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Transcription notes and abbreviation expansions are enclosed in square brackets. Apparent original printing errors have been retained; OCR artifacts and words divided by line breaks have been corrected. Uncertain or obscured text is identified where it occurs.

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Foreword

By Herb Williams, Associate Editor

This issue of *NORTH CAROLINA LIBRARIES* has a special section devoted to the theme, "Bibliographic Instruction." An effort has been made to survey some of the issues raised by the use of bibliographic instruction in several types of library situations. The editor and compiler of this section was Rose Simon, who is Director of the Salem College Library.

Topics in this section are introduced by two "think pieces," one written by Rose herself, and the other written by Joseph P. Natoli of Wake Forest University. The questions raised here are worth addressing, whether ones agrees totally or not. The other two long articles in the section include one by Elsie Brumback that surveys the goals and objectives of the school media program in developing bibliographic skills. The other article, by Ridley Kessler, offers good advice for developing a documents bibliographic instruction program. A group of brief news articles in this same section reports on various bibliographic instruction programs from different libraries as "Notes From the Field." A regular feature of *NORTH CAROLINA LIBRARIES*, that we call "Workshop Words Worth Recall," is included in the bibliographic instruction theme section, reporting on some useful talks given in Asheville at Marie Devine's Workshop On Teaching Skills For Librarians. While by no means pretending to be an exhaustive study of the topic, the section on bibliographic instruction comes at the subject from a number of different angles, all of which we hope will be stimulating.

Other articles, not directly related to bibliographic instruction, include Julie Virgo's discussion of the implications of political realities for learning resources centers, and Frances Hall's coverage of why, where, and how to obtain North Carolina legislative materials. We hope that both of these articles will prove useful to you in your professional work.

Elsewhere, we were saddened by the death, on June 22 of this year, of Thad Stem, a friend of *North Carolina Libraries*, and North Carolina readers for many years. He will be missed.

In addition to our regular features, we are including two new items: "Resources and Technical Services Fall Report," and "Public Library Notes." Both of these report and discuss material of interest to librarians, members or non-members of RTSS [Resources and Technical Services Section] or the Public Libraries section. We hope to include as many special items, grouped by NCLA sections, as possible. Meanwhile here's hoping you find this issue useful.

Thad Stem, Jr.

January 24, 1916 – June 22, 1980

HONORARY MEMBER NCLA 1979

Library Use Instruction: Curricular Support or Curricular Integration?

By Rose Simon

Those who work in libraries which serve educational institutions know that their mission is to support the curriculum. They strive to make an appropriate body of information in all formats readily available to those whose primary activity is, or is supposed to be, learning. In dark hours, it is hard to forget the observation that education is the one business in which the customer demands the least for his money. Our professional *credo* reflects a commitment to the opposite possibility, and we live amidst manifestations of both views. We actively promote the use of library resources because we see that activity as a vital part of the educational process. The job always seems to be a lot harder than it should be.

Go to any conference on bibliographic instruction (a specific form of library resource use enhancement) and note the earnest intensity of all participants. Listen first to the speakers, triumphant after years of effort and disappointment, and then to those who came to hear them: the beginners, the slightly experienced, the nearly burned out—all convinced their work in helping students learn to use library resources is important, and all seeking ways to diminish their own frustration in doing that work effectively. We care; we believe; we struggle.

Whether or not we have formally trained for it, we are trying to teach. And it is very difficult to build ourselves into a curriculum when academic tradition has never seen or made us to be the vital element we think we ought to be. What is the curriculum? Within the wide scope of academic freedom, it is whatever the teaching faculty is doing in a professional context. Our success in supporting (or affecting or joining) the curriculum depends largely upon our powers of persuasion, hopefully rooted in an increasing personal knowledge and competence. How do we become, and become recognized as, the teachers we want to be?

We have something very important in common with the students we hope to help: we are trying to do something new and complex and we want very much to succeed. To whom do we turn? For the most part, we turn to one another, in print and in person. The literature is filled with our philosophies and recommendations, our accounts of successes. Through ACRL [Association of College and Research Libraries] we have a set of guidelines which ought to help any attentive program planner avoid disaster. But diverse curricula require diverse programs, and we frequently madden one another with solutions to unique problems. The plain fact is *we are teaching ourselves*. We are living out the ideal of self education—experience enhanced by reading and listening—that lies at the heart of any program designed to promote the use of library resources. This is how we help ourselves to serve a curriculum.

Ironic, isn't it?

An Enemy in the Camp: The Academic Librarian and Academic Structure

By Joseph P. Natoli, Head of Reference at Z. Smith Reynolds Library, Wake Forest University

There is a structure in academia that stands stronger than any building on any campus. Not only is what is to be learned defined but how it is to be learned. There are sanctioned rites of passage, ones which keep students closely tied to their professors.

Those who sit around me in the Reference Room can easily satisfy the grade for a course without asking me to play the part I have designed for myself in the academic drama—that of mediator. I, as a librarian, put aside my desire to mediate between book and student and resign myself to mediate between book and course assignment. I acquiesce to the notion of Mark Hopkins on a log with a student when I know that since the widespread availability of books in the early 16th century, Mark Hopkins has not been as important as the log he rides on, the book both he and the student read, the book that rests between him and the student, that he is the mediator to.[1]

I also perceive the power behind Mark Hopkins, power which legitimizes his role as mediator and legitimizes the vast superstructure he employs in the role. It is *de facto* power, power legitimized because it is exercised.

At the most elemental level, academic structure, from lecture to compulsory exam, is based on an American preference for a rigid positivist, behaviorist methodology, one which defines students, knowledge and the capacity to learn. The implication of such a methodology is that, left to his or her own inclinations, the student would drown in a chaotic, purposeless subjectivity, completely overwhelmed by interests which have no universal import.[2] Attributing this sort of disposition, a methodological disposition, to academe is my attempt at looking at the best side of things. Most of what generates academic structure is far more a matter of elitism, nest feathering and ignorance. The elitism is represented in the same way elitism is always presented—the establishment of a hierarchical relationship, one in command, one servile.

There is an elitism in the notion that advanced learning can only take place in the sacred halls of academe, that the professors have a monopoly on knowledge. Attendance at lectures, actually sitting in a classroom for a certain number of times a week, is another aspect of a stifling academic structure. The importance of class attendance at lectures in spite of evidence which indicates students do as well without the benefit of such attendance is indication that teaching is held as being synonomous with learning, that everything must be taught instead of learned.[3]

With the responsibility for their own learning taken from them and placed securely within an impregnable academic structure, students lose interest in the intellectual enterprise. It is what they have ostensibly come for but that enterprise is replaced by sports, frats and what Mandell terms “the keen enjoyment of each other.”[4] To many students, a social life at college, one which is full of team spirit, frat loyalty and extracurriculars is their only personal involvement at college. Those years for many become halcyon years, years free of social, political and intellectual responsibility.[5]

Each course is regulated so that uniform assignments and uniform examinations are given. It becomes impossible to permit students to jump over the course and approach the subject which underlies the course, approach it via innumerable books, innumerable interpretations, often interpretation which contradict each other so that it becomes difficult to reduce all to the dichotomy of clear cut right and wrong. The instrument that obliges students to accept all this structure is the grade. Time invested in work not to be graded is neither time abridged nor time extended but time wasted.

As a librarian, I think that the fundamental issue here is yet another dichotomy between a librarian within an academic institution but not institutionalized, not dependent at core upon the academic structure, and a professor totally dependent and totally supportive of the academic structure. And that

academic structure, according to a vast amount of evidence, is not conducive to learning but generally confuses efficient teaching with sufficient learning. I call this a dichotomy on an intellectual level, but in practice what it amounts to is conflict. When I resign myself to tending to an academic structure I know is destructive not only of learning but of people—students, faculty and librarians, I give up my true function as a librarian and play a role assigned to me.

One of the notable problems with course structure is that very little coordination takes place between the half dozen courses a student may take a semester. Very often courses are treated as pure, separable entities which do not blend into other courses. Specialists guard their preserves, disciplines are in competition, students are in competition with other students, professors with professors. The librarian, through a variety of means, tracks one subject into another, mindful only of the intellectual search. A bibliographer is aware of what is going on in the numerous disciplines within his or her province. Their instruction goes no further than pointing out the existence of works, indicating contrary statements to those already discovered, indicating reviews, criticism, summaries, outlines, comparisons, state of the art appraisals, contradictory research studies, new and obsolete works, acclaimed and unacclaimed works, reductivist and comprehensive works, and finally, primary works. As a matter of policy, most academic libraries do not purchase textbooks.

Traditional academe proceeds as if learning had nothing to do with students, and students themselves proceed as if learning had nothing to do with them. It is as if their purpose in life was to give themselves up and take on the quest for Objective Truth in the name of the Progress of Mankind. But ironically, when individuals give up their uniqueness for the sake of pursuing what is not unique but common to us all, our civilization becomes prone to easily manipulated uniformity. The institutionalization of learning, its confinement within an academic setting shrouded by the barriers of compulsory exams, grades, lectures, texts and semesters, takes from us our responsibility to learn according to our own lights, to learn how, when, what we want to learn and for how long.[6] Since we are ultimately responsible for our own lives and our learning affects how we live and what we become, we cannot rightly put such responsibility in the hands of an institution. In the same fashion, librarians cannot give up the essential role they play, and must play, and allow that role to be subverted by an academic structure which will not revive itself.

References

1. “During that period (16th century), pedogogues discovered that the process of printing had made books so cheap that students could buy them, and that if they bought them and used them under appropriate conditions, and with appropriate sanctions for failure to read and master their contents, they *learned* things without actually having to be told them”: J. H. Hexter, “Publish or Perish—A Defense” in *The Professors*, edited by C. Anderson and J. Murray (Cambridge, Mass.: Schenkman, 1971).
2. Phenomenology, as a whole, reintroduces the *subjective* factor, although it has been more favorably received in Europe than in the U. S. See T. W. Wann, *Behaviorism and Phenomenology* (Chicago: University of Chicago Press, 1964).
3. For a discussion of available alternatives to actually sitting in a classroom, see Ernest W. Kimmel, “Problems of Recognition,” in *Explorations in Non-Traditional Study*, ed. S. Gould and J. Patricia Cross (San Francisco: Josey-Bass, 1972), pp. 64-94.
4. Richard D. Mandell, *The Professor Game* (Garden City, N.Y.: Doubleday, 1977).
5. This attitude typifies the middle and late 70’s. Most of the data cited in this essay regarding the inadequacies of academic structure emerged from the “dissident academy” of the 60’s. Although

our present economic crises curtail educational experimentation and innovation and rekindles educational primitivism (see the “References” section of Paul Copperman’s *The Literary Hoax* [New York: Morrow, 1978], academic librarians are just now putting together critical views of traditional academic structure and new views of themselves as coordinators, mentors, mediators, facilitators.

6. The institutionalization of learning (see I. Illich, P. Goodman, P. Freire, R. P. Wolff, *et al.*) has parallels in the technicalization of society (see J. Ellel especially), the objectification of religion (see N. Berdyaev, T. J. Altizer, *et. al.*), and the regimentation of the individual (from M. Stirner to N. O. Brown, C. Reich and T. Roszak). Not only has learning been institutionalized to its detriment but the academic library has been called upon to be a “sub-institution.” See John D. Millett, “Higher Education As An Institution,” in *Reader in the Academic Library*, ed. M. Reynolds (Washington: Microcard Editions, 1970).

Quality of Student Research Enriched by Librarian/Faculty Cooperation

By Janet L. Kilpatrick, reference librarian at J. Y. Joyner Library, East Carolina University

This article is based on material that appeared in different form in another article by Raymond H. Martinez and Janet L. Kilpatrick, “Quality of Student Research Enhanced by Librarian/Faculty Partnership,” which appeared in Quality in Higher Education: Challenges and Problems edited by Frederick L. Broadhurst, Greenville, N. C.: East Carolina University, 1980.

A classic goal of a university education is to prepare each student for a lifetime of self-directed learning—a lifetime of problem solving. To help achieve this goal, a professor can and should make library research an essential part of a course which he or she teaches; classroom discussion should include data researched by each student, and examinations during and at the end of the term should test for the comprehension of these data.

Library research is more meaningful and effective if it is correlated with course work and is co-taught by a professor and a librarian. The professor has the central responsibility in this endeavor, but the librarian can help carry out this responsibility and enrich it. The librarian knows of reference works that have changed or have been superseded by newer, more useful ones; and, more important, the librarian knows how students use and misuse these sources. Bibliographical skills become real to the student when a librarian demonstrates reference sources that are pertinent examples of a specific course-related assignment. When reinforced by the professor, such student efforts can result in a definite expansion of the classroom experience.

The Philosophical Basis

Research has shown that cooperation between teachers and librarians is essential to effective library instruction regardless of its plan or form. Only through this cooperation can librarians and/or teachers be assured of meeting students needs. Joyner Library reference librarians at East Carolina University assist in developing search strategies and often interpret assignments. The student who does not ask questions in class will bring his or her assignment sheet to the library, hand it to a reference librarian and ask, “What does my teacher mean for me to do in the library?” Without any consultation between

the faculty member and the librarian, the librarian can only interpret the assignment from the librarian's viewpoint, which may not correspond with that of the teacher making the assignment. This leaves the student caught in the middle.

Since faculty and academic librarians have the same goals for educating students, we are partners, not competitors. It takes active cooperation on the part of both to do an adequate job. Even though a teacher may be able to offer students some bibliographic instruction, he/she cannot be expected to keep informed of available resources as thoroughly as the librarian can. Librarians are consultants, tutors and instructors. By lecturing to classes, preparing bibliographies and working with individuals, we make a contribution to the teaching program.

Working with faculty members in library assignments, librarians become aware of materials which should be acquired to support the curriculum. Though the level of subject expertise of a librarian rarely matches that of a professor, knowledge of bibliographic skills can help to bridge the gap.

In his book, *Understanding Scientific Literatures*,[1] Joseph Donohue writes that the contribution of the librarian lies in the competent management of human records. This implies a deep understanding of the record, of the user's need for the record, and of the communication processes by which the user makes effective contact with it. There are two levels of operation in dealing with records: (1) the subject level, which pertains to ideas and concepts of the subject field, and (2) the metalevel, which pertains to the physical format, the language and the bibliographic apparatus of that field's records. Mr. Donohue feels that the librarian, in acquiring and organizing subject literatures, is guided by whatever knowledge he or she has at both the subject level and the metalevel; but his or her unique contribution as a librarian comes from his or her knowledge of the metalevel, which is concerned with the ideas it contains.

Verna Beardsley states that today there is unanimous recogniton of the fact that library instruction is effective only at the time of need.[2] The reference librarians in Joyner Library agree. Library instruction is of more interest to the student if it is planned as a basic part of the philosophy of a course. Bibliographic skills become real to the student when the librarian and faculty member work together planning specific course-related assignments.

I agree with Evan Farber in his contention that one of the major benefits of giving bibliographic instruction to classes is the rapport established with students who come to realize that librarians are approachable, knowledgeable and interested in the students' library problems.[3] Because of this rapport, it is easier to respond to a reference question with library instruction and to show how looking for the particular information requested fits into a pattern of search strategy. The reference interview, then, is viewed as a potential educational experience and an important part of library instruction.

An Example: The Physical Education Graduate Research Course

Most of us assume that people majoring in physical education only learn how to play and are not really serious about research or indepth study. However, at East Carolina University I have found that assumption to be false. For years, students in the Health, Physical Education, Recreation and Safety Department, as well a students in other departments across campus, were sent by their professors to the library to do research. Neither formal nor informal instruction in the skills of research was given by a librarian. Students worked independently, asking questions when absolutely necessary. However, about ten years ago the need of the students to know more than they were learning by this method was recognized, and a librarian was invited to present to the Physical Education graduate research

class a single lecture on reference tools relevant for research in this area. That was the beginning of a progression of library teaching efforts which has highly satisfactory to students, faculty, and librarians alike.

Background

The textbook used by the students in this initial class contained a chapter on library research materials. Because the chapter contained many errors and listed some things which Joyner Library did not own, the students became quite frustrated in trying to identify and locate materials. The instructor, Dr. Ray Martinez, invited the head of the Reference Department to discuss this chapter with the students. Mrs. Elizabeth Williams explained the types of information that could be found in books listed in the chapter, their availability in Joyner Library, the most valuable indexes to use, and some things which were peculiar to Joyner Library. This was really a lecture in a vacuum, because she talked for three hours about unseen materials. The primary accomplishment in this class was some interaction between the students and the library staff. However, when compared with previous student library problems, the lecture was a blazing success; and Mrs. Williams was invited back the next year.

About two years later the task was assumed by her successor, Mrs. Martha Lapas. Besides discussing the chapter, she provided them with a bibliography of indexes and books, both old and new, which were in Joyner Library, but not listed in their text.

In 1974, Library Director, Dr. Ralph Russell inaugurated the practice of having subject bibliographers. This idea came from a program developed at Earlham College in Indiana. Each reference librarian was assigned to work with two or more departments on campus concerning such library activities as acquisitions, serials, bibliographical instruction, and any other library problems that might arise.

One of the departments assigned to me was Health, Physical Education, Recreation and Safety. The work with the graduate research class came with it. The class was small (it was summer school), and we had moved into the new wing of Joyner Library. I received permission from Dr. Martinez to hold the class informally in the library instead of the regular classroom. We met in the Reference Department for three one-hour sessions. I showed them the physical location of indexes, how to use each index, and other facilities that Joyner Library had to offer. At the end of each lecture they were able to examine each index and to ask questions.

When Dr. Eugene Brunelle became director in 1976, he introduced the Sangamon Plan, which was an expansion of our program. The librarians' titles were changed to Library Service Representatives, and we were encouraged to work more closely with the teaching faculty on all levels of library activity, including attending departmental meetings if possible.

The Physical Education Graduation Research Course

During the summer of 1977, Dr. Jimmy Grimsley decided that each of the students not writing a thesis in the research course should prepare a bibliography on his or her particular interest in the field. The requirements were to spend at least sixty hours in library research, to use at least five different indexes and the card catalog, and to use correct bibliographic form according to *Form and Style: Theses, Reports, Term Papers* by William Campbell, the text for the course. The bibliographies were graded by both Dr. Grimsley and me.

The class met in the library each day and I lectured every other day for five sessions. The other class days were spent as laboratory sessions in which the students used the information from the lectures. During the laboratory session, I worked individually with those preparing bibliographies, and Dr. Grimsley worked with those writing theses. A copy of each bibliography is kept on file in the Reference Department of the library for use by other patrons. At the end of the course, the students were asked to evaluate the course.

For the past two years, the Physical Education graduate research course has been taught only during the Fall semester at night and during one summer session. All master's degree candidates are thus encouraged to take it as one of their beginning courses. Many students had suggested this scheduling in their course evaluations. Among other advantages, the students writing theses can get their research started early, and those compiling a bibliography learn correct search strategy. All are able to pursue their particular interests after graduation. Both faculty members have been very receptive to library instruction by a librarian and have been most cooperative in trying new ideas in bibliography instruction.

In the 1979 Fall semester night class, many of the students were at East Carolina for the first time, and I tried to take into consideration during bibliographic instruction classes. The class, which met once a week for three hours, was held in the library, and I lectured about one and one-half hours each week for ten classes. When not lecturing, I worked with individual students, giving assistance with problems concerning topic or the use of certain indexes.

The major requirement for the course is either to complete the first three chapters of a thesis or to compile an annotated bibliography. The annotations have to be at least a paragraph in length and must be from scholarly books and journal articles. By requiring that the bibliography be annotated, the assignment fulfills the requirements of research and writing. The annotated bibliographies are turned in to me and are graded by both of us.

