

NORTH CAROLINA LIBRARIES

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Report from the President

[Photo: Portrait photograph of Annette L. Phinazee.]

Legislative Day, Spring Workshop, and a "history making" session with other SELA state presidents made April a most exciting month. Bill O'Shea deserves credit for making the trip to Washington a success and you will, I am sure, read his report elsewhere. Minutes of the Board meeting and Workshop will give you details of these proceedings, but I do want to commend the Bicentennial Committee for its forums and bibliography, the Finance Committee for its initial work towards revising our budgetary policies, and the Archives Committee for reaching the final stage of organizing and preserving our records.

As your president, I serve on the State Library Committee and I am pleased to report that progress is being made toward locating and, hopefully, employing a State Librarian. Mrs. Rohrer has invited the Committee to assist her in screening (April 24) and interviewing (June) the applicants. Unfortunately, the Librarian's salary is low when compared with that of directors of large libraries in this state and we must try to change this situation. Our goal is to have a librarian who will be an effective leader for all libraries in the state. We hope that the NCLA Executive Board's decision to honor Philip Ogilvie with a biennial lecture at our conferences will prove to be a lasting contribution to the enrichment of librarians in this state.

Cooperation is the word that struck me most forcibly at the NCLA Workshop and at the SELA meeting. Several NCLA committees plan to use a statewide network for legislation, public relations, increasing membership, and for library development. We envision not only having all types of librarians work together, but also joining with other professionals and laypersons. There was consensus that SELA must serve as a coordinator to achieve maximum cooperation for the development of library service in the region and in each state. Several state presidents mentioned the role of SELA in utilizing federal support, in establishing regional guidelines which may be more meaningful to lay officials than national

standards, in providing needed research data, and undergirding state association officers and in-service librarians through consultation, orientation, and continuing education. It is my hope that NCLA, which has the largest membership, will also excel in benefitting from participation in regional activities.

Let's enjoy the summer, but store up energy and new ideas so that 1976-77 will be the best "off year" ever. Incidentally, other states have found district or "Mini Conferences" successful. What do you think of this idea for NCLA?

Annette L. Phinazee

Advertisement

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Child, William H. — History of the Town of Cornish, New Hampshire. (1911?) 879 pp. — \$30.00

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DuBose, Joel C., ed. — Notable Men of Alabama. (1904) 2 vols. 963 pp. — \$45.00

Hall, James — A Brief History of the Mississippi Territory. (1801) 75 pp. — \$9.00

Howard, H. R., compiler — The History of Virgil A. Stewart and His Adventure. (1842) 273 pp. — \$15.00

Loughborough, Mary A. — My Cave Life in Vicksburg. (1864) 196 pp. — \$12.00

Memorial Record of Alabama. (1893) 2 vols. 2259 pp. — \$75.00

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Rietti, J. C., compiler — Military Annals of Mississippi. 196 pp. — \$15.00

Riley, Franklin L. — School History of Mississippi. (1915) 440 pp. — \$18.00

Rowland, Dunbar — Cyclopedia of Mississippi. (1907) 4 vols. 3539 pp. — \$150.00

In Press for Publication in 1976 — Date and Price Not Set

Doubleday, Abner — Reminiscences of Forts Sumter and Moultrie in 1860-'61. (1876) 184 pp.

Lamar, Curt, ed. — History of Rosedale, Mississippi, 1876-1976.

Patton, Sadie Smathers — Sketches of Polk County History. (1950) 177 pp.

Patton, Sadie Smathers — The Story of Henderson County. (1947) 310 pp.

Sillers, Florence Warfield — History of Bolivar County, Mississippi. (1948) 638 pp.

Simms, William Gilmore — Eight Revolutionary War Novels: Eutaw, The Forayers, Joscelyn, Katharine Walton, Mellichampe, The Partisan, The Scout, and Woodcraft. With scholarly annotations by the Department of Southern Studies, The University of South Carolina, Dr. James B. Meriwether, Director.

WPA Writers' Program, Spartanburg Unit — A History of Spartanburg County. (1940) 304 pp.

Weir, Robert M., ed. — The Letters of Freeman, Etc. With introduction and notes by Dr. Weir, Department of History, The University of South Carolina.

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The International Standard Bibliographic Description for Monographs: A Selective Bibliography

by Lillie D. Caster and Nell Waltner

Published in 1974 as the first standard edition, the ISBD(M) International Standard Bibliographic Research Description for Monographic Publications¹ is intended "to provide an internationally acceptable framework for the presentation of descriptive information in bibliographic records of monographic publications." For this purpose, the ISBD(M) defines the descriptive elements, fixes the order of these elements, and prescribes the punctuation introducing each element.

Accepted fully or in principle by a number of national bibliographies in other countries, the ISBD(M) is currently being implemented in the United States. The Anglo-American Cataloging Rules² pertaining to the description of separately published monographs have been revised to conform to the Standard and the Library of Congress began in September 1974 to use the Standard in cataloging. While catalog cards received from the Library of Congress have for some time reflected ISBD for shared cataloging, MARC tapes, Library of Congress cards and proof slips are now beginning to reflect the Standard.

The need of practicing librarians to understand, interpret and use the new terminology, definitions, abbreviations and punctuation marks introduced by the ISBD(M) prompted one group of librarians to sponsor two study sessions on the Standard. This selection of references was prepared specifically for use by the participants in the Working Sessions which were conducted at the D. H. Hill Library, North Carolina State University, Raleigh, on November 20 and December 4, 1974 for librarians and support staffs in the area. The references listed bring together most of the writings on the ISBD(M). The section on BACKGROUND places ISBD(M) in its historical setting. The section labeled DISCUSSION/COMMENTARY provides a range of opinion and interpretation regarding the ISBD(M). Finally, the section devoted to IMPLEMENTATION indicates plans for adoption of ISBD(M) at the Library of Congress.

Background

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2. Chaplin, A. H. "IFLA International Meeting of Cataloguing Experts, Copenhagen, 1969." LIBRARY RESOURCES AND TECHNICAL SERVICES 14:292-6. Spring, 1970.
3. "Report of the International Meeting of Cataloguing Experts, Copenhagen, 1969." LIBRI 20:105-132. 1970.
4. Kaltwasser, F. G. "The Quest for Universal Bibliographical Control" WILSON LIBRARY BULLETIN 46:894-901. June, 1972.

5. Spaulding, C. S. "ISBD, Its Origin, Rationale, and Implications." *LIBRARY JOURNAL* 98:121-3. January 15, 1973.

Discussion/Commentary

1. Barnett, M. P. "ISBD: What Next? Professional Developments Reviewed." *WILSON LIBRARY BULLETIN* 47:572-3. March, 1973.
2. Eshelman, W. R. "LC's New Model: The MARC-II." *WILSON LIBRARY BULLETIN* 47:469-70. February, 1973. — "ISBD and MARC II: An Editor's Tempest in a Programmer's Breeze." Comment by M. E. Reynolds [Letter] *WILSON LIBRARY BULLETIN* 47:732. May, 1973.
3. Gorman, M. "The Standard Bibliographic Description." *CATALOGUE & INDEX* No. 22:3-5. Summer, 1971.
4. "International Standard Bibliographic Description (ISBD)." *LIBRARY OF CONGRESS CATALOGING SERVICE BULLETIN* No. 105:1-14. November, 1972.
5. Langker, R. "ISBD: Another Step in the Right Direction." *AUSTRALIAN LIBRARY JOURNAL* 23:99-103. April, 1974.
6. Swanson, G. "Descriptive Cat. Altered?" [Letter] *AMERICAN LIBRARIES* 3:1171-2. December, 1972. — Comment by L. J. Mumford [Letter] *AMERICAN LIBRARIES* 3:1172-4. December, 1972. — "More on ISBD." [Letter] *AMERICAN LIBRARIES* 4:5. January, 1973.
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8. Tate, E. L. "Descriptive Cataloger's Guide to the Revised Rules of Description published in 1974 to Supersede Chapters 6 and 9 of the Anglo-American Cataloging Rules, North American Text." *LIBRARY OF CONGRESS INFORMATION BULLETIN* 33:A161-6. August 2, 1974.

Implementation

1. Anderson, D. "International Standard Bibliographic Description for Monographs [ISBD(M)] Checklists" *UNESCO BULLETIN FOR LIBRARIES* 28:34-39. January-February, 1974. — Same. *INTERNATIONAL CATALOGING* 2:6-8. July-September, 1973.
2. "Application at LC of the Revised Chapter 6 of the Anglo-American Cataloging Rules, North American Text." *LIBRARY OF CONGRESS CATALOGING SERVICE BULLETIN* 110:2. Summer, 1974.
3. "Implementation of the Revised Chapter 6, AACR." *LIBRARY OF CONGRESS CATALOGING SERVICE BULLETIN* 111:3-4. Fall, 1974.
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Notes

1. International Federation of Library Associations. *ISBD(M) — International Standard Bibliographic Description for Monographic Publications*. 1st standard edition. London: IFLA Committee on Cataloging, 1974. 36p.

2. Anglo-American Cataloging Rules. Prepared by the American Library Association [and others] North American text. Chap. 6: Separately Published Monographs, Incorporating Chap. 9, "Photographic and Other Reproductions," and Revised to Accord with the International Standard Bibliographic Description (Monographs). Chicago: A.L.A., 1974. 122p.

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The Library: Cornerstone for Excellence*

by Thomas E. Strickland
North Carolina State Senator

** Address delivered at the Biennial Conference of NCLA in Winston-Salem, November 1975.*

It is good to be in this place. If one is going to be surrounded, how fortunate that it be by friends.

When Bill O'Shea asked me early in the 1975 Legislative Session to be with you at this session, he made it clear that the invitation grew out of my involvement with libraries as a member of the Legislative Commission to Study Library Support. Many of you will recall that that commission was a creature of the 1967 General Assembly, was charged with studying North Carolina libraries and their needs and was instructed to report back to the 1969 General Assembly with recommendations. I was honored to be appointed to membership on it and I am honored to have been invited here because of that. It is a source of joy for me to spend this evening visiting with and talking to librarians and their associates.

I do mean that sincerely, although — despite your good company — I wish this audience consisted also of North Carolinians of all kinds who need good libraries and don't realize it and of fiscal authorities at all levels who provide North Carolina libraries less than adequate support and won't face up to it. There are many such. Too many!

The Legislative Commission to Study Library Support in the State of North Carolina was composed of Senators Mary Faye Brumby of Cherokee County and Hector MacLean of Robeson County, of Representatives Charles W. Phillips of Guilford County and me from

Wayne County and Chairman David Stick of Dare County. Probably it was only a happenstance that the commission membership literally spanned the State from Manteo to Murphy, but I consider that fact particularly symbolic and appropriate in view of our charge.

A first consensus as we examined the status of library development in our state was that, certain pockets of excellence or near excellence notwithstanding, really good library service did not exist and would not exist in North Carolina until it was accessible to each and every North Carolinian. In fact it was concluded that the real value of excellence was in the sharing of it rather than in the counting and caring for it as though it were a miser's gold. Admittedly we were not librarians, but we had accepted our task willingly and were researching it carefully in the sincere belief that it was of vital import to the future of North Carolina. That made it difficult for us to accept a dog in the manger attitude towards any library resources except in the case of items of unusual value because of their age or irreplaceability that had of necessity to be used under carefully specified conditions.

Admittedly, too, two years were not enough to do justice to our charge. We barely scratched the surface in discovery or examination of all the State's library needs, but it was not for lack of trying, and we did come to a clear conviction that libraries are the cornerstones of excellence in the building of North Carolina. Upon that basis we made what we felt to be important recommendations to the 1969 General Assembly.

We concluded that certain areas of library development and support are primarily local responsibilities although we recognized that local support alone is not capable of doing the entire job. Moreover, the building of North Carolina is the joint responsibility of state and locality, a fact long ago acknowledged with respect to support of other types of public education, so that we felt the State had a clear obligation to participate in statewide library funding. We emphasized state aid to public libraries because public libraries are the most accessible to the total population. We never lost sight of the existence or the essential roles of all other types of libraries, however, and we recognized their interdependence as being the key to really effective library service for all North Carolinians.

