement in both teaching and research in the organization of information. To date, none of the programs has developed national visibility as a leader in teaching or research in the organization of information. While not all programs may desire to gain national visibility, it is desirable that perhaps one or more of the programs establish some recognition for producing organization of information specialists. The program changes envisioned in the coming years provide the opportunity for one or more of the programs in this state to accept this and other challenges in the preparation of these specialists.

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Instructions for the Preparation of Manuscripts for *North Carolina Libraries*

1. *North Carolina Libraries* seeks to publish articles, book reviews, and news of professional interest to librarians in North Carolina. Articles need not be of a scholarly nature, but they should address professional concerns of the library community in the state.
2. Manuscripts should be directed to Frances B. Bradburn, Editor, *North Carolina Libraries*, Central Regional Education Center, Gateway Plaza, 2431 Crabtree Boulevard, Raleigh, N.C. 27604.
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Management Teaching: Its Theory and Practice

Sheryl Anspaugh and John Lubans, Jr.

Ben Speller's request to write about the teaching of management made for an opportunity to see how others were doing it. Our own interest in the topic comes naturally enough. We team-teach management at the School of Library and Information Science at North Carolina Central University, we each possess a Master of Public Administration degree, and we are or have been managers. So, the chance to compare our classroom efforts with others in the southeast was a welcome one in order to improve our own teaching and to share what we discovered with the profession at large. Comments about teaching management and representative syllabi were received from the Universities of Kentucky, Tennessee, Alabama, South Carolina, and from Atlanta, Emory and Vanderbilt Universities, Louisiana State University, Florida State University and the University of North Carolina at Chapel Hill and Greensboro. This paper looks at the similarities and dissimilarities among the programs, including our own.

For many library school faculty there is, it appears, a special challenge in teaching management to potential librarians. Kathleen Heim, dean of the School of Library and Information Science at Louisiana State University, says, "It is my belief that students have a hard time imagining themselves as managers." Elizabeth Mann, with the School of Library and Information Studies at Florida State University takes it a step further: "One of the challenges I have faced is that students say they don't want to be a manager and are resistant to learning anything about it." And, finally, this disclaimer from John Clemons, associate director, Division of Library and Information Management, Emory University, "I do not teach directly how to manage, but emphasize how to be a more informed participant in a managed environment."

Why this reluctance by students to see, or to want to see the "big picture"? Is library management not attractive to our students, or is it still not palpable at this point in their career development as a special interest or need they may have? Kathleen Heim suggests, "It would almost seem best to me if (somehow) all graduates could be required to take a management course two years out after they see first hand how much management will be required of them. Very few believe us!" Our own experience at NCCU supports Dean Heim's suggestion. For the most part our students are already on the job and this may be the reason we've not encountered much reluctance to study management. Also, more than a few students are quick to apply the theories taught to their own work experiences, thereby enhancing their learning *and* that of their classmates.

Most of the library schools surveyed require an overview management course, but in a few instances it is incorporated in other courses such as in the study of a particular type of library, i.e. academic, public or school, or in a systems analysis course. These courses, because of their specialized content, are not able to concentrate as heavily on management theory and practice as do the single purpose "Library Management" courses. Two of the schools do not require a management course, but recommend one be taken. In the case of Emory's "Administrative Methods," John Clemons states that sixty-five percent of the students do take it. So it seems that despite uncertainty and reluctance, most of our students are exposed to some management theory and technique.

Readings/Resources

Most everyone supplements lectures, many quite heavily, with readings from library management literature and management literature in general. In teaching the management course at NCCU we require our students to read many original works (e.g. essays by Woodrow Wilson, Max

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Weber, Mary Parker Follette, Luther Gulick and Herbert Simon). This requirement to read, to comprehend, and to interpret to their classmates, we've been told by the students, is the most difficult part of the course. We agree with their assessment. They struggle, they suffer, they persevere; and in each class we see growth in their ability to work through complicated ideas, to communicate them, and to appreciate reading the original rather than someone else's opinion of it.

Some schools require the purchase and use of textbooks, but there is no consensus on any one management textbook. Several use Robert Stueart and John Eastlick's book and mentioned their optimism for the forthcoming Stueart and Barbara Moran version of *Library Management.* Other texts used are *Management: Theory and Application*, Leslie W. Rue and L.L. Byars; *Problems in Library Management*, A.J. Anderson; *Management Strategies for Libraries: A Basic Reader*, Beverly P. Lynch; *Management Techniques for Librarians*, J.R. Evans; and *Managing an Organization*, Theodore Caplow.

Some of the courses use guest lecturers where it seems appropriate. With the wealth of talent available in the Raleigh-Durham-Chapel Hill area, we schedule several guest lecturers. This not only gives the students the benefit of a perspective other than our own, but provides an opportunity to meet potential employers.

Case Studies

Another similarity that we found is the use of case studies. These case studies vary from those written by the instructor (including "soap operas") to those in published format, from the very short and succinct to the lengthy and detailed Harvard-type case study. Their use ranges from in-class discussion purposes to written analysis to service as the final exam. Generally, where any type of case study was noted, it also was a factor in the grading. Larry Allen at the College of Library and Information Science, University of Kentucky, uses situation simulation or role playing extensively throughout his course. In his course description and again in the course objective he states, "Focus will be placed on two major roles in the system, the person who is supervised as well as the manager or supervisor." Each student is assigned a role within a type of library and library function and Allen, as director, sets forth problems, tasks or issues by memo, directive or verbally for resolution.

Films and Tests

In addition to assigned readings, case studies and guest lecturers, two other teaching/learning processes have served us well at NCCU, but appear not to be used much elsewhere. Both have added depth to the course and been well received if not outright fun for the students and us too. The first is our use of films. Most of the films have been made for the for-profit sector and many are out-of-date (clothing, hairstyles, etc.), but the message is still good and can stimulate lively discussion. We think the positive aspects of using film are lost, however, if discussion is not a planned part. Three of the better films we use are *Invent Your Own Future,*[1] *Meetings, Bloody Meetings*[2] and *Performance Appraisal: the Human Dynamics.*[3]

The second process is the self-test. There is nothing quite as intriguing as learning about oneself, and our students enjoy learning more about their own style of management. One such "test," a management inquiry based on theories X and Y, is given as a pre-test and post-test to determine if the student's management thinking has changed over the period of the course as his concepts and knowledge have matured and increased. In our experience the most marked growth occurs for "theory X" type students in the direction toward "theory Y." Another test, on motivation, has students rank separately what motivates them and what they think motivates their employees (or most employees if they are not working). They are frequently surprised at how different the rankings are from each other, and from that we launch into the subject of motivation in groups and its various theories. Two additional tests deal with situational leadership or how they manage under stress. One of these tests, *Leader Effectiveness and Adaptability Description*[4] by Hersey and Blanchard, has them chart out their management style and their tendency to over or under manage. Another brief test that fits in well with our emphasis on organizational culture is an organizational culture index. The students can take the test to determine what type of organization they *prefer* to work in and/or what type of organization they *are* working in. From this test we believe they are better prepared for their job searching and interviewing efforts.

Course Content

As to the content of the courses, especially the general management ones as opposed to those by types of library, Luther Gulick would be

pleased to know that POSDCORB[5] lives! It seems that he did, in 1937, more than an adequate job (or at least one on which management theorists have not much improved despite Herbert Simon's cogent arguments against such pat principles in his *Administrative Behavior*) in outlining basic executive functions. In addition to covering POSDCORB, Louisiana State includes classes on affirmative action, comparable worth and unionization; women in administration; and the future of management. Atlanta and Alabama each offer a class or part of a class on the concept of power, and South Carolina offers a class on contemporary personnel issues. One concept that we stress, in fact we begin the first class with it, and refer to it throughout the course, is the idea of *organizational culture.* We discuss the many facets of an organization's personality using the systems model as developed by Katz and Kahn.[6] Our version includes the POSDCORB elements, but specifically places the organization in the environment with all of the ramifications of economics, power politics, technology, societal ethics and standards, and demonstrates its vulnerability and dependence. This social systems model concept coupled with the "iron triangle theory" that emphasizes the client in the funding/decision-making role sheds a new light on the organization and the role each person plays in the organization. We have found this strengthens our students' grasp of the uniqueness of each organization and how a person relates to it.

Conclusion and Recommendation

The fact that library schools teach management concepts and techniques suggests that it is possible to learn how to be a manager. In some ways this is similar to our training efforts to equip people with the skills and expertise of cataloging or reference work. Clearly, all of the courses we surveyed are well based in management theory, practice, and its tools. While they cannot guarantee each student will be an outstanding or even effective manager, they do give the conceptual platform from which a good manager can grow. Whether such a basis is needed for a new librarian is no longer a valid question. Apart from the group process and communication skills demanded by the prevalent *participatory* management model, technology increasingly and relentlessly requires us to be managers and to make intelligent applications in libraries. As technology replaces manual processes professional librarians find themselves supervising support staff. With the removal of much of the drudgery of library work, our professional expertise is increasingly called upon to manage, to see that work is accomplished. Except for service in a larger reference department or perhaps as an original cataloger in a cataloging pool, there are few, if indeed any professional positions that do not require and cannot benefit from the full array of management skills. It is good then to hear Ann Prentice, Director of the Graduate School of Library and Information Science, University of Tennessee, state, "Although many students may not initially think that such a course is of value, they usually change their minds." The future of our libraries and these students' careers depend on it.

We think that *more* management courses rather than *fewer* are needed. At least one school (University of North Carolina at Chapel Hill) is offering some specialized courses (e.g. one on personnel management) and this may suggest that we are drifting toward a greater selection of management courses. We recommend that at least one full semester management overview course be required and that courses dealing with "budgeting in the not-for-profit sector," "microeconomics," and "organizational development" be promoted within the library school curriculum. Such courses are probably, because of their specialization, best offered in collaboration with other teaching departments on campus. Interestingly enough, this approach might provide some cross-fertilization, e.g., business majors becoming interested in business information sources, an area of considerable expertise in library schools.

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Getting Our Ducks in a Row:

Research and North Carolina's Libraries

Kenneth D. Shearer

Let's not speak any longer of the research "arm" of librarianship. Arm is the wrong part of the anatomy. Research is more like the cerebrum of a profession. It must help govern professional behavior and be linked to its eyes and ears.[1]

One recent illustration of how research ought to relate to the profession will get us started. The beginning salaries of public librarians in the state have been believed to be a problem for many years. But how large a problem? How widespread? Without the detailed, objective data possible only from survey research, there was no way to address the problem.

Recognizing the need for information, the North Carolina Public Library Directors Association asked its Personnel Committee to look into the matter. A survey was conducted by Caldwell County Public Library Director, Jim McKee.[2] The precise extent and degree of the problem was ascertained and was made available to Jane Williams, State Librarian, who shared it with the Secretary of Cultural Resources, Patric Dorsey. The matter has been reviewed by key state officials. The outcome is a policy that salaries for newly hired professional librarians working in a public library system getting state aid for personnel must meet a minimum figure.

In this instance, the right question was pursued in an appropriate manner and passed on promptly to the decision-makers who acted effectively, based on the research findings. Everything seems to have happened as it should: research took place within a framework that related to action.

How can North Carolina library science education, North Carolina library practice, and North Carolina library institutions be brought together so as to make "everything happen as it should" more often? Before we can begin to see the way, let us inventory the resources for research today.

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The state library, the North Carolina Department of Public Instruction, the North Carolina Library Association and many individual libraries are involved in research, most often by relating relevant research results to practice and interpreting these results to constituent publics. The state library sponsors publications of research results which it identifies as of special relevance to its state-mandated missions. It also sponsors public librarian/public library trustee workshops annually to, in part, acquaint those responsible for the state's public libraries with important research developments. This work is carried out, as well, through state library consultants bringing expertise directly to libraries in the state and via planned workshops for staff members. Its role in disseminating research results of interest, along with other continuing educational purposes, is furthered by its involvement in the serial publications, *Flash* and *Tar Heel Libraries.*

Playing a role with regard to school media centers similar to that played by the State Library with regard to public libraries, the Department of Public Instruction provides oversight and plans for coordinated growth and development. These two state agencies provide regular surveys of the state's libraries, resulting in reports of basic statistics on the various types of libraries in the state. The state library publishes annual statistics on academic, public, and special libraries; the Department of Public Instruction makes information concerning the school media centers available on demand from its computerized data bank. Individual public libraries were required by the State Library during the late 1970's to conduct research on community characteristics, local information needs, and library responses to these community needs.[3] Several university libraries in North Carolina hold membership in the Association of Research Libraries, thereby joining the sponsorship of research activities which benefit them. An even larger number of North Carolina libraries have membership in SOLINET, which charges fees to carry out research for the network. One public

library in the state has joined a national group in order to sponsor and take part in research into public library problems.[4]

The North Carolina Library Association disseminates research through its continuing education efforts, including both publications and biennial conferences. Its journal, *North Carolina Libraries*, is an outlet for much substantive research with special reference to North Carolina's libraries. A look through its tables of contents reveals research findings published by practicing librarians and students and faculty members of the state's postsecondary programs of library and information science education. Occasionally, issues of *North Carolina Libraries* have multiple authors who have been asked to contribute planned, coordinated research findings.[5]

Notwithstanding all the other contributions to research on North Carolina libraries, most of the research efforts undoubtedly are related to the five graduate library and information science education programs, all of which are constituent parts of the sixteen member University of North Carolina System: at Appalachian State University; at East Carolina University; at North Carolina Central University; at the University of North Carolina at Chapel Hill; and at the University of North Carolina at Greensboro. Two of these programs *require* a research-based paper as a requirement for the Master's degree (NCCU and UNC-CH) and the Master's paper requirement at UNC-G may be, and normally is, research-based. Appalachian State University requires a research proposal (in conjunction with its required course in research methods) and East Carolina University requires both a research methods course with a proposal and an independent study course which carries the proposal through another step. All five programs, therefore, require students to become more than merely acquainted with research methods and prepare them either to undertake research on their own or actually enforce their creation of such a report.

... research cannot be an arm of the profession; it must be part of its brain.

The doctorate is held by a large majority of the faculty members employed full-time in these programs. UNC-CH offers a doctoral program. Faculty members are expected to conduct research and publish their results. A retired faculty member, Lester Asheim, and a faculty member currently teaching in North Carolina, Ray Carpenter, were recently cited as being among the most productive researchers in the United States.[6] The research reports on state issues, often in abbreviated form, of many Master's students are published in state publications sponsored by the state library and the North Carolina Library Association, as indicated above. Others find their way into regional and national publications.[7] Fifteen years ago, an effort was made to provide greater visibility to the historical research done on North Carolina's libraries by publishing a bibliography of it in the *Journal of Library History.*[8] The largest source of research in that bibliography is the result of Master's students' work.

Given the resources available, the quantity and quality of research on North Carolina libraries is remarkable; however, there has been very little coherent planning of research in North Carolina for the conscious, systematic improvement of the state's library and information services, short of the regular statistical surveys and information gathering of the state library and the N.C. Department of Public Instruction, already mentioned. Coherent, consistent statewide research efforts regularly pursued and reported in *Illinois Libraries*, as a notable example, is not yet the Tar Heel pattern.[9]

Although coherent, consistent statewide research efforts are not yet established, a recent development is worth recounting in order to suggest what should be done more often. It points the way to making the research efforts result in beneficial differences in library affairs in North Carolina. Concern over the adequacy of continuing library education (CLE) of library staff members led to a systematic, statewide assessment of existing CLE efforts and needs. The study was supported by the state library using federal Library Services and Construction Act funding.[10] The providers of CLE were found to be, by and large, the same agencies and energies that have already been identified as providers of research on North Carolina's libraries. The consumers are those responsible for the provision of library and information services in North Carolina, including public library trustees. Both groups were carefully surveyed so that findings could lead to sound conclusions. Two thirds of CLE was found to be provided by post-secondary educational institutions, most of it aimed only at the professional staff members.[11]

The researchers found that support staff was much less likely to have had CLE than professional staff members. Furthermore, employees and supervisors are the people who are most effective in bringing CLE information to the atten-

tion of staff members. Finally, consumers of CLE found it often to have lacked relevance to their particular responsibilities and settings.[12] The most important discovery was that the CLE opportunities offered were very often different from what was needed and that, ideally, *"future developments of continuing library education would be characterized by direct planning interaction between the consumers of an educational opportunity and its providers"* (emphasis given by the original authors).[13]

... there has been very little coherent planning of research in North Carolina for the conscious, systematic improvement of the state's library and information services ...

Benjamin Speller, Dean, School of Library and Information Sciences, North Carolina Central University, participated in this study as a member of the advisory committee. He saw that *the research implied that a state-wide program for continuing library education was needed.* Therefore, he proposed that such a program be tried with (a) statewide input, (b) state library funding and (c) its own staff.[14] Thus, the research report, instead of remaining merely a convincing survey with important implications, became an answer to a major need of the continuing library education of North Carolina staff members. The North Carolina Library Staff Development program now exists as a cooperative continuing education effort of all five graduate programs of library and information science. Someone followed through on the findings. That follow-through is usually the missing link in the process.

