

Report from the President

The Governor's Conference on Library and Information Services held in Raleigh on October 19-21, 1978 was well attended with over 650 participants. The staff at the State Library and the various planning committees are to be commended for the outstanding job they did in making preparations for the Conference.

Both lay and professional participants were very positive, enthusiastic and took their task very seriously. The 200 official delegates worked diligently in developing the Conference Resolutions. In providing information and background the Governor, the other speakers and the exhibits made an outstanding contribution to the Conference.

One of the last tasks of the Governor's Conference was to select the eight lay delegates, four professional delegates and five alternate delegates to represent North Carolina at the White House Conference to be held October 28 to November 1, 1979 in Washington, D.C. For a complete report on the Conference in-

cluding the Recommendations, I suggest you read *Tar Heel Libraries*, November/December issue.

I attended the joint conference of the Southwestern and Southeastern Library Associations on October 5-8, 1978 in New Orleans. "Beyond Regional Bounds", the Conference theme, was well developed with a full program and extensive exhibits. As planned, the state library association presidents of the Southeast met to continue our discussion of state association activities and ways of working with SELA.

The North Carolina Association of School Librarians held its Biennial Work Conference on November 16 and 17, 1978 in Winston-Salem. The program committee is to be congratulated on providing informative sessions with a variety of outstanding speakers. The Association presented special awards to Mrs. Doris Brown and Miss Elizabeth Lassiter in appreciation for their years of service to school libraries in the State. Mrs. Brown and Miss Lassiter have recently retired

from the Division of Educational Media, State Department of Public Instruction. The Mary Peacock Douglas Award given for outstanding contributions to North Carolina school libraries was presented to Mrs. Mary Frances Johnson, Professor, Library Science/Educational Technology Division, School of Education, UNC-G.

Mr. Sam Boone, UNC-Chapel Hill Library, has agreed to serve as the North Carolina representative on the ALA Ad Hoc Copyright Subcommittee. The charge of this committee is as follows:

"To set up and implement a mechanism for monitoring the effects on library services of compliance with the new copyright law, in preparation for the five-year review by the Register of Copyrights. To determine the kinds of data that should be collected for the review and how best to collect them. To serve as liaison with ALA divisions and other units and other library organizations, to receive information, serve as a sounding board and relay information to the Legislation Committee on the various aspects of the copyright law, which are unsettled or on which there is general lack of understanding among librarians." According to ALA Mr. Boone's responsibility is "to alert the subcommittee of copyright concerns and to act as a link between the subcommittee, ALA divisions and units, and the library and user community." If you have copyright concerns, please direct them to Mr. Boone.

The NCLA Spring Workshop will be held on March 30-31, 1979 in Manning Hall on the UNC-Chapel Hill Campus. The Executive Board dinner meeting will be at the Carolina Inn on the night of March 30. The Association committees will meet on Saturday morning, March 31.

Tuesday, April 3, 1979, has been designated as Legislative Day in Washington, D.C. This is the fifth year that the District of Columbia Library Association has made arrangements for librarians from across the nation to have the oppor-

tunity to meet their legislators and acquaint them with library programs and needs. Our Governmental Relations Committee Chairman, Mrs. Judith Letsinger, will be arranging for NCLA's participation.

Mr. Herbert Poole has resigned as Editor of *North Carolina Libraries*. NCLA owes a great debt of gratitude to Herb who has served as Editor for seven years. Under his leadership we have seen the journal reach a new level of excellence and respect.

Dr. Jonathan A. Lindsey, Head Librarian, Carlyle Campbell Library, Meredith College, Raleigh, has agreed to serve as Editor of *North Carolina Libraries*. With his outstanding qualifications and background we are fortunate to have Dr. Lindsey as our new Editor.

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From the Editor's Desk

This issue of *North Carolina Libraries* completes seven years of publication under one editor. It is a time for change, a time to move on to other pursuits, a time to say thank you and goodbye.

We are pleased to announce to the membership of the North Carolina Library Association that Dr. Jonathan Lindsey, librarian at Meredith College in Raleigh, has been appointed your journal's new editor. His responsibilities will begin with the next issue.

The Executive Board of the North Carolina Library Association has decided to make a change in the way your journal's editorial board operates. Jonathan Lindsey will be telling you more about this. We feel that the change should bring with it some marked improvement in the quality of your journal. Henceforth the Editorial Board will be composed of representatives from each of the sections of the Association. It will be somewhat larger than the old board, and it should be more effective in gathering the information which keeps a journal such as ours alive. The choice of Jonathan Lindsey as the new editor is, in our estimation, an excellent one.

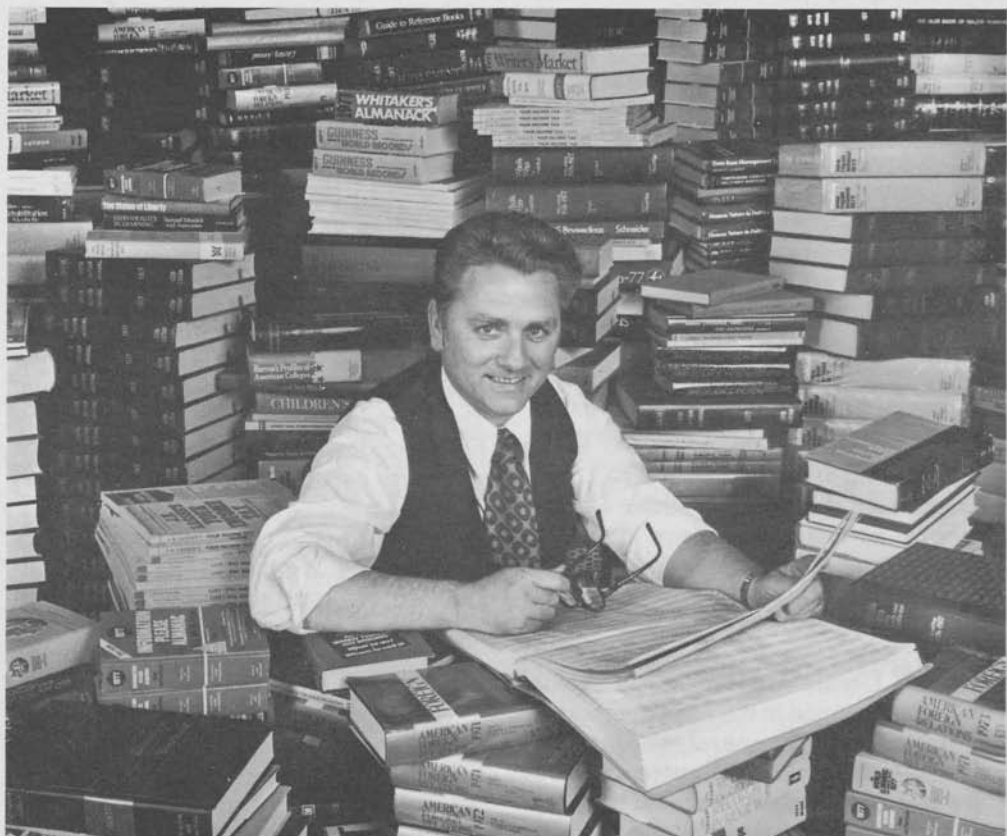
Times of departure can be difficult — everyone knows that. We always feel that there is so much that needs to be said, and yet the right words do not come to mind. In their stead come myriad thoughts in overwhelming numbers which refuse to allow themselves to be focused. Yet we must try in this parting statement to say a few things to our readership.

We are pleased with the contribution to the written record of librarianship in North Carolina which *North Carolina Libraries* has made over the past seven years. These years have been fulfilling. They have seen their share of hard work, but for the most part they have been more fun than anything.

We did not do anything particularly earthshaking. We have tried, however, to publish a journal which one might describe as being solid. We have tried to make it the best in the Southeast. Some say we have.

We hope you will agree that during these seven years your journal has achieved a standard of excellence in which you can take pride. We have tried to improve upon the foundation which we inherited. We have striven for dependable service, reliable periodicity, and a high quality of content. As we review the more than two dozen issues produced during this time, we believe that we are able to see progress toward each of these three goals. Certainly we are pleased to pass these improvements on to those whose responsibility the journal will now be.

The most important part of the experience has been in our relationships with people, in particular members of the Editorial Board over the years. An expression of the deepest and most heartfelt appreciation goes to each of them. It has been a genuine privilege to serve with them and to serve the North Carolina Library Association.



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The Librarian: An Educator in the Collegiate Library

by Jonathan A. Lindsey
Meredith College

Among the qualifications which appear to be necessary for being a college librarian there is one which seldom appears in the ads for openings, in interviews with a prospect, or among the professional discussions about librarianship. It may be that this qualification is assumed, but it is likely not to be. Unfortunately it may be difficult to define, difficult to assess, and difficult to present in an unprejudiced manner.

Nevertheless the collegiate librarian has many roles to fulfill and it is difficult to identify any as the essential role.

Role Models for Collegiate Librarians

The first role models for collegiate librarians tend to be those librarians whom they experienced in the process of their undergraduate education. Positive or negative experiences feed into the development of attitudes concerning how they function. If a student is exposed to what he

or she considers a good college librarian, then in some ways he will imitate that person. If he has a bad exposure, then he may attempt to rectify situations which he experienced.

Added to the student's undergraduate experience is his or her experience(s), usually in a different educational environment. Once the graduate experience was terminated and the student enters the job market, he may not have made a conscious choice to become a college librarian instead of a university librarian. After all, there have been more jobs during the past decade for beginning librarians at universities than in colleges.

In the process of education and movement to his or her first professional position, the librarian may seek to obtain the appropriate content and experience to prepare him for the world of work. Part of that preparation is exposure to professional literature which in the past decade has changed somewhat in its orientation. Management and concerns with management have dominated concepts about

library administration, as a look at library literature will quickly reveal. Library systems, large research libraries, and major university libraries seem rather regularly to crank out data about management and diversity of management forms.

If one is a library administrator, he or she is aware daily of the necessity of management and management skills. The current role model for academic librarians, of which collegiate librarians are a small number, has a strong management/administration component.

Management has not always dominated the field. A comparison of the tables of contents for the editions of Guy R. Lyle's *The Administration of the College Library*, a standard text, since 1944 reveals the changes in the management/administration mentality abroad in libraryland.

In earlier editions, Lyle wrote about "mechanical preparation of books," "inventory," "work at the loan desk," and "library surveys". In his final edition, however, the language has a different sound. He writes about "production levels and costs," "charging systems," "institutional self-assessment," "instructional media," and "media of interpretation." The changes in language reflect the changes in the thinking of librarians.¹

The new managerial approach to academic libraries is also stronger in some regions, since accrediting agencies of colleges and universities have also been exposed to the development of management concepts. In the Southeast three criteria dominate the evaluation process: consistency of

purpose with institutional purpose, efficient management, and effective planning.² Further, the recently revised (1976) Standard Six for the Southern Association of Colleges and Schools, which applies to libraries, employs the new language of management.

The current standard is longer than the earlier one, and uses terms such as "chief library administrator," "objectives" (three times in one paragraph), and "mission" (one of the really in-words). The new statement does not as clearly identify the library as an "instrument of instruction, not only in general education but also in the cultural development of students and faculty," as did the 1962 version. It does, however, note that educational institutions "exist with a diversity of educational programs and objectives," and requires each institution to "develop for its library a statement of mission and objectives appropriate to the institution."³ Academic libraries in the Southeast will be judged by the criteria of management.