School libraries or media centers, for example, are essential to curriculum support and the entire learning process. Every school should have one properly equipped and adequately staffed. At the same time every school librarian or media specialist should be actively aware of the supplementary roles of public libraries in meeting the overall needs of the present learners and future leaders of our state. I cannot understand why some school and public librarians act as though competition were an ingredient of their relations with each other.

I am told that only a few weeks ago in this very building, while the Governor's Conference on Reading was going on, the remark was made openly in one group meeting that public librarians had infiltrated the conference. If I understand the meaning of infiltration, it has to do with surreptitious invasion of another's territory for purposes of learning secrets or possibly undermining effectiveness. I find it inconceivable that there could be an ulterior motive for participating as contributor or learner at a conference on reading. The development of reading skills seems to me to be no one's private turf. Ideally it begins at an early age at home. Let us hope it continues as a lifelong process encouraged through a variety of mediums by a variety of educators including classroom teachers and all types of librarians.

Academic libraries, too, are a part of that process for all who continue seeking and growing after secondary school. While academic libraries have special obligations to those teaching and learning in the institutions of which they are a part, they, too, err gravely if they limit their horizons and their services to their own particular enclaves. Each type of library has something to share with the other and some needs to be met by another in the interests of the people they serve. All need to cooperate, therefore, in a kind of team spirit uniting them against their common enemy who is Ignorance, the progenitor of tragedies. Yes, and I do

mean to include herein those special libraries serving businesses, industries, institutions and professions.

We found it to be the case that the needs of various categories of library clientele overlap into the resources of various types of libraries. You may be certain, however, that the Legislative Commission to Study Library Support would not have dared to recommend to the General Assembly that materials be duplicated in the several types of libraries except for those materials in constant demand. Legislators look upon irresponsible duplication of materials or services as inexcusable waste. So also do taxpayers. Sharing of resources across type of library lines by way of interlibrary loans or supplementary services is seen as commendable, and I can assure you that it has produced more revenue for libraries of all types from the General Assembly than has any other effort. The legislator who has never heard of the North Carolina Interlibrary Services Network headquartered in the Division of State Library and serving all types of libraries is the new legislator, and he or she learns fast. If you have sat in on some legislative committee hearings on library requests, you know what I mean.

It is regrettable of course that even demonstrated total resources sharing has not produced full implementation of the recommendations of the Legislative Commission to Study Library Support, but the culprits, if one chooses to call them that, have been declining revenues, increasing costs and some other services that necessarily outranked libraries in certain circumstances. In the meanwhile, the recommendations of the commission are a matter of record and grist for the mill of re-examination of library services and support which I encourage the Division of State Library of the Department of Cultural Resources to seek.

State Aid to County and Regional Public Libraries has increased almost 370% since 1969. The State Library has received budget increases totaling nearly 315% in the same period. These are impressive gains more because we had so far to go than for how far we have actually come. Insofar as I am concerned, we have only just begun to provide adequately for one of the basic supports of civilization.

In the meantime, I would not want to leave you thinking that I think increased financing alone is the only support necessary. Far from it. All of us have a job to do in seeing to it that libraries are not just taken for granted. I believe North Carolina's former First Lady, Jessie Rae Scott, has made that point far better than I could, and with her kind permission I quote from a talk she made in High Point on February 26, 1971:

Thirty days ago three brave Americans returned from an unusual journey. Their vehicle, their attire and their mission were all extraordinary. Moreover, they had been observed throughout their trip by people on every continent and praised for their accomplishments in every language used by civilized man. They were the crew of Apollo 14.

Perhaps it has occurred to you, as it has to me, that their achievements completely overshadow all preparations for them though those preparations were absolutely necessary to them. What comes to mind when Apollo 14 is mentioned are pictures of our astronauts walking on the Moon surface or climbing out of their space craft as it bobbed about on the Pacific. As a matter of fact, I find the typical reaction somewhat akin to that of a young mother holding her healthy newborn infant in her arms. Her joy is such that it renders insignificant the often wearying months before birth.

Because a happy result frequently makes the path to it seem trivial rather than essential, we ought occasionally to pause to reflect upon the path itself. Otherwise we might fail to recognize and appreciate the significance of the path when we are once again in pursuit of a happy result. We need to be conscious, for example, that the path to the awe-inspiring Moon probe wound in great part through institutions that

we take too much for granted. Those institutions are libraries. The Moon that used to measure time for man is now being measured by man as just so many days, hours, minutes and seconds away from his planet, and libraries of books, maps, formulas and other information resources logically preserved for their research value and arranged for ease of access have made that possible. Research must sink its roots deep into such resources if it is to blossom into spectacular results such as we have witnessed in space exploration in the past decade.

The truth is that libraries have something to contribute to all progress, and because they do, we need very much to examine our thoughts about them. We need also to recognize that while there are several types each with its own particular emphases, all types of libraries are, or should be, cooperating parts of a total information team dedicated to the service of the entire community.

There was another phrase in her speech that catches my fancy as being particularly expressive. She quotes the teen-aged son of a friend as having observed that "a good library is the transmission for transition."

I agree with that, and I believe most of your libraries and the State Library linked together in the North Carolina Interlibrary Services Network to be such libraries. Together you are the cornerstone for excellence in North Carolina — a major support in whatever progress our State will make.

You are aware, I know, that the North Carolina State Library has undergone reorganization twice in the past 20 years. The 1955 General Assembly combined the old State Library established in 1812 and the North Carolina Library Commission established in 1909 into the North Carolina State Library effective July 1, 1956. The Library Commission became one of three divisions of the new agency thereby signifying legislative intent to bring into existence a state library agency charged with responsibility for serving state government, for collecting statistics on and coordinating cooperation among all types of libraries and for continuing to develop and counsel public libraries statewide. Now, since 1972, the State Library is a division of the North Carolina Department of Cultural Resources where it continues in a broad range of responsibilities.

You are aware, too, that legislators have considerable respect for our State Library as a politically realistic and fiscally responsible agency. They can feel its influence and use its services in each of their home counties. They take pride in the fact that it has the oldest and most used InWATS line in all of state government. They are pleased that it has not dissipated the effectiveness of its limited income by a proliferation of duplicative service units. They are grateful for what it does for them in the Legislative Library and through the libraries of other agencies of state government. They praise its foresight in helping start the trend of employing qualified members of minorities in professional positions in state government. They recognize its leadership in promoting interstate library cooperation.

You know of course that the North Carolina State Library was one of three state library agencies to become charter members of the Southeastern Library Network headquartered with the Southeastern Regional Educational Board in Atlanta and serving 10 states. Why? SOLINET has long-range implications for the North Carolina Union Catalog which is the very backbone of the North Carolina Interlibrary Services Network.

Our State Librarian said in a speech in Atlanta on September 19:

It was logical for us to buy into SOLINET. It was a continuation of an established pattern of interlibrary sharing of resources. It was a safeguard against getting caught with our catalog down and our clientele justifiably up in arms about a preventable retrogression resulting from lack of foresight and long-range planning in our state

library agency. . . . Down the road we envision our North Carolina Union Catalog computerized and along with it a statewide union list of serials on computer. We see the major public library systems of North Carolina directly tied into SOLINET assisted by funds channeled through the state library agency. We see our present intrastate network continuing to guarantee smaller public academic, school and special libraries access to information stored in SOLINET.

As a legislator I am gratified by this vision of things to come as well as grateful for the progress we have made especially in strengthening public libraries with back-up services and direct financial assistance. If it should become my privilege to serve you in another capacity, I pledge now to do what I can to make more library progress possible for all types of libraries. In the meantime, I thank you for inviting me to this great family reunion. I confess to a longstanding hankering to be adopted into the family of librarians, for I have an enduring love and admiration for people whose vocation is to serve other people, and I have found librarians to be among the most dedicated of such people. I am truly humbled in the presence of so many generous champions of the people and grateful for your outstanding examples of service. You demonstrate to a noble degree that true leadership consists not in creating new worlds to conquer, but in finding new ways to bring order and progress to a world scatter-sown with seeds of chaos. Without libraries and you mankind might well destroy his planet and himself. Thank you for keeping North Carolina in touch with its past, alert to its present and ready to meet the challenges of its future.

Want to See More Names or More Libraries in the News? Here's the Person to Give Your News Items To:

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Public Libraries	Bernadette Martin — Forsyth County Public Library System, Winston-Salem, North Carolina 27101
School Media Centers	William Pendergraft — Pender High School, Burgaw, North Carolina 28425
Special Libraries	William Lowe — North Carolina State University, Raleigh, North Carolina 27607

Journal Usage Survey

**by Edward T. Shearin, Jr.
Central Piedmont Community College**

The Richard H. Hagemeyer Learning Resources Center of Central Piedmont Community College serves the students of a comprehensive community college and the local community. Since the school's curriculum is both academic and trade oriented, the center's

library collection includes materials in the college-transfer area, trades and industry, and the arts.

During the past few years, the library has been confronted with several interrelated difficulties stemming from the information explosion, inflation, and restrictive formulas in the state-allotted budget. Since the budgetary formula as set forth by the state legislature is particularly restrictive on the periodical collection of a large community college, the question arose — how could a manageable yet relevant collection be maintained?

It was decided that a survey would be the most useful way to evaluate the library's journal collection. The survey was designed to answer specific questions: (1) which periodicals were being used, and (2) which periodicals could possibly be deleted in order to add new ones.

Preliminary Investigation

Before devising the survey, a review of the available literature on journal usage was conducted. The most popular of these methods included studies of photocopy requests, circulation figures, questionnaires, and the reshelfing of periodicals. The operating policies of the center's library precluded using any one of these methods exclusively. The periodical collection is open to all users. The photocopy machines are self-service. Classes are located on and off campus. Any survey would have to work around these procedures.

Method

The periodical collection of the Richard H. Hagemeyer Learning Resources Center contains approximately 450 titles. Because of demands on staff time, the survey did not include abstracts, index journals, and newspapers. As a result, 350 of the total 450 titles were surveyed.

Several methods were used to gather data. First, in order to study the use of current periodicals, a mimeographed sheet listing all current titles was prepared. Signs were then posted in the current periodicals reading room asking patrons not to reshelve periodicals. At a specific time each day the periodicals were reshelfed, and a check was placed beside the titles on the mimeographed sheet.

Secondly, to gather data on the unbound periodicals, users checked these out from the circulation desk. The check-out sheets were counted weekly and the titles checked on the mimeographed sheet.

Next, a daily count of microfilm was taken by titles. Users were asked not to refile the microfilm.

Since the survey was intended to cover normal usage during the period from December 1974 through March 1975, it was felt that little publicity should be given to the survey. However, signs were placed in the current reading room and the microform area asking patrons not to reshelve the periodicals.

Record-Keeping System

The record-keeping system was simple and straightforward. As journals were reshelfed in the current reading room, the titles were checked off. At the end of each month, a new mimeographed sheet was used. The same procedure applied to reels of microfilm. At the circulation desk, the check-out sheets accumulated for a week, then the titles were checked on the mimeographed sheet. Totals for each title were first compiled in the three areas of current titles, microfilm, and unbound periodicals. By adding totals from these three areas, a grand total was compiled for each title.

It was decided that faculty input was needed to make the survey more valid. The periodical collection was divided according to department (with some overlapping). Then a sheet listing these titles for each department was prepared. Beside each title, usage figures from the above survey were provided for the faculty. Space was also provided for faculty recommendations and comments. Each department was visited. The survey and the usage figures were explained. After the faculty recommendations were returned, a list of possible deletions was compiled. This list was then evaluated by the library staff and adjustments were made.

Effectiveness

Was the survey useful for the Richard H. Hagemeyer Learning Resources Center? It was possible to delete 44 titles, representing a 13% reduction in the collection surveyed, or a 9% reduction in the total collection. Cancellation of the 44 titles led to a savings of \$610.30 which was then used to purchase new titles and absorb price increases. Meeting with the faculty and using their recommendations strengthened the library's public relations and produced a periodical collection more relevant to the needs of the students. New titles were added to strengthen the collection and to support new curriculum programs.