I now give a final examination in the course which asks for general information about Joyner Library; for specific information about certain indexes; and for information from their text on library research, writing papers, and compiling annotated bibliographies. Each student is asked to evaluate the class and to offer suggestions for improving future classes. One of the suggestions I get repeatedly is that a similar type class be offered to students when they select their undergraduate major area of study to enable them to use their time and the library more efficiently, and to produce better research papers. Almost every evaluation contains a note of student appreciation for the instruction in, and demand for, practical application of correct research techniques in this class.

Enthusiasm for library instruction continues to be reinforced as students gain confidence in their ability to use the library extremely well, a skill that is paramount in the process of self-education which will continue long after students leave our campus.

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2. Beardsley, Verna Melum. "Library Instruction in College and Universities in the Seventies: a Viewpoint," in *Educating the Library User*, edited by John Lubans, Jr. New York: R. R. Bowker Company, 1974.

3. Farber, Evan Ira. “Library Instruction Throughout the Curriculum: Earlham College Program,” in *Educating the Library User*.

The School Media Program: The Alpha and Omega of Life-Long Bibliographic Skills

By Elsie L. Brumback, Director of the Division of Educational Media in the N. C. Department of Public Instruction

Good educational school media programs are designed to assist students in finding, generating, evaluating, and applying information that helps them to function effectively as individuals and to participate successfully in society. Quality media programs serve students by providing a well-chosen collection of media at different levels of maturity, ability, and interest; providing guidance in the location, selection, evaluation, and use of these materials; contributing to the development of skills in reading, viewing, listening, evaluating, and communicating; developing skills in the production of special learning materials; and teaching them how to relate to and use outside resources.

Two integral components of good educational media programs are a sequential media study skills program and a balanced literature and literary enrichment program. Library/media skills instruction should be initiated with the students’ first use of books and continued consistently through a unified plan (K-12), the ultimate goal being to help children become independent users of all types of resources. A carefully planned literature program (K-12) provides students with experiences enabling them to better understand themselves and their universe and affording them a basis for developing their own values and standards.

The *Educational Media Competency Goals And Performance Indicators*, (reproduced on pages 17 to 27 following this article) developed by library/media professionals of the State under the leadership and guidance of the State Department of Public Instruction’s Division of Educational Media and distributed to all schools of the State for implementation, are based on the educational philosophy that:

- students learn at varying rates and have different learning styles;
- each student must be given an opportunity to develop to his or her potential intellectually, socially, and personally; and
- each student must acquire the skills, attitudes, and concepts to enable him or her to function adequately in society throughout life.

For the purpose of this document, *competency goals* are defined as the ends toward which a student’s performance is directed and *performance indicators* are reasonable measures of progress toward these goals. Each goal performance indicator is only one of several ways that may be used to assess a student’s performance on a particular competency goal. The teacher and media professional should use these, as well as others which he or she might develop, to measure performance. It is in the modification and use of performance indicators that a teacher or media coordinator may tailor skills teaching to meet the individual needs of students.

The five major *Educational Media Competency Goals* follow:

- *Orientation and Organization:* The learner will demonstrate a working knowledge of the media center's organization and of procedures required to use the center and its collections.
- *Selection and Utilization:* The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.
- *Comprehension and Application:* The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.
- *Production and Presentation:* The learner will design, produce and/or select a variety of media formats to present information.
- *Appreciation:* The learner will value, use, and enjoy a variety of media throughout life for personal growth, vocational pursuits, and recreation.

A well-designed media skills program is sequential in nature. Children proceed from the mastery of the most simple (locating an EASY book) to the most complicated (researching a topic and accurately preparing an oral, written, or multimedia presentation) all through their school years.

Since students do learn and develop at varying rates, depending on background, abilities, needs and interests, few skills can be acquired with one brief exposure. Therefore, continued reinforcement of skills previously introduced intensifies the student's ability to be an independent user of all types of media resources. It is the joint responsibility of teachers and media personnel, working together as an instructional team, to ensure that each student has these experiences. It is imperative that the teaching of media skills be integrated with and relevant to curricular needs rather than in separate, unrelated units.

The following is a kaleidoscopic view of an elementary school media center where implementation of the new *Educational Media Competency Goals And Performance Indicators* is very evident:

- Children from all levels are in the media center simutaneously. Eight-year-old Mark and Sue are each threading a filmstrip into a viewer. Each is doing research on a different topic and using various kinds of media from the non-print section where they have browsing access.
- At the same time, five students from the intermediate classrooms are browsing independently in the fiction area for leisure reading books.
- More primary students enter for filmstrips and non-fiction books on animals. One of the girls asks the librarian for assistance in locating a record that has animal sounds. They find one! She sits down at one of the study carrels equipped with sound equipment to listen to the recording before checking it out for the class to hear.
- Three students from the upper grades are involved in researching information on Russia. Should they look under Russia, USSR, or Soviet Union? They find that it is listed differently in some of the encyclopedias and other reference books. They call this to the attention of their librarian — who appears to be pleased that they have made such an astounding discovery!
- In the A. V. Room, a group of four eleven-year-olds is previewing a video tape on China. They are taking notes from which they will conduct their introduction and follow-up discussion when they show the video tape to their entire class the next day as part of a Social Studies project.
- Wayne and Bob have done a research report on the identifying marks of various kinds of animals and have made transparencies to show the colors that help to identify some North American animals. They are waiting rather impatiently to get into the A. V. Room to audio tape their narration complete with animal sounds for the report.

The media professional's role is a demanding one. But this role has great compensations. There's no greater satisfaction for a media coordinator than to observe a successful skills instruction unit planned jointly with a teacher; to watch a student's self confidence as he shows the sound slide program he recently produced after many long hours of research, storyboarding, and various production activities; or to enjoy watching the development of a student's love of reading and increased interest in using other types of media. These examples of media skills development which bring so many rewards to media professionals could go and on. Suffice it to say that this is one professional role in which there is joy in hard work, dedication, and perseverance.

References

Competency Goals And Performance Indicators, K-12. Raleigh, North Carolina: Department of Public Instruction, 1979. 281 p.

Competency goals in all content areas are broken down into performance indicators which are reasonable measures of a student's progress toward the stated goal; each goal is divided into a K-3, 4-6, 7-9, 10-12 configuration; approved by the North Carolina State Board of Education in 1979.

Course Of Study For Elementary And Secondary Schools, K-12. Raleigh, North Carolina: Department of Public Instruction, 1977. 195 p.

Scope and sequence of the K-12 curriculum in all subject areas; approved by the North Carolina State Board of Education in 1977; outline format.

Media Program Recommendations: Individual School/Administrative Unit. Raleigh, North Carolina: Division of Educational Media, Department of Public Instruction, 1976. 55 p.

Outlines criteria for planning, developing, and evaluating a quality unified media program, K-12; approved by the North Carolina State Board of Education in 1975.

Educational Media Competency Goals and Performance Indicators

Transcription note: The original tables are presented as simple two-column tables, with each competency goal stated immediately before its performance indicators. Indicator numbers and grade bands are retained. Continuations are joined. The sequence of sections follows the supplied issue, including its placement of some Grades 4–6 material before the Grades K–3 Appreciation section. Print-page references within article text refer to the original scan, not to this reflowed document.

Orientation and Organization — Grades K–3

Competency goal: The learner will demonstrate a working knowledge of the media center's organization and of procedures required to use the center and its collections.

Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.

Indicator	Performance indicators
1.01	After an introduction to media personnel, a tour of the media center, and discussion of the center's policies and procedures, the learner will: • name media center personnel • locate and identify various areas of the media center, types of materials, and services available • follow oral and simple written instructions for using the center • check out and return materials and equipment
1.02	Identify simple library/media terms after having been introduced to them
1.03	Locate and identify various materials and equipment in the media center, such as: • books • records/record players • filmstrips/filmstrip projectors and viewers • cassettes/cassette players and recorders • sound filmstrips/projectors and viewers • transparencies/overhead projectors • filmloops/filmloop projectors • ITV programs/TV monitors and receivers • headsets and jack boxes • opaque projectors • films/film projectors
1.04	Locate specific title or type of library/media reference material, such as: • card catalog • dictionaries • general encyclopedias • magazines
1.05	Identify some services and resources available at the public library, after a discussion and/or tour of a public library

Selection and Utilization — Grades K–3

Competency goal: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.

Indicator	Performance indicators
2.01	Select a variety of media and begin to use reading, writing, listening, and viewing skills to obtain information

Indicator	Performance indicators
2.02	Use alphabetical order to locate materials and begin to find information in sources such as dictionaries, indexes, and the card catalog
2.03	Follow oral and/or simple written instructions for using materials and equipment
2.04	Use materials requiring equipment for listening and/or viewing and operate accompanying equipment—e.g., record players, filmstrip projectors and viewers, overhead projectors, cassette players and recorders, sound filmstrip viewers and projectors, TV monitors/receivers, headsets and jack boxes, 8mm loop projectors, radios
2.05	Use the following features of print and nonprint materials to find information: spine, covers, title page/frame, table of contents, illustrations, index, captions, and superimposed words
2.06	Begin to select information based on the 10 main classes of the Dewey Decimal Classification System as keys for locating areas of interest or need
2.07	Begin to select materials in various formats from the card catalog by author, title, and subject
2.08	Select and use print and nonprint materials guided by personal interest and an awareness of the availability of diverse formats
2.09	Identify, select, and use simple fiction and nonfiction in a variety of formats—e.g., Easy book, simple fiction
2.10	Select and use the following general reference sources: card catalog, dictionaries, general encyclopedias, and magazines

Comprehension and Application — Grades K–3

Competency goal: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.

Indicator	Performance indicators
3.01	Follow oral instructions for using the media center and its resources and begin to follow simple written instructions
3.02	Alphabetize through two letters and demonstrate an understanding of guide letters and words on the spines and pages of encyclopedias and dictionaries
3.03	Demonstrate an understanding of the following features of print materials: • purpose of information on title pages—e.g., title, author, publisher • arrangement of table of contents as a reference to specific chapters and their page numbers • illustrations in relation to passages in the text • arrangement of index as an alphabetical reference to specific words and their page numbers • information in simple maps, charts, and graphs
3.04	Demonstrate an understanding of call numbers on catalog cards and spines of books by finding Easy books and simple fiction/nonfiction through the use of call numbers on catalog cards

Indicator	Performance indicators
3.05	Understand by the third grade that the card catalog is an alphabetical index to materials in the media center and begin to locate information by: • recognizing that author, title, and subject cards exist as keys for locating resources and that author cards are filed by surnames • using guide letters to select correct catalog drawer • using guide cards to locate entries in catalog drawer • disregarding “A,” “AN,” or “THE” when used as articles at the beginning of an entry • using call numbers from the card catalog to locate fiction and nonfiction
3.06	Begin to comprehend the unique properties of nonprint media and their accompanying equipment—e.g., a recorded bird sound versus a written description
3.07	Restate information from brief, factual articles in one sentence or one paragraph, naming the source orally or in writing
3.08	Apply reading, writing, listening, and/or viewing skills to identify sequences, main ideas, relationships, and specific information in a variety of media
3.09	Begin to differentiate between fact and fiction, nonprint commercials and print advertisements, verbal and nonverbal communication—e.g., spoken word versus facial expression—encountered in various media

Production and Presentation — Grades K–3

Competency goal: The learner will design, produce and/or select a variety of media formats to present information.

Each indicator is one of many which can assess a student’s performance. Others may be used if they are more appropriate for the learner.

Indicator	Performance indicators
4.01	Follow a specified procedure for producing materials which communicate information or ideas by: • stating the purpose for a production activity • preparing a simple oral or written plan
4.02	Operate simple equipment for production and presentation, such as cassette recorders and overhead projectors
4.03	Present information and creative ideas through personally designed and produced media, such as: • student produced books • audio cassettes • puppets • dioramas • simple maps • charts • posters • flannel board stories • mobiles • handmade transparencies

Selection and Utilization — Grades 4–6

Competency goal: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.

Indicator	Performance indicators
2.11	Acquire additional skills in reading, writing, listening, and viewing to find information in all curricular areas
2.12	Use subject headings, cross-references, and guide words to find information in sources such as dictionaries, indexes, encyclopedias, and the card catalog
2.13	Follow oral and simple written instructions for using materials and equipment
2.14	Operate more complex listening and/or viewing equipment—e.g., slide projectors, reel-to-reel tape recorders, film projectors, opaque projectors
2.15	Select pertinent information from the following features of print and nonprint materials: preface, foreword, introduction, glossary, appendix, maps, charts, graphs, credits, and legends and scales
2.16	Begin to select information sources based on the divisions within the ten main classes of the Dewey Decimal Classification System
2.17	Select materials in various formats from the card catalog by author, by title, by subject, and by specific information on the catalog card—e.g., annotation, copyright
2.18	Select and use print and nonprint materials based on level of difficulty, relevance to needs or interests, and advantages of formats
2.19	Begin to select and use print and nonprint materials according to basic literary forms and genres, such as: folktale, biography, autobiography, newscast, drama, science fiction, and mystery and detective stories
2.20	Select and use, as needed, special reference materials, such as: • general periodical indexes—e.g., SUBJECT INDEX FOR CHILDREN'S MAGAZINES or ABRIDGED READERS' GUIDE • specialized reference sources—e.g., atlases, almanacs, indexes • single-volume reference books • periodicals (current and back issues) • information, picture, and community resource files • maps, charts, globes
2.21	Select and use current periodicals for up-to-date information

Comprehension and Application — Grades 4–6

Competency goal: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.

Indicator	Performance indicators
3.10	Follow oral instructions and comply with directions on simple signs in using the media center and its resources and in observing its policies
3.11	Demonstrate increased understanding of guide words and letters on the spines and pages of reference materials, and alphabetize through four letters in using the card catalog and locating materials on shelves and information in materials
3.12	Understand and/or use the following features of print and nonprint materials: • purpose and information available in forewords, prefaces, introductions • copyright dates as indicators of ownership and of how up-to-date materials are • arrangement and kind of information available in glossaries • supplementary information available in appendices • information visualized on maps, outlined in charts, plotted on graphs, as it extends and clarifies content • purpose and information available in title frames and credit frames of nonprint media
3.13	Demonstrate an understanding of call numbers on catalog cards, spines of books, and labels on nonprint media by locating fiction, nonfiction, and special collections
3.14	Understand and use the card catalog to locate information by: • applying the rule that "nothing precedes something"—e.g., "BIRDS" precedes "BIRDS OF PREY" • distinguishing readily among author, title, and subject cards—e.g., recognizing subject card because top line is capitalized, distinguishing books by a person from books about a person • selecting audiovisual materials by format designated in call number • using key words when searching for information • originating alternative key words for those not appearing in card catalog—e.g., "Eskimos" if "igloos" does not appear • referring to additional titles indicated by "see" and "see also" references • understanding and applying special filing rules—e.g., realizing that numerals are filed as if spelled out
3.15	Perceive the advantages of certain nonprint media over others in obtaining information and preparing assignments—e.g., a transparency for demonstration purposes in an oral report
3.16	Begin to gather and organize information from print, visual, and auditory resources as follows: • collect and record bibliographic information • skim or scan for specific item • take accurate notes • paraphrase • put in logical order • outline • generalize • summarize without plagiarizing

Indicator	Performance indicators
3.17	Combine data from more than one source, print and nonprint, for brief reports—e.g., nonfiction books, encyclopedias, filmstrip—and acknowledge sources in simple, alphabetized bibliography showing author/producer, title, and medium
3.18	Apply reading, writing, listening, and viewing skills to identify and define sequences, main ideas, relationships, and specific information in a variety of media
3.19	Begin to distinguish facts and truths from fiction, opinion, or propaganda encountered in various forms of media

Appreciation — Grades K–3

Competency goal: The learner will value, use, and enjoy a variety of media throughout life for personal growth, vocational pursuits, and recreation.

Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.

Indicator	Performance indicators
5.01	Select materials for pleasure and personal information as well as in conjunction with classroom assignments
5.02	Demonstrate appreciation by choosing titles of varied forms and genres after an introduction to award-winning titles, classics, and other outstanding children's literary selections
5.03	Identify award-winning authors and illustrators and be familiar with their works after an introduction to outstanding children's literature
5.04	Communicate personal enjoyment of pleasurable experiences in reading, listening, and viewing to others
5.05	Choose to browse through easy print and nonprint, children's periodicals, and participate in educational games and puzzles during leisure time
5.06	Recognize television programs and motion pictures of educational value
5.07	Begin to understand and acknowledge the concept of authorship
5.08	Demonstrate an understanding of the rights of others, while performing study tasks in the media center, by working individually or in a group without disturbing those nearby
5.09	Share knowledge in using the media center with others
5.10	Treat the facility, materials, and equipment with care and show respect for media personnel when using the media center independently
5.11	Choose to assist with simple media center tasks

Orientation and Organization — Grades 4–6

Competency goal: The learner will demonstrate a working knowledge of the media center's organization and of procedures required to use the center and its collections.

Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.

Indicator	Performance indicators
1.06	After an introduction to media personnel, a tour of the media center, and discussion of the center's policies and procedures, the learner will: • name media center personnel • locate and identify various areas of the media center and the materials/services available • follow oral and written instructions for using the center • check out and return materials and equipment
1.07	Identify library/media terms after reviewing simple terms and being introduced to more advanced terms
1.08	Locate and identify more specialized materials and accompanying equipment, such as audio tapes/reel-to-reel recorders, slides/slide projectors, sound-slide programs/sound-slide equipment, and simple production equipment
1.09	Locate and identify: • general periodical indexes—e.g., SUBJECT INDEX TO CHILDREN'S MAGAZINES • special reference materials—e.g., atlases and almanacs • single-volume reference books • periodicals (current and back issues) • information/picture files • maps, charts, and globes • community resources
1.10	Locate and identify a range of materials available from the local public library useful for recreation, information, or school assignments

Production and Presentation — Grades 4–6

Competency goal: The learner will design, produce and/or select a variety of media formats to present information.

Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.

Indicator	Performance indicators
4.04	Follow a specified procedure for producing materials which communicates information or ideas by: • stating the purpose for a production activity • preparing a written plan for the production—e.g., script or storyboard • listing equipment and materials required for the production
4.05	Operate equipment for production and presentation, such as: cassette recorders, overhead projectors, reel-to-reel tape recorders, thermal copiers, simple cameras, lettering devices, drymount press, slide projectors, filmstrip projectors

Indicator	Performance indicators
4.06	Present information and creative ideas through personally designed and produced media, such as: audio cassettes or tapes; thermal transparencies; slides or filmstrips without a camera; simple photographs; simple newspapers; bar, line, and circle graphs; displays and bulletin boards

Appreciation — Grades 4–6

Competency goal: The learner will value, use, and enjoy a variety of media throughout life for personal growth, vocational pursuits, and recreation.

Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.

Indicator	Performance indicators
5.12	Select materials for pleasure and personal information as well as in conjunction with classroom assignments
5.13	Read and view more widely and discriminately following an introduction to award-winning titles, classics, and other outstanding children's literary selections
5.14	Express and support opinions regarding literature read, when given the opportunity
5.15	Communicate personal enjoyment of pleasurable experiences in reading, listening, and viewing to others
5.16	Choose to browse through current newspapers, magazines, books, paperbacks, and other media during leisure time
5.17	Choose television programs and motion pictures valuable for education and/or entertainment, when given the opportunity
5.18	Demonstrate respect for ownership rights and exhibit intellectual honesty
5.19	Demonstrate an understanding of the rights of others, while performing study tasks in the media center, by working individually or in a group without disturbing those nearby
5.20	Choose to share knowledge in using the media center with others, when given the opportunity
5.21	Treat the facility, materials, and equipment with care and show respect for media personnel when using the media center independently
5.22	Choose to assist with responsible media center tasks, when given the opportunity

Orientation and Organization — Grades 7–9

Competency goal: The learner will demonstrate a working knowledge of the media center's organization and of procedures required to use the center and its collections.

Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.

