Fall 1991

North Carolina Libraries

... the completed building should allow the staff to carry out the library's mission and stated goals and objectives effectively.

Carol Brown, 1991

Library Building

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North Carolina Libraries

Fall 1991

Theme Articles: Library Building

Features

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From the President

Here I am two years and eight columns later - trying to think what I can possibly write that will let you know the worth of our association. What are the things that make the North Carolina Library Association special?

The first thing that comes to mind is the diversity of the membership. Among the 2200 to 2600 members we report during a biennium, we have people who fill all kinds of jobs in libraries, trustees of public libraries, vendors, and friends of libraries. The interests of the membership vary from the types of libraries they work in every day to the defense of the freedom to read to literacy education to the special concerns of women and minorities in the profession to legislative activity that affects libraries. We also have a strong interest in recruiting individuals into the library and information services professions and in mentoring them during the first few years they work in libraries. We cannot forget the emphasis that some members give to special collections and to preservation. We are a multi-faceted, vital association.

The second thing that comes to mind is that we are an active membership. We don't just pay dues and wait for *North Carolina Libraries* to show up once a quarter. Twenty-six people are ***active*** members of the Executive Board. About 114 members serve on fourteen association- wide committees. Each of the ten Sections and five Round Tables has an active executive board that is made up of at least five people and usually more. There is no way I can estimate how many members are serving on committees of the Sections and Round Tables. And then there is the Editorial Board of *North Carolina Libraries* that puts in many hours each quarter to produce this high quality journal. It is amazing to think all of us are focusing so much attention on one organization and one profession.

The continuity and flexibility within the governing documents - the constitution and by-laws - of NCLA are another important element of the association. Goals and standing committees are provided for in the constitution. A new handbook has been produced during this biennium that provides further direction to the association. All of these things together give us a basic plan of governance and provide for responses to current issues.

Another important element of the association that comes to mind is our regional and national activities. We are affiliates of the Southeastern Library Association and the American Library Association. We have official liaisons to their governing bodies. We are respected because of the size of our membership and because of the way we do things. I am particularly proud of our participation in the national library legislative day held each April in Washington, DC.

We are a part of a large, diverse, active, and well-respected state library association that fosters interaction for discussion of library-related issues and for networking, professional growth, and research and publication. Each of us continues to have an important role to play.

These two years have been a time for me to think

... see ***From The President*** continued on page 164.

Instructions for the Preparation of Manuscripts for North Carolina Libraries

1. *North Carolina Libraries* seeks to publish articles, book reviews, and news of professional interest to librarians in North Carolina. Articles need not be of a scholarly nature, but they should address professional concerns of the library community in the state.
2. Manuscripts should be directed to Frances B. Bradburn, Editor, *North Carolina Libraries*, Joyner Library, East Carolina University, Greenville, N.C. 27858.
3. Manuscripts should be submitted in triplicate on plain white paper measuring 81/2" x 11".
4. Manuscripts must be double-spaced (text, references, and footnotes). Manuscripts should be typed on sixty-space lines, twenty-five lines to a page. The beginnings of paragraphs should be indented eight spaces. Lengthy quotes should be avoided. When used, they should be indented on both margins.
5. The name, position, and professional address of the author should appear in the bottom left-hand corner of a separate title page.
6. Each page after the first should be numbered consecutively at the top right-hand corner and carry the author's last name at the upper left-hand corner.
7. Footnotes should appear at the end of the manuscript. The editors will refer to *The Chicago Manual of Style*, 13th edition. The basic forms for books and journals are as follows:

Keyes Metcalf, *Planning Academic and Research Library Buildings*. (New York: McGraw, 1965), 416.

Susan K. Martin, "The Care and Feeding of the MARC Format," *American Libraries* 10 (September 1979): 498.

8. Photographs will be accepted for consideration but cannot be returned.
9. *North Carolina Libraries* is not copyrighted. Copyright rests with the author. Upon receipt, a manuscript will be acknowledged by the editor. Following review of a manuscript by at least two jurors, a decision will be communicated to the writer. A definite publication date cannot be given since any incoming manuscript will be added to a manuscript bank from which articles are selected for each issue.

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

Over to You . . .

Letters to the Editor

To the Editor:

Since the publication of "Compiling the History of North Carolina Legislation" in the Spring 1991 issue of *North Carolina Libraries*, the North Carolina Supreme Court has handed down an opinion that contains a review of the court's position on statutory construction and elaborates regarding the use of records of legislative committees for purposes of determining legislative intent. Of particular note is the following statement: "In determining legislative intent, this court does not look to the record of the internal deliberations of committees of the legislature considering proposed legislation." *Electric Supply Co., v. Swain Electrical Co.*, 328 N.C. 651. 657, 403 S.E.2d 291, 295 (1991). Readers are advised to make a reference to this case on their copy of "Compiling the History of North Carolina Legislation."

Readers may also wish to correct a mistake in Figure 1 on page 25 of the article. The box at the far right should read "s = section."

— Louise H. Stafford
N.C. Supreme Court Library

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, NC 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 are the copy deadlines for the journal: February 10, May 10, August 10, and November 10.

Foreword

by Phillip Barton, Guest Editor

What depth should be used for countertops on the circulation and information desks? What should the lighting level be for the multipurpose room? Why is it important to place a circulation desk on the right instead of the left? How many bids must you receive in a formal bidding process? Why and when should you do an equipment inventory? Does the installation of conduit need to be modified to accomodate fiber optic cable? Why should signage for the children's area be any different than signage for the rest of the library? What role should the library administrator play in relation to the architect on a library building project? Where could I see some examples of bookstore display shelving in North Carolina libraries?

You will find the answers to the above questions, and many more (some which you probably had not even thought to ask) in this issue of *North Carolina Libraries*. The Fall 1991 issue is dedicated to the topic of library architecture. The primary objective in planning this issue was to provide readers with some practical and helpful information relating to library architecture. I am pleased to say that the objective has been well met. I am confident that those who read this issue will be more enlightened about the building process.

The writers bring to this issue their own unique perspectives on the subject of library architecture, sharing with us important and helpful information they have accumulated through personal experiences with library building projects. The information ranges from common-sense advice and tips to expert opinions on how to (or how not to) build libraries.

Architect Bill Burgin provides an excellent overview of many of the considerations one must deal with in library building projects. His discussion ranges from the challenges presented by library shelving to effectively managing acoustics in our not-so-quiet libraries.

Ken Marks, Library Director at East Carolina University, addresses the increasingly important subject of designing libraries that can handle every conceivable type of technology known to mankind at this very moment in time as well as one hundred years from now. Anyone embarking upon a building project would do well to heed his advice regarding "infrastructure" and "flexibility."

Library consultant Carol Brown draws on her experiences as a librarian and a consultant in providing us with some basic information about library interiors. According to Carol the key to successful interiors is planning and a major element of good planning is lots of information gathering, particularly from those who will be using the library.

Lynda Fowler, Director of Media Services in the Durham County School System, gives us a very personal look into how a librarian becomes a library building expert. I think everyone will enjoy this informative and witty account.

Mae Rodney, Director of the C.G. O'Kelly Library at Winston-Salem State University, deals with the all-important, and sometimes very delicate relationship between the architect and the library director. Drawing on her recent personal experience and extensive reading, Mae provides some keen insights into the various roles that are played throughout a building project.

Holly Willett, Assistant Professor in the School of Library and Information Studies at the University of Wisconsin-Madison, shares with us some of her current research into children's environments in public libraries. The information provided here will certainly make for more inviting and friendly children's rooms.

Rich Rosenthal, Operations Manager with the Public Library of Charlotte and Mecklenburg County, offers a review of current laws regarding the construction of public buildings in North Carolina. Essentially, the advice is to know the law and engage a good attorney.

Our Point~Counterpoint deals with the issue of adaptive re-use of buildings, or "can you really make a silk purse out of a sow's ear." Harry Tuchmayer, New Hanover County Library, advises us to build new libraries and not waste our money on converting used post offices or supermarkets. On the other hand, Jim Mckee, Caldwell County Public Library, says that with a good building program and an open mind, you can be very happy with a "hand me down."

A special thanks goes to John Welch, Assistant State Librarian at the N.C. Division of State Library, who graciously accepted my last minute request to prepare a bibliography for this issue. Essentially, this select bibliography covers the literature on library architecture for the past five-year period, with an emphasis on practical, how-to information.

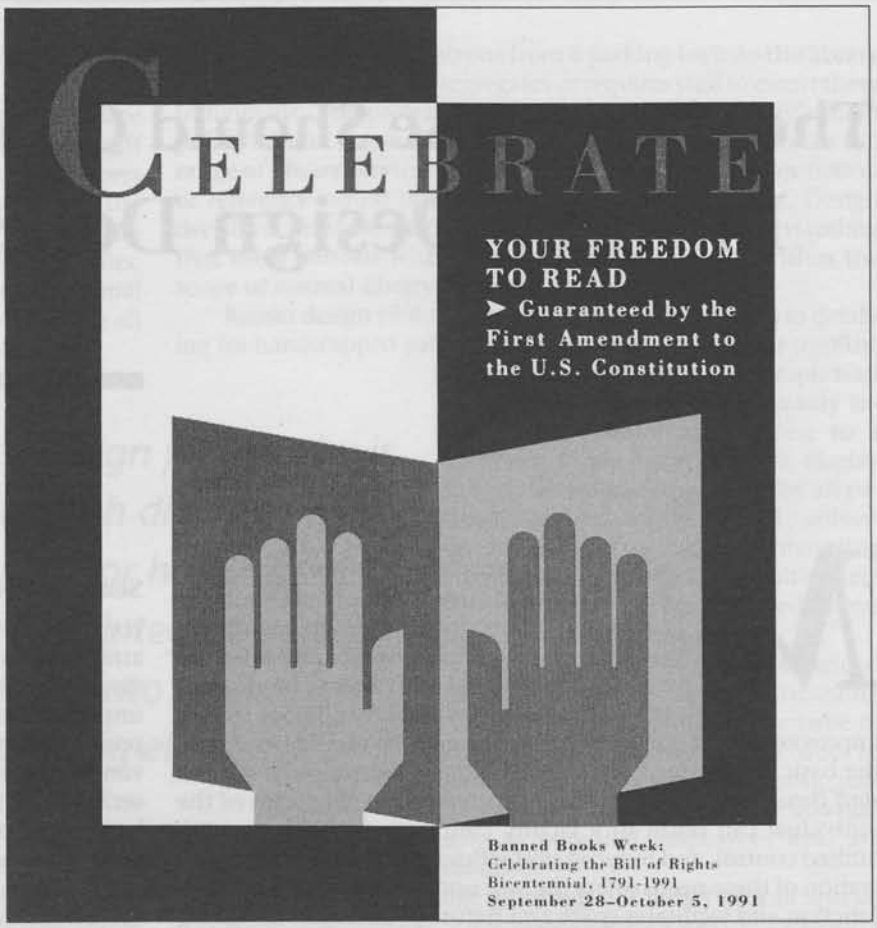
This issue contains a unique feature which I am particularly pleased to share with you. Keeping in mind that a picture is worth a thousand words, we have put together a collection of photographs of recently built libraries from throughout the state. I wish to offer my sincere thanks to Rose Simon, Library Director at Salem College, and Pat Weathersbee of TeamMedia for their able assistance in preparing this special project.

I wish to extend a very sincere "thank you" to the writers who helped make this issue possible. I also wish to thank all those who contributed photographs for use in the photo essay. (Even if your photo did not make the final issue, please know that your efforts are appreciated.) Finally, I would like to thank Frances Bradburn for her helpful suggestions regarding topics and writers and her guidance in helping me pull it together.

Banned Books Week '91 - Celebrating the Freedom to Read focuses on "The Bicentennial of the Bill of Rights."

The week-long celebration, to be held September 28-October 5, will highlight the rights granted by the Bill of Rights, the first ten amendments to the U.S. Constitution, ratified 200 years ago this year. The focus, of course, will be the guarantees provided by the First Amendment, and the power of the competition of ideas, even when controversial, to bring change and progress to our society. The authors of the Bill of Rights could not foresee the controversies of our current society, but they were clear in their commitment to a free marketplace of ideas and an informed public, able to choose for itself among competing voices. Banned Books Week - Celebrating the Freedom to Read serves to publicize the dangers of censorship by those who would deny access to the broad spectrum of ideas, not only for themselves and their children, but for everyone else as well.

Banned Books Week '91 - Celebrating the Freedom to Read, is co-sponsored by the American Library Association, the American Booksellers Association, the American Society of Journalists and Authors, the Association of American Publishers, and the National Association of College Stores, and is endorsed by the Center for the Book of the Library of Congress.



Those Who Use Should Choose:
Library Design Decision Making

by William R. Burgin, AIA

Much has been written recently about designing libraries for "new technologies" such as computerized electronic information retrieval, automated circulation systems, and telecommunications. Yet, in any effort to implement these advancements and other library facility improvements, it is important to consider *who* should determine the basic criteria for library design - *the individuals who use and staff these facilities*. Lack of proper attention to the needs of the individual can result in a facility confusing for patrons, with limited control, and reduced staff efficiency. Ultimately, consideration of these needs offers the best understanding of a library's function and facilitates space and fixture planning in designing a library.

New construction or renovation usually originates from one or more of the following needs: (l) additional collection space, (2) additional patron space, (3) change in an existing service, or (4) a new service. Whatever the motive, the above needs affect all elements of a library facility from shelving location, through patron and staff areas, to electrical and environmental control systems. Understanding each element's impact on patrons and staff will contribute to a successful final project.

Shelving:

Library shelving and its arrangement constitute one of the major decisions for a library project. The fact is that in most libraries shelving will occupy more space than any other item in the building. Determining a layout that will satisfy the staff, the public, and the physical demands of the building is no small task.

There are myriad factors to be considered in dealing with library shelving. Some of the more important considerations include: the impact of shelving heights on visual control of public areas; the suitability of shelving heights for intended user groups; the effect shelving will have on lighting; the weight of shelving in relation to the floor load capacity, an especially significant consideration when dealing with a multi-story building; the arrangement of shelving to facilitate use by the public and the staff as well as special user groups, such as the handicapped; the amount of storage capacity for books and other library materials; the adaptability of shelving for storing materials other than books; the use of shelving to demarcate distinct areas throughout the library.

Anyone embarking upon a library building project is advised to learn as much about library shelving as possible. The likelihood of designing a successful library building will hinge in large part on how well the designers (architects and librarians) understand library shelving.

Seating and Work Areas:

For general reading and relaxing, single seating in clustered arrangements is preferred. These clusters should be located within visual control of staff service desks. This is not to discount the importance of taking advantage of the occasional opportunity to position patrons in areas of the library offering attractive exterior viewing or seclusion. As a rule, as the seating becomes more secluded, limit groupings to four or less chairs. These low numbers usually prevent a remote location from becoming a gathering point conducive to objectionable behaviors.

Use of couches for seating is discouraged. Couches require more floor space, and inevitably will be used as wide single seats. They also invite use by those few patrons whose primary interest is horizontal relaxation (a common activity of vagrants).

Individual study areas, both carrels and desks, should be provided for patrons throughout the library, concentrated in areas supporting research and writing. A few single units can be successfully scattered around segments of a collection if visual control by staff can be maintained. These single units serve the patron whose research style requires frequent visits to stacks or requires the seclusion offered within a stack area.

Another important seating requirement is for small study groups. This usually translates into tables and chairs. For best control and uniformity, standardize this seating type using small tables with four chairs. Small tables provide utilization for single use, including any need to "spread out" resources; but will remain comfortable for two patrons forced to share accommodations in crowded conditions. Limiting study groups to a maximum of four patrons (within the library proper) provides manageable limits for staff. Larger groups should be directed to conference rooms where noise control is managed by the containment of the room itself.

Patron - Staff Interface:

From the patron's perspective, service desks must be located in consistent fashion throughout the library, easily accessible and recognizable as points of service. They should be located near the collection served and designed to meet the public's posture. Locating service points as the hub of a department from which indexes, seating, collections, machines, and equipment radiate helps to address the requirements of proper location, accessibility, and recognition. Designing for public posture relates to whether patrons are standing or sitting and for what length of time. Patrons who are standing will prefer desks with counter heights at 40"-42" (similar to bank teller windows). This is particularly important if the person served must write. Other operations such

as voter registration will be better served by desks matching office desk heights.

Recognizing that the multiple jobs of the staff must take place in a relatively small area and that each may relate to the others, staff concerns expand design criteria in several ways. Staff members must visually supervise the particular library area served by the desk, have convenient access to their operational "tools of the trade" (typewriter, computer terminals, security desensitizer, files, etc.), and have comfortable work areas for the duration of a normal work shift. Design decisions should be made to accommodate all of these activities with a minimum of staff movement.

Housing the librarians' operational tools has certainly become more challenging with recent technology advancements. The additions of computers, fax machines, and copiers mandate efficient work station layouts. When planning for counters, allow an extra 6" - 8" beyond the standard 20" - 24" widths usual for typewriters. In addition, provide adequate receptacles and computer cabling conduits. Also, consider aesthetics when accommodating the multiple wires and cables extending from this new equipment.

Recent design philosophy is to diminish differences in detailing for handicapped patrons by integrating these details into the basic building elements.

Another staff concern about patron interface is recognition that during a typical work shift, staff may require spaces separated from patron access. These areas allow staff the privacy to complete many activities impossible with periodic or constant interruptions. Some of these areas, while creating privacy, must remain close enough geographically to allow staff members visual and audible contact with their service areas. Departmental layouts, technical services, mail rooms, staff work rooms, outreach services, and staff break areas that function without patron interface must be located outside the public's traffic and vision lines.

Support Areas:

As in other building types, library design requires an assortment of support spaces. Exit stairs, toilets, elevators, mechanical rooms, yard equipment storage, garages, and electrical rooms are necessary evils. Positions should be established for these spaces that do not fragment the library's program areas. From a staff perspective, spaces such as public toilets represent potential trouble spots. Entrances to restrooms or the corridors to their entrances should be visible by staff working service desks. Similar visual control is desirable for doors that are "exit only" to the exterior of the library. Audible alarms supplementing this visual control of these exits will raise staff's ability to minimize vandalism and theft of collection materials.

Special Cases:

Several conditions existing in library design merit special considerations. First are considerations for handicapped patrons and staff. The State of North Carolina has been a leader in the development of a handicapped accessibility code to address these persons' desires for accessing public (and private) services and resources. In general terms, this code provides an excellent resource for design criteria and implies automatic response by the architect.

The development of our handicapped code centers on the desire to provide access and services to handicapped individuals without calling attention to their limitation(s). In doing this we emphasize a "mainstream" approach for this segment of our population. For example, it is undesirable simply to provide a path for handicapped patrons from a parking lot into the library building when this path segregates or requires staff to escort these individuals. The preferred access is through the library's main public entrance. It is also important to provide access to the full range of library services. Access to fiction and not to non-fiction or reference would dilute the mainstreaming concept. Design decisions must be made consistently with the understanding that these patrons wish to function independently within the scope of normal library services.

Recent design philosophy is to diminish differences in detailing for handicapped patrons by integrating these details into the basic building elements. An example is an access ramp which, while primarily intended for handicapped access to a mid-floor level, incorporates a display gallery, thus suggesting its use by all patrons. This philosophy, termed "universal design," presents many interesting architectural possibilities and ultimately will better invite the handicapped patron into the library environment.

Accessibility issues must be extended to staff work areas as well, including cabinetry and furnishings. The issue of employment discrimination due to handicapped accessibility is real, particularly if spaces exist that are unavailable to potential employees who are disabled.

Separate spaces for age grouping is another area of special consideration for design. A space designed for a specific age group's use must possess what the intended user desires while offering a setting congruent with the library's function. For example, a children's room must be friendly and inviting, meeting a child's need to "take possession" of a space in order to use its resources. Color and texture can contribute to this friendly atmosphere along with fixtures sized for a child's stature. This room must be located easily within the library complex while being somewhat secluded from the remaining library for better noise control.

Another age group with particularly difficult design criteria is young adults. Their physical developments more closely match those of the adult; however, neither they nor most adults care to share the same spaces. Young adults frequently use a library's resources for school papers, leisure reading, listening to music, and computer use. A major consideration is the balance of privacy and spatial possession with the need for staff control and observation. Possibilities include positioning these areas some distance from the nearest staff control station (i.e., circulation desk, information desk, children's desk) but in direct view. For this age group a preference should be given to visual control. Also, consider that young adults may not locate in the spaces "designed" or acknowledged as young adult areas. They will migrate to the most comfortable area with little regard to design intent. This fact emphasizes the need for at least a minimum amount of control for every area of possible congregation within the library.

Multipurpose rooms for libraries offer other particular challenges in design. These spaces serve patrons in a large array of functions ranging from small discussion groups to large regional conferences; from movies to live concerts; from literacy classes to computer training. In a broad sense, these rooms should be designed rectilinear, with length to width ratios of less than 2:1. Walls must divide acoustically these areas from other library functions. Staff will appreciate locating supporting areas such as projection rooms, kitchens or kitchenettes, chair and table stor-

age, and perhaps a loading dock adjacent to these multipurpose areas for easy access.

Acoustics:

The classical view of the library is of quiet, where each patron sits silently reading a book and where all communications are brief and soft spoken. In contrast, the library will typically contain a full spectrum of sounds, including the expected quiet study, normal office communications, group discussions, large auditorium type productions, and screams of small children at active play. Important design decisions must be made to align comparable/compatible noise levels together. Where program and functions position incompatible groups together, buffers (aisles, stacks, or service desks) or barriers (walls or support areas) must be built and properly designed to minimize acoustic conflicts.

Flooring:

Floor finishes offer solutions to a number of library design and utility issues. With a careful analysis of product capabilities, the library's long term appearance and durability can be improved. For example, the use of hard tiles (i.e. ceramic tiles, quarry tiles, porcelain tiles) produce an almost virtual solution to conditions associated with high traffic or wet conditions. V.C. (vinyl composition) tile offers a low budget alternative to hard tiles and for the most part proves equally durable if traffic wear is a primary concern. However, the most popular library floor finish is carpeting. Carpets offer more acoustical compatibility while finishing spaces comfortably for extended periods of standing and walking, particularly important to patrons browsing stacks, staff hosting circulation desks, or staff re-shelving books

Carpet's major weakness becomes apparent if installed in areas where traffic generates heavy wear patterns. In such areas (around circulation desks, information desks, entries, exits, etc.), the use of carpet tiles has proven a very effective alternative. Carpet tiles are broad run carpet applied to a thick rubber mat and cut into 18" x 18" or 24"x 24" squares. The beauty of these "tiles" is in their ability to be replaced (or rotated) if traffic wear patterns begin to appear. Carpet tiles also offer a couple of bonuses which help justify their price premium. These tiles can be laid directly over "flat wiring" (wiring which can provide power, data, and communication), which allows desks to be located around receptacles, terminals, telephones, etc., anywhere within the area covered by these tiles. An additional advantage is the ability to create aesthetically interesting color patterns and borders. Used correctly, carpet tile patterns can assist in highlighting traffic lanes, defining departments and functional space groups, and providing intuitive directional patron circulation patterns within a library.