Conclusion

Any evaluation of the survey must recognize that it was conducted with certain restrictions. For example, the time period encompassed one scholastic quarter. It was difficult to acquire the exact total usage figure because several students could have used a journal before it was reshelfed or reshelfed it themselves. However, the survey was intended only as an aid, not as a means of dictating decisions.

Despite these limitations, the survey is believed to have been a success. The data allowed the staff and faculty to evaluate the users' needs. As a result, the collection is more relevant to the curriculum. Keeping in mind the state formula for purchasing periodicals, librarians in the community college system must continually evaluate their periodical collections. A usage survey enables them to gather facts on which to base decisions.

A Look at Media Guidelines: National/Regional/State

by Mary Frances K. Johnson
Library Education/Instructional Media Program
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1975 may well be viewed as the year of the standards, with the publication in January of *Media Programs: District and School*, presenting national recommendations for school and school system media programs,¹ and with the presentation of new state guidelines for media programs for adoption by the State Board of Education on November 5-6. This look at media guidelines will highlight the national publication, identify what's happening in Southern Association and North Carolina standards, and consider the roles of standards issued at national, regional, and state levels. Inevitably, a problem in semantics presents itself in the discussion: that of the different meanings attached to the words "standards" and "guidelines." The Joint Editorial Committee for the national document, representing the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT), considered both terms and the various definitions offered for them, employed both terms — interchangeably — in the introduction, but avoided the issue in the title chosen for the publication, *Media Programs: District and School*. For the rest of this presentation I shall use the term "standards," unless the word "guidelines" is used as a title, in keeping with the following view of standards:

Standards may be interpreted variously as the pattern of an ideal, a model procedure, a measure for appraisal, a stimulus for future development and improvement and as an instrument to assist decision and action. . . .²

Highlights of the national standards, Media Programs: District and School, include the approach used in their development. More than fifty persons were represented on the two task forces and the Joint Editorial Committee who worked on the manuscript, and countless others responded to drafts and made suggestions at hearings scheduled during association meetings. The standards reflect a broad base of professional participation and present the best thinking of many professionals in library and information science, educational technology, and related fields. Members of the Joint Editorial Committee shared the following views about the standards document.

It must focus on the learner. Media Programs: District and School emphasizes the fact that school and district (school system) media programs exist for one primary purpose, the improvement of the quality of educational experiences for learners. To fulfill this purpose, media professionals work both directly and indirectly with students; they also work closely with teachers, administrators, and consultants to facilitate and shape learning experiences. Whatever the immediate target group and the particular activity, however, the central purpose is to improve learning opportunities for individual students.

It must reflect the relationships among media programs. The document recognizes that no individual school and no school system media programs operate independently; each is influenced by the other. Likewise, they share the responsibility to reach out to the community of which they are a part, to extend program capabilities by cooperation with regional and state media programs, and to participate in networking arrangements that expand the information sources available to users. This recognition led to the major decision to combine in one document standards for individual school and school system media programs.

It must focus on program (rather than things). The basic frame of reference in the publication is the media program, rather than the media center. The concept of program, developed in Chapter II of the publication, focuses on human behaviors and interactions, people working with people. A list of user behaviors — activities in which users of quality media programs are engaged — is supplied to emphasize the purpose underlying media program functions. Program functions (which include the design, consultation, information, and administration functions) are distinguished from resources (defined as personnel, materials, equipment, and facilities) and from operations (which include, among others, purchasing, maintenance, access and delivery systems, and media production services). In this view a media program is achieved by the purposeful combination of resources to meet user needs, and program quality is determined by effectiveness in achieving purposes — rather than by counting the numbers of resources at hand.

It must reflect systematic approaches to program development. The recommendations throughout Media Programs: District and School reflect the need to tailor a particular program to its school or district setting and the characteristics of the user group. They call for systematic approaches to planning, implementing, and evaluating program components.

It must provide for flexibility in recommendations. The publication recognizes alternatives and options in many contexts. For example, it recognizes that the emphasis given to particular operations (such as television production) will vary, depending on local needs and conditions. It presents alternative patterns in staffing based on individual program requirements. It identifies many variables for consideration in building media collections. The chapter on “Collections” clusters related presentation forms: print materials, visual materials: still images, visual materials: moving images, auditory formats, tactile formats and instructional systems, including textbooks. For each cluster, it groups materials and related equipment. And for each it gives recommendations that allow for different mixes or

proportions among the materials represented, e.g., more slides than transparencies — or the reverse; more disc recordings than audio tape cassettes — or the reverse. Further, the quantitative recommendations given here range from the “base collection in the school” to “extended provisions.”

In spite of changes in content and emphasis, *Media Programs: District and School* continues the concepts and principles first established in the 1969 Standards for School Media Programs,³ and takes its place as part of a continuum, as a document which is future-oriented but which must be revised periodically in response to new demands and new opportunities.

The uses and influence of *Media Programs: District and School* need consideration to round out this look at the document. Frances Henne, writing in reference to the 1969 standards, identified four major functions to be served by national standards: (1) to reflect goals for the kind of media programs required for quality education, (2) to provide impetus for media program development, (3) to assist schools (and school systems) in designing media programs, and (4) to furnish criteria useful in evaluation, certification, and accreditation.⁴

One measure of the impact of the 1975 document should be its influence on the revision of regional and state standards. Typically, it takes longer for such influence to be felt at the regional level than at the state level, and this rule of thumb holds true for the Southern Association of Colleges and Schools. The Southern Association's standards for school libraries, representing minimum criteria for accreditation of schools, have not been revised in some years. While the present standards have had a positive effect in supporting the need for an elementary school library staffed by a professional, as well as the need for additional professional and supportive staff members for libraries in larger secondary schools, they have contributed less to the improvement or broadening of collections and services, and have not helped us meet the need for employment of media aides in elementary schools. Elsie Brumback, Assistant Director, Division of Educational Media, State Department of Public Instruction, reports that the need for revision of the Southern Association standards was recognized in a meeting held this fall. Each of us can help to underscore this need as we participate in self studies, serve on visiting committees, and work with school administrators serving on the state elementary and secondary committees of the Southern Association.

On the state front adoption of the new document *Guidelines for Media Programs*, by the State Board of Education is targeted for November 5-6. Following this action the Division of Educational Media plans to publish the document, using a loose-leaf, 8½ x 11 inch page format. Implementation workshops will be held throughout the state, one in each educational region, to introduce the guidelines and plan ways to use them effectively.

The new state guidelines reflect the national standards as well as the recommendations of public school personnel throughout the state, including the members of the NCASL Standards Committee. They provide criteria for development and evaluation of media programs at the individual school and the school system levels. While discussion of specific recommendations must wait for official approval of the guidelines, the manuscript represents an impressive, forward-looking contribution and its publication will be awaited eagerly.

Our role in the months ahead will be to inform ourselves and others concerning the national and state standards and put them to work for us. Both publications offer valuable assistance in program planning and evaluation. The following statement, quoted from *Media Programs: District and School*, fits them both.

In Media Programs: District and School, AASL and AECT call for media programs that are user centered, that promote flexibility in practice based on intelligent selection from many alternatives, and that are derived from well articulated learning

and program objectives. The purpose of these guidelines is to expand the possibilities for media program planners and to provide a tool for broadening concepts of the potential media programs offer for improving the educational experience. Now the challenge is made to all media professionals to use the document in their own ways to increase educational opportunities at all levels through the design and implementation of effective, responsive media programs.⁵

Notes

1. American Association of School Librarians and Association for Educational Communications and Technology, Media Programs: District and School (Chicago: American Library Association; Washington, D.C.: Association for Educational Communications and Technology, 1975.)
2. Felix E. Hirsch, "Introduction: Why Do We Need Standards?" LIBRARY TRENDS 21 (October 1972): 160.
3. American Association of School Librarians and Department of Audiovisual Instruction, Standards for School Media Programs (Chicago: American Library Association; Washington, D.C.: National Education Association, 1969.)
4. Frances Henne, "Standards for Media Programs in Schools," LIBRARY TRENDS 21 (October 1972): 234.
5. American Association of School Librarians and Association for Educational Communications and Technology, p. 107.

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Special Programs and Implications for the Media Staff

by Emily S. Boyce
Department of Library Science
East Carolina University

Both the North Carolina State Board of Education and the Department of Public Instruction are currently putting great emphasis on a number of special programs as they are being implemented. These priority programs deserve some attention, not only because they are directly related to present school media programs, but also because they hold implications for the future of such programs.

One program which is receiving a great deal of attention now in North Carolina is intermediate education. This emphasis on the educational experiences of students in grades 4, 5 and 6 is probably long overdue. These levels or grades have been the "forgotten" levels for sometime, that is if we consider the number of programs for early childhood and middle school education.

Last year a task force was formed through the Department of Public Instruction to study intermediate education. In June of this year 60 participants selected from key school units attended a two-week workshop to study trends in intermediate education, and to consider innovative ways to make these grade levels and the activities within them more interesting. One objective of the workshop was to discover ways in which learning can be fun. The common thread in integrating the appropriate subject areas at this level is the use of a variety of educational media. This fact became apparent early in the program, and it offers the school media specialist an opportunity to contribute to special programs in intermediate education. It also offers media staff stimulation and a defined challenge.

For example, in Concord the students are arranged in family groups with rotating teachers. Media center skills are completely integrated with activities carried on by the various families, and these skills are presented as activities which are enjoyable. As families move from activity to activity, instructional media and media skills are a natural part of each activity.

As these programs become more extensive throughout the state, media personnel will become more involved. At this point, media staff should be aware of programs of this nature and visit the various schools who participated in the intermediate education workshop. A list of these schools is available from the Educational Media Division, North Carolina State Department of Public Instruction.

Another special program with implications for media staff is the Extended Day Program. The State Board of Education on October 1 and 2 authorized funding to six additional local educational units for this year. At present, only one media center has been directly involved in this program. If we examine this carefully we may wonder why they have not been more involved. Media personnel could coordinate the Extended Day Program. Of course, this does not mean that the media specialist would have to man the media center from 8 a.m. to 9 p.m. It does mean, however, that as coordinators media personnel would be responsible for purchasing appropriate materials and sharing the media center facility for this program. As the situation exists now, other school staff appear to be coordinating these programs and buying materials to support the programs which duplicate media center materials. We may see this program as yet another way to make the media staff indispensable in a school. As Elsie Brumback has said, it may be a good idea for us to act now and become involved in the extended day effort rather than react later when the unit superintendent instructs the school media specialist to open the media center facility for this program.

A major emphasis in education for North Carolina is reading instruction. A highly organized program is in effect, beginning in kindergarten and going through the twelfth grade. The employment of reading specialists in our schools and the recent Governor's Conference on Reading are obvious indications of the interest North Carolina has in reading improvement.

Perhaps this is due in part to a report entitled "The State Assessment of Educational Progress in North Carolina" prepared by the Division of Research of the State Department of Public Instruction, which disclosed that on the average North Carolina students lag approximately nine months behind students in the rest of the United States in vocabulary skills; seven months behind in reading comprehension; and seven to ten months behind the basic language skills.

The implications of the emphasis on reading for media staff is apparent. One of the most obvious things we must do is understand the role and the objectives of the reading specialist in the school. The reading specialist and the school media specialist are equipped to complement each other. The media specialist in collection building is aware of the type of a relevant collection of media which can be integrated into the objectives of the school's reading program. The media staff can aid in program development by cooperating with the school's reading specialist in certain types of teaching instruction. The SCHOOL MEDIA

QUARTERLY, Fall, 1973, has an interesting article on media center services coordinated with services of the reading specialist.

In the workshop which East Carolina University conducted this past summer for media specialists who worked with reading personnel, at both the intermediate and secondary level, we identified many ways to contribute to the reading program. In the examination of activities related to reading, we naturally found that it takes dedication, understanding, and creativity in order for this type of cooperation to be effective. We also discovered that far too little is being done at the secondary school level by media personnel in regards to supporting a school reading program.

