north carolina libraries

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Libraries . . . Spread the News

NORTH CAROLINA LIBRARY ASSOCIATION

From the President

As of July 29, 1988, NCLA has its fifth round table. This one doesn't have an official name yet, but it will be devoted to issues of concern to paraprofessionals who work in libraries. This doesn't mean that only paraprofessionals will join this round table. It doesn't mean that paraprofessionals will not continue to be active in other sections and round tables. It does mean that some paraprofessionals who do not currently feel there is a place in NCLA for them will now find a place.

In investigating the possibility of forming this round table, the Committee on Paraprofessional Participation sent a questionnaire to 292 libraries in the state. They received responses from 726 people working in those libraries, and 481 of them indicated interest in joining such a round table if it were formed.

Ann Thigpen of Clinton, Meralyn Meadows from Albemarle, and Jacksonville's Judith Stoddard worked on the questionnaire and the petition for establishment of the round table. I believe that their efforts to establish this round table will benefit North Carolina's paraprofessionals, professionals and the libraries they work in for years to come.

At the July 29 executive board meeting we also heard the first report from the Task Force on Ethical Issues, chaired by Duke's Jerry Campbell. The task force recommends that NCLA join forty-four other state library associations in endorsing the ALA Code of Ethics. The board agreed that this should be presented to the membership at the 1989 conference in Charlotte.

Last biennium's executive board voted to restructure NCLA's finances so that members' dues would support the operating budget and any proceeds from the conference would be reinvested in the conference as well as other special programs and projects initiated by the sections, round tables and committees. Finance Committee Chair Rebecca Taylor presented a plan for implementing this structure at the July executive board meeting. For the first time, all sections and round tables will receive from NCLA $600 for use on their 1989 conference programs. Further, sections, round tables and committees will be able to develop proposals for special projects and programs to be funded from the remaining 1987 conference proceeds. NCLA has traditionally been a pretty frugal organization, and it will continue to be so, but this fund will give groups within NCLA a felxibility in planning programs and projects that will be welcome, indeed. The membership will be reaping the benefits of these activities beginning in 1989.

President-elect Barbara Baker has announced the theme of the 1989 conference: "Libraries: Designing for the Nineties." The conference committee is busily making plans for the conference, which will benefit from NCLA's new financial structure at the same time that it will lose LSCA funding for special conference programs. State Librarian Jane Williams has announced that the State Library will no longer offer LSCA grants for conference programs, although funding will still be available for other continuing education activities of NCLA during the biennium. We are all aware that LSCA has plenty of very important priorities for funding, and we were not surprised that it was time for some reordering of the use of those funds. Fortunately, this change comes at a time when NCLA should be able to fund an excellent conference on its own. We would like to thank the State Library for its LSCA funding of conference programs in the past. That aid has helped NCLA establish a standard for excellence in conference programming that we should now be able to continue.

Patsy J. Hansel, President

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Letters to the Editor

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, Joyner Library, East Carolina University, Greenville, N.C. 27858. 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.

To: Frances Bradburn, Editor, *North Carolina Libraries*

From: Gerald Hodges, President-Elect, YASD

The Young Adult Services Division (Y.A.S.D.) of the American Library Association would like to invite all librarians who work with teenagers in school, community college, and public libraries to join our association. We would particularly like to extend an invitation to library school students to take advantage of reduced membership rates. Many North Carolinians, including Gayle Kersey, Jane Chandra, and Rebecca Taylor, have assumed leadership roles in YASD, an association which identifies the best books and other materials for the college-bound, for the reluctant reader, for young adults with special needs, and for all young adults in the areas of health. YASD has also been a major advocate for the intellectual freedom rights of minors. For membership applications, write: Evelyn Shaevel, YASD, 50 E. Huron Street, Chicago, IL 60611. I would particularly like to appoint North Carolinians to YASD Committees, so look through the ALA Handbook and let me know your Committee choices: 3067 Library, University of Iowa, Iowa City, IA 52242.

Children's Book Week

November 14-20, 1988

Honorary and Life Membership in NCLA

The 1988-1989 Honorary and Life Membership Committee requests your recommendations for persons you consider worthy to be honorary or life members of NCLA. Suggestions should be accompanied by a biographical sketch, including contributions to libraries or librarianship. These suggestions should be sent to the Committee Chairperson by January 31, 1989.

The NCLA by-laws provide for the Honorary and Life Membership Committee to seek suggestions from all members and to recommend names for these honors to the Executive Board at the Spring Workshop prior to the Conference.

Criteria for selection are as follows:

1. Honorary memberships may be given to non-librarians in the State who have rendered important services to the library interests of North Carolina. Honorary memberships should be given at a time considered appropriate in relation to the contribution made.
2. Life memberships may be given to librarians who have served as members of the North Carolina Library Association and who have made noteworthy contributions to librarianship in the State. These memberships are limited to librarians who have retired.
3. Contributions of both groups should have been beyond the local level.

Please send your recommendations to:

Waltrene Canada, Chair
Honorary and Life Membership Committee
F. D. Bluford Library
NC A&T State University
1601 E. Market Street
Greensboro, NC 27411

Foreword

Howard F. McGinn, Guest Editor

Americans are natural marketers. How could they not be? American culture, with its peculiar intermingling of capitalism, religion, patriotism, and optimism, makes most citizens boosters of one thing or another. Moreover, Americans receive regular instruction in marketing functions like advertising, product development, and selling every time they turn on the television or radio. The drive to promote towns, institutions, and ourselves is strong in most of us. The drive has manifested itself in disparate events that range from Benjamin Franklin's promotion of the turkey as the national bird to the endless array of North Carolina State University red Wolfpack attire.

Librarians have always promoted their programs and services. It is only within the past few years that the profession has begun to explore business school marketing techniques and theory as ways to serve the customers better. But the fact is, librarians have been successfully marketing services despite the severe financial constraints commonly experienced by libraries. If Proctor and Gamble had to work with the typical library marketing budget, it would still be peddling one brand of soap in Cincinnati.

This issue of *North Carolina Libraries* is intended to supplement the marketing efforts libraries of all types in North Carolina perform daily. It is intended to demystify some of the more peculiar business school language commonly used. It will give practical examples of various types of marketing programs that take place in our libraries every day.

Diane Strauss and Howard McGinn discuss some basic marketing concepts and their library equivalents; Helen Causey discusses that most unloved of marketing terms, selling, from her perspective as a former sales representative turned public library director. Bernard Vavrek, Director of the Center for the Study of Rural Librarianship at Clarion State University of Pennsylvania's Library School examines the role trustees might play in helping the public library market its services, and Charles Montouri talks about the need for the public library director to commit institutional resources to the marketing effort. Several authors explore marketing in specific settings or to specific library market segments. Barry Miller, librarian at R.J. Reynolds Tobacco Company, writes about marketing in the special library setting; Nancy Rountree analyzes the effectiveness of community college learning resource centers' marketing efforts; Carol Myers describes a community-wide attitude/use study of the Public Library of Charlotte and Mecklenburg County; Diane Thompson reports on a study of library service to the elderly in North Carolina; and Barbara Anderson presents a case study that describes how the Forsyth County Public Library System created and marketed an extensive series of programs to celebrate the Biecentennial of the United States Constitution.

This issue does not pretend to provide a primer on marketing for librarians. Attainment of marketing proficiency is the duty of the individual and is possible only through training and experience. Yet, it is beneficial for librarians to acquire a rudimentary understanding of marketing concepts and terms. Such an understanding helps us in our daily duties and begins to break down the mistrust of business terms displayed by many in our profession. I hope this issue will provide a springboard for an increase in the understanding of marketing and will tempt readers to formally study and apply marketing theory. After all, it's the American thing to do.

Libraries and Marketing: New Words—Old Worlds

Howard F. McGinn

The non-profit community has discovered marketing. Publications ranging from the *Wall Street Journal* to *American Libraries* regularly publish articles about non-profit sector marketing programs. The library community, of course, has shown considerable interest in the application of standard business marketing practices to daily library operations. Many in the profession, however, are alienated by the thought of marketing practices invading the library domain. Marketing to many is too commercial, too crass. Yet librarians have been using standard marketing practices for decades. They just have not regularly applied standard business school terminology to the marketing work that is done. This article will attempt to soften the alien notion of marketing. It will discuss some standard marketing topics, examine their library parallels, and suggest areas of marketing practice that libraries may wish to strengthen or investigate for the first time. All marketing definitions used are from the glossary in Philip Kotler's *Principles of Marketing*, a standard business school marketing text. I have deliberately used business terminology as much as possible, and I ask your patience in working with terms that may be new or irritating.

Marketing: What It Isn't and What It Is.

Marketing is not public relations. Marketing is not selling or sales promotion, or advertising. It is not surveys, brochures, product development or billboards, not customer service or convention exhibits, not direct mail, junk mail or bills in the mail. It is all of the above and much more.

Kotler, in the opening chapter in his textbook, defines marketing as the "human activity directed at satisfying needs and wants through exchange processes."[1] For the purposes of this article, however, a definition of marketing given by Kotler in the Preface to the text is much more useful. "Marketing," he writes, "consists of a set of principles for choosing target markets, identifying customer needs, developing want-satisfying products and services, and delivering value to customers and profits to the company."[2] Let us look at three of these areas separately: target markets, customer need identification, and product development.

Target Markets and Market Segmentation

Marketing practice is a creature of the economy. Marketing, like more human endeavors, must use finite resources efficiently to produce the maximum results from the investment. Put yourself in the place of the marketing manager for a consumer product manufacturer. The product that you want to market is soap. Everyone uses soap at one time or another, even the most intransigent fifth grader. Soap should be easy to market. But it isn't. Why? Well, to start, there is a lot of product and price competition. Walk through the supermarket and count the number of soap products being offered to the consumer. Most soap products work the same: add water, make suds, scrub, and dirt is removed. What will you have to do to make a person buy your brand and reject the competitor's brand? You can create packaging that will make your soap bar noticed, or you can fabricate your soap in an odd size. You can sell your soap for less than the competition or you can sell the "BMW" of soap and charge more.

In effect, every effort you make will be designed to make your product stand out among the competition. But your competitors are also doing this. They are also advertising heavily on television, in the newspapers, on radio. What do you do? You become creative. You figure out a way to make your advertised message so unique, so creative, that people will want to listen to your message. But you still have a problem. Since everyone uses soap and you have to sell large quantities to cover development, marketing, and other costs to make a profit, how do you reach all of these potential customers without going bankrupt? One solution to this question is market segmentation and the development of target markets. In effect you divide and conquer, you slice up the market pie.

Howard F. McGinn is Assistant State Librarian for the State Library of North Carolina, Raleigh.

A *market segment* is made up of customers who respond in a similar way to a given set of marketing stimuli. *Market segmentation* is the dividing of a market into distinct groups of buyers who might require separate products. *Market targeting* is evaluating each segment's attractiveness and selecting one or more of the market segments to enter.[3]

Markets may be segmented in many ways. The most common divisions are: 1. *geographic* (state, region, county, city), 2. *demographic* (age, sex, income, occupation, nationality, race, religion, education, etc.), 3. *psychographic* (social class, lifestyle—remember the yuppies?), and 4. *behavioristic* (birthdays, usage rate, attitude toward product, and so forth). In reality, most companies segment a market according to several of these designations. They may choose to market products to black college graduates living in the counties in South Carolina that are closest to Charlotte, North Carolina. They may choose to attempt to "penetrate" a market made up of Vietnam veterans over forty years of age with incomes between $20,000 and $50,000.

Market segments are created based on these assumptions: 1. the persons in a segment have similar needs to be filled; 2. the persons in the segment will respond to marketing efforts in a similar manner; 3. the market segments created can be contacted or reached efficiently and economically; 4. the persons in the segment have the resources to purchase the product or service; and 5. the product being marketed will fill the needs of the persons in the segment.

Because of the many ways a market can be segmented, a company usually must limit the number of market segments it may choose to attack. It must select *target markets* that provide the best opportunity, that most clearly seem to need its product, and that can most efficiently and cost-effectively be reached through standard promotional and advertising methods. In effect, the company must select a target market that will give the highest return on the marketing investment. Once it chooses, the company can then concentrate its marketing efforts on the target. If it is successful in penetrating that market, it maintains its marketing effort so that it does not lose the market segment to a competitor, and it begins to plan to attack a second target market, then a third and so on. By dividing the whole of a market and concentrating the investment of resources on one or a few segments at a time, the entire market potentially can be conquered. Though the soap product may be able to be used by everyone, target marketing allows the company to spread the investment of finite marketing funds over a longer period of time; it allows the concentration of dollars on a defined group; and it produces sales income that can then be turned around and used to market to other target market segments.

The same processes that drive the marketing of consumer products and services also drive the marketing of library products and services.

Product Development

Successful target market penetration, of course, assumes that the product being offered fills consumer needs. A product that does not fill a need is rejected. Product development is difficult, no matter how simple the product may be. There are very few "natural" products or products necessary to maintain life. Most products must be created as a result of a perceived need, developed, tested, and then redesigned, developed more and retested until that product appears capable of successfully filling a consumer need. Product development is expensive, it is time-consuming, it is information dependent. Usually many types of surveys are conducted to try to ascertain consumer needs; then, when needs are identified, product concepts are developed and tested. Competitors' products are considered and analyzed, pricing strategies are developed, packaging is designed, distribution channels are developed and various types of advertising campaigns are concocted. But because all this activity demands the investment of finite financial and human resources, the development process must be tightly controlled and the product development time must be reasonable. Product developers, too, must not be afraid to kill a product idea that does not work. In the end, the soap being developed must work: it must clean. It needs to be different from the soap offered by the competition. My soap must clean better than the competitor's soap, or at least it must offer more benefits than the competition, such as a better fragrance, lower price, or a sense of status.

Customer Needs

All of this development activity assumes that needs of the consumer have been correctly identified. Why do people buy things? What makes a person choose one product or service over

another? People buy to fill needs. They may want to cure unhappiness, achieve social status, be entertained, stop hunger. Needs are often camouflaged; they sometimes come in bundles. On the surface level, soap fills the need to be clean. But it also can be designed and purchased to give fragrance, stop perspiration, or give a perception of an attained higher social status. A key to effective product development is the accurate identification of the needs of the marketplace. This identification is also essential if an effective advertising and selling campaign is to be mounted. Constant contact with the consumer is necessary to help identify these needs. This contact can be through verbal or written surveys, through regular professional and home interviews, through the analysis of competitors' products. Consumer needs, properly identified, can lead to good products. Good product development, when done as part of an overall marketing stragegy, will lead to sales in those target markets. Sales, controlled costs, and proper pricing lead to profits.

Libraries and Marketing

The same processes that drive the marketing of consumer products and services also drive the marketing of library products and services. It is helpful, in fact, to look at library products and services as consumer products and services. The fact that libraries tend to have been legally established as non-profit organizations does not change the nature of the standard buyer-supplier relationship that exists between the library and its patrons. If libraries had developed as for-profit operations, it would be essential that the library's patrons be normally regarded as customers and the library's services and products thought of as consumer products. Kotler's definition of the consumer market clearly describes the traditional library-patron relationship. He defines the *consumer market* as "all individuals and households who buy or acquire goods and services for personal consumption."[4] Though most library services are free to the consumer, a "purchase" of the library's goods or services takes place whenever a person uses the library. As part of the consumer market, libraries have always responded to changes in the market. The history of libraries is one of response to customer needs and of new product development. Libraries have always segmented markets, developed products and attempted to discern customer needs.

Library Market Segmentation and Target Markets

The library marketplace has been extensively segmented. Library services for academic segments, governmental segments, school and corporate segments have been developed. Our large academic and public libraries, moreover, have been further segmented. Public libraries have segmented their markets by providing service through separate departments for genealogists, businesses, children, young adults, and so forth. Public libraries also commonly segment services geographically by establishing branches and providing bookmobile services. Academic libraries take a more subject-oriented segmentation by establishing special services and collections for university departments. The reason for all of this segmentation is the desire by the library to deliver efficient, quality service. Is this process very different from the market segmentation done by corporations? Is it uncommon, as well, for libraries to choose to invest more human and monetary resources in a specific segment because of the demand for increased services in an area by the libraries' clientele? Is not this process, in reality, the selection of a target market?

The history of libraries is one of response to customer needs and of new product development.

The practice of market segmentation is a time-honored library practice. Perhaps the most straightforward historical example of library marketplace segmentation can be found in John Cotton Dana's creation of the Special Libraries Association. The SLA Constitution adopted on July 2, 1909 stated: "The object of this Association is to promote the interests of the commercial, industrial, technical, civic, municipal and legislative reference libraries, the special departments of public libraries, universities, welfare associations and business organizations."[5] This is classic market segmentation.

Libraries and Product Development

Libraries are constantly offering new products and services. Most of the products offered—books, periodicals, etc.,—are purchased by the libraries from manufacturers and packaged for "resale" to the consumer. When performing these duties libraries are, in effect, retailers like K-Mart, Sears, or Bloomingdales. But libraries also develop many products and services of their own. Product development has been an essential component of library services for decades.

Consider the development of reference ser-

vice. In the United States in the nineteenth century, society was changing, information needs were changing. Thomas Galvin, in the *Encyclopedia of Library and Information Science*, writes:

> The inauguration of formalized reference service in libraries seems clearly to be related to certain economic and social developments in the larger context of 19th century American society. Chief among these are the transition from a rural, agricultural to an urban, industrial economy; the acculturation of a large immigrant population; the rise of public education; and the changing character of the American college and university. As the public library movement swept across the United States in the last decades of the 19th century, college and university libraries were also changing radically in character as a consequence of a growing orientation toward graduate study and research.[6]

Reference service was developed because the information needs of the country were changing and libraries developed this new product, "reference service," to respond to the needs.

The development of reference service continues at a rapid pace in almost twenty-first century America. Most of the development has been spurred by technologies like the microcomputer, enhanced online searching, online data bases, and CD-ROM. A main difference between library product development and corporate product development is the small amount of research made in product development by libraries compared to the extensive research and expenditure made by corporations. Libraries, of course, do not have the dollars to invest in extensive development. But most libraries have the time and personnel necessary for rudimentary product development if the library places a premium on such a program.

Libraries and Customer Needs

Response to customer needs is not a new phenomenon in libraries. If it were, we would still be employing monks to create illuminated manuscripts. American libraries, in particular, have always shown a high degree of sensitivity to customer needs. In discussing the history of reference service, Galvin further writes that "the newly established public libraries of the late 19th century were dedicated more to the *use* of books than to their preservation, and they had been created to serve the entire community, rather than merely an economic, social, or intellectual elite."[7] The founders of the Special Libraries Association considered customer needs from the very first days of the organization. "At the first conference, held in New York City on November 5, 1909, with about thirty-three members present, committees were formed to consider the problems of: agricultural libraries, commercial associations, insurance libraries, legislative and municipal reference libraries, membership libraries, public utility libraries and sociological and technical libraries."[8] In 1909 "problems of libraries" were considered; today we would call them customer needs. This response of the SLA founders and others continues unabated today as libraries offer public access microcomputers, videotape programs, and other forms of information provision.

The terminology is new; the concepts are old. Libraries, under various guises, have been segmenting markets, establishing target markets, developing products, and analyzing customer needs since the last century. Then why does a feeling of apprehension accompany the librarian's advance into business oriented marketing? Part of the reason is the terminology; part is the sophistication of modern marketing technique. A major factor, too, is the liberal arts background of most librarians. The profession's equation of libraries with "the preservation of our culture" often causes the more utilitarian aspects of our industry to be ignored. Much library use of marketing has been instinctive or couched in traditional library training and terminology. But our training has prepared us much better than we realize to enter the world of marketing. The following suggestions can help us make this entry more profitable.

Attainment of marketing proficiency is the duty of the individual and is possible only through training and experience.

Becoming a Marketer

If you are interested in marketing, if you are interested in applying marketing concepts to your library's operations, start with the realization that you probably have been applying sound marketing practices for many years. You have just called the practice by a different name. You probably have been identifying the needs of your patrons, developing products and services, segmenting and targeting markets. If you are like most librarians, you have been investing your finite financial resources very wisely and very efficiently. This article, though, has only touched the tip of the marketing iceberg. There is much value for library operations to be gained from business literature and courses. The acquisition of an M.B.A. is not necessary. But there are steps that can be taken to increase your knowledge of marketing. Here

are some hat are relatively painless and available to everyone:

1. *Read the* Wall Street Journal *every day.* Like acquiring a taste for some types of food, reading the *Journal* is not always easy. But the more you read, the more familiar you will become with common business concepts and terminology. You will benefit, too, from the wide variety of subjects covered by the *Journal.* The business sections of the *New York Times* and *Business Week* offer similar benefits.

2. *Learn the language of the business world.* This will take patience and a self-understanding that business vocabulary is not inherently evil. As you master the vocabulary, translate the terms into those commonly used by the library profession. Mastery of business terminology will also help in working with the business community in your town.

3. *Take a basic marketing course* at your local academic institution or community college. The Small Business Centers at many community colleges offer excellent seminars and courses in marketing.

4. *Mimic.* Watch all of those commercials, look at all of those direct mail pieces and billboards analytically. Try to divine the company's target markets and market segments. "Listen" to the method being used; identify probable consumer needs being attacked. Analyze how the product being marketed meets the probable consumer needs. Look for factors built into the product and its marketing by the company that will make that product stand out. Some of these techniques can be applied to the marketing of your library.

5. *Visit a local supermarket.* Do not go to buy; go to observe. Try to visit a large chain store like Food Lion, A&P, or Safeway. Interview the store's manager and department heads. The chain will have done extensive analysis of traffic patterns, display type and usage. Note where products are placed in the store; analyze how the products are displayed. There is much similarity between the floor layout and systems of a supermarket and a library, especially a public library.

Marketing Concept

The most important step that can be taken, however, is the adoption by the library's management and all staff members of the *Marketing Concept.* The marketing concept is a management orientation that holds that the key to achieving organizational goals consists of determining the needs and wants of target markets and delivering the desired satisfactions more effectively and efficiently than competitors.[9]

Marketing is not public relations.

The marketing concept, a marketing orientation in daily library operations, must not be adopted just by management, but by every single member of the staff. No employee should be exempt. Peter Drucker emphasizes this primacy of marketing in an organization:

> Marketing is so basic that it cannot be considered a separate function (i.e. a separate skill or work) within the business, on a par with others such as manufacturing or personnel. Marketing requires separate work, and a distinct group of activities. But it is, first, a central dimension of the entire business. It is the whole business seen from a point of view of its final result, that is, from the customer's point of view. Concern and responsibility for marketing, must, therefore, permeate all areas of the enterprise.[10]

The marketing concept is difficult to inculcate in a staff. Obviously, those staff members who have regular customer contact need to be most accepting of the marketing concept. Much reference work, for example, is selling, is needs fulfillment. But in the heat of answering reference questions or responding to other demands made by the public, a sense of service equilibrium is difficult to maintain. Professionalism demands, though, that this equilibrium be maintained and that the customer be given quality service.

Those staff members who do not have regular customer contact will have a much harder time sustaining a marketing oriented mindset. Manufacturing companies have similar problems. It is easy for the company's salesforce to have a marketing orientation. Customer needs fulfillment is an integral part of their job, and much of their direct compensation depends on how well they interact with the customers. For the person on the production line, supervisor and worker, the problem is more difficult. There is no regular customer contact. Salespeople receive constant rewards and gratification when a customer buys what they have to sell. This reward structure is not always a natural part of the production line life. Yet, when production line employees have a sense of service, of marketing, or self-importance based on the knowledge that they are helping a customer, then productivity and product quality increase. In a library setting, consider the chaos possible if technical services functions are performed below standards. How does this affect the operations of the organization? How does sloppy technical services work affect customer service, customer satisfaction, and the customer's perception of the library? The answers are obvious.

A marketing approach to daily work should, then, be adopted by all employees regardless of the amount of direct customer contact present in their jobs. It is crucial, too, that the marketing orientation be adopted by professional and non-professional staff. No one is exempt. Professional staff should not assume that the MLS automatically has given them the ability to deal professionally with customers, or that the MLS has exempted them from professionally dealing with customers. Non-professional staff should be taught that they play an important role in marketing the library's services, especially if they have direct customer contact. The following questions are meant to serve as a quick self-examination, a self-audit, of a library's marketing orientation.

Marketing Audit

1. Is service the primary reason you became a librarian?
2. Does your library exist to provide service to customers, or does your library exist to preserve and warehouse materials?
3. Do you discuss customer needs at staff meetings? Have you ever talked about customers, and customer service and marketing in general at your staff meetings?
4. Do you discuss customer needs at meetings of your board, Friends association, professional associations?
5. Do you have quality control procedures built into your technical services functions?
6. Do you know who your customers are?
7. How many customers have you lost or gained in the past six months?
8. Based on how you are dressed at this very moment (assuming you are at work and not taking a shower) would you, the customer be able to identify you the librarian based on your dress and demeanor?
9. How often do you ask a customer if you can help them?
10. Have you recently walked into another library as a customer? How were you treated? Would you have treated yourself better or worse than your competitor?
11. Are customer service measurements built into your employee evaluation procedures?

No matter how well or how poorly you feel you score on these questions, you should plan to acquire training in basic marketing concepts. You can never have too much training in filling the needs of your customers.

Summary

Peter Drucker has also written that "there is only one valid definition of business purpose: *to create a customer.*"[11] That purpose operates, too, deep in the history of librarianship. We have created a product, we have segmented markets, we are constantly trying to ascertain customer needs. We just have not necessarily used these terms to describe what we do, and we have not always brought a systematic businesslike approach to these functions. But the functions are familiar; they should not cause rebellion or revulsion for us just because these phrases seem to emanate from the for-profit sector. Libraries are, wittingly or unwittingly, an industry. We have competition; we have products and services; we need customers. Marketing can help us improve long-standing library practices because marketing is not a brave new world. It's just the application of new words to our old world.

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Marketing Fundamentals for Librarians

Diane Strauss

Not too long ago, the following advertisement appeared in an issue of *Library Hotline*:

> Director of Marketing, St. Louis Public Library. Exciting opportunity to work for one of the country's premier libraries. Reporting to the director of development, the director of marketing formulates and maintains a marketing information system. Develops an annual marketing plan as well as a five year marketing plan. Identifies and evaluates current situations and future trends that would have major marketing and public relations implications for the library. Develops and implements public relations programs designed to enhance the library's image, gain awareness and use of the library.[1]

Few libraries can afford full-time marketing specialists, however, and not many have marketing information systems or marketing plans. More to the point, while many libraries have annual and five-year plans, they are not specifically identified as marketing documents. Librarians have, in fact, been practicing marketing piecemeal for years; what until recently has been lacking is a sense of marketing as a series of related activities that are as appropriate—and as important—to libraries as they are to corporations. This article will identify and describe basic marketing principles, and show how they can be applied to libraries.

Marketing Mix

To many people, advertising and marketing are synonymous. When they think of marketing, they think of the broadcast and print ads with which they are bombarded daily, for automobiles, beer, floor wax, lipstick, and hundreds of other consumer goods. Marketing, however, is an extremely broad and complex field, of which advertising is just one part. It is a mix of activities, beginning with estimating the demand for specific products or services and leading to their development, pricing, distribution, and promotion. Known as the "marketing mix," these activities can be reduced to four broad categories: product, price, place, and promotion.

Product planning involves the product itself as it is designed to appeal to a predetermined group of potential users. It includes decisions about package design, brand names, and the development of new products. In 1984, for example, PepsiCo began test marketing Slice®, a caffeine-free soft drink that contains real fruit juice, to see if user response merited full production and distribution. The "healthful" soda pop proved a marketing masterpiece: less than two years later, it enjoyed retail sales of $1 billion, and Coca-Cola and other soft drink companies rushed to follow PepsiCo's lead.

Libraries, you may be thinking, are not so crassly commercial. While we are driven by a service ideology rather than a profit motivation, our ultimate goals are not really very different from PepsiCo's or any other company's: to stay in business; to compete effectively with other, similar organizations; to gain user acceptance; and, more than that, to broaden our base of user support. What are a library's "products"? Our products are what we do—the services we provide, the resources we offer. They can range from the books in our collections and the data bases we search to such services as interlibrary loan, storytelling, film programs, and telephone reference. The products each library offers should be a reflection not only of its general mission to inform and educate, but also of the specific needs and interests of its community of users.

> When we consider the library's product, we must return to the concept of marketing as an exchange process. We seek the community's use of library services—and we also seek the community's approval through good will and financial support. In exchange, the library must return to the community the best possible response to their needs within the scope of available resources.[2]

Marketers must also make a series of decisions relating to *pricing*, setting justified and profitable prices for their products. At first glance, this may seem inapplicable to libraries. Some libraries have been charging for photocopying and data base searching for years, and a few such operations have earned enough profit to help subsidize other library services and collections. For the most part, however, library charges are indirect. When considering pricing in a library setting, then, it is useful to substitute "cost" for "price." What does each library product cost? How

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much, for example, does it cost to maintain a vertical file collection? Could the money we spend on staff time, postage, and file cabinets be used to support some other, possibly more important, product? Do the benefits exceed the costs? As in product planning, a firm grasp of the library's mission and of the current needs of its community of users is essential to making wise pricing and cost decisions.