Lighting Design:

Library lighting problems create the need for a gamut of solutions. For the comfort and stamina of both staff and patrons, lighting should be matched to the various experiences encountered while using the library. Lighting levels are quantified objectives. Recommended lighting levels are available in various architectural and engineering design standards such as those published by the Illumination Engineering Society (IES). As a rule, corridors and stairways function with as little as 20 footcandles (fc) of light; reading areas and non-critical writing areas function at 50 fc; regular office areas and assembly areas can need as much as 100 fc; and detailed/inspection areas can demand 200 fc. The difficulty in designing lighting systems is in producing *comfortable* lighting. This effort is influenced by the combination of illumination level, reflection of light, contrast, and glare. A balance of each of these factors is paramount.

Lighting of stack and seating areas adds additional difficulty. In these areas it is important to provide even and adequate lighting without defining specific furnishing arrangements. As an example, lighting rigorously located between proposed shelf ranges permanently compose the shelving layout until a major renovation occurs. In contrast, a lighting pattern established along diagonals and with a pattern of evenly spaced fixtures will allow for various shelving layouts should program or collection size change.

The likelihood of designing a successful library building will hinge in large part on how well the designers (architects and librarians) understand library shelving.

"Job specific" lighting is required in locations housing CRT's and lighted screen equipment such as computer terminals and microfilm/microfiche readers. The lighting in these areas must not reflect off the equipment screens. Fixtures controlled by dimmers provide the ability to properly balance light volumes, minimizing glare.

Other specialized lighting occurs at staff workstations. The term "task lighting" defines lighting design for these spaces. Lighting for such activities as research reading, filling out forms, checking out, and registering literally can be focused on the required task surface. For staff desks, task lighting is best handled as a component of desk furnishings. This method is successful

An effective display technique utilizes slat walls, commonly seen in department stores. The Caldwell County Public Library in Lenoir uses slat walls to display new books and videotapes. Photo: Jim McKee.

because it travels with staff workstations when rearrangement of office spaces occurs. Task lighting also works well in permanent areas where specific operations occur, such as a library's main circulation desk.

Lighting multipurpose areas requires a system which can produce a wide range of footcandles depending on user demands. Patrons using these areas may be watching performances (these require zero to 50 fc); participating in seminars (50 -100 fc); or quilting (150-100 fc) just to mention a few of the wide assortment of activities occurring in a library's multipurpose spaces.

During planning, the design possibilities using indirect lighting (lighting that reflects off other surfaces and diffused to task level) and natural lighting should be investigated, as well as the advantages of using different types of fixtures including incandescent, fluorescent, mercury vapor, metal halide, and high-pressure sodium. Recognize that each, while producing sufficient lighting, can also aid in creating various desirable moods and effects.

Mechanical Design:

Designing mechanical systems for libraries requires providing environmental control of space temperatures and humidity throughout the building within the limits that protect the building's contents from environmental extremes while supplying "creature comfort" for patrons and staff. Objectively this is easy to target.

— Human comfort is reached at 74°F (plus or minus 2°F) at 50 percent humidity (plus 10 percent)
— Books, paper materials, films and film media are protected within these same limits.
— Rare papers and special collections merit closer scrutiny.

The difficulties arise in the subjective nature of providing creature comforts. Ironically, a mechanical design is one hundred percent successful if patrons and staff do not realize the system exists. In other words, the mechanical system operates invisibly.

Most patrons and staff will notice the following types of problems: (l) noise, (2) hot spots, cold spots or drafts, (3) humidity, and (4) service/maintenance access (staff concerns).

Noise problems can be attributed to delivering too much air through too small a duct system. Unfortunately, a designer's objective when minimizing cost is to move as much air through as little duct as possible before reaching the point of generating intolerable noise levels. Designers should be encouraged to provide a safer "margin of error" in controlling duct noise in areas where staff and patrons must talk, staff must concentrate, or where patrons must study. These would include circulation and reference desks, patron reading areas, and staff office areas. Stack areas, storage areas, toilets, corridors, and stairs are less crucial.

Location of cyclical and other heavy mechanical equipment should be positioned in mechanical rooms isolated from library program areas. This type of equipment not only makes noise, but is frequently the source of rhythmical noise; at best this is annoying and at worst it may set up reverberations that disturb the entire library.

Our answer to Blockbuster: Bookbuster! More and more public libraries are incorpating a "bookstore image" in their appearance, as seen here in the use of display shelving at the Cliffdale Branch Library in Fayetteville.

Microfilm and microfiche are both stored for ready retrieval in a Kardex Lektriever at the F. D. Bluford Library of North Carolina A & T University. The equipment "delivers" the desired file to the user, omitting the usual lengthy search among traditional storage units.

Photo: Alva Stewart.

Solutions (even in a general context) to hot spots, cold spots and drafts are more difficult to address. The design intent, of course, is to deliver air evenly over the entire library building. A multitude of factors complicates the design process. These factors include the building's own structural framing; numbers of people within a space; the level of physical activity; and the building's exposure to the sun. Shelving, an element peculiar to libraries, may hinder the efficiencies of an HVAC system's air distribution. Establishing even air patterns over tall ranges of shelves can be difficult.

Humidity can adversely affect a library's collections. Too much moisture contributes to mildew and fungus growth and too little moisture will overly dry pages and deteriorate glue. Specific dehumidification equipment will usually not be required. Dehumidification normally occurs during daily operations of normal heating and air conditioning systems. Basement and below grade areas will be more susceptible to moisture and consequently demand closer scrutiny in the design to determine if any specific dehumidification equipment is necessary. The addition of moisture when conditions become too dry will require the addition of humidification equipment to the basic HVAC system. The issues of moisture are more critical to collections than to patrons or staff, aside from person' with allergies.

Critical to staff will be the design of the HVAC system relative to system maintenance. This is an underrated and frequently forgotten issue in library design. The "out of sight, out of mind" principle applies if equipment is in inaccessible places, an acute problem for equipment that requires routine filter cleaning or changes to maintain efficient operation. At a minimum, staff should review the anticipated service requirements of any proposed HVAC system.

Conclusion:

There are numerous design issues to be decided during library building projects, all affecting patron and staff use of the facility. Many are at conflict, such as:

- — Quiet and relaxing study areas near areas that permit talking and activity;
- — Areas where children and young adults take possession of spaces while staff maintains control;
- — Control of library materials by staff while allowing and encouraging individual use without staff involvement;
- — Areas designed for specific use and intention while maintaining the flexibility necessary for an industry susceptible to change from advancing technologies.

All of these issues must be weighed during the design process with the needs of *the individuals who use and staff these facilities.* Thoughtful consideration of all of these elements will minimize the inevitable conflicts and will contribute to a successful library building endeavor.

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Planning for Technology in Libraries

by Kenneth E. Marks

The integration of technology in libraries is not a new phenomenon. Libraries have utilized "high" or "new" technology for at least three decades and, in some cases, for more than half a century. Often the bulk of the equipment that was associated with these technologies was located outside the library so the planning that occurred was the responsibility of another organization. The symbols of these technologies that were located in libraries often were placed in convenient niches without consideration for the implications of their placement. They were add-ons to the principal tools used to perform library work and little, if any, thought was given to their integration into the library's work environment.

While technology was on the periphery of library activities, not extensively embedded in the full range of activities, it could be an add-on to the library environment. As long as technology was used in a limited manner by library patrons and staff, it could remain an appendage to the library building. During the 1980s the use of technology became pervasive in providing many library services and is now indispensable to what is considered to be the effective function of a library.

The role of technology in the workplace changed fundamentally in the decade of the 1980s as technology came to be equated with electronics and automation. Technology today is viewed as an indispensable factor in any organization's efforts to remain competitive in its part of society. This is true of libraries as well. There are a growing number of alternatives that offer library patrons timely access to information and entertainment. Technology offers libraries the prospect of being able to remain competitive by extending an alternative to the public seeking information and entertainment.

Many organizations, libraries among them, have struggled with the manner in which technology can be integrated in the workplace. This quandary regarding technological integration has been compounded in those environments where service to the public is important.

Technology, during the 1990s, must be seamlessly integrated into the full range of work and service found in libraries. The development of various levels of networking, improvements in telecommunications, and the continuing decline in the cost of computing combined with increasing storage capacities has removed many of the perceived impediments to utilizing technology more broadly in the library environment. Library patrons in the 1990s should be able to sit at a public access library workstation and have uncomplicated access to a wide variety of resources, some residing locally and many more located at a distance. Local area networking should become commonplace in libraries, permitting them to establish workstations that can provide access to a variety of local databases, indexes, and abstract services. The situation in which a patron has to move from one terminal to another to access different resources is no longer justified by technology. Neither will it be acceptable to have to master a variety of computer languages in order to access these resources.

Similarly, the development of multimedia computing offers the possibility that a single workstation will not only offer access to the typical data and text resources but also will allow access to a variety of sound and image resources, including video. The obstacle to installing these workstations will not be the technology, but the fact that libraries, generally, have tended to separate these resources. For the most part, they have not been accessible from one location. Local area networking will permit workstations to be distributed throughout a library rather than concentrated in a few locations.

If local area networking can be beneficial, so can metropolitan (MAN) and wide area networking (WAN), which offer the opportunity to connect to resources located at a distance. Access to other public access catalogs, text resources, and numeric databases located in other libraries is practical now using WANs. The challenge is how to design, construct or renovate, and arrange new or existing library facilities to allow technology to be used more effectively. This is a challenge that must be answered in the near term rather than be delayed until the next century. If libraries do not meet the challenge, other organizations will. Telephone companies and cable TV companies are two of the more obvious contenders for the opportunity to deliver information to the public.

Yet, how can a library be planned for technology? It can be suggested that technologies are evolving so quickly that it makes little sense to spend the time planning for something that will be quickly replaced. While it may be true that the particular technologies may change, the building infrastructure needed to support the technologies may remain adequate if it has been properly planned. Experience seems to indicate a number of basic considerations to focus upon in planning for technologies in libraries.

... technology ... is now indispensable to what is considered to be the effective function of a library.

While automation has received the majority of the attention as libraries consider electronic technologies, there is a great variety of equipment that can be covered by this umbrella. Mainframe computers, minicomputers, the ubiqui-

tous microcomputers, telefacsimile equipment, modems, scanners, image setters, bridges, routers, brouters, printers, videotape recorders and players, video cameras, audio cassette equipment, videodisc equipment, and telephones are only a few of the items that are "electronic." Additionally, there is the more established microform technology. This technology is often lost in the shuffle of library planning. The result is a continued "bum rap" for a technology that has a definite place in most libraries. Reprographic technology (xerography) has become such an integral part of libraries that it is hard to imagine not having the equipment, but it, too, continues to evolve and requires planning. Finally, there is the library's print collection, which certainly represents a long-accepted technology. The need to accommodate print collections more effectively can hardly be disputed.

Still, the question remains whether it is possible to plan for technologies in libraries when the technology manifests itself in an expanding diversity of complex equipment. The answer is, of course. The key to effective planning for technologies in libraries is to avoid being captivated by the glamour of a technology, especially the electronic technologies, and to focus on the infrastructure of the building. As long as the basics are the focus of the planning process, librarians can plan successfully for both existing and new technologies.

If you have never been involved in the planning process for a new library or the renovation of an existing facility, the experience will be a "learning experience." In preparation for any type of project, learn how to read a blueprint. Do not place yourself or your library in the position of being completely dependent upon an outside agent for understanding what is being presented.

Before the planning begins for a renovation project, obtain a set of the blueprints or floor plans for the existing facility. What may be available is a set of blueprints for the original facility. Most buildings, libraries included, undergo a number of renovations and alterations over time. Unless there are major changes, new blueprints will not have been prepared. Thus, the blueprints of the original building will have little relation to the actual facility. If that is the case, have a set printed that can be marked to document the present facility, including the pertinent information about power, lighting, and HVAC (heating, ventilating, air conditioning).

Regardless of whether it is a new facility or a renovation that is being planned, an inventory of equipment that will be in the building on opening day is a necessity. The inventory must include the location of each item and whether it will be on a desk, a counter, or the floor. This is critical for several reasons. First, unless there is some fairly precise inventory of powered equipment, there will be little opportunity to calculate accurately the electrical load of the building. Second, if there is no indication where the equipment will be placed, the outlets may be located in a generic way that makes plugging in equipment next to impossible.

It makes no difference whether the planning is for a completely new or a renovated library. The concerns remain the same. Focus on the basics: Provide the infrastructure in the library's physical plant that will accommodate existing technologies, new technologies, and unplanned or unanticipated technologies. If a library can be provided with an effective infrastructure, then technologies can be adopted as it becomes appropriate without a substantial reworking of the library's physical plant.

The basics that comprise the library's infrastructure include electrical power, lighting, HVAC, cable (wire) management, office landscaping, and equipment ergonomics. Indispensable to these aspects of any building is compliance with existing state and local building codes. Most librarians never have a need to work with building codes. However, if a librarian is going to be involved in any sizable construction project, it is probably wise to become familiar with the applicable building codes.

Electrical Power:

If one aspect of planning for technology in libraries is more critical than others, it is providing for an adequate electrical supply. Many librarians have experienced the frustration of finding that all the available electrical capacity in the library has been consumed and that gaining additional capacity will require a major, expensive utility project to bring the needed electricity to the building. If a new library is being planned, calculate the electrical power needs and then consider increasing that requirement by 50 percent to 100 percent depending upon the forecasts that can be made regarding the future use and integration of equipment in the library's activities. An underlying principle that should be kept in mind throughout the planning of a new facility or a renovated site is that ***it will never be any less expensive to install the infrastructure than it is while construction and renovation are occurring.*** Do it correctly — or as correctly as can be projected — the first time!

The mere fact that a library has sufficient electrical power is not enough. The quality of that power must also be considered. Quality of power refers to the amount and frequency of variance in the electrical current that is passing over the utility lines. How many times does the library experience brown-outs during the high heating and cooling portions of the year as the community's demand for electricity consumes all the local electrical utility's ability to provide power? How often are there power surges and spikes in the electricity? Variations in the flow of electicity may cause more long term damage to equipment in a library than any other single factor. Spikes and surges cause wear on the chips and soldered connections that are found in electronic equipment. The damage is insidious because, typically, there is no immediate equipment failure; instead, there is a slow degrading of the effectiveness of the equipment.

If one aspect of planning for technology in libraries is more critical than others, it is providing for an adequate electrical supply.

Most organizations are forced to address quality of power in an after-the-fact-manner by installing surge protectors on various pieces of equipment or in equipment rooms. If a new building is being planned, provisions should be made for the electrical power to be conditioned before it enters the building, thus smoothing out the variances in the current. The extent of a renovation project may dictate what can be done to improve the quality of power that is available to the library.

An aspect of many libraries that is overlooked in the planning is the number, type, and arrangement of electrical outlets. How many library offices and work areas are overrun by extension cords in direct violation of safety and building codes? How often is the final location of publicly accessible pieces of equipment determined by the availability of electrical outlets? Consider outlets on every wall in an office and specify that the outlet be fourplex rather than duplex. In work areas and the open public areas, electrical outlets should be located on each facing of every column. As a minimum, electrical outlets should be spaced every six feet, possibly closer, along all walls. Again con-

sider the fourplex rather duplex outlet. If it is determined there should be outlets in the floor, every effort should be focused on ensuring that the outlets are flush with or recessed in the floor. Raised electrical outlets guarantee a legacy of problems when furniture and equipment are inevitably moved in response to changing needs.

Conduit:

One aspect of construction or renovation that must be resolved early in the planning process is the matter of conduit. Conduit is required to house electrical wire and, in most jurisdictions, any type of electronic cable as well. All too often, conduit for computer cable or wiring is sacrificed as the costs of a construction or renovation project mount. This is extremely shortsighted and should be avoided if at all possible. The cost of installing the conduit at a later date will be exorbitant and extremely disruptive to the work of the library. Often if the conduit is not eliminated, there is an attempt to reduce the diameter of the conduit. Again, if one-inch conduit is projected as sufficient, one- and-one-half-inch or two-inch conduit should be installed. Nothing is more frustrating than finding that the conduit is filled and that there is no room for additional cable to be pulled. Typically, one-inch conduit is likely to be designed for most spaces. There will be a tendency to design the conduit layout for coaxial cable which is fine if there will never be any reason to put fiber optic cable into place. It is likely, though, that fiber optic cable will be the cabling media of choice in the next few years as its cost drops and the need for bandwidth for fast transmission of signals increases. Conduit for fiber optic cable requires a different bend radius from coaxial cable and probably should be the standard used for installation as insurance for future needs.

Lighting:

The effectiveness of the lighting plan in a library may be one of the most critical aspects of the building's long-term success. There has been a recognition that lighting has an impact on the usability of a library and the deterioration of the library's collections. The ongoing debate centers around the efficacy of task lighting for patron tables and carrels. When task lighting is used, space can be rearranged more easily without worrying about whether there will be adequate lighting. To be effective, task lighting requires a more extensive wiring grid to permit the efficient relocation of tables and carrels. Without an adequate wiring grid, additional electrical wire may have to be pulled each time you need to rearrange the furniture or equipment in an area. It will also require a greater monitoring effort to make certain bulbs are replaced regularly.

Another area of growing concern relates to the effect of ultraviolet light on paper and the resulting accelerating deterioration. There are filters and sleeves that can be installed on existing lights, and special lights that eliminate the ultraviolet spectrum from the lights, but each of these has an associated cost. While minimizing the effect of ultraviolet light may be important to a library, it may be dismissed out-of-hand by the library's parent organization because it would mean stocking another type of light bulb and would require additional time to replace the bulbs.

Heating/Ventilating/Air Conditioning:

While climate control is already a major concern in many libraries, its importance will increase as the quantity of electronic equipment increases. Electronic or electrical equipment generates heat. A single piece of equipment does not create much concern; but if there are several dozen pieces of electrical equipment operating most of the hours the library is open, they will generate a noticeable amount of heat.

> "However, as the heat output of a terminal can vary between 50-100 W, comparable to the rating of a single fluorescent tube, problems may arise where banks of terminals or personal computer are available, e.g., online catalogues. Consultation with

architects or heating engineers will be necessary to determine the effect of this on the heating and ventilation requirement of the building."[1]

This is another reason to have the inventory of equipment, including locations, that was mentioned earlier.

Furniture:

The emphasis that is placed on preparing facilities for electronic equipment can cause problems in planning the rest of a library. In the rush to accommodate the symbols of "high technology," the users of that equipment, both library staff and patrons, are given short shrift in the planning process. Furniture and the space in which the furniture and various technologies is placed often receive very little thought.

There is a tendency to accept the standard of twenty-five square feet for a reader station as the standard for the wired electronic patron work station as well. However, a personal (micro) computer, including the keyboard and a printer, and some surface for working with books or journals will not fit comfortably in the space traditionally dedicated to a patron carrel. This need for expanded work space is accentuated when staff work space requirements are considered. It is clear that in most libraries traditional office equipment such as typewriters will still be needed in addition to the electronic office equipment. Confining a library staff member to 50, 75, or even 125 square feet may create an intolerable work environment.

Indispensable to the effective use of space for technologies is the ability to rearrange or redefine that space from time to time.

Influencing the square footage needed for an adequate work space will be the set of factors that are encompassed by the term "ergonomic." Ergonomics is defined as "the study of people in relationship to their working environment. It is concerned with the design of man-machine interfaces to improve factors affecting health, efficiency, comfort, and safety."[2]

Libraries are not unique in having traditionally ignored these factors that make the work environment more conducive to a productive staff. A work space should be large enough to accomodate a workstation that has the computer screen positioned so that the user looks down at an angle of fifteen to twenty degrees. The eye-to-screen distance for the user should be twenty to thitry-five inches. If the individual is working with copy, it should be held at the same height as the screen. The work surface on which the workstation is located should be adjustable so that the keyboard is about thirty inches from the floor. This will allow the person's upper arms to hang vertically and the forearms to angle downward slightly. This presumes there is a chair with five casters and an adjustable seat height of fifteen to twenty-one inches above the floor, with an adjustable backrest to support the small of the back. All furniture should be certified as nonstatic and chairs or tables with casters should be lubricated with graphite. A cramped work space will not allow an ergonomically effective arrangement of the equipment to be achieved.

Indispensable to the effective use of space for technologies is the ability to rearrange or redefine that space from time to time. Permanent load-bearing walls should be minimized to permit the greatest amount of long-term flexibility in the use of space. One option that has been used in some libraries is modular walls that are hung in place and can be relocated. A drawback to this approach is the fact that it may still require a specially trained crew of workers to rearrange an area.

A more effective approach is the use of office landscaping. There are a variety of companies that can provide a broad range of furniture designs that are assembled in a manner that permits their ready rearrangement. One of the most critical considerations in office landscaping is the way in which wiring and cabling is managed. The best office landscaping will provide channels that allow the cabling to be hidden from sight while it is readily accessible when changes or additions need to be made.

Planning for new or renovated library space is not a solo act. Depending upon the library's parent organization, a building committee with a diverse membership including representatives from a variety of other agencies may be mandated or politically wise. There may be architects, interior designers, and engineers (electrical, acoustical, lighting, mechanical, etc.) who will bring needed expertise to the planning process. As important as these participants in the process are, the full involvement of the library staff, both professional and nonprofessional, is crucial. Library staff will have to live with the good and bad results of the planning, so they should have substantial input. This is particularly important as furniture and equipment are placed in the various work areas. Library staff are the only ones who can visualize whether a particular design will function effectively within the context of the work to be done in the building.

The reaction of library staff to the prospects of planning a new library or renovating existing space may range from an enthusiastic desire to be involved to an effort to distance themselves from the project. Regardless of the initial reaction, an effective first step is to have the staff meet with the architects, consultants, and any other participants to become acquainted with the members of the team and to learn "first hand" the process that will be followed and the likely timetable. Once the "get-acquainted" meeting is concluded, the project team should meet with the staff of each unit to learn directly their space concerns and needs. The staff can also participate in preparing the inventory of existing equipment. This is a good time for the topic of temporary relocation of work groups to be discussed. If staff understand that library administration is genuinely interested in garnering their opinions and reactions, staff involvement should not be a problem. What may become a problem is the many iterations of the building program that will be required and the need for exhaustive discussion of the minutiae of the project. This process can be considered successful if staff think of the building and the program as theirs.

Technology can be planned for in libraries even if our crystal ball is often clouded. It is not important to comprehend the specific technology as long as an adequate infrastructure is designed for the library. The crucial element is to plan for today, tomorrow, and next century. If there seems to be one consistent characteristic to planning library infrastructures, it is the tendency to underestimate the demands for electrical power, the need for appropriate levels of heating, cooling, and humidity control, and adequate space for patron and staff interaction with the new technologies. Careful attention to detail on the part of library administration and extensive participation by library staff can minimize the likelihood that future technologies will surprise us.