Another major emphasis in North Carolina at this time is in the area of secondary education. Media personnel at this level definitely need to extend their activities in order to give more imaginative services. This appears to be a problem area and a subject we may want to consider at our next work conference.

These special programs identified here are only a few. They have been identified to receive special emphasis in North Carolina at this time. We have not forgotten programs for exceptional children (mainstreaming), or individualized guided education and others.

The successful participation on the part of media staff in these programs hastily identified as special, reinforce predictions of the future roles for media personnel.

The publication entitled *Futurism and School Media Development*, published under a grant by the U. S. Office of Education contains the proceedings of a higher education institute held in August, 1974.

These papers reviewed a number of research studies which resulted in similar findings regarding the future of the service role of the school media specialist.

A successful media specialist in the future will need to offer a broader scope of program activities which will be required to respond to user needs. Services such as production will be necessary. Also there will probably be a shift from the traditional reference service to an information service. There will be increased emphasis on working with teachers in curriculum development. Media personnel have discussed this aspect of their position for some time, as have library/media education programs. Additionally, staff differentiation will become more a reality as we continue to respond to user needs which will change and grow from special programs.

It would seem that the common implication for media staff which these programs provide is that of extended leadership and the development of additional expertise. This is a situation in which we can assume another responsibility. It is being able to recognize and accept new responsibilities and to offer services which should take priority over other more traditional activities.

Our efforts in North Carolina toward state accreditation and Southern Association accreditation have still other implications for our media staff. One of the most obvious implications is that media personnel should take a leadership role in the preparation of the self-study report prior to the accreditation visit. We should thoroughly understand the process and place ourselves again in a position of leadership. We may accomplish this by developing a program plan using proper assessment instruments. As each school goes through its own mini self-study, media services should be a prominent part of the self-study. As the program assessments are pooled for the school district, we can see that media receive top priority and certainly not be left out all together, if we are in a leadership position.

In school districts in which there is no media supervisor it is particularly important for media staff to become organized and offer their services or a representative of their group to their

superintendent for the accreditation process. Again, the implication of the accreditation process for media staff lies in extending our role and assuming leadership activities. Through such involvement we interpret our roles, we make our services more visual, and hopefully we become more indispensable.

It is difficult to avoid the suspicion that one reason media staff have had difficulty with state funding on the same basis as classroom teachers is that administrators and legislators may have found us dispensable. This concept must be changed as we move forward.

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Say It Pretty

by Jane Carroll McRae
Northwestern Regional Library

Everybody is writing poetry in the Northwestern Region. Kindergarteners dictate their lines to teachers. Senior Citizens read their lines to each other. Busy men hunt and peck their lines out. Then the regional library system puts it all together in little books published on offset press.

It started with Sunday Afternoon Read Ins at the library with everybody invited to bring their original work and read it to each other. It proved to be a popular gathering, with all ages communicating their deepest thoughts across the gaps of the generations. As many as seventy-five and eighty aspiring poets began to attend.

Some of the work seemed worth sharing with a wider audience, so the library began a column in the newspaper, "The Poets' Corner," featuring the work of local people of all ages and interests.

Because some of the poetry is enjoyed more when it is read aloud, the weekly radio show on the various stations, "Voice of the Library," began to devote time to the reading of original poetry. A large bulletin board was placed in the lobby of the library for the more timid to pin their lines on to share with others. Workshops were held on the writing of poetry and North Carolina's leading poets. Men of the caliber of Guy Owen, Thad Stem, and Richard Walser were invited for banquets by Friends of the Library.

Out of this effort came the first book, Patchwork, containing the work of sixty local people. Though the work was not expected to have wide appeal, comments began to come in from people like Sam Ragan, who wrote, "Keep up the good work. This is something all libraries should try to do. The work of your 'grassroots people' is as good as many of the university poetry journals."

Local writers were encouraged to attend workshops such as The Tar Heel Writers' Round Table in Raleigh. Two local writers won silver cups there. Mrs. Patricia Bryan, Elkin Public Librarian, won first place in poetry and Mrs. Patsy Ginns of King won first place in short story and placed also in poetry.

With this encouragement, people who had never dreamed of being published began to be brave enough to send their work to magazines for publication. Grady Burgiss was one of the most successful, with work bought by "The Progressive Farmer," by "Ideals," and by Broadman Press. A worker in a blanket factory, Dan Norman, became so engrossed in seeing the acceptance of his "beautiful words" that he went back to school and received not only his high school diploma, but two years of college as well.

In order to get more people involved in the venture, the county commissioners were asked by the library to appoint a poet laureate for each county. Yadkin was the first to comply, with the appointment of Grady Burgiss, who has now had four small books of poetry published, most of it rich in Yadkin County lore.

One of the books was printed by the library, for it was a story of local interest; the history of an old law school in the county which had graduated more than a thousand lawyers in its day, including six governors. Not many history books have been written in poetry, but Yadkin County's poet laureate did a beautiful job of telling the story of Richmond Hill.

Because so many children became interested in "seeing themselves in print," the library worked out a plan with the various school systems to publish a book just of the work of children. Letters with rules for the project were sent to all schools in the early fall, with a deadline for entries on March 1. Children were invited to illustrate their own poems with black and white drawings or to have a fellow student do it. Thousands of pages of original work were submitted and the first book was published with the title Come Squish With Me, taken from the title of one of the poems. The poem refers to the fun of walking barefoot in mud and invites the reader on a jaunt to "feel of life."

The book was a revelation. "This is the best insight into the thinking and feeling of children that I have found," said one teacher. Ministers preached sermons based on lines from the children's poems. Parents chuckled at their children's efforts, but also found a much closer understanding. Entries are now in for a second publication of children's poetry.

A group called "Patchwork Poets" has been formed by the library for presenting programs before other groups. The first performance was at Reynolda House in Winston-Salem, with the Tenth Muse as sponsors. A letter from the director of Reynolda House states, "Thank you indeed for a fine evening of Elkin poetry. I am not a poet, and therefore I don't always respond to poetry and usually expect very little enjoyment from such occasions. However, the beauty of the people that read for us as they shared their feelings was an emotional experience for me. I envy the community of poets that you obviously enjoy at Elkin. I hope

our poets can achieve some of this warmth and feeling together which I believe they already have individually.”

The goals of this Project in Poetry have not been just to single out the exceptionally gifted, but to create a general interest in the art and to build out of it a fellowship in understanding that perhaps could not be gained any other way. The zooming of the circulation of books of poetry has been only a sideline for all the other benefits of this program.

From a mountainous section of the state branded as “culturally deprived” in many recent surveys, perhaps there is something worth sharing with the rest of the world. Whenever there is something to say, there is the tug to “say it pretty.”

[Photo: Carolyn Couch, an Elkin fifth grader, sits outdoors and holds a copy of the library's book of children's poetry, Come Squish With Me, which invites the reader to feel the squish of mud on bare feet in a jaunt to get the “feel of life.”]

Federal and State Legislation: Implications for Library/Media Programs

by James W. Carruth

Division of Educational Media

State Department of Public Instruction

Federal legislation affecting library/media programs in public schools in 1975-76 is complex and difficult to explain. Most school library/media personnel are familiar with two categorical programs which have for many years had great direct budgeting impact in relation to the acquisition of equipment and materials and have exercised great indirect influence on the improvement in facilities for school media programs through special purpose funding of demonstration school libraries. These programs are:

(1) National Defense Education Act (NDEA) Title III — This program has provided assistance for the acquisition of equipment, materials, and for limited, minor remodeling related to the storage and/or use of such equipment and materials. The amount of money this program has provided from Federal sources has always had to be matched with local money. The amount of money made available on a per pupil basis has generally grown smaller since the program's inception in 1957-58 — decreasing from approximately \$2.50 per pupil to less than \$1.00 per pupil in 1975-76. NDEA Title III funding is experiencing a radical change in 1975-76. This change will be discussed later in relation to ESEA Title IV.

(2) Elementary and Secondary Education Act (ESEA) Title II — Since 1965-66, the North Carolina State Plan for ESEA Title II has provided per pupil allocation to administrative units of Relative Need monies to support the acquisition of school library resources, textbooks, and other instructional materials. The amount of these funds has varied slightly from year to year but generally has been about \$1.50 per pupil in average daily membership.

The ESEA II State Plan has provided for the use of ten per cent of the federal allocation in the funding of special purpose projects. Thirty-six Demonstration School Library projects together with Projects in the Experimental Use of Media to support improvement in pupil learning have established influential exemplary models of facilities required for effective unified media programs. Changes in ESEA II will also be discussed in connection with the emergence of ESEA Title IV.

Elementary and Secondary Education Act (ESEA) Title IV was created by the Educational Amendments Act of 1974 (Public Law 93-380) enacted in August of 1974. Under the provisions of this act, NDEA III, ESEA II, and the portion of ESEA III that deals with testing, counseling, and guidance were merged into Part B of ESEA Title IV. ESEA III (except for testing, counseling, and guidance), which establishes supplementary centers and services,

and provides for innovative and exemplary solutions for educational needs and problems, Title V of ESEA which provides funds for strengthening state and local education agencies, the Dropout Prevention provision of Section 807 of ESEA, and School Nutrition and Health Services found in Section 808 of ESEA were merged into Part C of ESEA Title IV. Only the implications of the consolidations of programs in ESEA Part B will be included in this discussion. Under the provisions of the Educational Amendments Act of 1974, only one-half of the appropriation for NDEA III and ESEA II will be used this year as it has been used in the past. For this one-half of 1975-76 funds, the same regulations and guidelines that have applied in the past will apply in 1975-76. Each administrative unit in North Carolina has received notification of its allotment of NDEA III and ESEA II for 1975-76. Instructions concerning the preparation of proposals under each program have also been sent to superintendents and program coordinators.

One-half of the funds which have in the past been available under NDEA III and ESEA II for use by administrative units will be subject to different regulations in 1975-76. The Educational Amendments Act of 1974 provides that fifty per cent of the allocation to each state will be distributed on the basis of a formula developed by each state to the administrative units or districts of the state. The formula developed by each state must insure that "substantially" greater funds will be provided to administrative units whose tax effort for education is substantially greater than the state average tax effort for education and whose per pupil expenditure is no greater than the average per pupil expenditure in the state. Substantially greater allocation must be made to administrative units which have the greatest numbers or percentages of children whose education imposes a higher than average cost per child, such as children from low income families, children living in sparsely populated areas, and children from families in which English is not the dominant language. It is the intent of Public Law 93-380 that the basic Relative Need concept of ESEA Title II — greater allocation of monetary resources to those situations with greater relative need — be extended to even more program areas.

At present North Carolina has developed an Annual Program Plan for ESEA Title IV. A single application form for the seven programs consolidated under Title IV has also been developed. These have been submitted to the United States Office of Education and it now appears that their approval is imminent. With such approval, North Carolina will receive its share of Federal funds and the Controller of the State Board of Education can determine by use of the formula which considers enrollment, tax effort, family income, and sparsity of population the allocation of each administrative unit in the state.

The formula at present provides that the allocation to administrative units will range from \$0.99 cents to \$2.56 per pupil in Average Daily Membership (ADM). The total weight for each factor in the allocation to all units is: enrollment 79.28%; local support 2.85%; low income 9.78%; sparsity of population 8.06%. In addition to the use of a formula which results in a larger per pupil allocation of funds to some administrative units than to others, there are other significant changes in the funding policy for ESEA Title IV. All monies are grants in aid and no matching by local funds is required as has been the case with NDEA III in the past. The administrative units of the state will have full discretion in deciding the purpose(s) for which Title IV B consolidated funds will be used. All of the funds may be used to acquire materials, or to acquire equipment, or to provide testing, counseling and guidance, or the funds may be apportioned to any two or to all three of these purposes as the administrative unit deems most desirable.