The apogee of the management complex among librarians appeared in the announcement by Pratt Institute's Graduate School of Library and Information Science (Brooklyn) of a new degree program in information management, including thirty-six hours of "storage and retrieval systems, specialized information centers, telecommunications in information dissemination, and information networks and systems design. And there will be institutes offered in the four general areas of management:

information systems, data base access, computer programming concepts for the information manager, and marketing of information products and services." Increasingly, one person was named as the faculty for the program.⁴

Within the past decade, from the deluge of professional writing on the subject of the management of academic libraries, from the emphases of library schools who turn out "managers" of various skills, and from the emphases of recent professional meetings, it is clear that a dominant role model for collegiate librarians is that of the manager.

Varieties of Functions of Collegiate Librarians

The collegiate library functions as do most other academic libraries, that is, within the limitations and opportunities of the fiscal, physical, and geographic boundaries of the institution of which it is a part. But the collegiate librarian, unlike the university librarian, cannot be a specialist. He or she must wear many hats, some of which fit nicely, and some of which are too small or too large.

On the fiscal side, the college librarian is likely to be caught more easily on the horns of the dilemma of too many requests and too little funds. To provide *The New York Times* in hard copy, microform, and the index therefor costs the smaller library as much as the larger library, more than one thousand dollars. Such a sum represents a greater percentage of

the smaller budget than the larger and the choices are correspondingly more difficult to make.

The college librarian seeks to provide the same benefits to the educational process as the university librarian. But the problems brought about by inflationary costs for basic resources seem to be more staggering. The rate of inflation for books — more than 100% in ten years — is exceeded by that for periodicals. Thus the 1976 data for HEGIS XI reflected that book purchases were down and staff costs were higher. Nationally, 60.6% of library budgets are for staff, 16.3% for books, and 10.9% for periodicals.⁵

Not only does the collegiate librarian face the fiscal problems common to other academic libraries; there are the concomitant personnel problems. The larger the library the greater the probability of specialists in the various services of the library. But in the smaller library there is less opportunity for specialization. Hence one is called on to be a "jack-of-all-trades": some cataloging, some audiovisual, some acquisitions, some reference. The collegiate librarian is likely to be involved in every phase of library service within the course of a week. He does not have the freedom to exercise the principle of management articulated by Carl Rogers, that the most effective managers are not those who got in there with everyone else and worked through the crisis.⁶ Often the collegiate librarian has no choice.

Another phase of librarianship in academic circles has been gaining ground and exposure in recent years.

So great a concern exists over bibliographic instruction that the American Library Association recently created a Library Instruction Roundtable and the Association of College and Research Libraries, a totally new Bibliographic Instruction section in the same year. Bibliographic instruction has been the business of librarians for generations, only we are now looking at it as a major service emphasis. Harvard too has declared that building collections is not its only purpose. It also has joined the ranks of those institutions, large and small, which have been creating bibliographic instruction programs. It is significant that much of the leadership in this movement came from a collegiate library, that of Earlham College.

Collection development in the collegiate library assumes a form somewhat different from the larger institution. Blanket orders generally are not used. Frederic M. Messick gives sound advice to the college librarian:

One needs to think about how a particular title may be used by the student and in relation to other individual works and collections . . . Choosing "good books" without considering the dynamics of use is to overlook a critical factor.⁷

Messick's works were directed to an understanding of the function of subject specialists, but they ring true in the area of collection development as a whole.

Functionally the college library has the same kinds of problems and opportunities experienced by the university/research library, by and for whom much of today's literature is produced. In either case good manage-

ment is a prerequisite to the provision of adequate or superior service. Management is, however, not the essential role identification for the collegiate librarian.

Rank and Status Questions

When jobs among librarians were more plentiful some academic librarians raised questions about their status and ranking in the academic community while many in the profession felt that librarians were considered worthy of being seated only below the salt. Thus the question of faculty rank, status, and tenure for academic librarians was loudly voiced and debated along with the issues of unionization.

These questions were valid, good to raise in a period of job surplus. The quiescent attitude of the past several years, however, bespeaks the tighter market. In fact the question of faculty status and rank, along with tenure, has received mixed responses. In some instances librarians were tenured years ago and have continued to function effectively. In others, some but not all professionals in a library may be faculty on tenure track. In some instances the library staff has a greater job security with tenure than the director, who has none.

Job security, status, more salary, and other motives fed the push for rank and tenure. In an academic institution the staff of the "heart of the institution" should have every reason to feel proud. But in the rank and tenure issue the question of the es-

essential role identification of the librarian was usually neglected amidst the attempt to define requirements for promotion and tenure.

The Role of Educator

In the rank and tenure question the library used the argument that its professionals were teachers. To be identified as teachers was a large accomplishment for librarians. However, merely arguing that the librarian is a teacher, or is one who fulfills the functions of teaching in the normal course of duties, does not mean that the academic librarian is essentially an educator. Teaching may be merely a function or a specialization analogous to reference work, cataloging, or media services.

The essential role identification of the collegiate librarian is that of an educator. An educator is one who understands and participates in the teaching/learning process to which an academic institution is committed. Further, an educator must understand the dynamics of the teaching/learning process as it is implemented by an institution. An educator must also be aware of participation in a system in which one is not only a disseminator of information but also a participant in molding the system.

Obviously librarians, particularly those in public service areas, participate in the teaching/learning process. This is why librarians have been effectively able to argue that they teach. Much of their teaching activity is necessarily on a one-to-one basis. Effective reference departments spend a majority of their time in

the teaching process as they provide services to students, faculty, and other constituents of their institution. In this instance, teaching is more than providing information. Teaching is assisting in equipping an individual for self-directed learning, not merely to meet an assignment, but also to assist in developing a life skill.

The second aspect of the definition I submit for the educator is more difficult to define precisely. One way to get at it, however, is to look at seven functions which Messick described for the subject specialist, and to note that these functions indicate some of the ways in which a good librarian should understand the dynamic of the teaching/learning process as it is implemented in an institution. Messick's description includes

1. Consult on collection development and book selection
2. Learn of impending changes in curricula, policies, new instructors, etc.
3. Communicate library policies and practices to the departments in one's subject area.
4. Consult on proposed changes in the library.
5. Act as ombudsman or troubleshooter for library problems of the classroom faculty.
6. Educate students taking specific classes in one's subject area on respective library resources and utilization.
7. Improve the image of the library faculty and the library as an institution.⁶

But there is more, something that may be achieved only as one remains in an institution long enough to become sufficiently aware of its teaching/learning dynamics, so that when a reference question comes, one can identify with almost absolute

accuracy the faculty member who generated the question. This requires a direct awareness of the personalities of the faculty. The mindset necessary to achieve this level of understanding requires a holistic approach to the educational process. It is the kind of attitude which sees beyond the interdisciplinary competitions in an institution to the final product of the interdependence of departmentalized educational systems. It is a point of view which leads to an undocumented conclusion that librarians become institutionally identified, while teaching faculties tend to maintain a primary discipline identification.

Beverly Lynch has charged that academic libraries "have adopted the environment defined by the college or university", but indicated that there "may be opportunity to participate in the definition of the environment and design programs of services to its definition." To "develop programs and services that meet broad goals and objectives of undergraduate education" may provide the library the opportunity to "shape the direction of American higher education in a very direct way."⁹ This can be accomplished only if the librarian has a clearly defined identity and acceptance among academic colleagues as an educator jointly sharing the teaching/learning process, demonstrating an understanding of the dynamics of the teaching/learning process as it is implemented in the institution.

Since the undergraduate program is again under question and intense

examination, the holistic view which the librarian as educator can bring to that examination is important.¹⁰ The librarian who perceives himself as an educator will make every effort to gain an acceptance of that self perception among the teaching faculty as well as the administration, and will seek the appropriate opportunities to provide information which affects the academic decision making. In this way the environment will be molded by librarians.

Management skills are necessary for effectiveness in a future when fiscal and personnel limitations will make greater demands on collegiate libraries. Faculty rank and tenure will be hammered out on individual anvils in individual institutions. But if collegiate libraries and librarians are to take advantage of the opportunity of molding the environment in which they exist, they must have an essential role identification and function as educators.

Footnotes

¹Guy R. Lyle, *The Administration of the College Library* (New York: H.W. Wilson Co., four editions, 1944-1974).

²Southeastern Library Association/Southern Association of Colleges and Schools, Joint Conference on Standard VI, Atlanta, Georgia, November 11-12, 1977.

³*Standards of the College Delegate Assembly, Southern Association of Colleges and Schools, 1976* (Atlanta: SACS), pp. 19-20; "Revision of Standard VI-Library," *SOUTHEASTERN LIBRARIAN*, 26:18-21, (Spring; Edward G. Holley, "The Revision of Standard Six of the College Delegate Assembly of the Southern Association of Colleges and Schools," *IBID.* pp. 13 ff.

⁴"Info Management Master's," *LIBRARY JOURNAL*, 103:503 (March 1, 1978).

⁵"Book Buying Down & Staff Costs up in Academe," *LIBRARY JOURNAL*, 103:499 (March 1, 1978).

⁶Carl Rogers, *Carl Rogers on Personal Power* (New York: Delacorte, 1977), p. 98.

⁷Frederic M. Messick, "Subject Specialists in Smaller Academic Libraries," *LIBRARY RESOURCES & TECHNICAL SERVICES*, 21:371 (Fall 1977).

⁸*Ibid.*, p. 372.

⁹Beverly P. Lynch, "The Changing Environment of Academic Libraries," *College & Research Libraries*, 39:13 (January 1978).

¹⁰Ernest L. Boyer, "The Chaos of College Curricula," *THE WASHINGTON POST*, October 30, 1977, Section C, page 1. See also Susan Schiefelbein, "Confusion at Harvard: What Makes an 'Educated Man'?" *SATURDAY REVIEW*, 5:12 ff. (April 1, 1978).

The Publications Sponsored by the Trustees of the Public Libraries of North Carolina

by Maury York
University of
North Carolina at Chapel Hill

Librarians and libraries are often intimately associated with the preservation of history. Manuscript or special historical collections house vast stores of material otherwise inaccessible to the public. Clio's keepers sometimes rise above their roles as conservators: they publish portions of their holdings, thereby increasing the availability of the information. At one time the North Carolina State Library actively embraced the role of purveyor of historical victuals. During the late nineteenth and early twentieth centuries, the library's trustees sponsored the publication of several compilations of state documents and a new edition of John Brickell's rare history of North Carolina.

The general assembly of 1812 created what later became the state library to assist legislators in their work. Originally, it contained laws,

acts and journals of the legislature, together with other books and documents relating to the state. The librarian also collected documents from other states and the U.S. Government, received through exchange.¹ Later, however, the library acquired books of a general nature. In 1816 the general assembly appropriated an annual sum of \$250 for the purchase of books.² The amount was doubled by 1825.³

The general assembly of 1840-1841 created a board of trustees for the library. Originally composed of the governor and justices of the supreme court, the board's composition changed in 1872. Thereafter, the governor, secretary of state and superintendent of public instruction governed the library's operation. In addition to managing the library, the

trustees supervised the preservation of state documents and manuscripts.⁴

Beginning in 1881, the general assembly instructed the trustees to publish various documents of pivotal historical interest.