Promotion involves personal selling, public relations, and advertising, using print, broadcast, and other media. It is, in a sense, communicating with an ulterior motive: in libraries, encouraging use and gaining community support. Library promotion ranges from the simple to the sophisticated, including exhibits and displays; posters, pamphlets, newsletters, and user guides; public service announcements on radio and television; news releases and articles; slide/tape and video presentations; and speeches. It also includes meeting individually with such user groups as faculty members, marketing departments, and civic clubs. Such meetings are useful because they offer librarians the opportunity to learn more about their users and to respond more effectively to their needs.

Finally, *place*, in marketing, refers not only to the geographic area in which a product is marketed, but also to the channels and intermediaries through which the product moves. Several library "place" decisions come to mind. The location of a new branch library is a place decision. Another is whether a particular service should be offered in one department or another. Should bibliographic instruction be offered by a specialist, for example, or should it be one of many services offered by the reference department? Should data base searching be done only by librarians, or should users be able to do their own searching without librarians as intermediaries? To be effective, place decisions, like those concerning product, pricing, and promotion, must be based on an understanding of library goals and user needs.

Market segmentation is a way of acknowledging that libraries cannot be all things to all people.

Market Segmentation

In traditional business practice, marketers define their markets by attempting to identify particular segments of the population, people who are likely to want and be able to afford the product that is being sold. This process of dividing a larger, somewhat diverse, market into smaller markets in which demand for a particular product is likely to be greater is called *market segmentation*. Traditionally, such variables as geographic location, age, race, sex, income, peer groups, lifestyle, and political affiliation have been used to identify target markets, but *any* characteristic that identifies and defines actual or potential consumers can be used.

While the concept of segmenting markets is as relevant to libraries as to other organizations, it may be that libraries will need to use different characteristics to define major user groups. In academic libraries, for example, such variables may include academic status (faculty member, graduate student, undergraduate student, visiting scholar, or staff member) and academic discipline, rather than such traditional demographic characteristics as age and income.

Market segmentation is a way of acknowledging that libraries cannot be all things to all people. "In the best of all possible worlds and times," writes Darlene Weingand, "the library would respond to every community need with maximum resources. However, in the real world, resources are finite and must be directed toward achieving the most effective results."[3] Market segmentation provides focus and helps us to set priorities. If it is practiced effectively, it ensures greater responsiveness to the needs of specific user groups.

In summary, libraries must determine the best combination of product, price, promotion, and place—the marketing mix—to reach each target market (market segment) identified. To be effective, such analysis must be based on an understanding and appreciation of the library's goals and of the characteristics and needs of its community of users. One way in which such information can be gathered is through marketing research.

Marketing Research

Marketing research includes a range of activities but, in essence, is "the process of systematically gathering and analyzing information about marketing problems and potentials for use in making marketing decisions."[4] In the private sector, it may include such activities as sales and advertising research, identifying trends, and attempting to determine the potential for new products and services. Consumer attitudes and reactions may be studied, the effectiveness of promotional programs evaluated, and product sales compared with those of competitors. Market researchers may use surveys, interviews, or even

hidden television cameras to gather the information they require.

Researchers use both primary and secondary data. Primary data, specifically gathered and analyzed for the research at hand, are relevant and timely. While the fit between data and problem is good, however, this advantage is offset by the expense, expertise, and time required to produce primary data. Secondary data, on the other hand, are data that already exist, collected for some purpose other than the research currently underway. They are easy to obtain and usually inexpensive (or even free); but they, too, have drawbacks. The fit between secondary information and the research being conducted may be none too good, and in some instances, the data may be unacceptable. They may be outdated, biased, or otherwise unreliable. Market researchers are advised, however, to use good secondary data whenever they are available, and to collect primary data only for those questions that secondary data cannot answer.

Sound marketing research is thoughtfully planned, executed, analyzed, and reported. Its effectiveness can at least in part be measured by its impact on library policy and decision making.

Typically, secondary data are produced by federal, state, and local government agencies, by trade organizations and associations, and by commercial publishers. Many libraries have strong collections of secondary data; marketers and business people frequently are referred to libraries to access such rich sources of secondary information as census data, economic forecasts, and industry-related statistical compilations.

Marketing research is an essential ingredient for effective marketing in libraries as well as in the private sector. How should it be done in libraries? To begin, certain key questions must be asked. "Why do we need this information?" "How will we use it when we get it?" "Will our findings in some way affect library decision making?" Unless the research findings are expected to have an impact on decision making, the research should not be carried out. Beware of research conducted merely to retrieve "interesting" facts. The branch librarian, for example, who thinks it might be interesting to learn more about changing neighborhood demographics but does not plan to modify programs, collections, or services as a result of the findings, is wasting time and money. Research must serve a useful purpose.

The next step is to draw up a list of specific information requirements. A written list itemizing the issues to be investigated, data requirements, and questions to be asked is preferable because it eliminates ambiguities and ensures common goals for those participating in the project. Several different approaches may be taken.

Some find it useful to determine information requirements by stating their beliefs about the market as a set of hypotheses. For example, a library director trying to determine the building's best operating hours may be interested in a test of the hypothesis that opening the library two evenings a week will increase traffic on the days selected by 10 percent. A second hypothesis could be that the particular day chosen will have no impact on the percentage increase in traffic. These hypotheses are then used to generate data requirements. For the library, information about use by time of day would be required, but data about payment of overdue fines and length of time books are held would not be necessary.

Another fruitful approach is to prepare samples of possible outputs from the project and see what questions the sample report raises. Are other data needed before the results can be used? For example, in preparing a draft report the library director may also see a need to determine staffing requirements by asking, say, what types of materials evening users are likely to want. Will evening users want to have access to the children's book section, or can that section be closed? Will evening users require the services of a fully trained reference librarian? Careful examination of the sample output will also reveal whether the report contains data that will *not* be useful and can be eliminated from the study. As this library example illustrates, it is often useful for a manager to determine beforehand what information will be needed if each of the alternatives being studied is adopted.[5]

When the research problem has been identified and information specifications itemized, the next step is to review existing secondary data. Two main kinds are available in most libraries. The first consists of internal library records. These may include circulation and reference statistics, complaints and compliments from the suggestion box, planning documents, the library's mission statement, analyses of special programs and services, and staff observations. These internal records almost always contain information that can be used in marketing research. In addition, most libraries contain an array of business reference sources that can be extremely useful. Such basic publications as the *Editor & Publisher Market Guide*, *Survey of Buying Power Data Ser-*

Beware of research conducted merely to retrieve "interesting" facts.

vice, and Rand McNally's *Commercial Atlas & Marketing Guide* contain up-to-date population estimates and brief overviews of the cities and towns listed. Even more geographically precise data can be found in the block statistics and census tract statistics published as part of the decennial census of population and housing, while more frequently updated information is available in the annual *Sourcebook of Demographics and Buying Power for Every ZIP Code in the USA*. Online data bases also contain useful general information. *Donnelley Demographics*, for example, is particularly good for current population estimates and five-year projections for cities and towns too small to be included in most annual Census Bureau publications. These are but a few of the standard sources available in many libraries. Their value in library as well as in business marketing research should not be underestimated.

Finally, librarians may need to locate additional secondary data that are made available by other organizations. If the library is part of some larger body such as a university, city or county government, or corporation, the parent organization may also have documents and records on hand that will supplement library research. Imagination and persistence may be necessary to identify and retrieve such information, but it is usually well worth the effort.

The products each library offers should be a reflection not only of its general mission to inform and educate, but also of the specific needs and interests of its community of users.

If available information is inadequate, researchers must decide whether the cost of collecting primary data will be offset by the anticipated benefits. If the decision is to proceed, other issues must be resolved. Should an exploratory study be conducted? Is a user survey preferable, or should focused group interviews be conducted? Should the library do its own research, or should it hire consultants? While space constraints preclude discussion of each of these options, the following bibliography cites several sources that treat them in some detail.

Gathering of both primary and secondary data is followed by careful analysis and ultimately by a report in which the findings are presented. Sound marketing research is thoughtfully planned, executed, analyzed, and reported. Its effectiveness can at least in part be measured by its impact on library policy and decision making.

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"Sell" Is Not A Four-Letter Word

Lessons Learned from the Competitive Marketplace

Helen Causey

I spent five years as a sales representative for a publishing company. I was hired for that job for two reasons: one, I was a working librarian and spoke "libraryese" and two, I seem to have enough chutzpa to make it in sales.

The mindset of the private sector, the attitudes prevalent in large companies, and a produce-or-get-out atmosphere were light years away from the safe and secure world I left in the public library. But I learned how to play their games, to live with the "what have you done for me lately" syndrome. I became accountable for my time and effort, and it paid off. I've returned to the public library world and realize it's not as safe and secure as I once thought. We have our own game to play. And as public money gets tighter, the demands on that money become greater, and the number of competitors increase, the game may turn into hard ball.

In the private sector it all boils down to one thing—the bottom line. It's true in libraries too. We must become accountable for what we do. Just because we are intrinsically good and pure of heart does not mean that the world owes us a living. Our bottom line is determined by how much service we render to the public. Our "corporate comptroller" may be called the Board of County Commissioners or Town Council, but control us they do; and if we want to get their attention, just let our "units-of-service" numbers go down and we'll soon have it. Elected officials are as accountable to the public as the comptroller is to his board of directors. They must show value for the dollars spent and a good return on their investment. They must provide a product that is needed or wanted by the public. With increasing demands for decreasing dollars, which service do you think the public is willing to have reduced—libraries or garbage collection? Those of us dependent on public money, no matter at what level, must make our services more indispensable than garbage collection. If we don't, we are going to lose momentum until we come to a dead stop, and if that happens, we've no one to blame but ourselves.

Look at the private sector's response to this problem. If you are Acme Wax Company and have been making liquid floor wax for years, you had better take a look around and notice that everyone is installing new "no-wax flooring" over old floors. If you take note of this before you go out of business, you'll do what a major floor wax company did. They came out with a product that is "specially formulated to shine your no-wax floors." It may even be the same product they've been selling for years (although in a new bottle), but they didn't lose their business while they sat on their hands and wondered why.

We know the value of our services; we've got to start telling others of their value. We've got to sell our services. It's not hard, it's not dirty, and it's not beneath us. We have to stop thinking that, because we are cultural, because we are valuable, and because we are noble, the all-knowing public will somehow find its way to our doorstep and we'll be there ready to anoint their heads with knowledge. The "all-knowing" public is hardly aware that we exist, and we've got to do something about that. In a continuing education class at a local college, I was appalled to hear the teacher telling a classroom of business people about a wonderful source of information (the U.S. Census Bureau publication) that would give them all the information they needed to do an assignment. This research was available, he said, for a fee from a certain place in town. I couldn't stand it, I had to raise my hand and tell them it was also available at their local public library for free. This seemed to be news to everyone there but me.

More important than the public at large, the powers that be are often unaware of what we're really all about. Someone told me of hearing a local official actually boast in an open meeting that he "never reads." This is a man who controls the purse strings. This is a "corporate comptroller" who brags about not using the company's product. What chance does that product have for increased funding?

We can do something about this. We can

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learn lessons from corporate America and apply them to our own product. Selling service is no different from selling storm windows. I believe the reason we have such an aversion to the term "selling" is the stereotypical view we have of salespeople. It's true there are pushy, arrogant, and unprincipled salespeople, but it is as unfair a generalization of the profession as a whole as the dowdy old-maid librarian is an unfair characterization of our profession. Librarians, of all people, should have an aversion to occupational stereotypes.

The private sector has turned selling into an art form. It has had to. In business if you don't succeed you don't survive. When the stakes are that high, businesses must be critical of all areas of their operation. They must constantly evaluate and re-evaluate. This is true for libraries too. Who are our customers? Notice I said customers. I dislike the term "patrons." A frequent library user recently brought to my attention a sign she found confusing. The sign referred to "library patrons" and she wondered if that meant someone who had given the library money. We have to stop using jargon that the rest of the world doesn't understand. These "patrons" are customers who buy our service with their tax dollars. Each of us has had someone say "I pay your salary," and they're right—they do. If they pay our salary but don't use our service, we are risking unemployment. That's a cold, hard, fact of life in the outside world.

The people who are already using our libraries are not the only customers we have. We must consider the entire public when we consider our customers' needs. Those needs are being met now but not by us. Being in sales gives one the perspective of viewing the entire world as a potential customer base. Everyone to whom you are not currently selling is a future sales prospect. This is an attitude we must foster in the public sector as well. Someone said the support for the public library is two inches wide and ten miles deep—meaning we have ardent supporters, but relatively few of them. We have to make our support system ten miles wide to ensure we have the clout to increase our funding.

We've talked about the why of selling. Let's talk about the how. Marketing and selling are not interchangeable terms. Marketing is used to determine what products you need to have, and selling is pushing the products you already have. We must do both in libraries. Do we have the right products for our customers? How can we find out if we do? Of the products we already have, how can we sell them?

In marketing, the first thing they teach you to do is research. See what's going on around you. In the business world, if you are interested in opening a restaurant, you first do some research. You find demographics on what percentage of today's population eats out and how often. What is the population of the service area you are in? How many restaurants are already there? Will the population support another? The age demographics will tell you whether to open a pizza place or a fancy restaurant. What is the average income level of your area? Is there a strong ethnic influence? What percentage of the women work outside the home? These questions and many more have to be answered before you put hard-earned money into a new venture.

Those of us who are dependent on public money . . . must make our services more indispensable than garbage collection.

This research is equally important for the public sector. I lived through the last community analysis this state undertook, and no one hesitates more than I to suggest it again. But the fact is that an in-depth survey of our service area—who is out there and what do they want—is exactly what we should be doing if we want to stay in business. Using focus groups to evaluate the public's needs has been undertaken in many locations with some success. The Public Library Services Committee of the Public Library Association sponsored a program on using focus groups to determine needs at the American Library Association (ALA) Conference in New Orleans. This may be a more practical approach than a full community analysis. Those who reported on projects during this program stressed that you must be prepared for what you are going to learn and you must not take it personally. The public has strange and wondrous perceptions of what we can or should do for them.

Research is important, but be careful about asking the wrong questions, or worse, asking the right questions but not listening to the answers. My sales manager used to tell a story about a dog food company that put out a new brand of dog food. The company did research on the most perfectly balanced diet for dogs; they came up with a perfectly designed package; they put out ingenious advertising; their cans were in the perfect shelf location in the stores—yet, the product was

not selling. They held high level strategy meetings to determine what to do about this dilemma, and suggestions were made about package redesign, gimmicks and give-aways. Finally, at the end of a meeting, someone asked, "Does anyone have any idea why this product isn't selling?" A salesman who had been sitting quietly through all this discussion raised his hand and said, "I think I know the problem—the dogs won't eat it."

If we look at the private sector approach to test marketing a new product, we may get some ideas on what questions to ask and what to do with the answers. In the company I worked for, we did a good bit of marketing research. This relates directly to libraries if you substitute "service" or "program" for the word "product." Product development at our company occurred in several ways. One of the most important was to get in touch with potential customers, explain the ideas we had for a product, and ask their opinions. This was an enlightening experience. Many a wonderful idea was struck down in its prime by customer comments. Just because we felt there was a real need for a newspaper morgue collection didn't mean the customers did. That collection never made it beyond the idea stage. This is an important point: don't hold on to something that has no life in it. There are workshops now being planned for national library conferences that deal with how to tell when an existing library program has outlived its usefulness. Those same criteria hold true for programs you should never start. Even if it's the best idea you've ever had, if the dogs won't eat it, let it go. Often we just jump headlong into a project or service without the slightest idea of whether anyone out there is interested or really needs it. Research is so important. Know what your customers want and need, and don't be reluctant to let go of an idea that won't fly.

. . . an in-depth survey of our service area . . . is exactly what we should be doing if we want to stay in business.

The marketing research we did for our company was sometimes general in nature. We would give a customer a subject area such as health care and let him or her tell us what information was needed. We wanted to learn what information was hard or impossible to get elsewhere, how they would use it, how it should be arranged, where they would put it if they had it, and how much they would pay for it. All of these questions helped the people responsible for product development put together the right collection in the right configuration for the right price. Often, while still in the development state, we would call upon those same customers again and review the newly structured product for their reactions. Many refinements were made during this process before the product was ready to market. All of these steps are important for libraries. We have to do more planning and ask the right questions to fine tune our product.

Once we have our customers' wants and needs determined in a certain area and a product (or service) developed, the next step is selling. If we have developed the best widget in the world and no one knows it we've wasted our time, effort, and money. Our company's selling effort was divided into two parts—promotion and sales. The promotion department was responsible for creating printed pieces and brochures. That department did a first-class job with our printed materials, producing professional, quality work. Those of us in libraries need to pay more attention to the quality of the promotional materials we distribute. If we show the public sloppy, amateurish, mimeographed work, how can we expect them to take us seriously? Peggy Barber of the ALA Communications Office recently said at a public relations lecture that she was so tired of seeing library pieces and brochures that looked like they had been cranked out on the copying machine. She said libraries should have their major promotional materials produced professionally. We need to plan our style and to be consistent. It may be "cozy," "academic," "thrifty," or whatever, but we must stick with it. We need to hire a graphic artist to help us set up that identity. A professional who knows how to project the image we choose will save us money and countless hours of future planning. That money will be well spent and will give us a look of professionalism. One of the secrets that sales representatives have is to look successful. A "rep" I used to know always wore her full-length mink coat and diamonds to the ALA Midwinter Conference because it gave her and her company the look of success. It's all image. Would you take the advice of a seedy-looking stockbroker or doctor? Image is so important to professionalism and salesmanship. That also makes it important to librarians. If we want to be treated as professionals and sell our services, we must look the part. We don't have to have a large budget to look stylish in print or in person, but we do have to plan, get professional help, and be constantly aware of the image we project.

The other half of the marketing department

in our company was sales. We were responsible for direct contact with the customers. We hustled the product. Everyone who works in the public services sections of our library is a member of our sales department. Everyone. The sales department's responsibility is to know thoroughly the products it sells, be able to describe them accurately, and show the customer that a product is something that will make his life better and easier. How is this different from what our circulation staff should be doing every day? Sales people are hired to be outgoing, friendly, aggressive. Public service people should be outgoing, friendly and, yes, aggressive. Approach customers and ask them if they need help; don't wait for them to get up the nerve to come to us. Many people come into a library, walk directly to the card catalog, look for a book on "Queen bees" under "Q" and, not finding one, leave without ever speaking to a soul. That's not service; it's just warehousing materials. When our company exhibited at national conventions like ALA, the sales staff needed to be in the aisles in front of our booth talking to people, not waiting at the back of the booth for someone to come in and ask a question. The next time you go to a library conference, stroll through the exhibits and see how many sales representatives are cowering in the back of the booth waiting for someone to come in. Any that are, are not successful salesmen. (Those at the backs of the booths are usually corporate vice-presidents.)

Each of our sales reps had an extensive file on every customer. In it we noted when we talked with them and what was said. This included tidbits like, "parents moving to Florida," "child sick," or "building new house," in addition to business information like "applying for grant for history materials," "expects increased budget next year," or "will make decision on this in June." Every sales rep we talk to on the phone or who comes into our office does the same thing when he hangs up or goes back to his car. Then, before he calls or comes to see us again, he reviews those notes. He can start up a friendly conversation with "Have you moved into your new house yet?" and work his way into "Have you found out about your grant?" As customers, we must admit it makes us feel special that he cares enough about us to remember things about our lives. But a big part of sales is making the customer feel comfortable and at ease with you. Again, the public services staff should emulate this technique. That is what readers' advisory services should be all about. No matter how busy the circulation department, you can't work the front desk day in and day out without getting to know the regulars, finding out that Mrs. Smith's grandchildren are coming to visit and that Mr. and Mrs. Jones are going on a cruise to Alaska. Suggest some children's books for Mrs. Smith to read to her grandchildren and travel books on Alaska for the Joneses, along with a few paperback mysteries for the trip. "Sell" those books. If people come to the desk with a book by Isak Dinesen, ask them if they've seen the new biography of her life.

We must involve ourselves in what we're doing. It will help us do a better job and keep us from getting bored. We could hire robots to check books in and out, but that's not what the front desk should be about. The strongest people in the library should be at the front desk (and I don't mean physically strongest either). That desk is the hub. It's the perception the public has of "the library." We must put our outgoing, friendly, aggressive sales people at the front desk and let them sell.

The public has strange and wondrous perceptions of what we can or should do for them.

The other thing a sales rep does in the outside world is to build a customer base. This is the challenge of sales. It's much easier to sell to a customer we already have, those people that are already using our library. The harder part is getting those customers who don't use our service. Remember—they are already customers, they are just getting their needs met elsewhere. These customers are critical to a company if it expects to grow. Just as in private business, these customers are critical to our needs. If we are to grow and prosper, we must have these non-users as part of our customer base. How do we attract the non-user? This goes back to market research, focus groups, and product development. Who are these people, what are their needs, who is now fulfilling those needs, and how can we let them know what we can do for them? We have to ask these people the right questions.

The owner of a local bookshop told me she had asked people why they came to the bookstore to buy things that they could get at the library for free. A good question. The responses included "I didn't know the library had it" or, if they knew we had it, "It was easier to find in the bookstore." This told me two important things: one, we needed to concentrate on public awareness, and, two, libraries have arranged a system of filing and storing that only we understand. This is the kind of useful information we get when we ask the right people

the right questions.

We must be creative in the ways we inform the public that we have the product to fulfill their needs. We need to look around and see what services we already have and how we can better inform the customers of our product. The first place to start is with the hand that feeds us. What do the county or town administrators think we do all day, check out romance novels to little old ladies? We would probably be surprised if we really asked them. The answers would include something about "reading material" and "homework for schoolchildren" but not much else. We should start with the local government administrator. If we have the *General Statutes of North Carolina*, we tell him. If we see information from the County Commissioners Association on our computer network, we send him a copy and ask him if he would like to see more to pass along to the county commissioners or other department heads. If he's looking for a place to store regulatory code books, we volunteer to take them. We ask for a set of state contracts on fiche for our library, so local government employees can make copies of the information on our reader/printer instead of having to copy all the information by hand. Thus, we make ourselves useful to the local government administrator. Soon he'll be calling us with questions, and we'll never again have to explain to him what we do all day.

Our profession should not be merely guardians of mankind's knowledge, but dispensers of it as well.

This applies to other departments in the local government also. Someone called our library one day and asked what the symptoms of a certain type of spider bite were. When I suggested calling eh Health Department, the caller said, "This *is* the Health Department." We can let the Register of Deeds and County Clerk's office know that we have copies of old county records, and that we're willing to take the genealogists off their hands—they'll love us for it. If the purchasing office is having a hard time locating a company from which to buy replacement parts, we find the information in our Thomas Registry. The Economic Development office will be delighted if we can find company addresses, phone numbers, and management names for it. Anyone who thinks any of these things is really not our job is in the wrong business. If these people haven't asked us for any of this information yet, we should volunteer it. We can make the first contact. In sales this is called "cold calling," and it's hard to do. To approach a stranger and initiate a sales call takes practice and nerve. Start with these friends and colleagues; it's easier.

After the cold calling technique is mastered, it should be put to good use. We can send flyers to all the lawyers in the county and let them know about some of the legal, business, and professional resources we have. (We had better not send a three-page bibliography; no one will read it.) We can let doctors and care-givers know that we have some new books on the psychological aspects of cancer or dealing with the families of Alzheimers patients. If there's an automotive mechanics class at the community college, we can let them know we have Chilton's Repair Manuals. All we have to do is look around our libraries. What do we already have, who would use it, and how can we let them know we have it? We mustn't be afraid to sell our product. We should call on the Chamber of Commerce, ask them what their needs are, and then fulfill those needs. Take the initiative.

Just as the private sector is profit motivated (the more business you do, the more money you make), we have to be funding motivated (the more service we render, the more support we get). Try to justify additional funding to a Board of Commissioners without showing an increase in usage. We live and die by our numbers, and the only way to increase our numbers is to serve the needs of more customers. The only way to serve more customers is to sell our service. Let's take the lessons taught by the experts in private business and use what they do best—selling—to give more service to our customers. Our profession should not be merely guardians of mankind's knowledge but dispensers of it as well. Let's open up these information warehouses and let the light of the outside world in.

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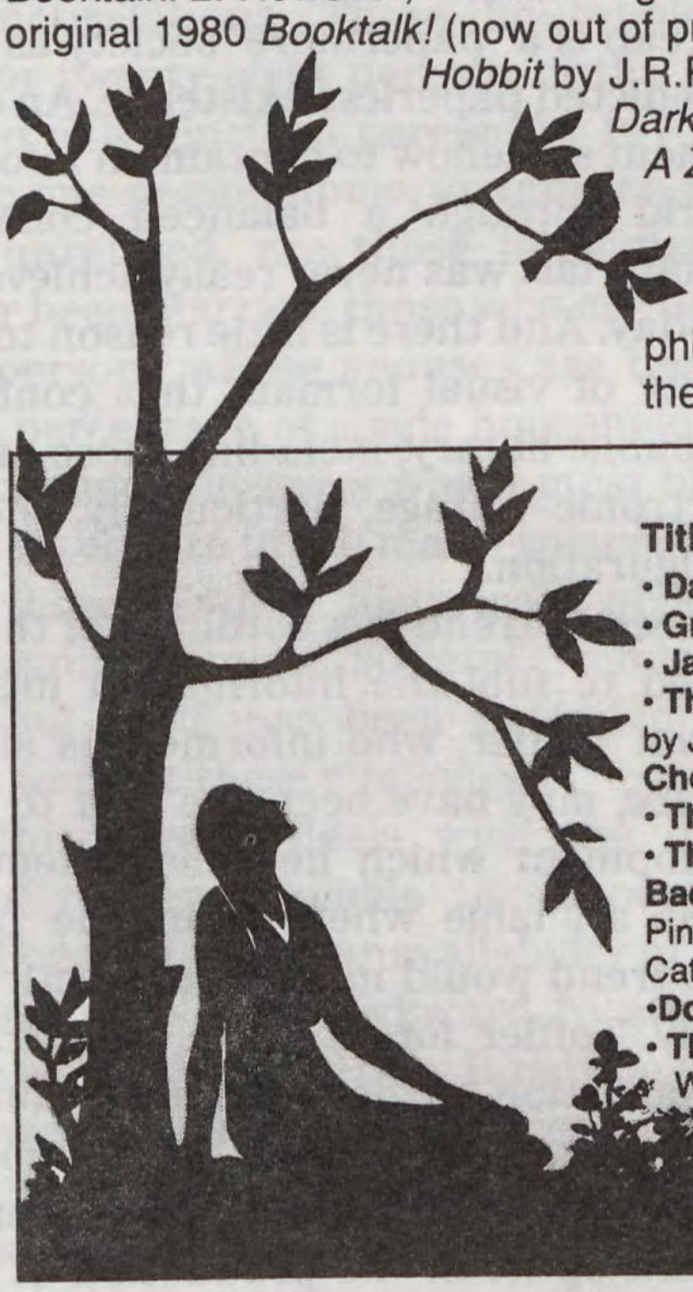

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The Public Library at Crisis: Is Marketing the Answer?

Bernard Vavrek

This article explores three challenges that are affecting the ability of the public library to survive and relates their solutions to marketing efforts. It is directed at the trustee who is responsible for the future of public libraries in the United States.

The category "public library" includes a variety of different institutions all bearing a similar title. This paper will focus on small organizations within resident populations of 25,000 or fewer people, here to be considered as "rural" environments. This extended definition of rural (the U. S. Census Bureau's definition considers places of fewer than 2,500 to be rural) encompasses a majority of public libraries in the United States, regardless of location.

For this paper, marketing for nonprofit organizations is defined in the classic sense: a system or strategy that includes data gathering, goal setting, implementing programs, follow-through, and evaluation. These components will be described in more detail later in this essay.

The Crises

Challenges, interestingly, affect people and institutions unevenly. It is significant to note that, in spite of constant crisis management, trustees and public librarians continue to maintain enthusiasm and dedication to their endeavors. Unfortunately, because of a sense of commitment and desperation, these same individuals are burning themselves out attempting to cope with the vagaries of modern public librarianship. While an expenditure of increased energies is admirable, the human machine will quickly arrive at a point when enthusiasm is simply not enough to cope with current problems. Further, there is little hope of reducing the seriousness of the issues to be faced in the immediate future.