Indicator	Performance indicators
1.11	Name media center personnel; locate and identify various areas of the media center and materials/services available; follow oral and written instructions for using the center; and checkout/return materials and equipment following an appropriate orientation

Indicator	Performance indicators
1.12	Define specialized media terms after being introduced to them
1.13	Locate and identify videotapes/videotape equipment, more complex and specialized production equipment, and computer terminals where available
1.14	Locate and identify: • periodical indexes—e.g., ABRIDGED READER'S GUIDE TO PERIODICAL LITERATURE • specialized reference materials—e.g., geographical and biographical dictionaries, scientific encyclopedias, gazetteers, thesauri • specialized periodicals (current and back issues) • special bibliographies
1.15	Locate and identify a range of public library media useful for recreation, information, or school assignments

Selection and Utilization — Grades 7–9

Competency goal: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.

Indicator	Performance indicators
2.22	Acquire and use more advanced skills in reading, writing, listening, and viewing to find information in all curricular areas
2.23	Demonstrate competency in the use of alphabetical order, subject headings, cross-references, and guide words to find information in dictionaries, indexes, encyclopedias, and the card catalog
2.24	Follow oral and written instructions for using materials and equipment
2.25	Operate increasingly intricate listening and/or viewing equipment—e.g., videotape equipment
2.26	Find specific information in special elements of materials such as bibliographies, footnotes, and legends and scales
2.27	Select more specialized information based on sections within the divisions of the Dewey Decimal Classification System
2.28	Increase and strengthen card catalog skills
2.29	Select and use print and nonprint materials that are accurate, authoritative and current
2.30	Select and use materials based on an understanding of finer distinctions among literary forms and genres, such as short story, editorial, Western, comedy, and documentary
2.31	Exhibit competency in selecting and using, for special reference needs, such sources as: • periodical indexes—e.g., ABRIDGED READER'S GUIDE • specialized reference sources—e.g., geographical and biographical dictionaries, scientific encyclopedias • specialized periodicals (current and back issues)—e.g., AMERICAN HERITAGE • bibliographies
2.32	Select and use a wider variety of current periodicals for up-to-date information

Indicator	Performance indicators
2.33	Select and use a combination of relevant materials in a variety of formats and disciplines in developing a research topic

Comprehension and Application — Grades 7–9

Competency goal: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.

Indicator	Performance indicators
3.20	Follow directions for operating audiovisual equipment and instructions provided inside printed reference works and index services
3.21	Demonstrate increased proficiency in alphabetizing, including word-by-word and letter-by-letter arrangements
3.22	Refine skills necessary for scanning and extracting relevant information from various features of print and nonprint media—e.g., photograph captions, paragraph headings
3.23	Demonstrate growing understanding of call numbers on catalog cards, spines of books, and labels on nonprint media by locating fiction, nonfiction, and special collections
3.24	Use the card catalog more comprehensively as an index to print and nonprint resources by: • using cross-references with ease • using subject headings and simple subheadings—e.g., "INDIANS OF NORTH AMERICAN — LEGENDS" • understanding and applying special filing rules—e.g., knowing that under the history of a country, historical periods are filed chronologically, so that "U.S. — HISTORY — 1492-1776" is filed before "U.S. — HISTORY — 1865-1918"
3.25	Use more sophisticated and diverse multimedia, selecting those best suited by their special properties and adapting them appropriately to complete assignments and produce projects
3.26	Gather and organize information from print, visual, and auditory resources as follows: • collect and record bibliographic information • skim or scan for specific item • take accurate notes • paraphrase • put in logical order • outline • generalize • summarize without plagiarizing
3.27	Combine selected data from print and nonprint materials, including current sources (e.g., periodicals, information files), in concluding research for a paper or report, and credit sources in properly organized footnotes and bibliographies
3.28	Apply more sophisticated reading, writing, listening, and viewing skills in identifying and defining sequences, main ideas, relationships, and specific information in increasingly complex media

Indicator	Performance indicators
3.29	Identify and define biased and stereotyped presentations encountered in various media and recognize some obvious behavioral influences of mass media—e.g., national popularity of products promoted in clever television commercials
3.30	Compare and contrast points of view from at least two sources selected from print, visual, and auditory resources

Production and Presentation — Grades 7–9

Competency goal: The learner will design, produce and/or select a variety of media formats to present information.

Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.

Indicator	Performance indicators
4.07	Follow a specified procedure for producing materials which communicates information or ideas by: • stating the purpose for a production activity • determining the production format most effective in achieving the purpose • preparing a written plan for the production—e.g., script or storyboard • listing equipment and materials required for the production and/or presentation • selecting and/or creating appropriate visuals, music or sound effects • evaluating the resulting production
4.08	Operate equipment for production and presentation, such as: cassette recorders, overhead projectors, reel-to-reel tape recorders, thermal copiers, cameras, copy camera with copy stand, super 8mm cameras and projectors, slide projectors, filmstrip projectors, drymount press, lettering devices, tape and film splicers, videotape equipment
4.09	Present information and creative ideas through personally designed and produced media, such as: audio cassettes and tapes, thermal transparencies, photographs, slides, 8mm films, sound/slide programs, videotapes

Appreciation — Grades 7–9

Competency goal: The learner will value, use, and enjoy a variety of media throughout life for personal growth, vocational pursuits, and recreation.

Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.

Indicator	Performance indicators
5.23	Select materials for pleasure and personal information as well as in conjunction with classroom assignments
5.24	Appreciate the literary merits of classic titles and read and view more selectively following an introduction to award-winning titles, classics, and other outstanding literary selections
5.25	Express and support opinions regarding literature read, when given the opportunity, as well as be able to analyze literature, including plot, character, setting, etc.

Indicator	Performance indicators
5.26	Choose to share information on print and nonprint titles especially enjoyed and appreciated
5.27	Choose to browse through current newspapers, magazines, books, paperbacks, and other media during leisure time
5.28	Develop evaluative criteria needed to determine strengths and weaknesses in television programs and film productions
5.29	Demonstrate respect for ownership rights and exhibit intellectual honesty
5.30	Demonstrate a concern for the rights of others, while performing study tasks in the media center, by working individually or in a group without disturbing those nearby
5.31	Choose to share knowledge in using the media center with others
5.32	Treat the facility, materials, and equipment with care and show respect for media personnel when using the media center independently
5.33	Choose to assist with responsible media center tasks

Orientation and Organization — Grades 10–12

Competency goal: The learner will demonstrate a working knowledge of the media center's organization and of procedures required to use the center and its collections.

Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.

Indicator	Performance indicators
1.16	Identify media personnel; locate various areas of the center and the materials/services available; follow instructions for the center's use; and checkout/return media following an appropriate orientation
1.17	Define a comprehensive list of library/media terms after an appropriate introduction to them
1.18	Locate and identify microforms/microform equipment and audio/video retrieval equipment where available
1.19	Locate and identify: • periodical indexes, such as: ABRIDGED READERS' GUIDE or READERS' GUIDE TO PERIODICAL LITERATURE • more specialized and comprehensive reference materials—e.g., poetry and short story indexes, guidebooks, specialized dictionaries, and other books of facts • specialized encyclopedias and bibliographies
1.20	Locate and identify both public library and special library reference resources for school research papers and projects, as well as vocational and avocational materials available through other information systems

Selection and Utilization — Grades 10–12

Competency goal: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.

Indicator	Performance indicators
2.34	Exhibit increased competencies in more advanced reading, writing, listening, and viewing skills
2.35	Demonstrate proficiency in alphabetizing and using subject headings, cross-references, and guide words needed to find information
2.36	Follow oral and written instructions for using materials and equipment
2.37	Select and use with proficiency a variety of specialized listening and/or viewing equipment, such as microform equipment, audio/video retrieval equipment, and computer terminals
2.38	Exhibit greater competency in isolating and extracting increasingly specialized information from all components of print and nonprint media
2.39	Identify, locate, and retrieve needed information sources readily through practical knowledge and application of the Dewey Decimal Classification System
2.40	Demonstrate increased competency in using relevant information on catalog cards
2.41	Show increased proficiency in using the following evaluative criteria when selecting and using print and nonprint materials: level of difficulty, relevance, accuracy, authoritativeness, authenticity, and advantages of format
2.42	Discriminate knowledgeably among literary forms and genres in both print and nonprint materials, selecting and using those applicable to needs or interests, such as novel, satire, critical essay, travelogue, sonnet, and historical fiction
2.43	Show capability in selecting and using a comprehensive range of research tools, including the following: • periodical indexes—e.g., ABRIDGED READERS' GUIDE or READERS' GUIDE TO PERIODICAL LITERATURE • more specialized and comprehensive reference materials—e.g., poetry and short story indexes, guidebooks, specialized dictionaries, and other books of facts • specialized encyclopedias and bibliographies
2.44	Evaluate important issues with increased critical skills through selecting and using a variety of current periodicals expressing different viewpoints
2.45	Show proficiency in selecting and using a combination of materials in a variety of formats and disciplines related to a specific topic

Comprehension and Application — Grades 10–12

Competency goal: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.

Indicator	Performance indicators
3.31	Follow oral and written instructions for using the media center and its resources in conducting independent research and completing classroom assignments

Indicator	Performance indicators
3.32	Demonstrate proficiency in alphabetizing and other locater skills necessary for more independent use of the library/media center
3.33	Use selectively and independently any or all components of print and nonprint materials in identifying relevant information sources—e.g., cassette tape labels, tables of contents, filmstrip guides
3.34	Demonstrate a sound understanding of call numbers, catalog cards, and nonprint labels for locating fiction, nonfiction, and special collections
3.35	Review and refine previously introduced card catalog skills and use the card catalog as the major index to all library resources by: • using more inclusive subject headings and more precise subheadings and vice versa, as further clues in identifying appropriate sources—e.g., if nothing appears under “SICKLE CELL ANEMIA,” the learner will search under “BLOOD” • locating important chapters or sections of materials by using analytical cards and contents notes • locating serials by the card catalog—e.g., BEST SHORT STORIES OF 19… [End of example partly obscured at the scan’s right edge.]
3.36	Use more sophisticated and diverse multimedia, selecting those best suited by their special properties and adapting them appropriately to complete assignments and produce projects
3.37	Demonstrate greater independence in applying research skills needed in gathering and organizing information properly for written, oral, or multimedia presentations, as follows: • collect and record bibliographic information • skim or scan for specific item • take accurate notes • paraphrase • put in logical order • outline • generalize • summarize without plagiarizing
3.38	Combine selected data from a variety of complex media in concluding an in-depth research paper, crediting ideas as well as specific facts in complete footnotes and bibliographies confirming to an authoritative style manual
3.39	Apply reading, writing, listening, and viewing skills necessary for comprehending basic content—e.g., sequence of events, main ideas, relationships, details—in diverse media used in conjunction with classroom assignments or independently
3.40	Identify and define more subtle forms of propaganda and bias in mass media—e.g., the use of name-brand products among stage props of television dramas; the strategic location and length of front page news stories to support a particular editorial viewpoint
3.41	Compare and contrast points of view from several sources and diverse formats

Production and Presentation — Grades 10–12

Competency goal: The learner will design, produce and/or select a variety of media formats to present information.

Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.

Indicator	Performance indicators
4.10	Follow a specified procedure for producing materials which communicate information or ideas by: • stating the purpose for a production activity • determining the production format most effective in achieving the purpose • preparing a written plan for the production—e.g., script or storyboard • listing equipment and materials required for the production and presentation • selecting and/or creating appropriate visuals, music or sound effects • evaluating the resulting production
4.11	Operate equipment for production and presentation, such as: cassette recorders, overhead projectors, reel-to-reel tape recorders, thermal copiers, cameras, copy camera with copy stand, super 8mm cameras and projectors, slide projectors, filmstrip projectors, drymount press, lettering devices, tape and film splicers, videotape equipment
4.12	Present information and creative ideas through personally designed and produced media, such as: audio cassettes and tapes, thermal transparencies, photographs, slides, 8 mm films, sound/slide programs, videotapes

Appreciation — Grades 10–12

Competency goal: The learner will value, use, and enjoy a variety of media throughout life for personal growth, vocational pursuits, and recreation.

Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.

Indicator	Performance indicators
5.34	Select materials for pleasure and personal information as well as in conjunction with classroom assignments
5.35	Choose good literature to read, view, and listen to for pleasure and information following an introduction to classics and other outstanding literary selections
5.36	Express and support opinions regarding literature read, when given the opportunity, as well as be able to analyze critically various types of literature, including their styles, themes, characterizations, etc.
5.37	Choose to share pleasurable reading, listening, and viewing experiences with others
5.38	Choose to browse through print and nonprint media for recreation or information during leisure time
5.39	Develop personal and school influenced criteria in order to become more sophisticated and discriminating in television and film viewing
5.40	Demonstrate respect for ownership rights and exhibit intellectual honesty
5.41	Demonstrate a concern for the rights of others, while performing study tasks in the media center, by working individually or in a group without disturbing those nearby
5.42	Share knowledge in using the media center with others
5.43	Demonstrate a responsible attitude toward maintenance of the media facility, its materials and equipment, respect for personnel, and greater understanding of the media program

Indicator	Performance indicators
5.44	Choose to assist with a variety of responsible media center tasks

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Documents Bibliographic Instruction

By Ridley R. Kessler, Jr., Federal Documents Librarian, Wilson Library, UNC-Chapel Hill

A good bibliographic instructional program (i.e., teaching users how to access library material through indexes, abstracts and other bibliographic tools) is essential to any aspect of public service work in a library. This is particularly true in documents depositories where the chief responsibility is to offer all citizens free and ready access to government information. There are few government document depository libraries in North Carolina without a bibliographic instruction program. However, many of these programs are disorganized, lack adequate planning and direction, and do not reach the patrons who need the information the most.

Some Problems

According to a compilation of the Superintendent of Documents Inspection Forms for 1978-79, one of the main reasons for these failures is the small size of most documents collections. In 1979, for example, 51 per cent of the depository libraries in North Carolina selected 24 per cent or less of the current available numbers on the *Classified List*. In fact, only five North Carolina depositories selected more than 75 per cent of the items.

The same forms reveal another factor which affects bibliographic instruction is staffing. The more staffing problems that exist in a documents collection, the more likely it is that instruction will suffer. In

1979, for example, 51 percent of the depository libraries in North Carolina needed additional professional staff and 72 percent needed additional support staff. Shortages in documents collections cause more problems in public services than any other factors. In such understaffed situations the documents people are overworked and hard pressed to keep up with the daily shipments. This is especially true when you realized that the majority of the depository libraries in the state use separate collections and/or are responsible for the technical processing, checking time lists, binding, shelving and the other varied tasks involved in even the smallest depository. If the library is short on staff, then either public or technical services must suffer. Usually, it is the former because the Government Printing Office puts more emphasis on speedy and efficient handling of depository shipments than on public service.

In some cases the regular library public service department handles bibliographic instruction for documents. In these cases documents are often only a part of a broader library-wide program. Many times documents suffer as a result because the regular staff is not well grounded in the fundamentals of documents bibliography and is not cognizant of the changes that continuously occur in government organization. After all, one of the chief arguments for a separate collection is that it allows documents librarians to develop expertise in this highly specialized and complex area. To allow non-documents people to handle such an important aspect of the depository function defeats the purpose of a specialized documents staff. Remember that documents bibliography has absolutely exploded in the last ten years. New sources by private vendors like Congressional Information Service, Infordata International Inc. and Carrollton Press Inc. have increased dramatically and continue to grow each year. Patron interest in federal documents has also grown and depository libraries throughout the state report increased circulation and reference requests. During fiscal years 1977/78 and 1979/80 the University of North Carolina at Chapel Hill, as an example, experienced a 10 percent growth in circulation and 31 percent growth in documents reference.

Successful Instruction: Some Points to Remember

There are no secrets to a sound instruction program, and, unfortunately, there are no short cuts. In the first place such a program should exist, and, if it does not exist, it should be started as soon as possible. Such a program must have the support of the rest of the library staff and the library administration. Without support and encouragement, any worthwhile program will wither away and die from neglect and benign negativism.

A successful bibliographic instruction program should be planned, organized and run by the documents staff. They know more about the documents collection than any other members of the library staff. They are familiar with the types of publications that are coming in, understand the classification scheme, work with the many and varied bibliographic sources, and have developed a sense of government organization. At the very least, the documents staff should be involved in the planning of an instruction program, even where it is not possible for them to handle it personally.

A good documents instruction program should be simple. Very often, a program drowns in trivial and unnecessary information. This is probably the most important point to be made. Because of the complexity of documents organization and the tremendous range of the material available, there is a tendency for librarians in general, and documents librarians in particular, to overwhelm patrons with detail. The problems are often compounded because of the documents librarians' own enthusiasm and pride in their work. Most patrons want particular information and they want to know how to find it in the simplest and most straight-forward manner. They are for the most part not interested in the

organization of the Government Printing Office, the history of the Superintendent of Documents classification system, or any sources that do not directly apply to their search. Keep to the basics. Save the rest for the proper time, if it should ever arise.

Be flexible. A good instruction program should be geared to the level and ability and suspected use patterns of the patrons it is meant to serve. Documents librarians must know and be able to react to the needs of their users. Do not design a program and expect it to serve all purposes. Academic libraries will have freshmen and other undergraduates, graduate students, faculty members, and other library staff to serve. Public libraries, on the other hand, have even greater variety, ranging from professional people such as doctors and lawyers, to housewives and retired people. Be ready to vary the instruction to enable each to use the material to best advantage and in the most judicious manner.

When you have developed a program that you think will work, advertise it. Good public relations is a very necessary ingredient in the process. No one can take advantage of an opportunity if he does not know it exists. Too often we find documents existing in a vacuum. They will be stuck off in the basement or the back of the building, and patrons will not even know there is a collection, much less a service which will teach them how to access it. Put up signs. If your library has a newsletter, get information about your services in it. If a general orientation program already exists, be sure that you are included in it. Do not be passive—be aggressive. Do not rely totally on an orientation program. Such programs generally take place at set times of the year and often do not have the broad appeal that we think they do. Write letters to firms, organizations, and faculty members that you think would make use of documents. Call professors and offer your services. Information is needed year round by everyone and an instruction program that only occurs once or twice a year will miss a large segment of your users.

Having emphasized the significance of good public relations and orientation, it is not necessary to add a caution. Do not confuse orientation programs with bibliographic instruction. They are not the same. Many libraries make the mistake of substituting one for the other. Orientation is for familiarizing patrons with the kinds of materials that are available in a library and establishing locations. Orientations do not, as a rule, teach patrons how to use materials. Bibliographic instruction is for teaching people how to use specific tools such as indexes and abstracts. Both programs should exist together because they are mutually supporting.

Methodology is a popular subject, and library literature is full of creative and interesting ways to teach bibliography. Actually, we probably worry unnecessarily about techniques, and sometimes we spend so much time on gadgetry and creativity that we lose sight of our objective. A commonsense approach to methodology would be helpful, and that old education axiom “whatever works best” is a useful rule to follow. Librarians should take into consideration the funds that are available to them, the staff time and expertise that exist, and the kind of audio-visual equipment, if any, that can be used. If the instruction program is clear and to the point, any reasonable presentation will work. If you have specialized equipment and can do slide tape shows, transparencies, or other formats, then by all means use them. However, do not let lack of such sophisticated equipment keep you from your appointed task. The old lecture and show and tell methods still work. The main point to remember is not to be boring. Documents are a fascinating subject and should be presented in an enthusiastic and interesting manner, whatever the format.

To summarize briefly, it has been shown that a documents bibliographic instruction program should be well planned, well organized, and aimed at the needs of specific users. It should be simple and direct and not be mired down in unnecessary detail. It should be flexible enough to satisfy a wide

variety of users. Finally, the program should be advertised through a variety of ways to allow patrons to take advantage of it.