The first of these was John Wheeler Moore's *Roster of North Carolina Troops in the War Between the States*. Moore had been a major in the Civil War. Subsequently he published *School History of North Carolina, From 1584 to 1879* and *History of North Carolina, From the Earliest Discoveries to the Present Time* (1880).⁵ The general assembly authorized the *Roster* early in 1881, but Moore and the library trustees had difficulty agreeing upon the scope of the work and Moore's compensation.⁶ The trustees discussed these matters during March, April and May, 1881. On May 10 the board decided to require the Hertford County native to include the following information in the *Roster*: the date and place of organization of each unit; the engagements in which the unit participated; and the name, place of residence, date and place of enlistment, promotions, injuries and time of discharge of each soldier and officer. Six days later a contract was agreed upon. The editor was to receive \$2,100 in addition to postage and stationery costs. Upon completion of each volume, the trustees were to pay half of a proportional amount of the total sum. The other half was to be paid when the volumes were actually published.⁷

Because of difficulties the editor encountered, financial arrangements changed. In September 1881 Moore informed the trustees that he had discovered additional material in

Washington, D.C. The trustees agreed to increase his pay by \$300. The editor completed the first volume in March 1882, and with the help of his wife and children, finished the fourth volume by the end of the year.⁸

Moore utilized muster rolls located in the archives of the United States War Department and in the office of the Adjutant General of North Carolina in compiling the *Roster*. He also sent to surviving officers incomplete rolls, asking them to fill in the gaps. The latter approach generally failed. According to Moore, "abundant" returns of most North Carolina regiments and battalions were located.⁹

The finished work was similar to what the trustees had requested, but owing to incomplete data, full infor-

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mation was not included for all men listed. Volumes one, two and three listed executive and staff officers, general officers and regiments, by company. In addition to these facts, volume four contained lists of officers employed in conscript duty and a recapitulation giving the total number of soldiers belonging to each regiment or battalion.

On February 17, 1881 the general assembly ratified an act authorizing the trustees to publish any records belonging to the state created prior to 1781. The printing and binding were to be performed by the state printer at rates fixed by law. The general assembly gave the trustees the authority to sell any copies not reserved for use by the public libraries.¹⁰

The project was conceived and executed by Secretary of State William Laurence Saunders. Saunders, a graduate of the University of North Carolina, colonel in the Confederate Army and co-founder of the *Raleigh Observer* gained the position of secretary of state upon the death of his predecessor, Joseph A. Engelhard.¹¹

Shortly after assuming his duties in 1879 Saunders approached Governor Thomas Jordan Jarvis about the benefits of publishing the state's colonial records. Jarvis urged his friend to prepare a resolution for submission to the general assembly. In 1881 Senator Theodore F. Davidson of Buncombe County introduced a resolution created by Saunders.

The Secretary of state soon discovered that very few of the state's colonial records existed in the state archives. Therefore, on March 12,

1883 the general assembly authorized the publication of any records missing from the archives. The legislators provided unlimited funds for the project.¹²

It was Saunders' intention to

Do the work in our charge thoroughly, so thoroughly, if possible, that it need never be done again and so thoroughly that the real facts may stand out so plain that no future historian need err in regard to them.¹³

In doing that he consulted documents from at least seven sources: office of the secretary of state; British Public Record Office; State Archives of South Carolina and the South Carolina Historical Society; miscellaneous locations in Virginia; county courthouses in the Albemarle; Quaker records in Philadelphia; and records of the Society for the Propagation of the Gospel in Foreign Parts.¹⁴ The most important of these were copied from among the records of the British Public Record Office in London. W. Noel Sainsbury, senior clerk there, directed the work.¹⁵

Owing to his failing health, Saunders managed only to publish material dated through 1776. Yet the ten volumes he edited represent the herculean task of a man who did the work "without reward, or the hope of reward, and solely because of the love he bears North Carolina and her people."¹⁶

Though Saunders' work in editing *The Colonial Records of North Carolina* was impressive, it was incomplete. The torch was passed to Walter Clark, a Tar Heel of similar background. Clark had served as a major in the Confederate Army, the youngest officer on either side. After

the war he practiced law in Raleigh and edited the *Raleigh News*. In 1888 he was appointed associate justice of the North Carolina Supreme Court. In 1902 he was elected to the top position on the bench, an office he held until his death in 1924.¹⁷

After the end of the legislative session of 1893 Clark began the task of publishing the colonial records produced through 1781. He soon concluded that the end date of 1781 was meaningless and recommended to the general assembly 1789 as a more appropriate stopping point. Accordingly, in 1895 the legislature extended the scope of the work to January 1, 1790.¹⁸

Clark approached his task from many different directions. In addition to arranging and copying the records in Raleigh, he obtained copies of documents from the British Public Record Office, libraries in New York City, the David Lowry Swain collection at UNC and the State Historical Society of Wisconsin. Stephen B. Weeks searched for material in Maryland and Pennsylvania as well as in North Carolina. Clark also utilized the transcripts of British documents copied previously by historian John Hill Wheeler. The hard working judge received assistance from bibliographer B.F. Stevens of London.¹⁹

The first two of Clark's volumes appeared in 1895. They adhered to the format of the Saunders volumes, and constituted volumes eleven and twelve in the series. The twenty-first volume, published in 1903, brought the work through 1790. Miscellaneous documents appeared in the next volume, and laws of the period con-

stituted volumes twenty-three through twenty-five. The census of 1790, listing the heads of families, rounded out the work — fourteen years after Clark began his task.²⁰

Saunders and Clark performed a great service by assimilating so much of the state's history, but Stephen Beauregard Weeks increased the value of their labor: he compiled an index to the entire series.

Weeks, the state's first professional historian, was graduated from UNC in 1886. He received an M.A. in 1887, and the first Ph.D. given by the Department of English in 1888. He then studied under Herbert Baxter Adams at Johns Hopkins, receiving the Ph.D. in history in 1891. He taught history at Trinity College from 1891 to 1893, and worked as historian in the U.S. Bureau of Education for many years.²¹

The general assembly of 1895 authorized the index, and the library trustees soon negotiated with the Pasquotank County native.²² Weeks offered to compile the index for \$1200. Confident of his fitness for the job, he stated emphatically that "I am sure that the Trustees could get an index of some sort purporting to be complete, but woefully incomplete, for much less money than the sum which I have named. But I know that the Trustees want the best work possible, for unless the index is of this character it will be of no service whatsoever."²³ On May 25, 1895 the trustees voted to accept Weeks' offer. They quickly told him of their decision and in so doing informed him that, "The index is to be made as to be a key to unlock the Records now practically sealed."²⁴

Weeks attempted to include every proper name and proper adjective found in the massive set of state records. He dispensed with cross references since he placed the items he indexed under all reasonably pertinent headings. The index was strictly alphabetical, and was compiled using Charles Ami Cutter's rules as a guide. The editor warned the readers about the possibility of errors concerning frequently called names such as John Smith. He cautioned them to think of all ways to spell personal names, since they varied considerably in the seventeenth and eighteenth centuries.²⁵

Volumes one through three of the index provided access to the efforts of Saunders and Clark. A fourth volume (the thirtieth in the series), published in 1914, explained in detail the history of efforts made to preserve the state's records. The final chapter listed several sources which could yield still more valuable information about the history of the state. Though Weeks' work eventually cost more than the \$1200 originally agreed upon, the return in terms of access to the records is incalculable.

Another eminent North Carolinian produced three works under the auspices of the trustees of the state library. Bryan Grimes, son of the Civil War general of the same name, was an alumnus of UNC. In 1900 he was elected to the position of secretary of state and subsequently secured the position four times. He also served as chairman of the N.C. Historical Commission and was a member of the State Literary and Historical Association.²⁶

Grimes' first work was entitled, *Abstract of North Carolina Wills Compiled From Original and Recorded Wills in the Office of the Secretary of State* (1910). According to the author it represented an abstract of every will then in the office of secretary of state. Grimes undertook the project because of the great interest in the old wills. Depending on the completeness of each will, the author included the following information in the abstracts: testator, place of residence, name of wife, children, legatees, witnesses and probate officers. Occasionally, names of plantations or various noteworthy items or passages were included. The earliest will bore the date of 1663, but most had been written after 1690. The *Abstract* also included an index and an appendix which indexed each book from which the wills were abstracted.

Grimes pointed out some of the problems associated with the wills. He warned readers that "X's" should not always be construed as signs of illiteracy, since known literates sometimes signed wills in that way. He noted that family relationships were often stated incorrectly (nephews or neices might be referred to as cousins). Grimes also explained the ambiguous dates caused by the failure of England to adopt the Gregorian Calendar prior to 1751.²⁷

Two years later Grimes completed a related work, *North Carolina Wills and Inventories*. The secretary felt that the publication was important, since wills opened an important window to the social and "industrial" life of North Carolina during the colonial period.

The book consisted of transcriptions of a number of wills deemed in some way representative or significant.²⁸ The compiler also included a small number of inventories, including some of private libraries. The wills and inventories were segregated, each series being ordered alphabetically. These sections were followed by an index.

In 1911 the trustees of the public libraries authorized Grimes to reprint John Brickell's *The Natural History of North Carolina*, first published in 1737. The trustees wanted to increase the accessibility of what was by then a very rare, but still important book. Grimes defended it as more than just a synopsis of John Lawson's *A new Voyage to Carolina*, and made references to its valuable information concerning the natural, economic and social conditions of early North Carolina. A brief sketch of the life of Brickell was followed by the original text (adhered to as closely as possible), maps and plates. Grimes added an index which had been penned in the copy he used in preparing the reprint.²⁹

With the exception of Stephen B. Weeks, all of the compilers of these books were amateur historians. The truth of this statement can be ascertained by looking at the works carefully. Yet, all of the men discussed provided worthwhile reference sources for countless Tar Heel historians and genealogists. They and their sponsor, the state library trustees, accomplished their goal of dissemination of knowledge. The knowledge is still circulating, and probably will for a long time to come.

Footnotes

¹See *Laws of North Carolina*, 1812, c. 16, hereafter cited as *Laws of N.C.*, with appropriate date; and *Journal of the House of Representatives of North Carolina*, 1813, p. 13, hereafter cited as *N.C. House Journal*, with appropriate date.

²See *Journal of the Senate of North Carolina*, 1816, p. 46; and *N.C. House Journal*, 1816, p. 47.

³Resolution in *Laws of N.C.*, 1825-1826, p. 90.

⁴See *Laws of N.C.*, 1840-1841, c. 46; and *Public Laws of North Carolina*, 1871-1872, c. 169.

The official title of the board was Trustees of the Public Libraries of North Carolina. However, since their jurisdiction included only the state, supreme court and legislative libraries (there were no public libraries in N.C. until the late 1890's), this writer has referred to the group loosely as the state library trustees.

⁵Samuel A. Ashe, Stephen B. Weeks and Charles L. Van Noppen, eds., *Biographical History of North Carolina: From Colonial Times to the Present*, 8 vols. (Greensboro: Charles L. Van Noppen, 1905-1917), VIII: 359-364, hereafter cited as Ashe, *Biographical History*.

⁶*Laws of N.C.*, 1881, c. 50.

⁷*Minutes of the Meetings of the Trustees of the Public Libraries of North Carolina*, [1881-1919], pp. 5, 11-15, 17, 19-23. North Carolina State Library, Administration Division, State Archives, Raleigh, N.C., hereafter cited as *Library Board Minutes*, with appropriate page.

⁸*Library Board Minutes*, pp. 35-37, 57, 89-93.

⁹John W. Moore, *Roster of North Carolina Troops in the War Between the States*, 4 vols. (Raleigh: [State of North Carolina], 1882), I: iv.

¹⁰*Laws of N.C.*, 1881, c. 88.

¹¹Ashe, *Biographical History*, IV: 382-386.