It is, of course, an exercise in immodesty for any author to identify challenges and to be bold enough to offer suggestions as palliatives. Further, while this individual is going to consider three challenges confronting public librarianship, these categories impinge on each other rather than proceeding in parallel. The reader will probably not be surprised by the developments to be discussed. Two out of the three are really not new. The challenge occurs in implementing change.

The information explosion, as we have come to call it, is the first of these challenges. While there is nothing exciting in calling attention to the obvious, what must be considered is the continuing and ultimate extension of this sustained information outburst as a reality of librarianship. No one person or institution can cope with the information produced by our global society. We now understand that the growth of information creates a demand for more information and what we now reap is a "papermore" society as opposed to the predicted paperless existence. An enduring commitment somehow to contain an information-rich world through a balanced collection of library materials was never really achievable. It is less so today. And there is little reason to recount the variety of visual formats that confront the modern public library, including those of the current electronic vintage, particularly, the optical disc configuration.

The second trend is a corollary of the first. It has helped to fuel the information juggernaut. While Alvin Toffler, who informed us about *The Third Wave*, may have been the first to point to the development which he called "demassification," it is arguable whether anyone perceived what this trend would mean in a practical sense. Essentially, Toffler foresaw the decentralization and specialization of the communications industry as it reorganized itself with publications intended for narrower and narrower audiences. The current spurt in the production of regional book publishers, the growth of cable television services, the availability of focused periodicals such as *Working Woman*, *Runner's World*, and *Modern Maturity* are examples of this demassification. Another instance of this trend appeared in a rather inconspicuous newspaper report indicating that *USA Today* will be made available to

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subscribers in a one-page summarized version through telefacsimile transmission.[1] It is the author's view that Toffler underestimated the significance of this "subjective demand." The multi-billion dollar microcomputer industry, coupled with the growth of other home-oriented media such as the video cassette recorder, one million units of which are being sold monthly in the United States, has greatly accelerated proprietary usage.

This "subjective demand" has created a relatively unique situation within public libraries. It has literally refashioned the public library, which has ostensibly been considered an agency of mass communications, into an institution that increasingly must commit its resources to cope with patrons' subjective needs.[2] Public libraries' lending of videocassette tapes and computer hardware and software is an obvious example of efforts to meet these new specialized demands.

Some would consider the above-mentioned developments to be the results of careful planning and market positioning. While this may be true, it is also important to note that the United States is rapidly becoming a nation of single persons. Since 1980, for example, half of the homes added in America are now occupied by people living alone or with nonrelations. These households now account for twenty-eight percent of the total, as opposed to only nineteen percent in 1970.[3] Comprising the one-person home, in addition to those who are unrelated, are those individuals who have never been married, those who are divorced, or those persons whose spouses are dead. This increased percentage of single households is evidence of changed lifestyles which must be recognized and catered to in the marketplace. Likewise the public library, which historically must evaluate the significance of societal trends before transforming itself, has been extended in new directions to meet these challenges.

The third trend deals with the declining amount of money available to support public libraries. Because of the unavailability of current national statistics, it is awkward to attempt to generalize about this situation. It may be accurate to say, however, that public libraries are hurting. Fortunately, this is not true in every public library; but it is an enormous problem which is not endemic to a specific region of the country. Financing the local public library is a similar problem in Clarion, Pennsylvania, and Willows, California.

Available statistical data from the Center for the Study of Rural Librarianship suggest that budgets for small public libraries are actually increasing. While this may be true, a national average of $69,000 for libraries in populations of 2,501 to 25,000 people, and an average budget of $22,000 in towns with populations below 2,500, certainly cannot be considered extravagant financial support.[5] There simply is not enough money available to accomplish all of those responsibilities perceived as functions of the community library, whether this institution is a function of city government or a part of a county arrangement. In the latter instance, the structure of political life in the United States is being changed by the growth in significance of county government that increasingly is expected to provide additional social support—only one of which is the library—for its citizens. Unfortunately, it appears that eighty percent of all county administrators are politically and fiscally conservative.[4] Further, in some states the county government is precluded from raising sufficient taxes to support required and necessary services because state legislatures will not permit tax levels to be increased.

An enduring commitment somehow to contain an information-rich world through a balanced collection of library materials was never really achievable.

The fiscal dilemma is not limited to the amount of dollars available to local libraries. In some cases, the library staff has never conducted a survey of its users and consequently has been able to accomplish little in the way of what today is being called "strategic planning." In short, little planning of any kind has been done. As a consequence, the library staff has no sense of priority needs to be translated into services. The effect of this lack of planning is not a casual matter. Rather, it has caused staff members to attempt to do everything out of a sense of duty. Additionally, the presumed insatiable community appetite is satisfied (or salved) with more and more diversified services. While this is not true in all small libraries, the pressures are widespread and come from suggestions made at professional meetings, from the library literature, and from the community itself. Further, speakers from far away places exhort audiences of trustees and rural librarians with the theme that more and more must be done to meet professional responsibilities. This author admits his guilt. The problem is that we infre-

quently consider limitations which should be placed on services. There is now little alternative but to consider what the library can afford to provide—a question of interest to all types of libraries.

In institutions where budgets are remarkably narrower than expenses, librarians and trustees are attempting additional avenues of fundraising to keep things solvent. Bake sales, dances, book and stationery sales, and grant proposals are among the techniques attempted. What has now created a siege mentality relative to these actions, and justifiably so, is that fundraising is no longer a matter associated with additional library programming or extra services. Ingenious and time-consuming projects have become obligations of the trustees to keep the library ship in the water. The typical nature of the situation can be perceived in the following comment.

> The (anywhere) Board spends most of its volunteer time on fundraising events; that may be a raffle, bake sale, book fair, government pleas with 'cup in hand,' etc. This year the Board went all out, holding golf tournaments, food stands at tourist attractions, and private house parties to keep [the library] afloat.[6]

This "hand-to-mouth" approach of providing for the fiscal needs of the library is degrading as well as impractical. Will a point soon be reached when the entire library budget consists of revenues gathered from self-initiated projects? What are the alternatives? While there are a variety of choices, marketing is the key. This will be the focus of our discussion for the remainder of this article.

The problem is that we infrequently consider limitations which should be placed on services.

The Relevance of Marketing

It is fair to say that, with the exception of the product itself (and American society is often treated to illusion as opposed to substance), marketing is a prerequisite activity in any organization. The fact that the library community does not always recognize this is undoubtedly one of the reasons for this issue of *North Carolina Libraries*. The difficulty is to transform marketing from a cliché that one assumes will mitigate all library difficulties into a practical endeavor. In reality, marketing occurs constantly in any organization, including the library, sometimes as a surprise to the staff. For example, every institution has an "image," which is a major concern to marketers. The challenge, however, is to know what kind of image your organization projects and to facilitate change, if that is considered desirable.

This is a crucial time for public librarianship. While undoubtedly a quick check of the library literature would yield an historical record of other authors sounding a similar concern, the survival of rural America—whether agricultural, industrial, or resort based—is being confronted as never before. Community well-being is such a pervasive concern for non-metropolitan people and agencies that services, including the library, will continue to be challenged. While applying marketing skills in desperate economic situations will not always ensure success, the only way for the library to remain competitive is for the library board to facilitate the awareness that there is no alternative to marketing the library, if the library is to survive in some form.

It is of some import to discuss the meaning of marketing for nonprofit organizations. Too often our subject is inextricably related only to public relations. One will often hear individuals talking about marketing in relationship to newspaper ads and radio spots. Without question, public relations—in whatever form—becomes a key element in the marketing model. It is important to remember, however, that marketing is a strategy, that is, a methodology. The components for this strategy comprise analysis of the problem; program formation; timetable; implementation; follow-through; and evaluation. Conceptually, as a paradigm, marketing is similar to a variety of managerial techniques (e.g., management by objectives).

At its fundamental level, marketing is simple. Ensuring its acceptance and use, however, takes some effort. Marketing is also complicated by the fact that the library deals with multiple publics, or markets. Children, senior Americans, the nonliterate, and others compose our audiences. Marketing strategists remind us of a fundamental principle: not all publics or audiences can be served simultaneously. This vital fact is only slowly being appreciated among those responsible for library management. The public library cannot be all things to all people. There is neither enough emotion nor money to do everything. It is the author's view that libraries have been organized to provide too many services out of a sense of commitment to the public.

Clearly, however, the rural public library must focus its assets, human as well as physical, to meet its current challenges. Also, it must be prepared to direct its services to meet community needs in the light of a potentially dwindling econ-

omy. Marketing is an essential tool for the library trustee not only because of the inherent (and in some places, legal) obligation to maintain the library's solvency, but to reduce the emotion and frustration currently related to endless book and bake sales, dances, and other efforts at raising money. Unfortunately, it is not a panacea for the overall lack of funding. What it helps to ensure, however, is that the library's funds are channeled into purposeful library activities as determined by the community's representatives, the trustees.

Marketing's Lack of Popularity

If marketing is such an important contribution to the United States, why is it not applied more frequently? The next section discusses why marketing is just developing as a library strategy. The final section of this paper will present some "how to do it" suggestions.

While this author may be accused of too often commenting on the fact that education is the key issue in library development, the frequent lack of trained staff in America's rural public libraries is a vital concern. Non-academically trained staff, regardless of their commitment, are often unaware of the meaning and application of marketing. As suggested elsewhere in this paper, marketing is typically related to public relations. To verify this point, The Center for the Study of Rural Librarianship recently conducted a study to ask rural librarians if they participated in marketing activities. More than half of those surveyed answered in the affirmative. When the Center inquired about the marketing examples, however, virtually every respondent indicated instances of newspaper articles, publishing bookmarks, and so on.

If the library board finds itself unable to augment its academically trained staff (or hire an academically trained librarian), one would offer the obvious alternative of supporting attendance of the current staff at local workshops or conferences where marketing matters are being considered. It is anticipated that trustees would also attend. In the absence of workshops or conferences, this author would like to suggest a book that the Center for the Study of Rural Librarianship publishes, which is a remarkable bargain for $5.00: *Developing a Marketing Program for Libraries.*[7] This practical guide to marketing is a no-nonsense approach to the subject.

Another reason for the "measured" application of marketing in libraries is the fact that marketing for nonprofit organizations is only a relatively recent pursuit among specialists. Philip Kotler, the guru of marketing, was among the first to publish a text on the nonprofit aspects of this subject, and this work dates only from 1975.[8] Historically, marketing has been primarily associated with for-profit organizations and has been slow to adapt for the not-for-profit sector. While libraries, museums, orchestras, and other organizations are now attempting to apply the aspects of marketing that pertain to the nonprofit sector, many individuals in this sector continue to have a rather negative impression that marketers bowl over people, persuading them to consume products that are really not necessary or desirable.

A third reason for a disinclination toward marketing relates to that hateful trio composed of the lack of money, time and staff. Ironically, this mentality may be related to the fact that a marketing approach is not taken in providing library services. Because the staff is attempting to do everything at the same time for all library clients, there genuinely is not time for yet another activity, marketing. One is quick to acknowledge, however, that since a majority of libraries are staffed by only one person, even the best planning must recognize the practical limitations of what can be accomplished. Parenthetically, this author commiserated with a librarian who was attending a recent workshop relating to the development of

The difficulty is to transform marketing from a cliché that one assumes will mitigate all library difficulties into a practical endeavor.

literacy programs and lamented the lack of time for this "new" endeavor despite its importance. A thoughtful marketer might indicate that perhaps a literacy program was not feasible at this time.

Using the above literacy program as an example of a marketing strategy, the marketer or person responsible for the planning would consider the following steps. He or she would attempt to identify whether or not a literacy project is needed. Such questions as whether there are other literacy providers, or whether there are significant numbers of persons in need of training might be asked. If there is a need, one would then establish goals and objectives, identify who is to be in charge, plan a budget, and define methods of public relations. Establishing a timetable is the next step. Implementating the program and follow-through are the next ingredients; followed, finally by evaluation of the project. The lack of evaluation tends to be a weakness in projects of all types. In judging the success of a marketing program (*remember the emphasis in marketing is on an organized series of activities*), one wishes to determine, among other things, how effective were the efforts at attracting students (as we continue to use our literacy example), or whether the tutoring was offered at times that would attract adults in need of education.

At the outset of this section, the author indicated that lack of time was one reason for ignoring the marketing approach to library services. One would be less than candid, however, not to comment on the obvious—planning and implementing marketing programs do take time. It is much easier to start something and hope for the best. Unfortunately, this latter approach brings us back to the reality that the public library must be operated as a business—nonprofit, of course. And it is the trustees' responsibility to ensure that efficient planning is characteristic of the library, regardless of its size.

While this next commentary may appear to be tangential to the subject, the author believes that the lack of national standards for public libraries is another reason that marketing strategies are not more prevalent. The emphasis on community mission statements is fundamentally important since public libraries are different. But a basic error, in my view, was created in the public library movement by abandoning quantitative standards in an effort to be totally community oriented. This is related to marketing in the sense that there may not be the pressure to "measure-up" with one's library service, since there are no guidelines by which to make a comparison. Individual state agencies and organizations, notably in North Carolina, have attempted to overcome the absence of standards with the development of state measures. Even though we recognize that independence is associated with rural America, much is to be gained by having at least a rough sense of what is occurring in other communities.

The reader should now appreciate the fact that the author will not persist in enumerating additional reasons why marketing is not more often utilized. The previous review was written with the idea that one would recognize some of the reasons for marketing's infrequent entry into library administration and attempt to hurdle them.

Facilitating Marketing

The title of this paper posed a serious question: can marketing overcome the current crises facing rural public libraries? The answer is "yes," without question. Further a premise behind this paper is that most libraries must reevaluate their services in the light of available resources. This examination is extremely difficult without a marketing approach to library management. For example, while we relate the public library to the image of a community information center, it must be understood there are definite limits to what can be provided. This is a simple theorem, but it has yet to be put into practice in most communities. The opposite tendency (to attempt more and more) seems to be symptomatic. The literacy example that has been used before in this paper is certainly a further example of expanding library services. Presently, for example, there is considerable concern that American workers cannot function at a literacy level to perform job-related tasks. The question becomes, why should the public library take on the responsibility of overcoming this deficiency? Should business itself not provide this service?

The difficulty, as noted earlier in this paper, is that the public library has a variety of audiences to recognize. We simply must remember that not all levels of the community can be provided with the same level of service at the same time. This does not mean abandoning children while serving the senior American. By using a marketing approach, libraries may focus on special services

to children one year and to older Americans another time. It is assumed that the library will continue to maintain "normal services," while targeting programs on a selected basis. *Marketing is not just another gimmick. It is a way to manage the library and enable it to survive.*

Where's the Beef?

The author intentionally left a loaded gun at the end of the previous paragraph. It is characterized as "normal services." The intent was to emphasize the fact that it is the board of trustees who ultimately must reconcile what is meant by the library's standard services. Logically, libraries loan materials, answer reference questions, and so forth. The options may be limited, of course, if state or regional standards specify expectations. But loaning videocassettes, providing literacy training, and providing computerized information services, however desirable, are not etched into stone. If the public library is the community's library, then the people must decide the services. This does not necessarily mean that all matters are judgments left to a town meeting. Rather, the responsibility is vested in the trustees assisted by the library staff and the library's friends.

The author now senses the perspiration forming on the reader's forehead as one contemplates the future of the public library. It is not assumed that the trustees (unless they wish to) will be directly involved in implementing marketing strategies for the library. The expectation is clear, however, that the board must encourage and be vitally interested in the library's development, or the library will founder as an institution. The board must facilitate the use of marketing, or there is little hope of coping with the stress of a changing rural society.

The following brief section, in conclusion, suggests techniques of "locating the beef" while recognizing the inherent limitations of most rural libraries:

1. The obvious first alternatives for planning and implementing a marketing program are members of the library staff or friends of the library. A less often utilized approach is to encourage the involvement of individuals such as representatives from the Cooperative Extension Service, Soil Conservation Service, Grange, Chamber of Commerce, Rotary Club, and others. The library community has not been as active as it should be in soliciting assistance from other community participants. A third method would be to ask help of staff from the state, local, or regional libraries.

2. The author intentionally omitted a discussion of the costs of marketing activities. It has been our experience that funding is not a crucial problem. Programs can be implemented on the proverbial shoestring. Obviously, if one is distributing T-shirts to the kids who come to story hours, somebody has to pay for these. But, in the author's view, using the lack of funds as a reason not to implement planning is sometimes an excuse for inaction. One also sympathizes with the fact that someone must pay for the stationery, postage, and other supplies.

3. Finally, marketing strategies do not have to be of grand design, implemented over a protracted period, to be effective. The concepts of marketing can just as easily be employed during a one-day interval. The key is action. It is not meant to be condescending to the reader to ask one to remember that, while marketing is a popular concept at the present, it is only a label for effective library planning.

Admittedly, this essay has rambled over a variety of different thoughts. One hopes the reader will judge this commentary in the light of the author's assignment. This discussion was not meant to be a technical expression of marketing principles. There is plenty of text dealing with that. Rather, the message was to indicate that trustees face challenges as never before. The recent notice that the Shasta County Library (California) will be closed because of the lack of funds is a reminder of reality. And circumstances are going to become worse. Our concern is the growth of the rural public library and the continuation of the American dream. Can marketing, itself, ensure these? No, but it is of fundamental importance.

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Marketing and Public Libraries: The Commitment

Charles F. Montouri

There is little doubt that libraries will apply marketing techniques to the development and distribution of library products and services in the years ahead. There is, however, sufficient cause for concern. The concern arises from the experience of the past. All too often libraries have turned legitimate conceptual processes (participatory management, zero based budgeting, etc.) into fly-by-night fads. After introducing a new program or mission, the effort is left to die on the vine, primarily due to neglect and lack of consistent attention. The amount of attention is generally proportionate to the amount of risk the administration is willing to tolerate, but tolerance levels have not been particularly high. When accounting time rolls around and results are tallied the score is, more often than not, a tie. Nothing lost—nothing gained.

Marketing Considered: The Risks

Librarians have begun eagerly to accept marketing practices. In their article in the *Journal of Library Administration*, "The ABCs of Implementing Library Marketing," Andrea Dragon and Tony Leisner comment: "Indeed, the missionary zeal with which articles on marketing are written is indicative of a wide-spread grassroots movement within the profession. This interest in marketing is not the result of a mandate from the leaders of the professional associations nor is it due to any governmental action. This "bottom-up" interest in marketing has grown out of librarians' desire to find a more appropriate model for relating their professional activities to their community's needs." This statement was written in 1983. Five years have since passed and the marketing momentum continues to increase.

As a legitimate conceptual process, then, is marketing to be the next fad for libraries? Is the knowledge that marketing is a system requiring a total commitment, sufficient reason for librarians to put concern aside? Will there be risks? Without doubt there will be risks because no human enterprise is risk free. Since marketing is a total management process involving administration and support staff, however, the risks can be minimized and individual responsibility for error can be eased. Administration and support staff will need to enter the marketing process understanding that there are no guarantees for success—only hopes reinforced by sound planning. The sharing of risks will bring the joys of sharing the rewards.

In order to minimize risks, administrators should have a solid understanding of the marketing process. There is an excellent body of information now available in print about marketing and libraries (see the References at the end of this article). Because the implementation of a marketing program will demand total commitment of institutional resources, library administrators should become totally familiar with marketing procedures. When the chief administrator endorses a marketing approach, the leadership he/she demonstrates sets the marketing programs' future course and resultant success or failure.

Moving Ahead

Once the administrator makes a personal commitment to a marketing program, the next step should be to gather support. The administrator should confer with each of the library's constituencies: board, staff, supervisors, and Friends. In the process of gathering support for the program, the administrator will be able to judge the degree of support for the program. This lobbying effort will also allow the administrator to point out the benefits of a marketing program. Some of the expected benefits will be high levels of staff creativity and morale, opportunities for a wide range of publicity, a change of image. The administrator will also need to define the anticipated outcomes, since these represent the justification for embracing a marketing approach to product and service delivery. New users, increased repeat business, high levels of user satisfaction, new product development, a commitment to the needs of individual users are some of the expected outcomes.

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Gathering support, though, means more than a resolution passed by the Board. Support means that each board member will be willing to make a personal commitment to the process. Gathering support means more than a presentation of the program to the staff. It means that each staff member has a clear understanding of the unique contribution he/she can make to the success of the marketing effort. Gathering support means more than an objective to be met in each supervisor's annual work plan. It means that the supervisors will provide the leadership necessary to surmount the problems which most certainly will arise. Gathering support means more than a monetary contribution from the Friends of the Library. It means that the Friends are out in the community among the leaders and organizations supporting the exciting new developments at the library.

While support for the program builds, a customer orientation philosophy should be developed by the staff. Concern for non-users means that unserved or underserved populations are being identified as potential markets and market segments. A marketing mindset is beginning to form, but it will not form overnight. It will come about through in-service continuing education, marketing strategies and market research, through the implementation of the marketing plan, and through experience.

In summary, the administrator must appreciate the value of a commitment to marketing and the development of a marketing mindset in implementing this type of program and library direction. This administrative support is crucial if the program is to be successful.

Meeting Needs

Marketing has been referred to as an exchange process. As an exchange process, it must meet needs. The library has been looked upon as existing because of the public good, not because of a public need. In times of great social change, it becomes difficult to identify what is the public good. It is not difficult to identify public needs. Thus it makes sense in a period of scarce resources to change the image of the library from one of a public good to one of a public need. Can marketing help bring about this change since it is a process of uncovering and meeting needs?

The critical question becomes: what needs can a library legitimately meet which other agencies cannot? The answer is simple—information needs. Free access to the world's body of accumulated knowledge is available at the library. Retrieval of a rare work of literature from some remote location is possible through the library. The give and take of a reference interview in order to answer a difficult question can be a prized and valuable experience. How many places offer free, unbiased consumer information? These are but a few of the more obvious services provided by libraries. *ALL* of a person's information needs can be met at one place—the library.

Libraries are unique because of a simple concept. The community pools information resources so that every citizen can have access to a rich variety of materials that would be unaffordable otherwise. Undoubtedly, many unmet informational needs of the public remain because of the passive role the library has assumed over the years. There has also been a substantial waste of resources due to library personnel's sometimes erroneous perception of community needs.

. . . it makes sense in a period of scarce resources to change the image of the library from one of public good to one of a public need.

Marketing and modern technology can help change this approach. They can help the library become a visible, active component in the daily workings of our communities. The wonders of telecommunications, at very little cost, can multiply the amount of resources available to local communities—a feat not possible to achieve through published hard print acquisitions. Selection of resources can now be customized to meet the needs of the individual citizen. The librarian's task becomes one of reaching out to these individuals in such a way that they fully understand that the library will work with them in providing the answers they seek. Providing answers is significantly different from providing information.

The distinction between the provision of answers and the provision of information is in the ability of the librarian to uncover the patron's real need during the interview process and, later, to interpret, analyze and correlate relevant raw data. Professional experience marks the difference between providing information and providing answers. Since the librarian becomes the core of the marketing distribution function (delivering the product), it is necessary to realize that this new approach requires something more than passive response. It requires assertive and aggressive behavior. A recommended reading is Herbert Achleitner's article: "Assertive Librarianship: A Means of Customizing Services" in *Marketing for*

Libraries and Information Agencies. Reference librarians, in particular, have always received enjoyment from the challenge to come up with sources of information. Now they have the opportunity to enjoy the challenge and to experience greater pride in the results of their work.

Resource Commitment

Librarians are a pivotal element in the information product distribution function, one of four components of the marketing process. The other components are product, price, and promotion. Professional librarians and support staff are the personnel resources assigned to the marketing effort. These other resources need to be committed:

1. *Time.* A time commitment that allows research, planning and discussion, training, interviewing, assembling publicity, and evaluating all pieces of the total program must be made. Time should be allocated on the basis of priority. Though marketing may be the number one priority, it is important to keep in mind during the analysis that marketing is not a substitute or replacement for existing programs. Marketing will enhance all valid programs. The important need is to find time within those programs that can be applied more effectively.

What needs can a library legitimately meet which other agencies cannot?

2. *Money.* Sufficient financial resources (not counting personnel, space, or equipment) are crucial. It would be wise to commit funds to contractual services such as surveys, annual data updates, and media costs.

3. *Attitude.* As a bridge between the marketplace and the institution, support staff are important to the marketing effort. Their cooperation and participation provide continuity to the program. Circulation personnel, for example, are in a position to test user interests and needs. Their pleasant manner before the public tends to promote a positive library image.

Marketing is not new to libraries. Many libraries have developed marketing programs without a coordinated marketing plan. Bookmobile service is essentially a marketing service that provides products on demand to a known clientele or market segment. Children's programs provide services such as pre-school story hours. Outreach programs are designed to meet individual needs. What library has not done a user study? A user study is a type of market research survey. In effect, a number of resources have been assigned already to marketing by libraries without any formal or unified plan. The only elements missing are the official commitment and the label.

Strategies

The word strategy indicates a defined goal is present. The strategy is an organized plan to reach that goal. A marketing strategy indicates the tools and techniques of marketing will be applied in the strategic plan to reach the goal. The goal is essentially the mission statement of the library. The goals and objectives and the long range plan have been defined by the library. A marketing strategy must be in tune with these goals.

The library's mission goals and the background and qualifications of the staff will need to be emphasized when developing a marketing strategy. What are the critical elements of the long range plan which must, by necessity, be met by the marketing plan? Will the marketing plan offer an opportunity to revise the long range plan? Will staff have to change behaviors due to new methods of delivery? These are questions to be considered in setting up a strategy. The insightfulness of the chief administrator and an atmosphere of open dialogue are essential in the development of a workable strategy.

The mission statement of the library, in all likelihood, has been developed without the consideration of a marketing effort to carry it forward. It has been generated as an internally based program designed to serve the constituency. If it has been a visionary plan, its content might be broad enough to embrace advances in technology and new information demands. If this is the case, adaptability to a marketing approach might not be too difficult. If, on the other hand, the mission and goals have been established on the basis of traditional library goals and practices, a whole new approach will be needed. Knowledge of the characteristics of the staff will help to determine personal flexibility in implementing the plan. Staff reorientation might need to be followed by a major in-service training period.

The purpose of this essay is not to provide a how-to. Rather, it is meant to provide an overview that produces an internal and external assessment of the existing climate in the library and the community. The assessment should determine the potential for a marketing approach. By completing a thorough assessment of both the external and internal environments preliminary to a decision to implement a marketing program, the

administrator will be more fully prepared and strategically positioned to achieve positive results.

Marketing Today

It is well established that companies sell products through marketing programs. So essential is this business practice that most companies assign the responsibility for its implementation to a staff-appointed marketing manager. Following the proven success of marketing as a business tool, other organizations have followed suit. Non-profit agencies such as academic institutions, charities, and hospitals adapted techniques to broaden their image and to expand their client base. Philip Kotler thoroughly explores this subject in his seminal work *Marketing for Non-profit Organizations.*

Librarians have become increasingly receptive to the idea of applying marketing techniques to the library setting. Marketing seminars and workshops draw overflow crowds. A new publication, *Marketing Library Services*, has been an overnight success, finding a need and filling it. As Sharon LaRosa, Editor, states "Perhaps because of the need to ensure the library's continued existence, or a desire to enhance our own professional image, more librarians are recognizing that marketing can help them achieve the success they desire."

Authors addressing the specific needs of libraries are Cosette Kies, and Darlene E. Weingand, Professor at the University of Wisconsin. *Marketing and Public Relations for Libraries* and *Marketing/Planning Library Information Services* are the respective titles they recently published. The former is a theoretical approach to promotion of libraries and deals with some of the issues involved. The latter work is a more specific approach to structuring marketing information service delivery. Another excellent work is *Strategic Marketing for Libraries A Handbook* by Elizabeth J. Wood. Increased interest in marketing information services also seems to be on the ascendancy because of the burgeoning competitive environment facing libraries.

Public libraries in North Carolina have undertaken several basic marketing efforts. *Community Analysis, The Planning Process, Output Measures, and Planning & Role Setting for Public Libraries* have all been useful tools for auditing the community and the library. Marketing requires such auditing. Those libraries that have utilized these tools are in a much better position to move on to a full scale marketing program.

Marketing is a positive force in the distribution of limited resources. Marketing, at its best, determines the customer's need and fills that need with the right product. Wasteful dormant resources can be elminated. In retailing, turnover and shelf space are parts of the equation for bottom line profitability.

Marketing is a positive force in the distribution of limited resources.

Library Promotion

While it is an accepted fact that the media generally treat libraries favorably at every opportunity, the opportunities only arise because they are created by the library. Media do not aggressively pursue libraries for news of feature material. Thus, it becomes necessary for the library, in order to have a consistent publicity and public relations program, to appoint a public relations manager. This person establishes proper relations with the media and is familiar with deadlines. It is unfortunate that a coordinated public relations program of this type is rare in small and medium sized libraries.