It is pleasing to see so much research conducted in North Carolina on North Carolina's libraries. It is more pleasing that much of it is published and is, therefore, accessible through the indexing and abstracting services to the profession. Still more satisfying is the recent trend toward cooperation among the state library, the state's librarians and its educators and researchers. Occasionally, at least, the research and development energies at the professionals' disposal serve to advance the field's purposes in rather direct ways, as in putting a floor under public librarians' beginning salaries and meeting the state's CLE needs. More such systematic, planned research efforts with the objective of carrying through the conclusions and findings will bring about greater effectiveness by the field in the future.

The state's resources to do the research work are substantial, and the way to identify research tasks and then to follow through to implement conclusions has already been charted in recent, persuasive examples.

We can get our ducks in a row. But to do so, research cannot be an arm of the profession; it must be part of its brain.

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Library Education in a Telecommunications Environment: A North Carolina Perspective

Benjamin F. Speller, Jr. and Robert Burgin

New technologies have always been with librarians and have always changed the ways librarians have approached their work. For example, we need only consider the implications to library service of a few of the inventions of the past hundred years—the typewriter, the telephone, the automobile, television, xerography, microforms, and the computer.

Computers have been linked to the typewriter, television, and telephone in processing data and information. These links in technologies have led to what is now referred to as computer communications systems or telecommunications systems. As computers have become smaller, cheaper, and more numerous, people have become more interested in using telecommunications systems to connect them together to form networks or distributed systems. Librarians have been no exception in utilizing these systems to assist them in providing information services to their user environments.

This article will focus on some of the implications of computer and telecommunications technologies on the library profession and how the programs in the University of North Carolina system are preparing librarians to work in a society that is increasingly driven by computer communications systems.

Implications for the Profession

The combination of computer and telecommunications technologies has made possible substantial advances in the sharing of information resources.[1] Librarians have taken advantage of several aspects of the link between computer and telecommunications technologies. The Online Computer Library Center (OCLC) allows librarians the opportunity to share cataloging data, to implement coordinated collection development policies, and to share a number of closely related bibliographic control processes. The Lockheed Bibliographic Search System, known as DIALOG, allows librarians to provide bibliographic citations far beyond the holdings of their own local collections, and can provide access to the information in printed form much faster than would have been possible using traditional manual indexes.

Essentially, telecommunications-based computerized systems are challenging librarians to consider that the provision of information service is no longer confined to the walls of the library building, or what Lancaster calls the "institutionalized" profession.[2] Lancaster argues that the notion of providing library service without walls (deinstitutionalization) will accelerate through the use of new technologies, especially the ability to make information available in document form through remote means.

Librarians are now able to plan and implement services for their local user environments based on the sharing of information regardless of geographic proximity to a library building. They are able to focus on coordinating access to information, rather than on ownership or control of materials or physical documents. Librarians are also afforded new opportunities for resource sharing without loss of local autonomy in governance and little compromise of local service goals and objectives.[3]

Librarians are now able to question the traditional principles of organizing materials and retrieving information in light of the ability of the newer technologies to enable more efficient and effective intellectual access points to information.[4,5] There is a need for dynamic or unstructured access rather than the traditional static or structured access that is relevant only to an environment where information is stored in a fixed

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medium such as a book or a vertical file and in a fixed location such as shelves or a storage bin. Librarians are now able to focus on developing electronic databases as opposed to card catalogs,[6] custom-tailored approaches to the presentation of information based on each individual user's needs,[7] or store all books, records, and communications on one medium (compact laser disk) so that they may be consulted with exceeding speed and flexibility.[8]

Implication for Library Education

For library education, the key question is what skills are needed by professionals—both new and old—given the likely impact of the new technologies outlined above.

First, there is the obvious need for librarians to acquire skills in the areas most closely related to these technologies—automation in general and library automation in particular, telecommunications, information science, database management, and decision support systems.

It is not clear how much of this training can be undertaken by the library schools themselves. In many cases, the expertise is simply not there.[9] In other cases, the subjects are already being taught in other academic departments—in business schools, in computer science departments, in schools of engineering. It seems obvious that librarians should be encouraged to study subjects in these instructional units as opposed to having library schools duplicate these courses within the confines of the library school faculty and curriculum. Clearly, some sort of interdisciplinary approach is necessary.[10]

There is also, ironically, a strong need for what might be called traditional skills. In computerized telecommunications environments, there are needs for communication skills, with an emphasis on formal communication, and for a deeper understanding of information processes, problem solving, strategic planning, and environmental scanning. It is a curious fact that advances in the computerized handling of information are causing the profession to look more closely at one of its oldest and most basic questions —how do people really use information?

Library Education in North Carolina

How, then, are the library and information science programs of North Carolina meeting these educational needs? Their various approaches to providing education and training in the areas of computer and telecommunications technologies are outlined below.

Appalachian State University. The Department of Library Science and Educational Foundations requires all students in its graduate program to take the course, Computer Applications in Libraries. This program is moving toward integrating computer and related information technology competencies into its foundation courses. An Online Computer Services course will be required of all students who seek certification in the Instructional Technology—Computers track.

East Carolina University. The Department of Library and Information Studies has two required courses that focus on these technologies. A course in the Automation of Library Processes serves as a basic introduction, and a Computer Assisted Instruction course looks at a variety of types of computer usage in schools. There is an online database unit in the introductory reference course and a number of elective courses that look at various aspects of automation: a course on Computers in Education for students in media specialist track, an online cataloging course, and an in-depth seminar in library automation. The school is planning courses in the advanced use of online databases, in robotics and artificial intelligence, and in interactive video.

... providing library service without walls (deinstitutionalization) will accelerate through the use of new technologies ...

North Carolina Central University. The School of Library and Information Sciences integrates the basic concepts of automation and computer technologies in its six foundations courses. There are units on relevant aspects of automation in the elective courses, and there are several electives that look directly at computer-related topics such as Information Systems, Computer-Based Communications Networks, Computer-Based Information Storage and Retrieval, and Microcomputer Applications in Libraries. The School has developed an information management track within its Master's degree and has proposed a Master of Information Science degree, with concentrations in database management and communications systems, which will follow an interdisciplinary approach by requiring students to take courses in other departments at North Carolina Central and at other universities in the Research Triangle area.

University of North Carolina at Chapel Hill. The curriculum at the School of Library Science includes a required course, Introduction to Computers, which introduces students to the use of microcomputer software and allows them to pursue advanced study in either database design or programming. Online reference and cataloging are introduced in the school's block and are included in later elective courses. There are a number of computer-related electives, including Natural Language Processing and Information Retrieval that are cross-listed with the Computer Science department. Future plans include a course in telecommunications systems. The school has recently developed an information science track, and a library automation track also exists. Concentrations in these areas include retrieval, the organization of information, communications, and language processing.

University of North Carolina at Greensboro. The Department of Library Science and Educational Technology requires a three-hour course in library automation that focuses on managerial aspects of computerization. The last half of the Indexing and Abstracting course focuses on computer-assisted indexing and abstracting. In addition, the school has a number of one-credit courses that focus on topics such as the use of microcomputers in libraries and media centers, database management applications, spreadsheets, and online retrieval.

Conclusion

A number of ways in which the new computer and telecommunicatons technologies may affect library service in the near future has been presented. These future possibilities yield ideas about the paths that the profession and library education ought to be taking. A brief description of the paths currently being taken in this area by the library schools in North Carolina has been presented.

The task of library education in the telecommunications environment will not be easy. To some extent, library schools must prepare professionals for an occupation whose future is largely uncertain. As Myers[11] has noted, it is difficult enough to predict the future job market for librarians; it is even more difficult to predict the future job market for librarians whose profession has been redefined to include broader information-related courses. The task is made even more difficult because library education must negotiate a delicate balance between the present pragmatic needs and realities of employers and the uncertain demands of the future.

Finally, library education programs in North Carolina appear to be making bold moves in redefining and expanding the principles and theories that will undergird the practice of both traditional and new information professions.[12]

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Library Education for Children's Services in North Carolina

Marilyn L. Miller and Pauletta B. Bracy

Children's librarians for public libraries are currently very much in demand. In spite of the fact that salaries have improved in many states nationwide, including North Carolina, some public library leaders fear there is to be a continuing crisis in the availability of children's librarians. This concern is developing from several factors. Public libraries have been affected by the growth of career options for women, options which have provided increased salaries and opportunities to use their administrative and managerial skills. Traditionally, higher salaries and administrative opportunities have not been possible for the majority of women who want to continue working with children in public schools and libraries. What makes it even more difficult for those who wish to work with children in public libraries is that salaries for teachers continue to outpace those for children's specialists in public libraries.

Public children's librarians have been further plagued by national debates that have called into question the survivial of their specialty in the field. Some researchers and many writers in the seventies publicly debated whether children could be best served in the school or in the public library. Throughout all of the debates in the library press and the dire predictions at national conferences, children's services are surviving in public libraries. Thankfully for the children and society, public library directors have continued to support children's services as a valuable part of total public library service to their communities. Although there are jobs for children's librarians, it should be pointed out that many library directors have quietly and persistently eliminated professional personnel and special services dedicated to young adults. Many have in essence served notice that special library service to teenagers is the responsibility of the schools.

The documented move away from the quality support of youth services programs in many ALA-accredited library school curricula is another discouraging trend. School libraries can survive this trend because, historically, education officials have required only state certification. Certification courses can usually be provided within a state in single-purpose programs offered by colleges, schools, or departments of education. (The overall quality of these programs, nationwide, is a topic for another paper.) This is not so for the public library children's specialist because most library directors seeking a professional children's librarian ask for the minimum preparation in an ALA-accredited MLS program.

The job qualifications are changing for children's librarians, however. Job advertisements still describe candidates with organizational skills, the ability to communicate well orally and in writing with parents and with children of all ages, supervisory skills, programming abilities, and extensive knowledge of children's literature. Employers are also asking for management skills: the ability to plan, supervise, and direct programs and departments. A few, looking ahead to providing access to electronic media for the total community, are asking for computer skills and knowledge of other elements of electronic communication technology.

National personnel trends are evident within North Carolina. There are unfilled jobs for qualified professional children's librarians; but some library administrators, despairing of attracting those with the MLS, have returned to appointing those without the professional degree. Some library directors have eliminated the MLS entry level position for children's services. Although starting salaries have increased for public librarians in North Carolina, these salaries and accompanying benefits are still lower than those for

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public school teachers, who, in addition to higher salaries, work only ten months of the year.

At the same time, it must be pointed out, however, that in North Carolina the number of full-time public library children's staff has never gone above 139 in the last five years for which we have documentation. (See Table 1) These 139 children's librarians work in 76 systems representing 367 buildings and service to a potential clientele of approximately three-quarters of a million children. The percentage of those 139 positions filled by persons with the MLS has never gone above 49%. North Carolina has a tradition of keeping professional public library service to children at a minimal level.

TABLE 1.
North Carolina Professional Childrens' Librarians Full-time Childrens' Services

	Staff	
Year	Number Employed	Percent (%) with MLS
1973	18	39
1980	105	47
1982	88	41
1984	102	49
1985	139	43

Source: "Youth Services in North Carolina Public Libraries." Department of Cultural Resources, Division of State Library, 1986.

Educational Preparation in North Carolina

The state of North Carolina is unique in the sense that opportunities for library education at the master's level are available at five institutions. These library programs leading to the master's degree are established at Appalachian State University (ASU), East Carolina University (ECU), North Carolina Central University (NCCU), University of North Carolina at Chapel Hill (UNC-CH), and the University of North Carolina at Greensboro (UNC-G). Common to all curricula is a core of required courses. Courses appropriate for the educational preparation of children's and young adult librarians are likewise consistent. Such offerings include the standard materials courses—children's literature and young adult literature—and methods courses such as storytelling and reading guidance.

Beyond these common features, the library education programs in the state offer some variety for specialized vocational goals. Only one program, UNC-CH, offers a course specifically concerned with the administration of public library work with children and young adults. Other significant course options include the Early Childhood Specialist program at NCCU which is designed to prepare persons to work with preschool children in public and school libraries. Finally, the Appalachian State University program includes a materials course entitled "Multicultural Literature."

The courses in research methods which require completion of a research project and those library school programs requiring a master's paper provide opportunity for further exploration of children's librarianship. The doctoral program at UNC-CH, the only one in the state, offers even greater opportunity to pursue research in children's and young adult librarianship.

To broaden the perspective of children's library work, students may be encouraged to enroll in courses in other disciplines. Although none of the programs require cognate hours, courses in other disciplines which may prove useful are childhood and adolescent psychology and audiovisual technology and production.

Mandate for the Future

What of the future for children's librarianship? It is as true for children's services as it is for all types of library services that the insular library will not survive. The child's need for information for his school work and his personal development and interest is no less complicated than the needs of adults. The child, like the adult, finds himself bombarded with new information as well as the additional pressure of dealing with that information. The child, unlike the adult, has fewer coping skills, and needs adult assistance in organizing and using the information she has or wants. It takes the entire community to help the child acquire and use information: the school, the community, including social and helping agencies such as the library, the police department, the youth oriented agencies, and the church. The children's librarian of the future will best be able to serve the child's total information needs if she or he is aware of community services and makes other community agencies aware of the public library's abilities to provide materials and services to families, teachers, and child-care volunteers and professionals.

We have shadow-boxed the concept of school-public library cooperation long enough. With our move toward resource sharing and networking, school and public library officials and school and public librarians must be more effective in their communication, sharing, and understanding of each other's problems. Knowledge of the school curriculum by public librarians is equally as beneficial as knowledge of public library programming

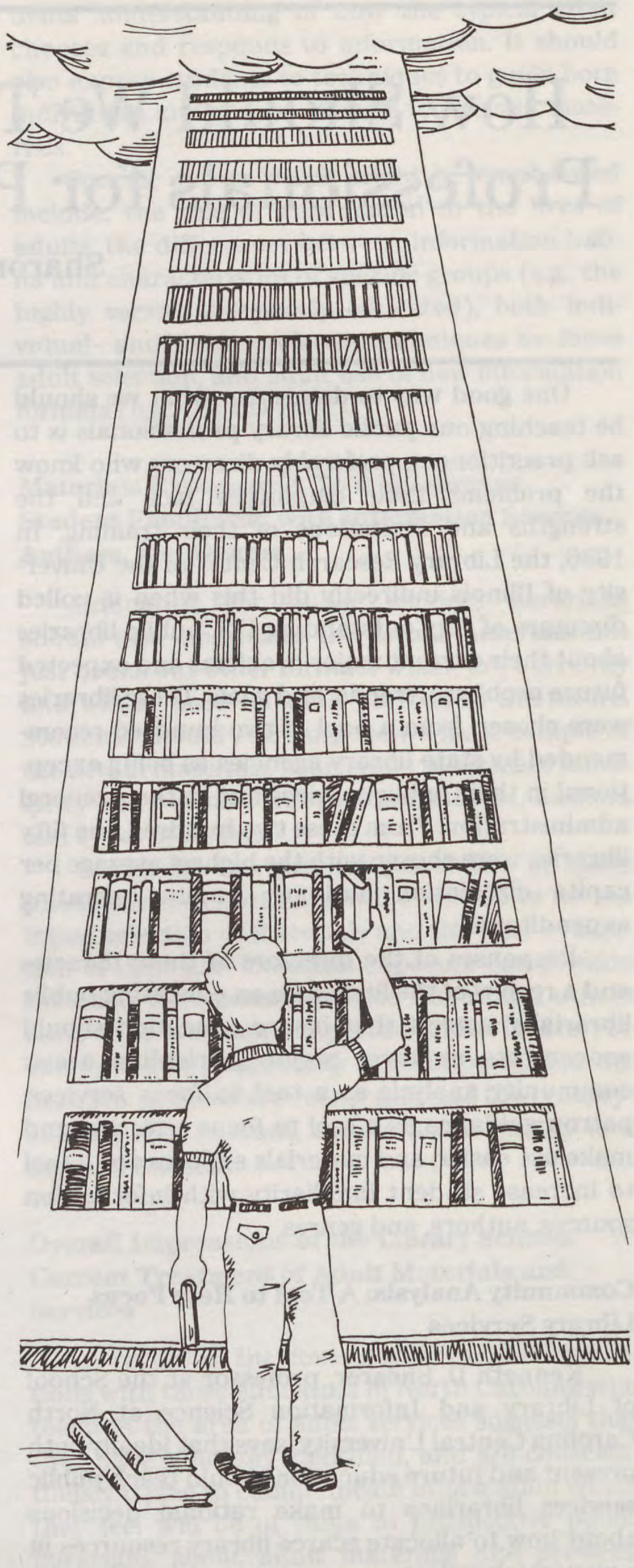
by school librarians. Children's librarians and school librarians certainly have important parts to play in this reciprocal relationship. This brings us back to the children's librarian who sees himself as an integral part of the total library staff and an integral part of community resources. The wise children's librarian will also be aware of adult education, management courses, including personnel management and budgeting, as well as online retrieval courses. While children's literature and storytelling will always be important, they cannot be the only focus of library service to children in an information age.

Relative to the national problem of adult illiteracy is the profession's concern about *aliteracy* among children and young adults. A reasonable explanation for this situation is that the competition from technological media has stifled the motivation to read. The resultant critical condition is a future generation of non-reading adults.