¹²H.G. Jones, *For History's Sake: the Preservation and Publication of North Carolina History, 1663-1903* (Chapel Hill: University of North Carolina Press, 1966), pp. 212-226, hereafter cited as Jones, *For History's Sake*.

¹³William L. Saunders to H.B. Ansell, 19 September 1883. *Library Board Minutes*, pp. 181-189.

¹⁴William L. Saunders to the Rev. Joseph Blunt Cheshire, Jr., 20 September 1883, *Library Board Minutes*, pp. 189-191.

¹⁵Jones, *For History's Sake*, pp. 212-226.

¹⁶William L. Saunders, ed., *The Colonial Records of North Carolina*, 10 vols. (Raleigh: [State of North Carolina], 1886-1890), I: vii-viii.

¹⁷See Jones, *For History's Sake*, p. 227; and Aubrey Lee Brooks, *Walter Clark: Fighting Judge* (Chapel Hill: University of North Carolina Press, 1944), pp. 129, 140-141, 254.

¹⁸See Jones, *For History's Sake*, p. 229-230; and *Laws of N.C.*, 1895, c. 464, s. 2.

¹⁹Jones, *For History's Sake*, pp. 230-231.

²⁰See Jones, *For History's Sake*, pp. 233-234; and Walter Clark, ed., *The State Records of North Carolina*, 16 vols., numbered XI-XXVI (Winston and Goldsboro: [State of North Carolina], 1895-1906).

²¹H.G. Jones, "Stephen Beauregard Weeks: North Carolina's First Professional Historian," *N.C. HISTORICAL REVIEW*, XLI (Autumn 1965): 411-419.

²²*Laws of N.C.*, 1895, c. 464, s. 3.

²³Stephen B. Weeks to Governor Elias Carr, 11 April 1895. *Library Board Minutes*, pp. 400-401.

²⁴John C. Scarborough to Stephen B. Weeks, 27 May 1895. *Library Board Minutes*, pp. 401-402.

²⁵Stephen B. Weeks, *Index to the Colonial and State Records of North Carolina, Covering Volumes I-XXV*, 4 vols. (Goldsboro, Charlotte and Raleigh: [State of North Carolina], 1909-1914), I: [i].

²⁶See Ashe, *Biographical History*, VI: 262-264; and M.C.S. Noble, "Col. J. Bryan Grimes Dies," [UNC] *ALUMNI REVIEW* XI (February 1923): 130-131.

²⁷J. Bryan Grimes, ed., *Abstract of North Carolina Wills Compiled From Original and Recorded Wills in the Office of the Secretary of State* (Raleigh: [State of North Carolina], 1910), pp. [iii]-vi.

²⁸J. Bryan Grimes, ed., *North Carolina Wills and Inventories Copied From Original and Recorded Wills and Inventories in the Office of the Secretary of State* (Raleigh: [State of North Carolina], 1912), pp. [5]-6.

²⁹John Brickell, *The Natural History of North Carolina. With an Account of the Trade, Manners, and Customs of the Christian and Indian Inhabitants. Illustrated With Copper-Plates, Whereon are Curiously Engraved the Map of the Country, Several Strange Beasts, Birds, Fishes, Snakes, Insects, Trees and Plants*, &c. (Dublin: Printed by James Carson, 1737; reprint ed., [Raleigh: State of North Carolina, 1911]), pp. [i-iii].

The Employability of the Non-Accredited M.L.S. at the Junior College Level in North Carolina

**by David Crook
East Carolina University**

Professional employment after graduation is a goal that all students working toward the completion of a Master of Library Science (M.L.S.) degree hope to achieve. This hope of employment is becoming merely a hope in our time of rising unemployment and lessening of job opportunities in the field of library science. The graduate of a school not accredited by the American Library Association (A.L.A.) faces even greater barriers to employment. It is

this group of library graduates who are of primary importance in this article.

Recently a survey of two year colleges in North Carolina was taken to determine the employability of M.L.S. from a non-accredited school. The study attempted to determine the attitudes of employers towards candidates who seek professional positions but hold non-accredited degrees. North Carolina benefits from a vast two year college system, but

also faces the problem that there are more unemployed librarians than there are library job openings.

In his March 15, 1975 editorial in *Library Journal*, John Berry states that the days of the wide open library field and the sought after graduate are gone. No longer can a library school graduate select any geographical area or any specialization and demand high salaries.¹ The job market is already tight and there are more librarians graduating each year. In 1870 the United States Census of Population recorded only 213 recorded librarians. In 1976 this figure had risen to 115,000.²

In the United States and Canada there are sixty-four library schools that meet the standards of and are accredited by the American Library Association, and are, therefore, full members of the Association of American Library Schools. In addition there are thirty-six Associate Institutional Members which are library schools that offer professional degree programs but do not meet the standards set up by the Association's Committee on Accreditation.³ In North Carolina there are five universities that offer graduate degrees in Library Science. Of these, only two, The University of North Carolina at Chapel Hill and North Carolina Central University, are accredited by the American Library Association.

Not having met the Association's accreditation standards, the Department of Library Science at East Carolina University is an Associate Institutional Member of the Association of American Library Schools. A comparison of the library school catalog of

East Carolina University with that of the University of North Carolina will show that both programs have basically the same objectives: to prepare professional librarians, to develop high standards of intellectual inquiry, and to provide an opportunity for continuing education.⁴ However, U.N.C. offers a deeper and more specialized program of study than E.C.U. The program at E.C.U. also seems to be strongly aimed at educating students for elementary and secondary school librarianship, whereas U.N.C.'s program seems to place more emphasis on academic librarianship.

To gather the data needed to determine the employability of holders of the non-accredited M.L.S. in junior colleges in North Carolina, the author sent the following to each school:

1. Approximate full time enrollment.
2. Size of professional library staff.
3. State or privately supported.
4. In a given year, do you receive a given number of unsolicited applications from M.L.S. holders?
5. How many professional vacancies have you filled in the last three years?
6. In reviewing prospective employee applications, does it matter where they obtained their library degree?
7. Will you employ a holder of a non-accredited M.L.S. degree for a professional position?
8. With other characteristics being similar, would you always choose an accredited M.L.S. over a non-accredited one for a

professional position, provided both candidates were available?

9. Do you currently have non-accredited M.L.S.'s on your staff in a professional position?

10. If above is "yes", what percent?

State supported schools with fewer than 1000 students were placed in one category. Those schools with 1000-1999 students were grouped in a second, and schools with 2000 or more into a third. Privately supported schools were placed in a separate category. Of the sixty questionnaires sent, fifty were responded to. Of these fifty several that were incomplete or showed misinterpretation of some questions were not tabulated in the findings.

Most junior colleges in North Carolina are state supported institutions. The greatest number of these schools have between one thousand and two thousand full time students. Nearly eighty percent of these schools yearly receive unsolicited applications from M.L.S. holders. It is important to note that nearly all junior colleges in the state have filled professional vacancies during the past three years, showing that there is a large employee turnover. Schools with fewer than one thousand students filled most of these positions. Nearly one half of all professional librarians at the junior college level have been hired during the last three years.

Most employers in junior college libraries in this state will employ a holder of a non-accredited M.L.S. in a professional position. All schools with fewer than one thousand students said that they would employ a holder of a non-accredited M.L.S. It is

notable, though, that nearly thirty percent of the private schools questioned reported that they would not employ in a professional capacity a holder of a non-accredited M.L.S. degree, despite the fact that nearly sixty percent of the professional staff in private school libraries in North Carolina have non-accredited degrees.

Forty percent of all schools questioned reported that they would choose an accredited M.L.S. over a non-accredited one, provided both applicants had similar characteristics and both were available. Eighty-six percent of the schools with one to two thousand students preferred an accredited degree, while only twenty-seven percent of the schools with more than two thousand stated a preference.

A surprising result found from this survey is the fact that there are sixty-five professionals from non-accredited library schools in junior college libraries in North Carolina, but only fifty-eight from accredited schools. It should be noted that due to incorrect responses to another question, only forty-three answers to this question could be tabulated. The category with the largest number of degrees from non-accredited institutions, seventy-one percent, had fewer than one thousand full time students. Sixty-six percent of the librarians in schools with one thousand to two thousand full time students lacked A.L.A. accredited degrees. Private schools had thirty-nine percent, and state supported schools with over two thousand students, thirty-five percent, with M.L.S. degrees from accredited schools.

Several conclusions and recommendations can be derived from an examination of the results of this study as a whole. The standards set by the American Library Association's committee on accreditation are designed to promote excellence in the training of professional librarians, a goal for which all library schools should strive. Employers in junior college libraries should recognize the high standards of education established by the A.L.A. when considering applications for employment. The capabilities of a junior college library program should reflect the capabilities of its professional personnel.

Realizing that in North Carolina there is a low turnout of accredited

M.L.S.'s compared to a high turn-over of junior college librarians, employers should weigh carefully the qualifications of each applicant. Hiring decisions should not be based entirely on the school where the M.L.S. degree was granted. Many other important factors should be carefully weighed. A school with a good basic library education program should directly influence the capabilities of the M.L.S. applicant.

Footnotes

¹John Berry, "Accredit Placement Services, Too!" *LIBRARY JOURNAL* 100 (March 15, 1975):535.

²Michael D. Cooper, "A Statistical Portrait of Librarians. What the Numbers Say" *AMERICAN LIBRARIES* 7 (June, 1976):237.

³Lucille Wert, ed., *JOURNAL OF EDUCATION FOR LIBRARIANSHIP*, (special edition, 1977):84.

⁴East Carolina University, *Department of Library Science Information Bulletin*, p. 1; and The University of North Carolina at Chapel Hill, *Catalog of the School of Library Science* (Chapel Hill, January, 1976) p. 13.

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Library Support of the Art Program in North Carolina High Schools

by Willanna Griffin

The school media center's responsibility is to support all programs offered by the school. The accomplishment of this objective, however, may be easier for the "bookish" subjects that follow a rigidly prescribed course of study than for an art course. Art courses are comparative newcomers to the typical educational curriculum. They belong to that amorphous group of secondary school offerings known as "electives," outside the golden circle of courses traditionally required — English, history, and the sciences. The

study of art benefits from a less formal, less structured teaching approach, and an actual textbook is rarely used. Such courses make unique demands on the resources of the media center.

To determine the quality of library support to the art curriculum in North Carolina high schools, a recent survey was taken of fifty of the approximately 238 schools teaching art on a 9th-12th grade level. Questionnaires were sent to the art teacher and the librarian in each of the fifty randomly selected

schools, with a return rate of 79.2 percent.

Background data showed that the majority of the respondents work in schools of moderate size (between 500 and 1500 students). Almost half of the respondents considered their students to come from essentially rural backgrounds. The average books-per-student figure for the libraries surveyed was somewhat less than the A.L.A. standards for school libraries (11.3 compared to an ideal 16 to 24 books-per-student).

Selections and Acquisition.

The data provide insight into typical selections, practices, and factors that influence selection and acquisition of art-related materials in North Carolina media centers. Half of the librarians estimate that they spend less than .05 percent of their annual budget on art resources, and 14 percent spend less than .01 percent. Funds are obviously an important factor, as most librarians agreed; but the amount of enthusiastic use seems to have an equally profound influence on budgeting for the arts. Of the many marginal comments added to the questionnaires, a majority referred to user interest. One librarian remarked rather wistfully, "We have a beautiful art collection — books, prints, slides — which are rarely, if ever, used." Another stated bluntly, "More of the budget would go for art if the materials were to be used." Another librarian defended the dropping of all art periodical subscriptions because of lack of interest.