The 1975 session of the General Assembly appropriated money to the Public School Fund for the provision of instructional materials and supplies (Budget Code 624) at the rate of \$9.00 per pupil in Average Daily Membership (ADM) for 1975-76. This is an increase of \$1.00 per pupil in ADM over the previous year. The appropriation for 1976-77 is \$10.00 per pupil in ADM or an additional dollar per pupil. Even though appropriations for instructional materials and supplies have increased from \$4.75 per pupil in 1969-70 when \$2.00 per pupil

previously available for supplementary textbooks was transferred to Budget Code 624 and Code 662 provided \$1.00 per pupil for library materials, it is apparent that appropriated state funds are insufficient to meet the needs for adequate instructional materials and supplies. No state funds are provided for the acquisition of equipment except in very limited categorical programs. The \$16.76 per pupil in ADM expenditure for instructional materials and supplies from state, federal, and local sources in North Carolina in 1973-74 represented only 1.96% of the \$854.37 reported as the average current expense per pupil in average daily membership for the same year from the same sources. There is much that needs to be done to change the amount of support provided for this essential element of any instructional program.

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New North Carolina Books

by William C. Burris
Professor of Political Science
Guilford College

Robert F. Durden. The Dukes of Durham, 1865-1929. (Durham: Duke University Press, 1975). 295 pages. Photographs. \$9.75

Drawing upon rediscovered letterbooks of James Buchanan ("Buck") Duke and other sources in the Duke University Library, Robert F. Durden has unraveled the fascinating story of one of North Carolina's most famous families. Beginning with the family patriarch, Washington Duke, Durden traces the rise and fall of the Duke monopoly in the cigarette business. He then traces the story through the lives of J. B. and Benjamin Duke as the family branched out into textiles, electrical power, and major philanthropic enterprises.

Durden stresses the Duke family's longstanding patronage of Trinity College. Washington Duke was largely responsible for the move of the small Methodist college from rural Randolph County to Durham and for its conversion to a coeducational institution. Durden lays to rest the popular legend that the Dukes were interested in Trinity only because of their interest in changing its name to Duke University. In fact, the suggestion to rename the institution came from its president, not from the Duke family.

Durden's history is meticulously researched and tightly written. It is the most balanced, complete, accurate, and readable account of the Duke family and its influence on the life of North Carolina. It should be in every North Carolina library.

Damon D. Hickey

James W. Clay, Douglas M. Orr, Jr., and Alfred W. Stuart, Eds. North Carolina Atlas: Portrait of a Changing Southern State. (Chapel Hill: The University of North Carolina Press, 1975). \$17.95.

One of the most difficult scholarly enterprises is the preparation of an atlas. Current and relevant data must be obtained, presented in forms that are intelligible to the general reader, and interpreted in meaningful fashion. Rarely are these three chores accomplished in one book. This volume is a happy exception to the norm; it succeeds on all three fronts. It is a full portrait of the land and people of North Carolina.

The book comes to us mainly from the University of North Carolina at Charlotte, where the editors and many of the contributors are members of the faculty. It is organized into six separate but well integrated parts: 1) An Introduction which sets the stage and identifies the general thesis of the work, 2) Human Settlement and Profile, 3) Physical Resources and Environmental Quality, 4) The Economy, 5) Services and Amenities, and 6) Retrospect and Prospect. In the final part the editors comment on major trends in the state and discuss the need for planning to direct and control growth.

The basic objective of the book is to focus on long-range trends in North Carolina. In this sense, it is a study of change. It is chock-full of statistics, graphs, maps, and illustrations, and they are presented in a most attractive format. This atlas will be of immense value to anyone interested in the past, present, and future of North Carolina. All school libraries should add it to their collections.

Chris Florance. Carolina Home Gardener. (Chapel Hill: The University of North Carolina Press, 1976). \$9.95.

Most people enjoy gardens; too few enjoy gardening. It is hard work, never-ending, frustrating, and can be expensive. It can be pleasant and immensely rewarding, however, if you know what you are doing. One way to find out is to read this excellent book. Written especially for the North Carolina gardener, it is vastly superior to most other books of this genre. Nothing is being sold; it is a highly personal account of what you must do to make your deserts bloom.

Chris Florance leaves no stone unturned. She tells you everything you need to know about gardening: techniques, tools, locations, soils, fertilizers, shrubs, trees, grasses, flowers, vegetables, the lot. Part Three, "A Year in My Garden" is my favorite section of the book. It is a month by month prescription of what the North Carolina gardener should do to have a beautiful garden.

If you are one of those unfortunate souls who lives in a house where the developer has taken away all the top soil, you will find the advice you need here. Ms. Florence has whipped that problem and she tells you how to do the same. The value of the book is increased by an excellent glossary of scientific names, a list of sources for gardening information, and a carefully prepared index. Even if you are not a gardener, you will find the book enjoyable. The excellent illustrations are by Kaye Florance and others.

Paul McIlvaine. The Dead Towns of Sunbury and Dorchester. (Published by the Author. Route 3, Box 90, Hendersonville, NC) 1975.

There is always a strange sadness surrounding dead towns. This is especially true when the remains lie near or by the sea. One feels it at Jamestown in Virginia and in Old Brunswick in North Carolina. A visit brings on moments of nostalgia for those early days when Europeans planted their first settlements on American soil.

This story of the dead towns of Sunbury, Georgia and Dorchester, South Carolina has the same effect. Paul McIlvaine, a resident of Hendersonville, has carefully studied the records

of these towns and has produced an interesting and informative account of their settlement and decline. As tidewater towns, the history of these places is very similar to developments in North Carolina before and during the Revolution. The charts, maps, and illustrations are of special value. North Carolina readers should enjoy this book.

Sarah H. McGee. God Called the Play. (Charlotte: Charlotte Publishing, 1975).

The death of a child is one of life's greatest sorrows. Parents respond differently to such tragedies because there is no one single formula for finding relief and consolation from the grief and sense of loss. This little volume consists of several essays by the mother and expressions of concern and love from friends. The argument here is that the premature death of a child is part of the broad scheme of life and must be accepted as such. It is an expression of the necessities of the heart, and should be of interest and value to others who have lost a child but must go on with their lives.

Legette Blythe. When Was Jesus Born? (Charlotte: Charlotte Publishing, 1974). / Legette Blythe. The Stableboy Who Stayed at Bethlehem. (Charlotte: Charlotte Publishing, 1974).

These two slender volumes can be recommended for young readers. The first discusses the confusion about the exact date of the birth of Jesus of Nazareth and suggests that historical accuracy on this point is not the point. The second is a fantasy of the First Christmas. Both church libraries and school libraries should have them available.

North Carolina Library Education News

East Carolina University

Department of Library Science

Spring Quarter brought an end to Phase I of the renovation of the facilities in the Department. The administrative, storage, and supply areas are complete and were occupied during April along with one new classroom area. Construction continues on Phases II and III and is scheduled for completion by the summer.

The local chapter of Alpha Beta Alpha will be host to the annual Founders' Day Banquet on May 4. Following the dinner, a pledge ceremony will be conducted by the officers and attended by members and faculty. A spring tour of the Library of Congress and other libraries in the District of Columbia area is also planned.

The Department of Library Science Alumni Association social gathering at the Learning Resources Association annual conference in Burlington was well attended following the banquet on Friday night. Former graduate Scottie Cox of Wayne Community College gave up the gavel as president of the organization and Neal Hardison of Sampson Technical Institute received a special plaque of appreciation for his efforts in initiating the LRA during its organization years. Other socials are planned for the North Carolina Association of School Librarians Work Conference in Raleigh and the Southeastern Library Association conference in Knoxville in the fall.

Faculty members Emily S. Boyce and Gene D. Lanier have served on several accreditation teams with the Southern Association of Colleges and Schools during the spring. Associate Professor Benjamin R. Guise participated as a speaker in the media workshop sponsored by the North Carolina State Library in the eastern region. Assistant Professor Ludi W. Johnson has been participating in a volunteer program teaching storytelling to twenty accelerated fifth and sixth graders on Saturdays in cooperation with the Department of Special Education.

Gene D. Lanier, Chairman and Professor, served as a panelist at the Learning Resources Association Conference concerning continuing education and also was on the local committee to choose the outstanding male and female student to receive the Phi Sigma Pi award at graduation.

Fall schedules are now available. Courses which meet one night a week will be available for continuing education or for certificate renewal purposes on Monday through Friday nights. These courses are in the area of Selection of Media (M), Technical Processes (T), Organization of Media: Classification (W), Bibliography of the Humanities (Th), and Seminar in Library Administration: Personnel (F). Design of Multimedia Materials is also available on Wednesday nights. Application forms for these may be secured by writing the Department of Library Science or the Graduate School Office, ECU, Greenville, North Carolina 27834.

North Carolina Central University

School of Library Science

Students have been involved in several activities. They have gone off-campus to attend and/or participate in: one of the weekly Early Childhood Creative Project Roundups sponsored by Northwestern Regional Library, Elkin and were interviewed during the library's program over the local radio station; the North Carolina Association of Independent Schools' Workshop at the Ravenscroft School, Raleigh; participated in the storytelling Festival sponsored by Children's Services, Division of the State Library in Raleigh; the Child Care Workshop sponsored by the Durham Day Care Council. Most of the full-time students, faculty, and a few alumni went by chartered bus to spend April 6-7 in Washington to participate in Legislative Day and to visit the Library of Congress and the Public Library of the District of Columbia. The class in Libraries and Legislation voluntarily produced an attractive brochure on the School which they distributed to the Congressmen. In the NCCU Early Learning Center the students conducted: a workshop for parents of preschoolers which included instruction in making puppets and other toys from household items and in reading aloud to their children; a Bedtime Story Hour to celebrate National Library Week; and an Audiovisual Equipment Workshop for the Durham Triangle Area Day Care Association. Miriam Ricks, NCCU Assistant Professor, guided the students in all of these activities and is a member of the Northwestern Regional Library's Early Childhood Creative Project Advisory Council. Louise Graves, NCCU Assistant Professor, participated in the Independent Schools Workshop. Karen Crumpton received the award, given anonymously, for the student who wrote the best research paper in 1974-75. She is currently a librarian in the Scurlock Elementary School, Raeford, N. C.

Visiting lecturers to the School have been: Sylvia L. Render, Retired Professor, NCCU and Consultant, Library of Congress; Connie Dunlap, Director of Libraries, Duke University; Kathlyn J. Moses, Education Program Specialist, U. S. Office of Libraries and Learning Resources; Suzanne Newton, Author; Barry Simon, Personnel Specialist, ALA; Geraldine Amos, Assistant Librarian, Dillard University; Pamela McClain, Teacher, Brookline Public Schools, Brookline, Massachusetts; Effie Lee Morris, Director of Children's Services, San Francisco Public Library, San Francisco; Ann Drennan, Adult Education Specialist; Alice Ihrig, Chairman, ALA Committee on the White House Conference and former Chairman of ALTA; Alice Norton, Public Relations Specialist. Employers and 1975 graduates of the School who also participated in the Career Seminar with Barry Simon were: Graduates Shirley Brown, Librarian, Durham County Library; Larry Davis, Librarian, Harnett Youth Center; Jacqueline Gooding, Librarian, Forsyth County Schools; and Janet Ives, Librarian, Saint Augustine's College; and employers Marian Leith, Acting/Director State Librarian; I. T. Littleton, Director of Libraries, N. C. State University; Myrtle McNeill, Director of Libraries, Durham City Schools and William O'Shea, Director of Libraries, Wake County Public Libraries.

University of North Carolina at Chapel Hill

School of Library Science

More than fifty graduates returned to the School April 24 to participate in a workshop on finance and budgeting. The workshop was organized and conducted by Dr. Evelyn Moore and seven students from her class in Analysis and Design. The session was a part of the annual alumni day program.

The School sponsored a number of public lectures this Spring including IAN WILLISON, Head, Rare Book Collections (Reference Division) of the British Library who spoke April 14 on "Rare Book Collections of the British Museum Library — Past, Present, and Prospects for the Future"; ALICE B. IHRIG, Chairperson of the ALA Committee on the White House Conference on Libraries spoke about "Trustees, Librarians, and the Political Process" on March 24; and BARRY E. SIMON, Personnel Specialist, ALA Office of Library Personnel Resources spoke March 31 on "Job Placement in the Library Field."