Library promotion has been a marketing mainstay for years. Library promotional efforts have linked programming activities with publicity. When the promotional effort does not result in appreciable gains in new users or increased circulation of materials, interest wanes. Promotional activities, however, tend to rise and fall when administrations change. In many libraries each department is responsible for its own publicity, thus creating an uneven image of the library. This uneven approach, lacking in focus, can do little to improve the library's image in the community. Internally generated, without a clear idea of the targeted audience, this method seldom generates a sizable or loyal following.

Often interchanged with promotion is public relations. Kies in *Marketing and Public Relations for Libraries* sets forth some distinctions regarding closely related terms including public relations, promotions, advertising, publicity, selling, community relations and, of course, marketing. A word about public relations and its relationship to marketing is needed. The emphasis in public relations is on the image, while the emphasis in marketing is on the needs of the customer. When the library has satisfied customer needs it has also built loyalty and has improved its image.

A word about selling and its relationship to marketing also is needed. Once referred to as the salesman's salesman, Arthur "Red" Motley, former president of the National Chamber of Commerce

and president and publisher of *Parade Magazine*, operated under this personal credo: "Nothing happens until somebody sells something." If things are going to happen in libraries, somebody had better sell something. The director sells the county manager on the proposed budget. The department head sells the director on the need for additional staff, and so on. Persuasion is selling in sheep's clothing. There are soft sell and hard sell approaches. Marketing tends to emphasize a soft sell approach. Libraries, by providing the products and services the public needs, sell themselves when it comes to budget time.

In Summary

This overview of marketing in the library environment has attempted to call attention to the totality of the marketing process. To market or not to market is a decision to be reached only after much consideration of cost-benefit factors based on a full understanding of what is involved. This article, hopefully, has created a greater awareness of the administrative role in implementing a marketing program. Marketing is not simply an assignment or delegation. Administrative commitment and involvement are imperatives. Peter Davis states in the *Journal of Library Administration*, "Libraries at the Turning Point: A willingness to take risks can only arise out of confidence in the process, in the ability of someone to manage the process, and a good sense of what ought to be done when complexities arise."

The basic steps toward implementing a successful library marketing program are:

1. Acquire a full knowledge of marketing processes.
2. Adopt a marketing mindset.
3. State the commitment to the marketing program.
4. Coordinate the long range plans with the marketing process.
5. Gather support.
6. Introduce the plan and enlist assistance.
7. Oversee, evaluate, and change.

One parting thought. Remember twenty-six percent (the percentage of the public who are library users) is not a majority. They might be loud but they are still not a majority. The problem needs attention. Remember Proposition 13 or a more recent event—the closing of Shasta County Library in California!

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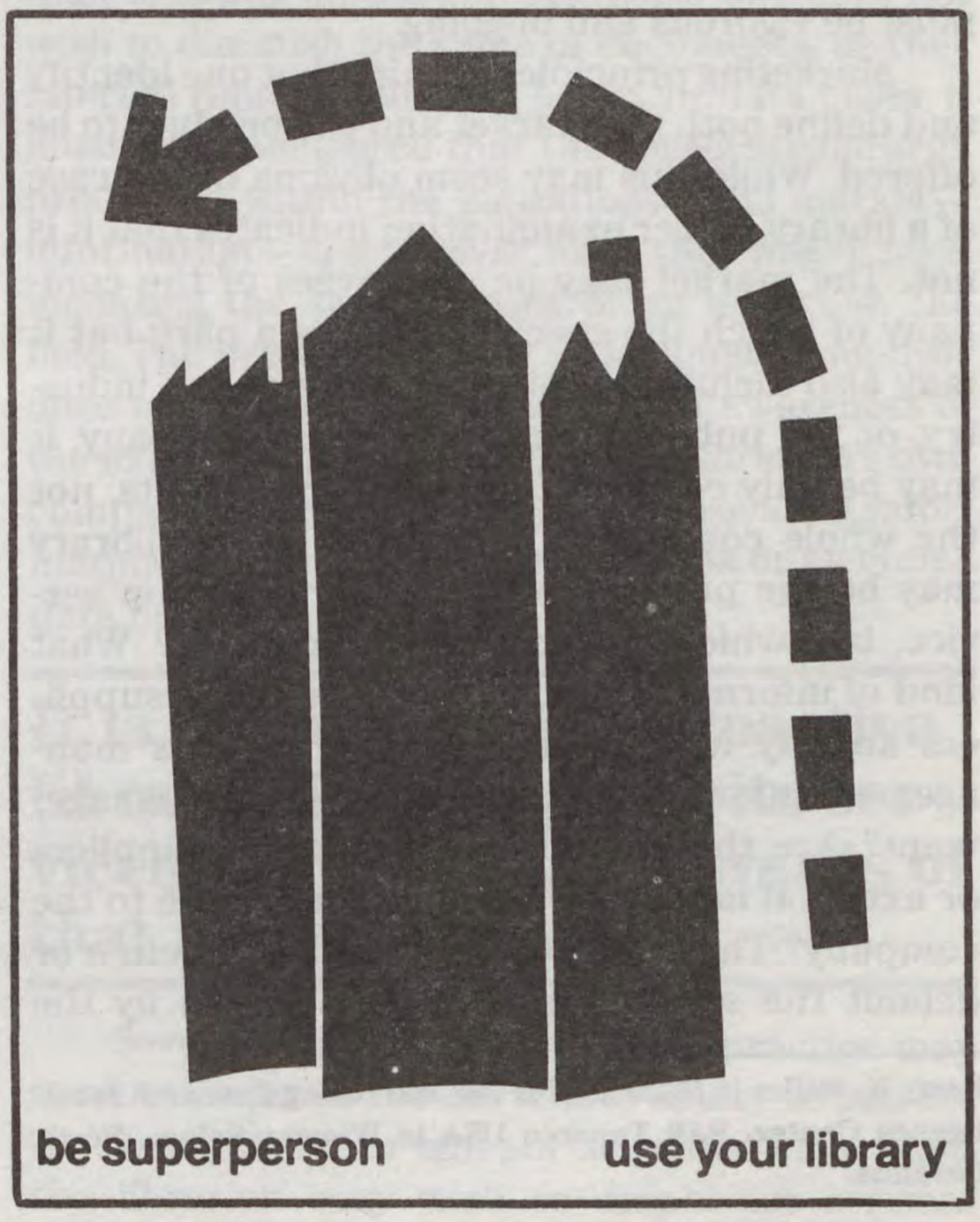

Marketing the Special Library: A Perspective

Barry K. Miller

The marketing of the special library in the corporate setting offers numerous opportunities and challenges for the resourceful information professional. In many types of libraries, marketing is the sign of exceptional leadership. It is the aggressive, proactive library which markets its services and reaps the rewards of that marketing. In the corporate setting, however, marketing is often a matter of survival, for in few other settings is the very existence of the library ever called into question. Few of us can imagine an educational institution or a community without a library; but many businesses can and do survive without them. It is incumbent upon the corporate libraries, therefore, to ensure that the corporate library is properly marketed to serve the needs of the company in such a way that it becomes viewed as essential, as opposed to merely desirable. This type of marketing requires a clear understanding of both marketing principles and corporate priorities. It requires some thought to determine how the library may contribute toward meeting these priorities and the marketing which is undertaken must be vigorous and ongoing.

Marketing principles require that one identify and define both the market and the product to be offered. While this may seem obvious in the case of a library, closer examination indicates that it is not. The market may be employees of the company of which the special library is a part; but it may also include suppliers, customers, an industry, or the public at large. In a large company, it may be only certain groups or departments, not the whole company. The product of the library may be the provision of timely information service, but which subjects will be covered? What kind of information? Are there competing suppliers already within the company, such as management information systems or records management? Are there external information suppliers or external libraries which provide service to the company? These and other factors will define or delimit the services needed and offered by the corporate library. In most cases, the corporate library cannot be all things to all people. Neither resources nor management support will permit such an approach. As in most endeavors, it is important for the corporate library to understand and define what it does, and to do it well. This does not preclude a broad range of services or a flexible approach, but it does mean that they should be well conceived and attuned to the needs of the market and the opportunity for success.

A key element in marketing the corporate library is an understanding of how the business person within the company might use the library. In my own experience, I have categorized corporate library usage as follows:

1. Project Work—*involving a distinct beginning and resolution, in which information gathering is often critical to the initial stages.* Project work typically involves the expenditure of significant amounts of time and resources as opposed to more conventional reference work. One example might be the client who has a new assignment and needs some guidance in starting to work on it. Another example might be the creation of a merger and acquisition team which requires large amounts of very specific data to make a decision affecting the future direction of the corporation. Project work offers the potential for significant, immediate impact on the client or corporation and thus is a good tool for marketing the library's services and resources. The earlier the librarian can be involved in the project, the greater the service which can be provided. Ideally, the librarian should be part of the project team and be kept up-to-date on the project's progress, at least through the information gathering phase. The ability to become part of such a team establishes the client relationship between the librarian and the business person and elevates the librarian to a level at which peer interaction may develop. The traditional library/patron relationship is a distinct handicap in the corporate setting and implies a passive rather than active relationship between the library and other departments within the company.

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2. Competitive Intelligence—*involving the gathering, organizing, and disseminating of information on competitive companies to determine their strengths, weaknesses, strategies, present status, and future directions.* Similar in many ways to project work, competitive intelligence usually involves continuing the flow of information to the client, thus developing communication and feedback mechanisms to ensure that information gets to the proper clients and is timely and usable. Competitive intelligence has become a popular buzzword in American corporations during the last few years. Membership in the Society of Competitive Intelligence Professionals has gone from almost nil to several hundred in two years. It is important that competitive intelligence professionals understand the role of library services in meeting some of their needs. Indeed, many corporate libraries direct or work hand-in-hand with the competitive intelligence function. The opportunities for interaction and mutual growth are significant.

A key element in marketing the corporate library is an understanding of how business persons within the company might use the library.

3. Environmental Scanning and Current Awareness—*in which the library assumes responsibility for keeping key clients informed of developments in their areas of interest and responsibility.* In most other libraries, the responsibility for accomplishing this current awareness objective lies with the client. In the corporate library, it may be the responsibility of the librarian to learn the client's interests and to be proactive in providing information to him or her. The use of selective dissemination of information profiles with online data bases is one useful tool to provide this kind of service without its becoming overly labor intensive. As a cautionary note, it must be remembered that the busy executive usually has limited time to read, so the information provided must be concise and targeted.

4. Fact-checking and Reference—*in which the special library acts much like a reference desk in any other library, providing relatively quick answers to specific questions.* This kind of fact-checking is frequently involved in the development of press releases or company publications. As any newspaper library in particular knows, this can be an extensive responsibility requiring rapid response to a high volume of inquiries.

5. Personnel and Management Development—*through which the library's services and resources are available to the client to improve that client's managerial skills and career development.* This is an issue whose importance to the client should not be forgotten by the corporate librarian, who will almost always want to develop friends with bright futures in the corporation. The ability to assist in solving a time management problem or learning the latest thinking on a management technique may be quite important to the client. While the same information may be available from another type of library outside the corporation, the ability to provide it reinforces the idea of the corporate library as a source of one-stop shopping to meet the needs of the business person for work-oriented information.

6. Document Delivery—*through which the library provides access to specific articles, books, or reports, either from its own collection or from external sources.* In the typical corporate setting, this work usually means the establishment of rapid delivery systems, as the corporate client often needs the information quickly or not at all. My own experience shows that, generally, business people need specific documents, and scientific or research and development personnel simply want answers. As a result, there is heightened emphasis on the ability to identify and contact outside experts to obtain answers rather than focusing on documents. While one does not wish to diminish the value of documents, be they internal reports, journals, books, or data bases, it must be remembered that the corporate library's product is within the limitations of its market—information—in whatever form that might take, including the spoken word of an expert in the field. The presence of both an adequate long-distance telephone budget and a solid awareness of the expertise of people within the librarian's own company can be as important in providing information to a client as a reference book or an online data base.

It is the aggressive, proactive library which markets its services and reaps the rewards of that marketing.

Several adjustments in library practice may serve to improve the librarian's ability to market the library in one or more of the above ways. First, the librarian may wish to emphasize services

rather than resources when marketing the special library. Few special libraries are self-service; few clients receive much bibliographic instruction. Rather, the client of the special library may call or inquire for information itself, not just guidance in locating it. The librarian is thus in the role of mediating between the client and the resources. In our library, we often illustrate this point with the admonition that our role is to find the information as quickly and thoroughly as possible, while the client's role is to use it to make decisions.

. . . the librarian may wish to emphasize services rather than resources when marketing the special library.

Secondly, the corporate librarian should be prepared to package the information obtained so that it is as useful as possible to the client. Such packaging may include preparing executive summaries and annotations, highlighting key points or especially pertinent citations, and generally ensuring that the client does not simply receive a pile of data or citations. The transfer of information from corporate librarian to client should be made as convenient and useful as time and resources can permit. If the information is unintelligible to the client, it is useless. Seen in this light, the carefully compiled company dossier is clearly more important than a bibliography of articles on the company.

Third, the corporate librarian should segment the market. That is to say, one must determine which clients can best be served by the library and serve them intensively. Some corporate functions simply need the library function more than others. In general, strategic functions such as executive management, planning, new product development, research and development, and marketing will need the library's services more than tactical departments such as the building office, shipping, or warehousing. As the corporate library itself often falls under tactical functions, it is particularly important that the librarian develop sources of support, as one's own management may have comparatively little need for library services. Unlike the public library, for example, the corporate library is not under a responsibility to serve all people equally. Rather, it has the freedom to segment its market and seek the niches in which it can render the greatest services. Those niches vary from company to company and from time to time.

Finally, the corporate librarian must respond quickly and remain flexible. The current business environment requires that corporations be as adaptable as possible. Organizational structures change, as do the people to whom the library reports, and it is important that the corporate librarian not become too enamored of that which he or she has created or of a particular organizational pattern. While many business people seem not to expect librarians to have it, the characteristic of flexibility is one which modern corporations value highly.

In summary, the marketing of the special library is not simply one of a number of things which the librarian does, such as personnel selection, budgeting, or writing the annual report. Rather, it must be integrated into the entire structure of the library's operation. Brochures, presentations, tours, orientations, office visits, surveys, library committees, and other such techniques are certainly part of marketing the library; but one must recognize that a marketing philosophy really must drive the library's operation. Just as a marketing-driven company integrates that philosophy into all areas of the company, from research and development to manufacturing to personnel, so too must the special librarian allow marketing considerations to develop the library itself, from what services are offered to what resources are bought to what kinds of people are hired to work in the library. The successful company always keeps in mind the wants and needs of its customers—it does not often simply develop a product and then try to figure out who might buy it. One must remember that the special library does not exist to preserve and store information which is not useful to the corporation. However significant the role of archives of learning may be for other libraries, the corporate library must always be aware of the company's needs in order to survive.

Promoting Services in North Carolina Community College LRCs

Nancy C. Rountree

The fifty-eight community colleges in North Carolina differ in many respects. The regions in which they are to be found vary from the mountains to the coast and their settings include urban, suburban, and rural. Student body size ranges from a little over 100 to over 15,000.[1]

Each of these community colleges houses a library, sometimes known in North Carolina as a Learning Resources Center or LRC. These LRCs have much to offer their users. Books, periodicals, microforms and audiovisual materials are available for research and leisure activities. The availability of computers is increasing for personal use and for online searching, as well as for reference sources on CD-ROM or laser disc. Interlibrary services and networking provide additional information beyond that available in one particular library.

The community college LRC serves a non-resident student population involved in programs that vary from auto mechanics to college preparatory. There are also a number of continuing education courses offered, such as sewing, notary public, and aerobics. Many of these are taught on off-campus locations. Students attending these classes may never come to campus. Moreover, unless an assignment is made which involves the use of library materials or facilities, it is possible that some students might complete programs without ever having entered the LRC.

But how does the *user* of the LRC learn of the services offered? Can the *non-user* or those with little previous experience be reached? In consulting the library literature for information on marketing the services of community college LRCs, there was very little to be found. It was possible that the answers to these questions could be discovered by querying the LRCs themselves; therefore, a survey was conducted to determine what marketing activities were occurring in the LRCs in North Carolina. The survey was funded by the Department of Library and Information Science at East Carolina University.

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Methodology

In October, 1986, a questionnaire was used to gather information on how the community colleges in North Carolina made both users and non-users aware of their services. Accompanied by a cover letter to explain the purpose of the survey, a questionnaire was mailed to the head of each of the LRCs. For purposes of this survey, marketing was defined as any effort to reach out to library staff, faculty, administration, students, and members of the community. The questionnaire was short, consisting of the front and back of one sheet. The questions were simple with a variety of possible answers to be checked. Some left space for brief explanations. A comprehensive question was included, containing a list of ways in which services might be advertised, and participants were asked to check as many as applied. At the end of the questionnaire, space was provided for comments.

Results

The rate of return for the questionnaire was excellent. Of the fifty-eight questionnaires, fifty-two (89 percent) were returned. In answer to the comprehensive question listing ways to advertise services, fourteen of the eighteen items were checked over 50 percent of the time. Items which were the two most frequently checked were orientation sessions (94 percent) and distribution of a "new materials" list (90 percent). The latter, however, was distributed mostly to faculty and administration, although some LRCs post copies for students' perusal. Another popular activity was library tours, which were given by 88 percent of the LRCs. In addition, eighty-two percent of the respondents have a new materials shelf or cart, seventy-six percent provide a handbook of services, and seventy-three percent make subject bibliographies available. Suggestion boxes (36 percent) and regular columns in the campus newspaper/newsletter (19 percent) were the least frequently checked items.

The results were broken down by area to see if LRCs in urban areas with larger student bodies

and closer proximity to other libraries have different marketing strategies than LRCs in rural areas or small towns (Table I). An area was defined as rural if the population was under 2,000, small town if the population fell between 2,000 and 10,000, and urban if the population was over 10,000. Orientation sessions were used by 100 percent of the LRCs in rural areas and small towns, but only by 87 percent of the LRCs in urban areas. Urban area LRCs indicate that new material lists were the most popular means of advertising holdings (91% percent). The most noticeable differences were in the handbook of services which had a response rate of 84 percent for rural areas and 86 percent for small towns, while urban areas showed a response rate of only 66 percent. With subject bibliographies, small towns and urban areas rated this 86 percent and 75 percent, respectively, while rural areas had a response rate of only 53 percent. Proximity to other libraries proved to have no bearing on the results.

TABLE I.
Breakdown by Area

	rural area	small town	urban area
orientation sessions	100%	100%	87%
new materials list	84%	93%	91%
library tours	92%	86%	87%
new material shelf/cart	92%	84%	83%
handbook of services	84%	86%	66%
subject bibliographies	53%	86%	75%

A breakdown by student body size (Table II) showed that in LRCs serving student bodies of 2,000-2,999, new material lists were checked most often (100 percent). Orientation sessions, library tours, new material lists, and displays all shared top-ranking (100 percent each) in LRCs serving student populations of 3,000 or more. Orientation sessions were checked more often in LRCs serving student bodies of less than 2,000 (93 percent).

TABLE II.
Breakdown by Student Body Size

	1-999	1,000-1,999	2,000-2,999	3,000+
orientation sessions	93%	93%	92%	100%
new materials list	80%	87%	100%	100%
library tours	80%	87%	84%	100%
new material shelf/cart	80%	75%	92%	87%
handbook of services	73%	81%	84%	62%
subject bibliographies	73%	62%	69%	87%

Another aspect of the survey dealt with marketing to the community. Providing services to community members could help in recruiting new students and could gain benefactors for the LRC as well as for the school. On the other hand, it may be felt that community college LRCs are primarily for the students and faculty, and community service should not interfere with this purpose and should not be actively pursued. When asked, "Do you actively market your library's services to members of the community?", 62 percent checked yes. Even though all of these LRCs are within ten miles of a public library, it was indicated that as members of the community, offering services to community members, whether full or limited, was a part of their duties.

The extent of community services varies from LRC to LRC. One school promoted the availability of audiovisual hardware and software to local business and civic groups at their regular meetings and also hosted various groups in the LRC. This LRC had also provided extended research for several motion pictures that were filmed in the state and had a museum provided by community patrons. Others provided orientation sessions for community groups. Radio, TV and/or local newspapers had a response rate of 53 percent in this category and were used to promote special services that were offered and also to announce hours of operation. One LRC used this medium to advertise its DIALOG service.

Respondents were asked to provide information on other things they were doing that did not appear on the questionnaire. One LRC sent memorandums to faculty about new services, used bookmarks that were placed at the circulation desk and were also placed in books as they were checked out to promote library hours and Polaroid camera availability. They had an art display by a North Carolina artist from the area which attracted people to the LRC. Another conducted information sessions for any teacher who requested them. These sessions focused on the specific subject area of interest to the faculty member. Exhibits at shopping malls were also mentioned.

Respondents were also asked to utilize the comment section of the questionnaire to discuss any aspect of marketing the LRC they wished. Comments received included: "Staff members are trained to offer service, service, service . . ."; "Word of mouth is important. Talking to patrons on campus."; "A friendly smile and a hello to students and faculty as they come through the library en route from one building to another is probably the most effective. All staff and work-study students are permanently pleasant."

Conclusion

Data indicates that LRCs were indeed utilizing various methods to market their services. While some of these methods, such as orientation sessions, were aimed directly at the student user; others, such as the handbook of services, educated not only the student, but the faculty member as well. Still other methods indirectly reached the student through faculty members. For example, once faculty members have become aware of new acquisitions through the "new materials" list, they may suggest supplementary readings or sources for reports, term papers, or speeches to their students.

It was not surprising to find that orientation sessions were used 94 percent of the time. This is a reliable method used by librarians from elementary school through college level. An occasional column by librarians in the campus newspaper/newsletter is a good way to reach out to students who are in programs that do not use the LRC, even though resources for these students exist. This method rated only 61 percent and might be something that more LRCs should consider doing.

It was surprising to see that urban areas and schools with student bodies of 3,000+ were not utilizing a handbook of services. Tables I and II show only 66 percent and 62 percent, respectively, in this category. Since these are used frequently in college and university libraries, the researcher expected the usage to be greater in the larger community colleges as compared with smaller ones; however, this was not the case.

Some good ideas surfaced when participants were asked to name things they were doing that were not mentioned in the questionnaire. The researcher particularly liked the idea of sending memorandums to faculty announcing new services—when the support of our faculty members is gained, it becomes easier to reach students. The fact that there were not many suggestions given was disappointing. The researcher hopes that this suggested a lack of time for elaboration on the respondents' part rather than the lack of unique ideas.

Additional comments centered around the basic foundation of public relations in the LRC—that of making people feel welcome. We can have the latest in technology and a wealth of knowledge at our fingertips, but it is basically useless if people do not feel free to walk through the door to use it.

Marketing is only a small part of the activity of the LRCs of the community colleges in North Carolina, but it is an important part. With the increase in services offered, we should look for the best ways of promoting these services. Time spent on marketing is not wasted if it gains an additional user.

Reference

1. *Peterson's Annual Guide to Undergraduate Study: Two Year Colleges 1986*, Princeton, N.J.: Peterson's Guides, 1985.

Survey

1. This community college is located in a:
___ rural area (under 2,000) ___ urban area (over 10,000)
___ small town (2,000-10,000)
2. Approximate size of the student body:
___ to 999 ___ 2,000-2,999
___ 1,000-1,999 ___ 3000+
3. Approximate number of miles from community college to:
   a. Public library
      ___ within ten
      ___ 10-20
      ___ more than 20
   b. College or university library
      ___ within ten
      ___ 10-20
      ___ more than 20
   c. Other library (please specify) _____
      ___ within ten
      ___ 10-20
      ___ more than 20

4. Do you actively market your library's services to members of the community?
   ___ yes
   ___ no
5. In what ways do you achieve public relations? (please check as many as apply)
   ___ suggestion box
   ___ newsletters
      a. made available to:
         ___ faculty
         ___ students
         ___ staff
         ___ administration
         ___ other (please specify) _____
      b. is distribution through:
         ___ pick up by interested party
         ___ distributed to persons on a list
         ___ mail
         ___ other (please specify) _____
   ___ regular column in campus newspaper/newsletter
   ___ occasional column in campus newspaper/newsletter
   ___ new material shelf or cart
   ___ new material list
      a. distributed to:
         ___ faculty
         ___ students
         ___ administration
         ___ other (please specify) _____
   ___ orientation sessions
      a. for:
         ___ faculty
         ___ students
         ___ other (please specify) _____
   ___ library tours
   ___ slide/tape orientations
      ___ individual
      ___ group
   ___ bulletin boards
   ___ displays
   ___ handbook of services
      ___ for faculty
      ___ for students
   ___ handbook of usage
      ___ for faculty
      ___ for students
   ___ subject bibliographies
   ___ other in-house publications (brochures, pamphlets, etc.)
   ___ literature searches
   ___ staff meetings
   ___ radio, TV, and/or local newspaper (please specify how used)
   ___ other (please specify)

Comments:

A Tool for Measuring Success

Carol Myers

The Public Library of Charlotte and Mecklenburg County included fourteen questions in a telephone survey of Mecklenburg County residents conducted by the Urban Institute of the University of North Carolina at Charlotte in October 1987. The Urban Institute conducts the survey annually, and participants share the costs of the survey and the statistical analysis of the results.

The Public Library of Charlotte has participated in the survey twice, once in 1983 and again in 1987. In 1983, the library's administration wanted to evaluate the local political and social climate prior to placing a $11.2 million dollar bond issue for a new main library and three branches before the voters. In 1987, a $2.3 million dollar bond for a new regional branch in southeast Charlotte was on the November ballot, and the survey provided information on the public's likely response to the bond. The results of the 1987 survey and their usefulness are the focus of this article.

The Urban Institute surveyed and reported the answers of 850 residents of Mecklenburg County to 14 questions the library designed. The full text of the questions and the results are included in the appendix. The results are statistically valid +/- 4 percent at 98 percent confidence level (that is, if the survey were conducted 100 times, the results would fall within the 94 percent to 100 percent range 98 times.) The Urban Institute used a number of techniques to minimize possible skewing, including employing random digit dialing and setting a quota on three-digit telephone number prefixes to insure that persons from all areas of the county were sampled. The library received both the statistical results of the fourteen questions the library included and cross tabulations with other demographic and voter information collected as part of the survey.

Some of the findings of the survey confirmed assumptions and instincts we already had about our patrons and community. We know we are generally well-liked; the question becomes how well-liked? When asked "How important do you feel the library system is to our community?", 84.1 percent found it to be "very important," the strongest measure one could choose. For other questions, our expectations were based more on hope. When asked if respondents would support more government funds being spent to improve library services, 78.9 percent gave a positive answer.

The 118 cross tabulated reports yielded valuable information. From cross tabulations, we found that the Public Library of Charlotte and Mecklenburg County is "very important" to the county's population regardless of age, sex, or race. Not surprisingly, the trend is that those with more years of education are stronger supporters and users of the library. Those with a college education showed the strongest support for providing more funds to improve library services. Responses showed that, as a group, those twenty-five to thirty-four years of age made the highest percentage of visits to the library—five to ten visits a year.

Other figures touched areas that we might not have instinctively known. For example, in comparing the "more funds to improve library services?" question with income range, the highest percentage of agreement was the group reporting a $10,000 - $19,999 annual income, although all income groups agreed by at least 73.2 percent. More blacks support additional funds for improving library service than whites by 87.0 percent to 77.1 percent.

Cross tabulations specific to voter registration information found that, of those registered to vote, 85.3 percent believed the library to be "very important." Further, of those who "always vote," 78.1 percent stated that more government funds should go to the library to improve service. For those with children, the figure goes up to 81.6 percent. A higher number of registered voters use the library than those reporting themselves as not registered.

Several of the figures prompted a closer look. For example, 73.4 percent of the respondents said they used the library within the last year. The figure may be high. Perhaps the "halo effect" was at work here. Did that many respondents actually use the library, or were they giving an answer that

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they felt was the "right" or "best" answer? The wording of that question was wide open, and a more specific question or a follow-up question as to *what* use was made of the library might be more valuable in a future survey.

The library did choose carefully the wording of the question, "Would you be willing to see more government funds spent to improve public library services in Mecklenburg County?" We envisioned a much lower positive response had we asked, "Would you be willing to pay higher local taxes to improve public library services in Mecklenburg County?"

When the results of the phone survey were reviewed, we were cautiously pleased with the respondents' positive attitudes towards the library. The survey indicated that the library's bond would pass based on the 78.9 percent of the respondents who were willing to see more government funding spent on public library services. And the bond did pass handsomely. With a 40 percent voter turnout, 77 percent of those voting voted yes for the $2.9 million library bonds.