The survey also investigated the

methods of selection used by the librarians in the sample. The majority of both art teachers (82 percent) and librarians (69 percent) answered that the librarian and faculty member work together in reviewing materials and making choices. Library committees were used for selection by only .05 percent of the librarians responding and .09 percent of the art teachers responding. Twelve percent of the librarians responded that they handled selections independently with no faculty input; .09 percent responded that the art department chose its own materials with no help from the librarian.

Of the various methods of selection described on the questionnaire, art teachers seem to consider the method now in general use (working closely with the librarian) to be most effective. (The one art teacher who suggested that the librarian should ideally do all the selection probably did so out of a sense of fatalistic resignation; she commented in the margin that the librarian never filled her requests anyway.)

A question on the choice of the paperback format for art books showed that librarians were evenly divided on their paperback buying policies. Forty-six percent "often" chose the less expensive paperback format over the hardback when available, while 54 percent "rarely" or "never" bought paperbacks. Considering the high quality and diversity of paperbacks now available, librarians might reconsider the advantages of paperbacks, especially for supplementing crafts and how-to collections.

Patterns of Student Use

One of the most interesting of the patterns to emerge from this survey pinpointed reasons for student use of the library's art resources. While being able to research factual, bibliographical, and historical information about art was fairly important, the *main* reason for student use of art-related materials is *browsing for ideas*. A large majority of both librarians and art teachers responded that the art student often relies on library resources for inspiration, for the stimulus to spark his imagination for his next project. This data suggests that the librarian who has already developed a serviceable core collection of art histories, biographies, and how-to books might find that buying an occasional book for its unusual illustrations, or keeping up subscriptions for art-related periodicals, can be of greatest value for her users. Such materials are not limited to the fine arts category.

Despite the importance of resources for browsing, 12 percent of the librarians reported that they carried no art-related periodicals at all, and 41 percent carried only one (of which, *SCHOOL ARTS* was the favored selection, followed by *ARTS AND ACTIVITIES*). Only two of the responding libraries subscribe to all five periodicals listed on the questionnaire (*SCHOOL ARTS*, *ARTS AND ACTIVITIES*, *ART IN AMERICA*, *CRAFTS HORIZON*, and *DESIGN*), and both were large schools in urban settings. One art teacher, commenting on her impression that support to the art curriculum varies with

the librarian's own interests, remarked bitterly, "At this time I have lost subscriptions to *ART IN AMERICA*, *CRAFTS HORIZON*, and *AMERICAN ARTIST*, which were replaced with *ARTS AND ACTIVITIES*, which to me is as useless as having nothing at all."

Faculty Use

Over half of the librarians surveyed believe that the art teachers at their schools often send students to use the library for specific assignments and browsing. Slightly less than one-fourth of the librarians believe that art teachers limit themselves to classroom collections.

Correspondingly, less than half of the art teachers (44 percent) responded that they prefer to keep a personal collection of reference books in their classrooms for student use while using library facilities as well. A surprising 26 percent of the art teachers prefer to keep *all* art-related reference materials in their classroom, making little use of the library (a finding which tallies with the libraries' estimates). Only 20 percent of the teacher-respondents checked the response, "The library at this institution has a useful collection of materials for the art student and I send students often for information and ideas." Another 20 percent make use of the library themselves — checking out print and non-print materials for reference or for illustrating lectures — but do not send students to the library as a general rule, either for ideas or for specific assignments requiring supplementary research.

These findings seem to support the opinion expressed by school librarians surveyed in 1967 for the National Advisory Committee on Libraries that one of the future prospects for school libraries will include curricular area libraries near department classrooms. Most older art programs have already established such collections. It is usually the newly established art program that must rely heavily on library resources.

To encourage more faculty use of the library, librarians need to make their holdings more visible so that teachers can easily find out what is available. Art educators can help by emphasizing to prospective art teachers the potential of library materials in their teaching. It has been suggested that our concept of the art program is gradually changing, and that "as . . . emphasis is shifted from the working processes of art to aspects of appreciation and aesthetics, more art teachers will turn to the resources of the library."¹

Adequacy of Art-Related Materials by Area

Data from the art teachers' questionnaires suggest that in their estimation, most of the libraries responding to this survey have adequate collections of materials emphasizing art history and biographies of artists, both for student and faculty use. Areas of the art program for which art teachers say the library offers *least* support, both for students and teachers, are in (1) techniques of media use (how to use

acrylics, water color, etc.); (2) techniques of the traditional crafts (weaving, pottery, etc.); and (3) general techniques of design and composition (principles of balance, color theory, etc.). Interestingly, art teachers feel that the area for which their libraries offer least support for their own needs as teachers is that of the philosophy of art. An obvious reason for the lack of materials dealing with art philosophy is that it is an area often overlooked both by librarians and the faculty members who make selections. The very term "philosophy" connotes a somewhat rarefied topic with little practical application to the teaching of art. Every teacher, however, welcomes insights into the structure of his chosen discipline. Any teacher who has ever tried to explain the abstract concepts of aesthetics will appreciate help from literate sources, if only to be able to persuade the uninterested student who is taking art because it is an "easy" credit of the intrinsic value of art in his life; or to reinforce the teacher's sense of dedication on those days when the students have glued the desks together, spaced themselves out on rubber cement, and adorned with unspeakable graffiti the scale-model diorama of the campus which Fourth Period was supposed to present to the principal.

Adequacy of Art-Related Materials by Type

When questioned about the types of materials they used most in actual teaching practices, half of the teachers chose audiovisual materials as the most valuable resource available to them from the library.

Correspondingly, almost half stated that the audiovisual collections at their libraries were the *least* satisfying of the four types listed on the questionnaire (audiovisual, art reproductions such as prints, how-to books, and periodicals). Librarians should work on building stronger audiovisual collections in support of the art program in their schools. They should also properly maintain the equipment necessary for use (one frustrated art teacher declared that she had a fine collection of slides available through her library, but the projector was always broken). How-to books are another type of tool upon which art teachers depend heavily, but often find their library's holdings to be limited.

Librarians in North Carolina media centers may wish to review their collections to make sure that they fully utilize the advantages of non-print materials, periodicals, and paperback editions (especially in how-to and crafts manuals). They may wish to review their selections policy to make sure that the art faculty member has some input into the selections process. In particular, they may wish to examine their collections to make sure that among the art histories and the Mona Lisa prints are other materials with innovative illustrations and visual excitement — materials that will give the student ideas and inspiration for his own work.

Though the art teachers in this survey do not seem to make optimal use of their libraries (only 20 percent claimed to send students often), the overall tenor of the comments and problems described on the questionnaire suggests that North Carolina's

school librarians are eager to provide resources that support, complement, and enrich the art program. They seem to realize that extra effort is required to provide materials suitable for a less structured curriculum, and that feedback from art teachers and students is a necessary element in making sure the collection serves its purpose.

Footnote

¹Earl Collins, "Art and the School Library," *WISCONSIN LIBRARY BULLETIN*, 63 (November-December 1967), p. 441.



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PIONEER IN OUTREACH SERVICES: THE YMCA LIBRARY 1850-1920

**by Susan A. Harvell
Topsail High School**

During the years immediately following the Civil War, most areas of the United States experienced a period of unprecedented prosperity. Profits reached record levels, population rose and American manufacturing and industrialization flourished.¹ Public libraries, however, did not participate in this general expansion to the extent to which many other service-oriented agencies did. Little farsightedness in the area of outreach services to the public is seen until the twentieth century; libraries seemed content to offer what services they did within the con-

finances of the library building or room, during respectable daylight hours.

Libraries in Young Men's Christian Association organizations, however, provide a noteworthy exception to this general rule. From the founding of the Y until the 1920's, these organizations across the country were most anxious to serve the public so that by reading, young men might avoid a temptation to ruin their lives, a concept modern-day bibliotherapists might not find totally alien. YMCA services to young men and later to adult railroad workers included clean, ground-floor, well-lighted libraries open

evenings as well as during the day, staffed by librarians imbued with a sense of almost missionary zeal toward their responsibilities.

With the joining of the Union Pacific and Central Pacific Railroads at Promontory, Utah in 1869, followed by three other transcontinental routes in the 1880's,² YMCAs embarked upon their second outreach venture, that of taking books to workers in railroad halls and, later, of forming libraries, the first of which was opened in Cleveland in 1872.³

If we consider railroad book collections to be early attempts to establish what later came to be known as branch libraries, it becomes apparent that this remarkable organization was indeed a pioneer in the philosophy of "books to the people."

The purpose of this article is to trace briefly the development of the YMCA library, delineating its organization, physical features, philosophy, services, requirements for staff members and opportunities for patron growth.

Strange as it may seem, the 1851 Worlds Fair in London was the impetus for the development of the YMCA in America, as it provided visiting Americans the opportunity of seeing at first hand British Y's, then seven years old. George Van Derlip was such a visitor. A New York University student on vacation, he is generally credited with being the motivating force behind the Boston movement toward the establishment of a YMCA in late 1851.⁴ When the Boston headquarters, the first of its kind in this country, opened in March of 1852, it included a library of several hundred books and forty New England newspapers.⁵ Intending to be a friendly home away from home for young men working in the city, it met with much success and by 1854, one sees nearly fifty such Y groups, similar to the Boston group, across North America.⁶

In the development and growth of YMCA's, the concept of a library was

always of primary importance, as public libraries at the time were not well-established and not open to all.⁷ The first compilation of associations in North America, done in 1856, reprinted in C. Howard Hopkins' *History of the YMCA in North America*, shows the number of volumes in each association library, with Boston's totaling 2016.⁸ Indicative of the high priority put on libraries is the fact that in the same year the first YMCA activity for Navy men in Portsmouth, Virginia was the collection of books for the establishment of a library.⁹ Indeed, Hopkins notes that the first "secular" program to be universally adopted by local Y's was a reading room with "standard works of scientific, moral and religious character" available to patrons.¹⁰

Although the idea of Y libraries was never challenged, the type of reading material in them occasionally was. A notable example of this is the New York Y's attempt to exclude abolitionist literature, in the form of *Uncle Tom's Cabin* in 1853, resulting in heated discussion and controversy. Novels were not generally approved; history, biography, arts and sciences circulated well in most Y libraries.¹¹

What were these early libraries like? They were not separate buildings, as almost all associations in early years occupied rented rooms. They made, however, a great attempt at accessibility, believing, as reported in YMCA Quarterly Reporter for April, 1858, that "many a young man has neglected to read a book . . . because it was not at his hand." To remedy this, it was recommended that reading rooms (libraries) be on the ground floor, carpeted if possible, with bright lights, and open during evening hours. Librarians were to be hired to maintain order, suggest books to patrons and write monthly reports.¹² In actual fact, librarians had several other duties, such as counseling and nursing, as they were expected to

take a deep personal interest in the spiritual well-being of their patrons.¹³ Salaries were low; the Boston Y spent \$570 in 1852 in salaries for all employees. Robert Ross McBurney, Y librarian in New York, received \$5.00 per week for his services as librarian and janitor!¹⁴

By the early 1870's, with the rise of railroads across the land, another opportunity arose for YMCAs to serve the people. To Henry Stager, more than any other person, belongs the credit for the establishment of Y "branch libraries" in railway stations for the employees and their families. An interesting story lies behind Stager's idea. In 1872, he was witness to a serious accident involving an employee of the railroad serving Cleveland. He overheard a conversation between two other witnesses in which one said, "It's only a railroad man." The sentence stuck in Stager's mind and upon observing the low esteem in which the public held railway workers, he conceived the idea of Y libraries for these men, to enable them to grow in knowledge and self esteem. That same year the Cleveland Railroad YMCA was founded and the idea spread rapidly to other railroad cities.¹⁵