Social demographic data confirm that public libraries need to assess current programming to determine if libraries are qualitatively meeting the needs of the diversified population. The growth of ethnic populations, in particular, necessitates this reassessment.

North Carolina has a tradition of keeping professional public library service to children at a minimal level.

The mandate for library education programs in North Carolina is to ensure that students are able to understand the significant role of children's librarians, and to address contemporary issues such as community cooperation; public library-school cooperation and networking; program planning and evaluation through application of managerial skills; literacy; and serving special ethnic populations. In addressing these and other current perspectives, library schools should stress knowledge of educational innovation and social conditions which affect library service to children. This pedagogical approach can be achieved in two ways. First, students should be taught to determine the relevancy and application of other subject content areas to children's librarianship. Second, familiarity with reported research in children's librarianship and its implications for the provision of services would further enhance the educational preparation of children's library professionals.



go for it!
use your library

How Should We Train Adult Services Professionals for Public Library Work?

Sharon L. Baker

One good way to determine what we should be teaching our public library professionals is to ask practitioners, preferably directors who know the problems their employees face and the strengths and limitations of their training. In 1986, the Library Research Center of the University of Illinois indirectly did this when it polled directors of fifty outstanding U.S. public libraries about their current major problems and expected future problems, trends, and goals. These libraries were chosen from a pool of two hundred recommended by state library agencies as being exceptional in their public services and in their general administration. From these two hundred, the fifty libraries were chosen with the highest average per capita circulation and per capita operating expenditures.[1]

Responses of the directors of these libraries and a review of the literature on educating public librarians suggest that future education should concentrate on three major curriculum areas: community analysis as a tool to focus services; patron guidance as a tool to focus selection and make use easier; and materials exposure as a tool to increase student familiarity with information sources, authors, and genres.

Community Analysis: A Tool to Help Focus Library Services

Kenneth D. Shearer, professor at the School of Library and Information Science at North Carolina Central University, says that ideally both present and future education should teach public services librarians to make rational decisions about how to allocate scarce library resources in a way which reflects a commitment to community services and knowledge of the major roles a public library can play.[2]

At least three major objectives are reflected in this statement. The first recognizes that during the last two decades public libraries have been competing for funds which are ever more limited. The directors in the outstanding public libraries would certainly agree. Forty-eight percent said getting enough money for current operations was a major problem for their libraries now.[3] Moreover, the directors do not view the future economic climate for public libraries with optimism. Within the next five years, thirty-three percent of the directors predict a stagnant local economy and declining local tax support, twenty-seven percent expect declining state and/or federal fundings, and twenty-nine percent anticipate pressure to develop alternative sources of funding.[4] Lowell Martin, a nationally-known public library consultant, says this means that public libraries must stop trying to be all things to all people, but should rather make hard choices about which services should be provided.[5] As an important first step, library schools should force students to consider these issues, either by examining actual public library settings or working with simulation studies.

The second objective follows from the first. Given limited resources, budding public librarians should be committed to providing the type of service the community needs. This commitment is generally shown in the field by conducting some form of a comprehensive community analysis to determine what the information needs of the community are, monitor what community resources are available to meet such needs, and see if any environmental or population characteristics encourage or inhibit delivery of library services.[6] Future adult services professionals should understand and be able to carry out such analyses, using tools developed both within and outside of the profession—from census data to the forthcoming *A Planning and Roles Setting Manual for Public Libraries.*[7]

The third objective is that students should know about the role(s) the public library should play in meeting these needs. Thus, future librarians should be able to tell how they would decide on the role(s) their own public libraries should play, and to name and describe major means of

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delivering such services. These means include, but are not limited to, distribution methods (e.g., the headquarters library, kiosk, depository collections) and distinct services and/or programs currently offered to adult users of public libraries (e.g., literacy programs). Finally, students should be taught how to plan the implementation of such services.

In addition, future education should provide information on evaluating these services, a necessary step in measuring their effectiveness and in working toward improving them. Thirty-eight percent of the directors of the outstanding public libraries said measuring the library's performance was currently a major problem for their library.[8] This implies that current public library professionals are not adequately trained in evaluation, and that library schools need to focus on this more.

User Guidance: A Tool to Focus Selection and Make Use Easier

A second area which should be emphasized in future education for public service professionals is in-depth instruction in helping the adult library patron choose and use materials. Again, this trend is seen as a natural one which closely relates to what library schools should be teaching. User guidance is actually related closely to the concept of information overload. This type of overload occurs when a person's capacity for processing information is exceeded; the strain of handling too much data interferes with the individual's decision-making process. Library patrons are particularly susceptible to the effects of information overload since they are expected to make selection decisions from among the hundreds or thousands of items available for their use.

To overcome this, Lester Asheim has suggested that librarians should act as a filter, screening out irrelevant materials and helping patrons focus their attention on a smaller, more-easily-assimilated group of items.[9] This should result in less user confusion and frustration, and ultimately, in greater overall use. Thus, library schools should be promoting techniques designed to help users select those materials which will best suit their needs—be they for information, education, or recreation. The directors of outstanding public libraries reflect this need, noting that major emphases or goals for the next five years are to provide improved reference services (particularly improved services using new technology), and aids to make browsing easier.[10]

Future education for adult services professionals should therefore work to increase the students' understanding of how the typical adult chooses and responds to information. It should also expose students to techniques to guide both individuals and groups of users to relevant materials.

Specific topics which might be emphasized include: the role of information in the lives of adults, the differences between information habits and characteristics of specific groups (e.g., the highly versus the poorly educated), both individual- and mass-guidance techniques to focus adult selection, and adult use of new information formats (e.g., the CD-ROM).

Materials Exposure: A Tool to Increase Student Familiarity with Information Sources, Authors, and Genres

Education for public services librarians should also emphasize the actual materials: not just books but other formats which are currently and will be used by adult patrons in the future. Students should read and view a large sample of the actual materials, in an effort to increase familiarity with specific information sources, authors and types of works.

Obviously, two primary job duties of many public services librarians will continue to be the initial selection of materials and the later evaluation of their use. Materials exposure can provide the basis for discussing these issues and others likely to be even more important in the future. For example, two issues likely to be important in the next few decades are censorship and the century-old, but still relevant, debate about quality and demand selection.

Overall Impressions of the Library Schools' Current Treatment of Adult Materials and Services

A review of the course syllabi and conversations with those educators in North Carolina who teach in the area of adult services suggests that they have generally identified, and are conscientiously trying to communicate information which they feel will be of value to prospective public librarians about adult materials and services. Current course reading lists are for the most part recent and relevant, course goals and objectives are clear, and assignments are designed to be varied and interesting.

However, several problems were noted. Although coursework in each of these areas is offered at four of the five library schools in North Carolina, generally future adult services librarians are not required to take classes emphasizing

all three areas. Thus, students may leave library school lacking some necessary knowledge.

Second, no studies have been done, either within the state or nationally, to test how well students are learning the materials. In view of nationally-documented trends in graduate programs of lowering admissions standards and yielding to grade inflation, student grades do not always appear to be an accurate indicator of the actual learning which has occurred.

Future education for adult services professionals should therefore work to increase the students' understanding of how the typical adult chooses and responds to information.

Third, no studies have been conducted to show whether students are able to translate classroom information into good professional practice. Personal conversations with library directors around the state suggest that students graduating from the state's library schools are not always able to accomplish this effectively.

Finally, few efforts have been made to move beyond looking at the curriculum into considering factors relating to the individual students themselves. Peter Neenan, in a short but insightful article, says that any effective training program for adult services professionals must "develop in learners a flair for creativity of vision and approach, a sophistication in coordination of program resources, and the wisdom to judge the effectiveness of program outcomes and impacts."[11] These character traits, and others such as receptivity to ideas and a general commitment to service, Neenan says, can at best only be enhanced by good graduate programs. Thus, "recruitment, selection and encouragement of candidates with these characteristics is critically necessary."[12]

Clearly further study is needed if we are to provide top-notch professionals to meet the needs of adults using the public library of the future. Such studies should be done cooperatively, with both library school professors and practicing librarians contributing advice and aid in identifying ways to overcome obstacles to a thorough, truly professional, education.

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School Library Media Week was celebrated throughout North Carolina, April 6-10, 1987. Here we see Annette Cameron, media coordinator at Adams Primary School in Wilson, as she organized a school-wide study of Japan to carry out thematically the week-long celebration.

Educating Librarians About Service to Special Groups:

The Emergence of Disabled Persons into the Mainstream

Kieth C. Wright

The decade of the 1970s saw great changes in the public awareness of disabled persons in our society. A large part of this change was the result of efforts by disabled persons, their advocates, and families in the courts and in the halls of Congress. A series of court decisions, usually based on the 1954 *Brown v. Board of Education* decision, held that once a state had undertaken the task of compulsory public education, it was required to educate *all* children. Congress responded to the court decisions by debating and passing legislation to ensure that handicapped children received an education in "the least restrictive environment." In November 1975, President Ford signed Public Law 94-142, the Education of All Handicapped Children Act, into law. The practical effect of this legislation was to move large numbers of children from residential or special schools (or no school at all) into the public schools.

At the same time, various provisions of the Rehabilitation Act(s) were being discussed in congressional committees. During 1973 these committees gathered hundreds of pages of testimony from advocacy and professional groups. Their hearings finally culminated in the Vocational Rehabilitation Act of 1973 (Public Law 93-112) which contains the "500 series" in Title 5. Especially important were sections 503 which provided for affirmative action hiring of disabled persons, and section 504 which provided that disabled persons should have equal access to all programs that receive federal funds (including educational institutions). These two laws form the core of civil rights legislation for disabled persons of all ages. Together with the regulations (published *much* later), these laws allowed disabled persons and their advocates to seek entry into the mainstream of American life and to take legal action if they were denied that access.

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Since libraries are often involved in the mainstream of American life, there followed an increased interest in services and programs for disabled persons of all ages. Any program of national, regional and state library agencies during the late 1970s and early 1980s saw announcements of workshops, preconferences, special events and awards related to the development, provision and evaluation of services to persons having disabilities. An increased number of disabled persons attended these meetings; American Library Association programs were often interpreted in American Sign Language; and the question of accessible meeting rooms, hotels and other facilities became important. Many library agencies developed excellent programs of outreach and inclusion of disabled persons in regular library programs. School library media personnel became actively involved as an increasing number of disabled children were "mainstreamed" into public schools for at least part of their educational experience. Since school systems were now responsible for handicapped children from birth (or discovery) through age twenty-one, a number of new media programs and services were developed.

The Response of Library Education Programs

Library education programs began to respond to the increased emphasis on programs and services to disabled individuals. Graduates were being employed in settings where disabled persons were a regular part of the patron group of libraries. Gibson[1] surveyed library education programs in 1976 to find out what special courses, institutes, seminars and workshops were being offered to prepare students and librarians in the field to serve disabled persons. She found that only twelve schools offered special courses, and fifteen schools included some information about the disabled reader in regular courses such as Library Services to Adults, Public Library Management, Services to Special Groups, Library Ser-

vices to the Disadvantaged. Several schools offered opportunities for independent study in this area and at least one school had offered a United States Office of Education sponsored institute in this area.

The White House Conference on Libraries and Information Services responded to the changing awareness of disabled persons and their rights in a number of ways. Of particular importance to library education and training programs was the following resolution:

> BE IT FURTHER RESOLVED, that institutions educating library and informational services practitioners assume responsibility to address the needs of said consumers through their training and education. ...
>
> (1) Steps should be taken to assure that instructors in library and information services training programs, as well as students participating in such programs, reflect the participation of disabled persons.
>
> (2) Library training and continuing education programs shall be provided for library personnel to increase awareness of the special needs of disabled persons.[2]

Stone[3] has summarized the ways in which library education programs can provide for their students' needs in serving disabled persons: 1. offering formal courses in master's programs which focus on services for disabled persons, 2. providing workshops and/or seminars, 3. offering post master's certificates for those who wish to focus their careers in services for disabled persons, and 4. some combination of these formats. She went on to note the general lack of interest in providing courses or information about disabled persons in library school curricula. She concluded her article by listing some of the areas which might be covered in the context of library education:

- teach the facts about particular disabilities and what they really entail
- educate people in the areas in which special services are available
- develop students' interpersonal skills
- alert students to future trends in information services for and about disabled individuals
- make students aware of standards developed for service, accessibility, and collection building
- inform students of certain basic rights affirmed in legislation
- encourage creativity in the design of retrieval systems so that disabled persons will have better access to information[4].

Ruby[5] in her address at a symposium on providing information and library services to blind and physically handicapped individuals made the following suggestions as means of "enhancing the capabilities of new professionals to serve disabled people":

- secure funds to provide financial aid for those who want to go into careers of library and information services to disabled persons
- support library agency affirmative action plans in your own library education recruitment programs
- require all students to have some encounter with one facility serving the disabled
- prepare your students with an awareness that they are obligated to give their attention to the whole population in their service area
- assign research in this area of service and disseminate the results so that we can get the benefits of their findings
- use practitioners in the field of service to the disabled in your classes
- get more materials about current library services into your library school library collections
- in your management courses do some analysis which will make the students deal with the hard choices that practitioners have to make
- make sure a really broad approach is taken to the selection of materials ... not just *books*
- ask some key local practitioners and some disabled people what one suggestion they would make to library students that would help those students serve the disabled
- train your students how to appraise a library in terms of its physical access
- inform your students about the many jobs in libraries that disabled people can do
- try to help your students to be better prepared to react to disabled persons
- alert your students to the "readers' advisory" aspects of helping the public learn what they want to learn
- alert your students to the range of service agencies out there with which they can work

All these recommendations point toward the *inclusion* of information about disabled persons, their information needs, and types of service available in the library school curriculum. The emphasis is on information for *all* students rather than specialized training for those students who are planning careers focused on information services for disabled persons. Jahoda[6] has provided the most extensive exploration of the possibility of including information about disabled persons in traditional library science courses. One crucial factor in educating all library science students to serve disabled per-

sons is the promotion of positive, realistic attitudes. Wright and Davie[7] have suggested some staff development activities and materials which could be incorporated into traditional library science courses which focus on user services (at any age level), or courses which include information about community analysis and understanding and/or interinstitutional cooperative services. Lucas[8] summarizes the research literature on attitude change and illustrates how one library education program is attempting to promote such positive attitudes through required and elective courses.

Library Education Programs in North Carolina

Informal conversations with library education faculty and administrators in North Carolina indicate that these faculties have decided that information about disabled persons, material format appropriate to various disabling conditions, and materials should be included within the context of the regular library science curriculum rather than through special courses or career specializations. Specialized career tracks do not seem feasible in light of the opportunities available. Cylke[9] has pointed out that there are only about 180-200 specialized library jobs within the network of the National Library Service for the Blind and Physically Handicapped. The total national outlook for specific jobs outside of residential institutions is around five hundred jobs.

The most typical courses where discussion of disabling conditions and library and information services for disabled persons occur are the programs and materials courses for various age groups. Children's and Young Adult Services or courses targeted on specific populations in the public school deal with materials, including disabled persons in the client group, and specialized formats of services. Materials courses often include a section on the selection and use of materials *about* disabled persons. Some of these courses also discuss the various community, state and national agencies which provide services. Courses focusing on school library media programs and public libraries also deal with community (or patron) analysis, access to physical facilities and materials, as well as cooperation with other professionals and agencies.

Foundational and "block" required courses as well as basic administration courses also deal with certain aspects of serving disabled persons in the context of client groups, legal requirements, and budgeting decisions. A great deal of what students learn will be influenced by the interest of individual faculty members through guided independent studies or through personal discussions in informal context. North Carolina library education programs are fortunate to have a number of faculty members who have both professional and personal experience in dealing with other professional agencies and with disabled persons.

Non-disabled persons have no particular skills beyond those of disabled persons when we enter the microcomputer/telecommunications age.

Possible Future Developments

It seems likely that library education programs throughout the southeast will continue to *include* information about disabled persons as a client group in their regular curriculum. Two national trends may have some influence on what is taught about disabled persons and services to those individuals: 1. The renewed emphasis on human relations/communication skills and 2. trends in the development of microcomputer-based library services. The "high tech/high touch" advocates[10] of business administration pulications have focused on these two issues as critical to successful operations on any enterprise.

Good human relations and communication skills are essential to working with any client group within the context of any institution[11]. During a program review process at the Department of Library Science at the University of North Carolina at Greensboro, the faculty decided that these skill areas were critical to the overall goals of the program. If library education is to increase its focus on "people skills," then it is possible that understanding of one's own prejudices, stereotypes and "blind spots" will be included in the education of librarians. Having a positive, open attitude toward others; liking work with people over work with things; and understanding one's own limitation in the human comedy will go far toward assuring that emerging librarians treat people who are different (including disabled persons) as individuals. In terms of providing excellent service to the possible client groups and in terms of the need to work successfully in service institutions "marketing" their services in the public sector, human relations/communication skills are essential. It seems likely that there will be more and more emphasis on such skills in library education programs.

The pace of technological development is well known to all librarians: "Whatever we buy it will be obsolete by the time the purchase order is paid." Microcomputers have become increasingly powerful and increasingly varied in their input and output capacity. The last American Library Association meeting exhibit area was full of optical disc storage devices and services[12]. The library can select, organize and disseminate information in a bewildering array of formats.