What To Include

What to include in an instruction program can be a matter of great debate. In fact, no two documents librarians would ever be in complete agreement on the subject. However, in order to reduce this topic to manageable proportions and to stay with our original idea of simplicity, there are certain fundamentals which can be used as a starting place. A basic documents instruction program should cover the following sources:

1. *Monthly Catalog of United States Government Publications* (GP3.8:yr/no)
2. *Superintendent of Documents Subject Bibliographies* (GP3.22/2:)
3. *Index to U. S. Government Periodicals* 1970—. Infordata International Incorporated.
4. *Selected U. S. Government Publications*, GPO. (GP3.17:v/no)
5. *Cumulative Subject Index to the Monthly Catalog of United States Government Publications 1900-1971*. (15 vols.)
6. *Cumulative Title Index to United States Public Documents 1789-1976*. (16 vols.)
7. *CIS/Annual Index/Abstracts of Congressional Publications and Public Laws* 1970—. Congressional Information Service.
8. *American Statistics Index (ASI)* 1974—. Congressional Information Service.

Even these eight sources may be too many, and some smaller depository libraries may not have all of the commercials listed. However, we have emphasized flexibility, and each library is, of course, free to make up its own list of absolutes. The main point to remember is not to overload patrons. Too much information is as bad as too little. Documents are very confusing to persons who have never worked with them before, and especially to people who have truck loads of indexes and abstracts thrown at them all at once.

The most important tool is the *Monthly Catalog of U. S. Government Publications*. If this were the only source covered, a patron would have a good idea of the types of materials available from the federal government and would be able to start accessing them immediately. The *Monthly Catalog* is filled with strange and wondrous cabalistic numbers which all look alike to the uninitiated, so it must be presented in as simplified a manner as possible. The most important parts for beginners are the three basic indexes—author, title, and subject. The general arrangement of citation by Superintendent of Documents class system which follows an agency format should be covered also. The black dot indicating a depository publication is likewise important. Finally, the only numbers which should be emphasized for basic instruction are the entry number to enable the patron to get from the indexes to the main text and the Superintendent of Documents class number (when that system is used by the library) to enable the patron to retrieve the publication.

Another important detail to include in documents bibliographical lectures is the depository system in North Carolina. We now have thirty-five depositories, including the regional depository in Chapel Hill. This entire system is a network of documents cooperation, and a patron has the other depositories at

his disposal through interlibrary loan. The regional at the top of the pyramid attempts to supply, where needed, any of the other depositories with items they do not select.

The atmosphere created during a documents bibliographic instruction program is the last point to discuss, but certainly not the least important. In fact, it is the most important part of the program. If the documents staff prove themselves to be friendly and cooperative, patrons will come back often. A helpful and understanding librarian does more to encourage use than all the gimmicks and fancy methods ever created. This attitude is an absolute necessity in any outreach endeavor. It is the keystone upon which all else depends.

Cover the basics, keep it simple, direct and uncomplicated, create in impression of eager and friendly helpfulness, and users will come back again and again. Your job will be easier, the patrons will have been well served, and the system created out of tax dollars for the use of the citizens will work better.

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Bibliographic Instruction: Some Notes From The Field

Library Faculty Fellows Program, Guilford College, Summer 1979

The purpose of this program is to enable members of the Guilford College faculty to improve their effectiveness as teachers by learning how to identify and use appropriate resources of the college library in the preparation of their courses, and to provide instruction in the methods of library research to students in those courses. It is assumed that faculty members are less familiar with a college library than with a specialized portion of a university library, and that students seldom learn to carry out a sound research strategy without assistance from their teachers. The Library Faculty Fellow Program

challenges the traditional assumption that these difficulties solve themselves, and seeks to enhance the contribution of the library to the educational process at Guilford College.

I. Presentation of an ideal research process for college students—"Why They Write Such Poor Research Papers" (Because, for one thing, They Don't Understand Library Organization).

II. Review of the library's monographic, serial, A-V, and other holdings in the faculty member's discipline—with reference to standard listings for basic collections.

III. Practice in using key library resources which have not yet been incorporated into course work (N. B.: Teachers may use these in class or send students to them in the library.)

IV. Assistance in drawing up course assignments for students which—given the objectives of the course—insure that students learn to locate and use specific library resources helpful to them, and to employ a sound research strategy in identifying and locating appropriate library materials for their course work.

V. Instruction and assistance in the selection and/or production and use of non-book materials for both classroom and individual learning.

Plan Of Action

Each library fellow will spend at least 120 hours at work on the LFFP project(s) listed in his or her proposal to the Faculty Development Committee. It is advisable for each fellow to concentrate on one or two courses as he/she prepares instructional materials for the students.

It is advisable for each fellow to keep a notebook or journal for recording notes, progress, ideas for future work, reflections, sketches, and expenses. (Unless the group makes other arrangements, each fellow should purchase his or her own materials and keep his/her own accounts.)

Each fellow should examine his/her progress in the light of his/her written objectives for the program on a weekly basis.

Two extra copies of all instructional materials prepared should be made: one for the Faculty Development Committee and one for the library files.

Group meetings for faculty fellows will be scheduled for 9 A.M. on the first four Mondays and Wednesdays of the program. Other instructional sessions will be scheduled for 9 A.M. whenever possible. We hope that afternoons, evenings, and the latter parts of mornings will be "free" time for independent work. In a sense, fellows should expect to find one another in the library most weekday mornings, which will facilitate joint efforts. Each fellow will meet with the project librarians on a weekly basis until his projects are complete.

Each fellow should give serious consideration to publishing an account of this faculty development experience in some journal devoted to college instruction.

Instructional Sessions

1. Introduction; Objectives; Background
2. Introduction to A-V resources in the college
3. Classification Systems & the Card Catalog
4. Indexing & Abstracting Services; Microfilm

5. Reference — Pamphlets; Biographical Resources
6. Reference — Statistical Resources; Handbooks; Atlases
7. Reference — Government Documents
8. Resources beyond our library
9. Trip to UNC-Greensboro Library

As the summer progresses, samples of instructional materials and articles on the bibliographic instruction movement in its many forms will be shared with faculty fellows. All fellows are encouraged to contribute to this pool of resources. The library owns several book and subscribes to journals devoted to the application of book and non-book library resources to the college curriculum.

Library/Media Program at Anson Jr. High Expanding

By Candice W. White, Media Specialist, Anson Junior High School

The library/media program at Anson Junior High School in Wadesboro, N. C. is in the process of expanding services to students and teachers. Anson Junior High School is the only junior high in Anson County and serves approximately 1400 students in grades seven through nine. There are two media specialists at the school, Marguerite Royals and Candy White.

One new program initiated during the 1979-80 school year is a learning center laboratory. Students are referred by teachers and guidance counselors to the lab to receive additional assistance with courses they are currently taking. Students are assisted by media center personnel to improve their “readin’, ritin’, and ’rithmetic” on a one-to-one basis. Hopefully this program will expand to serve accelerated students too by offering advanced studies for them.

The media center is also moving into more use of video equipment. During the fall, an orientation program dealing with the Title I ESEA reading and math programs was taped by media personnel. This program was presented to students involved in this program and their parents.

Another aspect of expanded video use is a proposed plan to tape various units of study in the English classes and then circulate the tapes among the English teachers as they study the unit in their classes. This way the teachers can capitalize on their strengths.

Another use of video to be used this year is filming on location at various businesses and industries in the community for classroom use. This will be like bringing the field trip to the school.

Finally the media center is having a book fair and its first annual film festival this spring. Three 16mm motion pictures have been rented to show to the students. The seventh graders will see “Big Red”; the eighth grade will see “Kidnapped”; and the ninth grade will see “Jane Eyre”. The students are really looking forward to these films.

In the following school year, the media center staff plans to expand current programs and initiate new ones to meet the educational plans and needs of the faculty and students at Anson Junior High School.

Required Bibliographic Instruction Course Implemented at Sandhills Community College

By Nancy F. Scism, Assistant Librarian, Sandhills Community College

A course in bibliographic instruction was initiated spring quarter at Sandhills Community College, under the direction of Rose Anderson, Librarian, and Dean of Instruction Vaud Travis. Required of freshmen, Bib. Inst. 110 is offered one hour each week, and is being taught by a member of the library staff, Mrs. Lany McDonald. The course is also open to all students at any level as an elective, and special encouragement is offered those planning transfers to senior institutions. Designed to acquaint students with basic library research and organization, and to give experience in the use of library resources, the course is involving students in using the card catalog, periodical and newspaper indexes and other reference sources. A topical bibliography of sources gathered through library research will complete course requirements. Hopefully, the course will encourage a positive attitude toward the library as a primary source for educational development and personal enrichment, and will foster lifelong learning.

Workshop Words Worth Recall

"Teaching the Teachers": A Workshop on Teaching Skills for Librarians, The University of North Carolina at Asheville, May 29-30, 1980.

Constructing And Interpreting Valid Tests

By Thomas R. Cochran, Assistant Professor of Psychology, UNC-Asheville

In order to develop a well-constructed valid test, the instructor must understand the essential purpose of any testing: to establish a basis of comparing individuals on a common dimension. For the instructor of library resources, testing provides an indication of the mastery level a student has attained so that a grade may be assigned, but testing also serves as feedback to the instructor on areas which may need more or less emphasis. These objectives are not achievable unless you have a well-constructed, valid test.

A test is said to be valid if the items contained within the test are relevant to the material covered in the course. Familiarity with the content of a course in library resources is usually sufficient to insure the test's validity. The more difficult task is in developing a test. Three stages are involved; the first is planning. Instructional objectives can typically be categorized into facts, concepts, interpretations, and applications. By listing these categories horizontally while vertically the content areas of a library resources course, the instructor can develop a two-way specification table in which test terms can be developed (See Anatasia, *Psychological Testing*, 1978). The second phase of test development, construction of the items, involves determining item form, objective or essay questions, and item clarity. The single most common error in test construction is ambiguous, unclear test items. Asking colleagues to review items is often an excellent method of establishing clarity.

The final stage of test development is interpretation. On the surface this task seems inherently straightforward. Add up the number of correct items and divide by the total number of items. However, several important questions must be considered before you can feel comfortable with this percentage passing method. If the items are too difficult, most students will not fare well. If the items are too easy, everyone appears to have mastered the use of library resources. Two methods are available for determining item difficulty. (See: Aiken, *Psychological Testing and Assessment*, 1979). The item easiness index shows the relative ease with which an item was answered correctly while the item

discrimination index measures the effectiveness of the item in differentiating between excellent students and marginal students.

In developing a test for library resources, three questions should be considered:

1. What information should everyone know?
2. What does the average student know?
3. What should the most capable student know?

Course tests can be extremely useful instruments, but only if you have carefully developed a valid, well constructed set of items.

How To Prepare And Evaluate A One-Hour Lecture: A Summary

By Trish Ridgeway, Winthrop College, Rock Hill, S. C.

The lecture introduction should provide a transition from everyday concerns to the subject under discussion and should present objectives of the lecture. The body of the lecture needs an organized structure that students can follow, smooth transitions, repetition and summary, and a vital and interesting presentation. The lecture should end with a summary that ties all major points together and provides a challenge for future learning.

Meaningful learning enables students to consolidate information so it will move from short-term to long-term memory. Learning will decrease if too much information or information that is not organized around a few major points is presented. Active methods of learning such as question and answer sessions, small group discussion, buzz sessions, exercises following the lecture and other problem-solving techniques can be used effectively with the lecture to promote meaningful learning.

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Political Realities: Implications For Learning Resource Centers

By Julie Carroll Virgo, Executive Secretary, ACRL/ALA

Paper presented at the 14th Annual Community College Learning Resources Conference, Charlotte, N. C., March 27, 1979.

Political realities are sets of givens, and politics can be viewed as the use of strategy to accomplish goals, given a particular set of realities. The realities which we are facing in higher education are governed by the economic and social conditions of the times; hence, our realities are a mixture of political, societal, and economic circumstances. What is a societal reality sometimes comes about as a result of economic realities; sometimes it is the other way around. One thing is certain though; these realities are having, and can increasingly expect to have, an impact on the community college.

Background

The comprehensive community college as we know it today is a relatively recent phenomenon. It was originally conceived as an extension of high school education and, not surprisingly, high school traditions have had a strong influence in shaping community colleges. These traditions include the concepts that:

(1) the colleges are tuition-free, or virtually so;

(2) they are "open door" institutions, for all to attend;

(3) they are primarily locally supported and locally controlled;

(4) the emphasis is on teaching — with the concept of the master teacher and master motivator paramount;

(5) they are institutions with an emphasis on student personnel, counselling and guidance with recognition of the individual student;

(6) they are comprehensive institutions, including college transfer, vocational-technical programs, general education, adult education, and community education.[1]

Just 35 years ago, President Truman's Commission on Higher Education first publicized the "community college." The Commission talked about democratizing higher education and laid the way for voter support of colleges located in the cities where the people were, where tuition would be low or free, where teachers would teach and not do research, where counselling would help students make right choices, and where the doors would be open to all.[2]

For a variety of economic reasons, which are addressed later, we are being forced to re-examine our views on "democratizing higher education." What do you do when there is not enough money to go around for local and state supported services? Community colleges have traditionally been supported largely by local and state taxes. Education has been viewed as a "public good;" the benefits are considered to accrue to society as a whole. "While education is directly beneficial to individuals, the spillover of benefits are of such social importance that the cost of primary and secondary education, (and community colleges to a large extent,) is supported by general tax revenues."[3] Marilyn Gell in the January 1, 1979, issue of *Library Journal* describes how trends toward new tax sources (to make up for ceilings placed on property taxes) will place an increased reliance on user fees (tuition) at an

accelerated rate. Those who favor this approach to allocating scarce resources maintain that the use of pricing for a service provides a mechanism for determining how much demand there really is, and distributes costs more equitably.

Some people believe that to charge increased tuition fees for community colleges would improve the state's ability to compete with private institutions. Proponents of this view would claim that "one of the perversions of tax support of public institutions is a redistribution of effective income from lower to higher income groups. Some authorities argue, for instance, that institutions like community colleges that are used primarily by middle class students, yet supported by all, might make higher education available more equitably by charging close to full cost, while providing generous financial assistance to those needing it."[4]

A Litany of Realities

Underlying all else, we are beginning to face a challenge to the philosophy of the community's college's role in democratizing higher education.

Some other realities which affect our world are:

1. Stabilized budgets, coupled with inflation. As a result of this:

   — Learning Resource Centers will be competing with other parts of the institution for the dollars that will be available.

   — While some activities within an institution can be cut to reflect a changing environment, e.g., reallocation of parts of the physical plant for other purposes, the LRC activity is an ever increasing one. Each year still more materials are added requiring space, maintenance, and staff to organize and service them.

   — The dollars that are available will not do as much. Inflation, which has touched just about all spheres of life, the hand-held calculator notwithstanding, has been felt more harshly by LRC's as the cost of books, journals, and non-print materials has escalated out of proportion to other cost increases. The most recent data available, clearly explained in the January 22, 1979, issue of the *Chronicle of Higher Education,* states that the rate of inflation for libraries has been *double* the general rate of the higher education index annually for the last several years. It has been hovering in the 16 or 17 percent range.[5]

   — Energy costs have increased and can be expected to continue to increase.

2. Student enrollment, which had been increasing rapidly up until the 60's, has leveled out and will begin to decrease. The number of 18-year-olds, and consequently the number of high school graduates, will decrease 14-15 percent between 1975 and 1985.[6] However, in 1970 one in six of all students enrolled in post-secondary schools for the first time selected a vocational program that did not lead to a degree. The ratio went up to one in four by 1975.[7]

3. Composition of the student body will change.

   The characteristics of the traditional college-age (18-24) population will change:

   — by 1985 that population will include higher proportions of Black and Hispanic youth.

— more college age women than men are now enrolling.

— more college students are delaying college entry for several years.

— more are enrolling at community colleges.

— if older (age 25 and over) students and college age women continue to enroll at high rates, the decline in the number of college age students may be offset.[8]

— An older student population will need flexible postsecondary educational opportunities; more college students are choosing part time study. The impact of this was well stated by Sarah Thomson when she wrote:

> The number of full-time equivalent students determines the college income, and therefore the proportionate income that can be expanded for learning resources. But the learning resources staff must deal with the *total* number of warm bodies. There are that many individuals who must be taught: how to use the card catalog, where the materials are, how to use equipment, and even basic study skills and reading, writing, and speaking. The higher the proportion of part-time students, the thinner the resource staff and materials must be spread; there is even greater need for multiple copies of materials and more circulating audiovisual equipment, since many of those students are on campus only once or twice a week and want to be able to take resources home for study purposes.[9]

— Open admissions policies in many schools have posed the problem of the "illiterate" student. It has been said that in community colleges with an open door policy the reading range of the students varies from fourth grade to a senior in college.

> Therefore, a significant proportion of the students in the typical community college with an open door policy cannot read or comprehend the books found in a typical collegiate undergraduate library. Unfortunately, they are not interested either, because they have developed an antipathy toward books. Many of the vocational-technical students are primarily nonverbally oriented and are not the typical book learners. How can we proceed in developing a learning resource center if 50 percent of the students cannot read the books on the shelves? We must stimulate the acquisition and/or development of alternate instructional materials. The LRC must become a complete partner in the challenge of *admitting* all and then *educating* all, regardless of the socio/economic or the culturally disadvantaged background of the student."[10]

4. There is an increasing pressure to use technology to solve our problems—technology which itself is expensive—while at the same time there is a pressure to reduce costs. LRC users and supporters have increased expectations for what an LRC should be able to provide its users. If the airlines and banks can provide immediate access to information, why cannot we? If satellites can transmit information vast distances at low cost, why cannot community colleges and their learning resource centers? If photocopies can so easily be made, why are there delays in getting materials? Our users are influenced in their expectations by the rest of their experiences with the society in which they live.

5. As the technology available to, and being forced upon LRC's changes, there will be the need to reallocate resources, retrain, and update staff on a continuous basis. As funding becomes tighter we will see a higher proportion of tenured faculty who will also need retraining and assistance in adapting to changing environments and newer technologies.

6. There is an expectation on the part of employees for increased job satisfaction. A generation ago, and perhaps even more recently than that, it was simply enough to have a job. In the past, you didn't have to enjoy your job. The concept of really enjoying what you do for a living is relatively new. But it does place additional demands on the employer, and that is what many of us are.

7. As the job market tightens, we can expect to have a greater emphasis on collective bargaining, particularly in its most negative forms of trying to maintain the status quo in a changing environment.

8. There will be increased pressures for cost/effectiveness and accountability. Bartlett, in an address on the future of higher education said,

> Accountability to whom? And for what? Accountability has often been a euphemism for an argument among accountants. Occasionally, it has been simply a way of saying that you should not have the degree of autonomy that you have. But accountability is, in a fundamental way, something we all should accept.
>
> . . . Ultimately, accountability is a matter of being responsible for students' education. That is to say, accountability finally must be measured by results as well as by procedures. One can easily imagine an absolutely perfect procedure, in which everybody is accounted for in the least detail—the net result of which is nevertheless to produce nothing. So, surely our problem is to get people thinking about accountability in terms of results as well as the more primitive notion of simple procedures.[11]

9. Tax reform initiatives will decrease the size of the pie from which our slice of money comes.

10. State-wide coordination bodies will become more controlling and less coordinating. Public agencies feel inclined to step in and help us with some of the problems in higher education.