University of North Carolina at Greensboro

Library Education/Instructional Media Program

Mary V. Gaver, Professor Emeritus, Rutgers University, will present Problems in Selection of Children's Materials, June 14-18. Professor Gaver, founder and first editor of The Elementary School Library Collection and a past president of the American Library Association, is the leader in her field, and we are most pleased that she has consented to come.

Kieth C. Wright, Acting Director of the Model School for the Deaf and Director of Libraries of Gallaudet College, will offer a special course entitled Introduction to Media Services for the Handicapped, July 12-16. Dr. Wright has been developing one of the few specializations in this area for the Catholic University library school.

In the regular summer session, we have another important visiting faculty member, Mr. Edwin B. Brownrigg, automation director for New York University Libraries, who will conduct an Introduction to Media Center Automation and Information Science course, June 14-30. Professor Brownrigg is well known as a consultant in this area, has done significant research at Columbia, and taught information science at St. John's University and elsewhere. He has a special talent for communicating about computers to those with no background in the field, and a special interest in automation and applications in smaller libraries and school media centers.

For enrollment in the Summer Session, it will be important to request application forms by May 1 (The Summer Session, University of North Carolina, Foust Administration Building, Greensboro, NC 27412) and plan to register on the first day of registration, Saturday, May 22, 1976.

SPECIAL NOTE: Because of increased financial pressures on the University, it is very likely that it will become necessary to restrict enrollment. If you or any of your colleagues are planning to take courses in the fall, it is important that you complete the admissions procedure by May 1. Since there is a lag time in getting transcripts, letters of recommendation, and test results, we strongly urge that you begin admissions procedures now. Please pass this word along to others.

Course Offerings, 1976 Summer Session, UNC-G

First Term — May 24-June 30

Courses to be offered beginning at night (two nights a week, 6-10 p.m., during the weeks of May 24-June 11) then changing to a daytime schedule meeting daily, June 14-June 30:

Course	Title / Instructor	Schedule
Edu 664	Services of The School Media Program. 35 McNutt. Johnson	May 24-June 11: Tuesday and Thursday, 6-10 p.m. June 14-30: Daily 1-2:30 p.m.
Edu 665b	Administration of Media Programs. 36 McNutt. Bomar	May 24-June 11: Monday and Wednesday, 6-10 p.m. June 14-30: Daily, 9:40-11:10 a.m.

June 14-June 30: Courses to be offered on a short-term basis, meeting three hours daily:

Course	Title / Instructor	Time
Edu 562-01	Design and Production of Audiovisual Materials. 11 McNutt. Staff	8:00-11:10 a.m.
Edu 562-02	Design and Production of Audiovisual Materials. 11 McNutt. Staff	1-4 p.m.
Edu 662	Reading Interests and Guidance. 35 McNutt. Johnson	9:40-12:50 p.m.
Edu 665a	Operation of The School Media Program. 36 McNutt. Bomar	1-4 p.m.
Edu 6xx	Introduction To Media Center Automation and Information Science. 41 McNutt. Brownrigg	1-4 p.m.

June 14-June 18: Institute to be offered through Continuing Education (with separate fee for tuition). One week, meeting daily (1 s.h. credit): Problems in Selection of Children's Materials. 9 a.m.-12 noon. 18 McNutt. Dr. Mary V. Gaver.

Second Term — July 7-August 13

The following courses will be offered on a daytime schedule, meeting daily, Monday-Friday:

Course	Title / Instructor	Time
Edu 560	Utilization of Instructional Media. 11 McNutt. Trombley	8:00-9:40 a.m.
Edu 557	Reference Sources and Methods. 35 McNutt. Parrott	9:40-11:10 a.m.
Edu 556	Books and Related Materials For Children. 35 McNutt. Staff	11:20-12:50 p.m.
Edu 560	Utilization of Instructional Media. 11 McNutt. Trombley	11:20-12:50 p.m.

July 12-July 30: Courses to be offered on a short-term basis, meeting three hours daily, Monday-Friday, 1:00-4:00 p.m.:

Course	Title / Instructor
Edu 552	Introduction To The Media Professions. 35 McNutt. Parrott
Edu 562-03	Design and Production of Audiovisual Materials. 11 McNutt. Staff

July 12-July 16: Institute to be offered through Continuing Education (with separate fee for tuition). One week, meeting daily (1 s.h. credit): Introduction To Media Services For The Handicapped. 9:00 a.m.-12:00 noon. 36 McNutt. Dr. Kieth Wright.

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NCLA Section Activities

Public Library Section

The Public Library Section Planning Council meeting was held March 17-18, 1976, at the Hilton Inn in Burlington. Since committee assignments had been completed prior to the meeting, charges for the remainder of the biennium were discussed at length.

An ad hoc committee carried over from the last biennium is working on a revision of the Standards for Public Library Service in North Carolina. These standards were last revised in 1970.

The Continuing Education/In-Service Training Committee (Chairman: Jane Williams, Charlotte Public) presented a report that will be of wide interest, and which follows:

Continuing Education/In-Service Training Committee — Report of Activities, November 1975-March 1976

At the close of the 1973-75 biennium, committee members were involved with State Library personnel in planning a January-June 1976 series of courses. Therefore, the Public Libraries Section Chairman approved the requested reappointment of committee membership to assure continuity in planning and implementing the series of courses. Reappointed members were Jane Williams, Steve Benetz, Nancy Fullbright, Dan MacNeill, Barry Mangum, Bob May, Vickie Silek and Diana Tope. Barbara Johnson was the only newly appointed member. The committee has had no formal meeting in the new biennium, but will meet again this summer for another evaluation and direction-setting session.

Since the fall of 1975 subcommittees have been working with the State Library consultants and with Marian Leith and Lloyd Childers to offer three courses — Patron-Employee

Relations (10 hours), Non-Print Materials (20 hours) and Reference Tools and Techniques (20 hours) — in the eastern and western portions of the state. Lloyd Childers obtained approval of the courses for Continuing Education Units at East Carolina University and the University of North Carolina at Asheville, assisted with all local arrangements, was responsible for printing and distribution of brochures and other publicity, accepted applications and notified accepted course participants, obtained contractual agreements with the instructors, and assured that the courses operated within approved confines of LSCA State Library funding. The committee members and consultants were responsible for outlining the course content, suggesting instructors, and being present to coordinate each workshop.

The series at East Carolina University is already finished, and plans to repeat the three-course series at the University of North Carolina at Asheville April-June 1976 are almost complete.

Response to all three courses offered in Greenville was extremely gratifying; the participants seemed most appreciative that workshops were offered in the eastern part of the state for them. Almost all the people who attended were from small or medium public libraries, and about 60-70 percent of those attending had no formal library training at all. The Non-Print Materials course had 27 participants; Patron-Employee Relations, 50; and Reference Tools and Techniques, 45. Mr. Steven Alexander, Director of ECU's Non-Credit Programs in the Continuing Education Division, not only approved the courses for CEU credits, but visited each workshop several times while it was in progress and talked informally with instructors and participants. Also, the Non-Print and Reference workshops had the benefit of fine cooperation and assistance in instruction from the ECU faculty and library staff.

The University of North Carolina at Asheville has no formal Continuing Education Division. Therefore, Mr. Ainsley Whitman, Library Director, and Dr. Roy Riggs, Vice-Chancellor, worked with the Academic Policies Committee to obtain approval of the courses for CEU credits. Lloyd Childers is again handling the majority of physical arrangements for the workshops, including motel accommodations, meals, registration and contracts with course leaders. Committee members and State Library consultants, working with the instructors, are responsible for course content and presentation.

Members of NCLA may attend meetings of committees or Planning Council sessions of the Public Library Section; voting privileges, however, are restricted to committee members. Visitors are welcome.

Louise V. Boone, Chairman

Reference and Adult Services

Patsy Hansel, Onslow County Public, has been appointed to represent the NCLA RAS Section at a meeting on national cooperation in library use instruction to be held in Chicago at the ALA centennial conference.

A mini-conference/workshop on library use instruction is being planned by the section and is now scheduled for early in March of 1977. Hold this time open as you plan for the coming year.

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Ad Hoc Committee on State Documents Depository — Final Report

The Ad Hoc Committee on State Documents Depository, appointed during the 1973-75 biennium, held five meetings with most of the members present at all meetings. In addition, the committee met and communicated with each other informally during the annual conferences of the Documents Librarians of North Carolina.

To effectuate the charge to the committee by the Association the following activities have been completed:

- Development of a questionnaire to survey the libraries in North Carolina re the establishment of a state documents depository system
- Questionnaires were mailed to 216 libraries: university, 4-year college, 2-year college, community college, technical institute and public
- Tally of the returned questionnaires (124) is attached
- Activities of the North Carolina General Assembly re suggested legislation relating to state documents were monitored by committee members.

At the final meeting of the Committee during the NCLA conference in Winston-Salem, November 1975, the chairperson was authorized to report the following recommendations:

- Cooperative efforts between the Executive Board of NCLA and the Department of Cultural Resources to promote a more scientific study of the document needs of the state and the feasibility of a depository system for state documents.
- Plans be formulated to create an official legislative or governor's study commission to investigate the need for a state document depository system in North Carolina
- Should the Executive Board of NCLA not deem it necessary to encourage the creation of a statewide study commission, the Committee would encourage the Board to present the proposal for further study of this problem to the new Documents Section of NCLA
- Similar procedures as described above should be considered for investigating the need to create a statewide distribution system for municipal (local) documents
- Further activities of the Ad Hoc Committee on State Documents Depository should become the responsibility of the new Documents Section of NCLA

Results of Questionnaire on State Documents Depository System:

Replies were received from 124 of 216 libraries polled concerning the need for a system of depository libraries for North Carolina State documents and among those which replied 30 indicated a willingness to become partial or complete depositories.

The 30 affirmative replies included eight university, five four-year college, nine two-year college, and eight public libraries. The Ad Hoc Committee on a State Documents Depository System concluded, therefore that interest was sufficient to warrant further study, and recommended that the NCLA and the N. C. State Library jointly request a Legislative Study Commission to conduct a comprehensive investigation and report its findings in 1977.

On the question of local (municipal, etc.) documents, interest was amazingly high. Of the 124 returns, 87 librarians indicated a willingness to collect two copies of all local government publications issued in their respective areas, retain one copy for their own collections and send the other to a central depository such as the State Library. The committee felt that this subject should be dealt with through a separate study, however, and the matter of local documents might be investigated by the Documents Section of the NCLA.

Audio-Visual Committee

Audio-Visual Report—NCLA Spring Conference, Boone, N. C. April 10, 1976:

Members of the Audio-Visual Committee for 1976-78 are:

Name	Affiliation
Brown, Shirley	Durham County Library, 311 E. Main St., Box 3809, Durham, N. C. 27702. Tel. (919) 682-9109.
Day, Ellen (chairperson)	McNutt Center for Instructional Media, School of Education, UNC-G, Greensboro, N. C. 27412. Tel. (919) 379-5591.
Hill, Beatrice	1309 Wooster St., Washington, N. C. 28401.
Kenny, Ginger	Chapel Hill Senior High School, Homestead Rd., Chapel Hill, N. C. 27514. Tel. (919) 929-1024.
Mangum, Barry	Wake County Public Library, 104 Fayetteville St., Raleigh, N. C. 27601. Tel. (919) 762-5962.
Overman, Rebekah	Wilson County Schools, P. O. Box 2048, Wilson, N. C. 27893. Tel. (919) 828-0331.
Stevens, Mary	High Point Public Library, High Point, N. C. Tel. (919) 882-9225.
Sugg, Bill	Forsyth County Public Library, Winston-Salem, N. C. 27101. Tel. (919) 727-2556.
Webb, Marilyn	Division State Library, Audio-Visual Service Branch, Raleigh, N. C. 27611. Tel. (919) 829-3159.

Day, Kenny and Sugg were present for the April 10 committee meeting. Bill Roberts, chairperson for the Public Libraries' Section, Audio-Visual Committee, joined the group for a short discussion. Relevant to previous discussions it was agreed the two committees were not conflicting nor duplicating effort.