In the midst of all of this development, librarians should note that information can now be requested and used by persons who cannot see, by those who cannot hear, and by those whose physical conditions previously shut them off from access to any information resources. The annual meeting of the President's Committee on the Employment of the Handicapped always has an exhibit area where voice input and output to computer, Braille input and output, as well as special input devices are regularly displayed. As libraries turn more and more to online/full text services, information stored in machine-readable form, and access through telecommunications or optical disc, the possibilities for services for disabled persons increase dramatically. Library education programs will need to introduce their students to the possibilities of nonprint input and output with computers and remote delivery of information in whatever format is appropriate.

One crucial factor in educating all library science students to serve disabled persons is the promotion of positive, realistic attitudes.

As a final note, library educators and professional library service managers should note that technology now makes possible job redefinitions and assignment which can be adequately filled by disabled persons. Non-disabled persons have no particular skills beyond those of disabled persons when we enter the microcomputer/telecommunication age. Nationally very few disabled persons come to library education programs; area programs see only a few applicants over a number of years. As librarians explore the possibilities of the developing technologies, they also need to be alert to paraprofessional and professional jobs which can be modified so that qualified disabled persons can be hired. Library educators and universities need to be alert to the possibilities of closer working relationships with vocational rehabilitation programs and offices for services to disabled students so that an increased number of qualified disabled persons can be recruited into library education.

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The Limits of Library School: A North Carolina Reconciliation

Duncan Smith

A Confession

On the best of days I was an average student. In fact, the only way I got into library school was by doing well in an admissions interview. These two items, however, have little to do with the fact that library school has not made it to my "Best Things in Life", list. I reserve that privilege for a very different factor which occurred before I attended my first day of class.

Before I attended library school, I spent two years working in a public library, and every practicing librarian I then respected warned me that library school, like growing up, was something to be endured. So even before I lived through my first lecture, my expectations were less than great.

These feelings are particularly troublesome to me these days since I am now on the other side of the fence. I find myself working in a library school. This situation is complicated by the fact that during my brief tenure at North Carolina Central University's School of Library and Information Sciences, I have enjoyed a number of job titles. Two of these titles are Practitioner-in-Residence and Coordinator of the North Carolina Library Staff Development Program. It is disturbing to me that the title I have preferred is Practitioner-in-Residence. It is disturbing to me because this preference indicates a reluctance on my part to be associated with library education. This reluctance has caused me some loss of sleep and many dark nights of the soul. This article is a personal attempt to reconcile library school and the practice of our profession.

Preparing to Practice

In retrospect, I view a large part of my dissatisfaction with library school with the fact that library school wanted to talk about theory while I wanted to get on with being a librarian. My impatience stemmed from the fact that I had worked in a library for two years, for god's sake. I knew what it was like and I also knew that most of the stuff I was studying was of little or no practical value. Well, anyone who remembers anything about Genesis knows that a little knowledge or experience can be a dangerous thing. In my case, this knowledge didn't let me see the forest for the trees. My previous work experience led me to have unreal expectations of library school. I felt that the purpose of library school was to make me a librarian. It is my belief, at this point in my career, that this is not the purpose of library school. The purpose of library school is not to make anyone a librarian. The purpose of library school is to ensure that an individual can become a librarian.

Library school prepares us to practice our profession. To assume that the product of any library education program is a librarian is to place an unfair burden on library school as an institution and to do a disservice to ourselves as a profession. The product of library school is an individual who is prepared to use future work experience (i.e., practice) to develop the skills and abilities needed to become a professional librarian. Individuals become professional librarians, not so much from what they learn in library school, as from what library school has prepared them to learn on the job.

On-the-Job Training

Our profession is one that is learned by doing. While reference theory prepares us to conduct a reference interview, it is only through the provision of reference service to our public that we become reference librarians. It is only by translating selection theory into those first painful book selections for our clientele that we become collection development specialists. Presenting book talks to our fellow library school students may prepare us to do book talks and story hours, but it isn't until children and parents are our audience that we become true storytellers.

On-the-job is where library school fulfills its promise to assist us in becoming librarians. The

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sometimes messy blending of theory and practice on the job is where we become professionals. Learning on the job, however, has its limitations just as library school has its limitations.

There are two primary limitations to on-the-job learning. The first is that the primary function of a working librarian is the provision of service, not professional development. Librarianship as a rule does not provide its new practitioners with a formal internship. Our jobs are not intentionally structured to provide us with the educational experiences needed to develop our skills to their fullest. The second limiting factor of on-the-job learning is that in general we are an isolated profession. We are isolated in the sense that it is not unusual for a librarian working in a North Carolina library to be the only librarian around. When there are other librarians around, it isn't unusual for one to be the only librarian devoted to an area of expertise. For example, a person may be the only children's librarian, the only reference librarian, the only technical services librarian or the only library administrator. Both of these factors limit the amount of learning that a new or experienced librarian can gather from his/her job.

Why They Didn't Teach You That in Library School

Library schools are limited in the sense that they cannot provide an individual with all the training needed to be a successful practicing professional librarian. The main factor that restricts library schools from doing this is the fact that our profession is one that is learned by doing. For librarians, experience may not be the best teacher, but experience certainly is a major teacher.

Our day-to-day practice, however, is limited in that it lacks one of library school's main advantages. On-the-job learning lacks the structured environment that is a major component of effective learning. This, coupled with the relative isolation in which large numbers of practicing librarians work, limits on-the-job learning in its ability to provide the learning needed to become a professional librarian.

Continuing library education bridges the gap between library school and on-the-job learning. It is through continuing library education that we attempt to neaten the messy blending of library school theory with on-the-job practice. Through the North Carolina Library Staff Development Program, the library education programs of North Carolina have become vital and active partners with other continuing library education providers in assisting North Carolina's librarians in perfecting their practice.

The North Carolina Library Staff Development Program: Erasing the Limits of Library School

Continuing library education developed as a result of the natural limitations of library school and on-the-job learning. During 1982, Joan Wright, assistant professor of adult and community college education, North Carolina State University, and Douglas Zweizig, assistant professor of library science, University of Wisconsin-Madison, conducted a comprehensive study of continuing library education in North Carolina. A total of 47 continuing education providers, 1,032 employed library staff members, and 47 library trustees were involved in the study[1]. The result of this study was a comprehensive picture of the continuing library education services then available to North Carolina librarians and the areas in which new or additional services were needed. The most significant finding of the study, in the context of this article, was that "Ideally, future development of continuing library education should be characterized by direct planning interaction between consumers of an educational opportunity and its providers."[2]

The Wright and Zweizig study identified four major types of continuing library education providers. This study showed that library schools, professional associations, state agencies, and support groups were all involved in providing continuing library education in North Carolina. None of these providers, however, had continuing education as their major focus.

On-the-job learning lacks the structured environment that is a major component of effective learning.

In January 1985, Benjamin Speller, of North Carolina Central University's School of Library and Information Sciences, developed a proposal to implement a continuing library education program that would act on several of the recommendations of the Wright and Zweizig study. The program contained in Dr. Speller's proposal would involve direct planning between providers and consumers, place continuing library education events at geographically convenient locations across the state, and attempt to bridge the gap between library school and on-the-job experience.

This proposal was submitted to the Division of State Library and was funded using Library Services and Construction Act, Title III funds. The NCCU/School of Library and Information Science's Office of Continuing Education and Library Staff Development began operation on July 1, 1985, with me, a prodigal son recently returned from Georgia, as its coordinator. During the program's first year of operation, it provided 40 continuing library education events and reached approximately 800 participants.

During the spring of 1986, the Office of Continuing Education and Library Staff Development became the North Carolina Library Staff Development Program. This program is a cooperative continuing education effort of Appalachian State University's Department of Library Science and Educational Foundations, East Carolina University's Department of Library and Information Science, North Carolina Central University's School of Library and Information Science, University of North Carolina at Chapel Hill's School of Library Science, and University of North Carolina at Greensboro's Library Science-Educational Technology Department. The North Carolina Library Staff Development Program continues to operate under the policies that governed the Office of Continuing Education and Library Staff Development. The same Advisory Council, composed of practicing librarians and continuing library education providers, continues to provide input into the program's offerings and operation.

The purpose of the North Carolina Library Staff Development Program is to provide a coordinated, comprehensive continuing library education program for the state of North Carolina. During its second year of operation the program has continued to grow, its coordinator has continued to learn, and new opportunities have continued to present themselves. During its second year of operation, the North Carolina Library Staff Development Program has offered 55 programs and reached an audience of approximately 1,400 participants.

A major success of this program has been its ability to bridge the gap between library school and on-the-job practice. Through programs such as the Branch Managers' Workshop, the Bookmobile Workshop, and High-Touch/High-Tech, the North Carolina Library Staff Development Program is providing an opportunity for librarians in specific areas and specialties to continue their professional growth and development.

The North Carolina Library Staff Development Program, like the individuals it serves, has to continue its own growth and development. While the program has offered continuing library education events as far east as Kinston and as far west as Newton, two major sections of the state remain largely unserved. If the North Carolina Library Staff Development Program is to become a truly statewide program, it must begin offering services in the western, mountain area of the state and the northeastern coastal plain. The program also needs to diversify its offerings to serve librarians working in all types of libraries.

The North Carolina Library Staff Development Program has done a good job of serving public librarians in North Carolina. During its second year of operation this program has also made significant progress in serving librarians in academic, community college, and special libraries. If the North Carolina Library Staff Development Program is to become a truly comprehensive continuing library education program, it will have to expand its offerings to attract a larger portion of non-public librarians, especially school media center personnel, to its continuing library education events.

During its third year of operation, the North Carolina Library Staff Development Program intends to address the concerns outlined above and to embark on a comprehensive evaluation of the services it provides, the impact of those services on library service in North Carolina, and a more direct approach to identifying potential continuing library education needs. Through implementing this combined program evaluation and planning process, the North Carolina Library Staff Develoment Program will continue to bridge the gap between library school and on-the-job experience.

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NOMINATION FOR THE 1988 ROTHROCK AWARD
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2. The award will be made to no more than one person in a biennium, and an award may be omitted if no suitable nomination is received.
3. Service in one or more states of those served by the Southeastern Library Association will qualify a person for nomination.
4. Please send your nominee's name, along with a narrative of his or her professional and association activities, civic organizations, writings, editorial contributions, single events or other honors received. Additional documentation may be requested in the case of finalists.

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Person nominated _____
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SELA member making the nomination _____(Signature)

Address of the member making the nomination

Name _____

Street _____

City, State, and Zip Code _____

Address of the nominee (if known)

Name _____

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City, State and Zip Code _____

Please print or type the reason for this nomination on an attached sheet. Copies of biographical data, articles about the nominee or other documents in support of a nomination are welcomed.

Online Searching with a Microcomputer

Donna Flake

Editor's Note: This paper was presented July 6, 1986 at the Annual Study Conference of the Library Association Medical Health and Welfare Libraries Group, Newcastle Upon Tyne England.

The online industry is now about fifteen years old.[1] Microsearching (online searching with a microcomputer) began in the 1980s. To say that the use of microcomputers is widespread is an understatement. There are now seventeen million microcomputers in U.S. homes and offices, ten percent of which have modems attached to them. There are therefore, at least 1.7 million potential microsearchers in the U.S.[2] Microcomputers are used in libraries for a variety of functions, such as word processing, serials control, interlibrary loan, and of course online searching. Before the advent of microsearching, online searchers were limited to computerized literature searching on dumb terminals. I began with a Texas Instruments Silent 700 dumb terminal with a print speed of 30 characters per second. When our library purchased two IBM-PCs for the reference department, we acquired many new capabilities for online searching. As I began to experiment with microcomputers, I began reading all I could find about microsearching. This article is an outgrowth of my excitement and curiosity about its capabilities.

Hardware and Software for Microsearching

The equipment, or hardware, needed includes a microcomputer with a keyboard, a monitor, a communications card, a printer, and a modem. The modem is a device that transforms telephone signals into a form the computer can understand. Modems transmit at 30, 120, and 240 characters per second. These correspond to bits per second (bps), rates of 300, 1200, and 2400, respectively. In our library we now use an IBM-PC with two disk drives and 256k of memory, a 2400 bps Hayes Smartmodem, and a dot matrix Oki-data style printer.

The term "software" refers to function-specific instructions for the microcomputer. Many different types of software are available; microsearching requires *telecommunications* software. CROSSTALK version XVI is considered to be the best on the market for microsearching. Another good telecommunications software package is SMARTCOM II. The cost of the hardware plus the software normally ranges from $1,500 to $3,700.

Automatic Log-on

Automatic log-on is one of the most commonly used features of microsearching. Every database vendor has its own required log-on protocol. To use automatic log-on, the searcher first creates and stores a log-on protocol, using telecommunications software for databases used. This eliminates the need to execute the log-on protocol manually each time a searcher accesses a database. With these protocols, the computer dials the telecommunications company's telephone number, redialing the number if it is engaged, inputs the special address characters of the vendor, and then enters the searcher's password or passwords. This is one of the great advantages of using the microcomputer, even if one uses only one vendor or telecommunications facility.

Uploading

Another capability of microsearching is uploading. Uploading means creating and storing a query in advance on the microcomputer, then going online, and transmitting the whole query to the host system with a minimum of typing while online.[3] The advantage of uploading is that much of the time-consuming typing, correcting, and editing is done offline, saving online time, which in turn saves money. Many of the gateway and front end systems which will be discussed later include the uploading capability. CROSSTALK, version XVI, is one of many different software packages that can be used for uploading.

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Downloading and Editing

Another definite advantage of microsearching over searching on a dumb terminal is the ability to download to a disk. Downloading is the transmission of data from remote host computers to the user's microcomputer for later searching, manipulation, or storage.[4]

One of the most popular reasons to download is to edit the search before it is given to the requester. This allows confusing system messages to be deleted, irrelevant citations to be deleted, annotations or notes to be added to certain citations, and specific text elements to be highlighted. Cover sheets containing such elements as the title of the search, the date, the requester's name, and the searcher's name can be included. Actually, cover sheets can be prepared by the microcomputer even if one does not download. Editing a search makes it more professional, more relevant, and customized. A significant cost advantage of downloading is that data can be downloaded at modem speed, rather than the slower printer speed, and then subsequently printed offline. By downloading one can provide the requester with a diskette copy of his search rather than a paper copy. This allows the patron to transfer electronically the citations into his own personal microcomputer data files. The electronic transfer saves the intervening steps of inputting the citations manually from a paper printout. Some librarians download to allow transmission of searches via telephone to the requestor's microcomputer.[5]

Downloading falls into three general categories. The first is downloading for temporary and short term storage for purposes such as editing or printing search results after disconnecting from the online system. Category two is long-term storage for an indefinite period of time and reuse *at* the downloading site. The third includes other uses such as the multiple copying of data, the creation of specialized databases, information bulletins, bibliographies, or literature reviews.[6]

A significant cost advantage of downloading is that data can be downloaded at modem speed, rather than the slower printed speed, and then subsequently printed offline.

Both librarian searchers and "end users" have a definite need for downloading and are not worrying very much about the associated legal issues. There are three reasons why searchers are not too concerned about the legal ramifications: (1) most database producers are vague about their policies, (2) the courts have not yet made a decision about the issue, and (3) it is currently impossible for a database vendor (such as BRS or DIALOG) to detect whether a searcher is printing his search results on paper—or whether he is downloading the search results.

What about the database producers? How do they view the "downloading" issue? This varies. Many producers are mailing downloading license agreements to searchers to sign and return. For example, DIALOG mails "Database Supplier Terms and Conditions" sheets to its customers. These sheets state the position of the database producers on downloading. Unfortunately these statements are extremely vague with respect to downloading. For example, the Dissertation Abstracts Online Policy printed within DIALOG's periodic Supplier Terms and Conditions Sheets contradicts itself. It states under what conditions downloading is permissible, and then it says downloading is not allowed. I called one of DIALOG's customer service representatives in an attempt to clarify some of the downloading statements of individual database producers. I was advised to contact the individual database producers for clarification. When I continued to complain that the downloading policies are confusing, and in some cases, contradictory, I was told: "What you do with downloaded information is of concern to the database producer—NOT DIALOG. DIALOG has no way of knowing what its customers do with the data after it is transmitted." While many database producers do not state explicit downloading policies, a few producers are making their policies crystal clear. For example in 1985 in *Online Review*, the Aerospace Database did an excellent job of reporting its downloading policy.[8]

BIOSIS also has attempted to clarify its policy on downloading by publishing the downloading policy along with specific examples of downloading.[9] Furthermore, BIOSIS offers BITS to its customers on a regular basis through the mail for a fee. BITS are subject specific portions of the BIOSIS database downloaded onto disk. Thus BIOSIS accepts downloading as a fact of life, and in turn generates additional revenue through downloading.

Obviously there are still many issues to be clarified with downloading. The National Commission on New Technological Uses of Copyrighted Works reported that copying an entire

database for commercial gain would be an infringement of copyright, whereas the copying of small parts of the database would not be an infringement.[10] The problem is—how much is a "small" amount of a database?