    This 'stepping in' takes the form of state coordinating agencies and of Federal relations. While we may not readily feel so, the intent is usually benign. But clearly, it is not very wise for us to look at this trend as a simple act of malevolence. The impact on us is so great that one of our real problems in the next decade will be how to repel some of these intrusions, how to channel them, how to reinterpret ourselves to public authorities so that, for whatever reason, the encroachment of public agencies does not seriously hamper or hobble our enterprise.[12]

11. And, finally, in this litany of realities are the increasing, and sometimes conflicting, government regulations which we must meet. We see this already in OSHA requirements, affirmative action/equal opportunity employment requirements, minimum wage regulations, and copyright legislation. We are now required to keep more records, better documentation, advertise more widely, fire more carefully, and hire fewer people. What will you do if you have to make your stacks accessible to wheelchairs? How will you handle the situation if you are committed to affirmative action programs but required at the same time to give preferential treatment to veterans? The Sears case illustrates conflicting government regulations well.[13]

Strategies

What will our strategies be in this environment?

Perhaps the most critical strategy of all will be to read and understand the changing environments in which the learning resource center functions, to be adaptive to the changing environments and, **most important**, to articulate to our various publics, our academic deans, our administrators, our boards, our faculty and users what these changes are and why we are affected in the way we are.

We have a continual, constant selling job to perform, in order to get the resources we need to get the job done.

Since Learning Resource Centers will be competing with other parts of the institution for the dollars that will be available, we must continue to develop services that are valued by the students, faculty, and administration. These will include instructional development programs with learning packages as the end result, remedial programs, counselling, community service activities. These are the kinds of activities that LRC's have built their reputations in, and will continue to do so. At the same time we will need to evaluate periodically what are the services we should be providing, what new services or programs do we need to add, what activities should we drop. Managing an LRC is not unlike managing some other businesses, particularly in what Peter Drucker calls "the third sector"—the not-for-profit organizations. We should not fall into the trap of "love of product," the phrase marketing people use for those who are so committed to a product or service that they refuse to give up it up and make way for something new, even when it is not longer of much use to the consumer or student, or faculty member.

Since we are non-profit service organizations, we do not have the simple measure of performance that our business colleagues have—and by that I mean sales and profits in hard figures, dollars. It is therefore more difficult for us to measure the value of an activity we offer.

In a world that is no longer expanding at the rate it had previously, we will need constantly to reevaluate our programs, cutting programs that are not of critical value so that we can add new programs that meet the changing needs of our students and our institutions.

To cite Drucker once again, he says that non-profit institutions should never start a new program without dropping an old one. And that periodically we should assess all our activities in the light of "if we were starting from scratch today what would do," and then drop the programs that we would not start if we were starting over again today.[14]

We must not love our present products and services so much that we cannot adapt to changing requirements.

LRC's should not be naive in viewing the rest of the organization as both colleagues and competition. The effective LRC administrator will need to develop his/her political skills to the hilt. The academic environment will never be more political. In case you need some convincing, here are some anecdotes.

- When Woodrow Wilson was running for the U.S. Presidency, he was challenged as to his political experience and qualifications. He replied that as the president of Princeton he had been in the academic world, which was the most political world of all.
- Or listen to Bill Axford: "Higher education has often been described as the peaceful groves of academe, particularly by those with an incurable sense of romanticism but, when someone

suggests pruning some of the old trees in order for new shoots to grow, it can be as Professor Charles S. Steinberg so eloquently put it in a recent piece in the *N.Y. Times*. . . 'A jungle more terrifying than the real jungle, where predators kill out of a natural need for food . . .' instead of being motivated by '. . . an instinct for the jugular that is driven by a deadly combination of ruthless ambition and sheer malevolent sadistic pleasure'".[15]

— And if that is not enough to persuade you, consider the experience of the famous scholar and diplomat Wilhelm von Humboldt. Early in the 19th century, the Prussian government commissioned Von Humboldt to found the University of Berlin. However, he resigned his position at the University only a few weeks after classes had opened, complaining that faculty constitute "The most unruly and least easily satisfied class of human beings—with their eternally conflicting interests, their jealousy, their lust for power, their one-sided views, in which each one believes that his discipline alone deserves support and advancement." In fact, he confided to his wife, being the rector of the university is "worse than trying to manage a troupe of comedians."[16]

Establishing A Good Relationship With Your Public

Now perhaps the community college isn't *that* bad. But it is a world of real people, each with his or her own territory. It behooves the LRC staff, and its director, to keep that uppermost in mind. Be watchful, helpful, supportive of all your publics at all times. You never know when you are going to need their support.

The importance of good relations with the people with whom you come in contact cannot be over-estimated. Let's consider some of them.

Of the LRC director, Dwight Burlingame wrote in a recent book:

> Nothing can take the place of a knowledgeable and emotionally stable LRC director who approaches institutional superiors with tact, confidence, and preparation. The director should be knowledgeable not only about funding for the LRC but also about the financial status and budgeting procedures for the entire institution. If there is a likelihood that funds become available because of cutbacks elsewhere, the director should be intuitive enough to know what to do. Likewise if unexpected funds become available . . . have your strategy for how you would spend the money and the rationale.
>
> . . . the alert director sees state, federal, and private funds as additional revenue and knows that it is available.[17]

In a study of learning resource centers Sarah Thomson reported that administrators spoke of the importance of healthy relationships with the college administration and of having administrators understand the needs of libraries and learning resources. Several attitudinal guidelines were stressed:

(a) the need to present the programs fairly and clearly in terms of their *educational* effect.

(b) the importance of tact and humor, and the desirability of being low-key, but not a "yes person."[18]

In her book *Learning Resource Centers in Community Colleges* she devotes a whole chapter to the subject of "Faculty, Student, and Learning, and Learning Resource Staff Interrelationships." (p. 76-85)

Remember other important relationships, such as with the Business Manager, and the Plant Maintenance Manager.

Two media directors volunteered the opinion that the reason the media program was so much better supported by the faculty than the library program was that "library staff don't get out of the library enough. They should go out and sell more, not wait for the people to come to them."[19]

Have staff serve as actively as possible on faculty senates, faculty associations and clubs, and faculty committees of all kinds, but especially on curriculum committees. The administrators stressed the importance of staff members being articulate participants, concerned and knowledgeable about the instructional problems of their colleagues. Other responses to our realities:

- One of the chief functions of a learning resources director is that of continuing to educate the chief administrator, and others, of the LRC's needs, functions, and capabilities, as well as feeding them information on relevant trends in their own fields. The LRC director or librarian is in the best position to make the institution aware of trends on the horizon, acting as a true information center.
- We will need to give an increased emphasis to the production of activities and materials to help our student body succeed in school.
- We will need to provide longer hours of service so that part-time students with daytime responsibilities can have equal access to the LRC.
- We may need to make arrangements for our students to use specific public library facilities or other spaces, to bring programs and resources closer to the students.
- Our centers should be physically inviting spaces.
- We may need to provide more community services to obtain and maintain community commitment to the community college concept.
- LRC can provide *information* + subject experts (faculty).

Finally . . .

At a recent presentation on what the successful business corporation will be doing in the 1980's, the imperatives faced sound not dissimilar from your own.[20] When the term LRC is substituted in the appropriate places you will see that we share common requirements with business.

1. A successful LRC will periodically subject itself to an appraisal of its objectives and programs which will challenge and may even refute its own goals and ambitions.
2. A successful LRC will use a **strategy** to effect *change*, and not as a means of sustaining past or present accomplishments.
3. A successful LRC will view government as a proliferating fact of life, but nonetheless, one that can be influenced and even turned to an advantage.
4. A successful LRC will consider any program or activity disposable and as a result will seek to avoid investment in assets for which there is neither a market nor an alternative use.

5. A successful LRC will regularly re-examine, and restructure if necessary, its organization both to reflect new program directions and to route out bureaucratic inertia.
6. A successful LRC will never lose sight of the fact that its vitality and its prospects hinge on the quality of its management talent, its staff, and on the commitment which has been instilled in that talent.
7. A successful LRC will recognize the extraordinary value of effective time management, and the contamination which can result from slovenly practices of a few key staff members.
8. A successful LRC will be prepared at all times to implement a contingency plan which can eliminate a major increment of expense before it is useless or impossible to do so.

Indeed, this is a set of imperatives that have important applicability to us.

The LRC does not exist in a vacuum but is shaped by the goals and objectives of the instruction of which it is a part and also by outside forces and developments affecting education, librarianship, and instructional technology. We must assist the institution in keeping its ear to the ground, adapting to changes in the environment, and in articulating our problems and value to all those who influence directly or indirectly, our ability to get our objectives accomplished. These then are the strategies that lie ahead of us for dealing with our set of political realities.

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North Carolina Legislative Materials

By Frances H. Hall, Librarian, North Carolina Supreme Court Library, Raleigh

This article is a revision of an article published in the Southeastern Law Librarian as part of a state legislative information series.

The Legislative Process

The North Carolina Constitution provides that the General Assembly shall meet in regular session in odd-numbered years on the day prescribed by law. The present law provides that regular sessions be held biennially on the first Wednesday after the second Monday in January. Extra sessions may be convened on legislative call or by the governor. In recent years the General Assembly has met in adjourned sessions during even-numbered years. Ratification of bills by the General Assembly is the final step in the legislative process because the governor of North Carolina does not have the veto power. Acts become effective 30 days after adjournment unless the effective date is otherwise specified.

Sessions Laws

The Legislative Services Office compiles the session law volumes for publication on state contract. The volumes are distributed by the secretary of state and are not usually available until more than six months after adjournment. The price of the 1979 volume is $23.50.

The session law volumes are now entitled *Session Laws and Resolutions*. Prior to 1943 the title varied. Local and private laws were sometimes published in separate volumes and titled accordingly. Prefatory material in recent volumes includes a roster of the General Assembly; a list of the Senate and House offices; the names of the members of the Council of State, Legislative Services Staff, and Legislative Services Commission; and the text of the state constitution. The acts are arranged chronologically by the chapter number which is assigned in the order of enactment. The subject index includes a numerical index to Senate and House bills giving the chapter number of ratified bills. Local legislation is indexed under the name of the county or municipality affected. The index also includes a table, “Laws Amended or Repealed,” which lists by chapter number earlier session laws affected. Resolutions appear in a separate section and are indexed separately.

Since the second 1975 session (1976), executive orders have been included in the session law volumes. Earlier executive orders are contained (although sometimes in summary form only) in the

Governors' Addresses and Papers series published by the North Carolina Division of Archives and History.

There is no cumulative index to the session law volumes. However, the Institute of Government at the University of North Carolina has published the two-volume *Public-Local and Private Law Index* covering legislation from 1900-1967. These are now sold by the Secretary of State; the price is $10.

State Code

Since each volume of the session laws contains only the laws passed by the General Assembly during one session, and since these laws are arranged chronologically, codification is necessary in order to provide a subject or title arrangement of the law. The state's general public statutes are codified in the *General Statutes of North Carolina* (Charlottesville, Va.: Michie, 1943- . 4v in 17.) (For subscription information, contact publisher). Local legislation affecting less than ten counties and appropriation acts are not included in the codification. The code in divided into consecutively numbered chapters. The chapter number is used as the first part of each code section number. The sections in each chapter are numbered consecutively beginning with the number "one." Code section numbers thus consist of the chapter number, a dash, and the number of the section in the chapter.

The *General Statutes* are annotated with digests of court decisions interpreting code sections. Since July, 1969, the North Carolina attorney general's opinions which construe statutes are also cited in the annotations. The *General Statutes* are kept up to date by cumulative pocket parts, pamphlet supplements, and recompiled volumes. The publisher's contract requires the updated supplements be issued within six months after the end of a legislative session.

The *General Statutes* also contain the text of the North Carolina Constitution annotated and the United States Constitution, court rules, Rules, Regulations, and Organization of the State Bar, Codes of Judicial Conduct and Professional Responsibility of the State Bar, Rules Governing Admission to Practice of Law, Rules Governing Practical Training of Law Students, Regulations Relating to the Appointment of Counsel for Indigent Defendants, Supreme Court Library Rules, and comparative tables. The comparative tables include a "Table of Comparable Sections of 1868 Constitution and 1970 Constitution," a comparison of sections in the *General Statutes* and the previous codification *(The Consolidated Statutes),* a table listing deleted sections, and a list of acts codified since 1919 with their code citation. There is a three-volume subject index.

The 1979 General Assembly created the commission on Code Recodification to coordinate the recodification of North Carolina laws. The commission is directed to present a legislative edition of the proposed codification to the 1983 General Assembly for approval.

Journals

North Carolina Senate and House journals have been published after each legislative session since 1777. They are compiled by the principal clerk of the respective houses, printed on state contract, and distributed by the secretary of state. The journals are usually not available until more than six months after the session adjourns. The volumes for 1979 (first session) are priced at $109.50. Since the journals do not contain legislative debates, their usefulness in determining legislative intent is limited. They do, however, contain the governor's addresses to the General Assembly which explain the need for the legislation he recommends.

Prefatory material in recent journal volumes includes a list of officers and the names of the members arranged by the district represented. House journal volumes contain an appendix which includes the governor's addresses, members' speeches which were ordered printed, the chaplain's prayers, committee assignments, and a list of bills introduced by each member. In addition to the subject index, the index section includes a numerical list of bills and resolutions showing their status at adjournment.

Recent Senate journals contain an appendix which includes the governor's addresses, the text of simple resolutions, and lists of appointments shared by the Lieutenant Governor and the Speaker of the House and by the Senate President Pro Tempore and the Speaker of the House. The index section contains a list of bills and resolutions introduced by each senator, a numerical list of Senate bills and resolutions, a numerical list of House bills and resolutions transmitted to the Senate, a subject index, a list by chapter number of ratified bills, and a numerical list of resolutions.

Bills

During legislative sessions the Institute of Government offers a subscription service for copies of bills, including ratified bills with chapter numbers assigned. The cost of the service for the 1979 session was $200, for public bills, and $75, for local bills. A reduced rate is available for educational institutions. Individual bills are available at the Bill Room in the Legislative Building at no charge. Commerce Clearing House, Inc. also publishes a legislative reporting service. (For subscription information, contact publisher.)

Since 1975 the Michie company has provided the *Advance Legislative Service* as part of the subscription to the *North Carolina General Statutes*. This service, which begins publication during the session, contains the text of general and permanent acts with a subject index and "Table of General Statutes Sections Added, Amended, or Repealed."

After the General Assembly adjourns, legislative papers including original bills, resolutions, bill jacket (on which appear the legislative history), petitions, committee reports, certificates of election, calendars, etc., are deposited at the North Carolina Division of Archives and History. The Institute of Government maintains a file of bills beginning with the 1949 session. Proposed amendments are filed with the bill to be amended. The Legislative Library bill collection begins with the 1971 session. The North Carolina Collection at the University of North Carolina Library at Chapel Hill has a collection of bills beginning with the 1937 session, with scattered holdings dating back to 1858.

Tracing Legislation

Ample material is available to trace a bill from its introduction to its final disposition. The Institute of Government began publishing a legislative service in 1935. The current *Legislative Bulletin Services* consists of the "Daily Bulletin, a Digest of Action by the North Carolina General Assembly," "Calender Action," "Weekly Summary," and "Index of Legislation." The "Index" includes a status report for public bills arranged by *General Statutes* chapter number; and index to local bills showing counties affected; "Ratified Bills and Resolutions;" and, "Final Disposition of Bills and Resolutions." The price of this service for the 1979 session was $595. Several months after adjournment, the Institute of Government publishes the *Summary of Legislation of Interest to Public Officials*.

The Institute of Government, the Legislative Services Office, and the State Management System administer a computerized bill statute and history system during legislation sessions. The Legislative

Library conducts computer searches for the public at no charge. Information provided includes a short description of each bill, the name of the introducer and sponsors, bill history status, list of bills introduced by individual legislators, and bills affecting specific counties. A subject approach is provided by a word term index.

Determining Legislative Intent

Limited material is available to assist in determining legislative intent. Committee hearing and reports are not usually published. Committee reports generally contain only a recommendation as to the passage of a bill or rejection without an explanation of the rationale behind the recommendations. Occasionally committee proceedings are recorded on tape. These recordings are deposited in the Legislative Library but have not been transcribed. Since 1975, a copy of the Minutes Books of the Senate committees has been deposited in the Legislative Library. House Minutes Books are also available in the Legislative Library beginning with those for the 1977 session. The collection is not complete for the first years. The Minutes Books contain summaries of committee proceedings, rather than verbatim reports, and vary in the amount of detail provided. They are frequently useful, however, in determining the purpose of legislation.

In 1965 the General Assembly created the Legislative Research Commission composed of members from both houses. Occasionally non-members are appointed to committees of the commission. The commission is directed to make studies of governmental agencies and institutions and matters of public policy as the General Assembly designates. The results of studies are published in reports containing recommendations and the text of bills drafted to implement the recommendations. Reports of the commission and other special committees or commissions created by the governor or General Assembly to study the need for legislation are useful in determining legislative intent.[1] The reports of the following permanent commissions may also be useful for this purpose.[2]

- North Carolina. Criminal Code Commission. *Report.* 1970- (biennial). Recommends revisions in the criminal law.
- North Carolina. General Statutes Commission. *Report.* 1947- (biennial). Recommends substantive changes to the *North Carolina General Statutes.*
- North Carolina. Judicial Council. *Report.* 1951- (biennial). Recommends revisions in the law concerning courts and the administration of justice.

The North Carolina Supreme Court has stated that the intent of the legislature “must be found from the language of the act, its legislative history, and the circumstances surrounding its adoption which throw light upon the evil sought to be remedied. Testimony, even by members of the Legislature which adopted the statute as to its purpose and the construction intended to be given by the Legislature to its terms, is not competent evidence upon which the court can make its determination as to the meaning of the statutory provision.” *North Carolina ex rel. Milk Commission v National Food Stores,* 270 N.C. 323, at 332 (1967).

Other Publications

- North Carolina. General Assembly. *Public Documents.* 1829-1920. 58 v. Contains annual reports of executive officers and special reports of the governor and the General Assembly.

- North Carolina. General Assembly. House of Representatives. *Rules-Directory.* 19 - . (biennial). (Available from the Principal Clerk of the House.)
- North Carolina. General Assembly. Senate. *Rules-Directory.* 19 - . (biennial). (Available from the Principal Clerk of the Senate.)
- North Carolina. Secretary of State. *North Carolina Manual.* 1874- (biennial). Contains biographical information.

Addresses of Sources of Publication

- **Bill Room**, Legislative Building, Jones Street, Raleigh, NC 27611, (919) 733-5648
- **Commerce Clearing House, Inc.**, 4025 West Peterson Avenue, Chicago, IL 60646
- **Institute of Government**, University of North Carolina, Chapel Hill, NC 27514, (919) 966-5381
- **Legislative Library**, Legislative Building, Jones Street, Raleigh, NC 27611, (919) 733-7778
- **The Michie Company**, Post Office Box 7587, Charlottesville, VA 22906, (804) 295-6171
- **Principal Clerk, House of Representatives**, Legislative Building, Jones Street, Raleigh, NC 27611, (919) 733-7760
- **Principal Clerk, Senate**, Legislative Building, Raleigh, NC 27611, (919) 733-7760
- **Secretary of State, Publications Department**, 116 West Jones Street, Raleigh, NC 27611, (919) 733-7355

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2. The 1979 General Assembly created the North Carolina Courts Commission with the duty of making continuing studies of the court system and judicial department for the purpose or recommending changes necessary to facilitate the administration of justice. The commission will report to the 1981 General Assembly.

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Compiled by the "The Skewarkians" Junior Historian Club, Bear Grass School, Williamston, North Carolina, 1980. 77 pp. $3.95. (Order from Elizabeth Roberson, Bear Grass School, Route 4, Williamston, NC 27892)

By Dianne Kessler, Durham County Schools

In the tradition of the Foxfire books, *Weird Tales of Martin County* was researched and developed by eighth grade students at Bear Grass School who interviewed older people in the community in an effort to locate and record local supernatural tales and superstitions. The result of their endeavors is a small book filled with local color and numerous black and white drawings and pictures. The first part of the book is devoted to the stories and legends of Martin County. These simple, well-told tales are amply illustrated and quite short (often less than a page in length). At the end of the book are lists of home cures and remedies as well as superstitions. (i.e., Never kill a frog because it will bring you bad luck).