Had the survey indicated that the political climate was cloudy or uncertain for the bond, the Friends of the Library, the library board, and/or the bond campaign committee would have had useful information available to address the negatives. Even more importantly, they had the demographic information from the survey to identify those more likely to vote for the library. Then their efforts could (and did) concentrate on reaching those voters who support the library to encourage them to go to the polls and vote. As it was, the survey's report of an apparently bright outlook allowed those advocating the bond to speak confidently and emphasize the benefits of a new regional branch.

Was the survey helpful to us? Was it worth the cost? Did it tell us anything we did not already know? The answer to all three questions is yes. The survey confirmed in valid and believable numbers that the residents of this county were positive about their public library and its services. We believe they still are. The UNCC telephone survey was a valuable tool for pinpointing the public's perception of the library within the prevailing political climate. If the ultimate measure of success for a public library is a high level of public approval, then this telephone survey verified for us the library's success at that one point in time. We do not intend to rest on our laurels. Participation in a future UNCC Urban Institute survey will allow us to measure how well we do.

Survey

1. How important do you feel the library system is to our community? Would you say it is very important, important, somewhat important or not important?

a. Very important	84.1%
b. Important	12.4%
c. Somewhat important	2.9%
d. Not important	0.4%
e. Don't know	0.2%

2. About how far from your home is the nearest public library? Is it less than one mile, 1-2 miles, 3-5 miles or over 5 miles from your home?

a. Less than 1 mile	21.1%
b. 1-2 miles	34.8%
c. 3-5 miles	30.6%
d. Over 5 miles	10.9%
e. Don't know	2.6%

3. Would you be willing to see more government funds spent to improve public library services in Mecklenburg County?

a. Yes	78.9%
b. No	16.0%
c. Don't know	5.1%

4. Have you or any member of your household used any branch of the Mecklenburg Public Library, including the Main Library, in the past year?

a. Yes (ask questions 5-10)	73.4%
b. No (ask questions 11-14)	26.1%
c. Don't know	0.5%

5-9. **(If Yes)** We would like to know the age groups of persons who use the library. Thinking of the ages of yourself and family members who have used the public library in the last year.

(percentages listed for those reporting at least one)

5. How many users are 12 and under?	11.1%
6. How many users are 13-17?	14.1%
7. How many are 18-29?	18.1%
8. How many are 30-50?	20.1%
9. How many are over age 50?	7.1%

10. Please estimate the total number of library visits or calls made by yourself and household members in the past year. Would you say the number is less than 5, 5-10, 11-20, or over 20?

a. Less than 5	21.5%
b. 5-10	30.8%
c. 11-20	22.4%
d. Over 20	24.5%
e. Don't know	0.8%

11. **(If no one has used the library)** Do you agree or disagree with the following statement:

11. Library branches are too far from my home

a. Agree	18.1%
b. Disagree	75.7%
c. Don't know	6.2%

12. Library hours are not convenient

a. Agree	12.8%
b. Disagree	70.8%
c. Don't know	16.4%

13. I don't know where library branches are located

a. Agree	14.6%
b. Disagree	79.2%
c. Don't know	6.2%

14. I'm too busy to go to the library

a. Agree	43.4%
b. Disagree	50.4%
c. Don't know	6.2%

Serving Older Adults in North Carolina Public Libraries: A Survey

Diane G. Thompson

Older adults have particular challenges in the aging process characteristic of their age group. These may include coping with role loss, reduced income, declining health, social isolation, and the negative attitude of society towards aging. In addition many older adults have the added burden of becoming mentally or physically disabled.

Information can play a vital role in helping the older adult understand and cope with these challenges. In a study of reading interests and activity of older adults, Elizabeth Grubb concluded that those adults who are active readers have a variety of interests and have an easier time adjusting to the problems of old age. Another conclusion she made (after comparing reading interests of older adults with younger adults) was that "reading interests and activity of older adults are distinct enough to call special attention by public libraries with regard to staffing, to budgeting, and to programming."†*

The purpose of the present study is to provide information about older adults which can aid library administrators in North Carolina to evaluate current services, and to plan for future programs and services. This document, although not exhaustive, seeks to supply information about types of library services and programs currently available to older adults and reasons why certain libraries in the state find success in their programming for older adult patrons.

*Elizabeth Grubb, "Reading Interests and Activity of Older Adults and Their Sense of Life Satisfaction" (Ph.D. Dissertation, North Texas State University, 1982).

†Ibid.

Survey Scope

The present survey is limited to the 108 public library systems in North Carolina listed in the *Statistics and Directory of North Carolina Public Libraries, July 1, 1984 - June 30, 1985.* This includes fifteen regional libraries, fifty-one county libraries, forty-one municipal libraries and one Indian reservation library.

The services and programs listed in the survey include: 1. those offered by public libraries in the *1971 National Survey of Library Services to the Aging* for the Cleveland Public Library;[1] 2. those found by a comprehensive inventory of *Services for the Elderly in the Illinois Public Libraries* (1980) (published in 1981);[2] and 3. programs and services identified by Betty J. Turock's study of *Public Library Services for the Aging in the Eighties.*[3]

Services and programs are limited to those provided directly for older adults and do not include regular or routine services such as general circulation and reference services. Excluded, also, are book lists concerned with or specifically for older adults.

The Literature

Betty Turock finds that most of the literature on older adult services in the public libraries is limited to descriptions of isolated programs and is not integrated. To clarify she says, "if they (services) were more widespread they would be reported as aggregates, not through specific site descriptions and through statistical compilations not single cases."[4]

This paper will summarize results of two major surveys influencing choices of services/programs for inclusion in the present survey, and describe local examples of those services/programs. The two major surveys are the *1971 National Survey of Libraries to the Aging,*[5] and *Services for the Elderly in the Illinois Public Libraries, 1981.*[6]

1971 National Survey

The purpose of the *1971 National Survey of Library Services to the Aging* was "to determine the scope of library services rendered to persons over sixty-five by public libraries and libraries at state and federal institutions."[7] The study emphasized public library service. Three hundred and ninety libraries that appeared to offer exemplary services to the aging were chosen.[8] From the data gathered by questionnaire, (of the 244 libraries that responded, 211 reported offer-

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ing services to older adults), three broad categories of services were documented: 1) *extension services* including books by mail, bookmobiles, personal home or bedside delivery, deposit collections in service centers, nursing homes, and apartments for the aging; 2) *group programs* sponsored by the library (held in the library or alternative places such as nutrition sites, service centers, drop-in centers, homes for the aging; and 3) *special materials and equipment* for the handicapped (talking books and large print items).[9]

The survey documented that extension services, largely delivery to the impaired aging, accounted for about 66 percent of services rendered; group programs about 20 percent of the services; and special material about 12 percent.[10] These results show that the majority of services offered were largely outreach to impaired older adults.

. . . those adults who are active readers have a variety of interests and have an easier time adjusting to the problems of old age.

1981 Illinois Survey

A task force of the Illinois State Library undertook in 1980, a survey of *Services for the Elderly in Illinois Public Libraries.* When compared with the libraries chosen in the 1971 survey, the following may be noted:

1) The Illinois study addressed all public libraries in the state as opposed to the nationwide study of 1971 which chose only exemplary public libraries. Because of this, almost all of the public libraries responding to the 1971 Survey could report some servces to older adults while only thirty-seven percent of Illinois libraries reported services.

2) The Illinois study defined "older adults," 60+; the 1971 Survey, 65+ "Just how significant this difference is would be hard to measure exactly, but it is generally agreed that library use declines with age."[11]

3) Categories of services derived from data differed. However, some means of comparison was possible.[12]

The following statement by Casey is important. "The Illinois survey accomplishes in-depth for the public libraries in one important state what an update of the 1971 survey might have done for all American public libraries."[13] There is presently no national update of the 1971 Survey. Further she says, "although one cannot assume that all states are as enlightened as Illinois about library services to the aging, ... the 1981 study may at least point the direction which public libraries are taking in service ..." to older adults.[14]

Comparison of Services in 1971 and 1981 Surveys

Casey has attempted to match services from the 1971 survey to the 1981 survey.[15] She includes the three categories of service of the 1971 Survey together with estimated percentages of responding libraries providing these services. Individual services provided by the 1981 Illinois Survey are given with percentages of libraries responding. Some services of the 1981 survey could be compared with the three categories of the 1971 survey, while others required a category of their own, "Activities Not Categorized in National Survey."[16] This category adds services for consideration for the present study and leads to a more indepth analysis of older adult services in North Carolina. Further, the addition of this category shows that services to older adults are multiplying. Casey says that, in Illinois, special services to older adults grew from 40 libraries (identified by the 1971 Survey) to 219 libraries (in the 1981 Survey). In 1971 an estimated 3 percent of American public libraries were providing extension services. However, this percentage appears to have increased greatly. In the 1981 Survey, 66 percent of the libraries were offering homebound service. Group programs grew from an estimated 2 percent of American public libraries (1971) to almost 50 percent of Illinois libraries (1981).[17] Casey emphasizes the provision of information and referral, and consumer and health education programs as widespread in Illinois libraries by 1981, although these were not included in the 1971 study.[18]

Casey surmises that, because of the increase in the number of services, public libraries today are more aware of the information needs of the aging.[19] Nevertheless, more awareness is necessary. That is, "a substantial majority of Illinois libraries are not fully aware of their elderly population, are not cognizant of the network of agencies providing services for the aged, are not providing innovative programming for the elderly, are not fully utilizing the various media to promote, inform and attract this group."[20]

Illinois is a progressive state that Casey describes as being more enlightened than other states[21] regarding library services to older adults. If this is indeed true, how many and what types of services can be expected from other enlightened states such as North Carolina! That is, what per-

centage of public libraries in North Carolina will offer the various services? The present study seeks to address these questions.

Site Descriptions

Betty J. Turock's study of *Public Library Services for Aging in the Eighties*[22] lends significance to services chosen for the present study. She determines that since the 1971 survey, "new programs have developed to serve older adults which are responsive to their needs ... ."[23] Her study concentrated on collecting examples of library services. By collecting these, she sought to illuminate the character of a given service and, thus, to provide a framework from which "to design new directions for library services for the aging in the emerging decade."[24] Her citings of specific situations will be included within the context of describing "Services/Programs/Activities" and will lend significance to the importance of providing such services.

Services/Programs/Activities

Services/Programs/Activities to older adults will be discussed categorically: those listed by 1. the 1971 National Survey include, a. *Extension*, b. *Group Programs*, c. *Special Materials;* 2. those *Activities Not Categorized in the 1971 National Survey but Included in the 1981 Illinois Survey;* and 3. *Other Services* of notable importance, taken largely from Betty Turock's 1981 study. Included in this last category are services listed by Celia Hales[25] and Stephen Jefferies.[26]

Extension Services

Extension Services may be defined as those services initiated within the library but taken outside the library to people who are unable to come to the library for reasons such as lack of transportation, poor health, and physical disabilities; and institutions that serve older adults at locations not in the library itself (churches, senior centers, etc.).

The importance of these services should not be underestimated. Wendy Robinson notes that older adults tend to be physically and psychologically isolated from society.[27] Isolation can cause feelings of rejection.[28]

Extension services can play a major role in combating isolation and feelings of rejection by keeping the older adult in touch with the world. The Adriance Memorial Library in Poughkeepsie, New York supplies materials via station wagon to shut-ins, nursing homes, drop-in centers, government sponsored meal sites, private homes, and residential housing units.[29] Materials include regular and large print books, magazines, music and spoken word recordings, framed art prints, and films.[30] Other programs include deposit collections, books-by-mail, and transportation to carry older adults to the library for programs and activities. Today some libraries provide bookmobiles with hydraulic lifts to bring persons in wheel chairs into the truck to view films and borrow materials.[31]

Group Programs

Group Programs may be defined as library programs designed to reach large groups of older adults at one time, rather than serving a single individual (e.g. bedside service). The advantage of group programming is that it provides an effective way to meet information and entertainment needs,[32] while being cost effective.[33] Further, it alleviates the need for the older adult to "ask" for information. "Asking" is often interpreted by the older person to mean "dependency."[34]

One of the most innovative programming techniques was developed by the Baltimore County Public Library (BCPL). Prepackaged programs of professionally produced films and slide shows are grouped into specific programs of interest to older adults.[35] Accompanying the films and slides is the manual, *Gray and Growing*, with step-by-step guidelines for optional scripts, discussion questions, activities, and resources.[36] Examples of programs include: crime prevention, health, gray conciousness, nutrition, remembering past events, art, crafts, and sexuality.[37] Recently *Generations*, which highlights news and events of the the BPCL's community, was introduced.[38]

Other group programs include preretirement programming,[39] book talks, book reviews, storytelling, music appreciation, poetry and creative writing, drama, religious programs, games, and bus trips.[40]

. . . the majority of services offered was largely outreach to impaired older adults.

Special Materials

Special Materials are primarily directed to the impaired older adult. Many reasons exist for providing services to the impaired. Public Law 89-522 says that the National Library Services users "should have access to the same books and information made available to the non-handicapped."[41]

The National Library Service (NLS), through 56 regional and 102 subregional libraries, sends

materials to public libraries. For example, the Greensboro (North Carolina) Public Library receives a deposit collection of talking books (cassettes and flexible disks) from the North Carolina Regional Library for the Blind and Physically Handicapped in Raleigh, which in turn received materials from the National Library Service.

Interagency cooperation is most important in meeting the comprehensive needs of the older adult.

In addition to those services provided by NLS, Greensboro Public Library purchases large print books and magazines, provides replacement equipment to patrons while their machines (cassette or record player) are being sent to Raleigh for repair, and maintains a vertical file of information on problems of blindness available for blind patrons and their families. Large print items are also sent with the general circulating materials to the homebound.

Some libraries, like Baltimore's Enoch Pratt Free Library, provide more in-depth service. A specially-equipped center for the visually and hearing impaired includes a Kurzweil Reading machine, a telephone/teletypewriter unit, and a Visualtek device which magnifies items.[42] *Radio Reading* programs are popular in Seattle, Washington. One program is *Food Facts* which presents lists of grocery advertisements of the best buys for the week.[43]

Activities Not Categorized in the 1971 National Survey but Included in the 1981 Illinois Survey

The most pertinent activities from the 1981 list of services for the present study are: Information and referral; adult basic education; and oral history programs.

Information and Referral

Information and referral is defined by Childers as "facilitating the link between a person with a need and the service, activity, information or advice outside the library which can meet the need."[44] The present writer interprets this to mean that public libraries cannot provide "all" information. Thus, in keeping with its philosophy of "service to all," the public library must tap other sources (agencies, organizations, etc.) in order to adequately serve its older adult patrons when local sources are lacking.

Information and referral was mandated by law in the 1973 Amendment to the Older Americans Act to help older adults through a maze of agencies. That is, due to the numerous agencies that serve older adults, information and referral services provided by the public library can direct an older adult to the "source" that could most probably meet his needs. The Older Adult Act calls this "convenient access."[45] An example is the Forsyth County (North Carolina) Library System that offers information and referral to link older adults to educational sources on topics like travel and death. Maryland's public library systems provide information and referral related to part-time jobs, business and restaurants offering senior citizen discounts, tax advice, health care, and lists of local recreational opportunities.[46]

Online information and referral is provided by some public libraries. Turock says that, while online data bases cannot provide interpretation (helpfulness of human interaction with the librarian), they can provide a regular update of services and a broad information file for dissemination. Online services at Monroe County (New York) Library System provide directory of human servies.[47] Because of online services, Hale encourages the public library to serve as a single access point for cooperating agencies. The older adult can make one request at the library, and the computer will identify all programs and services available for a given older adult's needs.[48]

Oral History

Oral or spoken words are valuable when researching the history of a town or area. An older adult who lived through a certain time period can provide first-hand knowledge otherwise unavailable. Joint ventures of younger generations with older adults can help break stereotyping and show the older adults as viable resources to the community. Hale suggests interviewing the older adult.[49] Certainly the younger generation could accomplish this. Taping the interview for an oral history collection could preserve information for others.

Adult Education

Adult education is the second pertinent activity from the 1981 Illinois Survey. In order to remain a viable resource to society, the older

The library profession is not adequately training librarians in the aging process and its problems.

adult must have the opportunity to sharpen old skills and develop new ones.[50] Whether the older adult chooses formal education through a local college, university, or community college, or whether he/she chooses the informal route of self-education, the public library should be available to help. Through information and referral service, the public library can play an important role in advising and referring the older adult to the appropriate educational institution. Conversely, the public librarian and the older adult can jointly plan a self-paced experience via public library programs and resources.

Whether learned formally or informally, certain areas of notable importance should be included in older adult education. Stephen Jeffries describes some areas of need:[51]

1. *Financial education* is needed to deal with the unexpected drop in income at the time of retirement. Incomes can drop as much as fifty percent and continue in a downward slope as the years pass. While income drops, inflation rises, especially in the areas of food, housing, medical care and transportation.[52]
2. *Work and Retirement.* The older adult must be prepared for the fact that retirement "marks the end of ... a relationship between the kind of work an individual does and the kind of lifestyle and livelihood he enjoys."[53] Preretirement education can help ease the change to a potentially lower standard of living.
3. *Health.* Many older adults experience a decline in health and, consequently, a limiting of physical activities. Costs of medical care go up as the individual grows older. Common chronic illnesses afflicting the older adult include arthritis, rheumatism, heart disease, high blood pressure, asthma, hay fever, diabetes, chronic bronchitis, and ulcers.[54] Education about health problems can help the older adult understand and cope with them.
4. *Nutrition.* As a class, older adults do not eat well. Reasons for not eating well include poverty, physical and mental illness, isolation (meals are associated with social activities), physical disabilities, immobility and lack of transportation to get to the proper foods.[55] Knowledge of nutritional needs may help the older adult seek transportation to grocery stores or to seek such services as Meals on Wheels or meals at senior centers (the latter providing a social atmosphere).
5. *Consumer Fraud.* Older adults should be educated to protect themselves from such scams as phony medicine hustlers, land swindlers, dubious home improvement schemes, "cures" for arthritis, and the selection of faulty hearing aids.[56]

To conclude, educating the older adult is important. Knowledge of the aging process and its challenges can keep the older adult viable to the community. That is, if the older adult knows what is happening within himself (physically, mentally,) and outside himself (the community), he can be better prepared to meet the challenges of aging. Educating the older adult can help in producing a happier, more satisfied individual with a better self-concept.[57]

Examples of formal educational programs for older adults include: 1) the *Fromm Institute for Lifelong Learning*, affiliated with the University of San Francisco, which provides opportunities to individuals fifty years and older to pursue academic work in the humanities and liberal arts: 2) the *Institute for Retired Persons* of the New School in New York City, which uses retired teachers, lawyers, and doctors to conduct their own programs; and, 3) the *Elder-Hostel*, a network of over five hundred institutions in the United States and Europe, offering low-cost, short-term residential academic programs for older adults who are at least sixty years old.[58] Programs such as these could be provided through information and referral services from the public library. Self-paced programs offered by the public library can include advice from the librarian about various activities for inclusion. Examples have already been mentioned such as the *Gray and Growing* program provided by the Baltimore County Public Library.[59]

Gerontological concepts within library literature are in a stage of infancy.

Other Services

The final category of services for inclusion in the present survey is "Other Services." While they are largely derived from the work of Betty Turock *(Public Library Services in the Eighties)*,[60] other services, notably those from Turock's studies in *Serving the Older Adult*, studies by Celia Hales, and Stephen Jeffries will be included as well. These services are: bibliotherapy, inter-agency cooperation, intergenerational activities, education for service providers, career and employment information service, services to ethnic groups, and removal of architectural barriers.

Bibliotherapy. Rhea Rubin defines bibliotherapy as "a program of activity based on the interactive process of media and the people who experience it. In bibliotherapy print or nonprint material, either imaginative or informational, is

experienced and discussed with the aid of a facilitator. Its goal is either insight into normal development or changes in emotionally disturbed behavior."[61] Within the public library, the librarian may lead group discussions around the problems of aging which can lend insight into what is "normal behavior" for elders.[62] If a patron is emotionally disturbed, the librarian contributes as part of a clinical team of therapists and other mental health workers in hope of changing the "disturbed behavior."[63] The Santa Clara County (California) Public Library provides bibliotherapy services as an outreach service to older adults in convalescent hospitals.[64]

Interagency Cooperation. According to John Balkema, interagency cooperation includes two major components: coordinated service delivery systems and liaison between agencies to develop and run programs. Coordinated service delivery "is a network of community agencies and organizations linked together so that individuals, using the agency of their choice, will receive any needed guidance and help in finding and choosing appropriate services in the community ... to meet the spectrum of their personal needs."[65] The goal of coordinated services is to look at the older adult as a whole person with a variety of needs that interconnect. One example is the coordinated services of public libraries and senior centers. "Center literature and publicity are disseminated from the library and the library serves both the needs of the center's patrons and the professional information needs of the staff."[66]

In regard to liaison and developing programs, "the public library may be a resource for programs to other agencies; it may develop programs using resources of other agencies; or it may collaborate with other agencies to develop and operate programs in liaison."[67] One example of the latter is the Daniel Boone Regional Library in Columbia, Missouri, which became the advisor to an information and referral service set up by the Council on Aging.[68] The library advised the agency on how to locate service agencies, the type of information needed from these agencies, and the organization of information for ease of access.[69]

Another example of liaison and cooperative programming is the BRAVO program, "Bringing Reading to the Aging through Volunteer Outreach," in Williamsport, Pennsylvania. More than fifty volunteers are mobilized to provide services, including library services, to over three hundred homebound individuals.[70] The service is publicized through librarians accompanying home delivered meal programs to talk to potential patrons about the integrated service programs, and through advertisements on radio, newspaper, billboards, window displays, and civic events.[71] In Brooklyn, New York, the Public Library's project SAGE (Services to the Aging) is part of the city's coordinated delivery system. Books and other materials are delivered through "the Friendly Visitor" and "Meals on Wheels" programs.[72] Interagency cooperation is most important in meeting the comprehensive needs of the older adult. No one agency can do it all. Good relationships between cooperating agencies is essential in order to provide adequate services and programs for the elderly.

Intergenerational Activities. Intergenerational activities are those activities performed when various age groups act together. In the case of the older adult, programs utilizing their services can help promote these individuals as viable resources to the community. One example is found in the Newton (Kansas) Public Library where the older adult is used as an expert resource person for children's interest groups, mother's discussion seminars, adult literature programs, and puppet making.[73] In helping to promote "aging awareness" by youth, a mock trial on the statute requiring registration of eighteen and nineteen year olds was sponsored by VISTAS (Volunteers in Service to Area Seniors) in the Birmingham-Bloomfield library system in Michigan.[74] The jury was composed of high school students and retirees.[74]

Education for Service Providers. The library profession is not adequately training librarians in the aging process and its problems. Turock cities studies by Kanner and Ferstl. The former gave "a continued indictment of the failure of the library profession to adequately absorb and integrate gerontological (aging process) knowledge into service provision."[75] Gerontological concepts within library literature are in a stage of infancy. Because of the lack of combining gerontology and library training, the stereotyping of older adults remains a distinctive problem. According to Ferstl, librarians are no different from the general American public in stereotyping older adults.[76] Education of service providers needs more attention in the eighties.

Career and Employment Information Service. Career and Employment Information Service is important in providing the older adult with the opportunity to seek the means to a second or even third career. With inflation rising, especially in the costs of health care, food, and transportation, the older adult may need additional income above his retirement monies. Besides increased income, there are other positive benefits of being

employed at an elderly age. These include companionship, gratification, enjoyment, and a sense of value.[76]

An example of career and employment service is a successful network of Job Information Centers (JIC) in New York State. Located in twenty-two library systems, the network provides basic services such as supplying the libraries with computerized daily job listings on microfilm.[77] The libraries in turn, according to local conditions, post job listings from private agencies and display classified advertisements from local newspapers.

Services to Ethnic Groups. Turock says that programs are targeted to ethnics as an overall group. In attendance, however, the groups often include older adults.[78] Through these programs, older ethnic adults have access to bilingual programs and services and to outreach programs emphasizing information, education, survival skills, cultural pride, and communication opportunities.[79] It is important to remember that these individuals have a double challenge. They have to deal with the aging process, and they have to deal with problems in an English speaking environment (language barrier). Especially important to these adults is the maintenance of ties with their own cultures and countries. The Asian Community Library in California has a bilingual project for its ethnic population. Within the project, bilingual books, magazines, and films become special to its older adults in preserving these ties.[80] Other examples of library service include large print cards with phone numbers of community services (for a Spanish speaking population in Texas),[81] and the provision of skilled translators and interpretors.[82]

Removal of Architectural Barriers. The last area of the "Other Services," category is concern for architectural barriers which have the potential to limit or prevent physical access to the library building itself by older adults, especially the impaired. Turock says, "while legislation has mandated attention to removing architectural barriers in public buildings, lack of funds has limited all but recently constructed libraries and a handful of others from fulfilling that mandate."[83] There are some libraries that do offer special help. Turock cites the Montgomery (Alabama) Library which provides sliding doors, rounded corners, and furniture tested for safety.[84] She also mentions the need for ramps, elevators, automatic doors and specially designed restroom facilities.[85]

Summary of Literature

Betty Turock says that there is an "absence of comparable current data on the status of service" when studying the needs of older adults. Data consists of isolated site cases. While progress has been made in the number of services offered, (since the 1971 and 1981 surveys), the services are not widespread. Further, she says, the library profession has failed to adequately absorb gerontological knowledge into librarianship. Knowledge of the aging process can aid in breaking down the stereotyping of older adults, and can promote these adults as viable resources to the community. Turock does believe that public libraries are headed in the right direction. That is, they are beginning to use older adults as resources. Further, libraries are beginning to provide older adults with information, programs, and materials necessary to keep them in the "mainstream" of life.

Casey says that even with the increase in the total number of services, a substantial majority of libraries (in the case of the Illinois Survey) are not fully aware of their elderly population; and agencies providing services to older adults do not provide innovative programming, and do not fully utilize media to advertise their services. It is the intent of the present survey to provide information on services to older adults in North Carolina in the hope that library directors will provide innovative programs for this needy patron class.

Services Offered by North Carolina Public Libraries

As noted above, Casey felt that the 1981 Illinois Survey accomplished in-depth for one state what an update of the 1971 National Survey might have accomplished.[87] That is, the Illinois survey showed a significant increase in services to older adults since the 1971 survey. The present survey will serve to reinforce this observation of increased services in North Carolina (1986).

Of the 108 public libraries surveyed in the state of North Carolina, 93 or 86 percent provide services to older adults. Although this figure represents multiple responses per library, it is representative of the fact that a majority of public libraries participate in providing services to their elderly clientele.

Table 1 lists in order services that are most frequently offered and those least offered to older adults in North Carolina public libraries. Only five services received responses from over half of the libraries. Four of these, large print books, ramps, bookmobile service, and talking books, appear to address impaired older adults. One may consider a similar situation noted by Casey, that extension services of the 1971 National Survey generally

TABLE 1
Percentage of Libraries in North Carolina State Providing Service

Service Provided	% of Libraries Providing Service
Large print books	95%
Community agencies files	66%
Ramps	59%
Bookmobile service	59%
Talking books	56%
Library sponsored visits to nursing homes, etc.	49%
Genealogy searches	47%
I & R to other agencies offering informational courses	47%
Home delivery service	43%
Storytelling	43%
Job Listings	41%
Newspaper advertising of services	40%
Rooms with climate control mechanisms	35%
Nursing homes (coordinated service delivery)	32%
Deposit collections	30%
Community activities files	29%
Senior citizen clubs (coordinated service delivery)	28%
I & R to universities/colleges offering formal courses	26%
Other programs	22%
Provide educational opportunities for staff on OA needs	22%
Craft programs	20%
Prepackaged programs of films, slide shows, etc.	20%
Nutritional programs (coordinated service delivery)	20%
Booktalks	18%
Meeting rooms with high intensity lighting	18%
Books by mail	16%
Music programs	16%
Financial programs	16%
OA participation in planning services	16%
Council on Aging (coordinated service delivery)	15%
Survey OA patrons for their preferences in services	15%
"How to use the library" programs	14%
Funding agencies files for OA services	14%
Current events programs	13%
GED programs (educational)	13%
How often OA were surveyed for preferences	13%
Intergenerational programming	11%
Oral history programs	11%
Consumer education programs	11%
Poetry and Creative Writing programs	10%
Other extension services	10%
Special telecommunications devices for the deaf	10%
Travelogues	9%
Other ways of advertising	9%
Health programs	8%
Nutritional education programs	8%
Advisory service	8%
Large print items in a foreign language	6%
Bibliotherapy	6%
Other OA educational opportunities	5%
Other facilities	5%
Aging process (gerontology) programs	4%
Translators/interpretors for OA in special ethnic groups	4%
Drama programs	3%
Other Career and Employment Information for OA's	3%
Other services for OA's in special ethnic groups	3%
Other coordinated service delivery with other agencies	3%
Transportation for OA's to the library	2%
Religious programs	2%
Games	2%
Work and retirement programs	2%
Other files	2%
Radio reading programs	1%

addressed the impaired[88] and that, in fact, two-thirds of the responding libraries in both the 1971 and 1981 studies emphasized extension to the homebound or to institutionalized older adults.[89] Based on the above services, it appears that North Carolina public libraries are following the same trend.