A picture in John F. Moore's *The Story of the Railroad Y* of the reading room serving Detroit workers shows a large and comfortable room with wooden floors and tall ceiling. Paintings are hung on the walls, rocking and captains' chairs circle long oval wooden tables covered with newspapers, and glass-fronted bookcases ring the room. A spittoon is prominent in the foreground.¹⁶

The Chicago Tribune speaks highly of the reading room of the Lake Shore and Rock Island line, mentioning its seventeen windows, poster covered walls and blooming plants.¹⁷

Cornelius Vanderbilt and John Wanamaker, through their personal generosity, advanced the cause of Y railroad libraries in these early years. The

establishment of a railroad branch YMCA in New York City was due in part to Vanderbilt's visit to the one in Cleveland. He personally contributed \$215,000 for a building to be built for railroad men. A reading room, of course, was prominent in the plans. Wanamaker, also, donated the time and money to the concept of books for railroad workers.¹⁸

Any library, once established, is expected to increase its holdings, and Y libraries in railroad stations were no exception. To this end, book receptions were common in the early years — social events where the price of admission was a book or two. Moore speaks of the conglomeration of weird and worthless books which arose from this practice, resulting in later associations deciding to purchase books more carefully.¹⁹ Eventually Y railroad associations were able to pride themselves on their well-catalogued and efficiently handled collections. Such pride is shown in the monthly report of George Q. Cobb, superintendent of the reading room of the railroad branch Y in Cleveland. Cobb notes that during the month of July, 1872, 1402 people visited the reading room and the collection was nearly 1000 volumes.²⁰

Of interest, briefly, is the fact that the YMCA libraries also served soldiers in the American Civil War, distributing books and food to many camps, military posts and naval stations. During World War I, too, the Y was active, sending large wooden crates of reading materials to prisoners of war. It is estimated that from April, 1917 to April 1919, more than \$1,100,000 was spent in this endeavor and more than 4,000,000 men aided.²¹

It is no coincidence that after the founding of the American Library Association in 1875, Y libraries and book-related activities began to decline to the point where, in 1894, only twenty-six Y libraries had holdings of more than 3000 volumes, Hopkins notes. Part of the decline was due

to the rise in the number of public libraries, with which the smaller Y libraries couldn't and did not attempt to compete. Part is due, too, to the increased demand of young men for more physical activities during the time they spent at the Y. Recognizing, therefore, changing times and preferences, Y libraries declined.²² Most Y collections were donated to public libraries.

It is well for today's librarian, actively supporting the concepts of accessibility, branch libraries, outreach programs and bibliotherapy, to recall this little-known phenomenon, the YMCA library and its resulting offshoots. They are indeed part of our library history and should not be ignored.

FOOTNOTES

¹Harry J. Carman, Harold C. Syrett, and Bernard W. Wishy, *A History of the American People* 2nd ed. (New York: Knopf, 1961), p. 3.

²Marvin Meyers, Alexander Kern, and John Cawelti, *Sources of the American Republic: A Documentary History of Politics, Society and Thought* (Chicago: Scott Foresman, 1961), p. 43.

³John F. Moore, *The Story of the Railroad Y* (New York: Association Press, 1930), p. 16.

⁴C. Howard Hopkins, *History of the YMCA in North America* (New York: Association Press, 1951), p. 16.

⁵Hopkins, p. 17.

⁶Hopkins, p. 22.

⁷Doris M. Fletcher, "Read a Book and Sin No More: The Early YMCA Libraries," *Wilson Library Bulletin*, 31 (March 1957):521.

⁸Hopkins, p. 24.

⁹Hopkins, p. 26.

¹⁰Hopkins, p. 30.

¹¹Hopkins, p. 195.

¹²Fletcher, p. 521.

¹³Fletcher, p. 522.

¹⁴Hopkins, p. 43.

¹⁵Moore, p. 20.

¹⁶Moore, p. 38.

¹⁷Moore, p. 41.

¹⁸Moore, p. 73.

¹⁹Moore, p. 150.

²⁰Moore, p. 302.

²¹Hopkins, p. 496.

²²Fletcher, p. 522.



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North Carolina Library Education News

Appalachian State University *Department of Educational Media*

Dr. Alice Naylor spoke on "Personal Careers, Selfishly Speaking" at the Fall Conference of the Ohio Educational Library/Media Association in Cincinnati.

Mabel Elementary School media center in Watauga County was featured in an article written by Dr. Alice Naylor in the Ohio Media Spectrum, Fall, 1978 issue.

The Watauga Children's Council, Watauga County Library and the Appalachian State University Department of Educational Media are cooperating in a Saturday morning storyhour "A Story . . . And More" over WATA. Children are asked to illustrate the stories for a special weekly display at the library. Storytellers include public and school librarians, students and professors Justice, Naylor and Bock.

Dr. Joleen Bock spoke on "Emerging Services of the LRC" at the ACRL Conference on College and University Libraries in Boston.

Supervisors of Educational Media student teachers met with Mrs. Susan Plate Rancer and Mrs. Ila Justice to exchange ideas for improving media services in schools and to recommend improvements in the student teaching process. Participants were: Jane Cottrell, Elaine Strider and Ellen McIntyre (Davie County); Carol DeLong, Belva Wood, Martha Glass, and Gazelle Ham (Wilkes); Audrey Hartley and

Mabel West (Watauga); Mabel Reber (Catawba); Sue Shoemake (Caldwell).

Professor Judy Davie joined the department second semester. She supervises student teachers and teaches courses related to school media centers. A recent graduate of Florida State University, Dr. Davie has had experience in a variety of school media centers in the Southeast. Her dissertation was in the area of mainstreaming.

Graduate students in the Computer Applications class visited LC, National Library of Medicine, National Agriculture Library and Montgomery County Community College in Rockville, MD, to see computer applications in book catalogs, acquisitions, cataloging, reference, serials and a wide variety of bibliographic control situations. In addition, they toured several of the museums and art galleries on the Mall.

March 1 and 2 — A featured speaker for continuing education activities will be Dr. Jesse Shera, Dean Emeritus, Case Western Reserve University. Alumni and interested guests are cordially invited.

Eight members of the Mainly Media Club accompanied by Mr. and Mrs. Bob McFarland went to Washington. Using The Appalachian House as headquarters, members visited the Folger Library for the Sir Thomas More exhibit, toured LC, national museums, and archives, and met with Senator Broyhill. They also attended a production of "Annie." After returning to

Boone and developing film, club members prepared displays in Edwin Duncan Hall and Belk Library.

New River Mixed Media Gathering

On Friday, October 21st, The Educational Media Department, in conjunction with the College of Continuing Education and the campus Wesley Foundation sponsored an amateur film and video festival and gathering. Entries were received from students and adult amateurs from North Carolina, South Carolina, Kentucky, and Tennessee.

Approximately one hundred people participated in the two-day event. Guest speakers were Marty Newell, filmmaker from Appalshop, and Bill Olsen, independent filmmaker from Blowing Rock. Jan Millsaps, producer/director from WNSC-TV in Rock Hill, conducted an animation workshop; Marty Newell conducted a documentary workshop; and Bob Rosenberg, president of Downstream Keyer, a Hollywood post-production facility, conducted an editing workshop.

In the video category Marge Gregg from Johnson City, Tennessee won first place in the 18 and above age group with a tape entitled "Jonesboro Days." There were no video entries in the 17 and below category. In the Super-8 film category, Sherwood Jones from Greensboro, North Carolina took first place with a dramatic film entitled, "My Love." Nancy Trammell from Mt. Pleasant, South Carolina was awarded second place for her abstract animated film, "Designerrific." In the 17 and under film category four students, Robert Crabill, Tim Elston, Tyrone Edwards, and Josh Hilberman, from Estes Hills School in Chapel Hill, North Carolina took first place with a clever short film, "Morton Bee: A Working Basketball." Second place went to Jon Shayne's documentary about his sister's bar mitzpah, "To Follow My Commandments."

A videotape sample of this year's film and video entries is being completed and will be available for short term free loan from Joseph R. Murphy, Educational Media Department, Appalachian State University.

Joe Murphy and his cinematography students recently completed a twenty minute color sound Super 8 film entitled, "Flower Service, 1978." The film documented a century old tradition of church members at the Mt. Paran Baptist Church exchanging flowers during an annual service to atone for the past years transgressions.

Summer School Workshops Educational Media

Public Relations for Libraries

Dr. Arlene Luster
Navy Regional Librarian, Pacific
5-time winner of the John Cotton
Dana Award

Organization and Administration of Learning Laboratories

Mr. Ernie Tompkins, Coordinator
Individualized Learning Center
Forsyth Technical Institute

Instructional Development

Mr. Lee LaJeunesse
Dean of Instructional Resources
Orange Coast College (California)

Systems Analysis for Libraries

Dr. Ed Kazlauskas
Professor of Library Sciences
University of Southern California

LRC: Personnel Management

Dr. Joleen Bock

North Carolina Central University School of Library Science

The North Carolina Central University School of Library Science is offering a

short course on Saturday between March 17 and May 12, 1979 in response to requests and needs of alumni and practicing librarians in the State.

The course will be offered for eight weeks and class sessions are scheduled for 9-11:30 a.m. and 12-2:30 p.m.:

L.S. 505 *Introduction to Automation in Libraries* (3 s.h.)

The basic concepts, standard equipment, popular systems, and successful applications of automation to libraries are learned by students.

FOR ADDITIONAL INFORMATION CONTACT:

Mrs. Annette L. Phinazee, Dean
School of Library Science
North Carolina Central University
Durham, North Carolina 27707
Telephone: (919) 683-6024

University of North Carolina at Greensboro

Library Education/Instructional Media Program

COURSE OFFERINGS Spring, 1979

- | | |
|--------|--|
| 506 | <i>Institute: Computing in Education</i> |
| 547-01 | <i>Introduction to Instructional Media</i> |
| 547-02 | <i>Introduction to Instructional Media</i> |
| 554 | <i>Materials for Adolescents</i> |
| 556 | <i>Materials for Children</i> |
| 557 | <i>Reference Sources & Methods</i> |
| 601 | <i>Practicum in Librarianship & Educational Technology</i> |
| 608 | <i>Independent Study</i> |
| 610 | <i>Bibliography & Literature of the Social Sciences</i> |
| 614 | <i>Public Documents</i> |
| 615 | <i>Building Media Collections</i> |

- | | |
|-----|---|
| 627 | <i>Photography in Education</i> |
| 640 | <i>Organizing Library Collections</i> |
| 645 | <i>Introduction to Media Center Automation/Information Science</i> |
| 650 | <i>Administration of Library/Media Programs</i> |
| 655 | <i>The Public Library</i> |
| 672 | <i>Instructional Design</i> |
| 676 | <i>Reading Interests & Guidance</i> |
| 688 | <i>Seminar in Selected Topics: Academic Libraries</i> |
| 800 | <i>Graduate students not registered for classes semester of graduation</i> |
| 801 | <i>Graduate students not registered for classes who wish to use the library for a period in excess of a month</i> |

PROPOSED COURSE OFFERINGS SUMMER 1979

*Monday, June 11 — Friday, June 29
(3-week period)*

Reading Interests and Guidance

*Tuesday, May 22 — Friday, June 29
(6-week period)*

*Institute: Multi-Image Production
Introduction to Instructional Media
Practicum in Librarianship and Educational Technology
Independent Study
Organizing Library Collections*

*Monday, July 2 — Thursday, August 9
(6-week period)*

*Materials for Children
Reference Sources & Methods
Foundations of the Media Professions
Bibliography/Literature of Science and Technology
Administration of Library/Media Programs
The School Media Program*

Library Roundup

LRA Spring Conference Goes Nationwide

This year the North Carolina Learning Resources Association is sponsoring the 14th ANNUAL COMMUNITY COLLEGE LEARNING RESOURCES CONFERENCE in conjunction with its spring conference. The previous 13 national conferences were held in Illinois and have gained national prominence. Through contacts initiated by Dr. Joseph Carter last year,

the 14th annual conference will be held in North Carolina.