End User Searching

Having discussed uploading, downloading, and editing, I will now focus on an important group of microsearchers—the end users. Understandably, most microcomputer owners want to take advantage of the various capabilities of their expensive equipment. The term "end user," refers to the requesters of the information retrieved. Librarians, as search analysts, are intermediaries. End user searching is a trend which is gaining momentum. It should not be ignored. One reason for this trend is the intensive promotional advertising in computer magazines and professional journals. While database producers have saturated their markets for the professional search intermediaries, the present online growth rate *must* continue, if the industry is to remain profitable. The industry has, therefore, been targeting its advertising toward professionals and home computer owners. From 1981 to 1984, the end user segment of the market grew faster than any other part.[11]

For the average microcomputer owner to begin online searching, all he needs to do is purchase a modem. Modem costs have dropped dramatically. Costs range from as little as $100 for a 300 bps modem, to about $800 for a 2400 bps modem.[12]

I chose to include a discussion of end user searching here because in most cases end users search with a microcomputer rather than a dumb terminal. Because of their menu-driven searching format and extensive online help options, end user databases are generally easier, but slower, to search. The expression "user friendly" is applied to these search systems. User friendly systems for medical professionals include BRS/Colleague, AMA/Net, and PaperChase. BRS/After Dark and Knowledge Index are other options.

Although some articles and advertisements in popular and computing literature lead one to believe the contrary, even user friendly software requires some end user training. End users need instruction on such topics as Boolean logic, the use of controlled vocabulary, and how to narrow or broaden a search strategy.

Our library subscribes to several end user database systems. We own the manuals and provide technical advice in response to user inquiries and offer a four-hour class on searching MEDLINE using BRS/Colleague. The class is a prerequisite for individuals who wish to use the microcomputers in the library's AV/Microcomputer Department for searching BRS/Colleague. Patrons are responsible for all charges incurred while running their searches.

The library has also established a group account with BRS/Colleague. Individual faculty or departments in the School of Medicine can obtain passwords for this account and use their own or the library's microcomputers for searching. Members of the group account thus avoid the $75 registration fee and the $15 monthly minimum charged to individual subscribers.

Librarians benefit greatly from being the teachers and promoters of end user database searching. The major benefit is that our clientele will look to us as the leaders and the experts in this area. Another benefit is that we can teach our clientele under what circumstances they should and should not run their own searches. If we librarians act as promoters of end user searching rather than avoiders or evaders, then we can have significant control over this ever increasing trend. If not, then we may lose our niche in the world of online searching.

Gateways and Front Ends

Many different software products are now available to ease the mechanics of the search process, particularly for end users. Although available in experimental form since the 1970s,[13] these "gateways" and "front ends" began to appear on the market in the 1980s.[14] SCIMATE was one of the first, appearing in 1983. EasyNet became available in 1984, as did "IN SEARCH."[15] IN SEARCH was upgraded to PRO SEARCH in 1985,[16] and the National Library of Medicine recently introduced "GRATEFUL MED."[17]

One can become easily confused about the definitions of gateways and front ends because sometimes the literature is inconsistent, and some authors use the terms interchangeably. There is, however, an important difference between the two. Gateways take the user to the entrance or gate of the database but no further. On the other hand, front ends lead a searcher through every step of a search in the database. You can visualize the difference between a gateway and a front end by this analogy. A gateway is like St. Peter leading a person up to the gates of heaven. A front end is like a person's guardian angel leading him by the hand through heaven.

A gateway is an interface between the searcher and the database. It stores log-on protocols of DIALOG, NLM, SDC, DATA-STAR, and other database vendors, and then automatically dials the telephone number, transmits the vendors' address code, and send the user's password(s). The term "gateway" implies that the user is taken to the entrance or gate of the database, but no further.[18] The user is on his or her own to select the database and search using the software commands of the vendor.[19] Since the users of gateways must know all the intricacies of online searching, gateways are designed for librarians or other search analysts *more* than for end users. By subscribing to a gateway, the user receives a single bill for all the searching done on any vendor's system, and all bills arrive together in a single envelope. PC-Net Link is an example of a gateway.[20]

Front ends are designed with the end-user searcher in mind and have all the capabilities of gateways plus some additional ones. Front ends simplify many aspects of the online search process.

The searcher may be given the option of selecting the database to search, or the front end can make the database selection after asking the user a series of questions regarding his topic.[21] Once the database has been selected, it is *not* mandatory for the searcher using a front end to know anything about Boolean logic or controlled vocabulary.[22] It should be pointed out, however, that to the extent that the searcher does not prepare a search strategy nor take full advantage of controlled vocabulary, this mode of searching is less powerful and less precise than directly searching a vendor such as DATA-STAR. The front end translates the simple commands or menu choices of the end user into the language of the database vendor. Some front ends even act as "emulators" allowing the commands of one vendor, such as DIALOG, to be used when connected to another vendor, such as BRS.[23] Aside from this latter capability, front ends are designed primarily for end-user searching, rather than for the professional searcher. Front ends are menu driven and, therefore, time consuming and tedious to the experienced searcher. Front ends, however, help the end user by executing log-on protocols and by making many aspects of online searching transparent to the end user.[24] Thus, front ends can be considered an *electronic* intermediary substituting for the *human* professionally trained intermediary. Although front ends are extremely useful for inexperienced end users, there are costs and sacrifices associated with choosing this alternative.

ProSearch is an example of a front end marketed by an independent company which is *not* a database vendor. Many database vendors who vigorously promote end user searching also offer software that simplifies searching. DIALOG developed and markets Knowledge Index, whereas BRS developed and markets BRS/Colleague and BRS/After Dark.

The most elaborate of all front ends, EasyNet, offers some interesting capabilities and has a unique pricing structure. To access the system, the end user dials a direct toll-free number rather than using the traditional telecommunications network. The system chooses the database for the end user, then modifies the user's casual search topic into a more sophisticated search strategy. There are *no* sign up fees, subscription charges, nor monthly minimums. EasyNet charges *only* if citations are displayed. The system charges a modest $8 for each 10 citations.[25] Users can pay for their citations by Mastercharge, Visa, American Express, or even a more mundane preestablished account.[25] EasyNet, available 7 days a week and 24 hours a day, offers access to 700 databases through 13 online services, such as DATA-STAR, and DIALOG.[26] EasyNet also offers some sophisticated capabilities to its users. Unfortunately, this technologically advanced system may not retrieve the most relevant citations on a search topic. For example, a user's search topic on heart attack and exercise may retrieve one thousand citations, of which EasyNet prints the first ten. As experienced searchers know, the first ten of one thousand citations are seldom the best ones.[27]

Other gateways and front ends not mentioned thus far include Superscout, Search Master, Search Helper, MicroDisclosure, Micro Cambridge, PC/Net-Link and IT. New front ends and gateways continue to appear with software enhancements. As the competition in this market increases, some companies will, no doubt, go out of business. In fact, in May 1986 Menlo Corporation, which offered Pro Search, was taken over by Personal Bibliographic Software, Inc.[28]

Accounting Systems

Another unique capability of online searching with a microcomputer-software is the facility for handling accounting and billing. There are a few accounting systems which do much more than display the cost at the end of a search and send a bill at the end of a month.

The front end ProSearch contains a sophisticated accounting system which tracks search

costs for the searcher. The program automatically identifies every search session by date, time, database searched, customer name, department code, and searcher's name. The searcher can print invoices and cover sheets for each search as well as generate monthly search summaries for billing and accounting purposes.[29]

Another accounting system has been produced by the end user Service, BRS/Colleague. This accounting system, named PROMPT, is available only for those using the BRS/Colleague system. PROMPT was designed as a cost accounting system which allows the library's clientele to perform online computerized literature searches using the library's hardware. PROMPT allows a library to enter any dollar rate per hour that it wishes to charge its clientele. One rate can be established for the searching done during the daytime, and another rate can be set for searching during the evening. After the end user runs his search, a bill is printed using the rate the librarian has established. PROMPT also keeps track of the total time the system is used and generates a bill of cumulative use for each user. A needed improvement in the PROMPT software is the ability to set the hourly rates depending on the cost of the database searched.

Database-Management Systems

A database-management system is a microcomputer software program which allows for the capture, editing, filing, and retrieval of data. For the most part, database management systems are used for purposes *other* than manipulating downloaded citations from an online literature search. This discussion, however, will cover only those database-management systems that are used for bibliographic records. The database management systems to which I am referring could more accurately be described as bibliographic management systems. This is a very small subset of the entire universe of database management systems.

Some end users perform online searches and then routinely download the retrieved citations into a permanent file. The purpose of this permanent file is to compile a database of citations that are pertinent to the specific interests of the end user. It is imperative that the end user be able to retrieve citations from this file as needed. For example, consider an end user who is an endocrinologist doing research in diabetes. Citations to 15,000 journal articles are in his file on this topic. The endocrinologist wants to retrieve journal articles from his file on the topic "bedtime insulin injections." Our researcher certainly does *not* want to look at every one of those 15,000 citations in this file to select the citations covering bedtime insulin injections. Therefore, he uses a database management system which will allow him to select the specific citations he desires.

Good database management systems should have the following capabilities:

1. The ability to download citations into a database without having to retype them.
2. Boolean Retrieval
3. Truncation
4. Phrase Searching
5. Retrieval by All Fields.[30]

Many different database-management systems for bibliographic records are available. These include: Zy Index, Pro-Cite, and Golden Retrieval. DBASE III+, the number-one selling database management system for personal computers, can also be programmed to handle bibliographic citations. Furthermore, the front end SciMate contains a built-in database management system.

Database-management systems must be used with a microcomputer rather than a dumb terminal. The ability to utilize database-management systems is another of the many advantages of online searching with a microcomputer.

Trends and Innovations

Microsearching is a relatively recent phenomenon and in a state of flux; therefore it is difficult to predict the future. During the course of this paper I have already alluded to some trends in my discussion of downloading, gateways, and front ends. Here, perhaps, are some trends and innovations indicated for the future.

1. The online industry will continue to grow. In 1985, Business Communications Company published a report saying that the online industry "could very well maintain a 23 percent a year average growth rate through the next decade."[31]
2. New gateways and front ends will continue to appear on the market, and competition in the online industry to fill this need will continue.
3. Greater numbers of online searchers are switching from dumb terminals to microcomputers to take advantage of the vastly greater capabilities of microcomputers.
4. More full-text databases are becoming available in response to searchers who need the original source rather than simply a bibliography. This trend is an outgrowth of the blossoming electronic publishing industry, and also of the increased capacity and reduced cost of the electronic storage media.
5. Telecommunication facilities such as Telenet and Tymnet are offering faster bps rates.[32] This

could lead to further changes in pricing online products.

6. The command languages used by vendors such as DIALOG and DATA-STAR are becoming more powerful.[33]

7. Voice output is currently available for some microcomputers. A recently released version of Pro-Search supports a voice communications option.[34] This technology "may come into use ... as a ... channel for control and error information relative to a search, or for use by visually impaired searchers."[35]

8. The customer support from vendors is expanding. For example, in 1985 DIALOG received over four hundred telephone calls for assistance each day from its customers, whereas in 1986 DIALOG has been averaging 440 calls per day.[36]

9. The online industry is quite willing to adjust to fill the varied niches in the information retrieval market place. After-hours searching is an example of this flexibility.

10. In 1985, DIALOG's president, Roger Summit, forecasted multifile searching, i.e., searching several databases simultaneously.[37]

11. One extremely exciting and revolutionary trend is that database producers are beginning to make their databases available on CD-ROM (Compact Disk Read-Only Memory). CD-ROM is a compact disk storage system which is "... used for storage and reproduction of digital data."[38] This technology has definitely captured the imagination of the information industry. A concrete example of this enthusiasm is the new monthly column in the two journals *Online* and *Database* on CD-ROM technology. CD-ROMs are called by several names such as video disks, laserdisks, and optical disks. Traditional online databases can now be stored on CD-ROM eliminating telecommunications and connect-hour charges. CD-ROM workstations require three pieces of equipment: (1) a microcomputer, (2) a compact disk drive, and (3) a printer. The compact disk drive ranges in price from about $1,200 to $2,200.[39] Users of CD-ROM, however, seldom need to concern themselves with the cost of the actual equipment, because CD-ROM systems are sold as a package which includes the disk with the database, the compact disk drive, the retrieval software, and the interface and cabling.[40] Unlike a floppy disk, a compact optical disk stores data by burning pits into the specially coated disk with a laser. The result is permanent and unalterable.[41] The equivalent of 200,000 single-spaced pages can be stored on one CD-ROM.[42] As a further illustration of the capabilities of this technology, one disk contains the storage capacity of twenty pounds of floppy disks.[43]

If a library chooses to access a database by means of a CD-ROM rather than online, then the library pays for all the searching of the disk only once—when the disk is purchased. There are no additional charges for using the database on disk, because the user is not "online." Using a database on CD-ROM eliminates a searcher's urgency to perform a search as quickly as possible to save money. The widespread practice of using a database on CD-ROM rather than online will naturally reduce the total use of online databases. Furthermore, it may radially change the functions of gateways and front ends.

... front ends can be considered an *electronic* intermediary substituting for the *human* professionally trained intermediary.

Several databases are already available on CD-ROM.[1] From Silver Platter the entire *ERIC* database is available for $3,000, *PsycInfo* is available from 1974 for $5,000, all of *PAIS* sells for $3,000, and one year of *EMBASE* costs about $8,000.[44] Cambridge Scientific Abstracts is offering MEDLINE from 1982 to the present on CD-ROM. Each year of MEDLINE is on a separate disk and costs $975. The disk is updated quarterly and then cumulated at the end of the year. To compensate for the inconvenience of searching each year of MEDLINE on a separate disk, Cambridge Scientific Abstracts is developing the Jukebox. The Jukebox is a device that will contain space for six to ten disks. A user searching MEDLINE on CD-ROM through the Jukebox enters his search strategy only one time. The Jukebox will automatically search through all its disks.[45]

In the next few years, libraries will purchase CD-ROMs for the databases they use most of the time. For databases that are used infrequently, libraries will continue using the online versions. There are a few drawbacks to using this technology. "[CD-ROMs] are single user systems. The amount of information that can be put on a single disk is limited ... Updates are expensive to produce, and so most database producers now plan to supply them only quarterly. The drives are slow ... and the data transfer rates are also significantly slower ... Another troublesome area is standardization."[46]

Even though there are drawbacks using CD-ROM, the benefits far outweigh all the problems.

One exciting benefit is the ability to reproduce pictures and tables. Currently databases do not contain pictures; if, however, the demand for graphics warrants it, then producers of full text databases may begin including graphics.

These new technologies will keep the field of online searching in a state of flux for some time to come. It behooves the information specialists to stay abreast of both changes in the online world and technological developments which are making them possible.