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The book no North Carolina library should be without —

The Heritage of Blacks in North Carolina

Volume I • Foreword by Alex Haley

From the *NC Dept. of Public Instruction Advisory List*:
This hefty book, rich in information and alive with human feeling, is a valuable historical reference on the African-American family in North Carolina. It begins with a foreword by Alex Haley ... An introductory historical overview covers the African heritage; customs and characteristics; the Colonial period; changes in slave life after the 1776 change in government; several black leaders of the eighteenth and nineteenth centuries; black life before, during and after the Civil War; the formation of black churches; black entrepreneurship; the Civil Rights Movement; school desegregation; black literature and music in N.C.; and black religion from colonial times to 1900. The overview features photographs and illustrations as well as copies of relevant newspaper headlines and articles. A chronology of significant historical milestones follows along with a list of N.C. African-American historic sites on the National Register, a listing of highway markers and a list of African-American legislators in the NC General Assembly between 1868 and 1989. The bulk of the volume is dedicated to histories of individual churches and families, written by family and church members and accompanied by a good number of black-and-white photographs ... An index to the family histories is included. Intended for the lay reader rather than the academic reader, this is a fascinating and often moving look at African-American family life in North Carolina. A worthwhile purchase ....

Reviewers say:

The history of black people in North Carolina is long, rich and mostly untold ... Mrs. Simmons-Henry did not want dull, dry facts. She wanted her book to be told by families in their own words the way they wanted it told. It was a way to preserve the rich oral history tradition that has kept black history alove for generations ... White historians wrote mostly an institutional history of blacks, leaving out the human, sweaty, bloody, laughing, crying and dying stories of ordinary people. Linda Simmons-Henry set out to change that.

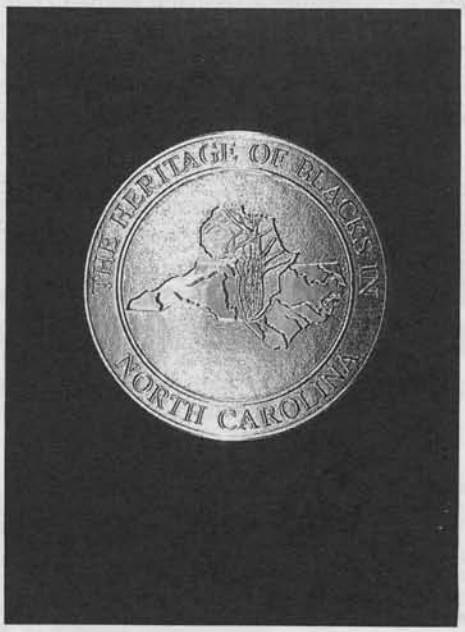
— Dennis Rogers
Raleigh News & Observer

It contains a listing of selected historical milestones, of North Carolina African-Americans historic sites on the National Register, highway historical markers related to African-Americans and of African-American legislators.

— Lula Avent, UNC-CH Librarian
North Carolina Afro-American Historical & Genealogical Society Quarterly (Summer, 1991)

There are many success stories about children and grandchildren of slaves who became doctors, college presidents and business executives.

— Jo Woestendiek
Winston-Salem Journal



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In the aggregate, these stories present a formula for survival and perserverance as well as the coping mechanisms used by blacks to withstand the hardships of a segregated system ... Family customs, community values and cultural traditions provide the framework and the stage for the sharing of this history.

— *Elizabeth City Daily Advance*

For generations, the family histories have been handed down in the oral tradition of black America, bequeathed by grandparents and great-aunts to porch-step listeners who would one day pass them on again.

— Tom Steadman
Greensboro News & Record

I commend you for coming forward to work on the enrichment of your family and to help other families become stronger in their relationships, too.

— Governor James G. Martin

As a librarian I am excited to have available such a complete edition to help our children learn about their cultural heritage. Just the pictures are wonderful.

— NC Association of School Librarians

New book tells stories about North Carolina black heritage.

— Michael A. Fairley
Charlotte Observer

Tips for Planning Library Interiors

by Carol Brown

Library building projects are usually filled with surprises and challenges that are stress-producing for everyone involved. If the completed building proves to be functional and pleasant, however, the hard work and headaches are justified.

In library building projects, as with other areas of library administration, planning is the key to the effective use of resources. Thorough preparation prior to designing a library interior will help to ensure that a new or renovated building will be satisfactory when the project is finished, and for a long time to come. Good planning results in a library that is workable for staff and users and reduces the possibility that funds will be wasted on items that are not functional. Some tips for librarians launching a building project follow.

Plan a building that will support your library's mission. The design process for a new or renovated library really begins with general plans for library services. In other words, the completed building should allow the staff to carry out the library's mission and stated goals and objectives effectively.

In some cases, a library may have a formal written document stating short-term and long-range goals and objectives; some libraries may have only informal plans of service; many public libraries will have plans based on the Public Library Association's process as outlined in *Planning and Role Setting for Public Libraries*.[1] Regardless of the format of the plans, however, a library staff that is launching a building project should know what it hopes to accomplish in its new facility.

Library goals and objectives that are directly tied to the parameters of the building program will be useful during the design process. An example of such a goal and several related objectives is included here. (The example was developed by the author during the process of writing the building program for the expansion of Watsonville Public Library in California).

Goal: As the community's major information center, the library serves to improve and enhance the quality of life of Watsonville's diverse, multicultural population by providing well-balanced collections of books in English and in Spanish for residents of all ages.

Objectives:

1. To expand the adult area in order to shelve a maximum of 75,600 books (73,600 adult and 2,000 young adult) and provide seating for 82 adults, and to expand the children's area to shelve a maximum of 38,400 books and provide seating for 30 children.
2. To expand the adult Spanish-language collection by approximately 2,000 books and to improve the depth of the Spanish-language collection in order to serve a variety of reading levels and interests on the same subject.
3. To add four double-faced sections of 84" high shelving in the workroom for storing multiple copies of books in Spanish that go out of print quickly.
4. To establish a browsing area near the entrance to the building for the merchandising of new books, high-demand titles, and audio-visual materials on attractive, lighted display shelving or racks.

The library building program and plans for the library interior, therefore, reflect the facility requirements dictated by the objectives. In the case of the example above, the objectives provide an indication of how much building space will be needed for adult, juvenile, and Spanish-language bookstacks and, therefore, how many bookstacks will be required for the various collections. The objectives also indicate how much additional stack space will be needed in the workroom for one particular function and the need for space in the library for a browsing area.

Goals and objectives may be written even more specifically by noting the number of square feet needed in a building for a particular service or function. Also, goals and objectives may tie a new or remodeled space to a new service that the library will be able to offer because of the building project, for example, the addition of meeting space that will allow for adult programming, literacy tutoring, and adult education classes. One of the most useful questions for the staff to ask itself is: what do we want to be able to do in the new building that we can't do in the old one?

Plan with an open mind. A primary obstacle to effective interior planning is a library staff's "things-are-never-going-to-change" mindset. (This attitude is closely related to the "we've-always-done-it-this-way" syndrome.) Employees who have been working in an inadequate building, with too few staff members and a restricted budget, find it difficult to plan a building for expanded services and more business. Sometimes the staff has to be encouraged to make an attitude adjustment from pessimism to optimism in order to contribute to planning a new building that will accommodate a larger staff with up-to-date equipment.

One of the most useful questions for the staff to ask itself is: what do we want to be able to do in the new building that we can't do in the old one?

Staff members (even the director) also need to remember that procedures change as individual staff members change. There are many ways to operate a library effectively; what works for the current director

and staff may not work ten years from now, with a different director and staff. Ideally, the library will be planned to function well for the current staff, but will be flexible enough to function well when changes are made in the future.

Look at other libraries—carefully. In addition to consideration of the organization's goals and objectives, effective planning involves looking at what others have done. Librarians, architects, designers, board members, and other members of a planning team often visit other recently completed library projects in order to obtain ideas for their building. Nothing, however, should be planned for your library just because it looks good in another library. Rather, it is important to talk to the staff of the library being visited to find out how effective the admired element really is. Also, before borrowing an idea from another library, the planning team should consider whether a supposedly desirable element really fits the needs of their particular library.

Sometimes a seemingly good concept turns into a disaster in practice. In one very busy library, for example, a cleverly designed puppet theatre was built into a corner of the children's area. The theatre was raised above the floor of the room; ramps led up either side of the structure to the "stage." Because of the design of the theatre (and its location in a Texas library), the structure was nicknamed "the Alamo."

Within minutes of the opening of the new library, children discovered that it was fun to run up one ramp, down the other, around the front of the theatre, and so on. A seat for the performer, located behind the stage, made a terrific platform for jumping and pushing off other little boys and girls. A few days after the library opened, the library director looked across the reading room and saw a small child standing at the very top of the structure, about twelve feet above the floor of the reading room. That was the end of "the Alamo." It was condemned as unsafe. The ramps were barricaded, and children were forbidden to walk, jump, or climb on it.

In a less-busy library, where the staff has more time for crowd control, a structure of this type might work satisfactorily. In a busy library, however, or in a library in which children often visit unattended by parents, something clever in the children's area can become a problem for the staff if its structure encourages climbing, jumping, pushing, or running. On the other hand, spaces or cubbyholes at floor level that encourage crawling or sitting seem to work well in most libraries.

Thoroughly assess the building currently in use. In designing a building, most of the effort and concern is concentrated on planning the large public areas of the library. The planning team naturally studies the adjacency of the various interior spaces, the layout of the bookstacks, and the number and arrangement of readers' seats. Unfortunately, however, some of the small details that make a library attractive to the public and workable for the staff are ignored, or are just an afterthought, in the planning process.

The staff should take a fresh look at the existing facility before making plans for a new building. Assess in detail what isn't functional in the old library. While studying the existing building, set aside assumptions about how a library is supposed to look and operate. Instead, ask questions: What works well for my staff and my community in the library currently? What doesn't function well? Are there elements of the building that aren't used by the public, or about which the public complain? What looks attractive and tidy in the old library? Where do we generally have a mess?

Notice, for example, what kinds of materials or services are not handled effectively in the existing building. The distribution of free literature presents a problem for many older public libraries. In assessing the library, consider how the numerous bookmarks, pamphlets, and free newspapers are displayed. Are they spread across the top of a counter or laid out on an extra table set up in the lobby? Are some of them sitting on the top of the circulation desk? The building of a new library provides an opportunity to plan a better way to handle these materials. A literature rack designed to display and store giveaway items in an attractive and uncluttered manner can be included in the building plans.

Storage, generally, is a neglected area in library planning. Look around the existing library and notice the materials not appropriately stored. Consider the diverse items requiring storage in the library: the artificial Christmas tree; large, plastic book covers in many sizes; cases of toilet paper; audio-visual and processing equipment; paper and office supplies; folding tables and stacking chairs; and interesting items, like egg cartons, used in children's programming. When designing a new library, make sure that you will have enough closets, cabinets, drawers, and shelves to store everything effectively.

Salem College in Winston-Salem integrated its CD-ROM index services with the traditional Moravian decor of its Reference Room by using two oak roll-top desks specifically designed by Oak Crest Manufacturing to accommodate microcomputers. Printer noise is contained by closing the roll-out printer shelves built behind the four-drawer panel on the left. — Photo: R.A. Simon.

Collect opinions from staff and users regarding how they view the old library and their expectations for the new facility. Gathering information from the public may be as simple as talking to patrons using the library. Often, staff members on the front lines receive input from patrons on a regular basis, without even asking questions. Information can also be collected by means of a formal survey. At Baltimore County Public Library, a committee headed by Jane Eickhoff developed an instrument that was used to assess patron reaction to library buildings in the system. The "Visitor Impact Survey" asks questions about the convenience, comfort, appearance, and maintenance of the libraries. The survey covers items such as building access, parking, signage, lighting, restrooms, arrangement of furnishings, and the overall appearance of the building. A survey similar to the one developed by Baltimore

County would be useful in gathering information from users prior to beginning a building project.

Staff input is essential in library planning. When encouraged to voice an opinion, even the most complacent staff members can tell you what building details are needed to help them perform their work assignments more effectively. The staff should provide input about their individual workstations: What items will require storage? What kinds of storage (shelves, filing cabinets, or box drawers) are needed? What equipment will be used? At what height is the worksurface best for the work to be done? Staff members may work in a group to determine the requirements for shared space, such as the circulation and reference desks.

Obviously, the best planning for a technical services area involves studying the movement of library materials. The staff can, for example, develop a flow chart that shows how a new book moves through the work area, from the time it is ordered and received until it is placed on the shelf for the public. The flow chart serves as the schematic diagram that indicates how individual workstations should be located in relation to each other.

Plan a library that will fit your community. Study proposed plans carefully to determine whether or not all of the elements in the design will work in your particular community. Architects, consultants, and designers who have worked on several library building projects can be an asset; however, the library members of the planning team should feel free to question assumptions that are made by the design professionals on the basis of previous library building experience. An idea that worked successfully in one library may not work in your library.

Some communities, for example, have very specific characteristics that determine the layout and furnishings of a building. These community-specific conditions should be identified during the planning process. Perhaps visual control of stack areas and restroom entrances will be a primary consideration in the layout of libraries in some cities. In other libraries, control may be a secondary consideration, while the aesthetics of the library will be the primary consideration.

Some libraries provide services or materials that are not traditionally available in libraries. One public library in a small town checks out such unusual items as cake pans and sports equipment. Another library serves as a community dispatch point; one resident may leave an item to be picked up by another resident. Make sure building plans include a place for handling these special community needs.

Plan a building that will accommodate your electronic equipment effectively. The planning of a new library provides an opportunity to ensure adequate power and data distribution. It is essential that planning include preparation of a written inventory of all electronic equipment that will be used in the new library,both when the building first opens for business and in the future. An equipment inventory should note the kind of equipment, where it will be located, the maximum expected size of the equipment, power rating (amps and watts of power needed to operate the equipment), any special power requirements (such as surge protection or a dedicated circuit), and any specific communication requirements (such as cable to the minicomputer or multiplexer). The equipment inventory should include all computer and microform equipment, audio-visual equipment, photocopiers, and processing equipment.

Make sure that the building's electrical plans reflect the special requirements of the equipment. Consider not only the quantity and placement of outlets and junction boxes, but also the number of circuits that will be needed. (A large microfilm reader/printer, for example, can draw as much as 13 amps of power and cannot, therefore, be plugged into a 20-amp circuit along with a second piece of equipment having the same power requirements.) A good furniture vendor, library consultant, or designer should be willing and able to help you in preparing the inventory.

The equipment inventory will not only provide information for planning power and data distribution in the building, but will also be used in planning the particular size, configuration, and electrical requirements of furnishings that will hold the pieces of equipment. The information given on the inventory, for example, will be used in designing or selecting the circulation and reference desks, computer catalog carrels or tables, microform workstations, audio-visual carrels, and study tables or carrels that may eventually be used with electronic equipment.

The transition of libraries from manual to automated functions has made obvious the need for flexibility in library design. Furnishings for any new building should be designed to accommodate automated equipment. The circulation and reference desks should be planned to handle computers, even if the library currently has a manual circulation system and a card catalog. The reference area should be planned to accommodate CD-ROM or online services, even though the library still depends on Reader's Guide and indexes in hard copy for access to information.

As shown with these tips, effective planning for a new or renovated library involves several information-gathering tasks. Look around carefully at what you now have and ask staff and users lots of questions about what they need and want in the new building. Use the information thus gathered to design a functional and attractive building that demonstrates the value of effective planning and careful use of resources.

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Facilities Design: What I Learned Along the Way

by Lynda B. Fowler

Interviews are designed for the prospective employer to determine if the candidate is the right person for the job and for the prospective employee to analyze the projected job responsibilities. One question I forgot to ask during my interview was about the growth patterns and building plans of the school system. Little did I know that, upon accepting this position as media director, five-and-a-half years later the system would have completed constructing five new schools and renovating one media center; nor, that six new buildings are planned and five media centers will be renovated or replaced during the next five years. The three weeks devoted to facility planning and design during Library Administration 101 over twenty years ago were not adequate preparation for the task. Like most school media coordinators, I had never had an opportunity to put into practice what I did learn in those three weeks. I never even worked in a new facility. My assignments were always in old media centers, the two or three converted classrooms in which establishing a listening/viewing area was a major undertaking since there were only one or two outlets per converted room and each was located in the shelving, most often behind books.

The task before me five years ago was overwhelming—what an understatement! But with the assistance of North Carolina Department of Public Instruction personnel, other media directors and media coordinators, and knowledgeable architects, combined with visits to other facilities and extensive reading, I began this mammoth undertaking.

At times no one would ever have guessed my occupation by looking at my office. Sometimes it resembled a warehouse, at others an architect's office, but most often it appeared to be the result of an encounter with Hurricane Hugo. The past five years have found me surrounded by furniture and fabric samples and proposals for equipment, materials, and supplies. Educational specifications, facility reports and updates, and blueprints in various stages have filled chairs, tables, desk, and floor. The planning, writing of educational specifications, designing, constructing, and opening of these new media centers have occurred under two separate administrations, several procedure and planning models, different people in charge of facilities, varying budget constraints, and changing educational programs and emphases. The resulting new media centers are not perfect, yet each is functional and serves the needs of students and teachers.

This experience has not made an expert of me, but it has served to prove the adage that the more one knows the more one recognizes what one does not know. This experience has given me my own set of things to remember as I prepare to enter the second building phase. The literature sufficiently addresses planning, writing educational specifications, dealing with technology issues, and all the big-picture themes that one preparing to build or renovate a facility needs to know in order to begin. The following is a random sampling of things I have learned and will remember that aren't necessarily covered in everyone else's list.

... negotiating skills are essential in the building process. Knowing who to approach, when and how to make your pitch, and being aware of what to fight for and what to be willing to give up are keys to having quality facilities.

How to increase the size of the media center in one easy step.
Square footage of the media center more often than not is determined by budget and not by functions and services. When faced with an area that was too small, discussions were held with top administrators. This process gained no additional space. The media coordinator and I then initiated a letter writing campaign to Board of Education members and the superintendent. Square footage for the media center was increased, but the process was received with a somewhat negative response.

A review of preliminary plans for the second new building found the same problem. This time a plea for help went out to the architect. After working with me for an entire afternoon trying to place required furniture and shelving into a much-too-small design, the architect made the all-important call to the administration requesting permission to add additional square footage to the media center. Permission was granted without discussion. Both processes netted the same result; however, the second strategy was indeed a more pleasant experience. I might add that in all subsequent plans the architects have included six square feet per child or more for the media centers in the preliminary drawings. They have chosen to deal with the space issue before it becomes a problem.

Remember to cover all the bases, or windows in this case. Special efforts were made to provide for natural and artificial light control in all our new facilities. Lights can be operated for each area of the media center from switches in appropriate locations. A small fortune was spent for electric shades to cover clerestories and blinds were purchased for all the windows—well, almost all the windows. No one remembered that the fire escape door was con-

structed partially of glass. When the lights are dimmed, the shades lowered, and the blinds pulled, there remains the ray of bright light from the fire escape door. The capital outlay budget is gone, and it appears the issue may need to go before the state legislature to obtain funding for one more window covering.

Signs, posters, and student work—but nowhere to hang.
Media Program Recommendations stresses the use of signs for directing students in the media center, the use of posters for creating a pleasing environment, and the display of student work. But anyone who has occupied a new facility knows that the first rule from the principal's office is that *nothing*—no tape, no hangers, nothing—goes on the new, freshly painted walls. Why didn't someone remind me to include tack strips in the specifications?

Hot School Television programming or how a design idea stopped one step short.
Inhouse television distribution centers are unsightly and are often located in inconvenient places. This was one problem that would be solved in our new schools. When presented with the challenge, the architect developed a brilliant solution. A cabinet, designed to match the other casework, was conveniently located in the administrative/planning area. The headend and video equipment were hidden from view and located only a few steps from the main work area. How wonderful—except no one thought about the amount of heat generated from equipment housed in an enclosed area. What was intended as a convenience has ended up causing a major traffic flow problem: the cabinet doors must stay open to prevent the equipment and space from overheating. It may be years before the solid doors can be replaced with ventilated ones.

Circulation area designed to be used in England.
During the first visit to a new media center after the students arrived, I observed a traffic flow problem around the entrance/exit, circulation area. An obscure statement once read in an article on facility design immediately flashed through my mind. We live in a right-oriented society. One of the first lessons learned in kindergarten is to walk on the right side of the hall. So what was causing the traffic flow problem? The circulation desk was on the left. Students exited the media center directly in the path of students entering the media center. Location of the circulation desk on the right as students leave is now on my list of priority items to check on future initial design plans. No more circulation areas designed for the left-oriented English society for us.

Be prepared when Ma Bell (or whichever daughter or son company) comes calling.
A meeting to discuss telephone needs did not appear to merit extensive preparations. Telephone and telecommunication requirements had been identified in the educational specifications and their locations marked on a blueprint. I was prepared for this meeting — or so I thought. No one informed me, however, that an electrical engineering degree was a prerequisite. One's credibility in discussing modems, data lines, and telecommunications diminishes when one has difficulty understanding the terminology. But credibility takes a dive straight to the bottom when one cannot operate the telephone instrument selected for use in a new building. I did manage to recover from the embarrassment and to communicate our needs. Yet I have not formulated a solution to this problem, (and besides, the entire system and individual instruments will probably change before I am faced with another one of these meetings.)

Knowledgeable architects often read wrong.
A frantic call came from the architect requesting that I come to his office as soon as possible. I arrived to find him surrounded by the educational specifications, several wasted copies of the blueprint, and a number of empty coffee cups. An expression close to terror and a plea for help greeted me. He could not possibly fit all the shelving designated in the specifications into the media center. After several questions and references to the specifications, we discovered that he was attempting to put the exact number of feet of shelving requested into the space. The word linear had completely escaped him. Much of one's time in the building process involves educating and helping willing architects.

Forever the diplomat.
I have learned that negotiating skills are essential in the building process. Knowing who to approach, when and how to make your pitch, and being aware of what to fight for and what to be willing to give up are keys to having quality facilities. A large portion of one's time is spent convincing others, especially the person controlling the budget, about how things should be in a school media center. Not only is that person responsible for seeing that each area of a new school receives its fair share, but often this person brings with him personal perceptions of the media program and media center. Perhaps one of my hardest jobs was persuading the 6'4" administrator (with control of the

The custom catalog unit in the Bethesda Elementary School (Durham, NC) was designed to accommodate a traditional card catalog,, as well as an automated catalog. The convertible unit was designed by architect John Thompson.
Architect: DePasquale, Thompson, and Wilson (Durham, NC). Photo: Alex Labdon.

money) that middle school students could not use shelves more than 5'6" high. He was serious in his proposal to extend the shelving to over six feet and to provide stools for the students. Six feet did not seem too tall for him, and he had used ladders in his university library. Thank goodness my instinct to employ diplomacy overcame my urge to laugh, and the shelving was installed at the appropriate height for middle school students.