The date of the combined conference has been set for Monday, Tuesday and Wednesday, March 26, 27, and 28, 1979, at the Sheraton Center Inn in Charlotte, N.C. This year's theme is "Realities for Learning Resources . . . Societal, Economic, Political."

Societal and economic realities will be discussed by Dr. James Wattenbarger, chairman of the Department of Educational Administration, University of Florida.

Political realities will be the topic of Dr. Julie Virgo, Executive Secretary of the Association of College and Research Libraries, American Library Association.

Dr. Alice Naylor and Dr. Joleen Bock, both popular speakers last year, will return with fresh insights on the front desk image of the LRC.

David McKay and Alberta Smith, North Carolina State Library, will conduct special interest sessions on networking for sharing resources.

Dr. William Reed Terrell, Instructional Developer at Virginia Polytechnic Institute and State University, as well as Adjunct Assistant Professor of Instructional Materials for Nontraditional Learners, will conduct a special interest session on developing instructional materials for nontraditional learners.

Other special interest sessions will include "Developing Effective TV Systems" conducted by Ron Rankins, Television Program Coordinator at Appalachian State University and "TA for LRC Personnel — Effective Public Relations" conducted by Jim Scherer, priest-counselor from Greensboro, N.C.

"Using Time Effectively" will be presented by Dr. Grady Morein of the Office of Management Studies, Association of Research Libraries.

Tuesday luncheon will be highlighted by Dr. Seymour Fersh, Director of International Services, American Association of Community and Junior Colleges. At breakfast on Wednesday, Dr. Renee Hill, Vice-President for Learning Resources at Central Piedmont Community College, will speak.

Vendor exhibits, tours of WBTV and Central Piedmont Community College, a Monday evening dance, a display of Rural Renaissance modules and an institutional sharing exhibit will be additional features of the program.

District meeting time will be included in the conference schedule. Since allot-

ted time will probably be brief, it is suggested that districts arrange in advance for nominations of the next year's officers.

The LRA Executive Board has approved the following registration fees:

| | |
|---|---------|
| Pre-registration for entire conference | \$15.00 |
| Registration at the door for entire conference | \$20.00 |
| Pre-registration per day | \$ 7.50 |
| Registration at the door per day | \$10.00 |

With the exceptional program that is planned, you won't want to miss the 14th Annual Community College Learning Resources Conference in Charlotte this spring!

FROM NORTH CAROLINA STATE UNIVERSITY:

I.T. LITTLETON, Library Director, has completed a report on his Council of Library Resources fellowship on *State Systems of Higher Education and Libraries*. He has also been appointed to the Citizen's Advisory Committee for the Governor's Conference on Libraries. EBBA KRAAR of the Reference Department, along with a professor in the Department of Economics and Business, has received a mini-grant from the Department of Humanities and Social Sciences to utilize computer-based reference services for undergraduate research. MARYELLEN LOPRESTI, Librarian in the School of Design, has been elected chairman of the regional chapter of the Art Libraries Society of North America. GEORGIA RODEFFER, Librarian of the School of Textiles, delivered a paper on "Resource Utilization in the Texturing Industry" at the Textured Yarn Association meeting last February in Charlotte. She was also appointed to the steering committee of the

Textile Users Council. An index to the first twenty-five volumes of the NCSU School of Design's *Student Publications* has been published and is now available for sale at \$5.00 per copy. RON SIMPSON of the Technical Information Center addressed the Piedmont Triad Library Council in High Point in March on the role of the Center in cooperating with public libraries. WILLIAM HORNER and NANCY NUNNERY of the Library Systems office spoke to the state chapter of ASIS on the future of automation at D.H. Hill Library on March 23. An article comparing local and national periodical price averages by NELL WALTNER, CY KING, and WILLIAM HORNER has been accepted for publication in *Library Acquisitions: Practice and Theory*. ALLEN KENT, Professor of Information Science at the University of Pittsburgh, spoke on resource sharing networks at D.H. Hill Library as part of the Staff Development Series of the triangle area university libraries.

FROM JOHNSON C. SMITH
UNIVERSITY:

The Johnson C. Smith University Archives and Research Center was officially dedicated on November 4, 1977. The center, named in honor of the University Archivist INEZ M. PARKER, provides an organized collection of documents, artifacts, and other research material reflecting the founding, development, and ongoing activities of the University and the larger community. In connection with a library exhibit on Black soldiers in World War I, PAO-JEN FU, Orientation Librarian, presented a seminar in the library on the Black contribution to the war effort and the origins of the war. CLARENCE TOOMER, Assistant Librarian for Reference and Information Services, was awarded an honorary doctorate by the Teamer School of Religion of Charlotte.

FROM WESTERN CAROLINA
UNIVERSITY:

Analysis of a 1977 library user survey has recently been completed by ROBERT BLAND and NAJA WILLIAMSON of the Hunter Library staff. The survey, completed with the use of an SPSS program for analysis, found the library generally up to par with others around the country that have completed similar studies, and in many areas better. Their findings included a strong faculty desire for the availability of computerized bibliographic searching, both faculty and student desire for formal library use instruction, and need for more adequate listening facilities. The report will assist the planning effort for a new library building, which the University hopes will receive funding soon. WILLIAM KIRWAN assumed the position of University

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Librarian last September 1. Mr. Kirwan received his library degree from Drexel University, and has served as Director of Library Services at the West Virginia College of Graduate Studies, as well as in positions at Loyola College Library in Baltimore, Essex Community College, and Buffalo and Erie County Public Library. JOHANNA LEWIS has been appointed University Liaison Librarian, effective last January 1. Her duties include developing effective methods for communicating with the university community the library's services and activities, in addition to her previous duties as Circulation Librarian and bibliographer. One of her first projects in her new role has been the editing of a handsome new library publication, the *Hunter's Clarion*, which appeared with volume 1, number 1 this March.

FROM DUKE UNIVERSITY:

Following 32 years of service to the Duke University Library, JOHN P. (JAKE) WAGGONER was honored at a retirement party last February. Starting in the Technical Processing Division in 1946, Jake worked in reference and circulation before assuming the position of Assistant (later Associate) University Librarian in 1954. As part of a continuing effort to keep users informed about ongoing library developments, a series of public meetings were held this spring in Perkins Library. Topics at the meetings have included the impact of SOLINET, a review of significant public service activity, and prospects for the East Campus Library. CLAIRE GERMAIN has joined the Law Library staff as a public services librarian. Claire holds law degrees from the University of Paris and Louisiana State University, and a library degree from the University of Denver. JOHN SHARPE recently delivered a paper on Greek New Testament manuscripts before the Society of Biblical Literature,

and another on Byzantine books and churches to the Caxton Club. DONN MICHAEL FARRIS, Librarian of the Divinity School, has been appointed to a new term as editor of the American Theological Library Association Newsletter. The benefit book auction held by the Friends of the Duke University Library in January netted the organization about \$1,300. Recent exhibits mounted in Perkins Library have included one on the Stagville Preservation Center's activities, a display of materials relating to the history of the printed book in America, and a collection of utopic literature to mark the publication of Glenn Negley's *Utopian Literature: A Bibliography with a Supplementary Listing of Works Influential in Utopian Thought* (Regents Press). Dr. Negley is Professor Emeritus of Philosophy at Duke. Dr. Charles Frankel, Old Dominion Professor of Philosophy and Public Policy at Columbia University and President of the National Humanities Center, spoke on "The Attack on Books" at Duke, as part of the Triangle Universities Libraries staff development series. John D. LeVien, Academy Award-winning filmmaker, spoke at the annual Friends dinner in April on "Has Truth a Future in Television?: The Docudrama". Mr. LeVien has pledged his personal papers to the library's Manuscript Department.

FROM UNC-CHAPEL HILL:

The architect's model of the new research library went on display in the main lobby of Wilson Library in May. A feature article on the new building, scheduled for completion in 1982, appeared in the *Chapel Hill Newspaper* on June 4, and included illustrations of the building's exterior. The new library will be built on Emerson Field, and virtually dwarfs the Graham Student Union and Lenoir Hall which lie adjacent to the site.

JONATHAN YARDLEY, author of *Ring: A Biography of Ring Lardner*, spoke at the Friends of the Library dinner in April on his experience in book reviewing and publishing. The Business Administration/Social Sciences Reference Department has added the data bases supplied by Bibliographic Retrieval Services (BRS) to its computer searching capabilities. H.G. JONES, Curator of the North Carolina Collection, has been commissioned by the American Association for State and Local History to write a book on the management, preservation, and use of local government records in the United States. DIANNE STRAUSS, head, and RIDLEY KESSLER, federal documents librarian in the Business Administration/Social Sciences Reference Department, conducted a 3-day workshop on business reference materials for public librarians. The workshop, held in Greensboro, was sponsored by the Piedmont Triad Council of Governments.

The *Southeastern Bibliographic Instruction Directory: Academic Libraries* has been published by the Southeastern Library Association. Compiled under the supervision of the SELA Library Orientation and Bibliographic Instruction Committee, it includes information regarding bibliographic instruction programs in 349 academic libraries in the Southeast. The 368-page directory, which is in looseleaf format without binder, may be purchased for \$6.00 from The Southeastern Library Association, Post Office Box 987, Tucker, Georgia 30084. Checks should be made payable to SELA. Payment must accompany order.

FROM DOROTHEA DIX HOSPITAL:

The Medical Education Program at Dorothea Dix Hospital in Raleigh, North Carolina has been awarded a \$57,000

grant from the National Library of Medicine of the National Institute of Health. The grant will be used to develop a learning resource laboratory as part of the hospital staff library. The lab will consist of 12 semi-private enclosed areas equipped with audiovisual equipment for self-instructional training, and a room for groups and individuals to view videotaped educational materials. The three year grant also provides funds for a half-time media technician.

This new lab is part of an overall effort of the hospital administration to provide educational experiences at many different levels of staff to facilitate the best possible care for patients. The learning lab will also help in recruitment and retention of quality staff.

Educational materials and training will be available to health technicians, medical students, nurses, resident doctors and other interested hospital staff. Dr. Preston Walker, Director of the Medical Education Division of Dix will administer the grant. Spanola Eubanks, Librarian and Ella Williams, Media Technician will be responsible for setting up and operating the learning lab.

FROM THE STATE LIBRARY:

Over 650 participants, including many interested library users as well as librarians, joined 200 official delegates in Raleigh on October 19-21, 1978, for the North Carolina Governor's Conference on Library and Information Services. They examined North Carolina Libraries as The Way to Know in a variety of ways. Speakers addressed local, state and national library concerns. Exhibits demonstrated existing and potential library services. Debate in discussion groups focused on specific areas such as access and legislation in a spirited effort to formulate recommendations for library service in North Carolina and the nation.