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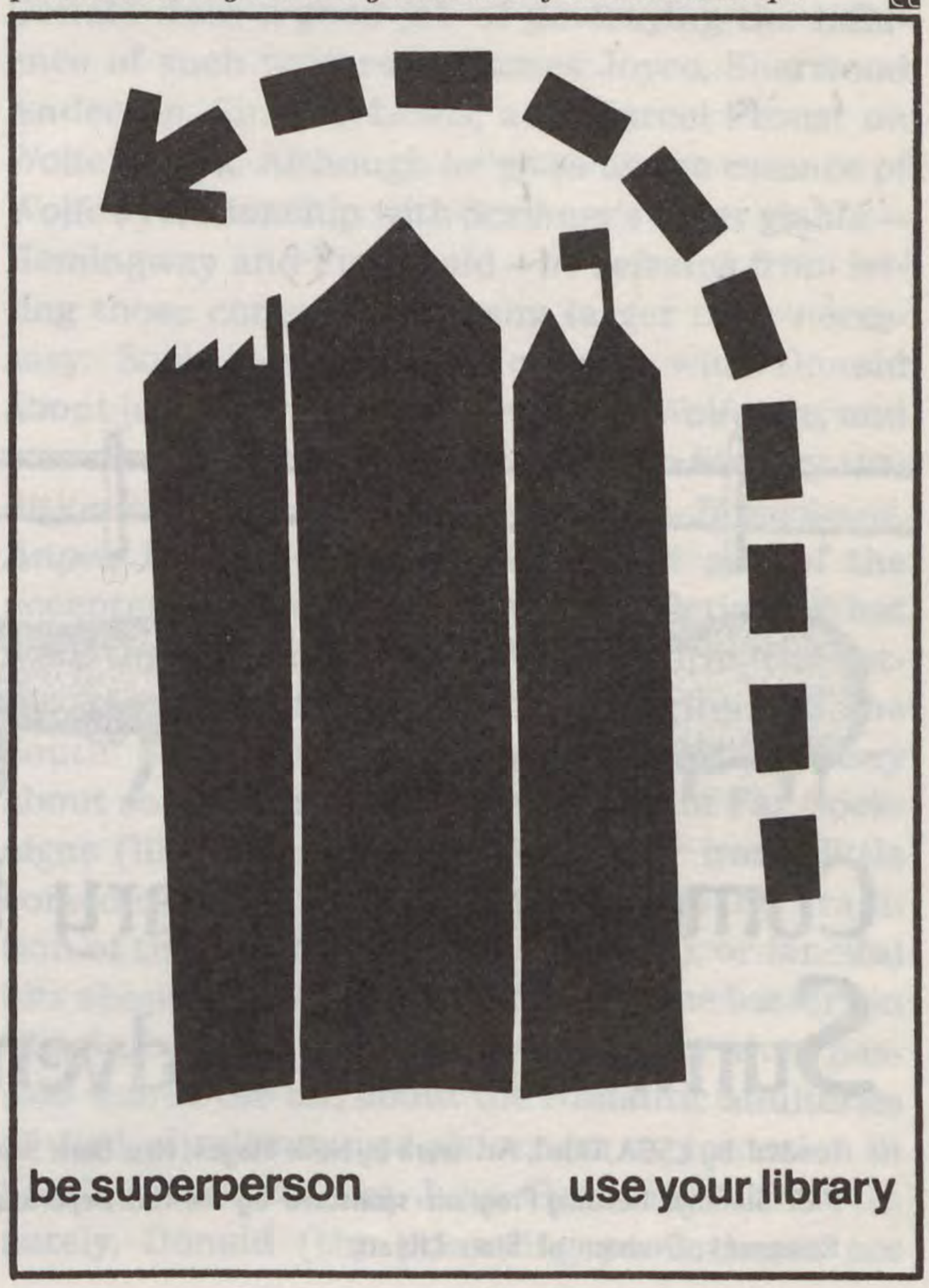

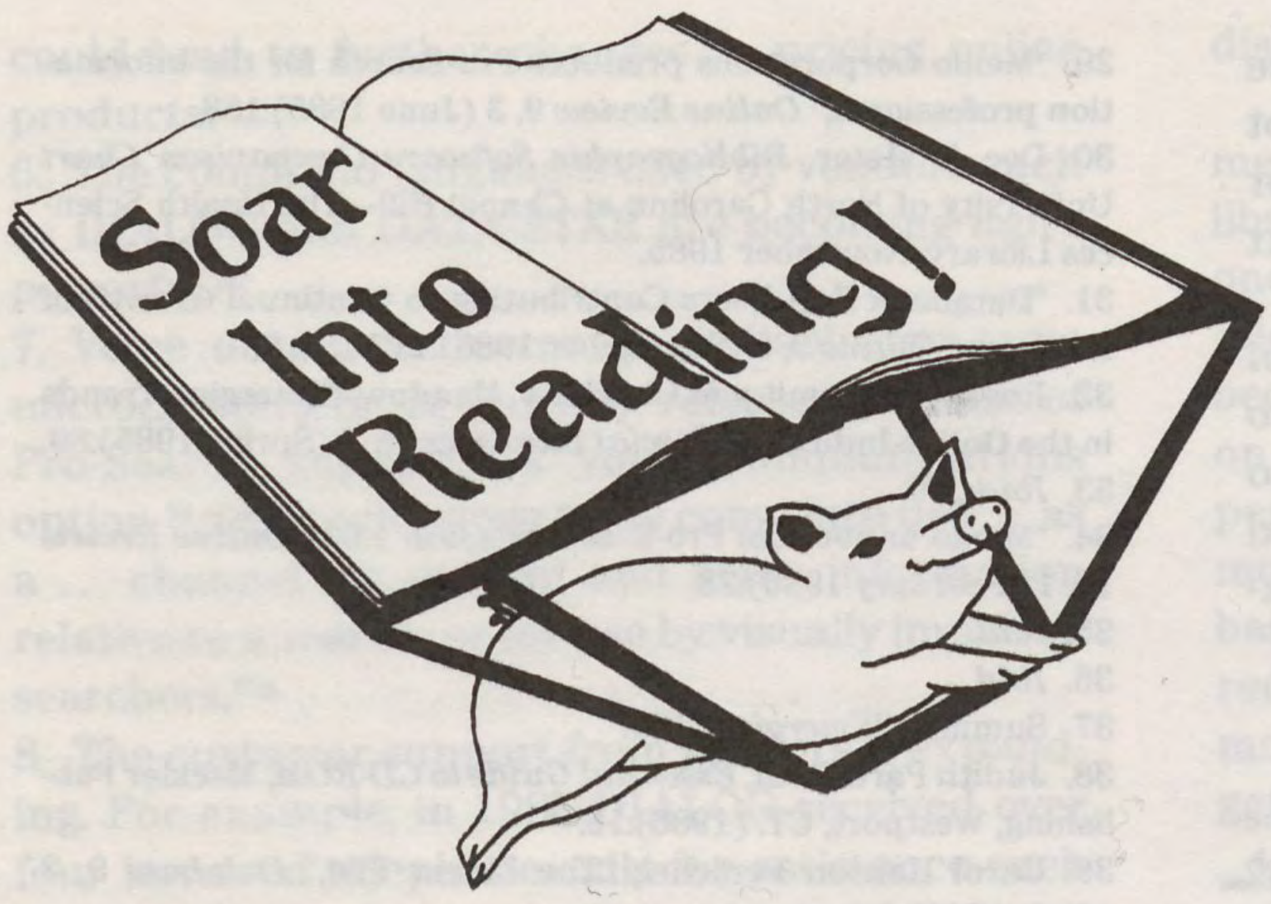

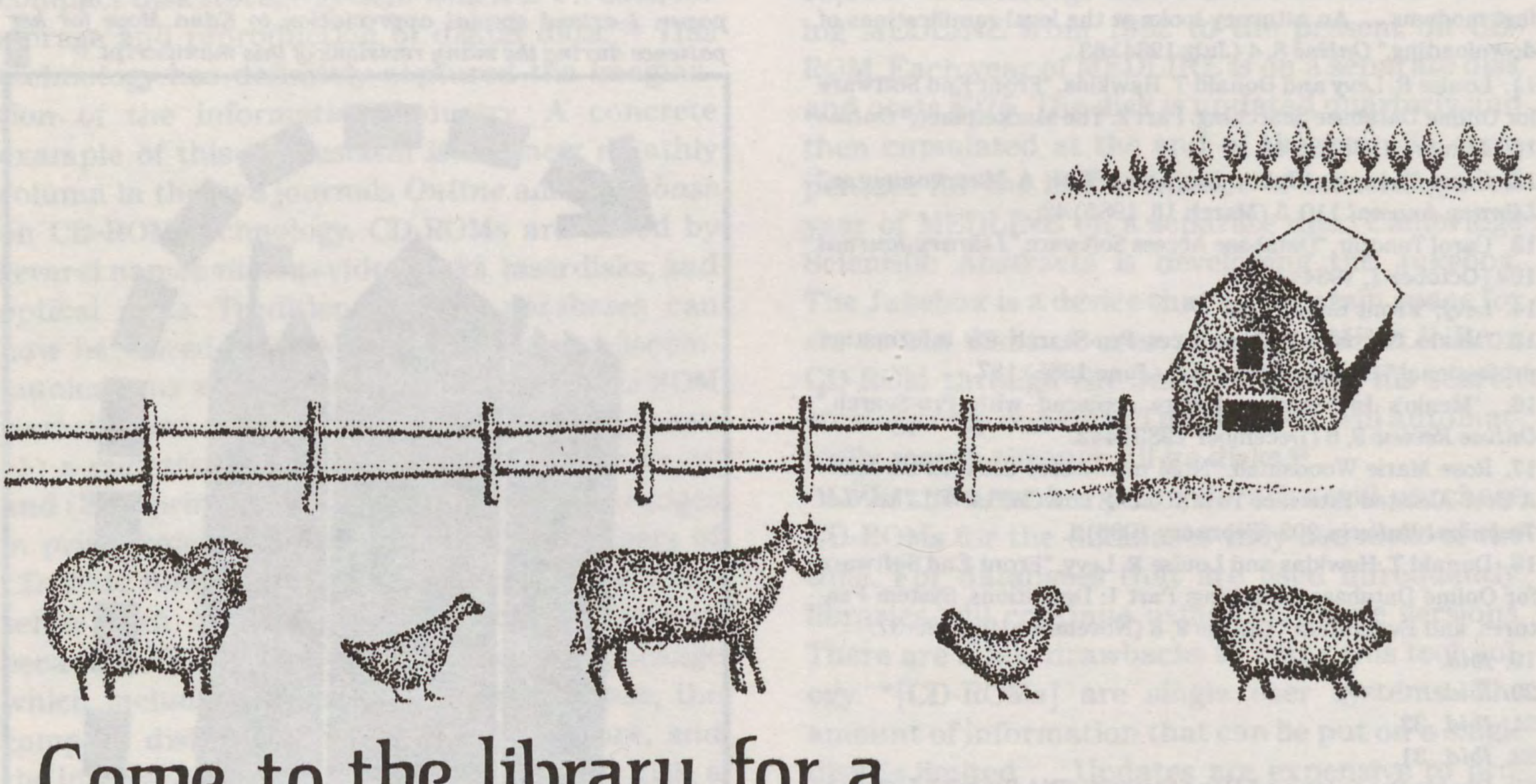

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North Carolina Books

Alice R. Cotten, Compiler

David Herbert Donald. ***Look Homeward: A Life of Thomas Wolfe.*** Boston and Toronto: Little, Brown and Company, 1987. 579 pp. $24.95. ISBN 0-316-18952-9.

Before publication of David Donald's ***Look Homeward: A Life of Thomas Wolfe,*** we had two full-scale biographies on North Carolina's most important writer. The first of these, *Thomas Wolfe: A Biography* (1960), was written by Elizabeth Nowell, Wolfe's capable literary agent and friend. Her associations with Wolfe enriched her book, but since many of the persons who played important roles in Wolfe's life were still living, she had to work under numerous restraints, especially those imposed by Edward Aswell, the administrator of Wolfe's estate. Andrew Turnbull's *Thomas Wolfe* (1967) was a more complete and objective account, though Turnbull's interest was more in Wolfe the man than Wolfe the artist. C. Hugh Holman judged Turnbull successful in creating "a convincing and living image of the man who wrote books." David Donald, who rediscovered Wolfe the writer during the 1970s, wanted to write a full-scale biography that would chiefly be an account of Wolfe's evolution as a writer.

There could be, of course, no escaping Wolfe the man, for no American novelist used the detail of his own life so consistently for his fiction. "By God, I have genius," Wolfe declared as a Harvard graduate student. The price of genius seems to run high for American writers, and none proves the point more than does Wolfe. Having access to all of Wolfe's papers, Donald did not have to labor under constraints that hampered other researchers. He traces Wolfe's life more fully than Wolfe's other biographers could. Readers of this new biography will learn things about Wolfe's tortures and triumphs that will make a lengthy book seem none too long.

Recounting Wolfe's story required immense energy, for although Wolfe died just short of his thirty-eighth birthday, he was a prolific writer. Moreover, from an early age he saved every scrap of paper that might be of possible value. The collection of his papers is one of the largest of any American author, and the biographer dealing with them—especially one interested in the evolution of the writer—faces many quandaries. The papers that became Wolfe's last two novels and the collection *The Hills Beyond* were often drafts (sometimes variations of the same episode) and far from the shape Wolfe had planned for them. Edward Aswell did a great deal of shaping (some think warping) of the manuscripts to bring those books, especially *You Can't Go Home Again*, before the public. Although Aswell believed strongly in Wolfe's genius, he took liberties that Donald finds unacceptable.

Donald's book is valuable not only for recounting Wolfe's publishing and editing problems so thoroughly, but because it discusses Wolfe's growth as a writer. Wolfe had, Donald says, the best formal education of any American novelist of his day. (One of the best, one might qualify. Wolfe's friend Vardis Fisher had the Ph.D. from Chicago.) Because Wolfe was a prodigious reader, he learned a great deal from other writers, and Donald does a good job of portraying the influence of such writers as James Joyce, Sherwood Anderson, Sinclair Lewis, and Marcel Proust on Wolfe's work. Although he gives us the essence of Wolfe's relationship with Scribner's other giants—Hemingway and Fitzgerald—he refrains from letting those comparisons loom larger than necessary. Some readers may quarrel with Donald about just where the excellences in Wolfe are, and some may find Donald's sense of the literary tradition slightly oversimplified. *Look Homeward, Angel*, Donald observes, did not fit any of the accepted categories of Southern fiction. What were those? Donald takes Wolfe's word: "the better known gentlemen and lady writers of the South were writing polished bits of whimsey about some dear and mythical Land of Far Cockaigne (like James Branch Cabell), or ironic little comedies about the gentle relics of the Old Tradition of the South (like Ellen Glasgow), or fanciful bits about Negro fish mongers along the battery in Charleston (like Dubose Heyward), or, when passion was in the air, about the romantic adulteries of dusky brethren and sistern on a plantation in South Carolina (like Julia Peterkin)." Unfortunately, Donald (the preceding parentheses are

his) goes along with Wolfe in this put-down of Southern writers who had their own struggles to do different and honest work, writers who helped to create the Southern Renaissance, helped to prepare the way for Wolfe. And if there was something *sui generis* about *Look Homeward, Angel*, it did belong recognizably to the tradition of the Bildungsroman; and although Whitman would become more important to Wolfe after 1929, his novel did belong to a recognizable American literary tradition. It goes back to Emerson's American scholar as well as to Whitman's "Song of Myself." Wolfe liked to play the role of mistreated genius. The truth is that *Look Homeward, Angel* (controversy in Asheville notwithstanding) received enthusiastic praise (few novels do so well), and it has never gone out of print.

But, in the main, Donald is excellent in not letting Wolfe call the shots. Admitting that Wolfe "wrote more bad prose than any other major writer that I can think of" yet committed to the premise that Wolfe "ranks among the very great American authors," Donald comes close to his aim of writing a biography without a hero or a villain. He has been notably successful in not relying on fiction as a source for biographical fact, always a temptation to biographers dealing with overtly autobiographical writers. Perhaps Donald's training as a historian was especially valuable for a biography of so Faustian a subject. His tone is right, and his thoroughness in a gigantic task is impressive (the study was six years in the making). All in all, this new biography is a cause for celebration. It ranks with the best literary biographies on American writers. And libraries in North Carolina will surely wish to make it available to their readers.

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Jack Claiborne. ***The Charlotte Observer: Its Time and Place, 1869-1986.*** Chapel Hill: University of North Carolina Press, 1986. 357 pp. $19.95. ISBN 0-8078-1712-0

Many North Carolinians—and not only residents of Mecklenburg or surrounding counties—consider the *Charlotte Observer* the best newspaper in the state. By any standard, it is an outstanding regional journal with a well deserved reputation for accuracy and integrity. In ***The Charlotte Observer: Its Time and Place, 1869-1986*** Jack Claiborne, associate editor of the *Observer*, gives us a history of the paper worthy of its rank and reputation. Claiborne sets himself the ambitious task not only of writing an internal history of the growth of the *Observer*, but also of placing that history in the context of the development of Charlotte, the state of North Carolina, and the South.

In his first three chapters Claiborne examines the *Observer's* predecessors, a handful of newspapers printed in Charlotte from 1869 to 1892, most of which carried the name *Observer* in some combination on their mastheads. Claiborne shows that the importance of these papers for the history of the *Observer* is not so much one of corporate continuity as a continuity of personnel: the early papers trained several of the men who created and ran the modern *Observer*.

In his chapters on the history of the contemporary *Observer*, Claiborne is adroit at balancing his treatment of a number of subjects. He deals with the personalities and influence of the people who owned or ran the *Observer* and established its voice, people such as Joseph Caldwell, Daniel Tompkins, Curtis Johnson, Ernest Hunter, John and James Knight, and "Pete" McKnight. He also does justice to the dozens of important reporters, columnists, photographers, printers, and cartoonists whose collective contribution built the overall quality of the paper. Finally, Claiborne integrates the story of the *Observer's* people into an account of the environment in which the paper existed, an environment comprising changing standards of journalism, changing communications technology, and the shifting aspirations and values of the surrounding community.

Claiborne's greatest achievement in ***The Charlotte Observer*** is his clear, concise, and engaging style. As a historian he goes beyond a skill in marshalling facts to what Barbara Tuchman praises as an ability to perceive the significant detail—the incident or individual, an account of which gives the reader insight into a much larger historical picture. This eye for detail and control of data is matched by a welcome feeling for language and felicity of expression. The result is a book that is always readable and often fascinating.

Probably the weakest area of the book is the linkage of the evolution of the *Observer* with the history of the city and the region. Many of the secondary works on which Claiborne relies for historical background, while they are standards, are nonetheless dated. Since much of the new scholarship is fragmentary or contradictory, mastering it would have taken Claiborne further than he had any intention of going and further perhaps than he could be expected to go. Current scholarship, however, will profit from this excellent work which will form an important part of

the continuing search for an understanding of the growth and significance of southern cities and the impact of news media on modern society.

Harry W. McKown, University of North Carolina at Chapel Hill

John V. Allcott. ***The Campus at Chapel Hill: Two Hundred Years of Architecture.*** Chapel Hill: The Chapel Hill Historical Society, 1986. 113 pp. $16.00, plus $2.00 for mailing. (P.O. Box 503, Chapel Hill, NC 27515-0503.)