The committee has decided to define and work on one major objective at a time. The groundwork done in the past biennium identified needs for a 16mm film union list in N. C., procedures for sharing films, evaluation and review information of both hardware and software, and information about other Audio-Visual organizations, institutes and workshops. Taking one reasonable step at a time the committee agreed on the following objective.

The objective of the Audio-Visual Committee of NCLA is to foster communication among the membership and other professional organizations in the state concerned about Audio-Visual. The goal for 1976-78 is to establish an Audio-Visual column in NORTH CAROLINA LIBRARIES for news exchange about non-book media and concerns.

The Audio-Visual column will contain news about other state professional media organizations, 16mm film sources, consumer reports about equipment (particularly state

contract), workshops, institutes, and reports of preview opportunities. The Committee hopes the column will suggest and encourage topics for major articles.

Deadline for the first column is April 26, 1976. The committee is committed to this task and solicits items from all the membership for future columns. Any contributions should be sent to Ellen Day, Chairperson.

Development Committee

Because the North Carolina Library Association's purpose is to promote library service throughout our state, and because the eastern and western sections of our state are weaker in all types of library services than the Piedmont Regions, and because the north to south Piedmont area's total library services are weaker than the national average, the Development Committee submits the following recommendations:

I. Update North Carolina Goals for the Improvement of Library Services.

A. Recommend that the Executive Board charge the appropriate NCLA Sections and Committees to:

1. Review all existing N. C. State Standards for type of library.
2. Review ALA Standards for Public Libraries, School Libraries; Guidelines for Two-Year College Learning Resources Centers; ACRL Standards for College and University Libraries as applicable.
3. Seek latest forecast data for pertinent library.
4. Update, revise, adapt and adopt current standards for each type of library in North Carolina.
5. It is recommended that the following standards be addressed in updated standards/guidelines:
 - (a) Physical space.
 - (b) budget, relating this standard to increasing costs of services and materials.
 - (c) resources, including those needed for programs and services.
 - (d) personnel, including entrance salaries and increases directly tied to the cost-of-living.

II. Revive "North Carolinians for Better Libraries" or form a group with different name, providing for a financial base and broad purpose of lobbying for and promoting better libraries of all types and sizes.

A. Encourage "Friends of the Library" for every library with direct interaction with new or different named group similar to "North Carolinians For Better Libraries."

B. The above groups (state and local) can prepare for the grass roots movement which is to be the main thrust of the coming White House Conference.

C. Investigate the possibility of lobbying assistance and expertise from SELA and also from North Carolina groups, who have been successful with the State Legislature.

III. It is recommended that the Board act to provide an NCLA Handbook to each member.

A. The Handbook should list each Section and Committee. Charges and responsibilities to be specified under each Section and Committee.

IV. Print the Development Committee's Recommendations in NORTH CAROLINA LIBRARIES, ask for input and recommendations from the membership i.e. grass roots.

V. It is recommended that the JMRT of NCLA contact and encourage new graduates to join NCLA.

A. Secure NCLA membership contact person at all N. C. Library Schools.

Summation

The Development Committee of NCLA is concerned with moving the State of North Carolina's library services in line with the national average in terms of space, personnel, budget, resources, programs/services, entrance and escalating salaries.

Development Committee 1976-78

Mrs. Elsie Brumback; Dr. Ray Carpenter; Dr. Kenneth Shearer; Dr. Benjamin Speller; Dr. Nancy Bush, Chairperson.

Intellectual Freedom Committee

The Intellectual Freedom Committee of NCLA met at the Spring Workshop in Boone, on April 10, 1976.

Plans for the committee's work for the next biennium were discussed and the following decisions were made:

1. The committee would meet on a regular quarterly basis, with emergency call meetings when necessary.
2. A study of the goals of the committee will be made and the goals will be re-evaluated for present day use.
3. The goal statement will be submitted to the Executive Board for its approval.
4. The approved statement will be sent to the full membership of NCLA for each librarian's use to combat local censorship attempts.
5. Information on censorship attempts throughout the state, and important national attempts, will be up-dated in library publications, such as FLASH, NORTH CAROLINA LIBRARIES, etc.

Committee members are: Neal F. Austin, Ms. Emily Boyce, Winston Broadfoot, Ms. Elizabeth Copeland, George Linder, Ms. Willia George, Ms. Martha Ransley, Ainsley A. Whitman, Robert Woerner, Ms. Diana Young, Ms. Judie Austin.

Nominating Committee

Members of the Nominating Committee for the 1976-77 biennium have been named. Robert May, Associate Director of the Forsyth County Public Library System is chairing the Committee. Other members include Mary Canada, Perkins Library, Duke University; Marion Johnson, Office of the State Library, Department of Cultural Resources; Myrtle McNeill, Director of Libraries, Durham City Schools; Jane E. Wright, Librarian, Brevard College. Because of the adopted changes to the Constitution and By-laws at the 1975 NCLA Convention, the Committee is under some new guidelines. The nomination slate containing two candidates for each of the Executive Board offices (First Vice President, Second Vice President, Secretary, Treasurer, and two Directors at Large) shall be presented by November 1, 1976. This slate will be published in NORTH CAROLINA LIBRARIES, STATE LIBRARY NEWSLETTER, and the NEWS FLASH as soon as possible after November 1. Between November 1, 1976 and April 1, 1977 any member wishing to place his name on the ballot for any office may do so by obtaining a minimum of 50 signatures of NCLA members and submitting them to the Executive Secretary. The final ballot will be printed and mailed to the membership by May 1, 1977.

The Nominating Committee will meet in the Summer of 1976 and again in the Fall to discharge its duties. Please contact Robert May at the Forsyth County Public Library System (919) 727-2556 if you are interested in coming to these meetings as a concerned member.

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Library Roundup

From Guilford College: Friends of the Guilford College Library have contributed over \$11,000 in cash and pledges to the newly created Algie I. Newlin Fund, named in honor of Professor Newlin, Emeritus Professor of History and Political Science. The goal of \$10,000 for this current year was surpassed, with the goal to be reached by 1978 being \$25,000. Income from the funds will be used to purchase library books ordered by the history department. The Guilford College Board of Visitors has set itself the goal of raising \$75,000 in the next three years for improvements to the Carnegie portion of the library building. The improvements will include centralizing public services, repairs, and restoration of the Carnegie Reading Room to a turn-of-the-century appearance while making it more functional. Rose Simon will be employed by the library during the next academic year as a Library Faculty Liaison Officer. She will thus be able to continue her work of relating the library to members of the faculty and providing reference assistance and instruction in library skills.

From East Carolina University: In honor of the U. S. Bicentennial the Library of Congress has prepared a special traveling exhibit entitled "Women Look at Women." The exhibit was on display in the Joyner Library from March 28-April 25, in conjunction with "Women's Awareness Week" on the ECU campus. The renovation project of the Old Wing of the Joyner Library is scheduled for completion the first week in June.

From UNC-Wilmington: Philip C. Smith, Jr. of the library staff has been named to the Subject Access (Reference) Group established by the Southeastern Library Network for the purpose of reviewing preliminary plans for future system development.

From UNC-Chapel Hill: On March 19 a Conference on Restoration and Preservation was sponsored by the UNC-CH Librarian's Association, the Rare Book Collection, the School of Library Science, and the Academic Affairs Library. Peter Waters, Restoration Officer at the Library of Congress, Michael Plunkett and Gregory Johnson of the University of Virginia's Alderman Library, and J. Ray Hocutt, Head of the Documents Restoration Laboratory at the State Division of Archives and History were the speakers.

From N. C. A. & T.: The F. D. Bluford Library has received a grant from the Southern Education Foundation to sponsor an exploratory conference in late June on Multiethnic Library Service in Predominately Black Institutions of Higher Education. Student users of the Bluford Library have been participants in a library research project designed to discover

users' satisfaction in locating materials throughout library facilities. The venture is part of a program for the development of improved management-information services now being provided, and providing data that are useful in improving the standards of service. This study is designed also to point out student views regarding their access to materials. Clarence Toomer has joined the Readers' Services Division. Mr. Toomer has a Masters in Library Science from North Carolina Central University. Mable McCoy has been named Coordinator of Special Collections.

From N. C. State University: The annual Friends of the Library dinner was held March 25, with Dean Robert B. Downs as the featured speaker. New Life Members of the Friends group include: Mrs. Walter P. Baermann, Professor Lawrence W. Drabick, Mr. Marvin Burke Koonce, Jr., Professor Emeritus J. Fulton Lutz, and Professor Emeritus Richard Walser. In February the library hosted librarians from seven North Carolina and six Virginia libraries to discuss the Southeastern Library network. A sculpture and a tapestry by North Carolina artists and two primitive paintings are recent additions to the Library's growing collection of art. The paintings were given by Professor Emeritus Richard Walser from his private collection. "The Midwife" by Minnie Deschamps won the Duplon Prize in 1967, a Southeastern regional competition sponsored by the Gallery of Contemporary Art in Winston-Salem. "Voodoo Dance Before the Three-Headed Beast" is by the Haitian artist, Bien-Aime Sylvain. Both paintings hang in the lounge area of the Erdahl-Cloyd Wing. The double woven tapestry of Carol Vollmer of Durham will also hang there. This weaving entitled "Waterwheel" was presented by the North Carolina Art Society. A steel sculpture "Gyro G," by artist David Carrow of Greensboro was selected and purchased by the University's Harrelson Fund Committee. Both the tapestry and the sculpture were shown in the 38th Annual North Carolina Artists Exhibition held in 1975 at the North Carolina Museum of Art. A seminar, which involved a technical presentation and a demonstration of the BIOSIS (Bio-Sciences Information Service of Biological Abstracts) Previews Data Base, was held in the Library on December 10, 1975. Syed Hyder Ali joined the reference staff in December, 1975. Mr. Ali is a citizen of India, where he received his B.S. He received a M.S. in Entomology and Applied Ecology from the University of Delaware and library masters from Pratt Institute. Formerly, Mr. Ali was a Science Reference Librarian at the Mid-Manhattan Branch of the New York Public Library. Mrs. Nancy Yu has been appointed Monographic Cataloguer. Mrs. Yu received her undergraduate education in Taiwan and her Masters of Library Science from the University of Illinois. She previously worked as a catalogue librarian at the City College of New York and the University of Massachusetts. She replaced Mrs. Inna Nichols who has returned to school. Ms. Susan K. Welch resigned her position in the Reference Department to become a planning analyst in the North Carolina Department of Natural and Economic Resources. Three new memorial collections have been established in memory of George H. Panton (1947-1976), H. Eldon Scott (1916-1975), and Frederick C. Eichenberger (1929-1975).

From Duke University: Elaine Crepeau has left the Law Library to become Development Librarian of the Humanities Collection at Meisei University, Tokyo, Japan. Jean Cook has been appointed Head of the Serials Department; William Gosling has been appointed Assistant University Librarian for Technical Services; Joanne Sharp has been appointed Administrative Assistant to the University Librarian for Friends of the Library. Promotions include: Carol Avery to Senior Assistant Librarian, Descriptive Cataloging Department; Samuel Hammond to Senior Assistant Librarian, Music Library; Eva Lively to Senior Assistant Librarian, Descriptive Cataloging Department; Janie Morris to Senior Assistant Librarian, Subject Cataloging Department; Toby New to Senior Assistant Librarian, Descriptive Cataloging Department; Jane Vogel to Associate Librarian, Reference Department.

From Davidson College: Two endowed book funds have been established recently. One is in memory of Dr. Henry T. Lilly, long-time professor of English and chairman of the faculty library committee. The other is in memory of Harry Goodwin Gaw and Lois Byrd Gaw.

From Greensboro College: A community and campus discussion group known as Morning Books and Coffee began its second year in the Library this Spring. Ten programs presented during the 1975-76 academic year featured poet Heather Ross Miller, novelist Reynolds Price, North Carolina writers and critics John Harden, Blyden Jackson, Charlene Whisnant, Charles Truehart, John Long, Henry Ingram, Arnold Task, and Irish writer Gratten Fryer.