Those 800 service numbers are wonderful, but only when a telephone is convenient. Opening a new media facility was exciting; opening it with automated management systems was twice as exciting. The first problem encountered with the automated circulation system that created a need to use the 800 service number brought some of the excitement under control. Having a telephone in the administrative/planning area was wonderful, but no media coordinator could follow directions from that helpful voice on the 800 number when she was not near the circulation desk—another problem no one had foreseen. A telephone at the circulation desk has been added to my list of things not to forget.

White notebooks abound. This is a small item, but one that should not go unattended. Examine the amount of shelving needed to house the complete works of the North Carolina Department of Public Instruction better known as *The Teacher Handbook*. Plan shelving to accommodate the nineteen-volume publication that each school is required to house. Otherwise, space may not be available for the remaining professional collection.

It's the details that often do you in. Learn to read the blueprints carefully. The following are examples of what can happen when details are overlooked:

Storage space for poster paper and large construction paper in the production area has exactly the correct dimensions—on the outside of each drawer. The inside dimensions . . . let's just say that poster paper and large construction paper are now stored elsewhere.

The importance of visual supervision was stressed to the architect. A glass-paneled half-wall was installed between the administration/planning and main use areas. All was well until the shelving was put in place. Then I discovered that the shelving covers several inches of the glass panels. No real problem is created, but this is not eye-pleasing.

The computer was measured, needs and functions identified, and the architect and I worked together to design a counter to accommodate automated circulation. Everything looked perfect on paper. Why didn't we remember to measure the printer? It now sits at an angle to prevent it from sticking out over the edge of this otherwise very functional, well-designed circulation desk.

All counters, desks, and work spaces in our new buildings are designed by the architects and are built-in casework. This arrangement provides functional, yet compact, work areas. On one plan, I was assured by the architect that the work space arrangement was identical to one in a completed building. Taking his word instead of examining the detailed drawings resulted in no drawer or filing space at the desk area. Invariably, items end up on the floor.

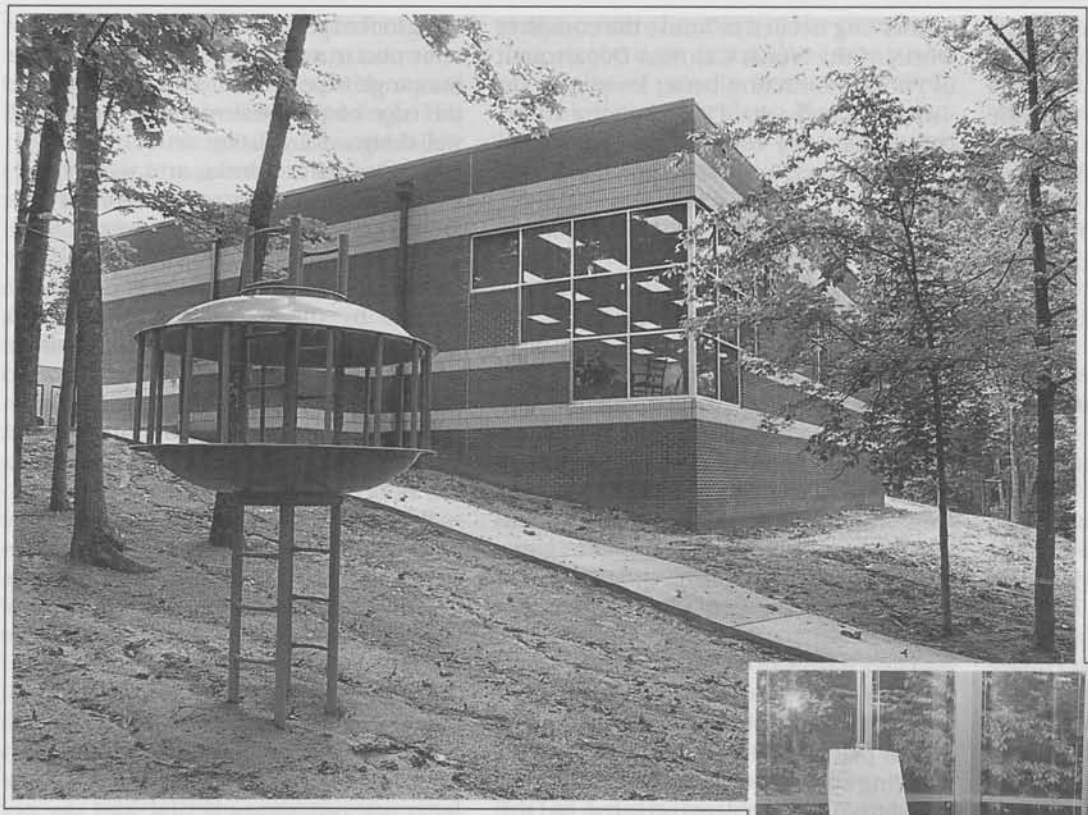
In one school, the interior of the equipment storage space had to be redesigned at the last minute to accommodate access to a mechanical area above the ceiling. The architect asked that I approve the redesign, and all appeared to be fine. I did not think to examine the electrical plan. Now a wonderful, much-needed repair counter sits unused because there is no electrical outlet near it. These problems are not monumental and do not seriously interfere with the operation of the media centers, but each could have been prevented had I paid closer attention. Those minute details will get you every time.

The media center at Vance Elementary School, in Raleigh, features striking double height vaulted beams designed by architect Larry Deckard. Viewed through a glass wall in the lobby is a uniquely combined circulation desk/information files/display shelving/catalog unit in a U-shape.

Architect: George M. Smart (Raleigh, NC). Photo: Rebecca Farmer.

Boy, was my face red. At one point the architects called with a design problem for a particular storage unit. I was to think about the problem and meet with them the following day. As I thought, I began to sketch a plan. The next day I appeared at their office with my drawing in hand. I quickly realized that the rule about letting the architect design holds true even for small items. I began to laugh with them, excused my feeble attempts, and gave them the information they needed. I will never forget that a well-designed media center is the result of a knowledgeable architect interpreting information from a knowledgeable media person.

Preparedness—what a grand idea. Being prepared not only involves reading and studying about facilities and learning how to write quality educational specifications, but it also includes being mentally and physically prepared to deal with all subsequent building stages. Often the most trying phase of the building process is the last—the punch list—when the build-



Design maximizes the view to the adjacent woods in the remodeled Allenbrook Elementary School in Charlotte. The large glazed corner at the storytelling area makes this a "special place" in the main reading room.
Architect: Greg Long (Charlotte, NC).
Photos: Phil Knowlin.

ing is complete and one must deal with all the finishing touches that did not quite get finished. Fixing little items does not seem as important to the contractor once the major construction is complete, and the school system's maintenance department sees no reason to spend time at a new school when all kinds of problems are occurring at older schools. No one warned me to be prepared for this taxing, time-consuming stage. The punch list for our first new building is still not completed. But there is hope; the building will soon be old enough to merit attention from the maintenance department.

The second building phase is beginning in our school system. The time and hard work are looming, but one thing is certain — this second phase will be much easier than the first. If I should ever seek another position, I know the first question I am going to ask in my interview. I learned these lessons well, but I know that new lessons await me during the next five years.

Ten Helpful Pointers

Experiences during the first building phase have led to the development of a personal set of rules to follow in future projects. Hopefully, adherence to these rules will enable me to weather the planning, design, and construction storm successfully.

1. Research and study the literature. Do not limit this to facility design, but include topics such as space and aesthetics and their effects on behavior, learning, and productivity; trends in media, technology, instruction, and education in general; color; and ergonomics.

2. Write concise, thorough educational specifications. Depend on the specifications as the guide through each step of the building process.

3. Let the architect design, but supply the necessary program information to ensure a quality plan.

4. Identify the roles of all persons involved in the building process and establish a working relationship with each. Understand the protocol.

5. Know the building project timeline. Add to this items involving the media center. Items to add will include obtaining and submitting furniture bids; ordering equipment and materials; determining the point at which changes can be made without costly change orders; contacting the cable company about installation.

6. Understand the budget. Be aware of items included in the general contract and items the school system must furnish. Identify who is responsible for purchasing items not supplied in the general contract. Know the amount of funds available for furniture, window coverings, equipment, materials, automation, networking, and other items necessary for the media center.

7. Examine all blueprints and drawings carefully. Don't overlook the electrical and networking plans or the detailed drawings for casework.

8. Complete a walk through of all media center services and activities on the blueprints. Determine if electrical outlets, light controls, networking outlets, and telephone lines are located for convenience and efficiency. Check traffic flow patterns. Determine if the design and placement of furniture and shelving allow for visual supervision by the media center staff.

9. Be diplomatic. Be willing and prepared to negotiate.

10. Plan to spend a considerable amount of time with the building process. Allocate enough time to complete tasks.

Library Construction:

the Relationhip Between the Architect and Library Director

by Mae L. Rodney

Since library construction runs in a twenty-year cycle, many architects and library administrators do not participate in such a project. When the opportunity does come, the participants dream of a perfect product, a goal not easily accomplished since several groups are actively involved with planning, design, and construction of the building. The planning process used, planning committee composition, community analysis results, sponsoring agency's agenda, funding provided, construction companies utilized, and working relationship of the library administrator and the architect all impact upon a project's relative success.

This article provides a general perspective of library construction; the thoughts expressed reflect experiences which the author had during construction and renovation of the O'Kelly Library at Winston-Salem State University. Other perspectives can be acquired from recent books and articles which describe library design programs, current trends in construction and the new emphasis in library building standards that can be reviewed before planning and construction begin. For example, Holt, (1989), and Kaser (1989) provide clear perspective on the planning/construction processes.[1,2] Healey (1991) describes an unusual means - "a charrette" - to develop complete schematic plans for a public library.[3] This methods allows the architect to work with everyone interested in the library project.

Library building/planning committees usually consist of varied community representatives; the library administrator normally serves on the committee and occasionally acts as committee chairperson. The committee formulates and completes a community analysis and the identified needs are translated into the library building program. Since the focus of this article is the relationship between the library administrator and architect, there will be little additional discussion about the committee. However, the committee's size and the administrator's functions on the committee have a significant impact on the project's outcome and the relationship between the architect and library administrator.

After the building committee has reviewed and approved the community analysis results, the architect is selected. When public funds support the project, several firms present project proposals and provide other relevant background information to assist in the final selection. Jones suggests evaluating architects to ascertain whether their "goals are to create buildings of beauty, to lend distinction to the names of their firms (and that lead to other commissions)." He also advises the selection committee to "visit and review layouts for other buildings designed by the architects" to help select an architectural firm which will create a building that meets the library program objectives.[4]

During the review/selection process, the selection team should determine whether diverse design styles are utilized by the firm, or whether all projects are approached with a similar basic design. In addition, consideration should be given to whether styles are regularly used that would be contrary to effective library design, such as balconies which result in unwanted noise being transmitted between the floors and too much usable space being lost, or use of irregular shapes which may require specially designed furniture.[5]

A collaborative relationship and the architect's and library administrator's willingness to move between leader and follower at the appropriate stages of the work are instrumental in the project's success. During the introductory meetings with the principal architect, the library administrator's role is community and library expert, and the architect is the technician. During predesign discussions, information is shared which must be digested and retrieved at later dates. For example, the architect gives projected completion dates for the various design stages, final dates for changes, and tentative completion dates for the blueprints. The library administrator shares information about the role of university administrators and major funders in reviewing and approving the design, and community and alumni concerns such as the link between historical traditions and existing architecture.

A collaborative relationship and the architect's and library administrator's willingness to move between leader and follower at the appropriate stages of the work are instrumental in the project's success.

Communication and commitment are also important for a cooperative relationship between architect and library administrator. Direct communication is vital. The ideal situation is for the architect and library administrator to work principally on the design with the building committee and other groups reviewing designs prior to the beginning of major phases. This arrangement allows designs to be developed with fewer conflicting concepts. The primary library representative must be totally committed to the project and other responsibilities should be set aside or carefully scheduled until the building is occupied.

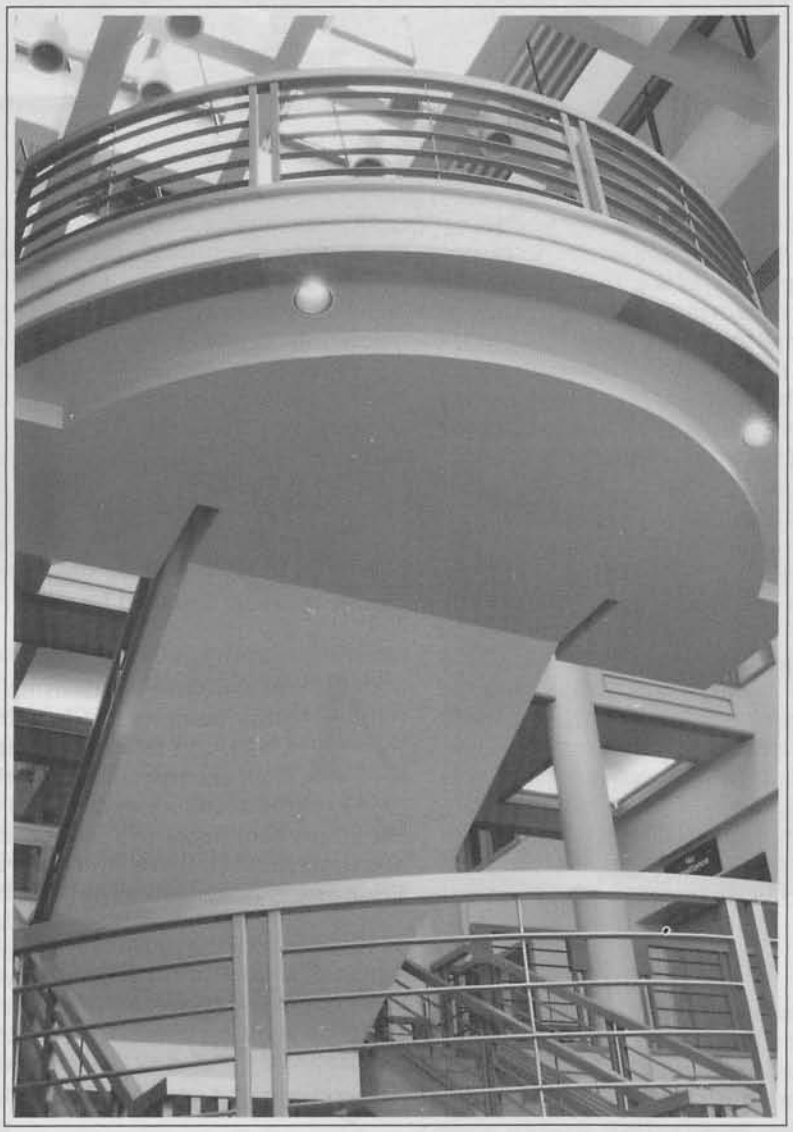
As the planning process begins, the library administrator informs the architect about library functions when necessary, describing varied activities which occur and emphasizing that libraries are more than storehouses or supermarkets. The administrator stresses what components must be present to ensure that information moves efficiently in the building; patron and staff need for ready access to collections are outlined during initial discussions. The importance of a library's design for effective service is also emphasized by the library director.

Additional guidance is provided by defining at an early stage the building's function either as a library *only* or as a multipurpose facility with meeting or reading rooms, elevators, and rest rooms accessible after regular hours. (Twenty-four hour study rooms with reduced staffing may be included in plans of academic libraries.) Outlining these requirements early allows the architect to consider spatial relations as well as electrical, plumbing, and security requirements. The library administrator can further mold the building's design by indicating whether an addition, renovations, or new construction would be utilized the next time to update the building.

Yet another way library administrators help during the design stage is to identify habitual concerns which occur in library buildings, such as security for books and personnel, service desks, dark corners, good traffic flow, and conveniently located rest room facilities.

The library administrator is committed to a functional, convenient, user-friendly building while the architect is concerned with symmetry, a little design intrigue, and possibly a desire to make a name for himself. These divergent views can be merged effectively when the two discuss needs and plans. An attractive and functional building will be designed which accomplishes both the library director's and the architect's goals when the library administrator is able to recommend changes which can be included in the design concepts.

The initial discussions between the library administrator and architect will be very beneficial as the project develops and as other designers and engineers become involved. The principal architect is aware of the particulars desired by the library administrator and he becomes responsible for protecting the design's integrity and ensuring that required concepts, functions, and spatial relations are included. One of the preliminary designs for O'Kelly Library had the Archives area on the second floor and the Director's Office on the first floor adjacent to the Circulation and Reference Departments. Modifications moved the Director's Office from this activity hub and placed Archives in a naturally cool, less humid first floor area which is partially underground. These were significant changes because other areas had to be relocated; but since the requests were made early in the design process, the adjustments were made without disrupting the architect's design schedule.



This steel frame staircase provides access to all three stories of the sky-lighted atrium of the C. G. O'Kelly Library at Winston-Salem State University. The stair gracefully combines curved and straight lines, permitting the visitor to walk alternately towards the building interior and a floor-to-ceiling wide bay window while viewing the two brightly colored full-length murals painted on either side of the atrium.
Designed by Gantt-Hubermann, Architects; Photo: R. A. Simon.

As the architect transfers the program from words into drawings, the library administrator becomes the ultimate "safety inspector". Every aspect of the design is checked for traffic flow, spatial relations, department locations, potential workflow, location of rest rooms, elevators, etc. When electrical/telecommunication locations are designated, the library representative must again check every location to determine whether sufficient outlets are included. Technical service areas such as cataloging departments and computer rooms must be checked for location and quantity of outlets. These checks attempt to guarantee that the building will, indeed, meet the library's programmatic needs.

As drawings develop and change, they must be regularly reviewed by the library administrator and the planning committee to verify that requested components are included in appropriate locations, with desired changes communicated promptly to the architect. The complexity of a library building and the variety of changes requested may require the creation of a checklist to verify that changes and program requirements are incorporated as the design progresses.

When preliminary blueprints are presented, the architect will walk the library administrator through each page, pointing out important design aspects and explaining some technical areas. Be sure to ask for laymen's terminology when construction

jargon is spoken such as "24-hour fire walls", or other technical terms for building materials and techniques.

Architects are very concerned about overall appeal and attractiveness of the building. They consider color, furniture, shelving layout, location of service desks, signage, and how everything will appeal aesthetically to users. In some cases, the architect will design the building while the interior design is the responsibility of another firm; or the library administrator may make many of these interior design decisions. During the interior design stage, the director continues to consider library functions, aesthetics, and efficient library services. Interior design approvals or revision requests include considering a panoramic view from service desks and relocating tall shelving when views are obstructed.

Lighting is a concern for both the architect and the library administrator, and their opinions may be quite different. For example, library administrators advocate controlled natural lighting to avoid damaging library resources while architects delight in using natural light. A compromise using today's tinted glass and vertical blinds allows natural lighting in a controlled manner. Although the concept of dark spots may have been discussed during initial meetings, the importance of locating artificial lights to benefit library patrons and workers cannot be emphasized enough. Reliable lighting which included using some natural light was a concern discussed during the design process at Winston-Salem State University. This request was included in the design, with floor-to-ceiling windows on the first floor that overlooks the western section of campus. The artificial lighting is such that only one dark spot exists in the entire building. The Waters and Winters article on lighting is a helpful guide to contemporary trends in library lighting.[6]

The electrical concerns such as provisions for computers, both personal and mainframe, book detection systems, etc., should be high on the library administrator's checklist. Architects are not aware that computers consume so much of a library's energy and program needs, thus sufficient provisions may not be considered initially. Again, the library director guides the architect in the quantity and locations of electrical and telecommunication outlets. If possible, locate outlets on floors, columns, and walls to allow effective use of space and personnel.

The library administrator should adhere to schedules for design changes as the design and blueprints are developed. The last date for changes should be respected, since changes after the established deadline can require additional charges and significant project delays. Engineers and other designers are responsible for the electrical, mechanical, plumbing, and heating/air conditioning designs. A minor change in the location of an office can impact on all of the separate special blueprints.

The relationship between the library administrator and architect will change again during construction. The architect becomes the leader. Communication lines between the library administrator, architect, and construction personnel outlined during the first construction meeting should be followed closely, because even a relatively simple request to relocate a door during construction results in increased construction costs. Also, adhering to lines of communication is important as construction progresses because the library director can become the middle man in a squeeze play. This will become particularly obvious when the contractor is

interested in completing the project under bid costs and the architect is committed to completing the project as designed.

After the project is awarded, the prime contractor and architect will agree upon the duration of the project and establish a timetable when various stages will be completed. The schedule is used to set up all outside activities such as inspections, delivery dates for concrete, air-conditioning units, shelving and furniture, etc. The architect and prime contractor work to keep the project on schedule. During the early months of construction, the library administrator observes the work from a distance, with the architect providing progress reports to the library administrator. The principal participants at this point are the construction workers and the contractors. Construction meetings that involve all prime and subcontractors are held regularly, and the library representative should attend these meetings. When the library administrator does not attend construction meetings, completion dates and dates for installation of permanent furnishings such as shelving are provided by the architect. Accurate completion dates are vital to the library director because plans regarding relocation of services, possible closing of service areas, scheduling moving crews, etc., have to be carefully planned; it is very expensive to have a moving crew waiting when a building has not passed inspection.

The architect and other trained personnel such as state or local construction office representatives inspect the building during various construction stages. During the last months and weeks of construction, the library director works with the architect to inspect the building, searching for construction oversights, leaking roofs, leaking sprinkler systems, poorly laid carpet and tile or unsatisfactory cabinet work, etc. The architect creates a punch list of corrections which is circulated to contractors. The punch lists allow contractors to make needed corrections before the final inspection. When library administrators are involved in inspections, last minute surprises before occupancy are reduced. In addition, red flags go up for problems that may surface during the warranty period.

A library director may assume that work is over when the building is occupied, but that is far from the case. The partnership between the librarian and architect is just as important then as when the building is being designed. The library administrator becomes the town crier, informing the architect of all postconstruction concerns. The library administrator still is the "safety inspector"; every time it rains, windows, corners and other joining areas are checked for leaks. Eyes are always turned up to spot stained tiles.

During the one-year warranty on the project, all construction problems are identified and corrected by the appropriate contractor. The construction project is not closed out until the end of the warranty period. The library administrator should routinely report all problems to the architect during the year to ensure that errors or nonfunctioning items are corrected. For example, after the computer for the online system was relocated to O'Kelly Library the system would crash every Friday. Through the diligent logging of dates and times by the computer operator and constant pressure by the architect and library director, the electrical contractor worked with the library staff until the problem was identified, through a process of elimination, and was corrected. Correspondence identifying specific problems provide vital documentation for the architect; indicating how long a problem has existed and providing directions for correcting problems.

The responsibilities of the library administrator and architect change throughout the project. If both parties can share their ideas, and know when to compromise and change roles, then a harmonious relation will develop. When a congenial relationship exists, design changes can be requested promptly, concerns will be swiftly identified, construction oversights are corrected without delays, and a functional, attractive building is the result.