By integrating extension and special materials one may see that, of the top four services to the impaired, homebound/institutionalized, large print books, talking books, and bookmobile services are generally provided by all sizes of public libraries in North Carolina (Table 2 and Table 3). To be more specific, over half of all public libraries offer large print books, and over half of the large and medium libraries offer talking books and bookmobile service. All libraries have access to free service to the National Library Service for the Blind and Physically Handicapped (Library of Congress) via the State Library in Raleigh. This may account for the fact that even small libraries with limited operating funds and staff are able to provide large print books and talking books to their elderly. It is also notable that the small libraries can provide at least some bookmobile service.

Indeed, from the above information, North Carolina is following the trend noted in the previous surveys in emphasizing extension service to the impaired. The importance of emphasizing this service is that many impaired elderly may not potentially become as physically and psychologically removed from society. In extension areas not integrated with special materials, North Carolina (1986) is actually offering more services than Illinois in 1981.[90] This shows that libraries, at least in North Carolina, are beginning to become more aware of older adult needs in the area of extension. Special materials, (e.g., talking books and large print books) not integrated with extension, are generally well represented in the 1971 National Survey (2.8 percent of all U.S. libraries, Appendix B). Among North Carolina public libraries not integrating extension service, large libraries provided over half the services in most areas of special materials. Medium and small

TABLE 2
Number of Libraries Providing Various Extension Services, Cross Analyzed by the Library's Size

Extension Service	Small Libraries		Medium Libraries		Large Libraries		Total Libraries	
	No.	(%)	No.	(%)	No.	(%)	No.	(%)
	40	(43%)	21	(23%)	31	(33%)	93	(86%)
Bookmobile service	12	(30%)	16	(76%)	26	(84%)	55	(59%)
Library sponsored visits to nursing homes	9	(23%)	13	(62%)	23	(74%)	46	(49%)
Home delivery service	10	(25%)	9	(43%)	21	(68%)	40	(43%)
Deposit Collections	7	(18%)	10	(48%)	10	(32%)	28	(30%)
Books by mail	3	(8%)	3	(14%)	9	(29%)	15	(16%)
Other library extension services such as: house to house visits: programming in nursing homes: visits to hospitals: films at location	2	(5%)	1	(5%)	6	(19%)	9	(10%)
Transportation for older adults to the library	2	(5%)	0	(0%)	0	(0%)	2	(2%)
Coordinated service delivery with other agencies such as:								
Nursing homes	8	(20%)	8	(38%)	13	(42%)	30	(32%)
Senior citizen clubs/centers	8	(20%)	5	(24%)	13	(42%)	26	(28%)
Nutrition programs	3	(8%)	4	(19%)	10	(32%)	18	(19%)
Council on Aging	2	5%)	1	(5%)	11	(35%)	14	(15%)
Other service delivery such as: adult day care: cooperation with the department of social services	1	(3%)	0	(0%)	2	(6%)	3	(3%)

libraries did, however, provide some service (Table 3).

An area of need is in the realm of programs for older adults. Programming for the elderly is important in order to reach more adequately a large number of individuals, thereby providing them with one way of integrating themselves socially. Entertainment and informational needs can be met in a supported communal atmosphere, thus aiding the fight against feelings of isolation and rejection that often come with older adult living.

Of the three surveys, none indicated that over half of their libraries provided programming services. This may indicate that over half of their libraries provided programming services. This may indicate the need for improving services. Casey, however, does see a growing trend in increasing service. She said that "group programs offered in 1971 by two percent of all U.S. public libraries were provided by almost fifty percent of Illinois libraries in 1981."[91] North Carolina (forty-three percent) statistics remain consistent with Illinois'. Furthermore, because North Carolina has maintained this consistency, growth in providing programming has not significantly diminished since 1981 (Table 4).

"Activities Not Categorized in National Survey" category in the 1981 Illinois Survey was a potpourri of services offered in that state. Appendix B includes a variety of new services not given in the 1971 study, an indication of new interests in services to older adults. Although the present study does not match this category item for item (Tables 5-10), general trends can be evaluated and lend credence to the statement that North Carolina has continued the trend of becoming more aware of older adult needs in varied services than the previous surveys.

Information and referral (I&R) services, unlike the 1971 study, were present in both the Illinois and North Carolina surveys. I&R is important in helping older adults through a maze of organizations/agencies in order to effectively put the elderly in contact with resources the library itself does not provide. Illinois reported a thirty-nine percent response for its category of I&R. The North Carolina study, (Table 5), divided this category into: 1) Career and Employment (the greatest response to a service in this area by the state, 42 percent); 2) Adult education (the greatest response to a service in this area by the state, 47 percent); and 3) Files of various community items (the greatest response to a service by the state, 66 percent). Although the categories cannot be compared exactly between the 1981 and 1986 surveys, it can be stated generally that North Carolina is providing more I&R services.

Regarding library sizes in North Carolina, the larger the library, (especially those with more operating expenses and staff), the more I&R services were offered. Conversely, the small libraries with limited funding and staff provided less service.

Service to older adults in special ethnic groups is a new survey category in 1986 and was recognized as important in retaining ethnic ties with each individual's culture and country.[92]

TABLE 3
Number of Libraries Providing Various Special Materials, Cross Analyzed by Library's Size

Special Materials and Equipment	Small Libraries		Medium Libraries		Large Libraries		Total Libraries	
	No.	(%)	No.	(%)	No.	(%)	No.	(%)
	40	(43%)	21	(23%)	31	(33%)	93	(86%)
Large print	35	(88%)	21	(100%)	31	(100%)	88	(95%)
Talking books	14	(35%)	15	(71%)	23	(74%)	52	(56%)
Genealogy searches	16	(40%)	7	(33%)	21	(68%)	44	(47%)
Other special materials and equipment such as: circulating collection of hearing assistive devices; information on special materials offered by the State; enlarging machines; table top magnifiers	3	(8%)	6	(29%)	2	(6%)	11	(12%)
Special telecommunication devices for the deaf	0	(0%)	2	(10%)	7	(23%)	9	(10%)

Although service was provided by less than half of the North Carolina libraries, the presence of some services indicates a beginning awareness of the need to serve this class of older adults (Table 6). That is, all sizes of libraries are providing a little service to older adults in ethnic groups, and from the comments given, some libraries are taking advantage of the North Carolina Foreign Language Center at the Cumberland County Public Library and Information Center in Fayetteville to serve their patrons. The large libraries with better funding and staff provide the most service to older adult ethnics.

Another new service, bibliotherapy, is helpful in treating emotionally disturbed older adults. Table 7 indicates a beginning awareness of interest in this area. A few libraries of all sizes in North Carolina were represented as providing bibliotherapy service; the large libraries provided the most.

Facilities was a new category (Table 8). All North Carolina public libraries excelled in providing ramps (over 53 percent). Over half of the large libraries provided rooms with climate control mechanisms, and generally provided more facilities than the medium and small libraries.

TABLE 4
Number of Libraries Providing Various Programs, Cross Analyzed by the Library's Size

Programs	Small Libraries		Medium Libraries		Large Libraries		Total Libraries	
	No.	(%)	No.	(%)	No.	(%)	No.	(%)
	40	(43%)	21	(23%)	31	(33%)	93	(86%)
Storytelling	16	(40%)	10	(48%)	13	(42%)	40	(43%)
Other programs such as: films (in house and at remote locations): book discussion groups; summer and seasonal entertainment programs: slide shows; story hour (meet the author); cultural enrichment programs; aerobic class; teas sponsored by Friends of the library	6	(15%)	5	(24%)	9	(29%)	20	(22%)
Craft programs	5	(13%)	3	(14%)	10	(32%)	19	(20%)
Booktalks	1	(3%)	4	(19%)	12	(39%)	17	(18%)
Music programs	4	(10%)	3	(14%)	8	(26%)	15	(16%)
"How to use the library" programs	3	(8%)	4	(19%)	6	(19%)	13	(14%)
Current events programs	2	(5%)	3	(14%)	7	(23%)	12	(13%)
Intergenerational programs	4	(10%)	0	(0%)	6	(19%)	10	(11%)
Oral history programs	1	(3%)	1	(5%)	8	(26%)	10	(11%)
Poetry and creative writing programs	0	(0%)	5	(24%)	4	(13%)	9	(10%)
	Small Libraries		Medium Libraries		Large Libraries		Total Libraries	
	No.	(%)	No.	(%)	No.	(%)	No.	(%)
Travelogues	0	(0%)	5	(24%)	3	(10%)	8	(9%)
Drama programs	0	(0%)	0	(0%)	3	(10%)	3	(3%)
Religious programs	1	(3%)	0	(0%)	1	(3%)	2	(2%)
Games	2	(5%)	0	(0%)	0	(0%)	2	(2%)
Prepackaged programs of films, slide shows, discussion questions, activities and resources on particular topics of interest to older adults	4	(10%)	3	(14%)	10	(32%)	18	(19%)
Locally prepared programs such as:								
Financial programs	1	(3%)	2	(10%)	12	(39%)	15	(16%)
Consumer education programs	1	(3%)	0	(0%)	9	(29%)	10	(11%)
Health programs	1	(3%)	2	(10%)	4	(13%)	7	(8%)
Nutritional programs	1	(3%)	2	(10%)	4	(13%)	7	(8%)
Other programs such as: gardening local history, entertaining	3	(8%)	1	(5%)	1	(3%)	5	(5%)
Aging process	0	(0%)	0	(0%)	4	(13%)	4	(4%)
Work and retirement	0	(0%)	0	(0%)	2	(6%)	2	(2%)
Radio reading programs (special programs for the visually impaired)	1	(3%)	0	(0%)	0	(0%)	1	(1%)

TABLE 5
Number of Libraries Providing Various Information and Referral Services, Cross Analyzed by Library's Size

I&R Services	Small Libraries		Medium Libraries		Large Libraries		Total Libraries	
	No.	(%)	No.	(%)	No.	(%)	No.	(%)
	40	(43%)	21	(23%)	31	(33%)	93	(86%)
I&R to Career and Employment Inforamtion:								
Job Listings	7	(18%)	12	(57%)	20	(65%)	39	(42%)
Advisory service	3	(8%)	1	(5%)	3	(10%)	7	(8%)
Other career and employment information such as: civil service test books; microfiche of job openings	2	(5%)	1	(5%)	0	(0%)	3	(3%)
I&R to Adult Education opportunities:								
I&R to other agencies offering informal courses	12	(30%)	8	(38%)	23	(74%)	43	(46%)
I&R to universities/colleges	10	(25%)	3	(14%)	11	(35%)	24	(26%)
GED (General Educational Development programming)	6	(15%)	2	(10%)	4	(13%)	12	(13%)
I&R Files:								
Community agencies	19	(48%)	15	(71%)	27	(87%)	61	(66%)
Communities activities	8	(20%)	3	(14%)	16	(52%)	27	(29%)
Funding agencies	2	(5%)	2	(10%)	9	(29%)	13	(14%)
Other I&R files such as: community directory for I&R; government addresses; club rosters; Elderhostels; travel advice	0	(0%)	1	(5%)	1	(3%)	2	(2%)

Facilities service is an area of need. Proper access to and through the library building can increase use by the elderly who otherwise would avoid the physical inconvenience of steps and other physical barriers. Turock said that "lack of funds has limited all but recently constructed libraries" from removing architectural barriers.[93] Clearly North Carolina has overcome this difficulty in some libraries, but further improvements could still be made.

Marketing or advertising library services to the elderly was a new category. Many older adults may be unaware of services available from their local library. Table 9 indicates the need for increased awareness by library directors in making their services visible. The need is made evident by the fact that advertising in the newspaper was the only marketing service provided by over half of the well funded, large libraries. The remaining services were provided by less than half of all sizes

TABLE 6
Number of Libraries Providing Various Services to Older Adults in Special Ethnic Groups, Cross Analyzed by Library's Size

Services to Ethnic Groups	Small Libraries		Medium Libraries		Large Libraries		Total Libraries	
	No.	(%)	No.	(%)	No.	(%)	No.	(%)
	40	(43%)	21	(23%)	31	(33%)	93	(86%)
Large print items in a foreign language	1	(3%)	0	(0%)	5	(16%)	6	(6%)
Translator/interpretors	0	(0%)	1	(5%)	3	(10%	4	(4%)
Other services to older adults in special ethnic groups such as: refer special language need to or ILL from the Foreign Language Collection in Fayetteville, NC; depository collection from the Foreign Language Collection	0	(0%)	2	(10%)	1	(3%)	3	(3%)

TABLE 7
Number of Libraries Providing Bibliotherapy Service to Older Adults, Cross Analyzed by Library's Size

Bibliotherapy	Small Libraries		Medium Libraries		Large Libraries		Total Libraries	
	No.	(%)	No.	(%)	No.	(%)	No.	(%)
	40	(43%)	21	(23%)	31	(33%)	93	(86%)
Bibliotherapy	1	(3%)	2	(5%)	4	(13%)	6	(6%)

TABLE 8
Number of Libraries Providing Various Facilities to Older Adults, Cross Analyzed by Library's Size

Facility	Small Libraries		Medium Libraries		Large Libraries		Total Libraries	
	No.	(%)	No.	(%)	No.	(%)	No.	(%)
	40	(43%)	21	(23%)	31	(33%)	93	(86%)
Ramps	21	(53%)	13	(62%)	21	(68%)	55	(59%)
Rooms with climate control mechanisms	8	(20%)	6	(29%)	19	(61%)	33	(35%)
Meeting rooms with high intensity lighting	7	(18%)	2	(10%)	8	(26%)	17	(18%)
Other facilities such as: library structure iself designed for the handicapped (designed for wheel chairs, restrooms, etc.)	0	(0%)	1	(5%)	4	(13%)	5	(5%)
Automatic doors	0	(0%)	1	(5%)	3	(10%)	4	(4%)

TABLE 9
Number of Libraries Marketing their Services to Older Adults, Cross Analyzed by Library's Size

Marketing Service	Small Libraries		Medium Libraries		Large Libraries		Total Libraries	
	No.	(%)	No.	(%)	No.	(%)	No.	(%)
	40	(43%)	21	(23%)	31	(33%)	93	(86%)
Newspaper advertising	9	(10%)	8	(38%)	20	(65%)	37	(40%)
Radio advertising	4	(10%)	3	(14%)	14	(45%)	21	(23%)
Older adult participation in planning for their own services	5	(13%)	3	(14%)	7	(23%)	15	(16%)
Mail advertising	3	(8%)	1	(5%)	10	(32%)	14	(15%)
Surveying older adults library users for their prefrences in programming/services	4	(10%)	3	(14%)	7	(23%)	14	(15%)
Indicated frequency of surveying older adults for preferences (ex. twice a yr; annually, etc.)	4	(10%)	2	(10%)	6	(19%)	12	(13%)
Television advertising	0	(0%)	1	(5%)	9	(29%)	10	(11%)
Other advertising such as: word of mouth; brochures; librarian speaking at club programs; monthly newsletters	3	(8%)	1	(5%)	4	(13%)	8	(9%)

TABLE 10
Number of Libraries Providing Various Continuing Education Opportunity on the Needs of Older Adults for Staff Members Who Work with This Age Group, Cross Analyzed by Library's Size

Continuing Education Service	Small Libraries		Medium Libraries		Large Libraries		Total Libraries	
	No.	(%)	No.	(%)	No.	(%)	No.	(%)
	40	(43%)	21	(23%)	31	(33%)	93	(86%)
Continuing education for staff	4	(10%)	0	(0%)	16	(52%)	20	(23%)

of libraries. Most advertising services surveyed, however, did receive some response. Libraries in North Carolina are beginning to offer this service.

The last category for interpretation was continuing education opportunities for library staff members on older adult needs. Staff training is important to insure understanding of older adult problems and concerns. Table 10 reveals that a few libraries in North Carolina are beginning to offer this service and that, in fact, over half of the large libraries are educating their staffs.

Why Are Some Libraries Providing Better Service to Older Adults?

The answer to the above question requires the recognition of factors which influence libraries to positively respond to providing services to older adults. For reference, libraries serving 70,000+ persons were considered to be large; those serving 35,000 to 70,000 persons were considered to be medium sized; and those serving under 35,000 persons, small. Of the ninety-three libraries responding, forty (43 percent) were small; twenty-one (23 percent) were medium sized; and thirty-one (33 percent) were large (Table 11.)

TABLE 11
Number of Libraries Responding (93), Cross Analyzed by Library's Size

Size of Population Served	Number of Libraries	Percent of Libraries
Small—under 35,000	40	43%
Medium—35,000-70,000	21	23%
Large—over 70,000	31	33%
Unidentified	1	1%

Although these three categories present a fairly equal representation of responses per library size, the survey deduced that the large libraries provided more services to their elderly. Increased library size was the first factor associated with a higher level of service to older adults. In fact, several other factors of library size and wealth were associated with the provision of service to older adults; staff size, operating expenses, and collection size. Based on a sample group from the ninety-three libraries that responded, (those with the most, medium, and least responses of all the questions from the survey), these other factors will be discussed.

TABLE 12
Average Number of Professional and Nonprofessional Staff of Sample Libraries, Cross Analyzed by Library's Size*

Library	Average Number of Professional Staff (FTE)	Average Number of Professional Staff (FTE)
Small	.33 **	2.5 **
Medium	3.0	9.4
Large	11.6	33.0

Factor number two was the number of professional and nonprofessional staff members each library had. The survey found that the larger the library, the more professional and nonprofessional staff members were provided and the more services to older adults were offered. Table 12 shows that of the sample libraries which responded and are providing services to older adults, more professional and nonprofessional staff members were present in the large libraries.

TABLE 13
Average Amount of Operating Expenses of Sample Libraries, Cross Analyses by Library's Size*

Library	Average Responses from Sample Libraries
Small	59,570.8 **
Medium	315,962.5
Large	1,238,040.7

The third positive factor for providing more services to the elderly was the amount of operating expenses spent by each library. Table 13 shows clearly that the large libraries had the most operating expenses from which to extract funds needed for resources/services for older adults. A fourth factor, total volumes (collection size), contributed to providing more services. Table 14 indicates that the large libraries provided more books than the medium or small libraries. Other factors such as age,[94] percentage of adult books (collection size), volumes per capita (collection size),

TABLE 14
Average Total Volumes (Size of Collection) of Sample Libraries, Cross Analyzed by Library's Size*

Library	Average Volumes from Sample Libraries
Small	21,581.3 **
Medium	70,923.5
Large	217,833.3

and per capita income were considered and found insignificant in providing increased services to the elderly. That is, there was no signficiant differences between: 1) small, medium, and large sample libraries as to percentages of their populations that were sixty-five and over (4 percent - 11 percent), or 2) percentage of adult books within a collection (70 percent - 74.7 percent) and increased library size. Volumes per capita did not influence providing materials. In fact, small libraries which provided the least services had the most volumes per capita (4.2) as opposed to medium (1.6) and large (1.5) libraries. Per capita income was not a factor. Small libraries offering less service were provided the most per capita income (12.29) while the large (8.39) and medium (7.10) libraries provided less.

Conclusion

In conclusion, it appears that public libraries in North Carolina are providing more services (68 percent) to older adults than the National 1971 Survey (20 percent of the total U.S. public libraries responding)[95] or the Illinois 1981 Survey, (37 percent).[96] Although there were differences in surveying procedures (for example: the National Survey included only public libraries that were thought to offer services to older adults;[97] Illinois[98] and North Carolina surveyed all public libraries in their states; Illinois surveyed more services than in 1971; North Carolina surveyed more services than both previous surveys), trends could be ascertained that can give insight on public library service to older adults since 1971. There is a trend of increasing services to older adults in the areas of extension, special materials, and information and referral. New services were added from the 1971 to the 1981 survey, and increased in the 1986 study (such as services to ethnic groups, bibliotherapy, facilities, marketing libraries, and educating staff to older adult needs). Service in the area of programming increased from 1971, remained constant from 1981 through 1986, and is an area that generally needs more attention. Moreover, those libraries that were large, had more professional and nonprofessional staff members, more operating expenses, and more total volumes, provided more services than medium or small libraries in North Carolina.

Appendix A
QUESTIONNAIRE

Does *your* library offer/provide regularly the following services/programs/materials for older adults? (Check *only* the items that apply to *your* library).

1. **Extension Services** (Outreach) such as
   ____ Home delivery service
   ____ Books by mail
   ____ Transportation for older adults to the library
   ____ Bookmobile service
   ____ Library sponsored visits to nursing homes, senior centers, churches, etc.
   ____ Deposit collections
   ____ Other _____
2. **Programs:** Does your library offer regularly scheduled programs such as:
   ____ Intergenerational programming (e.g. those involving older adults and children).
   ____ Booktalks
   ____ Crafts programs
   ____ Storytelling
   ____ Music programs
   ____ Poetry and Creative Writing programs
   ____ Drama
   ____ Current events programs (speakers, etc.)
   ____ Religious programs
   ____ Games
   ____ Oral history programs
   ____ "How to use the library" programs
   ____ Travelogues
   ____ Other _____
3. **Special Materials:** Do you provide:
   ____ Talking books for the visually handicapped
   ____ Large print items for the visually handicapped
   ____ Genealogy searches
   ____ Special telecommunications devices for the deaf
   ____ Radio Reading programs
   ____ Other _____
4. **Other:** Do you provide *special* programs such as:
   A. Adult Education opportunities for older adults:

   Formal:
   ____ Information and referral to universities/colleges, etc.
   ____ GED (General Educational Development programming)

   Informal (non-diploma oriented):
   ____ Information and referral to other agencies offering informal courses (e.g. YMCA, churches, etc.)
   ____ Prepackaged programs of films, slide shows, discussion questions, activities, and resources on particular topics of interest to older adults (e.g. nutrition, finance, aging process, etc.)

   Locally prepared programs of interest such as:
   ____ Financial programs
   ____ Work and retirement programs
   ____ Aging process (gerontology) programs
   ____ Health programs
   ____ Nutritional programs
   ____ Consumer education programs
   ____ Other _____

B. Career and Employment Information for older adults such as:
____ Job listings
____ Advisory service
____ Other _____

C. Services to older adults in special ethnic groups such as:
____ Large print items in a foreign language
____ Translators/interpreters (e.g. bilingual staff members)
____ Other _____

D. Bibliotherapy for the mentally ill and emotionally disturbed.
____ Yes ____ No

E. Coordinated service delivery with other agencies such as:
____ Nursing homes
____ Council on Aging
____ Senior citizen clubs/centers
____ Nutrition programs for older adults (e.g. Meals on Wheels)
____ Other _____

F. Facilities for older adults such as:
____ Automatic doors
____ Ramps
____ Meeting rooms with high intensity lighting
____ Rooms with climate control mechanisms (e.g. heat, air-conditioning, humidity, draft control, etc.)
____ Other _____

G. Do you advertise your services directly to older adults in areas such as:
____ Newspapers
____ Radio
____ T.V.
____ Mail (to older adults and/or to other agencies that serve them)
____ Other _____

H. Do you survey older adult library users for their preferences in programming/services:
____ Yes ____ No How Often? _____

I. Do you maintain files on:
____ Community agencies (e.g. phone numbers, addresses, types of services, materials offered)
____ Community activities (speakers, events)
____ Funding agencies for older adult programming, materials services.
____ Other _____

J. Do your older adults participate in planning for their own services (e.g. serve on advisory committees):
____ Yes ____ No

K. Do you provide continuing education opportunities on the needs of older adults for staff members who work with this age group (e.g. workshops, programs, forums):
____ Yes ____ No

Appendix B.

Services Offered by Public Libraries Surveyed in National (1971) and Illinois (1981) Studies

Activities	Percentage of Libraries in Sample Offering Service	
	National (1971)	Illinois (1981)
Extension	54% (211) (Est. 3% of all U.S. Public Libraries)	
Homebound service		66% (161)
Delivery to nursing homes for aged		56% (137)
Deposit collections		23% (56)
Books by mail		13% (31)
Take books to senior citizens meetings & other such sites		1% (3)
Senior citizens transportation to library		4% (1)
Group Programs	48% (190) (Est. 2.7% all U.S. Public Libraries)	
Book Talks, reviews, discussion groups		26% (63)
Movie and slide programs		44% (106)
Crafts		12% (29)
Storytelling		5% (12)
Music appreciation		5% (11)
Poetry and creative writing		2% (6)
Drama		2% (5)
Current events		4% (9)
Religious programs		2% (4)
Games		2% (6)
Health programs		1% (2)
Bus trips		1% (1)
Special materials	51% (200) (Est. 2.8% of all U.S. Public Libraries)	
Talking books and other services of the division for blind and handicapped		(44)
Large-print books		5% (11)
Art loans (including sculpture)		39% (95)
Genealogy searches		.4% (1)
Activities Not Categorized in National Survey		
Information and referral		39% (95)
Oral history		9% (23)
Consumer education		8% (19)
Adult basic education		7% (16)
Art and other classes		2% (5)
Public library as site for fuel aid programs		.4% (3)
Friends of the library		.4% (1)
Radio programs		.4% (1)
GED classes		.4% (1)
Annual conference		.4% (1)
Mean Number of Activities per Respondent	2.46	4

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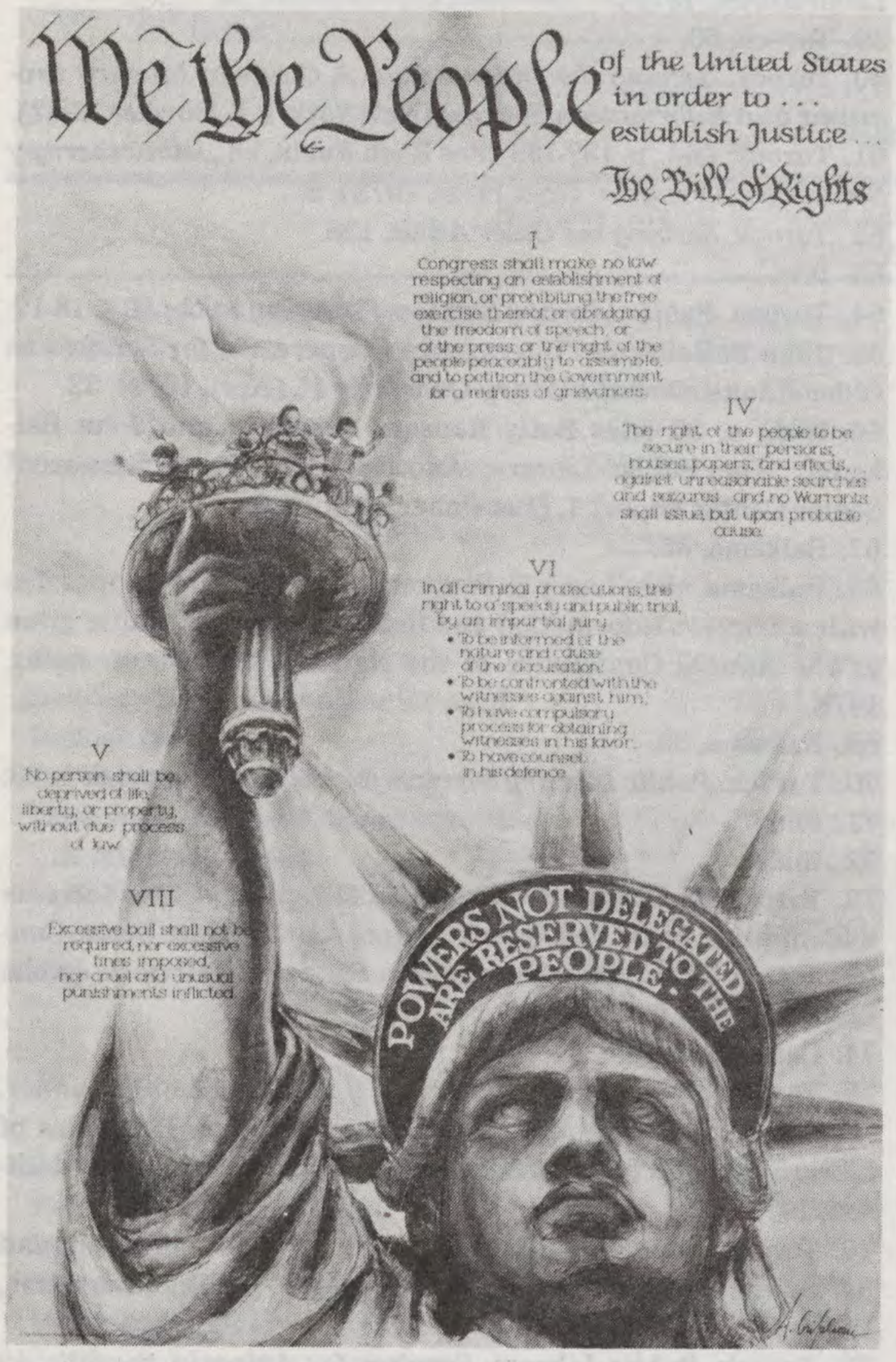

Caldecott Honor winner Ann Grifalconi has created a full-color, 25 inch x 37½ inch *Bill of Rights* mural for the Children's Book Council's celebration of the bicentennial of the Bill of Rights. For a full-color brochure that includes price and ordering information, send a stamped (1 oz. postage), self-addressed, #10 envelope to: CBC, P.O. Box 706, 67 Irving Place, New York, NY 10276.