The Temple Emanuel Brotherhood presented the Library an autographed copy of Simon Wiesenthal's *Sails of Hope*. The gift noted the occasion of the famous Nazi hunter's speech in Greensboro.

From Central Piedmont Community College: To "take the college to the classroom," Central Piedmont Community College has acquired a specially-equipped van for Courier Service to off-campus Learning Centers. Pick-up and delivery includes books and Audio-Visual hardware and software. The Public Library of Charlotte and Mecklenburg County has agreed to let the branches closest to Central Piedmont's off-campus locations become pick-up and delivery stations.

DOLLY (Dial Our Listening Library Yourself) is a phone system which provides taped programs of an academic, informational or entertainment nature to any person who calls (704) 373-1873 and requests a given program. Twenty programs are scheduled for DOLLY each week, and the schedule is run in two local newspapers in the television section. Additional "on demand" tapes are run on the system upon the request of any faculty or staff member. A complete listing of all DOLLY's programs is available at the circulation desk of the library. DOLLY is open for calls from 8:00 a.m. until 10:00 p.m. Monday through Thursday; 8:00 a.m. until 5:00 p.m. Friday; 9:00 a.m. until 1:00 p.m. Saturday. Beginning in October, 1975, with only a few old radio shows, DOLLY now offers more than 300 programs. In addition to entertainment programs DOLLY now provides curriculum and course information, mental and physical health, consumer, children's, history, and social problems tapes, among others.

From Davidson County Community College: On March 30, 1976 bids were opened for a new \$1.1 million dollar Learning Resources Center. Groundbreaking ceremonies were held on May 6 with Mrs. Mertys Bell, Dean of Learning Resources at Guilford Technical Institute giving a brief address.

The new facility of 32,000 square feet will house the Library, Individualized Instruction Center, Audio-Visual Department and Television Studio. Expected completion is January, 1978.

From N. C. Department of Community Colleges: Dr. Joseph B. Carter, formerly Director of Libraries, Learning Laboratories and Resources has been appointed President of Martin Technical Institute, Williamston, N. C.

From the Northwestern Regional Library System: Sue Sherif is the new Children's Librarian in Elkin. She received a Work-Study Grant to complete her Master's in Library Science at the University of Wisconsin during the past year. She has also earned a Master's degree from the London School of Economics and an A.B. in Political Science from the University of Indiana.

The Library has a new kind of reference material — a quilt made by the women of the area. Each square pictures a part of the history of the town of Elkin. The quilt will be on display in the library through the Bicentennial Year and will then be a permanent part of its history

collection. A booklet is being printed by the library giving a picture of each square and the history behind it. The project was organized by the Friends of the Library.

From the Cumberland County Public Library: The Friends of the Library sponsored a booth at Expo '76, a Fayetteville trade fair, on April 3 and 4. In addition to a slide presentation, members of the Friends were on hand at the booth to answer questions about library services and programs.

From the Scotland County Memorial Library: Helen H. Thompson, who had been director of the library since 1954, retired February 1. Henry L. Hall, previously a member of the Sandhill Regional Library staff, has been appointed as the new Director.

The Library opened a new branch April 11 in Wagram.

From Duplin County-Dorothy Wightman Library: The Dorothy Wightman Library in Kenansville has contracted with the architectural firm Grier-Fripp Associates of Charlotte to design a desperately needed new County Library. Schematic plans and a rendering of the proposed 11,480 square foot structure have been completed. Estimated cost of the building is \$400,000. The Library is now raising funds to complete planning and begin construction.

From the Wilmington Public Library: Kenneth Reading joined the staff of the library in January. A native of California, Mr. Reading received his B.A. in history and his M.L.S. from Brigham Young University.

From the Division of State Library: Eunice P. Drum has been appointed Acting Chief of the Technical Services Section. She will supervise Acquisitions, Cataloging, the Processing Center, and Services to State Agency Libraries.

From the Greensboro Public Library: A continuing education information and reference service known as LEO (for Lifetime Educational Opportunities) has been operating for almost a year. The service, coordinated by Reference Librarian Eugene Pfaff, lists more than 1,200 different courses. Pfaff estimates there are about 10,000 continuing education opportunities available in the local area.

During March the Library sponsored "Lunch at the Library" each Wednesday. Participants were invited to bring their lunch and be entertained and informed by the variety of programs.

System 80, programmed audio-visual reading instruction, has been made available in three of the Library's branches. The equipment, provided by an LSCA grant, may be used by children and adults. Lessons are selected to meet the needs (determined by test) of each individual reader.

From the Columbus County Public Library: Edna Creech will retire after 29½ years of service to the county. Miss Creech began in 1946 when the Library opened, developing bookmobile service and serving as Librarian until 1970. Since 1970 she has continued as Assistant Librarian. A reception in her honor will be held June 20 at the Library in Whiteville.

From the Sandhill Regional Library System: Rex Klett has been appointed Librarian of the Anson County Library in Wadesboro.

From the Rowan Public Library: Niccole Kester, Coordinator of the Library's outreach service program, resigned in December to take a similar post in California. Sharon Hughson has been named the new Outreach Coordinator. Mrs. Hughson had been community and home adjustment instructor for the Division of Services for the Blind, Department of Human Resources.

The Library opened a reading center for the partially sighted in January. The materials in the center have also been made available to home-bound users by the Outreach staff. In February the Proctor Foundation gave the Library \$200 for books or equipment for the visually handicapped.

An LSCA grant of \$3,717 will allow the Library to cooperate with local schools in a supplemental reading program designed to help children with reading problems. The program is being coordinated by Lu Benke, Children's Librarian.

Carlyle J. Frarey died in his sleep March 12 at his home in New York City. Mr. Frarey was born in Springwater, New York on April 1, 1918 and was a graduate of Oberlin College and the School of Library Service, Columbia University. He was Assistant Librarian at Duke University from 1952-54, Associate Professor in the School of Library Science at UNC-Chapel Hill from 1954-64, and acting dean from 1960-64. At the time of his death he was senior lecturer in the School of Library Service, Columbia University. He was active in various library organizations and published many articles and reports in the field of librarianship. His family asks that anyone wishing to memorialize him make a contribution to the School of Library Service, Columbia University, in lieu of flowers.

Advertisement

Wanted

The Cumberland County Public Library would like to purchase the following issues of the NORTH CAROLINA HISTORICAL REVIEW: January 1927, April 1927, July 1928, October 1928, January 1932, April 1933, April 1940, July 1940, October 1943, April 1944, January 1949, and April 1952.

Please contact Mary Lou Hughes, Cumberland County Public Library, P. O. Box 1720, Fayetteville, North Carolina, 28302, if any of the issues are available.

AV News Exchange

In a recent survey made by the AV Committee of NCLA, one of the major concerns indicated by colleagues in the field was a lack of communication among and between the various media organizations and personnel in the state. This column, as a beginning toward bridging that gap, will publish items of interest to those in AV work. Your contributions and suggestions are warmly solicited.

Listed below is a guide through the confusing alphabet soup of state media organizations.

NCLA — North Carolina Library Association, state chapter of American Library Association.

Membership: Open to all interested in library services; several membership options available with dues at \$10 per biennium for those employed in a library (includes quarterly journal, NORTH CAROLINA LIBRARIES).

Further information: Annette L. Phinazee, President NCLA, School of Library Science, North Carolina Central University, Durham 27707

NCASL — North Carolina Association of School Librarians, section of North Carolina Library Association.

Membership: Member of NCLA

Further information: Una Edwards, Chairman, Alleghany High School Library, Sparta 28675

NCCCLRA — North Carolina Community College Learning Resources Association.

Membership: Open to all interested; dues \$2 per year, from spring meeting to spring meeting, includes various newsletters.

Further information: Jim Foster, President LRA, Central Carolina Technical Institute, 1105 Kelly Drive, Sanford 27330

NCAECT — North Carolina Association for Educational Communications and Technology, state affiliate of AECT, Association for Educational Communications and Technology.

Membership: Open to anyone interested in media; dues \$5 per year from July 1-June 30, includes spring and fall newsletters.

Further information: Harry Cook, President, NCAECT, Catawba Valley Technical Institute, Hickory 28601

EMA — Educational Media Association, affiliate of North Carolina Association of Educators.

Membership: Open to all interested; dues \$5 per year from September 1-August 31, includes newsletters.

Further information: Douglas Joyner, President EMA, Wayne County Schools, Director AV Education, 301 North Herman Street, Goldsboro 27530

All of the above promote library and media services throughout the state with conferences, workshops, professional growth opportunities. If you know of any others that should be added to the list, please send in the basic information for future publication.

State Contract

Frustrated or pleased by state contract materials? Send your clouts or kudos to: Johnny M. Shaver, State Department of Public Instruction, Division of Educational Media, Assistant Director, Central Services, Raleigh 27611

Be sure to send a copy of your letter to the manufacturer or dealer involved.

Regional Film Cooperatives

Almost 800 different 16mm films are housed in several libraries as part of the fifteen county film co-operative serving Region G in central and northwestern North Carolina. These films are available through the public libraries in the region. Are there other regional cooperatives in the state? Let us pass on that information!

State Film Library Films

While regional cooperatives and growing local film collections are broadening the base of film availability in North Carolina, the State Library film service continues to be the major source of films for programming and patron use. State Library films only circulate to contracting libraries. In most cases the public library systems throughout the state have signed contracts to use these films. It is now perfectly permissible for school teachers to borrow (through contracting libraries) and use these films in the classroom. You may request

films no more than 3 months nor less than 3 weeks in advance of your show date. For more information write:

Angeline Suhr, Audiovisual Branch, Information Services Section, 109 East Jones Street, Raleigh 27611

Local Media Productions

The Bicentennial Year has spawned many special local AV productions. If you are aware of any materials (films, slides, tapes and filmstrips) from your area that might be of interest to others in the state, please send standard information (description, producer and address, as well as cost and preview availability if known) to: Mary Stevens, High Point Public Library, P. O. Box 2530, High Point 27261

All suggestions will be passed on in the next column.

North Carolina Films

Bill Sugg, Forsyth County Public Library, 660 West Fifth Street, Winston-Salem 27101 is compiling a filmography of films made in North Carolina and films by and about North Carolinians. Contact him if you know of feature films or experimental shorts made in your area. Of particular interest are films from the twenties, thirties, and forties. Results will be made available when completed.

This is your column. What would you like to see covered in the future? Please send all queries and items of interest to: Ellen Day, McNutt Center for Instructional Media, School of Education, UNC-Greensboro, Greensboro 27412

Deadline for next issue is July 26, 1976.

Instructions for the Preparation of Manuscripts for North Carolina Libraries

In response to requests for instructions on how manuscripts should be submitted to the journal, the Editorial Board of NORTH CAROLINA LIBRARIES has prepared the following statement.

1. All manuscripts should be submitted in duplicate on plain, white paper measuring 8½" x 11".
2. Double-space all copy except for lengthy quotes which should be indented and single-spaced. The beginning of paragraphs should be indented eight spaces.
3. Name, position, and professional address of the author should appear in the upper left hand corner of the title page. The number of words rounded to the nearest hundred should appear in the upper right-hand corner of the page.
4. 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.
5. Footnotes should appear at the end of the manuscript. Footnote style should be taken from Kate Turabian's A Manual for Writers of Term Papers, Theses, and Dissertations, Third or later edition.
6. Photographs will be accepted for consideration, but will not be returned.

7. Manuscripts should be stapled together in the upper left-hand corner and mailed first-class in a 9" x 12" envelope.
8. Manuscripts of the following character will be considered: historical, biographical, philosophical, descriptive, research reports, how-to-do-it, minority librarianship, student research papers, and major addresses. Questions relative to manuscripts outside of these types should be addressed to the Editor.
9. All manuscripts should be scholarly in tone if not in content.

Upon receipt, a manuscript will be acknowledged by postal card from the Editor's office. Following review of a manuscript by members of the Editorial Board, a decision to accept or reject 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. Publication can be reasonably expected within twelve months.

An honorarium of \$15.00 will be paid by the journal for each manuscript immediately following its publication; however, no honorarium will be paid for addresses.