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NORTH CAROLINA LIBRARIES *presents*

North Carolina Libraries

compiled by Phillip Barton, Guest Editor, and Rose A. Simon

Of the writing of books there shall be no end — and also the construction of library facilities. During the past five years, libraries across North Carolina have enjoyed a remarkable variety of new structures, expansions, and renovations. The photos collected in this issue present an overview of these exciting — and lovely — new North Carolina library constructions.

The D. Hiden Ramsey Library of UNC-Asheville completed an expansion in 1990 as large as the original building, which in turn is scheduled to be renovated in another year. Plans for the main floor lobby of the Phase II renovation place reference services near the circulation desk and the current periodicals. All will border a colorful tile floor made of polished granite.

Architect: Boney Architects (Wilmington, NC)
Rendition: Arttech, Raleigh, NC

Traditional design elements, such as the entrance and window arches, effectively enhance the contemporary design of the new St. Stephens Branch Library in Hickory. The traditional influence is carried into the library's interior with the detailing of the service desk and ornamental bulkhead.

Architect: William P. Reinhardt (Newton, NC)
Photos: John Pritchard

Planned as the primary civic presence of the area, the Morrison Regional Library of Charlotte and Mecklenburg County reflects the classical Jeffersonian architectural palette established for Morrocroft. The building's facade, with its temple front and flanking pavilions with monumental scaled arched windows capped by a shallow dome, gives the building a visual importance far exceeding its actual size.

Architect: CTHL (Charlotte, NC)
Photo: R. A. Simon

Built in 1986 along the shore of Bogue Sound, the Car
College Library enjoys one of the loveliest sites in Nor

Architect: McMinn, Norfleet, Wicker & Associates, Inc.

The Learning Resources Center at Richmond Commu
completed in summer 1988. The facility houses the c
center, and a television studio. WRCC transmits from

Architect: Bon

An excellent example of adaptive reuse is the Thomas H. Leath Memorial Library in Rockingham, which was formerly a Winn-Dixie Supermarket. The large open spaces of supermarkets can be effectively transformed into very functional and attractive libraries.

Architect: Wilber, Kendrick, Workmen, and Warren (Charlotte, NC)
Photos: Louise Dawkins ('before')
Charles Sauls ('after')

ret Community
Carolina.
Greensboro, NC)

ity College in Hamlet was
lege library, a guided studies
he LRC.
Architects, (Wilmington, NC)
Photo: Chuck Lowery

The new addition to the Hamlet Public Library is very much in harmony with the 1938 WPA building. This harmony was accomplished through repetition of various design elements in the original building, including the quoins on the building corners, the stone course running beneath the windows, the gabled roof line, and the matching of the brick.

Architect: Atkinson-Dyer-Watson
(Charlotte, NC)
Photos: Rex Klett

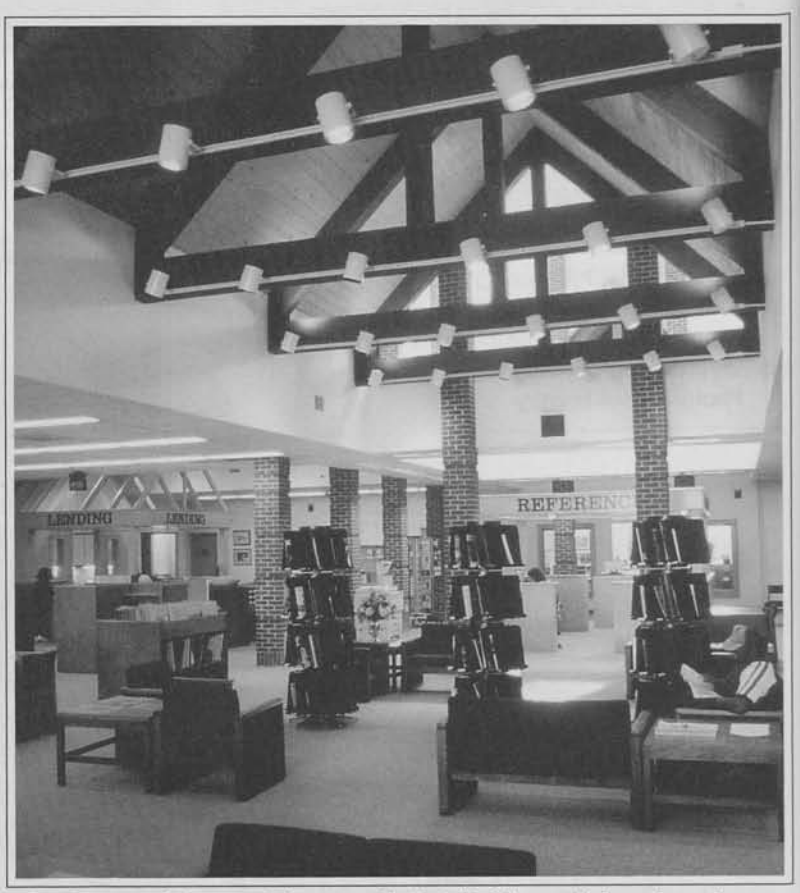
Another excellent example of adaptive reuse is the Davidson County Public Library in Lexington, which occupies a former Food Lion Supermarket. Using a new brick facade and window treatment, this ordinary building was transformed into a handsome contemporary library, making it a major asset to downtown Lexington.

Architect: Briggs & Mathews
(Lexington, NC)
Photo: Briggs & Mathews

An atrium with skylight provides a spectacular entrance for visitors to the recently expanded and renovated Cleveland County Memorial Library in Shelby.
Architect: Martin Boal Anthony & Johnson (Shelby, NC)

The 1990 expansion of the Hege Library at Guilford College (Greensboro) brings together book and art collections around its new atrium. A series of galleries on both the upper and lower atrium levels display paintings from the college art collection.
Architect: Frank Asbury. Photo: B. J. Carpenter

In its 1988 renovation, the James Addison Jones Library of Greensboro College converted an upper-story stacks area to a bibliographic instruction room.
Architect: Dewberry and Davis (Danville, VA)
Photo: Carol Rawleigh

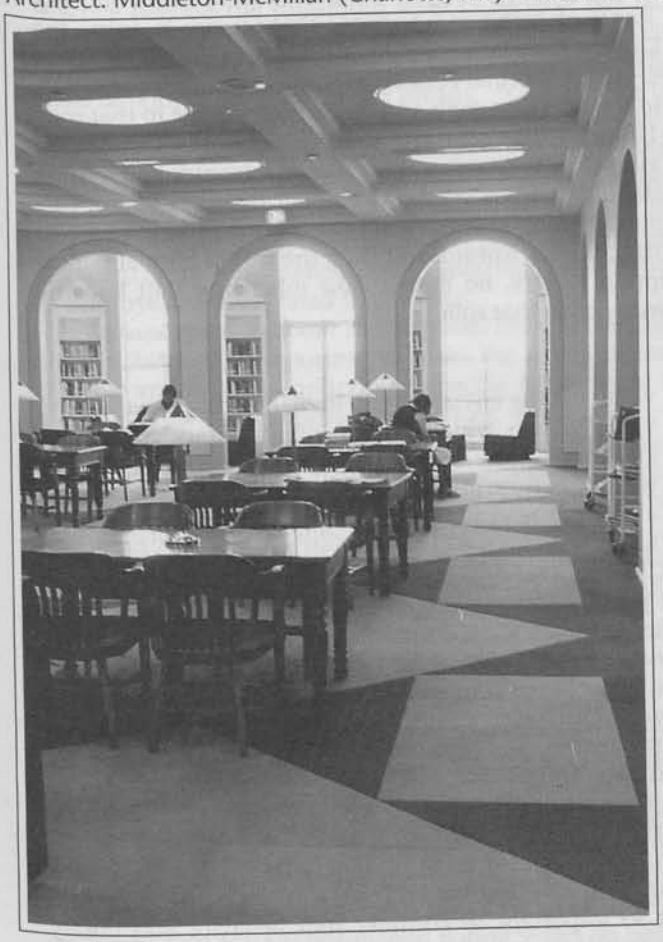


The design of the new Thomasville Public Library is based on the Greek Cross which is in keeping with surrounding churches in the neighborhood. The vaulted ceiling with wooden crossbeams provides a sense of openness to the interior.
Architect: Newman and Jones (Winston-Salem, NC)
Photo: Newman and Jones

A spiralling stairway graces the interior of the Rowan Public Library Headquarters in Salisbury. In addition to its aesthetic function, the stairway serves as a highly visible connection of the building's three public service floors.
Architect: Ramsay Associates, Inc. (Salisbury, NC)
Photo: Wayne Hinshaw

The expansion/renovation (completed 1987) of the William Madison Randall Library at UNC-Wilmington (below) combines artificial and natural lighting using a skylight over the two-story structure. Glass panels on the upper level reduce noise from the open area below. CD-ROM workstations and the central reference desk are located on the right, the serials service desk on the left.
Architect: Boney Architects. Photo: Gordon Schenck, Jr.

The Robinson-Spangler Carolina Room (below) at the main library of the Public Library of Charlotte and Mecklenburg County is a comfortable mixture of the old and new, including refurbished tables from the original Carnegie library. The room also presents a good example of the use of carpet tile, which was used throughout the expanded main library.
Architect: Middleton-McMillan (Charlotte, NC). Photo: R. A. Simon



The Sherrills Ford Branch Library (right) in Catawba County consists of two hexagonal buildings joined by a rectangular structure which serves as the library's main entrance. The combination of large windows and a pitched ceiling with exposed rafters gives the interior a more spacious appearance than the exterior would indicate.
Architect: Abee (Hickory, NC). Photo: John Pritchard

Looking at Environments for Children in Public Libraries

by Holly G. Willett

Here is a scene from an actual public library: Entry to the children's room is down a steep, unlighted staircase with no handicapped access. Furniture crowds the room; all the picture books are shelved on a stage-like area with no railing; the meeting room is used for storing audiovisual equipment; and the staff "lounge" is a shelf of coffee supplies in the magazine storage closet. Conditions in the adult area are similar. The staff knows what the problems are, but they have not been able to convince the community that it needs a new library building.

This library represents a point at the far left edge of a continuum of challenges facing public librarians who wish to provide an environment that stimulates and welcomes children. The staff and the public would benefit from taking a systematic look at the many factors that contribute to a desirable milieu for children. At present, I am working on an instrument for evaluating public library environments for children through methodical observation which will also provide some guidance for improving those environments.

Tentatively titled, "Environment Rating Scales for Public Library Children's Services," the work is modeled after environment rating scales for child care settings developed by Thelma Harms, Richard Clifford, and Debby Cryer[1] of the Frank Porter Graham Child Development Center at the University of North Carolina at Chapel Hill. From their work I have adopted the format, the concept of environment, and some of the items. My scale has evolved from a single scale with forty-four items to two separate scales, one with one hundred items for libraries with three or fewer staff members and the other with two hundred items for larger libraries. More than one hundred thirty children's librarians, consultants, and library educators have been involved in suggesting items for the scales, and draft versions of the scales have been pretested in public libraries in California, Wisconsin, and Illinois.

Although "The Environment Rating Scales for Public Library Children's Services" are still in draft form, I will share some of the methods and conclusions developed in the course of working on them. First, I will present a definition of "environment," followed by a presentation of the values used in designing the Environment Rating Scales. Then, specific aspects of the scales will be explored. Finally, some questions to assist the reader's "looking around" at the library where she or he works and a sampling of items from the actual scales will be given.

When one thinks of a public library as an environment, one may first consider that the subject is physical facilities, such as furniture, carpeting, equipment, space, shelving and storage, architectural features, and interior design. However, one dictionary defines "environment" as "The total of circumstances surrounding an organism or group of organisms" and goes on to include "The complex of social and cultural conditions affecting the nature of an individual or community" as well as the physical surroundings. Using this broader definition, physical facilities are clearly an important part of the environment of public libraries, but other factors are involved as well. The Environment Rating Scales include collections, policies, procedures, staff attitudes and behavior, materials, and services in the concept of environment because they represent the social and cultural conditions which affect users.

All of these factors must work together in order for the library to achieve its goals, and the goals must be appropriate to the physical facilities, the staff attitudes, the materials, the services, etc. If the environment and the goals do not work together, then staff will change the goals, the environment, or both, but may not be aware of doing so.[2] Suppose that Library X, using the Public Library Association's *Planning and Role Setting for Public Libraries*,[3] selects Formal Education Support Center as one of its roles and then designs goals and objectives suitable to that role. Unless Library X has adequate space for children to work on school assignments, a strong collection of reference and nonfiction materials, staff knowledgeable about the local school curricula, plus evening and weekend open hours, the library will make little progress towards fulfilling the role of Formal Education Support Center, no matter how much the staff and the community value that role.

Evaluating the environment, then, means comparing the value system which guides public library services to children to the actual provision of services. Major references from public librarianship, child development, and other relevant professions which suggested important values for the Environment Rating Scales for Public Library Children's Services are given in the "Additional Readings."

The priority focus of the Environment Rating Scales is the child, the secondary focus is the adult living or working with the child, and the staff is the third focus. Policies, activities, furnishings, etc., that promote children's discovery and independence, provide for their comfort, show respect for them, encourage their participation, and recognize their needs and interests are preferred over things that might be easy for staff but not as positive for children. Children are understood to "learn by doing," that is, by actually taking part in physical and mental activities, but they also learn by observing social interactions involving themselves and others.[4] It is this "social learning" that makes it so important to consider staff behavior and library policies when evaluating the environment provided for children in the public library. Children not only observe what librarians think of them individually and as a group, children also form judgments of librarianship as a profession.

Another strong preference in the Scales is for involving the

community in the design, provision and evaluation of services; even young children have information and opinions to share. Planning and evaluation are strongly valued in the Environment Rating Scales, especially having and knowing one's goals and objectives.

These, then, were the values used to determine items to be rated and to describe levels of achievement for each item. Each item is rated on a seven-point scale; the odd-numbered levels, starting with one, are labeled Inadequate, Minimal, Good, and Excellent, and for each of them there is a description of the conditions to be met in order to attain that level. The even numbered intervals are intended as midpoints to be used when all the conditions of the lower level are met but only some of the next higher level's conditions are attained. For any particular item, if the library has all of level three (Minimal), but only part of level five (Good), then the appropriate rating is level four.

... the work environment can affect staff's willingness and ability to provide an atmosphere that fosters and stimulates child development.

For the sake of consistency, it was necessary to define Inadequate, Minimal, Good, and Excellent in the context of the scales. **Inadequate** means: "Lack of provision for the item, no awareness, accomodation, or consideration for it. Safety hazards exist." **Minimal** means: "Awareness of the item with some attempt to provide, ameliorate, or satisfy it. Basic safety and legal requirements met. A basic level of service provided." **Good** means: "Accepted professional practice beyond the minimum level of service, but lacking a conceptual basis or planning to meet goals and objectives or fulfill Public Library Association roles. Limited knowledge of child development." **Excellent** means: "Concern for optimal performance or outcome; intention to provide service at the highest possible level. Full awareness of child development, such as fostering independence and allowing children to be active participants. Regular planning and evaluation cycles." It would be a misuse of the scales to desire that all public libraries attain an Excellent rating on all items, though librarians will certainly wish to improve any areas rated Inadequate.

Because there are about 15,000 public library buildings in the United States, it is important to make the scales as flexible as possible and to avoid prescribing specific solutions as if there were only one valid approach to services. Communities differ, staff abilities differ, and creative innovations are always welcome. Therefore, the scales suggest *qualities* to look for, rather than exact phenomena. For instance, to earn an Excellent rating on the item about "facilities modified or designed for children with disabilities" requires that facilities be planned in consultation with local special needs professionals, but it does not prescribe specific modifications or designs.

Each of the two scales has three main parts: "Safety, Access, and Management," "Services and Materials for Preschool Children (Ages 0 to 5)," and "Services and Materials for School Age Children (Ages 5 to 12)." Within each of the main sections, there are further topical divisions. Because this issue of *North Carolina Libraries* is concerned with physical facilities, little will be said about items that rate staff, services, collections, or policies. The reader should remember that the Environmental Rating Scales do cover these aspects of the public library environment for children.

Part One—Safety, Access, and Management includes three divisions: Personal Comfort and General Safety, Physical and Intellectual Access for Children, and Needs of Adults (Staff and Patrons) and Management Issues. The first division, Personal Comfort and General Safety, includes restrooms, drinking water, bicycle racks, parking, fire safety, emergency exits, and so forth. A concern that was added by a number of librarians from larger cities was the need to protect children from the unwanted attention of unrelated adults. Mirrors and other surveillance systems are being used, and in some cities, adults are not allowed into the children's room unless they are accompanied by a child or have legitimate reasons to use the room, such as gathering materials for use with children.

The portion of the scales which covers Physical and Intellectual Access for Children is concerned with children's being able to make full use of facilities, equipment, services, and collections regardless of their physical or intellectual development or their social situation. Specific items related to physical facilities include handicapped access, doors that can be opened by young children, access to the children's room during all open hours, access to equipment such as audiovisual items and microcomputers, and outreach efforts for children who may not be able to attend the library due to distance and transportation problems.

The third portion of Part One deals with the Needs of Adults (Staff and Patrons) and Management Issues. Adults have always been important users of children's services. Recently they have become a major focus of children's librarians who have realized that parents, teachers, child care providers, and agency personnel are key allies in encouraging intelligent use of books and other media by as many children as possible. Clearly the adult patrons' needs must be considered, and so, too, must the needs of the staff. Although many factors combine to create an adult's response to her work, the work environment can affect staff's willingness and ability to provide an atmosphere that fosters and stimulates child development. Even the most committed staff need to know that their efforts are supported in concrete ways.

Therefore, the Needs of Adults section includes space for staff away from the public floor for work, relaxation, and staff meetings; and furnishings for adult use, along with various policy concerns for staff and adult patrons. Other items regarding services to adults appear throughout the scales so that adult needs are linked to the needs of children.

The two parts that follow Part One are "Services and Materials for Preschool Children (Ages 0 to 5)" and "Services and Materials for School Age Children (Ages 5 to 12)." Both of these sections are further divided into segments which cover the following topics: Furnishings, Display, and Space; Language and Literature Experiences; Educational and Informational Experiences; Physical Activities and Motor Skills; Creative and Cultural Activities; and Social Development of Children and Social Awareness of Staff.

Services and Materials for Preschool Children (Ages 0 to 5)

The items in Part Two — Services and Materials for Preschool Children, take into consideration several developmental facts about preschool and kindergarten children: They are much shorter than adults; they do not yet read; they do not have the kind of logical thinking we associate with adults; they are active, curious, and less than completely aware of physical dangers; and for some observers, they (and older children) inhabit a culture different from that of adults.[5] Librarians consider developmental differences when selecting materials for young children. Also,

librarians usually provide low chairs, tables, shelves, and bins, and perhaps even stools to accommodate the young child's stature at water fountains and public service desks.

The things that are sometimes forgotten include low height toilets and diapering tables in restrooms and signage that includes clear pictorial images as well as words placed at young child eye level (about three feet). Children look around an unfamiliar place to see if there is any indication that it is a place for them. Displays and exhibits can give children the information that "child culture is spoken here," with age-appropriate visual materials (toys, puppets, and posters) clearly distinguishing the young child's area from that for school age children.

Safety for young children needs special attention. Preschoolers like to jump, so climbing structures need railings, and carrels should be placed away from the preschool area. Electrical outlets should be covered. Preschoolers (and older children) also like to sit on the floor. Rugs, cushions, or other comfortable, movable floor seating allow them to relax with books in ways that chairs, even preschool chairs, do not permit. Librarians may wish to include one or two chairs for adults in the picture book area to encourage parents to sit and read with their children, an important interaction.

The Environment Rating Scales stress the physical activity component of services to preschoolers, as well as intellectual content. Sensorimotor activity is an important learning mode for children, especially those under the age of seven, and is considered essential to becoming ready to read.[6] Libraries which provide toys and equipment for in-library use and/or circulation generally emphasize the parent's interaction with the child while using the materials. In some communities, parents may have few resources or little knowledge about how to provide the necessary stimulation, and the public library is one of the very few public institutions able to serve the young child on a drop-in, no-fee basis.

One of the best ways to find out if the environment is appropriate is to interview patrons. Yes, it is possible to interview preschool children! McDonald and Willett offer some advice on how to do so.[7] Additionally, the librarian can watch children's reactions and talk to parents: Are most young children eager to use equipment and materials? Do they find the young child's area of the library with little or no help? Do their parents say that they ask to be taken to the library? "Yes" answers indicate that the environment "speaks" to preschool children.

Services and Materials for School Age Children (Ages 5 to 12)

The environment must also be acceptable to older children. Part Three of the Environment Rating Scales is devoted to this group. Although kindergarten and first grade children are comfortable in the picture book area, beyond that age, spaces visibly separated from each other provide psychological comfort for both younger and older children. Environments for school age children take into account their larger stature, *developing* ability to read, more sophisticated information needs, interest in their peers, and their desire to be recognized as competent and skillful persons in their own right. Frequently, librarians meet these traits with furniture and shelving intermediate in height between preschool and adult furniture, and signs that are mostly words.

Care should be taken that signs are placed where children can read them and where they are not confusing. Furniture may be needed next to the children's reference collection so that they may use the materials comfortably. Adult areas often have reading lounges, but few libraries create comfortable reading areas with upholstered chairs and movable cushions for school age children.

The older and more independent they become, the more options children have for spending their leisure time, and their library use may become more purposeful, more goal-directed, and less frequent. The public library may become a place to follow a hobby, do homework, and hang out with friends. Librarians are sometimes uncomfortable with the social aspects of older children's use. Peers are immensely important in the development of identity in teens and preteens, but there are few safe public places for them. Facilities that allow some space for children to work or socialize in groups, if only a table set away from a quiet study area, give a message to older children that their social needs are respected. This is an example of a policy translated into physical facilities. Clear rules, consistently applied, are necessary for the use of such areas, of course.

Facilities that allow some space for children to work or socialize in groups, if only a table set away from a quiet study area, give a message to older children that their social needs are respected.

Physical competence, especially at sports but also in other areas, is very important to the school age child. While it probably is not appropriate for public libraries to be a venue for sports, a good environment for school age children recognizes their physical development and physical activity needs with policies that allow them to move around while using the building or participating in programs. Another way of encouraging and respecting the competence of school age children is to display their hobbies, collections,

The horseshoe in the children's area of the Harnett County Public Library in Lillington provides two tiers of seating in a cozy setting while the outside of the horseshoe holds books for young readers at levels they can easily reach. Photo: Ed Menninger

and art work on a regular basis.