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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*, Joyner Library, East Carolina University, Greenville, N.C. 27858.
3. Manuscripts should be submitted in triplicate on plain white paper measuring 8½" x 11".
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5. The name, position, and professional address of the author should appear in the bottom left-hand corner of a separate title page.
6. Each page after the first should be numbered consecutively at the top right-hand corner and carry the author's last name at the upper left-hand corner.
7. Footnotes should appear at the end of the manuscript. The editors will refer to *The Chicago Manual of Style*, 13th edition. The basic forms for books and journals are as follows:
   Keyes Metcalf, *Planning Academic and Research Library Buildings.* (New York: McGraw, *1965*), *416.*
   Susan K. Martin, "The Care and Feeding of the MARC Format," *American Libraries* 10 (September 1979): 498.
8. Photographs will be accepted for consideration but cannot be returned.
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Issue deadlines are February 10, May 10, August 10, and November 10.

Forsyth County Public Library and the Constitution's Bicentennial: Building Relationships for Our Library

Barbara L. Anderson

"You couldn't be undertaking a more timely, more vital project because the Constitution is in jeopardy—it is under attack." So remarked one Winston-Salem alderman in her 1986 letter of inquiry to the Federal Commission for the Constitution's Bicentennial, which was routed to the North Carolina Commission and then on to our library. Months before communities across the nation began to plan for local Constitution programs, the Forsyth County Public Library became a leading institution in the promotion of public programming for the Bicentennial.

The Forsyth library system, comprising a headquarters library and eight branches, serves a county of 267,000. Forsyth County uniquely blends urban and rural elements. Headquarters Library, centrally located in Winston-Salem on the edge of a revitalized downtown and a renovated historic residential area, is considered the entire county's library, and serves as the site of our community-wide programs.

For the past two years our library has been at the center of Forsyth County's celebration of the Constitution and in the forefront of North Carolina's Bicentennial initiatives. The Bicentennial has presented our library with an opportunity to promote itself as a place to talk about books and ideas; as a place to turn for varied delights; and, of course, as Forsyth County's first information resource.

We have secured speakers, respondents, actors, and funding support; planned at length with community leaders; promoted our projects with vigor; filled punch cups; managed complex seating and lighting arrangements, and found the right costume miles away; faced the public to tell them Magna Carta exhibit tickets were all given out before noon; ordered new books and prepared bibliographies; and built new bridges in our community.

Barbara L. Anderson is Reference Librarian at the Forsyth County Public Library in Winston-Salem, North Carolina.

Fall 1986 Program Series—Forsyth County Celebrates the Constitution

In October 1986 the library presented its first Constitution project, "Forsyth County Celebrates the Constitution." This project was not only one of the earliest in the nation to commemorate the Bicentennial, but also has been used as a model by the N.C. Commission on the Bicentennial of the Constitution. Extending for five weeks, weekly programs of lecture and discussion on contemporary and historical issues opened and closed with historical dramatizations. These events broke all past attendance records for a library program series. Official auditorium seating capacity is 150 persons. October 1986 audiences ranged from 150 to 250, with countless other citizens aware of these events.

Openness to new ideas and cooperation with our colleagues and with friends outside the library profession marked the beginnings of the 1986 program series. Above all, we wanted the library to make a mark in the community. We proceeded with the freedom to explore new alliances and try for significant results.

Early in 1985, we began to explore a program at the library dealing with issues of church and state. We received materials and advice from Diane Sasson, who was coordinating the "North Carolina Dialogue on Church, State, and the First Amendment" at the University of North Carolina at Chapel Hill. We felt the library could make an uncommon addition with a program outside the university.

Before we began to organize our church-state thinking into a definite library program, Dr. Howard Barnes, a history professor at Winston-Salem State, came by one day to ask, "Would you consider a cooperative program on the Constitution, to be held at the public library?" The idea appealed to us instantly, and church-state issues later became a significant component of the fall 1986 project.

Wanting our programs to have as diverse and as large an audience as possible, we knew that having other organizations invest in the project would be good for its success. Therefore, we convened a community-wide planning committee. Individuals representing the League of Women Voters, the N.C. School of the Arts, Salem College, Wake Forest University, the *Winston-Salem Journal*, Winston-Salem State University, and Congressman Steve Neal's office came together with us to create a program series. Later outreach into the community for all manner of program support built on that initial coalition.

In the publicity for our series, we constantly emphasized that we would cover issues that touched people's lives. We covered North Carolina's delayed ratification of the Constitution, including concern for state and individual rights; attempts to change the Constitution, including the politicization of the personal abortion issue; the Constitution's omission of blacks and women, including the drastic economic implications for all those left out; and American pride in religious diversity uncomfortably coexisting with the special status of the favored religion. In a dramatic close, we presented a personal view of the Constitutional era through the experience of elder statesman Benjamin Franklin. Respondents' comments and audience questions turned each evening into a true public dialogue. Several programs had identifiable special-interest audiences. We chose subjects that covered the range of high interest Constitutional issues.

Inviting individuals from our community to participate in library programs has been a choice course of action.

Speakers and respondents represented the black community, the Catholic Church, our local elected officials, freelance writers, the judiciary, the newspaper media, and, of course, our local universities. Our Constitution project was local in the points of view expressed each evening as well as in its conception and planning. Unexpected talent that emerged from all parts of our county was indispensable to our program series.

To make the project truly memorable for our audiences, the series opened and closed with dramatization. Major Joseph Winston, Revolutionary War hero for whom the town of Winston was named, and Dr. Benjamin Franklin were on stage in authentic dress. Winston, played by local veteran actor Jim Austin, changed his mind between the Hillsborough and Fayetteville conventions and decided to endorse the new federal Constitution. Franklin, played by School of the Arts Design and Production Dean John Snedon, commented broadly on the debate over the Constitution and the new world created by independence. Local historian Sam Brownlee wrote the Winston dramatization; local teacher Julia Sneden prepared the Franklin vignette.

In Forsyth County, which has one daily newspaper and many special interest groups competing for public attention, publicity is a challenge. Publication for the 1986 project, as with all further Bicentennial programs, was done with the personal touch. Unofficial channels turned out to be as important as the major media. The library staff directed a barrage of publicity. There is never too much publicity.

Newspaper coverage included standard calendar and press releases, a Sunday front page piece on Ben Franklin, editorials, and day of the event reporting in the weekly newspapers, including the influential black weekly. Radio provided public service announcements and key 5 P.M. reminder announcements, featuring a program participant or the librarian, on program evenings.

Announcements were made at meetings of the Daughters of the American Revolution, the League of Women Voters, the Bar Association, and a number of civic groups, including Rotary and Kiwanis. When these organizations had newsletters, they also published the announcement. Many of our churches promoted the church-state program.

The newspapers, the radio, and the leadership of community organizations established decidedly friendly contacts that conveyed the community importance of the events. They were part of the team making the program.

This Constitution programming came at a time when we had just attended American Library Association programs on marketing and the library's graphic image. That experience gave us a great boost in seeking out the director of our hometown Sawtooth Center for Visual Design for consultation. Our Design Director led us by the hand through the execution of a brochure that incorporated the Old Salem coffeepot and the Liberty Bell, and photography from the newly acquired Frank Jones collection. Photographs suggested the content of each program. The result was excellent, much better than previous graphic efforts. In addition to announcing the details of the upcoming series and the statement of library purpose, we chose to devote space to the Wake Forest University Tocqueville lectures on the Con-

stitution, to be held soon after the library programs.

It happened that library programs for the general public preceded WFU's more academic programming on the Constitution. (Wake Forest was well represented in the planning of our series.) The library and the University efforts complemented each other, and our colleagues at Wake Forest judged our use of the Tocqueville Forum mailing list, for well-targeted publicity, most appropriate.

Community participation even on small details makes us nostalgic as we look back. Mapping Dr. Franklin's dramatic entrance, finding Major Winston's shoes, and the last minute brilliant replacement for an absent clergy respondent, all were communal accomplishments.

Our efforts to secure funding brought us one grant from the North Carolina Humanities Council, and another from the Winston-Salem Foundation for substantial additions to the library's collection of Constitution-related materials.

Planning meetings, voluminous correspondence and telephone calls made for us a new niche in the minds of the community. Gradually, our public came less to expect the librarian's call to be about an overdue book.

Convening of County Committee

The October 1986 series brought our library a completely unexpected community role. The N.C. Commission on the Bicentennial had taken note of our efforts, even as we planned, and turned to the library to convene the new Forsyth Committee. The library staff built upon its strong planning committee assembled for the 1986 project and on instincts, developed from years of reference conversations, for trying to make everyone a friend of the library. We attempted to identify all those individuals and groups in the community whose talents and interests would strengthen Forsyth's Constitution effort. Widespread contacts were infused with an extra dose of credibility by virtue of the library's completed Constitution series.

Dr. Jack Noffsinger, then Pastor of Knollwood Baptist Church and long-time civil rights advocate in Forsyth County, agreed to serve as chairman. On February 5, 1987, the new committee was convened at the library. On April 13, 1987, the Forsyth County Board of Commissioners recognized the committee as its official designee for the Bicentennial; subsequently, both the state and federal commissions recognized the county committee.

Local actor John Sneden played Benjamin Franklin in the Forsyth County Fall 1986 program series celebrating the Constitution.

To date, the library has organized and hosted Constitution Committee meetings and co-sponsored with that committee further Constitution-related programs. In April 1987, Wallace Carroll, former editor and publisher of the *Winston-Salem Journal and Sentinel* and foreign policy advisor to the President and State Department during the Cold War, delivered an address, "Our Constitutional Heritage; Guide to a Sane Foreign Policy." The text of Carroll's address was later published in the *Winston-Salem Journal*, the *Richmond Times-Dispatch*, and the *American Thought Leader*.

Most recently, Sam Ervin, III, U.S. Court of Appeals Judge and son of the late Senator Sam Ervin, Jr., visited Forsyth County to dedicate the Kate B. Reynolds Oak at Tanglewood Park as the State's first Bicentennial tree and to spend an "Evening on the Constitution with the People" at the public library.

Magna Carta

When the Forsyth County Committee was

asked by the U.S. Constitution Council and the N.C. Bicentennial Commission to host the Winston-Salem stop of the American Express/Magna Carta tour, it turned to the library for sponsorship and assistance.

We recognized the magnitude of the event and invited Old Salem to serve as the site and to co-sponsor the outdoor exhibit. The event required coordinating efforts with Old Salem, Salem Congregation, local government officials, and a vast network of organizations and individuals.

On a very hot August 18, 1987, Salem Square was packed with thousands for the magnificent Magna Carta opening ceremonies, which featured the Army Signal Corps Band, the City Police Color Guard, dignitaries, and children in Moravian costume. Remarks by Judge Sam Ervin, who was then making the first of his two Bicentennial visits to our county, preceded the Magna Carta ribbon cutting and a picnic lunch on the Square. The free admission tickets for the day-long exhibit were gone even before the opening ceremonies commenced.

In the planning of the Magna Carta event, meetings and calls to our colleagues in county and city government were frequent. The government contributions as well as contributions from organizations such as the R.J. Reynolds Tobacco Company, the English Speaking Union, the Chamber of Commerce and the Girl Scouts were significant. Vital, though, was the library's ability to converge these many entities and act as our intermediary. With the library and Old Salem at the center, the cooperative undertaking reflected the genuine community spirit.

Public Forum with Our Congressman—Today's Constitution: Loyal or Disloyal to Its Beginnings

Several of the events especially demonstrated principles of community relations we learned during the 1986 project. On September 16, 1987, the evening before the Bicentennial of the Constitution's signing, Congressman Steve Neal met with community leaders at the library in a round table discussion on contemporary issues. Respondents included a Wake Forest politics professor, a city alderman, an attorney with judicial experience and a conservative constitutional perspective, and a prominent black leader. Each one had his following; each spoke from a decidedly different community vantage point.

Inviting individuals from our own community to participate in library programs has been a choice course of action. There is greater likelihood the library will be successful in finding the right community person to accept its invitation and a better possibility of producing a larger audience. Prominent individuals draw their friends and backers and often these individuals gain from new exchanges across political, intellectual, and institutional lines. These public programs on the Constitution have brought our speakers, respondents, and planning partners closer to their library and to the county's quarter million residents.

Local university faculty appreciated invitations to participate and to bring their knowledge to out-of-school adults. Lay presenters brought their own fresh insights and life experiences. We have attempted in almost all of our Constitution-related efforts to include presenters from both the academic and non-academic sectors to convey the real-life content and "general audience" quality of our programs.

Congressman Neal's forum was an occasion for typical community support. Our locally-based Piedmont Airlines actually delayed the evening flight from Washington, D.C. for a few minutes so that our Congressman could meet his public library commitment after a day of critical House votes. The community-centered publicity was, again, effective. Our public radio station featured a lengthy interview with two panel members, the politics professor and the alderman, on the Saturday morning (a peak listening time) before the event. Our community, though large, has enough small-town qualities to ensure that interviewers will receive fan phone calls from our public soon after the broadcast. Our black newspaper featured a front-page advance story on the event, which focused on the black participant's strong views.

The role of Winston-Salem's weekly black newspaper raises a significant issue for library program planners. Black participation in the Bicentennial commemoration of the Constitution has been low at the national and state levels. Yet in Forsyth County where blacks make up twenty-six percent of the population, the library and later the Forsyth Bicentennial Committee aimed at fully integrated citizen support, and in fact achieved a good degree of success. In retrospect, we were most effective in solving this issue by incorperating the minority point of view into our fall 1986 program on blacks and women. "Those Left Out" featured a widely respected black Superior Court Judge expressing his profound disappointment with the limitations of the Constitution. Again in the Congressman Neal program, the black respondent rejected any suggestion that the Constitution's framers intended

unity. Private conversations with black community colleagues bore out our belief that the assertion of a "black point of view" in an integrated setting gave to that view more universal persuasiveness than would have been achieved in an all-black setting. And participation by black Forsyth residents ensured a more diverse and reflective discussion of the Constitution's impact two hundred years ago and today.

A Historical Dramatization—Major Joseph Winston and the New Federal Constitution: November 3, 1787.

Our events built upon each other. The brief Joseph Winston monologue that opened the October 1986 Constitution series was so well received that we produced at our library a fuller dramatization.

The drama, "Major Joseph Winston and the New Federal Constitution: November 3, 1787," was presented at our library on Election Night, November 3, 1987. We saw reenacted, with costumed cast, a public meeting actually called by Revolutionary War hero and state assemblyman Joseph Winston to air views over the new federal Constitution. Several current Forsyth residents created colorful and contentious characters for the town meeting. The production covered timeless Constitutional issues, with an accent on local history.

The entire effort, the public event of the evening and the work before and after November 3, made a beautiful showcase for what the library stands for in the community. The production opened with the usual warm library welcome, which emphasized that our library was a place to talk about books and ideas and a place for further direction from the reference staff. We provided bibliographies of the best books on the Constitution available at the library. This was followed by the dramatic presentation. Following the drama, the audience was uninhibited in its questioning. The evening ended with a reception given by the Col. Joseph Winston Chapter of the DAR. DAR support of our Constitution programs has been unfailing. In the midst of the reception, the Library Director was able to report on the successful library bond vote of that day. The production was judged of such value that we arranged for a two-camera videotaping, several months later, of a second performance before a live audience.

A Future Project for Forsyth and Guilford Counties

Neighboring Guilford County became aware of Forsyth's successful Bicentennial efforts and, through one of its county commissioners, contacted the library to review our programs and methods and to explore the possibility of a joint effort. A Triad (Greensboro, High Point, Winston-Salem) Bicentennial Committee has formed to plan a major event to be held in November 1989, on the anniversary of North Carolina's ratification of the Constitution. Our library is taking a major role in developing this event.

Our Bicentennial project has taught us approaches that we will turn to again and again. We have learned to avoid preset formulas, and to stay flexible and open to the content and methods that will bring us the most project success in the eyes of our community. The content of our five-part 1986 project was outlined gradually, with a sense of group purpose that carried us along. Contemporary Constitutional crises, for instance, with judicial appointments; church-state conflicts; minority rights—all these were readily identifiable and had their audiences in our community. Speakers and respondents again were chosen with program success in mind; we wanted the range of presenters to represent the diversity of Forsyth County. When we convened the county committee or when we sought assistance with program details, we assumed we were paving the way for further contacts.

We learned to include elements that would be considered exciting by our community at large. In the case of our Constitution project, dramatization brought to life personalities that shaped our history and encouraged the audience to imagine what it was like in the 1780s. We emphasized audience discussion, sometimes a concluding reception, and the assortment of personalities on stage. We could always say ahead of the event that this would not be a dry academic lecture.

We would always aim to appeal to all segments of the community. Reaching out at the start to make selected library patrons our planning colleagues has helped us to succeed. Through this approach, a greater number of individuals gain a stake in our success. We always seek out the opportunity to display our new alliances publicly. The community recognizes the non-librarian colleagues and sometimes has greater trust in the worth of the project.

One of the successes of the 1986 project was the diversity of citizenry who supported us. Our neighboring universities could never boast such a mix of citizenry at their programs, nor could the League of Women Voters, the Black Kiwanis Club, the DAR, or the Bar Association. Unlike the library, these organizations cater to specific con-

stituencies. The public library, our community's neutral ground, has the leading edge.

The Constitution's Bicentennial has been a powerful vehicle for communicating the library's mission to the community. Because of our work with the Constitution, our library has been instrumental in bringing people together in Forsyth County. Our public programs have considerably raised our visibility as the people's university. The Constitution's Bicentennial has given us the opportunity to take the initiative in our community. The community now looks to the public library for civic leadership and responsibility as well as for outstanding programs that teach and delight. As we have brought our public to the library for our Bicentennial Series and enticed them to return for our everyday library services, we have persuaded them that their library is an important, concerned institution, worthy of their trust and support.

Editor's Note: *Barbara Anderson has coordinated the Forsyth County Public Library's Bicentennial efforts and has received the Council for the Advancement of Citizenship's Award for Outstanding Contribution to the Commemoration of the Bicentennial.*

SELA Conference Announced

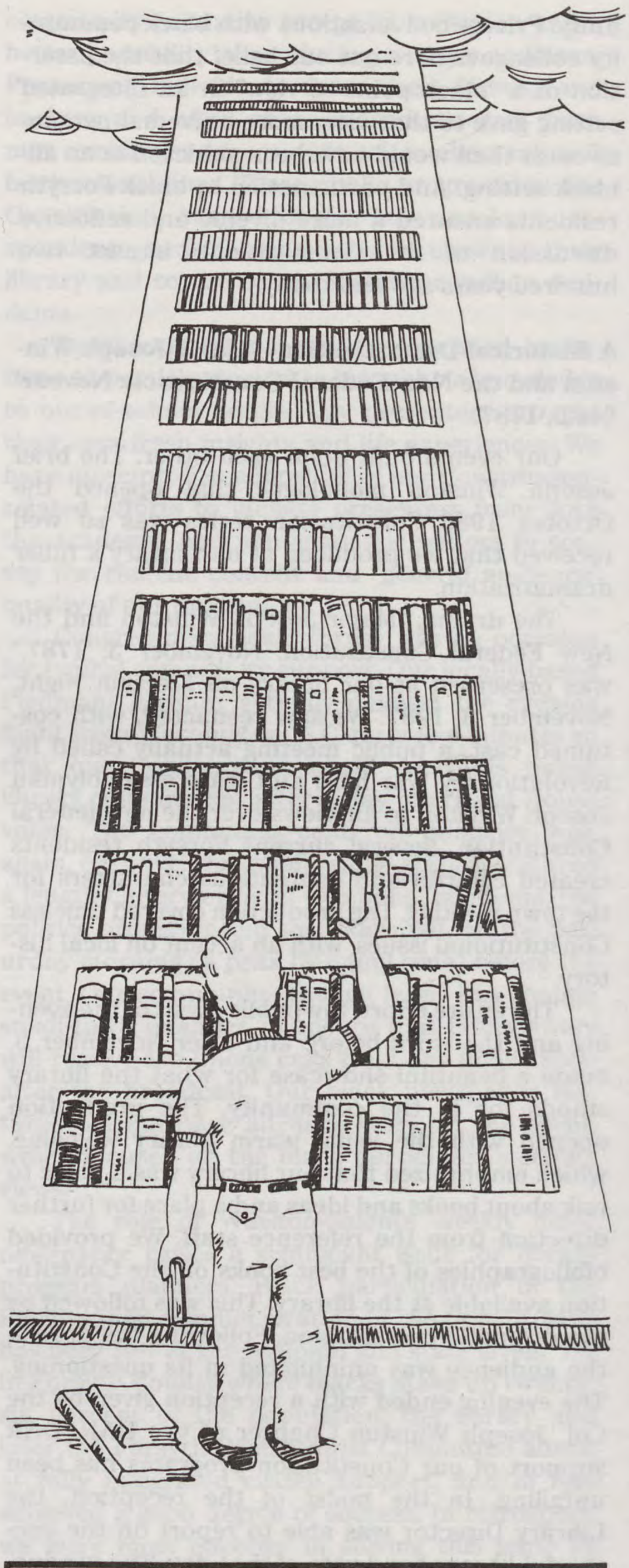
Catch "The Creative Spirit" at the SELA/VLA annual conference in Norfolk, Virginia, October 26-29, 1988.

"The Creative Spirit: Writers, Words and Readers" will emphasize books and authors throughout the conference. Rita Mae Brown (*Rubyfruit Jungle*, *High Hearts*), Pat Conroy (*The Prince of Tides*, *The Lords of Discipline*), and Clyde Edgerton (*Raney*, *Walking Across Egypt*), accomplished at the spoken as well as the written word, will appear as conference speakers.

Preconferences will be held October 25-26. Preconference topics include telefacsimile, interviewing, the public library planning process, and organizational impact of integrated library systems.

The conference committee is planning tours of area attractions and libraries to give you a complete picture of Virginia hospitality. A special conference poster and t-shirt will be available for sale.

For information on conference programs, contact Patricia Thomas, Tidewater Community College/Chesapeake Campus Library, 1428 Cedar Road, Chesapeake, VA 23320. For other conference information, contact Harriet Henderson, Newport News Public Library System, 2400 Washington Avenue, Newport News, VA 23607.



North Carolina Books

Robert Anthony, Compiler

Ron Morris, with John Feinstein, Barry Jacobs, and Dick Herbert. ***ACC Basketball: An Illustrated History***. Chapel Hill: Four Corners Press (P.O. Box 793, 27514), 1988. 320 pp. $39.95. ISBN 0-9609548-9-9.

ACC Basketball is a lavishly produced, extensively researched, and generally well-written, straightforward account of Atlantic Coast Conference basketball from the founding of the conference in 1953 through the 1988 Final Four. As the title suggests, the book relies heavily and effectively on photographs, many in color, mostly taken from the files of local newspapers or university sports information departments. It also has, however, a strong narrative component. Morris provides a vivid year by year running account of the league's history, augmented by sidebars on selected coaches and players. Several of the sections are written by guest contributors Feinstein, Jacobs, and Herbert, all authorities on college basketball. Despite the dominance of the league by North Carolina teams, Morris is scrupulously evenhanded, devoting roughly equal coverage to the non-North Carolina ACC teams. He also adds a comprehensive statistical appendix and an index of names.

Morris is a journalist by trade. He writes a popular, non-academic history on which the outside world of student protests, Civil Rights, and Vietnam intrudes only lightly. His history is apparently sculpted largely from contemporary newspaper accounts, supplemented with recent interviews. Morris uses quotations often but, inasmuch as the book contains no bibliographical information, it is not always clear when and where the quotations originate. Although focusing on the ACC's outstanding teams, players, and coaches, Morris, to his credit, does not avoid the unsavory aspects of the league's history. Point shaving, recruiting violations, fights, and racial segregation are all covered in some detail.

There are several ways ***ACC Basketball*** could have been improved. The most glaring deficit is the absence of any discussion of women's basketball in the ACC. Surely Kay Yow deserves at least a mention. Less serious is the handful of typographical and factual errors that was allowed to slip through. For example, Morris refers to a non-existent 1954 Civil Rights Act (p.108); places Vic Bubas at Duke in 1958 (p.55); and garbles the narrative of UNC's famous 1974 comeback against Duke (p.175). Nonetheless, considering the scope of Morris's task, the book's errors are few in number and minor in impact. Within the given parameters, the authors have done a considerable amount of work and produced a virtually authoritative account of a popular subject. It is suitable for public and school libraries and is not likely to gather dust at either.

Jim L. Sumner, North Carolina Division of Archives and History

William C. Harris. ***William Woods Holden: Firebrand of North Carolina Politics***. Baton Rouge: Louisiana State University Press, 1987. 332 pp. $35.00. ISBN 0-8071-1325-5.

William Woods Holden is one of the great riddles of North Carolina politics, and William Harris, professor of history at North Carolina State University, has taken up the task of solving that riddle—or at least reducing it to manageable size.

Holden's political career was remarkable even by the standards of nineteenth-century American politics. Apprenticed to a printer at the age of nine or ten, Holden learned not only printing but journalism as well. He first came to public attention in the 1830's writing for the Raleigh *Star*, a newspaper affiliated with the Whig party which then dominated politics in North Carolina. He soon made the first of many leaps in his career, purchasing the *North Carolina Standard* and embracing the Democratic party whose interests the *Standard* supported. As editor of the *Standard*, Holden displayed impressive gifts for political invective and maneuver as well as sound skills in newspaper management. Through the paper he made himself one of the most prominent voices of the Democratic party in the State and gained recognition far outside of North Carolina. He was narrowly defeated for the Democratic nomination for governor in 1858.

The stress of Civil War and Reconstruction produced amazing twists in Holden's political life. In the late 1850s he championed Southern rights, but insisted that such rights could best be secured within the Union. Initially he drew back from secession, but ended up supporting North Carolina's break with the United States. With the coming of war, Holden professed his loyalty to the Southern cause, but almost immediately began organizing dissidents—many of whom were former Whigs—into a faction in opposition to the secessionist Democrats who controlled the state. By 1862 this faction had become the Conservative party whose candidate, Zebulon Baird Vance, won election as governor. Holden steadily moved further into opposition to the Confederacy until by 1863 he had helped organize a peace movement which launched him unsuccessfully for the governorship in 1864. At the end of the war, President Andrew Johnson appointed Holden provisional governor of North Carolina, charged with carrying out the president's fairly mild form of Reconstruction. Later Holden repudiated Johnson, embraced the Congressional plan of Reconstruction, helped organize the Republican party in North Carolina, and was elected Republican governor in 1868. As governor he worked to secure the fledgling Republican party and took active measures to suppress the Ku Klux Klan which was, for all practical purposes, the terrorist arm of the old Democrats. After the "redemption" of North Carolina by conservative Democrats in 1870, Holden was impeached, removed from office, and driven briefly from the state. He later returned to his home in Raleigh where he died in 1892.

As Harris points out, this important figure in North Carolina politics has never received proper historical consideration. Generations of North Carolinians, including more than one professional historian, stereotyped Holden as the apostate scalawag whose talents, twisted by overweening ambition, brought calamity on his state. The revision of Reconstruction history during the last quarter century has produced studies kinder to Holden, and recently sympathetic biographies have appeared by Edgar E. Folk and Horace W. Raper. Harris is the first, however, to deal with Holden's career in its entirety. While he is alert to Holden's failings, Harris is careful to set Holden's public life in the context of the hyperbole and overheated controversy which was as natural to American politics of the mid-nineteenth century as it is foreign today. Above all, Harris is fair to Holden, giving thoughtful and serious consideration to Holden's explanations for his actions. Harris rejects class consciousness as an overall explanation for Holden's behaviour and gives equally short shrift to the notion that Holden sought success to compensate for his illegitimate birth. For all his careful detailing of Holden's career, however, Harris is unable to close with the essential William Holden, probably because Holden left so little behind that would reveal his inner self. Harris has thus laid before us the riddle of William Holden with accuracy, thoroughness, and balance, leaving all those interested in American political history to speculate on the force or combination of forces that drove this fascinating North Carolinian.