Weird Tales of Martin County is the type of book which has appeal beyond the confines of local interest. In a time when many school classes or groups are becoming involved with local history projects, *Weird Tales* can serve as a model or incentive. Also, books about ghosts and other supernatural happenings are very popular with young readers. *Weird Tales of Martin County* will be a welcome addition to the shelves of any North Carolina library where interest in local history and/or the supernatural is found.

Rise Gonna Rise: A Portrait of Southern Textile Workers

Mimi Conway. *Rise Gonna Rise: A Portrait of Southern Textile Workers.* Garden City, New York: Anchor Press/Doubleday, 1979. 228 pp. $10.95; $5.95 paper.

By Maurice C. York, East Carolina University

Careful readers of major North Carolina newspapers will understand the relevance of *Rise Gonna Rise,* for they are aware of the continuing conflicts between the J. P. Stevens Company and its employees. Mimi Conway, depending largely on the words of textile workers and other persons she interviewed, presents a vivid picture of the multiple afflictions of Stevens' workers in Roanoke Rapids, their struggle to unionize, and the sometimes shocking attempts of the company to thwart unionization.

Conway divides the book into eight parts that discuss Roanoke Rapids and its people, workers suffering from brown lung disease, the J. P. Stevens Company, the Textile Workers Union of America and its victory in Roanoke Rapids, and other topics. The author's background as an investigative reporter is in evidence in each part, for she combines lively prose with appropriate quotes from her interviews. Most of the major sections comprise detailed studies of the mistreatment of specific workers and their efforts to obtain healthful working conditions, better pay, and reasonable retirement benefits. Forty-three striking photographs by Earl Dotter underscore Conway's points well.

Though an excellent piece of journalism, *Rise Gonna Rise* has several deficiencies. Conway lacks sound historical perspective, as occasional sentences, such as one on page twelve, reveal: "After the Civil War, he tried to farm again but could barely scrape out a living from the war-devastated land." The author also seems too eager to accept the statements of the persons she interviewed without checking their accuracy. Though each section is well written, the parts stand alone; smoother transitions would have improved the book. This indictment of the Southern textile industry should interest patrons of academic, public, and high school libraries.

North Carolina Lighthouses

David Stick. *North Carolina Lighthouses.* Raleigh: North Carolina Department of Cultural Resources, Division of Archives and History, 1980. 85 pp. $6.00; $2.50 paper; plus .50 postage and handling.

By Andrea P. Brown, St. Mary's College

David Stick has given us a number of excellent books on the Outer Banks, among them *Graveyard of the Atlantic* and *The Cape Hatteras Seashore.* His most recent contribution is *North Carolina Lighthouses,* written for the Division of Archives and History.

Beginning with exploration of the North Carolina coast by Englishmen some 400 years ago, Mr. Stick chronologically recounts the efforts made to make sea travel and commerce along the North Carolina coast safer and navigationally more predictable. Interspersed with much factual material on the lighthouses, lightships, beacons, etc., that have guided mariners along our coast since 1795 when the Bald Head lighthouse was lit, Mr. Stick develops several personalities who shaped lighthouse history. One such person was Stephen Pleasanton, fifth auditor of the United States Treasury, who significantly improved the navigational aids along the coast, but who sometimes neglected to insure the usefulness of the site and the quality of the materials used. A number of well-chosen photographs and engravings highlight points in the text. The maps by Bill Ballard are quite helpful and the index is detailed.

North Carolina Lighthouses combines the fascination of the lore of the North Carolina coast with solid research and clear prose. It will prove useful and interesting to readers of all ages in school, public, and academic libraries.

Davidson, A History of the Town from 1835 until 1937

Mary D. Beaty. *Davidson, A History of the Town from 1835 until 1937.* Davidson, N. C.: Briarpatch Press, 1979. 213 pp. $12.50.

By William S. Powell, University of North Carolina at Chapel Hill

The town of Davidson and Davidson College were established at the same time, and they have grown together. Dr. Beaty, assistant director and reference librarian at the college, is a native of the town, and her book reflects both her affection for and knowledge of the place. To those with no attachment to Davidson her book will prove to be a fascinating mood piece, an account of a small Southern town where newcomers are accepted slowly and then taken to heart. Alumni of the college will surely find their memory jogged by the author's telling of fact and tradition associated with both college and town. Not surprisingly, this is a book useful for reference; it is carefully and logically arranged in chronological chapters with several more devoted to the development, house by house, in various sections of the town. The pictures and maps average not quite one per page and they are carefully coordinated with the text. Excellent paper, binding, type face, quality of illustrations, and index combine to make a handsome book, while carefully phrased prose and ten appendixes will delight the casual reader as well as the serious researcher.

Librarians should recommend this book to patrons who want to understand small town life in North Carolina and to would-be local historians in search of a model local history. And, of course, it should come to mind first when there is a call for information about the history of Davidson College.

The Wayward Balloon: A True Story

Chatham Clark. *The Wayward Balloon: A True Story.* Illustrated by Selma M. Gibson. Elizabethtown, NC: River Hill House Press for the Bladen County Historical Society, 1979. 25 leaves. $5.00 (Order from Box 205, Elizabethtown, NC 28337)

By Tucker M. Schecter, University of North Carolina at Chapel Hill

In 1912 a hot-air balloon rising above any county fair was a spectacle anticipated with fascination and delight. But at the Cumberland County Fair that year, the ascent produced fearful amazement instead and became sensational news. This occurred when James W. Smith, a Bladen County farmer, responded to a call for help in steadying the balloon. Its ropes entangled his foot just as a wind gust swept it aloft. The horrifying flight arced fifteen hundred feet above the North Carolina countryside. When it finally settle nearer earth, Mr. Smith leaped free, apparently unharmed. Within a day or so, however, he suffered lameness, trauma, and a painful loss of privacy that proved to be grounds for a court battle which rivaled the balloon flight itself as a spectacle. *The Wayward Balloon* is this true story.

In the book's closing pages is a sort of epilogue describing an aerial recovery technique developed for military rescues and analogous in some ways to James Smith's balloon ride. News of the accident may indeed have contributed to the inventor's rescue concept, but no evidence is given to substantiate it in this book. These final paragraphs distract the reader and do not convince him. Free

of ingenious theories, the story is an exciting account, full of human difficulty faced by a man with the kind of determination often attributed to the Southern farmer.

The author, Chatham Clark, is a former North Carolina state legislator who has been active in recording Bladen County history and in helping to preserve its historical sites. For *The Wayward Balloon,* a tale of more gravity than the title indicates, Mr. Clark consulted newspapers, court records, family files, witnesses to the event, and relatives of James Smith. His charmingly illustrated, small paperbound book is a simply styled narrative that should appeal to both young and adult readers of short stories and local history.

The Salisbury Prison: A Case Study of Confederate Military Prisons 1861-1865

Brown, Louis A. *The Salisbury Prison: A Case Study of Confederate Military Prisons 1861-1865.* Wendell, NC: Avera Press, 1980. 204 pp. $15.00, plus $1.00 postage and handling; 25 percent discount for libraries. (Order from Louis A. Brown, Mitchell Community College, West Broad Street, Statesville, NC 28677)

By Ridley R. Kessler, Jr., University of North Carolina at Chapel Hill

It will come as a surprise to many North Carolinians to find out that a Confederate prison camp actually existed in this state. It will be an even bigger surprise to find out that the Salisbury Prison had a higher mortality rate than the infamous Andersonville. In fact, the author states that . . . “the death rate at the Salisbury prison from October until February of 1865 was the highest of any prison for the same length of time, either North or South.”

Mr. Brown reasons that all Confederate military prisons during the War between the States were subjected to the same regulations; they were all established in a hasty manner; all suffered toward the end of the war because of lack of food and other necessities, and conditions became worse because of the cessation of prison exchange and a starving South. It is thus his contention that the Salisbury Prison can be used as a case study of all Confederate military prisons.

The story of the Salisbury Prison is not only well told by Mr. Brown, but it is also well researched and documented. In great detail he covers such topics as escapes, hunger, deaths, and the reactions of prisoners and local townspeople to the prison.

Of the 15,000 prisoners who passed through the prison during its existence, Mr. Brown estimates that 8,951 prisoners were paroled and exchanged, 2,100 prisoners defected to the Confederacy, and 300 managed to escape. Less than 4,000 died from various causes, of which diarrhea and pneumonia were the most common killers.

This is a fascinating book and is recommended to all libraries with North Carolina collections and/or Civil War collections. It is illustrated, indexed, and has an excellent bibliography.

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Keeping Up

Friends of North Carolina Public Libraries to Meet

Friends of North Carolina Public Libraries will hold its first annual meeting at 10:30 Thursday morning, October 16, 1980 at the Lee County Library, 107 Hawkins Avenue, Sanford.

The purpose of the organization is to facilitate the exchange of ideas and information among existing Friends and to assist in the formation and development of other Friends of the Library groups; to foster closer relations between public libraries and the citizens of North Carolina and to promote awareness of the public library's functions, resources, services, and needs.

Membership in Friends of North Carolina Public Libraries is open to all individuals and organizations in sympathy with its purposes. Annual dues are $5.00 for both individuals and organizations. All memberships received before October 18 will be charter members.

All interested persons are invited to attend the October 16th meeting and to join Friends of North Carolina Public Libraries. For further information, call Frances Reid, Division of State Library, Raleigh, at 919/733-2570.

NCLA Nomination Committee Appointed

The Executive Board of NCLA at its August 14, 1980 meeting authorized President William O'Shea to appoint the Nominating Committee.

A slate for the following officers must be presented by November 1: First Vice-President/President-Elect, Second Vice-President, Secretary, Treasurer, two Directors-At-Large.

It is very important to have the officers be representative of the Association. The Nominating Committee needs help in selecting candidates. *Please send names, with addresses and information about the persons by October 3 to Annette Phinazee, School of Library Science, North Carolina Central University, Durham, N. C. 27707.* Other Nominating Committee members are: Janet Freeman, Lucy McGrath, Sue Scott, and Jerry Thrasher.

Bibliographic Instruction Checklists Available

A workable model for introducing and maintaining a program of bibliographic instruction in an academic library is now available. In the form of 12 checklists which were originally developed by the Continuing Education Committee of the Bibliographic Instruction Section of ACRL to accompany presentations at their Dallas BIS pre-conference on "Organizing and Managing a Library Instruction Program," they can be used separately, or adapted to local situations.

To order: send $3.00 to Order Department, ALA/ACRL, 50 East Huron Street, Chicago, IL 60611.

Connie Dunlap to Retire as Duke University Librarian

Connie Dunlap, University Librarian at Duke University, announced on July 17, 1980, that she intended to retire at the end of December 1980. She stated her reasons for deciding to retire early were personal and family related.

Mrs. Dunlap came to Duke as University Librarian in September 1975. Previously she had been employed at the University of Michigan Library, where she was Associate Circulation Librarian, Head of the Order and Acquisitions Departments, Head of the Graduate Library, and, from 1972 to 1975, Deputy Associate Director. Active in a number of professional organizations, Mrs. Dunlap served as president of the Resources and Technical Services Division of the American Library Association in 1972-73, president of the Association of College and Research Libraries in 1976-77, and president of the Association of Research Libraries in 1979-80. She has been a member of the ALA Council since 1974.

In a report dated June 12, 1980, Mrs. Dunlap observed that "the five-year period, 1975-1980, has been one of great change for the Duke libraries." Major Title II C grants in 1977-78 and 1980-81 have funded cooperative collection development efforts with the University of North Carolina at Chapel Hill and North Carolina State University. In 1979 the three-millionth volume was added to the library's collections. Long-range goals for the library and means for achieving those goals were suggested by a long-range planning committee appointed by Mrs. Dunlap in 1977. Duke joined OCLC through the Southeastern Library Network in 1978, and on-line cataloging was begun in February 1979. On-line searching of commercially produced data bases has been made available at the library's reference department and in the science libraries. Major changes in the organizational structure of the library have reduced the number of people reporting directly to the university librarian and consolidated

collection development, public services, technical services, and administrative services each under an assistant university librarian.

No announcement has been made concerning the process by which Mrs. Dunlap's successor will be selected. The Provost, to whom the university librarian reports, has invited the assistant university librarians, the Executive Committee of the Librarians Assembly, and the library's Support Staff Council to meet separately with him in September to convey their concerns regarding the selection process.

Budgeting Workshop for Library Science Students Held at NCCU on July 30, 1980

Mrs. Viola Lawrence, Media Coordinator at Merrick-Moore School, Durham County School System, led a workshop on Budgeting and Financial Management for students enrolled in management and administration courses offered by the School of Library Science at NCCU. The workshop was conducted on July 30, 1980, from 6:00-9:30 p.m. in Room 331, School of Library Science, James E. Shepard Memorial Library. Mrs. Lawrence is a graduate of the SLS at NCCU.

The purpose of the workshop was to help prospective librarians develop the skills needed to prepare, negotiate and administer budgets. These activities were part of their financial management responsibilities as future managers of school media centers, academic, public and special libraries.

UNC-Librarians' Association Spring Conference

The Librarians' Association at the University of North Carolina at Chapel Hill announces that its Spring Conference, 1981, will be on the topic, "Scholarly Publishing in the 1980's: Issues and Implications for the Library." The conference will be held on Monday and Tuesday, March 9 and 10, 1981, at Chapel Hill, North Carolina.

For information contact:

Tucker M. Schecter, Chairman
The Conference Committee
Librarians' Association at UNC-CH
Wilson Library / 024 A
Chapel Hill, North Carolina 27514

Hales Joins Library Science Faculty at East Carolina University

A native of Zebulon, NC, Celia Elaine Hales, has joined the ECU Department of Library Science faculty this year as lecturer. Holding the B.A. and M.A. degrees in English from Duke University and the M.L.S. degree from East Carolina University, Ms. Hales is a Ph.D. candidate in the School of Library Science at Florida University. She also holds the advanced Master of Science degree from Florida State. At East Carolina, she will be teaching some of the foundations courses, working with student librarians, and coordinating the research skills program.

She formerly was an English instructor at Stratford College, editorial assistant of the Free Will Baptist Press Foundation, Inc., junior instructor in the ECU Department of Library Science, school media coordinator in the New Hanover County Public Schools, and graduate assistant in the Institute for Social Research at Florida State University. Her most recent publication appeared in the July, 1980 of the *Journal of the American Society for Information Science.* Her dissertation research involves

planning for the informational needs of the aging and a Delphi response with commentary by older Americans.

Publisher Indicted

Frank Gille, a publisher whose name has been associated with a number of imprints available on a list prepared by the ALA Committee on Bookdealer-Library Relations, which receives complaints about publishing practices, was indicted in June on 21 counts of mail fraud and one count of interstate transportation of stolen property.

The federal indictment cites mail order sales of various reference books, among them: *Encyclopedia of Indians of the Americas*; *Encyclopedia of Computers and Data Processing*; *Encyclopedia of Indians of Canada*; *World Encyclopedia of Black People*; *Encyclopedia of the United States*; *International Dictionary of Prominent Physicians*; *International Dictionary of Artists*. The U.S. Attorney's office in Detroit, Mich., expects to try Frank Gille in early September.

For a copy of a list of imprints known as those under which Frank or his son, Michael Gille, has operated, write the Executive Secretary, Resources and Technical Services Division, ALA, 50 E. Huron St., Chicago, Ill., 60611.

Television Foe to Speak at Third Annual New River Mixed Media Gathering

Well-known television opponent Jerry Mander will present his case against television this fall at the Third Annual New River Mixed Media Gathering at Appalachian State University. Mander's controversial book, *Four Arguments for the Elimination of Television,* has stirred considerable debate and a renewed airing of opinions about the psychological and sociological effects of this country's love affair with the television set.

Mander's presentation, the third in the annual Ila T. Justice Lecture Series, will be at 8:00 P.M. on Friday, October 17, 1980 in Edwin Duncan Hall on the ASU campus in Boone, North Carolina. It will kick off a two-day media festival that will include film and video workshops and presentations by practicing independent film and video makers, as well as the judging and screening of amateur and independent Super 8 films and small format videotapes entered into competition.

Amateur and independent film and video makers are encouraged to enter their work in this year's gathering. Any 1/2" or 3/4" videotape or Super 8 film produced since January 1, 1979 by an amateur or independent is eligible. There is a 60 minute time limit on all entries, which will be divided into the following four categories for judging: videotape, 18 years of age and older; videotape, 17 years of age and younger; Super 8 film, 18 years of age and older; and super 8 film, 17 years of age and younger. Cash prizes will be awarded, and all entries will be screened during the festival.

This year's Gathering is being sponsored by the Educational Media Department, the Artist and Lecture Series, and the College of Continuing Education at ASU with additional funding provided by a grant from the N. C. Arts Council and the N.E.A. The N. C. Independent Film and Video Association will present several workshops at the Gathering and will hold its fall meeting and election of new officers.

For additional information and entry forms, contact Joseph R. Murphy, Educational Media Department, Appalachian State University, Boone, NC, 28608 (704-262-2243).

Art Librarians to Meet

The Southeast Chapter of the Art Libraries Society of North America (ARLIS/SE) will hold their Annual Meeting in Greenville, South Carolina on Friday and Saturday, November 7 and 8. The tentative program will include visits to the Greenville County Museum of Art for a viewing of the noted Andrew Wyeth Collection and to the Bob Jones Art Museum to see its outstanding religious art collection. A pre-conference tour is being planned for a quick afternoon trip to the Biltmore House and Gardens in Asheville, North Carolina on Friday. We cordially extend this invitation to all librarians who are interested in and enjoy art. For more information and pre-meeting packet, please contact: Stephen Allan Patrick, Vice-Chairman/Elect and Program Chairman, ARLIS/SE, Greenville County Library, 300 College Street, Greenville, North Carolina 29601.

N. C. SOLINET Users Group to Meet in November at UNC-G

The fall meeting of the North Carolina SOLINET Users Group will be held on Friday, November 7, 1980, in Alexander Hall of Elliott University Center at the University of North Carolina at Greensboro. Registration will begin at 9 a.m. and the programs will begin at 9:30. The activities of the day, including the business meeting, will end at 3:30 p.m.

On the program for the morning will be a panel presentation on the problems of searching the OCLC data base for federal and state government documents, serials, music, and audiovisual materials, with the offering of some possible solutions. After the discussion is thrown open for all present to participate, a representative from SOLINET will address the group on the searching enhancements that OCLC has planned for the future in order to provide better access to the bibliographic records in the data base. The SOLINET representative will also speak about searching the WLN data base and the use of the Regional Support System. These morning sessions will be open to the members of the North Carolina Interlibrary Loan Discussion Group, who will be meeting concurrently with the N. C. SOLINET Users Group at the same time and place.

After luncheon, the Interlibrary Loan Discussion Group will have an afternoon session of its own, while the N. C. SOLINET Users Group will have an afternoon program on retrospective conversion. First, the SOLINET representative will address the group on retrospective conversion, followed by a panel discussion on retrospective conversion by panel members who have had some experience planning and implementing retrospective conversion in their libraries. Then the Group will be divided into discussion groups with group leaders to discuss retrospective conversion in smaller groups. After an afternoon refreshment break, and a brief business meeting, the Group will adjourn at 3:30 P.M.

Registration brochures will be mailed to those on the mailing list, but for anyone desiring more information, please contact April Wreath (Secretary/Treasurer) at the Health Sciences Library, UNC-Chapel; or Herb Williams, Meredith College, Raleigh (Coordinator); or Louise Deshaies, Jackson Library, UNC-Greensboro (Assistant Coordinator).