WHITE HOUSE CONFERENCE DELEGATES AND ALTERNATES

Left to right: Mrs. Margaret A. Griffin, P.O. Box 393, Columbia (alternate); H. William O'Shea, 1002 Cowper Drive, Raleigh (delegate); Dr. Isaac Southerland, P.O. Box 1024, Williamston (delegate); Dr. Martha Register, 4116 Donnybrook Place, Charlotte (delegate); Dr. Annette L. Phinazée, 1507 Rosewood Street, Durham (delegate); David N. McKay, 1760 Quail Ridge Drive, Raleigh (alternate); Margaret Cain, Route 7, Box 188, Greenville (delegate); Mrs. Mary Kit Dunn, 901 Brookside Drive, Greensboro (delegate); Walter L. Davis, Jr., Route 3, Box 213, Norwood (delegate); Howard

Hunter, Jr., 1327 New Street, Murfreesboro (delegate); Mrs. Elsie Brumback, 201 Annandale Drive, Cary (delegate); John H. Clark, 109 Windsor Circle, Chapel Hill (delegate). Not pictured: The Honorable A. Neal Smith, Hart Road, Woodleaf (delegate); The Honorable Martin Lancaster, 607 E. Beech Street, Goldsboro (delegate); Carrie Winter, 5801 Masters Court, Charlotte (alternate); Raymond Pach, 247 Norman Heights, Waynesville (alternate); and Charles Thompson, 409 Arlee Circle, Concord (alternate).

Twenty discussion groups on ten topics (Access, Advocacy, Finance, Legislation, Library Facilities, Library Personnel, Planning and Policy, Resource Sharing and Networks, Service to Special Groups and Technology) met for a minimum of 7½ hours each during the Conference. There were two discussion groups for each topic, one for official delegates and one for all other Conference participants. This arrangement provided an opportunity for everyone at the Conference to participate in formulating recommendations without in any way inhibiting free discussion among the official delegates, who received recommendations from satellite groups during the Conference.

Leaders with experience in group dynamics and resource people from lay and library sectors with expertise in the ten topic areas met before the Conference to draft background information and sample recommendations for each topic area. The stimulating debate generated by interaction between official delegates, nonofficial delegates (many of whom were "interested users" as well as librarians) and enthusiastic leaders and resource people was one of the most rewarding learning experiences of the Conference.

Delegates were elected by ballot. Nominations collected during the Conference were presented after the banquet on Friday evening at separate lay and professional caucuses, where nominations from the floor were accepted and a final ballot was adopted. The final ballot was divided into three sections (lay, professional and trustee), which paired two persons for each slot to be filled. Those receiving the highest number of votes were elected delegates, and those next in line were elected alternates.

The elected delegation is composed of eight lay delegates, four professional

delegates and five alternates. They represent all areas of the State as well as trustees, academic, public and school libraries and student, minority and handicapped constituencies.

Due to a copy machine breakdown and insufficient time to vote on resolutions during the Saturday morning session, a special motion was made to charge the 17 elected delegates and alternates to the White House Conference with making the final decision on the adoption and final wording of Conference recommendations. The delegation met on November 21 to work on the resolutions and approved final wording by mail as of December 8.

The White House Conference will be held October 28 to November 1, 1979, at the Sheraton Park Hotel, Washington, D.C.

The following recommendations from the North Carolina Conference are grouped in the broad program objectives (in italics) of the National Commission Program Document *Toward a National Program for Library and Information Services*, with the exception of recommendations concerning State Level Networking/Cooperation, Technology, and Other.

Conference Recommendations

Ensure that basic library and information services are adequate to meet the needs of all local communities.

RESOLVED: That it be the responsibility of the State in cooperation with local government to insure adequate public library and information services to all its citizens through permanent funding of public libraries. In the furtherance of this effort, that the North Carolina General Assembly fund State Aid to Public Libraries at the level recommended by the State Library.

RESOLVED: That more continuous, positive volunteer participation in all libraries be sought. In support of volunteer participation, the involvement of diverse groups and interested individuals must be encouraged.

RESOLVED: That the State Library establish and maintain with adequate representation from all types of libraries an ongoing, innovative program to increase public awareness of the availability of library services and programs and to encourage citizen participation as library users, volunteers, and advocates.

RESOLVED: That a Statewide "Friends of the Library" organization be

developed, and that this organization have representation in the North Carolina Library Association.

RESOLVED: That the North Carolina General Assembly mandate the establishment of an effective system for the collection, organization, and distribution of State documents under the direction of the State Library.

RESOLVED: That city, county, and regional public libraries assume responsibility for making local government documents accessible to the public and for collecting and preserving other local records.

RESOLVED: That we are opposed to censorship in any form.



"Curious George" delivers a brand-new library card to Gary Babcock from Wake County Children's Librarian Cate Howard while Elizabeth Hunt, daughter of the Governor, looks on. Elizabeth was a member of the "Children's Book Week

in North Carolina" campaign (Nov. 12-18) to urge every child in North Carolina to register for a library card during the special week proclaimed by Gov. James B. Hunt, Jr.

RESOLVED: That maximum accessibility to information resources such as public documents, and basic legal and medical information, be available to all citizens.

RESOLVED: That we deplore the decline of independent publishing houses and are concerned about the growth of monopoly in these industries and its effect on the quality and variety of books published.

RESOLVED: That the Governor be urged to conduct a Statewide study of the adequacy and accessibility of all library facilities in the State. This study should include, but not be limited to the following: financing (Federal, State, and Local); professional, trustee, and user consultation on new construction or renovation; varied media, technological, and communications requirements; joint school/public libraries, insure no loss of services.

Provide adequate special services to special constituencies, including the unserved.

RESOLVED: That libraries define and seek out special groups and provide free, innovative, and appropriate services. These groups may include but are not limited to: library nonusers; the handicapped; senior citizens; the homebound; the geographically isolated; institutional residents; ethnic and cultural minorities; the illiterate and the disadvantaged. These services may include but are not limited to the following: programs for preschoolers; adult education; outreach and deposit library collections; books-by-mail; special media services; bookmobiles (accessible to the physically handicapped); aids and equipment for those with special needs; information and referral services; parent programs; tutoring ser-

vices; and, acquisition of materials for and about native Americans, women, Black Americans, and ethnic minorities.

RESOLVED: That positive action be taken to ensure that women, native Americans, blacks, and other minorities have equal opportunities to advance into positions of library leadership.

RESOLVED: That policy-making bodies, such as boards of trustees, advisory boards and faculty library committees strive to be representative of ethnic, cultural, academic, and other backgrounds present in the community which the library serves.

RESOLVED: That the public library should assume an expanded role in reinforcing the efforts of other agencies and groups in providing continuing education and literacy training particularly through the selection of materials and the publicizing of programs.

Strengthen existing Statewide resources and systems.

RESOLVED: In the furtherance of the Statewide effort to insure that every student learn to read and achieve competence in basic library reference/research skills, that the North Carolina General Assembly support and adequately fund school libraries in the areas of personnel, materials, and facilities. These include: direct categorical allotment for school library/media personnel to assure one full-time certified librarian for public schools with enrollments of 250 students or more with additional personnel for schools with enrollments over 1000; clerical and technical support personnel to complement professional staffs in keeping with State Media Guidelines; a system-

level library/media supervisor to provide staff development leadership and coordinate system-level media support services in each local administrative unit; and, direct line-item (categorical) funding to local administrative units designated for school library print and nonprint materials.

RESOLVED: That the legislature appropriate money to the State Library for the purpose of expanding the collection of films and other audiovisual materials for the use of all citizens.

Ensure basic and continuing education for personnel essential to the implementation of the national program.

RESOLVED: That additional degree credits and continuing education opportunities be available for library personnel, trustees, and volunteers through library schools, community colleges, and other agencies in subject areas such as public relations, outreach strategies, marketing techniques, and volunteer programming, and that the State Library establish a mechanism for disseminating information concerning these programs on a timely basis.

Coordinate existing Federal programs of library and information service and the Medical Library Assistance Act.

RESOLVED: That U.S. Congress continue to support and fund existing Federal library programs and that they receive forward funding. These would include: the Elementary and Secondary Education Act, and that this act be fully funded; the Higher Education Act, especially increased funding for Titles II-A (College Library Resources) and II-C (Research Libraries); and, the Library Services and Construction Act, especially funding of Title II (Construction).

RESOLVED: That the U.S. Congress should continue funding for the Library of Congress services in the areas of cataloging, preservation, and technology. Also that the National Science Foundation, the National Library of Medicine, and other Federal agencies continue experimental projects investigating the development and application of the new technologies to libraries.

RESOLVED: That postal rates for library materials be substantially reduced, and that these reduced rates be extended to citizen/library communication.

RESOLVED: That appropriate national and State organizations and governmental agencies study and disseminate information on the effect of the new copyright law on all phases of library operation.

Encourage the private sector to become an active partner in the development of the national program.

RESOLVED: That efforts be made under the coordination of the State Librarian to stimulate private interest in financing of libraries through Friends of Libraries, book clubs, publicity groups, civic groups, gifts and formulation of volunteer groups.

Plan, develop and implement a nationwide network of library and information service.

RESOLVED: That the Federal Government adequately fund the development of a National Bibliographic Network, including assistance to the State components of that network.

STATE LEVEL NETWORKING/COOPERATION

RESOLVED: That the State of North Carolina create, with separate and

additional funding, a Statewide information network, with planning and implementation to include: the appointment of a Task Force with representation from all types of libraries at the local, regional and State levels, to address planning and governance of such a network; coordination with other State efforts in resource sharing of materials, personnel and bibliographic data and networking, existing and proposed, and with similar efforts at the national level; identification of services that would be created and/or made cost effective by centralization, computerization and other new technologies; examination of the processes of library funding in North Carolina and the conditions placed on such funding in order that funding policies facilitate cooperation among all types of libraries; and, a plan to provide access at the local community level to major data bases required by citizens in the pursuit of governmental decision making, community affairs, educational opportunities and other activities.

RESOLVED: That interlibrary loan is a basic service in all libraries and should be available to every citizen in the State, and that more expeditious delivery alternatives and coordination of services among regional, county, municipal, special, academic, and school libraries be explored by the State Library.

RESOLVED: That consideration be given to the establishment of a State-supported depository for the storage of materials that are used infrequently that would be available for use by all types of libraries, both public and private.

RESOLVED: That in order to aid programs of preservation and restora-

tion, a Statewide cooperative preservation and restoration program be initiated, and that this program be coordinated with national and regional conservation efforts. Also, that the problems of preservation be brought to the attention of the publishing industry in an effort to improve its methods and materials.

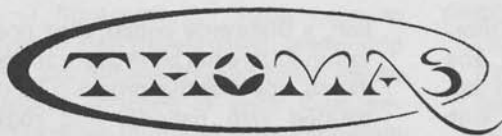
TECHNOLOGY

RESOLVED: That the State Library establish a committee to evaluate new technologies and set standards for computer, video, and other hardware, as well as information retrieval systems (software) and micrographics. Further, that this committee should be composed of members with library, information science, and technological backgrounds, and that this committee coordinate its activities with those already in existence (e.g., the Governor's Task Force on Public Telecommunications).

RESOLVED: That the State Library conduct demonstration projects (i.e., long-term feasibility studies or cost-benefit analyses) that will exemplify the advantages brought by technological advances in the library field to the State of North Carolina. Such projects to include but not limited to: a prototype automated library center; on-line information retrieval; uses of public television; and, uses of cable television.

OTHER RECOMMENDATIONS

RESOLVED: That an evaluation of progress in library and information services resulting from the Governor's Conference will be necessary, and that the Governor be encouraged to convene such a conference within five years.



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