School age children's increasing intellectual competence should be recognized, as well. Some librarians find that older children are able to contribute to the design and production of programs and facilities for themselves and younger children. Older children's opinions and ideas can be actively solicited when the library is evaluating its services or planning a new library.[8]

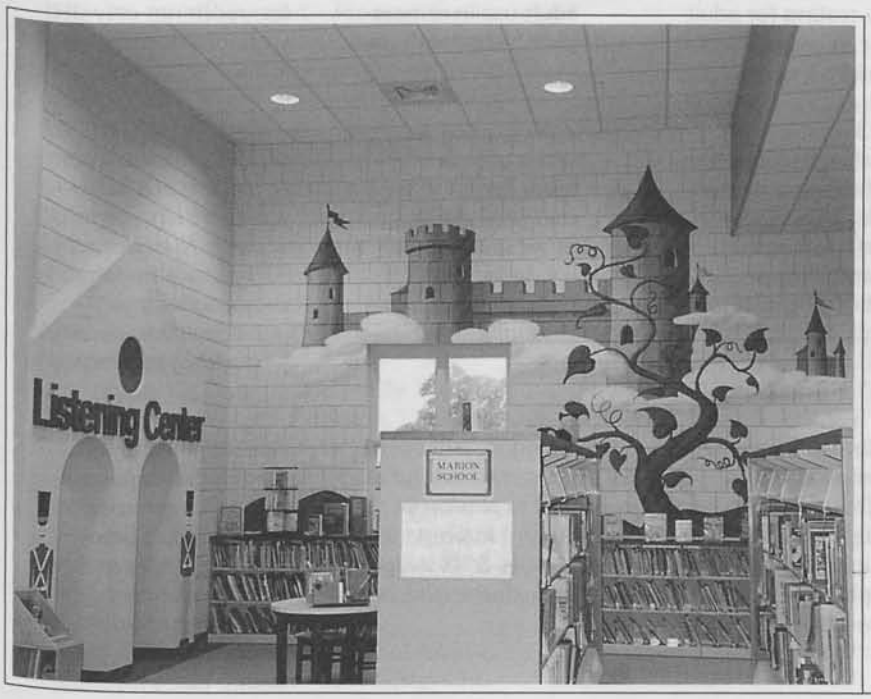
Although public librarians tend to group service to all school age children under one rubric, it would be more congruent with the major theories of child development to speak of at least two developmental stages among the five to twelve year olds. After all, a seven year old is still a child, but many ten year olds are already adolescents. This means that all the various aspects of the environment—materials, staff behavior, policies, programs, and physical facilities—must be capable of modulation and adjustment to the variation in skills, abilities, and interests across the age group. Often, it is the older end of the children's age range that is less served, especially with programs, but displays may also betray lack of interest in ten to twelve year olds. Visual clues are important to school age children looking to see if "school age child culture is spoken here."

The Environment Rating Scales attempt to translate our present understanding of child development into specific aspects of the public library environment. The scales are intended to help librarians observe their libraries in a systematic way and set appropriate agendas for children's services. In using the scales or doing any form of evaluation, it is important not to assume that one already knows the answer—if you are sure you know, there is no point to doing an assessment. If you are asking questions and ready to take a close look around, the following are some questions to ask yourself while you are looking.

— How does this library give the message "child culture spoken here" in nonverbal ways (visually, body language, tone of voice, etc.)?
— If I were four years old, how would I know where my part of the library is?
— If I were ten years old, how would I know where my part of the library is?
— If I were a parent, a teacher, or a child care provider, how would I know what to do to find things related to children?
— What would I think of this library if I were four years old? Ten years old? A parent, teacher, or care giver?
— What do the library's policies and procedures say about the staff's beliefs about children?
— What are the goals and priorities of the library as a whole?
— In what ways does the environment for children fit the goals and priorities?
— In what ways are the environment for children and the library's goals not congruent?
— What can I do right now to improve the environment for children at my library?
— What should I put on my agenda for future evaluation and planning?

A story book come-to-life marks the entrance into a fantastic children's area of the expanded main library of the Public Library of Charlotte and Mecklenburg County.

Architect: Middleton-McMillan (Charlotte, NC).
Photo: R. A. Simon



An enchanting wall mural, painted by local artist Lamar Wilson, provides a wonderful backdrop for the children's area of the Cleveland County Memorial Library in Shelby. The fairy tale theme is further apparent in the design of the adjacent listening center.

Architect: Martin, Boal, Anthony, & Johnson Architects (Shelby, NC).
Photo: Elwin Stilwell

Sample Questions from the Scales

To give you a taste of what the Scales are actually like, ten questions are included for you to use at your library out of the two hundred plus items on the version of the scale intended for large and medium-sized libraries. The items were selected to represent the range of the Scales. As you apply these items, remember that in order to achieve a particular rating, the library should meet all the conditions of that rating. If the situation meets all of a lower level and only part of the higher odd numbered level, the rating is the even number between the two odd numbers. It is not expected that any library would be rated Excellent on all items. Remember that it is important actually to look at the situation and not assume you already know the answer.

Item	Inadequate	Minimal	Good	Excellent
	1 2	3 4	5 6	7
Staff availability when patrons enter children's room.	No staff visible at any time when patrons enter.	Staff is visible but does not approach children or adults.	Staff smiles and gives verbal welcome to patrons.	In addition to friendly welcome staff conveys readiness to assist patrons.
	1 2	3 4	5 6	7
Locked storage for library equipment and supplies.	Storage areas not locked and are easily accessible to young children.	Storage is either locked or not easily accessible to young children.	Storage is locked and located away from areas used by young children.	All of 5 plus written procedures on storage of equipment; procedures are followed.
	1 2	3 4	5 6	7
Bicycle racks.	No place where bikes may be locked.	Outside fixtures for locking bicycles to accommodate average number of bicycles.	Fixtures adequate for the number of bikes at peak child use times.	All of 5 plus bike rack is visible from within children's area.
	1 2	3 4	5 6	7
Doors can be used by young children, i.e, light weight, easy to use handles, graphic signs for non-readers, handicapped operable.	No attention to weight, handles, signs for non-readers, or needs of users without fully functional hands.	Attention to one of the following: weight, handles, or signs for non-readers.	Attention to two of the following: weight, handles, or signs for non-readers.	All doors children use are operable by young children; graphic signs for non-readers; handicapped accessible.
	1 2	3 4	5 6	7
Furnishings for routine use by young children & their adults.	No tables or chairs at heights appropriate to preschoolers. Ex: chair seats 12-14", tables 20-22" high.	Seating and tables for preschoolers but no seating for adult use in or near young child's area.	Furniture for preschool children & chairs for adult use in or near young children's area.	All of 5 plus walls & furnishings well cared for; room not crowded with furniture.
	1 2	3 4	5 6	7
Office & workroom space for staff.	No staff workroom or office space for children's staff. No storage for personal items. All preparation must be done on the public floor.	Staff workroom or office space shared with other library staff. Minimal storage for personal belongings. Shared desks.	Workroom & office space for children's staff separate from other staff. Individual desks. Central storage for personal belongings.	All of 5 plus workroom & office space have adequate storage for supplies & equipment. Table space for large projects. Secure individual storage for personal belongings.
	1 2	3 4	5 6	7
Design of literature & language activities for older children.	Literature activities poorly designed in relation to children's verbal skills & interests.	Literature activities designed to suit children's current interests & skills, but emphasize rote repetition or "follow the leader."	Literature activities chosen to extend as well as reinforce current interests & abilities & allow for individual expression.	All of 5 plus program planning includes a means for evaluating literature outcomes including older child's responses, i.e. talking about books at home, checking out books, etc.

Item	Inadequate	Minimal	Good	Excellent
	1 2	3 4	5 6	7
Materials for adults on literature for older children.	Few materials on children's literature anywhere in the library.	Materials on children's literature but shelved elsewhere in the library, not in children's area.	Collection of materials about older child's literature in children's area, clearly labeled. Booklists available.	All of 5 plus staff assists adults using parent/teacher collection. Booklists include suggestions for use with older children.
	1 2	3 4	5 6	7
Services for families with children needing special help with education. Ex: Home schoolers, children with learning problems.	Little or no attention paid to needs of parents & children with unusual educational needs.	Staff serves patrons who ask for assistance with unusual educational needs.	Staff works with individuals & groups to provide in-library services. Staff has identified groups who may need services. Information & referral files kept up-to-date.	All of 5 plus staff engages in outreach activities & markets services to reach potential new users with educational needs.
	1 2	3 4	5 6	7
Tone: General impression of the quality of interaction between children & staff.	Relations between staff & children strained, voices seem irritable & angry. Some age groups less welcome than others.	Staff inattentive and unresponsive unless asked directly for help or problems occur.	Calm, busy atmosphere, children seem happy most of the time. Voices are cheerful; frequent smiling. Explicit, consistent, & obvious behavioral norms. All ages treated with dignity by all library staff.	All of level 5, plus staff prevents problems by careful observation & intervention as needed. Staff models ways of resolving conflicts.

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A Review of Some Legal Aspects of Construction for Governmental Units in North Carolina

by Rich Rosenthal and Phillip Barton

The purpose of this article is to provide general information to librarians on some of the legal issues involved in contracting for construction of libraries in North Carolina. We will focus exclusively on North Carolina statutory obligations. Related areas not covered in this article, but which the reader may wish to pursue, include federal regulations and guidelines and contractual issues between owners, architects, and contractors. In regard to the latter, a perusal of the major contractual documents developed by the American Institute of Architects should prove particularly helpful to anyone embarking upon a building project.

It is emphasized that our intent is to identify and illuminate the most frequently encountered issues in construction. This article is not intended to present definitive legal opinions, nor is it intended to be used as the basis for policy decisions. Librarians confronting such issues are advised to consult with the appropriate legal authority.

The majority of libraries in North Carolina are departments or subdivisions of local governmental units and are therefore subject to the state's rules governing the process of construction and purchasing by local governments. These rules are found in the *General Statutes of North Carolina*. Essentially, the intent of the statutes is to demonstrate that when a local governmental unit enters into a construction or purchase contract, that it is done openly, in a competitive environment with no appearance of collusion between the unit and the contractor. A further intent is to ensure that the financial interest of the public is protected and that the contract is satisfactorily completed.

As in many areas of statutory law, the rules regarding construction contracts contain much gray area. Some of this area has been illuminated by case law. It should also be noted that modifications that apply exclusively to specific governmental units in North Carolina have been enacted over the years. While it is beyond the scope of this article to cover case law and local legislation, a survey of both are necessary to provide definitive answers to specific questions.

Formal Bidding Procedure

The General Statutes (G.S.) recognize two forms of bidding. These two forms apply to both construction/repair contracts and purchase contracts. They are commonly referred to as the formal bidding procedure and the informal bidding procedure.

Generally bid openings are orchestrated to satisfy all legal requirements and to demonstrate that all bidders are treated fairly and to avoid any appearance to the contrary.

The formal bidding procedure is generally described in G.S. 143-129. It is required for all construction or repair projects with estimated expenditures of $50,000 or more and for the purchase or lease-purchase of supplies or equipment requiring an estimated expenditure of $20,000 or more.

Under formal bidding procedures, plans and specifications for the project must be prepared and made available to potential bidders. Information about such projects are usually available through industry information services, such as the AGC, Inc. (Association of General Contractors) and F.W. Dodge McGraw-Hill Information Services Company, as well as through the offices of the architects and/or engineers involved in the projects.

An advertisement inviting bids must be published at least one week before the time specified for the opening of bids. It must be placed in a newspaper having general circulation in the local area and must state the time and place where the plans and specifications are available and the time and place for the opening of the proposals. It also must reserve the right of the governing body or board to reject any or all bids that are received. Usually the bidding period will last for a period of three to four weeks.

All bids must be accompanied by a five percent bid deposit. Bids that are not accompanied by a satisfactory bid deposit may not be considered or accepted. The purpose of the bid deposit is to discourage irresponsible or frivolous bids. If a bidder is unable or unwilling to execute a contract after an award has been made, that contractor's bid deposit may be retained and claimed by the governmental unit.

There are four acceptable forms of bid deposit: cash, a cashier's check, a certified check on a bank or trust company ensured by FDIC, or a bid bond executed by a surety licensed by the state of North Carolina to execute such bonds. (A surety is a third party, usually an insurance company, that is willing to accept financial responsibility for the bidder.) A bond is a promise by the surety to pay the value of the bond in the event that the bidder fails to live up to his obligations. It should be standard procedure for bid bonds to be closely examined by legal council prior to award. Similarly, it is recommended that sureties be checked by the Department of Insurance to verify that they are licensed. It is prudent to hold the deposit of the three lowest bidders until a contract is executed. However, practices as to the number of deposits held and when deposits are returned varies from place to place.

The bids must be opened in public at the time and place specified in the advertisement. Although sealed bids are gener-

ally required for formal bids, the statutes do not require that this be so. However, if the advertisement specifies sealed bids, no bids may be opened without the permission of the bidder prior to the time set for the opening.

Generally bid openings are orchestrated to satisfy all legal requirements and to demonstrate that all bidders are treated fairly and to avoid any appearance to the contrary. To meet the objectives, certain formalities are followed such as announcing the time at which all bids must be delivered to the representative of the governmental unit, reading all bids aloud, and recording the results of the bid opening.

The results of the bid opening must be recorded in the minutes of the local governing body or board. That body or board is required to make the award. Typically the recording of the bid opening is done by the presentation of a bid tabulation to the body or board. The tabulation is accepted and incorporated in the minutes.

G.S. 143-132 requires that three competitive bids be received for a formal bidding process. For this reason, it is generally a good practice to avoid opening any bids until it has been verified that at least three bids have been received. If less than three bids are received, the project must be readvertised. A governmental unit is free to award a contract if fewer than three bids have been received after the second advertisement.

The statutes grant an exception to the requirements of the formal bid process "...in cases of special emergency involving the health and safety of the people or their property,..." (G.S. 143-129) This is generally assumed to apply to an immediate, as opposed to an expected situation. An example would be structural damage to a public building jeopardizing the people and property in the building.

Informal Bid Process

The informal bid process (G.S. 143-131) must be used on construction/repair projects with estimated expenditures between $5,000 and $50,000 and for the purchase or lease-purchase of equipment or supplies with estimated expenditures of $5,000 to $20,000. There are no requirements for written plans and specifications, advertising, bid deposits, a public opening, an award by the governing board, or a minimum number of bids. A record of informal bids shall be kept by the person or board that receives the bids and shall be subject to public inspection at any time.

As with formal bidding, contracts shall be awarded to the lowest responsible bidder, taking into consideration quality, performance, and the time specified in the bids for the performance of the contract. It should be noted that the governmental unit always has the option of adopting formal bid procedures regardless of the project budget, and that the statutory obligations are considered to be minimum requirements that may be exceeded.

Performance Bonds and Laborers' and Materialmen's Bonds

Under G.S. 143-129, performance bonds and laborers' and materialsmen's bonds are required for the full contract amount for all construction projects over $15,000 when a project involves two or more contracts whose sums exceed $50,000. In cases when a project involves only a single contract, the performance and laborers' and materialsmen's bonds are not required unless the contract exceeds $50,000. In the case of purchase contracts, a governing body may waive the bond requirement (see also G.S. 44A-3).

The purpose of the bonds is to ensure that contracts involving public funds are satisfactorily performed and completed and that all claims from subcontractors and materials suppliers are resolved. As in the case of a bid deposit, a surety promises to stand behind the contract and make good on any deficiencies or valid claims against the contractor. Although the statutes set thresholds over which bonds are required, a governmental unit may require such bonds on contracts that do not exceed the thresholds. The statutes also allow cash, certified checks, or government securities as alternatives to bonds. Regardless of the form, the bond or any of the alternatives must be valued at the full amount of the contract if a bond is required.

Single vs. Multiple Prime Contracts

Prior to the summer of 1989, G.S. 143-128 required that all construction projects over a set dollar amount be divided into a minimum of four separate sets of specifications and that each set be bid and contracted for separately. The four divisions are as follows:

1. Heating, ventilation, and air conditioning
2. Plumbing
3. Electrical work
4. General construction and any other work not included in the previous three.

This system of construction is generally referred to as the "multiple prime contract system." The 1989 General Assembly amended that chapter to give governmental units the option of bidding and contracting for construction using the "single prime contract" approach. A single prime contract is one in which a single contractor is responsible for coordinating all phases of the work.

Under the amended law, a governmental unit may bid the project both as multiple prime contracts and as a single prime contract, and the award is made to which ever method results in the lowest combined bid. This requirement applies to any project involving $100,000 or more. The amendment provides that various divisions of state government will monitor the use of single prime vs. multiple prime contracts and compile empirical evidence of the comparative costs of each approach. It further requires that the evidence be summarized and presented to the 1995 session of the General Assembly, at which time it would presumably be modified or continued.

The issue of single prime vs. multiple prime contracts is one that has been hotly debated by construction professionals for many years. Architects and general contractors generally argue that the single prime contract is the preferable method of ensuring that a project is completed satisfactorily. Their arguments contend that in a multiple prime contract project, there are four or more contractors on the job without adequate contractual relationships between them to effectively coordinate their work. Furthermore, in the event that problems or delays occur on a multiple prime contract project, the governmental unit finds itself in a game of finger pointing that makes resolution extremely difficult.

Construction professionals engaged in the major subcontracting trades have argued vigorously in favor of continuation of the multiple prime contract approach. They argue that by requiring separate contracts for HVAC, plumbing, and electrical work, the governmental unit is assured more competitive pricing which means direct savings to the public. Furthermore, they argue that if specifications are well written, coordination between the prior contractors is assured.

Chapter 143-132 was amended at the same time to clarify the minimum number of bids required for award if a governmental unit elects to bid a project as a single prime contract. It provides that, for the purposes of counting bids toward the three bid minimum, a single prime contract bid shall constitute a bid in each of the four subdivisions.

Minority Participation Plan

The same revision to G.S. 143-128 by the 1989 General Assembly that resulted in the single prime contract alternative mandates that all local governmental units adopt minority business participation plans for contracts involving $100,000 or more. The purpose of this section is to encourage the use of minority businesses in public contracts.

In order to avoid the problems associ-

ated with quota or set-aside programs that have been ruled unconstitutional, the encouragement takes the form of a verifiable percentage goal for minority business participation. The statute requires that after notice and public hearing, each governmental unit establish a minority business participation plan with a verifiable goal. The plan must include written guidelines "to ensure a good faith effort in the recruitment and selection of minority businesses." The statute defines "minority business" and "minority person." It states explicitly that it is not intended to require contractors or governmental units to award contracts on the basis of anything other than the lowest responsible bid.

Award Procedures

Contracts requiring the use of the formal bid procedure must be awarded by the governing board of the governmental unit. There is no such requirement for contracts below the formal bid threshold of $50,000. It is required that the award be made to "the lowest responsible bidder or bidders, taking into consideration quality, performance, and the time specified in the proposals for the performance of the contract." Interpretation of this section is difficult, but it clearly is intended to give the governmental unit the flexibility to determine the reliability and responsibility of a bidder and to consider those factors when an award is made.

As frequently happens in both public and private construction, the low bid may exceed the available funds for the project. If that is the case, the governmental unit has several options:

1. it may reject all bids and rebid the project;
2. it may modify the bid documents and rebid the project; or
3. it may negotiate with the lowest responsible bidder to make the necessary changes to bring the contract price within the available funds. If those negotiations are successful, a contract may be awarded to the lowest responsible bidder.

There is no allowance for negotiating with anyone other than the lowest responsible bidder either selectively or competitively.

Design Services

G.S. 143-64.31 establishes that when governmental units procure architectural, engineering and surveying services, the selection of firms should be made on the basis of "demonstrated competence and qualification for the type of professional services required without regard to fee...." The purpose of this article is to prevent governmental units from bidding out design services and awarding contracts to the low bidders. The proper procedure is to first select firms based on qualifications and then to negotiate contracts. "If a contract cannot be negotiated with the most qualified firm, negotiations with that firm shall be terminated and initiated with the best qualified firms."

G.S.143-64.32 provides for exceptions to the above procedures when the estimated professional fee will be less than $30,000 or the governmental unit in its "sole discretion" exempts itself and states its reasons and circumstances.

Generally, an architect or engineer is required for all new construction when the cost is more than $45,000 or repair projects, including major structural changes, when the cost is more than $45,000. Repair projects that do not involve major structural changes and cost more than $100,000 require an architect or engineer. These requirements and other rules regarding design services are in G.S. 133-1.1.

Recommended Reading

We have touched on some of the more important aspects of the state law regarding construction contracts involving local governments. Those of you who may be involved in a library construction project or major repair project are encouraged to become more familiar with North Carolina law as it relates to construction. We would recommend reading "An Outline of Statutory Provisions Controlling Purchasing by Local Governments in North Carolina" (1990) by Warren Jake Wicker and "Construction Contracts with North Carolina Local Governments" (1991) by A. Fleming Bell,II. Both are published by the Institute of Government (UNC at Chapel Hill). These two publications are excellent road maps through the treacherous territory of North Carolina law. Using them hand-in-hand with the General Statutes will provide the reader with a thorough overview of the many legal aspects related to public construction projects in North Carolina.

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Signage: A Poem

I never heard of signage before. In fact,
I thought signage was what you fed the hogs!

I never heard of signage before. In fact,
I thought signage was a kind of headache
producing swelling of the nasal cavity
and post-nasal drip!

— Sharon W. Gore
Graduate Student, North Carolina Central University

"I Have Lived to See ... the Building of My Fancy" *

A Selected Bibliography

compiled by John Welch

The bibliographic entries listed below were selected from articles and monographs published during the last five years. The list is highly selective and emphasizes a "how-to-do-it" approach to topics such as planning, construction, equipment and furnishings.

Some of the works cited below contain additional bibliographic references. Those interested in pursuing any of these topics are encouraged to consult H.W. Wilson's *Library Literature* index. Additionally, *Library Journal*, in December of each year, and *American Libraries*, in April of each year, publish features of library building projects from all across the United States.

* — Shakespeare *Coriolanus*, Act ii, Scene I

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POINT

We Need New Libraries, Not Reused Facilities

by Harry Tuchmayer, Column Editor

It's not that adaptive reuse is such a bad idea—in fact, under normal circumstances it's an extremely creative and socially responsible concept. The problem is, it doesn't really work for libraries. Salvaging old historic structures, such as turn-of-the century courthouses, antebellum mansions, or unique and intriguing warehouses, not only enhances a community's beauty, but also provides a real link to our past. However, to quote architect Louis Sullivan, "Form follows function," and it is my contention that in most of these instances, the form may be preserved to the detriment of the library's function.

What makes a good library? Adequate space, ease of accessibility, attractive and comfortable reading and study areas, good lighting, highly visible service points. The list goes on and on. Now, I'm no architect, but I know a good library when I see one. And an old courthouse, in a crowded downtown, with no parking and rooms with more space from floor to ceiling than from wall to wall isn't my idea of a practical and "user friendly" library.

I'm sure a good architect can take the shell of a building and create a fairly acceptable library—in fact, I'm sitting in one as I write this editorial. But the reason that the conversion of a major department store into a main library worked for New Hanover County has as much to do with the particular characteristics of downtown Wilmington as it does with the skill and creative genius of the architect — adequate parking in an easily accessible downtown area where crime and traffic are not a problem.