John Volney Allcott, an emeritus professor, Department of Art at the University of North Carolina, performs a masterful task of blending together time, place, people, and space into a highly readable volume on the architecture of the first state university. Readers should not consult this book for lists of professors and students, or even a survey of university politics—although all played a role in directing development at Chapel Hill. Rather, this brief survey gives an excellent history of the growth of the physical campus. It recounts the grand dreams, the economic hardships, and the political realities that were critical factors in making decisions about bricks and mortar.

The narrative comprises five chapters in chronological order beginning with "The Campus in the Late Eighteenth Century" and concluding with "Modern Architecture since 1963." Other chapter titles are: "Romanticism, 1820s to the Civil War"; "Late Romanticism, 1885 to World War I"; "The Colonial Revival, 1921 to 1962." Included are brief sketches of the outstanding architects and designers who have left their imprint upon the face of the university—from William Nichols and A.J. Davis in the antebellum period to the firm of McKim, Mead, and White in the early twentieth century, and more recently Gerald Li and Romaldo Giurgola. A chronology of structures and architects along with extensive notes and a bibliography add to the value of the book as a research tool.

Although it is a short walk from Old East (1793) to Walter Royal Davis Library (1984), it is a journey through two centuries of what the author describes as "a panorama of architectural development in America. It is a North Carolina museum of American architecture." ***Campus*** is a labor of love about a place loved by many. Books about Chapel Hill enjoy a devoted readership. This comfortable addition should be no exception.

Jerry C. Cashion, North Carolina Division of Archives and History

Ernie and Jill Couch. ***North Carolina Trivia.*** Nashville, TN: Rutledge Hill Press, 1986. 191 pp. $5.95 paper. ISBN 0-934395-37-3.

James A. Crutchfield, ed. ***The North Carolina Almanac and Book of Facts.*** Nashville, TN: Rutledge Hill Press, 1986. XLIX, 331 pp. $14.95. ISBN 0-934395-35-7. (513 Third Avenue, South, Nashville, TN 37210.)

Both of these books should please readers in need of readily available information about North Carolina. Trivia fans will enjoy ***North Carolina Trivia,*** a slim volume divided into sections pertaining to geography, entertainment, history, arts and literature, sports and leisure, and science and nature. Each page contains from five to seven brief questions and answers. They can be read for entertainment or used in trivia bowls or games.

The North Carolina Almanac and Book of Facts is a much more ambitious work. Its ninety-five categories, ranging from Agriculture to Zip Codes, provide names, addresses, statistics, calendars of events, geographical information, and numerous lists. Although all of the information is available elsewhere, this handy, hardback volume brings it together in a convenient format that includes a thirty-nine-page index. A North Carolina history teacher in our county recently made assignments based on facts contained in ***North Carolina Almanac.*** Students, parents, and librarians scrambled to pull together the answers, not knowing that all of them were contained in this useful book.

The compilers of both books live and work in Tennessee. This handicap seems to have affected James A. Crutchfield more than Ernie and Jill Couch. ***North Carolina Almanac*** contains a variety of inconsistencies, omissions, misspellings, and factual errors. Crutchfield states that novelist Inglis Fletcher was a man; that Franklin County was created in 1778 (1779 is the correct date); and that North Carolina's senior United States senator spells his first name "Jessie." Moreover, in the section listing Festivals and Events, Crutchfield leaves out Ayden's Collard Festival and Louisburg's National Whistlers Convention. For shame!

These books do have their places, however, particularly in school and public libraries. Academic libraries may want to purchase ***North Carolina Almanac,*** but it should be used with caution.

Maurice C. York, Edgecombe County Memorial Library

Libraries: Spread the News
North Carolina Library Association
Biennial Conference

Winston-Salem, October 28-30, 1987

Tentative Schedule

Tuesday, October 27

7:00 PM-8:30 PM — NCLA Executive Board Dinner (New and old boards, conference planning committee)

Wednesday, October 28

10:00 AM-6:00 PM — Conference Registration

10:00 AM-12:00 Noon — NCLA Media Committee Program & Presentation "Interactive Video Disc Technology" with Lab time

12:00 Noon-6:00 PM — NCLA Media Committee Film/Video Showings

12:00 Noon-5:00 PM — Placement Center

1:30 PM-3:00 PM — First Session - Speaker: Maya Angelou, Author Sponsored by the Round Table on Ethnic Minority Concerns, the Public Library Section, and the Round Table on the Status of Women in Librarianship

3:15 PM — Exhibits Opening & Ribbon Cutting

3:30 PM-5:00 PM — JMRT Orientation Program

4:00 PM-6:00 PM — College & University Section Program and Business Meeting — Speaker: Dr. Joanne R. Euster, President-Elect, Association of College and Research Libraries "Creative Leadership in Academic Libraries: Everybody's Responsibility"

6:00 PM-8:00 PM — All Conference Round-Up Dinner (Exhibit Hall)

8:00 PM — Exhibits Close

8:30 PM-11:30 PM — All Conference Reception (Forsyth County Public Library) - Refreshments, Music, Dancing Sponsored by the Public Library Staff

Thursday, October 29

7:30 AM-9:00 AM — Breakfast and Business Meeting Resources and Technical Services Section (RTSS)

8:00 AM-5:00 PM — Conference Registration

8:30 AM — Exhibits Open Coffee and Danish Provided 8:30-9:30 AM

9:00 AM-5:00 PM — Film and Video Preview Sessions PLS AV Committee

9:00 AM-10:30 AM — Reference and Adult Services Section Program, "Do We Serve Patrons or Customers? How Entrepreneurs Sell Information" - Matthew Lesko, President, Information USA; Peter Workman, President, Workman Publishing

9:00 AM-5:00 PM — Placement Center

9:00 AM-10:30 AM — Community & Junior College Section Program and Business Meeting "Critical Thinking" -Dr. John Lubans

9:00 AM-12:00 Noon — 1986 Notables Showcase Children's Services Section (Business Meeting at 9:00 AM)

9:00 AM-10:00 AM	Mock Community Forum: "There's Trouble Right Here in River City" Intellectual Freedom Committee
10:30 AM-12:00 Noon	Round Table on the Status of Women in Librarianship Program: Dr. Herb White, Dean, Indiana University School of Library Science
10:30 AM-12:30 PM	RTSS Program: "The Impact of Automation on Libraries and Their Users" Liz Nichols, Stockton Public Library, and Dr. Ching-Chih Chen, Associate Dean, Simmons University Library School
10:30 AM-11:30 AM	Program: Trustees' Section
12:00 Noon-1:30 PM	Luncheon Trustees' Section
12:00 Noon-1:00 PM	Exhibits Close for Lunch
1:00 PM-2:30 PM	Open Time to Visit Exhibits
1:00 PM-5:00 PM	PLS Public Relations Committee Swap and Shop, Poster Sessions, PR Contest Display
2:30 PM-4:00 PM	General Session Speaker: Calvin Trillin, Author, Columnist, *New Yorker* writer
4:00 PM-5:00 PM	Program, Round Table on Ethnic and Minority Concerns (REMCO) "Ethno-Cultural Minorities: Developing Library Services & Intercultural Skills"; Lee Krieger, Coordinator, N.C. Foreign Language Center; Rev. Maurice Vargas, Director, Cape Fear Citizens Committee on Immigration (Tentative); Judy Engle, ESL Instructor, Forsyth Technical College (Tentative)
4:00 PM-5:30 PM	PLS Adult Services Committee Program: "Effects of Genre Fiction Classification on Public Library Circulation" - Dr. Sharon L. Baker
4:00 PM-5:00 PM	Meeting of those interested in forming a Local History/Special Collections Round Table
4:30 PM-5:30 PM	Reception, Round Table on the Status of Women in Librarianship
5:00 PM	Exhibits Close
Thursday Evening	Library School Receptions
Thursday Evening	Reception, Literacy Committee Famous Amos (Tentative)

Friday, October 30

7:30 AM-9:00 AM	Children's Services Section Author Breakfast Jack Prelutsky
7:30 AM-9:00 AM	Beta Phi Mu Breakfast & Speaker
8:00 AM-12:00 Noon	Conference Registration
8:30 AM	Exhibits Open Coffee and Danish Provided 8:30-9:30 AM
9:00 AM-12:00 Noon	*Table Talks:* Discussions will be led at approximately ten tables for 50 minutes followed by ten minute breaks. Planned topics include: "Factors Which Affect Output Measures Performance" "Evaluating Reference Services" "Instructing Users in Online Catalogs" "Trends in Children's Librarianship" "Standards for Public Libraries" "Software Packages for the Small Library" "Directions in Public Access Microcomputer Services" "Evaluating the School Library Collection" "New Non-Fiction Titles for Kids" "Time Management for Librarians" "Techniques for Evaluating Library Programming"

"Wooing the Professional Minority Job Candidate"
"Effecting Change Through Lobbying"
"Start-Up and Fee Setting for Online Reference"
"Videocassettes in the Library: Education or Entertainment"
"Handling Complaints about Library Materials"
"Closing the Missing Link: African American Genealogy"
"Continuing Education: A Solution in Search of a Problem"
"Are Library Schools Graduating Qualified Librarians"
"Merchandising Library Materials"
"Homework Assistance in Public Libraries"
"Cooperation Between Schools and the Public Library"
"Branch Library Service to Low Income Neighborhoods"
"Using Automated Systems to Improve Collection Development Efforts"
"Evaluating Adult Book Collections in Public Libraries"

Additional topics will be announced or substituted.

9:00 AM-12:00 Noon	PLS YA Committee Film & Video Showings
9:00 AM-11:00 AM	PLS YA Committee Program Deborah Taylor, YA Services Coordinator, Enoch Pratt Library
9:00 AM-10:30 AM	RTSS Concurrent Interest Groups Acquisitions; Cataloging
11:00 AM-12:30 PM	RTSS Concurrent Interest Groups Serials; Collection Development
10:00 AM-12:00 Noon	Documents Section Program Government Information Showcase; Federal, State and Local Resources
11:00 AM-12:00 Noon	North Carolina Public Library Directors Association Reception; Honored Guests: Distinguished Service Award Winners
12:00 Noon-2:00 PM	Champagne Luncheon Philip S. Ogilvie Memorial Lecture Tentative Speaker: Hon. Elizabeth Dole, Secretary, U.S. Department of Transportation
2:00 PM-3:30 PM	North Carolina Association of School Librarians Program "Our Image is Showing"
2:00 PM-4:00 PM	Solinet Users Group Program "SOLINET Update"

Maya Angelou will be one of the featured speakers at this year's NCLA Conference to be held in Winston-Salem October 28-30.

Libraries: Spread the News

1987 NCLA Biennial Conference

OCT. 28-30, 1987 WINSTON-SALEM, N.C.

Pre-Registration and Meal Reservations

Deadline for Pre-Registration — September 15, 1987

Note: Convention-rate rooms have been reserved at the Hyatt Winston-Salem, Winston Plaza Stouffer Hotel and Quality Inn Triad Plaza. To obtain convention rates at these hotels, you must make a reservation **DIRECTLY** with Housing Bureau/Convention and Visitor Bureau, P.O. Box 1408, Winston-Salem, N.C. 27102, by September 25, 1987. Use enclosed sheet.

Name _____
FIRST MIDDLE (PLEASE PRINT) LAST

Mailing Address _____ Library _____

_____ Institution/Agency _____
CITY STATE ZIP

Preferred Badge Name (If not as above) _____

Registration Badges Required in Exhibit Hall and all Meetings

Pre-Registration	Members—Entire Conference	$35 $ _____
	One Day	$25 $ _____
	Non-Members—Entire Conference	$50 $ _____
	One Day	$35 $ _____
Registration at Conference	Members—Entire Conference	$45 $ _____
	One Day	$35 $ _____
	Non-Members—Entire Conference	$65 $ _____
	One Day	$45 $ _____
	Library School Students	$15 $ _____
	Library School Attending	_____

MEAL FUNCTION RESERVATIONS

(No Reservations for Meal Functions Accepted Without Conference Pre-Registration)

NO TICKETS FOR MEALS SOLD AT TIME OF CONFERENCE

			No. Attending
All Conference Round-up Dinner	Oct. 28, 6:00 P.M.	Free (With Registration Badge)	$ _____

			No. Attending	
All Conference Round-up Dinner	Oct. 28, 6:00 P.M.	$15.00 x	_____	= $ _____
RTSS Breakfast	Oct. 29, 7:30 A.M.	$ 3.50 x	_____	= $ _____
Trustee Luncheon	Oct. 29, 12:00 Noon	$13.50 x	_____	= $ _____
Children's Services Breakfast	Oct. 30, 7:30 A.M.	$ 7.00 x	_____	= $ _____
Beta Phi Mu Breakfast	Oct. 30, 7:30 A.M.	$ 7.50 x	_____	= $ _____
Gala Awards Luncheon	Oct. 30, 12:00 Noon	$15.00 x	_____	= $ _____
	TOTAL REGISTRATION & MEALS:			$ _____

Deadline — September 15, 1987

Make check payable to: NCLA CONFERENCE

Mail to: NCLA Pre-registration
1987 Biennial Conference
P.O. Box 15526
Winston-Salem, N.C. 27113-5526

Your registration materials (including receipt and meal function tickets, if any) will be distributed from the Conference Registration Desk.

Feel Free to Duplicate This Form for Friends

Hotel Reservations

Winston-Salem Convention and Visitors Bureau
Housing Bureau
North Carolina Library Association

October 27-30, 1987

Deadline for Receipt: September 25, 1987

Sleeping rooms for those attending the North Carolina Library Association have been reserved at the three hotels listed below. All housing will be handled by the Winston-Salem Housing Bureau, and all housing applications must be sent directly to the Bureau. Room reservations will be made in order of requests received. *Requests must be received in writing. Phone calls are not accepted.* After you have received confirmation, any reservation changes must be made through the Housing Bureau, Convention and Visitors Bureau (919) 725-2361.

Hotel	Single/Double	Triple/Quad	Check-In Time
Hyatt Winston-Salem	$56/$62	$68/$74	3:00 p.m.
Quality Inn Triad Plaza	35/ 40	40/ 40	12:00 noon
Stouffer Winston Plaza Hotel	59/ 65	75/ 75	3:00 p.m.

Please reserve hotel rooms as follows:

First Choice Hotel: _____

Second Choice Hotel: _____

Arrival Date: _____

Departure Date: _____

Check one:

_____ 6:00 p.m. Arrival (Do not hold room after 6:00 p.m.)

_____ Guaranteed Late Arrival—A major credit card number or one night's deposit must be enclosed to guarantee your room for late arrival. (With guaranteed reservation, you will be billed for the first night's room rental if you do not attend and fail to cancel the reservation at least 48 hours prior to scheduled arrival.)

Credit Card Type: _____

Card Number: _____ Expiration Date: _____

Deposit enclosed: $ _____

(Make checks payable to Winston-Salem Housing Bureau.)

Return this form to:

Housing Bureau
Winston-Salem Convention and Visitors Bureau
Post Office Box 1408
Winston-Salem, North Carolina 27102

NCLA Minutes

North Carolina Library Association
Minutes of the Executive Board
February 6, 1987

The Executive Board of the North Carolina Library Association met on February 6, 1987 at 10:00 a.m. at the Cumberland County Public Library in Fayetteville. Executive Board members present were Pauline F. Myrick, Patsy Hansel, Rose Simon, Dorothy Campbell, Nancy Fogarty, Mae Tucker, Kieth Wright, Jerry Thrasher, Frances Bradburn, Benjamin Speller, Jr., Arial Stephens, Rebecca Taylor, Elizabeth Smith, Mary Avery, Waltrene Canada, Nancy Massey, Jean Amelang, April Wreath, J. A. Killian and Mary McAfee. Committee representatives present were Doris Anne Bradley, William Bridgman, Geneva Chavis, Melanie Collins, Judie Davie, David Fergusson, Howard McGinn, and William H. Roberts, III. Also present were Jane Williams, State Library Director; Dale Gaddis, Director of the Durham County Library and President of the North Carolina Directors Association; Tindra Foti of the Cumberland County Public Library; and Jim Govern of the Forsyth County Public Library.

President Myrick called the meeting to order and thanked everyone for coming to this meeting which was called because a statewide snowstorm caused cancellation of the meeting scheduled for January 23. She recognized Jerry Thrasher, Director of the Library, who welcomed the Board. Mrs. Myrick acknowledged the presence of guests and observers and welcomed them.

The agenda was presented and approved.

The minutes of the meeting of October 22, 1986 were approved as distributed by the Secretary.

President Myrick called for the Treasurer's report. Nancy Fogarty distributed copies of the Treasurer's Report, January 1, 1986-December 31, 1986 and reviewed its various parts. Included was a sheet of miscellaneous information which reveals the count of the number of members in each section as of December 31, 1986 as follows:

Children's	207	NCASL (School)	884
College/Univ.	261	Public	347
Documents	66	Reference & Adult	208
Ethnic Minority	81	RTSS	197
JMRT	41	Trustees	195
Jr. & Com. Coll.	64	Women	219

Fogarty reported that NCLA has a total of 2,150 members (personal, trustees, institutional and honorary). She called attention to a table appended to the report which shows the distribution of amounts paid as dues to sections and roundtables during 1986-1987.