Harry McKown, University of North Carolina at Chapel Hill

Peggy Payne. ***Revelation***. New York: Simon and Schuster, 1988. 314 pp. $18.95. ISBN 0-671-65252-4.

What is a man to do when he gets what he asks for but not exactly what he thinks he wants? This question summarizes the dilemma of Swain Hammond, the intellectual and reserved pastor of a liberal Presbyterian congregation in Chapel Hill. After years of earnestly seeking some sign of God's visible presence in the world, Swain actually hears the voice of God. When he decides to share his revelation with his flock, a year of troubles—but also one of spiritual growth—begins.

After years of free-lance writing for newspapers and magazines, Wilmington native and Duke University graduate Peggy Payne has crafted a remarkable first novel. The novel's sense of place is strong, and the plot is well developed. One scene flows easily into the next, and the pacing is appropriate. Exceptional care has been taken to develop the large cast of characters inhabiting ***Revelation***. While the story is told primarily from Swain's point of view, the reader does receive crucial pieces of information from other characters as well.

Like all good novels, ***Revelation*** operates on several different levels. It tells the story of a person's struggle for faith given a world of doubts. It tells the story of a child's valiant battle to cope with the results of a freak accident which leaves him blind in both eyes. It tells the story of marriages beset by stress and midlife crisis. It tells the story of a church's struggle to understand and finally to minister to the one it had chosen to be its minister.

The world Peggy Payne has drawn for us is filled with love and hate, pain and joy, sin and

redemption. Swain Hammond begins this book as someone who became a preacher "not because of any belief he could actually pin down," but because of the desire for "there to be more to life than he himself had seen or felt so far—something to ease his chronic vague dissatisfaction, something to subdue the irritation which he had always reined in." When the book concludes, Swain has confronted and dealt with many of his personal demons. He has forgiven his parents, his wife, his congregation, and God for not being exactly as he would have them be. Swain has accepted himself and begun to experience joy.

Revelation is a moving, thoughtful novel appropriate for adult fiction collections in any type of library. Ms. Payne has a considerable talent. I look forward to her future novels.

Nancy Massey, Hyconeechee Regional Library

• Alexander R. Stoesen. ***Guilford College: On the Strength of 150 Years***. Greensboro: The Board of Trustees, Guilford College, 1987. 148 pp. $35.00. No ISBN. [May be ordered from Guilford College, College Relations Office, 5800 W. Friendly Avenue, Greensboro,N.C. 27410]

Practicality, usefulness, and balance in all are among those virtues in the Quaker tradition used by Stoesen in describing Guilford College, which was established in 1888 and evolved from the New Garden Boarding School founded in 1837. While this book is written in celebration of the sesquicentennial anniversary of the educational institution, the emphasis is on the one hundred-year history of the college.It brings up-to-date an earlier history by Dorothy Gilbert Thorne, *Guilford: A Quaker College*, which highlighted the institution's centennial anniversary in 1937. Stoesen discusses the relationship between the Quaker school and the Society of Friends throughout, as well as Guilford's ties to the Greensboro community.

The book is divided into sections based on the terms of office of the college's presidents, such as "The Years of Lewis Lyndon Hobbs" and "The Years of Thomas Newlin." A final page describes what Stoesen sees as the turning points in the college's history. It would have been helpful had the span dates of each president's term of office been given as part of the section titles. Instead, one sometimes has to read into the text to find the beginning and ending dates of a president's term.

Each section is further broken down into topics that are then briefly discussed. Topics focus primarily on people, issues, and publications that were of significance during that particular president's tenure. They range in scope from the adoption of a core curriculum in 1928 to flagstone walks. The book's extensive index makes it possible to find information about specific subjects quickly and easily. The book, however, does not include a bibliography; and, while it is implied, it could have been explained more clearly that the college's Friends Historical Collection supplied substantial background material for the work.

Guilford College is heavily illustrated with black-and-white photographs of people, the campus, and memorabilia, the result being a book in the coffee-table tradition. The photographs would indicate a more benign history of the college than that which is actually presented in the text. The history is not only a recounting of the college's good times, but also some of its troubled times. Efforts to modernize facilities, to increase the number of Ph.D.'s on the faculty, to revise the curriculum, and to up-date fundraising endeavors are among the concerns delineated.

Student life is described, including how students have celebrated various holidays such as May Day. Pride is taken in the fact that students of varying abilities and religious faiths are welcomed at the school. The rise and demise of student debating societies and the relaxation of rules relating to students' dress and behavior during the 1960s serve to reflect the college's history against society's concerns and interests.

Stoesen states in the preface that his selection of topics has been "designed to capture as much as possible the essence of Guilford College's past while tying it to the present." It is a charge that he has fulfilled very well. The book is recommended for North Carolina public and academic libraries, and especially for alumni of the college and for those students who think they might be interested in attending Guilford College. On the college's history faculty since 1966, Stoesen is also the author of *A Celebration of Guilford County Since 1890*, Part II of *A History of Guilford County* published in 1981.

Janie Morris, Duke University Library

• Marianne Gingher. ***Teen Angel, and Other Stories of Young Love***. New York: Atheneum, 1988. 209 pp. $17.95. ISBN 0-689-11967-4.

Teen Angel is Greensboro writer Marianne Gingher's first publication after her novel *Bobby Rex's Greatest Hit*, which was named by the American Library Association as one of the Best

Books for Young Adults for 1986. Like *Bobby Rex*, the ten stories that make up ***Teen Angel*** may be read and enjoyed by young adults, but their appeal is not limited to a younger audience. They are largely about the trials of young love in all its forms—love for boyfriends, teachers, present and absent parents, and even babies lost to the adoption agency. This collection will appeal to the memories and nostalgic feelings of aging baby boomers.

Some of the strongest stories, the "Teen Angel" of the title, "Wearing Glasses," and "Aurora Island," deal with coming of age in the late 1950s and early 1960s. Gingher describes the world of teased hair, harlequin glasses, and Pure Oil Stations without sentimentality. This may be welcome to the young reader in particular, who may be familiar with this era only through films like *Dirty Dancing*. Through the focusing lens of the past, her characters experience crushes on the English teacher, the separation of parents, and the delicious mystery of exploring families unlike one's own—all the processes by which young men and women define for themselves a sense of self.

The stories set in the present, "The Magic Circle," "The Hummingbird Kimono," and "Toy Paris," deal with the same themes—the difficulty of dealing with one's troubled parents and with families that seem to be crazy in general. For the most part, these stories lack the immediacy of the stories set in the past. The exception is "Camouflage," the story of a high school girl who has decided to give up her baby for adoption. Gingher describes a young woman's love for the child she saw briefly, and how she searches for a way to replace the love she surrendered with love for her family and, failing that, for a dying and unwanted pet. It is one of the most moving stories in the group.

Readers who enjoyed *Bobby Rex* will note that in "No News," Bobby Rex's younger brother Leon is allowed to tell his own story—his feelings after Bobby Rex has left home for the first time. The first story, "The Kiss," is the oddest and the weakest. It has a fairy tale-like unreality compared with the realism of the other stories. ***Teen Angel*** would be an appropriate selection for either a young adult or a general fiction collection.

Roberta Engleman, University of North Carolina at Chapel Hill

William L. Carpenter and Dean W. Colvard. ***Knowledge Is Power: A History of the School of Agriculture and Life Sciences at North Carolina State University, 1877-1984***. Raleigh: North Carolina State University, 1987. 527 pp. $16.00. No ISBN. [Order from Agricultural Communications, Campus Box 7603, North Carolina State University, Raleigh, North Carolina 27695-7603.]

In *Gulliver's Travels*, Jonathan Swift wrote that the man who doubled the yield for grain and grass was more useful than "the whole race of politicians." ***Knowledge is Power*** is the story of one institution—the School of Agriculture and Life Sciences at North Carolina State University—that has done much more in little over a century than even Swift could have envisioned.

Carpenter, a member of the Department of Communication at NCSU for over thirty years, and Colvard, head of the Department of Animal Science and dean of the School of Agriculture at NCSU, are personally familiar with the key personalities and development of the school's story. In addition, Colvard, as president of Mississippi State University and chancellor of the University of North Carolina at Charlotte, has had firsthand experience in how state institutions of higher education operate.

Knowledge is Power has four sections: the founding, the maturing, the blossoming, and the projected future of the school. The first two sections, covering the period from the 1870s through World War II, speak of the origins, development, and consolidation of the three agencies that eventually formed the school—the agricultural experimental station, the department of agriculture at NCSU, and the agricultural extension service. It is a story of fits and starts caused by the force of events within and outside the agencies.

The last two sections, extending from 1945 to 1985, tell of the triumphs and the promise of the institution. After an account of the leadership's development after the Second World War, the book follows with a topical account of the major areas of contribution in this period. The cumulative effect was the transformation of the school into a modern research, teaching, and extension facility that aided the agricultural revolution in North Carolina.

The authors, personally familiar with many sources at NCSU, relied upon tape-recorded interviews with sixty-four longtime leaders of the school as well. The book also contains over 135 black-and-white photographs, a complete index, and a guide to sources. The last is incomplete, but the chapter notes provide access to an extensive bibliography.

Knowledge Is Power is a comprehensive and thorough history of the School of Agriculture and Life Sciences at NCSU. Since it focuses on a narrow base, it has limited use as a reference book in

academic and public libraries. It could, however, make a fine contribution to collections on North Carolina agriculture and higher education in the general collection.

James Rogerson, University of North Carolina at Charlotte

Reynolds Price. ***Good Hearts***. New York: Atheneum, 1988. 275 pp. $18.95. ISBN 0-689-11973-9.

The main characters in Reynolds Price's novel ***Good Hearts*** are Rosacoke and Wesley Beavers, whom Price created in his first novel, *A Long and Happy Life*. That earlier novel, published in 1962, concerns their courtship and marriage. This latest book picks up when they have been married for twenty-eight years. Essentially, it deals with what happens to them when Wesley, at fifty, discovers that he is not destined for greatness. The novel describes Wesley's flight from home and Rosa's efforts to end her dependence on her husband and only love. Both of them are forced to confront their unfulfilled dreams.

Three weeks after Wesley leaves without a word, Rosa is assaulted in her own house by a rapist. She retreats to her childhood home to recover. Meanwhile, Wesley has begun a relationship with a young woman in Nashville. The voice of the novel alternates between Rosa's diary (addressed to Wesley, if he should ever come back) and Wesley's encounters and thoughts, and eventually incorporates the viewpoints of several other characters. These other people turn out to be far more surprising and interesting than the protagonists. Rosa's supposedly dimwitted younger brother, with the unlikely name of Rato, is a favorite. Another is a mind-reading waitress with pink hair and a sad story in a roadside diner outside of Asheville.

The resolutions of Rosa's and Wesley's crises are not particularly surprising or satisfying, but there are some unexpected twists in the story as a whole. The interest in the story, for this reviewer, was mainly in the minor characters. Rosa and Wesley just were not convincing.

Price's style is somewhat self-conscious. For example, he introduces ths book with a sort of prologue in which he tells the reader that Rosa and Wesley have "hearts as good as any you've met." But in the story that unfolds, they seem pretty ordinary. Maybe that is Price's point. And maybe that is why they are so unconvincing.

Good Hearts is Reynolds Price's sixth novel. He has also written several volumes of stories, two books of poetry, a volume of essays, and a play. With his novel, *Kate Vaiden*, Price won the National Book Critics Circle Award for best novel of 1986. He is a North Carolina native and a graduate of Duke University, where he has been teaching English since 1958.

Those who like Price's fiction will certainly want to read ***Good Hearts***, and fans of his first novel will be eager to see what he does with this sequel. His credentials as a North Carolinian and as a prize-winning author make this a necessary purchase for most libraries in the state.

Elizabeth White, Asheville-Buncombe Library

Other Publications of Interest

The Climber's Guide to North Carolina, by Thomas Kelley, is sure to please those adventuresome souls who scale mountains and cliffs for pleasure. This 257-page, paperbound book is not a manual for the beginner but a detailed guide to sites in the Tar Heel state for the experienced climber. "Topos" (essentially impressionistic climbing "road maps") are provided for the various sites. Symbols, numbers, and abbreviations indicate pitches, a subjective rating as to difficulty, estimated length of time to complete, and other site characteristics. For some sites, topos are supplemented by written descriptions and black-and-white photographs. (Earthbound Books, P.O. Box 3445, Chapel Hill, N.C. 27515-3445, $19.95, no ISBN, paper).

John F. Blair, Publisher, has reprinted ***The American Indian in North Carolina***, by Douglas L. Rights, a work considered by many to be a classic in North Carolina historiography. First published by Duke University Press in 1947 and reissued by Blair in 1957, but out-of-print for the past ten years, the book traces the history of Indian tribes in what is now North Carolina. Concentrating on the period from initial contact with Europeans (with Spanish explorers led by Hernando de Soto and English colonists attempting to settle Roanoke Island) through the forced removal of the Cherokee during the infamous "Trail of Tears," Rights provides much information on Indian folklore, mythology, habit, and customs. The 298-page, indexed book also contains over a hundred black-and-white photographs of projectiles, utensils, archaeological sites, depictions of Indians, and maps. (John F. Blair, Publisher, $14.95, ISBN 0-89587-066-5, paper).

Blair has also recently issued a revised and updated paperback edition of ***Island, Capes, and Sounds: The North Carolina Coast***, by Thomas J. Schoenbaum. (333 pp., $12.95, ISBN 0-89587-059-2, paper). First published by Blair in

1982, the book is an entertaining account for the general reader of the history, geology, and ecology of the coastal region, combined with a thoughtful discussion of environmental issues. [For a full review, see *North Carolina Libraries* 40 (1982):273-374.]

Early maps and mapping are the subject of the latest publication sponsored by America's Four Hundredth Anniversary Committee. ***Mapping the North Carolina Coast: Sixteenth-Century Cartography and the Roanoke Voyages***, by William P. Cumming, is a detailed and extensively footnoted study of maps that were or may have been available to the planners of ill-fated English settlements during the 1580s on Roanoke Island. Cumming discusses how the inaccuracies and mistaken assumptions in contemporary maps misled these planners and the explorers and colonists they sponsored to expect vastly different geographic conditions than those actually encountered, with significant implications for the colonizing efforts. Maps described range from the earliest dated and surviving one of the New World, drawn in 1500 by Juan de la Cosa who accompanied Christopher Columbus on the latter's second voyage in 1493-94 and who made three later voyages, to the more accurate maps of the North Carolina coast that resulted from knowledge gained during the Roanoke Island colonizing attempts. Illustrations of twenty-eight maps or sections of maps are included in this scholarly but readable work. (Published for the Committee by Historical Publications Section, North Carolina Division of Archives and History, 109 E. Jones Street, Raleigh, N.C. 27611, 143 pp., $10.00 plus $1.50 postage and handling, ISBN 0-8652-232-2, paper).

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Would you call Mother Goose a bigot?

BANNED BOOKS WEEK SEPTEMBER 24-OCTOBER 1, 1988

NCLA Minutes

North Carolina Library Association
Minutes of the Executive Board
April 8, 1988

Barbara Anderson
Barbara Baker
Doris Anne Bradley
Waltrene M. Canada
Geneva Chavis
Melanie Collins
Honorable Patric Dorsey
Patrice Ebert
David Fergusson
Ray Frankle
Janet Freeman
Irene P. Hairston
Patsy Hansel
Susan Janney
Patricia Langelier
Howard McGinn
Gloria Miller
Caroline Shepard
Marti Smith
Carol Southerland
Sylvia Sprinkle-Hamlin
Jerry Thrasher
Susan Turner
Jane Williams
Lauren Williams
Art Weeks
Kieth Wright
Maury York

The Executive Board of the North Carolina Library Association was called to order by President Patsy Hansel at 9:30 a.m., March 8, 1988. The above members were present in Room C-216 of the Walker Physical Education Complex at North Carolina Central University. Dr. Benjamin Speller, host and Dean of the School of Library and Information Science, brought greetings.

Minutes of the January 22, 1988 meeting were approved with no corrections.

President Hansel reported for treasurer Nancy Fogarty. The public accountant's audit report confirmed information provided in the Treasurer's Report covering January 1, 1987 - December 31, 1987.

Proposals for special projects will be accepted for a portion of the profit from the 1987 NCLA Biennial Conference. In addition, $20,000 will be used for the Charlotte conference. Barbara Baker noted that section chairs have identified contacts, and prospective speakers have been identified for the October 11-13, 1989 conference in Charlotte.

After the pros and cons of proposed sites were discussed, it was moved by Barbara Baker and seconded by Jerry Thrasher that the "NCLA hold its 1991 conference in High Point." The motion carried after assurance that there were adequate hotel/-motel facilities in the city and enough meeting rooms at the Market Square Convention and Trade Center.

Kieth Wright, ALA Council Representative, requested that information needing to go to Council should reach him no later than May 31. He also stated that sections and committees could exhibit samples at the ALA Council Chapter Booth.

Jerry Thrasher reported on the October 26-29, 1988 Southeastern Library Association Conference activities in Norfolk, Virginia. He gave dates for future SELA conferences: December 5-9, 1990 (Nashville); March 17-21, 1992 (New Orleans); and May, 1994 (Florida).

Before Howard McGinn reported for *North Carolina Libraries* editor Frances Bradburn, brief comments were made by Secretary Dorsey and Jane Williams. The Editorial Board will examine topics, themes, and issues beginning with Spring 1990.

Children's Services, Community and Junior College, and Junior Members Round Table sections did not report.

Program highlights and registration details for the April 29, 1988 program on "CD-ROM Promises and Pitfalls" was presented by Marti Smith of the College and University Section.

The Documents Section's May 8, 1988 workshop at the Durham County Library will focus on international trade, since there have been changes in the way the Federal government provides services to businesses and in international trade publications distributed by the government. Patricia A. Langelier also reported that the surveys, sent to agencies by the Legislative Research Commission Study on State Agency Publishing, are being tabulated to find out which agencies are using alkaline paper for publications.

REMCo met in March and heard a report on the status of librarianship. Sylvia Sprinkle-Hamlin will plan the REMCo program for the NCLA 1989 Conference.

Carol Southerland reported program plans for the biennial work conference of NCASL October 27-28, 1988 in Winston-Salem. "Informatin Power: Building Partnerships for Tomorrow" is the theme tied to *INFORMATION POWER*, the new AASL/AECT guidelines for school media programs.

Irene Hairston reported on the Public Library Trustees Association's Conference May 12-13, 1988 at Research Triangle Park, Sheraton Imperial Hotel and Towers. Bill Summers and others will examine roles, responsibilities, and status under state and local law of the public library trustee.

The Public Library Section distributed the Planning Council minutes of their March 11, 1988 meeting in Winston-Salem and announced the establishment of an automated services committee.

Barbara Anderson, reporting for Reference and Adult Services, noted that the May session had been changed to September.

Harry Tuchmeyer was absent; however, President Hansel reported on a meeting of the Research and Technical Services Section in Southern Pines on September 29-30, 1988.

Patrice Ebert, representing the Round Table on the Status of Women in Librarianship, mentioned the workshop "Become a More Effective Communicator" for at least 20 participants in Fayetteville and Winston-Salem on June 3 and June 10 respectively. In addition, The Round Table will conduct a survey to find out what women librarians want from their jobs and careers.

The Archives Committee, under the leadership of Maury York, is rearranging the archives of the first 80 years of the Association. Records are being refiled in acid-free folders and placed in boxes, and retention and distribution schedules will be established.

Sylvia Sprinkle-Hamlin discussed a recruitment package to publicize careers in librarianship and a resource list of librarians to participate in career days, currently under development by the Recruitment Committee.

President Hansel reported that paraprofessionals may want to establish a round table. Surveys were sent to public, academic, and community college libraries by the committee on Paraprofessional Participation; results look positive.

Jane Williams reported that the annual conference of the

High School Library Association was held during February for about 250-300 students, 80% coming from rural libraries. Howard McGinn raised the question should we assume a more formal association with HSLA. Since HSLA does not have a by-laws affiliation, NCASL will look into the matter. Janet Freeman and Howard McGinn will look into the ramifications and report to Carol Southerland.

The first item of new business related to special collections. Maury York shared concerns that historical materials were not being collected, preserved, and made available. He further stated that 124 signatures had been collected in support of a round table.

Jerry Thrasher moved that "a Special Collections Round Table be approved for NCLA contingent on verification of at least 100 NCLA members' signatures on the submitted petition." The motion was seconded by Patrice Ebert. Discussion followed on the role of the round table which will focus on management of collections that are reference in nature, e.g., "American Indians" in Pembroke and "railroading" in Rockingham.

Twenty-seven individuals signed up for the Legislative Day briefing, and Nancy Bates encouraged participants to visit with legislators and talk about issues such as postal rates and deregulation.

President Hansel announced the appointment of a Task Force on Ethical Issues; she also identified members of the Task Force who will meet in a couple of weeks.

Doris Anne Bradley indicated that she will be requesting information from section and committee chairs on their mission for the Constitution, Codes, and Handbook Revision Committee.

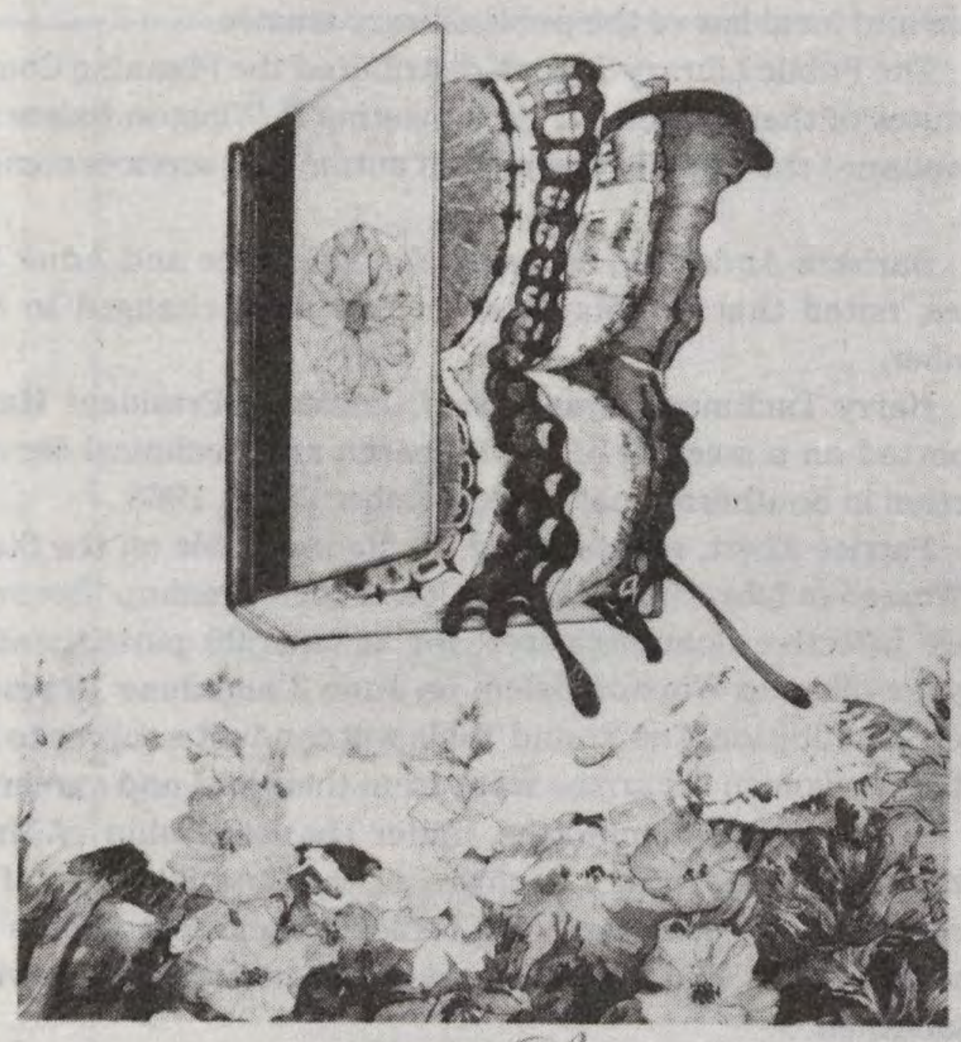
Howard McGinn is working on marketing the profession and the skills librarians bring to the community.

President Hansel discussed the room sales contract with the Sheraton Appalachian Inn and reminded the Board of the July 29, 1988 meeting in Boone.

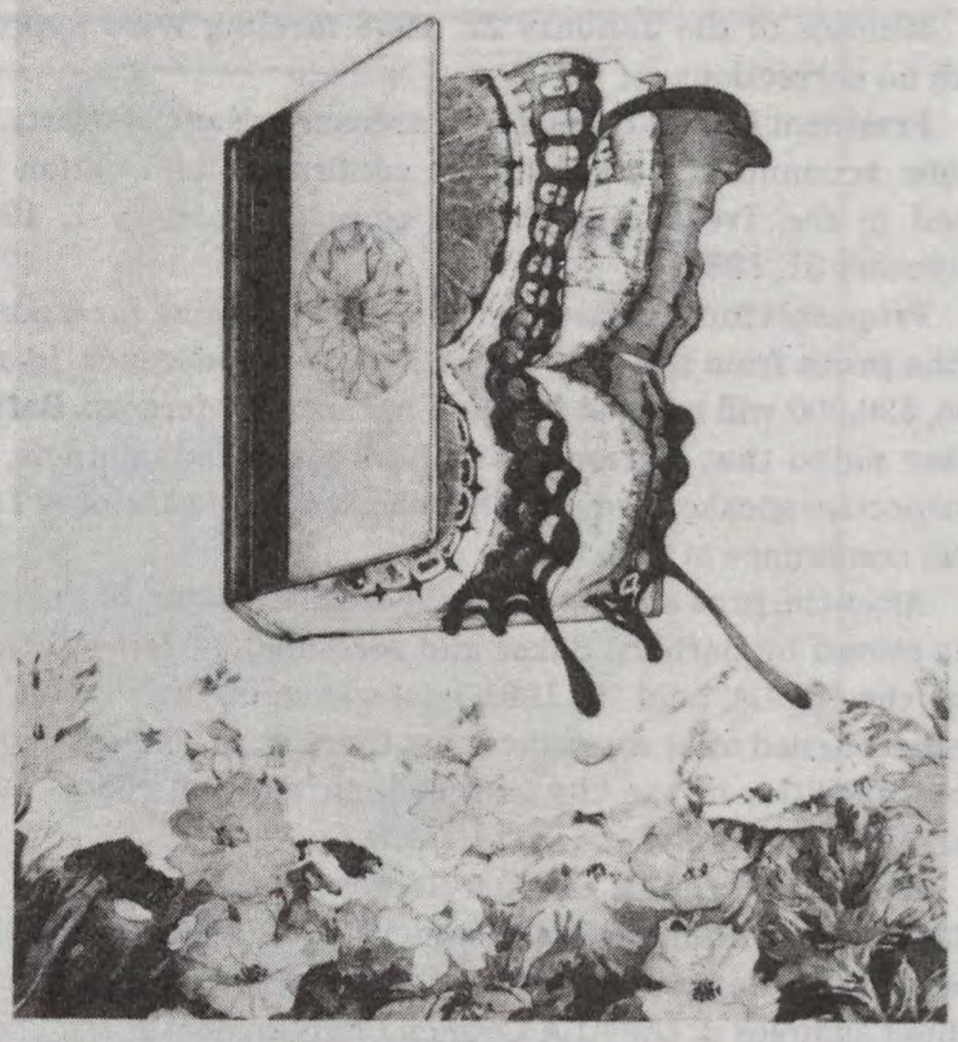
There being no further business, the meeting was adjourned at 11:35 a.m.

Gloria Miller, Secretary

AUTUMN



UPON A Wish BOOK
BOOK WEEK · NOVEMBER 14-20, 1988



SUEÑA EN UN LIBRO
BOOK WEEK · NOVEMBER 14-20, 1988

Full-color 17 x 22", *Wish Upon a Book* older reader posters by Jerry Pinkney with the theme in either English or Spanish for National Children's Book Week, November 14-20, 1988, sponsored by the Children's Book Council. For an illustrated Book Week brochure that includes prices and ordering information, send a first-class-stamped, self-addressed, #10 envelope to CBC: 67 Irving Place, P.O. Box 706, New York, NY 10276-0706, Attn: Book Week Brochure.

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Upcoming Issues

Winter 1988 — Reference Services
Ilene Nelson, Guest Editor
Spring 1989 — Economics of Librarianship
Larry Alford, Guest Editor
Summer 1989 — Public Libraries
Bob Russell, Guest Editor
Fall 1989 — Technology
April Wreath, Guest Editor
Winter 1989 — Conference Issue

Unsolicited articles dealing with the above themes or on any issue of interest to North Carolina librarians are welcomed. Please follow manuscript guidelines delineated elsewhere in this issue.

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