For most communities, however, hand-me-down libraries are about as exciting as hand-me-down clothing is for the parents of a new baby — we appreciate and might even need the clothing, but we are sadly disappointed to have to make do. In fact, most hand-me-down clothing that we do receive is generally in pristine condition, completely suitable for everyday use, and intended to supplement a newly created wardrobe. Can the same thing be said about most old structures that are offered to city or county officials as a possible library? No one gives you tattered and torn clothing soiled beyond use, or items otherwise inappropriate for your child. Is the gift of an old market, department store, or discarded office building in a deserted or decaying neighborhood any more appropriate? It's certainly not my idea of a quality hand-me-down, but it might be useful trading material next time you find yourself bartering with other departments for much needed space (or even supplies).

Although I'm sure most donors have nothing but the best interests of the community at heart, I have to wonder why they would consider leaving a perfectly salvagable building in the first place. After all, what does the new mall have that downtown or the old business district doesn't. Could it be adequate space, ease of accessibility, attractive and comfortable surroundings, high visibility ...?

I'm not advocating the abandonment of downtown, nor am I calling for more malls to be built in order to house libraries. Heaven knows we have enough malls already. But I do think it's time public officials recognize the importance of libraries. Don't get me wrong—that doesn't mean libraries have to be palatial structures, complete with gargoyles, ornate fountains, and a little art on the ceiling to boot. But they must be built with some serious thought given to how and why they are used and what makes them attractive. Remodeling an abandoned building might give us a "new" facility, but it won't necessarily give us a new library!

A failing location is still a failing location regardless of what we do. Replacing an existing business with a new library has about as much chance of succeeding as if the failing enterprise had remodeled rather than moved. Libraries are an important community investment and they should be treated as such. We need to take the time and effort to research where we will get the best return on our investment before we blindly accept just any structure. Locating libraries where people will go and use them should be our highest priority. Otherwise, we waste more money than we ever save by opting for the cheap alternative of adapting an existing structure for library use.

COUNTER POINT

Good Building Programs Make Good Libraries, New or Used

by Jim McKee

It would be a mistake to overgeneralize about the relative merits of "hand-me-down" renovated buildings vs. new construction in a discussion of which would make the better library. Yes, as Harry states, many an old structure has been offered to city or county officials as a possible library. Too often the idea arises with the officials themselves in an effort to save money, a venerated building, or a decaying part of town. It is even sadder that library officials occasionally succumb to such pressure and may even rationalize the decision as "the best possible", or "better than nothing."

Harry hits the nail on the head when he states that, "Libraries are an important community investment and they should be treated as such. We need to take the time and effort to research where we will get the best return on our investment before we blindly accept just any structure." True, very true! However, the "cheap alternative of adapting an existing structure for library use" may not always prove to be a bad investment or be inferior to a new building.

The key, I think, is summed up by Lester K. Smith in *Planning Library Buildings*. He says, "The first task is to separate the fact of library service from the building which houses it. Some people lose sight of library service from the building which houses it. Some people lose sight of the fact that the public library is a service not a structure of some kind." Many a brand, spanking, new library has lost sight of this "fact" as functionality and flexibility lost out to an architect's "vision" of what a library should be. Also, many a new library has served the community poorly by being situated on a poorly located site with little or no convenient parking.

It is the library professional's duty to inform and if necessary, evangelize the community decision makers about the library's present and future role as a community resource and investment. An underutilized library (whether new or renovated), that results from poor siting, and/or poor planning, is a truly squandered resource - and one with which the community will have to live for many years.

The real challenge is for the library planning team to undertake a service-oriented building program that is flexible enough to meet the community's need well into the future. Once the needs are determined, then the site and/or facility requirements can be dealt with. The trick is to work toward the best located, most adequately sized, and most flexibly planned library possible within existing resources. It is critical that decision makers understand that libraries are probably more akin to retail businesses than they are to other government agencies in that accessibility, parking, and an attractive facility are *critical* to usage. All these criteria are well-documented in library literature — but all too often one or more are ignored.

I am not necessarily advocating adaptive reuse (renovation) as an ideal solution in every case but I think it is a mistake to believe that "new" is always better. It is the library professional's job to establish the library program, but it is the architect's job to assess the merits of new construction vs. renovation. Many, if not most, old buildings offered for use as a library miserably fail to meet the criteria for selecting and planning a good library. However, every once in a while an existing facility is available in a good location, is adequately sized, and can be attractively renovated at a cost that is reasonable. Libraries do have many special requirements, such as above average floor loads, lighting, etc., and a good architect and/or engineer will be needed to assess these situations.

When renovation of an existing building is being considered as an alterative to new construction the best thing to do is assess both options with regard to your building program and recognized criteria. Most projects have a set amount of available funds which is a very large factor. The cost of new construction with related costs and, such as site acquisition, grading, paving, etc., can give you "sticker shock" and may result in an undersized facility.

In conclusion, let me say that as is true with clothes, the true test of the "hand-me-down" is in the style and the fit. There is nothing wrong with a "hand-me-down" building if it meets your library's and community's needs in a way that is clearly superior to new construction. Our state is blessed with a number of well located, adequately sized, attractive library facilities that were once grocery stores, department stores, and even telephone office buildings. Most of these buildings function extremely well and out-of-town users comment on how attractive the libraries are — and don't even know they're standing in what used to be the frozen foods section!

Stick to your building program, but keep an open mind. Every now and then you might be happier with a "hand-me-down" than a designer fashion.

How Catalogers Really Edit OCLC Records

by Walter M. High

How do catalogers really use the information provided on OCLC records? Do they accept the work of other catalogers without question, or do they edit bibliographic records to their heart's content? This question inspired a study of edited OCLC records that attempted to draw preliminary conclusions about cataloging practices in large academic libraries. The study evolved into a 1990 University of North Carolina at Chapel Hill dissertation entitled "Editing Changes to Monographic Cataloging Records in the OCLC Database."

The study focused on five research questions:

1) Are Library of Congress records edited less often than contributed records in the OCLC database?

2) Do catalogers perform more "cosmetic editing," cleaning up records, than "substantive editing," providing greater access and clearer descriptions which distinguish one bibliographic record from another?

3) How often do catalogers accept the intellectual work of other catalogers?

4) Do catalogers add "substantive" data to contributed records often enough to make the completeness of such records suspect?

5) Are there identifiable problems with the OCLC database that can be corrected by running special "fix this problem" computer programs or by allowing catalogers to make changes to defined areas of the OCLC permanent record?

To answer these questions, I chose five ARL libraries in different states and received permission to analyze the cataloging data on their April 1985 OCLC archive tapes. By examining archive tapes rather than post-cataloging printouts, I was able to determine exactly what changes catalogers had made to records rather than having to rely on assurances that editing at the OCLC terminal actually matched the changes indicated on a printout. A random selection of 1,000 monographic records from each institution's archive tape was matched with the original version of each record from the OCLC database. A computer comparison identified which fields had been changed, while a manual review and tabulation pinpointed the specific changes. After various problem records had been removed from the 5,000 record sample, 4,425 remained of which 2,918 (66 percent) were Library of Congress records. The results confirmed some of the cataloging folk wisdom, as well as providing insight into the utility of sharing cataloging data.

The first question about the acceptance of LC cataloging versus that of contributed cataloging confirmed what catalogers already know: LC cataloging is edited far less often. The study showed that LC records averaged 70 editing changes for every 100 records, while contributed cataloging averaged 275 editing changes for every 100 records. The numbers tabulated in the study were affected by one anomaly: one of the five libraries in the sample systematically removed every Dewey Decimal, NLM, SuDocs, and NAL call number. This practice accounted for nearly one-fourth of all the changes identified on LC records. On contributed records, the study showed that the series field is often problematic and that the decision to trace or not to trace is frequently changed.

The second question about "cosmetic" editing versus "substantive" editing did not result in definitive answers; the practice varied depending upon the area of the record under discussion. The gross numbers showed that approximately 55 percent of all editing changes could be identified as "cosmetic." Again, though, the call number removal practice of one library affected the totals. Without those changes included, "cosmetic" editing would drop to only 39 percent of the total. In the descriptive area of the records, "cosmetic" editing was high, accounting for nearly 90 percent of all changes. Only 47 percent of call number changes, 21 percent of name/title access field changes, and 18 percent of subject heading changes were considered "cosmetic," however.

While it might seem propitious to decree that all "cosmetic" editing should stop, the resulting productivity gains would probably be slight. One must remember that a "cosmetic" change is usually a matter of a few quick keystrokes at the terminal by the cataloger, while a "substantive" change may often require research into appropriate forms of names or subject headings. Attempting to eliminate "cosmetic" editing may be virtually impossible as catalogers find it difficult not to make the small changes that clean-up a record and generate satisfaction, too.

The third question asked about catalogers' tendencies to accept the intellectual work of other catalogers. It cuts to the heart of the shared cataloging theory that underlies the networks. The whole purpose of OCLC, RLIN, WLN, etc., is to share data. Answering this question required me to define each change as being intellectual or not. For example, adding a new subject heading is intellectual work, but modernizing an old subject heading is not. Recognizing that such judgments are subjective, I found that acceptance of LC intellectual work was very high, ranging from 96 percent to 99 percent in the various fields. For contributed records, the same fields ranged from 86 percent to 89 percent. The one exception was the series area, where both LC and contributed records had their intellectual judgments accepted at a rate approximately 10 percent lower than the rest of the fields.

The fourth question concerned the quality of contributed records in the OCLC database. How bad are those records, anyway? The study reported 757 additions to the 1,507 contributed records, or approximately one addition for every two records. The most deficient area on contributed records was the fixed field. Many older records lacked fixed field data, but OCLC has since run a standardized program to supply default data in several fixed field elements. With this change, the most significantly deficient area is the call number, where 13 percent, or one of every eight contributed records, lacked a valid LC call number. Because large libraries often route items to support staff or professional catalogers based on the presence or absence of a valid LC call number, this statistic is significant. Libraries using Dewey or NLM call numbers would undoubtedly find an even larger percentage of records

Research ... continued.

missing call number appropriate to their classification schemes.

The final question asked whether OCLC could run special programs to fix standardized problems in the database. Examples of successful programs are the name authority flip performed at the advent of AACR2 and the provision of default data in the fixed field which changed over 2.75 million records. The study concluded that indicator corrections and a carefully controlled program to update old subject headings based on the online authority file would be useful. Subjects, of course, could only be updated by a computer when the change was a "one-to-one" change. Periodic rerunning of the name authority flip would also correct many errors. Call numbers and series statements are two areas that receive much editing, but are not amenable to machine-generated fixes.

This study examined cataloging practices in five large ARL libraries. How OCLC records are edited may vary considerably in public, special, or smaller academic libraries. It would be useful for the study to be replicated with other libraries, testing the validity of the data gathered. Perhaps the most significant unasked question is, "How useful are the access points we place on bibliographic records?" Transaction logs of online public catalogs may yield an answer to this question and, thus, guide us in making intelligent decisions about how much time we invest in editing and correcting shared cataloging records. Until we know what practices are useful to our patrons, we can only continue to make our current practices more efficient.

From the President ... continued from page 118.

about, study, and synthesize library and information services issues. Let me take this opportunity to tell you what issues I would like to see studied further. There is no end to most library issues so I am sure we will have these to work on for many years to come. Literacy, the freedom to read, computer technologies, library service fees, recruitment to the library field of a diverse (in ethnic background as well as in specialized talents) cadre of workers, and preservations of all types of media are just a few of the issues. For NCLA, I see the challenge as one of fostering study and finding solutions through committees, public relations, subsidized research, or whatever means it takes. In order to find the means to study and solve the challenges, we must be flexible. We must manage the association in an efficient manner that will ease our entre into new and developing issues. We must support individuals within our association that are making a difference. We must share information with each other.

What a time for libraries and information services! The amount of information is increasing exponentially, important older materials are deteriorating faster than we can do anything about it, more and more individuals are realizing the position of libraries as storehouses of information on both the positive and negative sides, and new knowledge is needed to handle new technologies of information. Together we can meet these challenges. I look forward to continuing to work with you in other roles to make libraries in North Carolina all that they can be. Thank you for allowing me to serve as your President in 1989-1991.

See you in High Point November 12 through 15!

— *Barbara Baker,* President

Furnishing Knowledge Networks for the Information Future

1991 Biennial Conference

North Carolina Library Association

All of the pieces are being placed in the puzzle for the 1991 North Carolina Library Association's biennial conference. The stage is set in the High Point Conference Center for the dates of November 12-15, 1991. Last minute alterations are being made with the program, and events are being confirmed even as we go to press with this issue of North Carolina Libraries.

On the program are items of interest to the broad range of librarians in the association. Special, public, academic, school and media center librarians, as well as library school faculty and students should find this a conference of merit for learning, sharing information, and getting to network with peers from across the state. The General Session will feature Peter Young, Executive Director of the National Commission on Libraries and Information Services. Other nationally prominent speakers include Doug Marlette, Judith Krug, Jane Pratt, Walter Anderson, and Jose Aruego. North Carolina will be well represented as well with the likes of Timmy Abell, Jill McCorkle, Bland Simpson, and Alice Wilkins. A special guest for the Oglivie lecture on Thursday will be the new President-elect of ALA—our own Marilyn Miller. Other surprises are in store as well for attendees as plans are confirmed.

Other features of the conference will be the ALA store, membership booths for SELA and ALA, and over 100 spaces for vendors, distributors, and service providers. An employee placement center will be established for interviews based upon job listings and resumes collected prior to the conference. There will be open table talk sessions and joint library school reception space in the Radisson on Wednesday. Tours of local libraries will be available, and the new High Point Public Library will host an open house on Thursday evening.

All-in-all, this year's conference looks to be one which truly reflects the theme of furnishing us all with the knowledge networks necessary to work toward the information future. Registration information will be mailed in early September, and hotel reservations will be accepted at approximately the same time.

The conference planning committee looks forward to seeing all of you in High Point in November!

North Carolina Books

Robert G. Anthony, Jr., Compiler

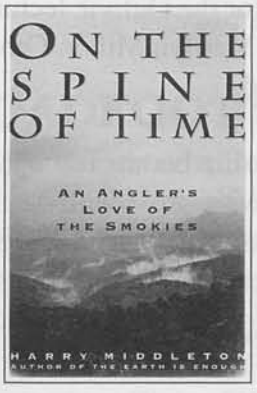
Harry Middleton discovered southwestern North Carolina in 1978, when a case of salmonella poisoning put the kibosh on a drive to West Virginia for trout fishing. The nasty bacteria stopped him almost dead in his tracks—just inside the Great Smoky Mountains National Park, on the banks of the Oconaluftee River. A dazed day later he crawled out of his sleeping bag, cast thirty feet of line into the river, and hooked a fine mountain trout. In his words, he "never made it to West Virginia."

For over a decade now Middleton has come again and again to these mountains, angling for pleasure and angling for an excuse to enjoy the dark, green solitude of the coves and creeks—Santeelah, Slickrock, Hazel, Snowbird. All that time he has been entering into his journal descriptions of people he has met, notes on local history, musings on natural history, and, of course, stories of fish he did and did not catch. These journal entries provide much of the material for *On the Spine of Time: An Angler's Love of the Smokies.*

Harry Middleton.

On the Spine of Time: An Angler's Love of the Smokies.

New York: Simon & Schuster, 1991.
237 pp. $18.95. ISBN 0-671-69141-4.



Is this, then, yet another book about the curious mountain folk and their colorful ways? No, thank goodness. Much of the book is given over to stories of people, but a New York stockbroker who makes trouting pilgrimages to Slickrock Creek receives as much attention as does Arby Mulligan, "Preaching Friar & Pulpiter & Dr. of Phrenology." Middleton's accounts of people—often funny, often touching—are written straightforwardly and compassionately. Mulligan, Tewksbury, Exie Sopwith, and Hattie Gareth are people, not characters.

Is the book an angling guide? Not really, although Middleton describes trout streams in detail, and the experienced angler will find special meaning in mentions of "the little Winston" and a No. 18 Elk Wing Caddis.

Indeed, *On the Spine of Time* does not fit into any simple category. It is the complex commingling of Middleton's thoughts and encounters with hard research. Some of the subjects he covers are Horace Kephart's stay in Swain County, congressional action on wilderness areas in the Park, orogenesis, the history of trout in the southern highlands, continental drift, and acid rain. The wide range of subject matter and the author's interweaving of it with personal experiences keep *On the Spine of Time* from being an easy read, and Middleton's mental meanderings are sometimes overlong and abstruse. But the careful reader will find much pleasure and value here.

There is a strangeness to this book—an odd impression of cool, green light over all. It could be an outgrowth of Middleton's madness, mountain madness, an obsession characterized by "the endless pursuit of high country trout and [the] courtship of solitude." But more likely it is a sign of the author's success, for *On the Spine of Time* gave this reader, at least, the feeling of being there, among the light and shadows of a deepwoods creek.

—Becky Kornegay, Western Carolina University

Picture yourself seated in an easy chair far above the earth. Looking down, you are able to see the changes which have shaped North Carolina as they take place over the vast span of geologic time. Fred Beyer suggests this vivid conceptual tool to his reader before commencing his narrative of the geologic history of North Carolina.

This imaginative aerial perspective is helpful, but, as the epochs pass, many readers may wish for more tangible help than is provided.

North Carolina: The Years before Man, a Geologic History, is organized chronologically. It begins with the formation of the earth in Chapter 1 and moves forward through time and geologic change up to the present day. At the end of Chapter 2 and near the beginning of

subsequent chapters, the author places a partial "geologic time column," identifying for the reader the point in time being discussed. Appendix A provides a complete geologic time table.

The body of the book is divided into six parts. At the beginning of each part, Beyer describes the important events in North Carolina's geologic history being covered in that unit's chapters. First the history of rocks and then the development of plant and animal life is discussed. As one might expect, the treatment of so extensive a period of time must necessarily be general. Throughout the first two chapters this is done admirably. Specialized vocabulary is defined explicitly and set in bold type. When reading a book that deals with the sciences, one expects to be confronted with unfamiliar terminology. Consequently, a glossary is necessary for the lay reader, but none appears in Beyer's volume. From Chapter 3 onward, specialized terms are not always given in bold type nor are they defined. The reader must often deduce definitions from context or from their usage in several places within a chapter. The absence of a glossary is a serious defect.

Fred Beyer.

North Carolina: The Years before Man, a Geologic History.

Durham: Carolina Academic Press, 1991.
240 pp. $34.95. ISBN 0-89089-400-0.

Although terms may become familiar through repetition, other flaws hamper the book's readability. Several of the numerous diagrams are inadequately labeled. Color plates that are helpful and often necessary to the understanding of important points are not conveniently placed in relationship to the text. For example, a plate cited on page 28 appears after page 86.

Instead of following conventional practice, with entries alphabetized by authors' surnames, Beyer arranges his bibliography ("Notes") to "reflect the chronology of geologic history." Citations of sources are indicated in the text by numbers placed in brackets, with the numbers referring to the order of the bibliography entries. This is initially confusing when the reader encounters "[12]" as the first such citation in the book.

After the initial chapters, however, the text is more carefully organized and readable. The treatment of barrier islands and Carolina Bays, for example, is very well done. The lack of a glossary and other organizational defects, nevertheless, make *North Carolina: The Years before Man, a Geologic History,* difficult for the general reader. The volume would be a useful supplement to an introductory college geology course, but without the addition of a glossary and more careful editing, it is not recommended for public or secondary school libraries.

—W. Carlton Brown, University of North Carolina at Chapel Hill

Ever since the ninth grade Missy Cord has been planning to go away to college, but now in her senior year she is beginning to question that goal. The strongly expressed disapproval of her crusty grandmother and opinionated Uncle Tate, as well as a new romantic relationship with childhood friend Jim, have made going to college an "if" rather than a "when."

Smart and capable, Missy has worked hard in school and has been named a finalist for a four-year scholarship to Moriah College. As a teacher points out, however, college is a one-way ticket out of Tucker, the small North Carolina town where she has always lived. She knows that once she leaves it is unlikely that she will return or that Jim will wait for her. Does she really want to leave Jim, just when their new relationship is beginning? She is torn between her long-held dreams of the opportunities and challenges college offers, and the comfortable domestic daydreams of staying in Tucker to cook biscuits and wait for a husband to come home to her from work. Although she decides to "throw the fight" by performing poorly in the scholarship interview, a question posed by an interviewer helps Missy realize what she truly wants to do with her life and confirms her desire for a college education.

Suzanne Newton.

Where Are You When I Need You?

New York: Viking, 1991.
199 pp. $13.95. ISBN 0-670-81702-3.

Missy's fears about being able to compete in college, the complications of young love with its rapidly changing relationships and emotional swings, and her self-doubt and self-consciousness are handled well. Particularly poignant are her mixed feelings when, worried about her attractiveness, she makes a change in her appearance that brings the attention she desires but that also produces in her anger and dismay that outside appearances matter so much.

Where Are You When I Need You? is a realistic portrayal of the difficult choices to be faced while growing into adulthood. It is a captivating and universal story, although without the dramatic tension of Newton's earlier award-winning book *I Will Call It Georgie's Blues*. Natural and believable dialogue and well-developed and convincing relationships help create a narrative that will appeal to eighth through twelfth graders in public and school libraries.

— Pat Siegfried, Public Library of Charlotte and Mecklenburg County

The mountains of western North Carolina provide the backdrop for John Yount's new novel, *Thief of Dreams*. Set in 1948, it tells the story of the breakup of Edward and Madeline Tally's marriage, and their eventual reconciliation. Yount narrates his story from three separate points of view: those of Edward and Madeline, and that of their thirteen-year-old son James.

As the novel opens, Madeline has left Edward in Knoxville and has taken James to live with her elderly parents in a small western North Carolina town. Madeline has long felt neglected by Edward, who has a habit of moving the family from place to place every year or so, and of leaving his wife and child for months on end while he travels around the southeast working on construction sites. For Madeline, the last straw is Edward's latest plan to take the family to Pittsburgh for a new job. Frustrated by her inability to make Edward aware of her deep-seated dissatisfaction with their relationship, Madeline decides to seek a divorce and begin a new life for herself and her son.

John Yount.

The Thief of Dreams.

New York: Viking, 1991.
227 pp. $18.95. ISBN 0-670-83802-0.

The rest of the novel traces the reactions of husband, wife, and child to this separation. Madeline's flight takes Edward completely by surprise, and, alone in Pittsburgh, he comes to the realization that his life is meaningless without the wife and son he has neglected for so long. Madeline, meanwhile, gets a job and has an affair with an old high school beau, and, more important, she gains a feeling of control over her own life. A stronger sense of her own identity eventually allows her to see her relationship with Edward more objectively and to have more realistic expectations of marriage in general.