ECU Lecture Series in Librarianship

The ECU Library Science Department and the ECU Library Science Alumni Association will sponsor a lecture series in librarianship during the 1980-81 academic year. Lectures will be held monthly from September through March and will be open to students, faculty, librarians in the area, and other interested persons. Each program will begin at 6:30 P.M. in Room 221 of the ECU Library Science Department. A social hour will follow each program in the lecture series. The series will carry one unit

of CEU credit for those librarians and teachers who are eligible. There will be a $5.00 fee for those persons wishing CEU credit.

The lectures are scheduled as follows:

Sept. 30, 1980. Library Cooperation. Speakers: Ms. Anne Sanders, Director, East Albemarle Regional Library; Ms. Nancy Harris, Media Specialist, Farmville Middle School; Ms. Lucy McGrath, Director, Carteret Technical College Learning Resources Center; and Ms. Sallie Mann, Librarian, Joyner Library.

Oct. 29, 1980. Special Library Collections. Speakers: Ms. Millie Matthis, Associate Dean, Lenoir Community College Learning Resources Center; Dr. JoAnn Bell, Director Health Sciences Library, ECU; and Ms. Mary Lou Pelletier, Librarian, Music Library, ECU.

Nov. 24, 1980. Community College Learning Resources Centers. Speakers: Ms. Scottie Cox, Dean, Wayne Community College Learning Resources Center; Mr. Neal Hardison, Dean, Sampson Community College Learning Resources Center; and Ms. Barbara Clark, Director, Pitt Community College Learning Resources Center.

Jan. 7, 1981. State Support Services for Libraries. Speakers: Ms. Sue Scott, Division of Educational Media, N. C. Department of Public Instruction; and Ms. Diaria Young, Children's Services Coordinator, N. C. State Library.

Feb. 23, 1981. North Carolina Foreign Language Center. Speaker: Mr. Patrick Valentine, Director, Foreign Language Center, Cumberland County Public Library.

Mar. 25, 1981. Storytelling. Speaker: Ms. Jane Maier, Greenville.

Library Science Student Receives Scholarship to East Carolina University

The 1980 recipient of the North Carolina Association of School Librarians' Scholarship was announced this week. Sarah L. Sundwall of Greenville is to receive this honor. Mrs. Sundwall is currently serving as media coordinator at A. G. Cox Grammar School in Winterville and is enrolled in the Master of Library Science degree program in the East Carolina University Department of Library Science. She is also working toward certification in the field.

Sundwall is a native of Pittsfield, Massachusetts and received her previous education at Colby College, Boston State College and Columbia University. Her earlier honors included the Voice of America Essay Award, the D.A.R. Good Citizen Award, and the Bennett Cerf Award for Fiction. She has had previous library experience at Colby College, Boston Public Library, and Columbia University. She has been in the Pitt County Schools since 1978. She also has experience as a classroom teacher and swimming instructor.

The N. C. Association of School Librarians is a section of the North Carolina Association and awards this coveted scholarship on an annual basis.

School of Library Science Announces Awards and Honors for 1979-1980

First Ph.D. Degree. The School of Library Science awarded its first Ph.D. degree to Jo Ann Bell at the University of North Carolina at Chapel Hill Commencement on May 11, 1980. Ms. Bell, Director of the Health Sciences Library, East Carolina University, Greenville, North Carolina, received her B.A. degree from Duke University (1966), her M.S. in L.S. degree from UNC-CH (1973), and her M.B.A.

degree from East Carolina University (1973). Ms. Bell's dissertation topic was "An Investigation of Attitudes toward Professional Continuing Education Held by Faculty Members and Deans of Library Schools with Accredited Master's Programs," and her major professor was Dr. Fred W. Roper, Associate Professor of Library Science and Assistant Dean of the School. A member of the first class of five students who entered the doctoral program in August, 1977, Ms. Bell held the Louis Round Wilson Fellowship in 1977-78, and is a member of Beta Phi Mu, national library science honorary. She has been active in the Medical Library Association.

Epsilon Chapter Award, Beta Phi Mu. Linda Lee Brogan, Assistant Director for Planning and Research at the Health Sciences Library, University of North Carolina at Chapel Hill, received the Outstanding Student Award presented annually to the graduating in the M.S. in L.S. program who had the highest scholastic average during the previous year. The Outstanding Student Award is given annually by the Epsilon Chapter of Beta Phi Mu, national library science honorary, and consists of a certificate of achievement and a cash award of $100.00. Ms. Brogan holds the B.S. degree in Psychology and a M.S. degree in Psychological Psychology (both from Purdue University), and has studied in the doctoral program in neurobiology at the UNC-CH School of Medicine. She is the eighth recipient of the Epsilon Chapter Award.

Dean's Achievement Award. Martha Marshall Smith, of Elkin, North Carolina, is the third recipient of the Dean's Achievement Award, given to the writer of the best master's paper as chosen from faculty nominations. The Dean's Achievement Award, consisting of a certificate and a cash award of $100.00, is provided by the Rockwell Fund of Houston, Texas. Her master's paper title is: "Cooperative Collection Development in Rare Books Among Neighboring Academic Libraries." Ms. Smith earned a B.A. degree from Agnes Scott College and a M.A. degree in history from UNC-CH. She has recently accepted a position with the Eighteenth Century Short Title Catalogue Project at Louisiana State University.

National Online Conference "Best Paper Award". Brian Nielsen, doctoral student, received the "Best Paper Award" for the 1980 National Online Information meeting in New York City. His paper, "Online Bibliographic Searching and the Deprofessionalization of Librarianship," was selected from among 144 entries and earned Nielsen a certificate and a $500.00 cash award. Nielsen, who will become Chief Reference Librarian at Northwestern University in July, holds the B.A. degree from Bard College and the M.L.S. degree from the State University of New York at Albany. He was formerly Reference Librarian in the Robert B. House Undergraduate Library, University of North Carolina at Chapel Hill.

Beta Phi Mu Initiates. The Epsilon Chapter of Beta Phi Mu, national library science honorary, initiated eight persons to membership on April 25, 1980. To be eligible for this honor a student must have a 3.75 grade point average based on a 4.0 scale. Those initiated include:

- Harvey Ray Brenneise
- Linda Lee Brogan
- Loretta Kizer Mershon
- Rexanne Dawson Newnam
- Thomas Drian Nielsen
- Barbara Kelly Post

- Charles Franklin Sieger
- Margaretta Jane Yarborough

Botswana Librarian Speaks at NCCU

Mrs. Esi Honono of the University College of Botswana spoke on “Challenges in African Librarianship” to students and faculty of North Carolina Central University’s School of Library Science at 2:45 P.M., Tuesday, July 22, Room 331 of the James E. Shepard Library.

Mrs. Honono has spent the summer at NCCU as a visiting lecturer in the School of Library Science.

She is a lecturer in the Department of Library Studies of the University College of Botswana, which she joined in 1979. As part of the research activity of that department, Mrs. Honomo is working in a consultant capacity to assist with the establishment of a new library collection which serves the Botswana House of Parliament.

Mrs. Honomo is an honor graduate of Alabama’s Talladega College, has studied at Radcliffe College, and holds the M.S. degree in Library Science from Drexel University.

She began her library career as County Services Librarian at Talladega College, driving a quarter-ton bookmobile throughout Talladega County bringing library materials and service to black communities otherwise totally without library service.”

She has also been an adult services librarian at the Free Library of Philadelphia, head librarian for the Ambler Campus of Temple University, community and cultural services librarian at Temple University, and Chief of Public Services, Medgar Evers College Library, City University of New York.

From 1974 to 1979 she was reference/circulation librarian at the University of Dar Es Salaam, Tanzania.

Mrs. Honono is a member of the American Library Association (of which her sister, Mrs. Clara Stanton Jones, is a past president), the Tanzania Library Association, and the Botswana Library Association.

Southeast Chapter of Music Library Association to Meet

The Music Library Association—Southeast Chapter will hold its annual meeting at Florida State University, Tallahassee, October 31 - November 1. An interesting and varied program has been planned which should be of interest to all librarians who work with music materials.

Topics for the sessions will include a question-answer period related to music library design, which will include a tour of the new facilities at Florida State; the discussion will be led by Dale Hudson of Florida State and Joan Falconer from Appalachian State University; a presentation by Marty Rubin of Audio Buff, Athens, Ohio, concerning the problems of obtaining the records we need; and information concerning the unusual carillon library at Bok Tower in Lake Wales, Florida, given by Stephen Fry of UCLA who has helped to catalogue this collection. He will also talk about some of the special preservation problems involved.

There will also a business meeting, special entertainment, an up-to-date of national MLA actions and also the count-down situation for AACR 2, “Day One minus 2 months”. Participation in these sessions is open to all interested persons. For information concerning registration please contact Mr. Dale Hudson, Allen Music Library, Florida State University, Tallahassee, Florida. 32306.

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Library Science Faculty Contribute to New *ALA World Encyclopedia of Library and Information Science*

Seven faculty members and two UNC librarians have contributed articles to the new *ALA World Encyclopedia of Library and Information Science.* The Encyclopedia is the result of international collaboration during four years of planning and editorial work by over 400 advisors, contributors, and staff from 145 countries.

Dean Edward G. Holley was one of the thirteen members of the General Advisory Board and contributed two (Lester E. Asheim & Charles Evans) of the 452 articles. Other faculty members contributing articles include: Dr. Raymond Carpenter (Italy), Dr. Budd L. Gambee (Caroline Maria Hewins) Dr. Joe Hewitt (Fredrick W. Lancaster), Dr. Mary Kingsbury (Effie Lee Powers), Dr. Haynes McMullen (R. R. Bowker), and Dr. Marilyn Miller (May Hill Arbuthnot, Children's Services). Dr. H. G. Jones, curator of the North Carolina Collection, wrote the article R.D.W. Connor and Ms. Frances Weaver, assistant university archivist, the article on Louis Round Wilson.

The *ALA World Encyclopedia* includes alphabetically arranged articles which range in length from several hundred to several thousand words. The average article length, at more than one thousand words, provides enough space to treat significant aspects of librarianship. Articles have been edited

for precision, readability, and complete coverage. The work totals more than 700,000 words in 624 pages.

A special feature of the encyclopedia is a topical “Outline of Contents” which gives the reader a fresh overview of the organization of knowledge of librarianship for the 1980s. International in scope and coverage, the *ALA World Encyclopedia* numbers contributors from 145 countries and contains 162 articles on librarianship in countries of the world. A parallel index in the margin of the text provides references to other material relating to the specific topic.

Included among the 172 biographical sketches in the *ALA World Encyclopedia* are North Carolinians Lester E. Asheim, Ronald Diggs Wimberly Connor, Robert Bingham Downs, Herman H. Fussler, Edward G. Holley, L. Quincy Mumford, and Louis Round Wilson.

According to Dean Holley, “The new *ALA World Encyclopedia of Library and Information Services* will proved indispensable for those individuals needing reliable information on all aspects of library and information service. The encyclopedia will be a first source to which many of us turn when we are checking facts or want an accurate overview of the state-of-the-art for such topics as academic libraries, children’s services, information science education, bibliographic networks, services to the handicapped, school libraries/media centers, and state library agencies. With this basic compendium and the annual *ALA Yearbooks* to keep it up to date, researchers will have available for the first time not only information about Anglo-American librarianship but also material about library and information services in various countries around the world. We welcome this useful new reference work and take pride in the UNC faculty who contributed to its development and publication.”

Kathleen McNiece Moore Fellowship Established

The Kathleen McNiece Moore Fellowship in Children’s Library Services has been established at the School of Library Science at the University of North Carolina at Chapel Hill.

The graduate fellowship is endowed by a $10,000 gift from Miss Moore’s estate and given by her father and mother, Odus Lee Moore Jr. of Laurinburg and Margaret McNiece Ellis of Daly City, Calif., and her brothers John Franklin Moore and Kenneth Parker Moore of California.

The fellowship was given “to perpetuate her concern for books, her love of children and her interest in the art of storytelling.”

Dean Edward G. Holley said the first fellowship will be awarded for the fall semester 1981. “The primary selection criteria,” he said, “will be high interest in and commitment to library services for children.

“We are grateful to the Moore family for providing this fellowship in memory of an alumna who made so many contributions to library service for children. This gift seems particularly appropriate in the year when Dr. Marilyn Miller, associate professor of library science, is serving as president of the 4000-member Association For Library Service to Children (ALSC). I am sure that Kathleen McNiece Moore’s ideal will be advanced by students who are awarded the fellowship that honors her memory.”

Her family also has given a $10,000 endowed scholarship in flute and voice to the College of Wooster in Ohio, where Miss Moore earned her undergraduate degree.

Miss Moore, who earned her master’s degree in library science at Carolina 1970, died in 1979 from complications caused by systemic lupus erythematosus, a disease of the connective tissues. At the

time of her death she was coordinator of children's services for the Charlotte-Mecklenburg Public Library.

Born in Charlotte in 1947 she lived in Salisbury and Red Springs, N.C.; Shavertown, Pa.; and Goshenk Ind., before coming to Laurinburg, N. C., where she graduated from high school in 1965.

Her library career took her to the Free Library of Philadelphia, the library of Amerika Haus in West Germany, Hyconeechee Regional Library (Caswell, Person and Orange counties) and finally to Charlotte. She specialized in children's services, especially book selection and storytelling.

Library Science Workshop at Lenoir Community College

Over 60 librarians from North Carolina got up-to-date, detailed and practical information on library budgeting at an all-day workshop at Lenoir Community College on Tuesday, June 16.

The program centered on the theme "Stretching the Media Dollar" and co-sponsors were the East Carolina University Department of Library Science Alumni Association and Lenoir Community College.

Ms. Emily S. Boyce, alumni advisor and workshop moderator, opened the session and Mrs. Mildred Matthis, associate dean of Learning Resources at LCC, welcomed the group to the campus. Dr. Gene D. Lanier, Chairman of the ECU Department of Library Science, made introductions.

Thomas C. King, Jr., Vice-President for Financial Services, N. C. Department of Community Colleges, delivered the keynote address. He shared in detail budgeting, financial, and legislative matters having importance for all types of libraries.

Elsie Brumback, Director, Educational Media Division, North Carolina State Department of Public Instruction, presented a videotape report on the White House Conference on Library and Information Science to which she was an official delegate. Margaret Cain, recent graduate of J. H. Rose High School, Greenville, NC, and incoming freshman at Princeton University, was also a delegate to the White House Conference from North Carolina. They gave their impressions of their stay in Washington. Dr. Lanier brought the group up-to-date on activities in professional organizations.

Following lunch, a panel discussed stretching the library dollar in different types of libraries. Dr. Clyde Erwin, President, Wayne Community College, represented two year institutions while Ms. Eunice Drum of the North Carolina State Library, Division of Cultural Resources, discussed technical services and public libraries. Ms. Frankie Cubbedge, Library Director, University of South Carolina at Aiken, spoke to the college and university library sector and Ms. Sue Scott, Consultant, Division of Educational Media, State Department of Public Instruction, covered school media centers. Ms. Jane Alligood of Washington, NC, and President of the ECU Library Science Alumni Association, summarized the day and made announcement concerning future activities.

Epilepsy Information for Librarians

An information packet of educational materials on epilepsy is now available from

Comprehensive Epilepsy Program
Bowman Gray School of Medicine
300 S. Hawthorne Road
Winston-Salem, N. C. 27103

Bowman Gray School of Medicine also runs a toll-free Epilepsy Information Service from 8:30 a.m. to 4:30 p.m., Monday through Friday. The number is 1-800-642-0500.

Both services could be of interest to librarians who want Information and Referral reference materials and public service materials on epilepsy. The information packet includes a list of where to go for resources for the person with epilepsy in North Carolina, news clippings on the treatment of epilepsy, brochures for and about the epileptic person, a list of local chapter affiliates of the Epilepsy Association of North Carolina, the state branch of the Epilepsy Foundation of America in Washington, D. C.

Keith C. Wright Appointed Chairman at UNC-C

[Photograph: Black-and-white portrait of a man with dark, swept-back hair, a full mustache and beard, wearing a tweed-style sport coat, white shirt and dark tie. It accompanies this announcement; no caption or credit is printed.]

Keith C. Wright has been appointed professor and Chairman of the Library Science/Educational Technology Division, University of North Carolina at Greensboro, effective August 1, 1980.

Dr. Wright received both his M.L.S. and Ph.D. degrees in Library Science from the School of Library Service, Columbia University. In addition he holds a Master of Divinity degree from Union Theological Seminary in New York City.

Prior to his present appointment, Dr. Wright was Dean of the College of Library and Information Services at the University of Maryland. His other library experience includes teaching in the Department of Library and Information Science, the Catholic University of America; Librarian of Gallaudet College (The National College for the Deaf, Washington, D. C.) and Director of the Information Center for the Department of the Ministry, National Council of churches.

Dr. Wright brings to the library science program at UNC-G expertise in computing, information science, and library services for the handicapped. He is the author of *Library and Information Services for Handicapped Individuals* (Libraries Unlimited, 1979) the first devoted to library services for all major handicapped groups.

NCLA Scholarships/Loans Announced

The Scholarship Committee of NCLA has announced the following recipients of two scholarships for 1980-1981.

NCLA Memorial Scholarships: Margaret S. Crownfield of Greensboro; and Cora C. Ball of Lexington.

Query-Long Scholarship: Frances B. Bradburn of Greensboro.

Loans from the McLendon Loan Fund were offered to fifteen other applicants.

Every year the applicants for these scholarships and loan funds are capable and promising prospective librarians. Every year there are many more needs than can be met by the resources in the Funds. Contributions to any of the scholarships or loan funds are welcome.

Members of the Committee are: Eugene Huguelet, Marjorie Lindsay, Myrtle Lindsay, Myrtle McNeill, Diana Tope, and Elizabeth Laney, Chairman.

The North Carolina Library Association Memorial Scholarship is a $1,000.00 scholarship. *The Query-Long Scholarship* is a $500.00 scholarship. *The McLendon Student Loan Fund* is a $100.00 loan.

Either scholarship and/or student loan fund may be awarded for original or for continued study in library science:

1. To a student entering library school for the first time.
2. To a student currently enrolled in a library school program; or
3. To a practicing librarian who wishes to continue his or her studies.

To be eligible for either scholarship and/or student loan fund the applicant:

1. Must have been a legal resident of North Carolina for, at least, two years.
2. Must show a genuine interest in professional library work.
3. Must show need for financial assistance.
4. Must hold an undergraduate degree.
5. Must have been accepted by a library school.

Applications for both scholarships should be submitted by March 1, 1981, to:

Elizabeth J. Laney, Chairman
NCLA Scholarship Committee
Route 1, Box 281 F
Spring Hope, North Carolina 27882
Telephone: Home: 919-478-3836
Work: 919-733-2964

New Buildings

- **King Public Library** (Stokes County, Northwestern Regional Library). This building was dedicated on April 21, 1980, with about 100 people present. The building encloses 3,200 square feet, with a collection size of 7,200 volumes. Cost of the building is $125,000.
- **Sherrill's Ford Public Library** (Catawba County). This building was dedicated on April 20, 1980. Costing $79,000, it houses 5,000 volumes in 1,375 square feet.
- **Ila T. Justice-M. Eunice Query Instruction Materials Center** (Appalachian State University). Named in honor of two faculty members of the Department of Library Science at Appalachian, this center was dedicated on July 18, 1980 with a tribute to the two namesakes, who were present.

Advertisement

Just Folks: Visitin' With Carolina People

by Jerry Bledsoe. New—September.

[Advertisement image: Book cover reading Just Folks, Visitin' With Carolina People, Jerry Bledsoe, above a pen-and-ink illustration of two men in hats seated on porch steps, with a figure seated in a chair on the porch behind them.]

"Jerry Bledsoe is Carolina's Listener Laureate. Nobody beats him at listening to the human voice and to the human heart, and nothing beats holding his book in your hands and listening with him. *Just Folks* is just life, which is the most you can say about any writer." —Charles Kuralt, CBS News

A lively and meaningful collection of conversations that well-known columnist Jerry Bledsoe has had with 66 North and South Carolinians over the past thirteen years. Some of these people are famous; some are not. All are special and Jerry's affection for them is contagious. They will become as unforgettable to you as they are to him.