A report of the NCLA 1987 Conference Planning Committee was presented by Patsy Hansel, First Vice-President/President-Elect and Chair of the Committee. She distributed copies of the updated, tentative conference program and minutes of the Committee's meeting of January 8, 1987, and commented about recent progress of the committee. Local Arrangements Chair Bill Roberts stated that everything is going well. Some space for additional programs still exists.

Responding to the call for a report on *North Carolina Libraries*, Frances Bradburn, editor, announced the deadlines, themes and guest editors for the next three issues as follows: February 10—Status of Women and Minorities in Librarianship, Jean Weldon; May 10—Education in Librarianship, Dr. Benjamin Speller; August 10—Intellectual Freedom, Dr. Gene Lanier. The deadline for the Conference issues (Winter 1987) is November 10, 1987. Bradburn said additional manuscripts are needed to supplement small thematic issues; however, speeches are not included in the publication, except in the conference issue.

The report of the Governmental Relations Committee was presented by William Bridgman, chair. Referring to an information packet which he had distributed by mail to Executive Board members, he reviewed plans for the 1987 observance of National Library Legislative Day scheduled for April 7 in Washington, D.C. He announced that a briefing session will be held on March 27 at the State Library from 10:30 a.m. until 12:30 p.m. at which time issues addressed by resolutions committed to ALA Council will be discussed. Bridgman urged Board members to encourage capable persons to cooperate with the Committee. He distributed a brochure, a tentative agenda, and information on accommodations for participants.

Awareness was raised that the Committee has the right to make a financial contribution to the National Library Legislative Day observance program using funds from its budget.

President Myrick recognized Doris Anne Bradley, chair of the Constitution, Codes, and Handbook Revision Committee, and Mae Tucker, Parliamentarian. Bradley addressed the Board, stating that the Committee is attempting to determine where we are now as consideration is given to the recommendations of the Futures Committee. It is essential that sections' revised statements be reviewed by the Committee to ensure that they are consistent with the Association's bylaws before they are adopted. Bradley urged that all groups review the Handbook and inform the Committee regarding the status of their bylaws. A request for this information will be sent out by the Committee.

Commenting on the work of the Archives Committee in the absence of Maurice York, chair, President Myrick informed the Board that an inventory of the Association's records housed in the State Library has been completed. Future plans of the Archives Commitee include the transferring of records to the State Archives and perfecting a records retention-disposition schedule for current records.

The minutes of the Intellectual Freedom Committee's meeting of December 5, 1986 received from Dr. Gene Lanier, chair, were distributed to board members.

President Myrick called for the report of the Children's Section. Chairperson Rebecca Taylor announced that Jack Prelutsky, noted children's poet, will speak at the Section's breakfast during the NCLA 1987 Biennial Conference. The Section hopes to support a new member's attendance at the Conference and is seeking a sponsor of a membership award that will make this possible.

Reporting for the College and University Section, Chairperson Elizabeth Smith announced that the Section will sponsor a program on public services aspects of online catalogs on May 1, 1987 at Meredith College. The keynote speaker will be Betsy Baker, Chairperson of the Bibliographic Instruction Section of ACRL. The Section's speaker at NCLA Conference will be Dr. Joanne Euster, Director of Libraries at Rutgers University and

President-Elect of ACRL.

Mary Avery, Chair of the Community and Junior College Section, reported that the Section's speaker for the NCLA Biennial Conference will be John Lubans, Associate University Librarian at Duke University. Ways to increase membership are being explored, and it is planned that all North Carolina community and junior college librarians will be invited to join NCLA and the Section.

The report of the Documents Section was given by Waltrene Canada, chairperson. She reported that thirty-five librarians attended the workshop on maps sponsored by the Section on November 7, 1986 in Greensboro. The Section is planning to co-sponsor with the Durham County Library a spring workshop on county government on May 1, 1987 at the Durham County Library. Canada then commented about activity centered around the effort to gain passage of the publication's depository bill. She called attention to the information packets prepared by Pat Langelier and other members of the Depository System Committee which were distributed to board members. This information will be sent to legislators, librarians, concerned citizens and special interest groups. Canada acknowledged the diligence of the Committee members and urged the Board to consider assisting them in this effort.

The report for the Junior Members Roundtable was given by Melanie Collins in the absence of Stephanie Issette. She said plans for the NCLA Biennial Conference are being discussed, but budgetary limitations must be considered. The Roundtable and Baker and Taylor will again sponsor a grant of $250 to support attendance at the conference by a library school student.

Judie Davie presented the report for the North Carolina Association of School Librarians in the absence of Helen Tugwell, Chairperson. She stated that approximately 40 North Carolinians attended the 1986 Conference of the American Association of School Librarians and many of them made presentations. There were 1,049 registered participants at the NCASL Biennial Work Conference of 1986, at which the following awards were made: Administrator of the Year 1986 to Dr. Stuart Thompson, Superintendent, Hickory Public Schools; the Mary Peacock Douglas Award to Vergie Cox; and scholarship awards to Rita Earley and Helen Jones Rice, students at East Carolina University and Western Carolina University, respectively.

The Section is planning to observe School Library Media Day of 1987 in April and has selected the theme "Take Time to Read—Use Your Library."

Copies of the videotape of Richard Peck's address before the NCASL Biennial Work Conference of 1986 are available from NCASL.

Mrs. Myrick called for the report of the North Carolina Public Library Trustee Association. J. A. Killian, Chair, stated that plans are going forward for the National Library Legislative Day, the Librarian/Trustee Conference scheduled to be held in May, and the Trustee Dinner which will be held during the NCLA 1987 Biennial Conference.

Nancy Massey, chairperson of the Public Library Section, reported that the committees and Executive Board are continuing to function actively.

Reference and Adult Services Section chairperson Jean Amelang informed the body that sixty librarians attended sessions in which sixteen presenters were involved at the workshop "High-Touch/High Tech: Enhancing Reference Service with Technology" held on November 7, 1986. A workshop on reference management is being planned.

April Wreath gave the report of the Resources and Technical Services Section, noting that the composite evaluations from the Fall Conference "Coping with Change: Strategies for Survival" were in general highly favorable. She stated that a decision was made to decline on sponsoring with the College and University Section a spring conference due to the time needed for planning a full RTSS program for the NCLA Conference.

In the absence of Sylvia Sprinkle-Hamlin, Geneva Chavis presented the report for the Roundtable for Ethnic Minority Concerns. She announced that a genealogy workshop is scheduled for February 20, 1987 at A & T State University. Included in the winter issue of REMCO's regular newsletter is a report by Dr. Benjamin Speller entitled "Minority Representation in Librarianship." Chavis reminded us that the Roundtable is to be one of the sponsors of the Maya Angelou presentation scheduled for the NCLA 1987 Biennial Conference.

Mary McAfee, reporting as Chair of the Roundtable on the Status of Women in Librarianship, stated that a brochure will soon be released to announce a workshop "Risk-taking and Surviving Your Mistakes" set for March 13, 1987 in Winston-Salem. A summer workshop on management is also being planned.

President Myrick called for the report of the NCLA Council Chapter Representative. Kieth Wright called attention to the resolutions passed recently by ALA Council, copies of which were included in a report mailed to the Executive Board. He stated that at the request of the Documents Section Depository System Committee, a resolution supporting the North Carolina State Publications depository bill was introduced in Council and passed as an ALA Council resolution on January 21, 1987. The ASCLA Board, GODORT group, and other state councilors supported the bill. Diana Young, Councilor-at-Large, seconded the resolution. Wright mentioned also that the candidates for president of ALA are southeasterner William Summers, Dean of the Florida State University School of Library and Information Science Studies; Thomas Dowlin, Director of Library, Pikes Peak Library System; and Linda Ann Doughtery of the Chicago Public Library.

The Southeastern Library Association Representative Jerry Thrasher pointed out that the 1987 SELA Leadership Workshop is set for March 2-3, in Atlanta. The next SELA Biennial Conference will be held on October 25-28, 1988 in Norfolk, Virginia. Thrasher advised that SELA members who are interested in being assigned to committees should contact President Charles Beard.

The report of the Networking Committee was presented by Howard McGinn. He mentioned that at the close of the first stage of the networking program a list of serials is available to full users of OCLC. The Western Union programs are going well, job openings in the state are online, and telefacsimile equipment has been placed in the State Library and in libraries at Duke University, the University of North Carolina at Chapel Hill and North Carolina State University. He stated that attention is now being directed toward demonstrating to other agencies how libraries can help them distribute information.

President Myrick recognized State Librarian Jane Williams. Miss Williams reported on Governor Martin's formation of a Telecommunications Policy Roundtable, co-chaired by the Secretary of the Department of Administration and the Chairman of the NC Utilities Commission. The roundtable has representatives from government and industry, and the State Library's inclusion should be of benefit to libraries across the state. Miss Williams also reported that the Governor's recommended budget contains the first state appropriation for the NC Information Network and additional funds for the Regional Library for the Blind and Physically Handicapped and for the statewide Audiovisual Service (formerly Film Service).

In behalf of John Welch, the State Library's Grants Administrator, Jane Williams distributed copies of the guidelines and application forms for the LSCA-funded continuing education grants to support section, roundtable or committee programs at the 1987 NCLA conference. She noted that most of Mr. Welch's former consultant duties have been assumed by Kitty Smith, whose title is Management Consultant. The vacant position has been redescribed as a Business and Adult Services Consultant and is now being advertised.

President Myrick at this point raised the question as to whether the Association is to continue to issue courtesy memberships to key people in the legislature. Following discussion, a motion by Arial Stephens that courtesy memberships be granted to nine persons designated to receive them was seconded by J. A. Killian and passed.

The call was made for old business, and for new business. There was none. The meeting was adjourned for lunch at 12:00 noon.

The meeting was reconvened at 1:50 p.m. President Myrick stated that this session would be devoted to hearing sections' reactions to the Futures Committee Report. She stated that guidelines recommended by the Constitution, Codes and Handbook Revision Committee will be used. She described the plan which follows: As comments are presented today by representatives of sections, the information pertaining to the six headings of the Report will be written down by certain officers, each of whom has been assigned a particular area. The comments will be presented in written form by the compilers to the President by March 25. The compilers will serve as discussion leaders when the issues are discussed during the Spring Workshop. Discussion beginning at that time will be continued in July and beyond, if necessary. The areas of recommendations/memoranda and the compilers are: Establishment of Association goals and objectives: Benjamin Speller; Employment of a management firm: Nancy C. Fogarty; Structure of NCLA: Jerry Thrasher; Establishment of publications committee: Arial Stephens; Changes in dues: Rose Simon; and Change to annual elections/change to annual conferences: Kieth Wright.

Mrs. Myrick called to the attention of the Board letters received from some persons who could not be present at this meeting, including that of Leland Park which was mailed to all board members. She read letters from Emily Boyce, Beverly Bury, Jean Porter, Bill Kirwan, Mertys Bell and Susan Casper.

The need for a record which shows each section's formal position statement was noted by several Board members. President Myrick stressed the point that responses in all formats are wanted and that other approaches for disseminating the information will be considered. It is essential that feedback is received in any form in which a section may wish to provide it.

President Myrick called for the presentations of reactions to the Futures Committee's Report. Presentations were made by section representatives and comments were recorded by compilers assigned to the task.

Finally, interest was expressed by board members in finding out what the specific charge to the Futures Committee was. Mrs. Myrick said she will bring this information to the Board.

Everyone was urged to send to compilers comments appropriate for inclusion in the compilations in time for them to be prepared for presentation at the Spring Workshop.

At this point, Waltrene Canada again expressed interest in receiving suggestions concerning the material distributed today by the Documents Section's Depository System Committee.

President Myrick expressed thanks to everyone for working for the Association and reminded us that the next meeting and the Spring Workshop will be held on April 24-25 at Greensboro College.

There being no further business, the meeting was adjourned at 3:00 p.m.

Dorothy W. Campbell, Secretary

New Public Library Standards for North Carolina

Editor's Note: Sharon L. Baker, Assistant Professor in the Department of Library Science/Educational Technology at the University of North Carolina at Greensboro and William Bridgman, Director of the Sandhill Regional Library System, Rockingham, are chairs of the two committees working together to develop new standards to replace the 1976 version of Standards for Public Library Service in North Carolina. *Baker is chair of the Statistics and Measures Committee of the Public Libraries Section of NCLA. Bridgman is chair of the Standards Committee of the North Carolina Public Library Directors Association. This short article will be the introduction to the new standards, which will be issued in draft form late this summer.*

Why Have Public Library Standards?

The library literature gives three main reasons for standards:

1. Standards help speed library development by: (a) setting minimally acceptable levels of service toward which libraries can strive; (b) helping librarians justify funding increases; (c) aiding librarians in goal setting and in planning for improvement; and (d) assisting in the establishment of new services and the spread of ideas.

2. Standards provide the best professional judgment on what libraries should be doing. Therefore, librarians receive the benefit of expert advice at little or no cost to the individual library.

3. Standards provide libraries with a means of gauging the adequacy of their existing services and collections, and evaluating the effectiveness of current practices.

The level of sophistication in the development of standards has increased over the years, but the reasons for developing this type of tool to aid librarians are as valid today as they were when the first set of public library standards was published.

What Kind of Standards Should We Have?

Traditional library standards, which are generally quantitative and oriented toward resources rather than users, are no longer looked upon with favor in some segments of the public library field. Objections to quantitative standards include the following:

1. traditional standards often lack an empirical base, which makes them at best an informed guess as to what libraries should do and at worst incorporate unproven assumptions and biases;

2. traditional standards tend to focus on quantity to the exclusion of quality;

3. traditional standards may overemphasize resources based on the not necessarily correct belief that increased resources always result in better service;

4. traditional standards do not always take into account variations in library size;

5. traditional (minimum) standards are often ignored by better libraries since they cannot be used to justify these libraries' needs;

6. traditional standards are often ignored by inadequate libraries because the standards are considered unrealistic given the library's size or funding situation; and

7. the use of traditional standards is not regulated, or sometimes even encouraged, thus their use for the most part has been voluntary and dependent on the willingness of individual librarians to accept and use them.

For these reasons, the Public Library Association, a division of the American Library Association, has consciously chosen since the late 1970s to avoid relying on standards of the traditional quantitative type. Instead, it recommends letting libraries set their own user-oriented (output) standards after analyzing the needs of the communities served. To this end, the Public Library Association published *A Planning Process for Public Libraries* (1980). This document, and the accompanying *Output Measures for Public Libraries* (1982), were designed to guide libraries in setting their own standards. Further refinements of these two documents will be released later this year through efforts of the Public Library Development Project.

Why Then Is the Public Library Community in North Carolina Developing Its Own Standards?

This period of transition between measuring library effectiveness through traditional library standards and measuring effectiveness through library-based measures of output is a critical one.

Many public libraries in North Carolina have not yet converted to using output measures. This may be due at least in part to methodological flaws in certain measures, flaws which the Public Library Development Project is working to correct in the second edition of *Output Measures for Public Libraries.*

Also, some librarians have suggested that standards which focus entirely on outputs (use), with no consideration of resources may also be inherently flawed. This is because there is obviously a level of resources below which a public library cannot operate effectively.

Finally, public librarians in North Carolina have stated that they still wish to use quantitative standards to help obtain appropriate funding for improving services.

The goal of the joint committees in preparing a new set of standards for public libraries in this state is to try to overcome potential problems connected with both traditional input-oriented or resource-measuring standards and the newer output or use-measuring standards. To do this, the joint committee adopted the following goals when developing standards.

1. The standards should, whenever possible, contain measures of both input (resources) and output (use). Thus, the state will benefit from the advantages of having user-based measures of effectiveness which individual libraries can use to measure their own progress from year to year, as well as resource-based measures which will provide more direction for improving libraries on a statewide basis. To achieve this end, the joint committee, when drafting revised standards, will refer to various sets of quantitative standards developed by North Carolina and other states and to *Output Measures for Public Libraries*, both the first edition and the draft of the second revised edition.

2. Whenever possible, the joint commitee is setting standards after examining research findings or statistical data showing the level that libraries within the state are currently achieving. This is being done to provide an empirical base for the new standards and to ensure that the standards are realistic.

3. Whenever appropriate, the joint committee is setting standards to meet the needs of libraries varying in size. This is being accomplished by breaking the statistical data into four population-size groups to provide a basis for the different standards set. Also, "norms" of both resources and services were obtained from the Center for the Study of Rural Librarianship in Clarion, Pennsylvania, to aid in setting standards for the smallest libraries in the state.

4. To avoid the problem of "laggards vs. leaders," the committees are following the example of Illinois, which has developed three different levels of standards: A, B, and C. The C level is an absolute minimum level that all libraries should meet; the A level denotes a high level of accomplishment in meeting a particular standard; the B level is somewhere in between.

5. Whenever possible, the committees are considering both qualitative and quantitative standards. The first state a philosophy of service and thus help guide librarians in goal setting; the second are measurable indicators designed to provide a more objective basis for evaluation.

6. Since the adequacy of standards is often tied to their wording, the joint committee is trying to ensure that the standards are clearly written and include definitions wherever appropriate, so they will convey the same meaning to everyone.

To aid in widespread acceptance of the completed standards, the joint committee is developing standards in conjunction with those who will be using them. Assistance and support are being received from individual public librarians, public library directors, and staff members at the North Carolina Division of State Library.

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