James, upset by the separation from the father he both loves and fears, must cope with the loneliness of being the new boy at school once more. The story's climax comes when James, disgusted by his inability to stand up to the class bully, sets out alone into the wilderness of Pisgah National Forest in an attempt to re-create the Indian coming-of-age rituals about which he has read. Edward and Madeline manage to put aside their differences as they search for their son, and the novel leaves readers with the hope that this family may be able to overcome the damage of the past.

Yount's characters are quite ordinary people, but he is able to portray with great skill and empathy their struggles to understand themselves and each other. Particularly appealing is the sensitive and idealistic James: any reader who has ever had to move to a new school or suffer through a parental divorce can readily empathize with James's difficulties. Even the minor characters in the novel are treated with sympathy and respect. (It is a relief to read a work of fiction which does not portray poor mountain people as eccentric or grotesque.) *Thief of Dreams* gives a realistic picture of the problems inherent in all human relationships; but in the end the bonds between husband and wife, and parent and child, prove strong enough to overcome past mistakes and misunderstandings. Recommended for public and academic libraries.

—Megan Mulder, Wake Forest University

Dawson Carr's new history of the Cape Hatteras lighthouse is made-to-order beach reading. Not only does it deliver the story of North Carolina's most famous lighthouse, it is also chock-full of tidbits about the entire Outer Banks, the history of lighthouses from ancient times, the geologic factors responsible for the Outer Banks, and the mechanics of lighthouses. Yet, the story sweeps along so effortlessly that the reader is apt to feel more entertained than instructed.

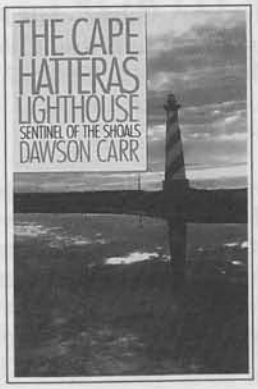
The author is adept in discussing a wide range of lighthouse-related topics, from their construction to the current debate on how or even whether to save the Cape Hatteras lighthouse. He knows the subject well, frequently enlivening the text with sidelights on coastal history. North Carolina's current interest in a state lottery as a revenue source, for example, has a precedent in the financing of lighthouses along the coast: "because lotteries were used to pay the initial building costs and taxes on cargoes provided maintenance funds, lighthouses tended to be erected in areas where the local population was large enough ... to support their upkeep. When either of those components was missing, no lighthouse was built."

Dawson Carr.

The Cape Hatteras Lighthouse: Sentinel of the Shoals.

Chapel Hill: University of North Carolina Press, 1991. xi, 143 pp. $7.95.
ISBN 0-8078-4319-9 (paper).

According to Carr, the impetus for constructing the first lighthouse at Cape Hatteras came from Alexander Hamilton, who narrowly escaped shipwreck there and was said to be the first to call the area the "Graveyard of the Atlantic." Years later, Hamilton steered a bill through Congress that provided for further lighthouse construction—including one at Cape Hatteras—and placed all lighthouses under the supervision of the Revenue Cutter Service, which eventually became the U.S. Coast Guard.



Carr captures the flavor of working conditions on the early Outer Banks, where frequently the unpredictable winds and surf made the construction of the Cape Hatteras lighthouse difficult. Despite the best precautions, for example, one shipload of a hundred thousand bricks ended up on the ocean floor. It was said that two men were required for every job—"one to do the work while the other brushed away the hordes of mosquitoes."

The book is amply and thoughtfully illustrated and includes a representation of the Tower of Pharos in Alexandria, a map showing the Cape Hatteras lighthouse's exact radius of visibility, sketches and plans of the lighthouse's construction, as well as many photographs and artists' conceptions of proposed plans to save the lighthouse from the encroaching Atlantic.

The Cape Hatteras Lighthouse frustrates somewhat in that it leaves the reader hungry for more detail. That some points are not fully developed is understandable given the book's length, but it is unclear at times whether more detail is omitted or simply unavailable. Also, the chronology of events is not always clear. The lighthouse's base, for example, seems to have been completed after most of the tower was constructed, and the date of Congress's establishment of the Lighthouse Board can only be deduced as the early 1850s.

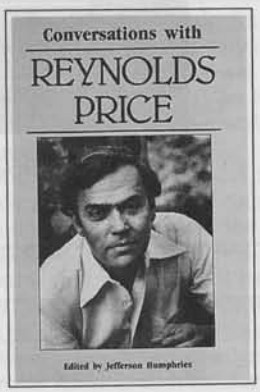
To leave the reader hungry for more is a desirable shortcoming, however, and one can hope that Dawson Carr will continue his work. *The Cape Hatteras Lighthouse* ably fills the need for a compact, readable history of the subject. It is well-suited for college, public, and secondary school libraries.

— Margaretta Yarborough, University of North Carolina at Chapel Hill

Other Publications of Interest

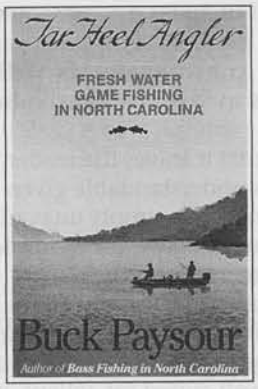
The twelfth in a series of short histories of North Carolina counties, ***Pamlico County: A Brief History***, by Joe A. Mobley, outlines the story of a lightly populated coastal county. Mobley traces the history of this peninsula area from Indian settlement, during colonial days, through Revolutionary and Civil wars, to creation as a county in 1872, and into the late twentieth century. The text is supplemented by illustrations, bibliography, and a thorough index, the latter a welcome feature lacking in earlier books in the series. (1991; Historical Publications Section, Division of Archives and History, 109 East Jones Street, Raleigh, NC 27601-2807; $8.00, plus $2.00 postage and handling; 144 pp.; ISBN 0-86526-252-7; paper.)

Amy Morris Bradley was already an accomplished woman when she journeyed to Wilmington, North Carolina, in December 1866 to establish a school under sponsorship of Boston Unitarians. In ***Headstrong: The Biography of Amy Morris Bradley, 1823-1904: A Life of Noblest Usefulness***, author Diane Cobb Cashman details Bradley's life as pre-war teacher, wartime nurse, and publisher of a soldiers' newspaper. She then examines Bradley's role as founder of several schools for whites in Wilmington, culminating in the highly praised Tileston School, forerunner of Wilmington High School. In 1870, this "Yankee schoolmarm" was appointed New Hanover County School examiner, the first female county official. (1990; Broadfoot Publishing Co., 1907 Buena Vista Circle, Wilmington, NC 28405; 269 pp.; $25.00; ISBN 0-916107-84-1.)



One of North Carolina's most celebrated twentieth-century writers reflects on his own work and on literature in general in ***Conversations with Reynolds Price.*** Volume editor Jefferson Humphries has gathered fourteen interviews with Price published between 1966 and 1989 in various literary journals, newspapers, and small magazines. He also adds a previously unpublished interview he conducted with Price in 1986. The result is an in-depth examination of Price's literature sure to delight and entertain the writer's many fans. (1991; University Press of Mississippi, 3825 Ridgewood Road, Jackson, MS 39211; 294 pp.; $29.95, ISBN 0-87805-482-0 (cloth); $14.95, -483-9 (paper).)

A special fiftieth anniversary edition of the classic ***A Southern Garden***, by Elizabeth Lawrence, has been published by the University of North Carolina Press. The much-praised book, appropriate for gardeners from Virginia to Texas and along the West Coast, was largely based on Lawrence's gardening experiences in Raleigh and Charlotte. Illustrations include several newly commissioned watercolors depicting scenes of Lawrence's Charlotte garden. (1991; University of North Carolina Press, P.O. Box 2288, Chapel Hill, NC 27515-2288; 251 pp.; $24.95, ISBN 0-8078-1962-X (cloth); $16.95, -4355-5 (paper).)



John F. Blair, Publisher, has published a paperback edition of William R. Trotter's trilogy, ***The Civil War in North Carolina.*** [For reviews of the individual volumes—***Silk Flags and Cold Steel: The Piedmont***, ***Bushwhackers: The Mountains***, and ***Ironclads and Columbiads: The Coast***, see *North Carolina Libraries* 47 (1989): 126-127, 262-263, and 48 (1990): 227-228.] (1991; John F. Blair, Publisher, 1406 Plaza Drive, Winston-Salem, NC 27103; 385 pp., 338 pp., 456 pp.; $12.95 each vol.; ISBN 0-89587-086-X, -087-8, and -088-6 (paper).)

In ***Tar Heel Angler: Freshwater Fishing in North Carolina,*** Buck Paysour advises on where to, how to, and even a little why to wet a line in the Tar Heel state's unusually varied and rich fresh waters. Informative, entertaining, and at times witty, the longtime Greensboro newspaperman weaves tales of personal fishing experiences with descriptions of especially promising ponds, lakes, rivers, streams, and coastal waters. He also includes a list of over one hundred fifty North Carolina Wildlife Resources Commission-maintained boat launching ramps. (1991; Down Home Press, P.O. Box 4126, Asheboro, NC 27204; 180 pp.; $13.95; ISBN 1-878086-03-0 (paper).)

With ***A Directory of Audiovisual Services in North Carolina Public Libraries,*** the Audiovisual Committee, Public Library Section, North Carolina Library Association, provides an overview of the audiovisual collections and services in the 101 public library systems in North Carolina. Through tables and lists, detailed information is given on audiovisual collections, ranging from acquisitions budgets to circulation policies to collection sizes and materials formats. Names and complete addresses for contact persons at individual libraries and sources for free 16mm films and videotapes are also included. (Copies of the ***Directory***, an expansion of one published in 1983, may be obtained for $10.00 each from Angeline Suhr, Head, Film Services Branch, Division of State Library, 1811 Capital Boulevard, Raleigh, NC 27635. Check payable to NCLA/AV Committee.)

North Carolina Library Association
Minutes of the Executive Board

April 30,1991

The Executive Board of the North Carolina Library Association met Tuesday, April 30, 1991, in the continuing education building of Durham Technical Community College. The meeting was called to order at 10:00 a.m. by President Barbara Baker.

Present at the meeting were: Anne Berkley, Patricia Langelier, Arlene Hanerfeld, Susan Janney, Renee Stiff, Nancy Bates, Nona Pryor, Steve Sumerford, Doris Anne Bradley, Pat Siegfried, Melanie Collins, Martha Ransley, John Via, Ed Shearin, Johannah Sherrer, David Gleim, Frances Bradburn, Janet Freeman, Michael LaCroix, Barbara Baker, David Fergusson, Sylvia Sprinkle-Hamlin, Karen Seawell Purcell, and Martha Fonville. President Baker recognized guest Jane Moore, Chief of Library Development, who represented Howard McGinn, Director of the State Library.

The minutes of the last meeting were not distributed or approved because the secretary was not present.

Treasurer Michael LaCroix's report showed $6,311.21 in the checking account and $34,407.01 in a seven-day certificate of deposit as of March 31, 1991. January—March disbursements totaled $40,275.71.

Committee Reports

Anne Berkley, Archives Committee chair, presented an outline of Archives Committee personnel, functions and material to be solicited. She reported that the NCLA archives have been turned over to the N. C. State Archives; anyone wishing to use NCLA archives for research can contact Cheryl McLean or John Welch in the State Library for assistance. Photographs donated to the archives should be labeled with a No. 2 pencil and include names, date and occasion. Newspaper articles should be photocopied, preferably on acid-free paper. The Archives Committee will prepare a disposition and retention schedule. Barbara Baker suggested that this schedule become a part of the Policies and Procedures Manual which the Constitution, Codes and Handbook Revision Committee is preparing.

Janet Freeman, Conference Committee chair, passed out a conference planning calendar with deadlines for the 1991 conference and reported that the Conference Committee had met once every month or six weeks. John Via, Conference Program chair, reported good progress and gave out a preliminary schedule of conference events. He stated that in order to have more uniform starting times, the schedule might change somewhat. He announced an arrangement with USAir for reduced air fare for speakers. Nancy Bates moved that the Conference Committee reconsider its decision to increase registration fees for the NCLA Conference in High Point. Pat Siegfried made the second and the motion carried. David Fergusson moved that registration fees for NCLA in High Point be maintained at the level of the 1989 conference. Pat Siegfried seconded the motion. After some discussion, the motion passed.

Constitution, Codes and Handbook Revision Committee chair Doris Anne Bradley reported that the committee met April 11 and discussed revisions to the Handbook. She passed out replacement pages and instructions for inserting them in the Handbook. She reminded the board that in February it had approved an amendment to the bylaws to provide for the administrative assistant and for an annual audit to be arranged by the treasurer. The committee is now addressing the issue of gender-specific language in the handbook. She distributed a bylaws revision with gender-free language and moved that it be substituted for the amendment approved by the board in February. The motion passed. In November the entire membership will vote on the amendment. Martha Ransley commended the committee for its effort toward gender-free language. Bradley then requested Executive Board approval for the committee to change the bylaws from gender-specific language. Martha Ransley moved that the Constitution, Codes and Handbook Revision Committee be authorized to make those editorial changes necessary to render gender-free the language of the NCLA Constitution and Bylaws. The motion passed. Bradley pointed out a disclaimer in the introduction of the handbook about gender-specific language and asked for comments on the handbook as the Executive Board uses it. President Baker thanked the committee for its work.

Martha Ransley, reporting for Finance Committee Chair Nancy Fogarty, said the project grants letters have been mailed.

Steve Sumerford, chair of the Literacy Committee, noted that the thrust of his committee is to support librarians involved in literacy. Walter Anderson who is involved in efforts toward literacy will be the committee's speaker at the conference. The committee soon will meet with library school deans to ask them to make a major commitment to teach literacy. The committee will co-sponsor a one-hour credit course on literacy, "Libraries and Literacy: Entering A New Era," at UNC-G on June 20-21. Additionally, the committee plans a survey to see what libraries are doing to promote literacy.

Sylvia Sprinkle-Hamlin, co-chair of the Membership Committee, reported that requests for nominations for awards have been mailed to the membership and will be publicized in *North Carolina Libraries* and *Tar Heel Libraries*. The deadline for submitting nominations is June 14; the committee will meet in Raleigh on June 19 to select awardees. Barbara Baker reminded the group that each section and round table should have a representative on the Membership Committee.

Technology and Trends Committee Chair Ed Shearin handed out a draft of a brochure for a pre-conference workshop, "Navigating the Networks," and stated that presenting the workshop is predicated on receiving a project grant.

President Baker passed around a copy of the *Durham Morning Herald* newspaper from March 1991, in which the name of the North Carolina Library Association was used in the illustration accompanying a story about North Carolina legislators.

David Fergusson, chair of the Governmental Relations Committee, reported a very successful North Carolina Legislative Day in Raleigh on February 20. He also stated that fewer people than usual were able to go to Washington for National Library Legislative Day on April 16, but most of our Congressmen promised to do their part to support libraries and library funding.

Frances Bradburn, *North Carolina Libraries* editor, reported that the redesigned spring 1991 issue of *North Carolina Libraries* was mailed last week and asked for feedback about the new design. She announced a one-year contract with a new publisher, TeamMedia. For the fall library buildings issue, she asked for seasonal black and white or color photographs of new, old, or redesigned libraries.

Section and Round Table Reports

The North Carolina Public Library Trustees Section and the Round Table on Special Collections did not give a report.

Johannah Sherrer, chair of Reference and Adult Services Section, reported that their conference program is "The Human Connection in Service" and plans are well on the way to completion. Charles Martell and Herbert White and a representative from Federal Express will speak at the conference. She reported good response to the section's efforts to initiate a reference training network in North Carolina based on the Maryland Model.

Nancy Ray, Library Administration and Management chair, sent a written report stating that registration for the Ropes Course on May 3 is at capacity and that planning continues for the NCLA Leadership Training Course to be presented at the conference.

President Baker suggested that chairs of sections and round tables identify potential leaders for sections and round tables and encourage them to attend the session.

Reporting for the Community and Junior College Libraries Section, Chair Susan Janney said Mike McCabe represented the section at National Library Legislative Day and that the section will sponsor a program of music and poetry at the conference.

David Gleim, chair of Resources and Technical Services Section, reported the RTSS Executive Committee met on April 12 and is working on nominations for new officers and for three awards, as well as the next issue of the section's newsletter and the second edition of *North Carolina Cataloging Network*, a directory of North Carolina catalogers. The section plans several programs at the conference.

Nancy Bates, chair, Public Library Section, reported that the Planning Council of the section met February 8 in Charlotte. The Adult Services Committee co-sponsored the Third Annual Bookmobile Conference in Greensboro in April. At the NCLA Conference, the Audio Visual Committee will sponsor "Shakespeare: From Page to Stage" at the High Point Theatre to be followed by a reception. The Development Committee has mailed nomination forms for the NC Public Library Development Award to all public libraries in the state; the forms are due by August 15. The Genealogy and Local History Committee is compiling a survey on genealogy and local history collections. The Governmental Relations Committee co-sponsored a barbecue luncheon for the Library Legislative Day in Raleigh on February 20. The Personnel Committee appointed a Recruitment Committee to assist library schools in increasing their students' awareness of the public library field and its opportunities. The Public Relations Committee held a seminar, "PR 101," in November. The brochure for the seminar won an excellence award from the Printing Industry of the Carolinas. The annual Trustees/Librarians/Friends Conference will be held on May 16 and 17 in Winston-Salem. The Young Adult Committee has applied for a Project Grant to assist with the conference program which will feature Jane Pratt, editor of SASSY magazine, a periodical for teens. The Public Library Section's conference program will feature NC writer Jerry Bledsoe. Barbara Baker, Barbara Best-Nichols, Carol Lewis, and Nancy Bates were elected as library representatives to the White House Conference on Library and Information Services to be held in Washington, DC in July.

Nona Pryor, representing NCASL Chair Laura Benson, reported that considering potential statewide cuts by state legislators, school librarians have begun a campaign to inform legislators of librarians' role in the educational process. On April 17, school library media specialists celebrated School Library Media Day with a program on the TIIN network. The section is working on electing new biennial officers and with Children's Services Section on a Children's Book Award. She noted that two NCASL members are running for President of NCLA and two members of NCASL attended National Library Legislative Day in Washington.

Documents Chair Arlene Hanerfeld reported the section will hold its spring workshop, "GPO CD-ROMS: 1987 Economic Census, National Trade Data Bank," in Chapel Hill on May 10. The Documents Executive Board will meet the same day to discuss plans for the conference, which include a panel discussion on the impact of the distribution of electronic products to depository libraries. The Docket will change from quarterly to semi-annual publication. The section supports two bills that have been introduced in the General Assembly: H. 186 requires certain state documents to be printed on acid-free paper and S. 350 transfers responsibility for state publications procedure manuals from the Department of Administration to the State Library.

Children's Services Section Chair Pat Siegfried stated that the section's Executive Board met March 18 and discussed final plans for the conference. Timmy Abell, a NC musician and recording artist, will perform at a reception co-sponsored by CSS and the Round Table on the Status of Women in Librarianship. Additionally, the section will offer a booktalking program at the conference. Preparations are nearing completion for a May 6 and 7 workshop, "Changing Needs, Changing Behaviors, Part II." She discussed the NC Children's Book Award co-sponsored by NCASL and CSS and noted that nominations are being considered for officers for the next biennium.

Martha Ransley, chair of College and University Section, reported on the section's spring workshop, "Creative Learning Designs for Librarians and Library Users," held April 26. Barbara Ford, President of ACRL, and Joy Ormondroyd will speak at the conference.

Melanie Collins, chair of New Members Round Table, reported that the NMRT Executive Board met March 14 to finalize conference plans and to discuss the grants to attend the conference to be awarded by NCLA to students from each NC library school. The round table also is working on a slate of officers.

A written report from the NC Library Paraprofessional Association stated that a workshop, "Impact of the Library Paraprofessional: Influencing Quality Service in North Carolina," will be held June 13 at Durham County Public Library. NCLPA Conference Committee will meet April 24 to complete plans for the conference.

Renee Stiff, chair of Round Table for Ethnic Minority Concerns, reported that its speaker for the conference will be Kaycee Hale of the Fashion Institute of Design and Merchandising in Los Angeles. REMCO is seeking nominations for the Roadbuilders Award to be presented at the conference. Also at the conference, the round table and NCCU School of Library and Information Sciences will co-sponsor a reception at Top of the Mart.

Karen Seawell Purcell, chair of Round Table on the Status of Women in Librarianship, reported that author Jill McCorkle will be at the round table's conference program and that the next issue of *Ms. Management* will address alternative careers.

ALA Councilor Patricia Langelier reminded the group that ALA meets June 29 - July 3 in Atlanta and that visiting the Chapter Relations Booth at the meeting is a good way to find out what other states are doing. This year, two areas will be highlighted: annual conference material and intellectual freedom handbooks. She recruited volunteers to work in the booth for an hour.

David Fergusson, SELA Representative, reported that the SELA Executive Board Meeting and Leadership Workshop, held in Atlanta on February 22 - 23, had a good turnout. The 1992 conference, held jointly with the Louisiana Library Association, will be March 18 - 21 in New Orleans. Nominations for Honorary Membership in SELA and other awards should be in early. The 1994 conference will be in Charlotte, NC. He said state and NCLA news should be sent to Elizabeth Curry, *Southeastern Librarian* editor. He announced that NC currently is third in membership among the 11 states of SELA and he

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gave out membership forms. SELA may offer traveling workshops through state associations; Janet Freeman has information.

There was no old or new business.

Jane Moore, Chief of Library Development, reported for Howard McGinn, Director of the State Library. She spoke about a possible revision of the State Library Commission to expand members from 11 to 15. One quarter of a million dollars in state aid has been cut from public libraries' budgets. Last week, about three hundred people attended an Open House at the Library for the Blind and Physically Handicapped. The State Library is revising the LSCA Grant procedure.

Martha Fonville, NCLA Administrative Assistant, reported that as of April 25, 1991, there were 2,051 members and that members who had not renewed by April 1 had been dropped from the count. She distributed to each section and round table chair a printout listing current members and announced that ballots for Association officers (except Treasurer) were mailed April 25.

President Baker discussed the Currents Conference, a conference for adult educators in NC. NCLA might participate in some way on the advisory committee. She reported a conversation with NC State Senator Basnight's assistant about closing a loophole on tax and distributing $6.08 million to libraries; however, the money is not guaranteed. She presented two proposals from Benjamin Speller. The first is for NCLA to commit $5,000 to library staff development and the second is for a two-year $30,000 program for workshops on leadership. Following a lengthy discussion, it was decided that the president will refer the first proposal to the Finance Committee and the second to the Library Administration and Management Section for further study.

The next meeting will be July 26, 1991, at the Sheraton University Center in Durham.

Meeting adjourned.

— Minutes by Martha Fonville for Amanda Bible.

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Fall 1992	Telecommunications *Bill Stahl, Guest Editor*
Winter 1992	Preservation of Popular Culture *Alice Cotten and Eileen McGrath, Guest Editors*
Spring 1993	Ethics in Librarianship *Marti Smith, Guest Editor*
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