ISBN 0-914788-31-0. LC 80-36880. 208 pages, 6" × 9". $9.95 cloth.

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Resources and Technical Services Section Fall Report

A Cataloging "Who-Done-It"

By Roberta F. Kirby, Monographic Cataloging Department, D. H. Hill Library, N. C. State University

One of the things I think that all library schools should put into their curriculums, both for cataloging and reference students, is a course in detective techniques, because detective work is exactly what is required sometimes to solve cataloging mysteries. In this particular case, it was not a question of finding the publication date, or determining authorship, though these are often problems. It was a question of how does a 12 volume set, 27 x 36 centimeters relate to a leather portfolio, 10 x 14 centimeters, containing 8 small pamphlets. The pamphlets were entitled *Faunae Insectorum Germanicae Initia, oder Deutschland Insecten*, by Georg Wolffgang Franz Panzer. However, the portfolios which contained the pamphlets was labeled *Deutschland Insecten*, by G. W. F. Panzer. Both were published in Nurnberg, 1793, etc. Author, title, publisher, date. No problems. But upon searching our card catalog, I found an entry for the same author, same title, same publishers, similar dates, but the physical description (12 volumes, 27 x 36 cm.) was so different that I questioned the nature of their relationship. Now curious, I hastened to Special Collections and examined one of the large, leather bound volumes. They were comprised of hand colored plates of insects. There was no traditional title page, but rather a plate of a pastoral scene, with "Faun. Insector. Germ. Init." inscribed on a stone in the landscape. This plate and all the others, were 10 x 14 cm (sound familiar) and mounted two to a leaf, with corresponding descriptive leaf mounted opposite. I went back and

checked my little pamphlets again. The text was lists of some sort, insect names in Latin. And it clicked, these pamphlets were lists of the plates in the larger volumes. Now the nice leather binding became significant. Obviously, the plates had once upon a time been the same format as the pamphlets, perhaps even part of the same book, but they had been separated and remounted on the larger sheets. Next, I hit the NUC [National Union Catalog], a cataloging detective's most helpful tool. There was our cataloging for *Insectorum* and somewhere near it was cataloging from the Library of Congress for the title *Deutschland insectne*, which also curiously happened to be the sub-title to our title. Same author, same publisher, same date range, and same format as the original pamphlets, 10 x 14 cm. The question now was how did the two titles relate, and if they were for the same bibliographic item, whose cataloging was correct, ours or LC's. Next, I went to the OCLC data base, more on impulse than logic, since this was an 18th century imprint from Germany, not a hot item on OCLC. And low and behold, there was a 1978 revision of the early LC copy, now re-titled *Faunae Insectorum Germanicae Initia*, with a note explaining that the original title *Deutschlands Insecten* had come from the boxes the plates and text had come in, but that later publications did not have this as the title. LC had decided to use the title page of the pamphlets as the title page for cataloging. My mystery was solved, and oddly enough just about the same time that the Library of Congress had encountered the same mystery, and decided after 65 years to resolve it. Agatha Christie would be proud of me, I think.

Resources and Technical Services "Best Article" Award

Guidelines

In order to encourage librarians to submit articles to *North Carolina Libraries* (NCL) and to promote an awareness of technical services, the Resources and Technical Services Section (RTSS) if NCLA will present, biennially, a monetary award of $100.00 for the best article published in NCL in the fields of resources or technical services. the criteria are described below. If no article is judged to be of sufficient quality, then no award will be given for that biennium.

Presentation. The award will be announced publicly at the NCLA Conference. The recipient will be notified approximately one month prior to the conference.

Selection committee. The winner will be selected by a three member panel. The RTSS editor for NCL will be the chair. The other members will include one member of the NCL Editorial board, selected by the editor of NCL, and one NCLA member currently working in technical services selected by the chair of RTSS.

Criteria. The following areas should be considered, where appropriate, in evaluating articles for the award.

Content: the article should deal specifically with resources or technical services. It should present ideas that are applicable to libraries in the State. It should show an awareness of trends and invite further discussion. The facts presented should be supported by research with sources noted and correctly cited. Opinions should be supported by data. New ideas should be presented or older concepts presented in a new perspective. Articles should build on past research to present new concepts or applications.

Presentation: The article should present facts and concepts in logical order and difficult or unusual concepts should be explained. Various sides of an argument should be presented. If the article describes specialized situations, it should suggest the applicability of the

concept to other libraries. The style may be either formal or informal, but it should avoid the use of jargon. Further, the article should be specific, to the plant, and readable.

RTSS Discussion Groups and Interest Groups

In an effort to facilitate learning and information sharing among technical service librarians in North Carolina, the Resources and Technical Services Section is offering to sponsor two types of opportunities for sharing information, ideas, problems, and solutions: the Discussion Group and the Interest Group. The Discussion Group, informal, flexible, and short term, may be formed at any time in response to a particular event or as new subjects of interest come to the fore. The Interest Group is a formal part of RTSS, and affiliation is intended to be an active and long term one. An Interest Group may develop from a Discussion Group or be formed directly without previous organization.

If you wish to organize a Discussion Group, send a letter to the Chairman of RTSS stating the group's interest and purpose. To form an Interest Group, a petition with the signatures of at least ten RTSS members must be submitted to the Executive Committee. Further details and copies of the petition may be obtained from any member of the committee.

7. Doris Anne Bradley, UNC-C Charlotte [University of North Carolina at Charlotte]
8. Lillie D. Caster, NCSU [North Carolina State University], Chairman
9. Pamela Doyle, Media Processing Center, Dept. of Community Colleges, Raleigh
10. Carol Myers, Public Library of Charlotte & Mecklenburg Co.
11. Herb Williams, Meredith College, Raleigh

Results of Interest Survey Used to Plan Section's Programs

On February 27, 1980, the Resources and Technical Services Section of NCLA mailed an Interest Survey to 667 technical services librarians and administrators in North Carolina. The questionnaire, compiled by the Executive Committee, was designed to assess the areas of concern and interest to librarians working in technical services in the state. This, in turn, would aid RTSS in planning its activities and programs.

The response, although delayed somewhat because of the snow, was a gratifying 33.3 per cent, with over 230 questionnaires returned. The front sheet of the questionnaire is reproduced on the facing page, with the rank order of the various topics, based on a weighted distribution of the survey results, filled in. interestingly enough, the first four general topics in rank order—collection development, automation, technical services, and cataloging—were very close in order of interest to respondents, with considerably fewer expressing an interest in the last two general topics, acquisitions and current topics.

Also of interest were the topics listed under "Other." "Other" automation topics listed as circulation, on-line catalogs, COM [computer-output microform] catalogs, SOLINET, and authority files, as well as several indicating a desire to learn about the equipment involved and interfacing the various systems. Less usual, but equally as interesting, were requests to learn more about newspaper indexing and automated label making on cassettes. "Other" topics written in about Technical Services by librarians included workflow and job descriptions, two topics that would seem to be constantly changing under

the impact of the process of change in the field. Under collection development, respondents indicated their interest in the collection development of specialized materials, such as government documents, periodicals, and ephemeral materials, as well as the related topics of user surveys, weeding, and selection methods. Cataloging as a general topic drew forth listings of interest in the 19th edition of Dewey and problems in applying it, shelf list conversion, non-book formats, and alternative access and arrangements such as vertical files. Concern over funding was reflected in the listings under the heading of current topics: grants, local networking and the National Library Act. Finally, “Other” acquisitions topics written in included a concern with automation again, as well as with out-of-print materials and second-hand/rare book materials. These topics reflect a wide range of concerns centered around the twin poles of automation and budget restraints.

NCLA/RTSS Interest Survey

STEP 1. According to your interests, rank numerically, from 1–6, the 6 categories preceded by a circle.

STEP 2. Rank subdivisions under each of the 6 categories indicated by a square.

STEP 3. Under IV, Cataloging, rank items under B and C numerically.

Transcription note: The sideways survey has been reflowed into simple tables in its original category and item order. Circle and square responses are represented in the Rank column. An em dash means no rank was entered. Duplicate ranks are retained. References to circles and squares above are the original survey instructions.

Overall category rankings

The six general survey categories and their printed ranks. Collection Development is ranked first; Automation second; Technical Services third; Cataloging fourth; Acquisitions fifth; and Current topics sixth. Rows retain the original category order.

Survey topic	Rank
I. Automation	2
II. Technical Services	3
III. Collection Development	1
IV. Cataloging	4
V. Current topics	6
VI. Acquisitions	5

I. Automation — subdivision rankings

Seven automation options in original order. Cataloging is ranked first. Other has no entered rank. The original wording and database names are retained.

Survey topic	Rank
A. Acquisitions	3
B. Cataloging	1
C. Comparison of utility data bases: ie, OCLC, RLIN, WLN	2

Survey topic	Rank
D. Vendor performance evaluation	4
E. Serials	6
F. Networking	5
G. Other	—

II. Technical Services — subdivision rankings

Nine technical services options in original order. Procedures manuals is ranked first. The source prints rank 3 for both Statistics and Staff development; both are retained. Other has no entered rank.

Survey topic	Rank
A. Organization (theories & evaluation)	2
B. Procedures manuals	1
C. Public & Technical Service Interrelations	6
D. Statistics	3
E. Cost Studies	4
F. Catalog User Studies	5
G. Communications	7
H. Staff development	3
I. Other	—

III. Collection Development — subdivision rankings

Eight collection development options in original order. Resource sharing is ranked first. The source prints rank 2 for both Rare books and Policies; both are retained. Other has no entered rank.

Survey topic	Rank
A. Resource sharing	1
B. Rare books	2
C. Special collections	3
D. Serials	5
E. Audio-visual materials	4
F. Microforms	6
G. Policies	2
H. Other	—

IV. Cataloging — subdivision rankings

Four cataloging subdivisions in original order. AACR2 is ranked first, Authority files second, and N. C. Government Documents third. Other has no entered rank. Two following tables transcribe the rankings within Authority files and AACR2.

Survey topic	Rank
A. N. C. Government Documents	3
B. Authority files	2
C. AACR2	1
D. Other	—

IV.B. Authority files — item rankings

Three ranked items within Cataloging, Authority files. Name is ranked first, Subject second, and Series third. Rows preserve the original item order.

Survey topic	Rank
a. Name	1
b. Series	3
c. Subject	2

IV.C. AACR2 — item rankings

Seven ranked items within Cataloging, AACR2. Monographs is ranked first; Impact Studies seventh. All original item labels and ranks are retained.

Survey topic	Rank
a. Monographs	1
b. Serials	2
c. Microforms	3
d. Audio-visual mats.	4
e. Music	6
f. Sound Recordings	5
g. Impact Studies	7

V. Current topics — subdivision rankings

Eight current topics options in original order. Technical Services Education is ranked first. Other has no entered rank. The original abbreviations are retained.

Survey topic	Rank
A. PRECIS	6
B. Bibliographic Service Development Program (CLR)	4
C. National Level Bibl. Record - Books	3

Survey topic	Rank
D. National Periodical Center	2
E. Preservation	5
F. Technical Services Education	1
G. International Cooperation	7
H. Other	—

VI. Acquisitions — subdivision rankings

Seven acquisitions options in original order. Monographs is ranked first; Microfilms sixth. Other has no entered rank.

Survey topic	Rank
A. Monographs	1
B. Serials	2
C. Microfilms	6
D. Audio-visual materials	3
E. Gifts and Exchanges	5
F. Publishing/Jobbers	4
G. Other	—

Public Library Notes

North Carolina Humanities Committee Funding for Library Programming in North Carolina

By Patsy Hansel, Public Librarian Section/NCLA

The North Carolina Humanities Committee is an available source of funds for library programs for adults that relatively few libraries are using. According to its mission statement,

the North Carolina Humanities Committee has operated from its inception in 1972 under the general mission, as defined by the National Endowment for the Humanities, to bring the resources of the humanities and academic humanists to bear on issues of public policy through educational programs and projects for the out-of-school adult population of the State . . . A variety of program forms have been used, including local discussions and forums, workshops, seminars, symposia, local and state-wide conferences, film and theater presentations with discussion, and radio and television productions. The public forum has been the most common.

From April 1972–March 1980, NCHC awarded grants for 477 projects and a total of $2,075,813. Of that, libraries received $126,1120 [as printed] or roughly six percent. Of grants awarded between October 1977 and March 1979, about two-thirds were sponsored or co-sponsored by colleges, universities and technical institutes. Libraries, along with agricultural extension agencies, NAACP chapters, League of Women Voters group, Chambers of Commerce, ministerial associations, state agencies, etc., comprise the remaining one-third of the grantees.

History

Since 1972, thirty-one NCHC projects have had libraries as primary or co-sponsors. Two of these were projects that reached a number of libraries across the state, both sponsored by the Bicentennial Committee of NCLA: twenty-seven public libraries participated in the “Reassessment of the American Experiment” series funded in 1975; twelve community libraries participated in “The Idea of America” series funded in 1976. Also of statewide import, the North Carolina Division of State Library received a grant in 1978 to underwrite Isaac Asimov’s appearance at the Governor’s Conference on Library and Information Services.

Other than these statewide projects, only twelve libraries have taken advantage of NCHC funding for programs. Some libraries have been particularly diligent in their use of NCHC: Cumberland County Public Library has had eight grants for a total of $7696 and $5645 respectively. Johnston County has had two grants for a total of $9500; Wayne County, two for $4111; and Durham, Pender, BHM Region, Granville, Wake and Rowan have each participated in one NCHC project. Program topics have ranged from Cumberland’s “The Politics of Virtue” to Sandhill Region’s “Independence for Older Adults” to Pender’s “Biography of the Month.”

Some Useful Examples

The first library program funded by NCHC was “Tradition in Transitions—The Impact of Urbanization on Johnston County and Smithfield. According to Daisy Brownstein, Administrative Assistant at NCHC, “for a number of years this project more or less exemplified the North Carolina Humanities Committee. . . . Attendance at each of the 13 forum sessions varied from 175 to 450. It was funded during the Committee’s first year of grant making and proved to be a benchmark for later forums.” In 1975, NCLA’s Bicentennial Committee sponsored a statewide bicentennial program with twenty-seven

libraries participating. “The Idea of America” reached a total audience of about 7000, according to Art Goetz, Project Director and then director of the Public Library of Johnston County and Smithfield. NCHC considered it an “exemplary bicentennial observance.” Perhaps of the most creative library uses of NCHC funding was Cumberland County Public Library’s Humanist-In-Residence Project in 1977. Henry Kamphoefner, dean emeritus, School of Design, North Carolina State University, spent three months in residence in Fayetteville.

What Makes for Success

Success seems to be the most important factor in determining which libraries continue to seek funding from NCHC. Libraries that have had successful programs in the past have a habit of returning to NCHC for more projects. Several librarians were willing to give their suggestions for successful programs for this article; and one had some comments on his last program, which he candidly termed a “dismal failure.”

About the statewide bicentennial forums sponsored by public libraries in March and April of 1976, Project Director Art Goetz had the following to say:

What we found was that the success of the forums depended very highly on two main factors, 1) Large municipalities drew poorly while smaller rural towns drew far better. 2) How well an area drew was directly reflected in the enthusiasm of the local librarians and in their following our suggestions about publicity and public involvement in the programs. Simply put, you got out of it what you put into it, with the exception that larger municipalities seemed to draw poorly, I suppose because the citizenry in these areas have a far greater amount of and variety of local cultural, educational, sports and entertainment programs to try to draw against.

The Bicentennial forums in community college and technical institute libraries in February and March 1977 Goetz deemed a “miserable failure, though one or two areas drew fairly well.”

The Wayne County Public Library has sponsored several NCHC-funded programs, most recently “Woman in the Mirror: Looking In, Looking Out” in 1979, co-sponsored by the Arts Council. The following is an assessment of that program series by the then library director, Robert Burgin:

It seems to me that the program planners did a very good job in the traditional sense: they used an advisory panel that helped plan the programs; they had excellent newspaper publicity; and they used follow-up questionnaires to evaluate the program. The use of an advisory group was particularly helpful as members of the advisory group were able to suggest participants that Pat Setzer and Gail Hayes (program directors) had not thought of. The advisory group was especially helpful in coming up with the names of local women to participate in the program as panelists. The program enjoyed a good turnout—usually 75 to 100 people—which I would attribute to good publicity and to the fact that program focused on a particular group in the community.

When he was director of the Pender County Library, Paul Suhr developed an ambitious “Biography of the Month” series that ran for a full twelve months. The following are comments on that project:

Mark Twain, our first lecture, was perhaps the best attended 1) because of massive publicity (radio, newspaper articles, posters in every shop window and business, and brochures), 2) because of the public’s general awareness of the writer, and 3) because of the novelty of the program itself. . . .

We has a special display case and portrait gallery donated to the library which served as a focal point for the event and an excellent way to publicize the lecture to library patrons. . . . The lecture itself should be kept around or preferably under 50 minutes. We lose people after an hour. . . .

In general, the best advice I can give to anyone planning such a program would be to choose well known subjects for each event, publicize to the maximum, and make sure that your meeting room can hold everyone you expect.

Onslow County Public Library has sponsored or co-sponsored several NCHC projects including a writers's series, a literary series with dramatic readings, and a film series. OCPL has found these programs to add something very special in a community with a dearth of "cultural" programming. Especially exciting have been some of the discussion periods following the programs, when dialogue between members of the audience, or the audience and the speaker became particularly spirited and informative. OCPL has found the staff of NCHC more than willing to help in preparing the project proposal, seeking speakers and generally developing ideas.

For those libraries that have not use NCHC funding for projects in the past and might be interested in trying it in the future, the address is North Carolina Humanities Committee, 112 Foust Bldg., University of North Carolina at Greensboro, Greensboro, N. C. 27412.

North Carolina on Film: A Selected Listing of Notable Motion Pictures

The following annotated mediagraphy compiled by the Audiovisual Committee of the Public Libraries Section of NCLA is a retrospective collection of some of the best films dealing with various aspects of North Carolina life and history. The Audiovisual Committee feels that these films merit the attention of Tarheel librarians who are interested in purchasing and/or programming for North Carolina themes. The same spirit which motivates the creation of North Caroliniana print collections can be well-served by interpreting the state via non-print formats. Many of these works were produced by local film-makers who are as deserving of library support as are local authors. Many of the films listed here are available from the State Library's Audiovisual Services Branch.

The Audiovisual Committee plans to list future North Carolina works (in film and other media) in *North Carolina Libraries*. The Committee welcomes any suggestions for future listings. Please send citations to:

Don Chauncey, High Point Public Library, High Point, NC 27261

Beneath the Killing Sea
Bill Lovin. 1979. 29 min. color. Sale $390.00. Distributed by Marine Grafics.

This documentary takes viewers into an area known as the Graveyard of the Atlantic off the coast of North Carolina, where more than 2,000 ships have been lost. Using old newsreel footage and original still photographs, the film concentrates on four wrecks, including the German submarine U-352, all sunk during World War II. Underwater footage follows divers as they explore these wrecks, now home for rich marine communities.

Carolina Masters: Potters of the Piedmont
Halcyon Films. 1976. 18 min. color. Sale $240, rental $25.00.

This documentary/art film shows the hand pottery of North Carolina's Seagrove and Jugtown. North Carolina filmmaker Craig Umanoff has used his camera imaginatively to portray the process from the digging of the clay to the final firing of the piece. The rich colors of the clay, the glazes, and the flames of the kiln enrich this tour of one of North Carolina's famous craft areas.

Full of Life A-Dancin'
Robert Fiore and Richard Newell. 1978. 29 min. color. Sale $395, rental $40.00. Distributed by Phoenix Films.

Clogging, while not unique to North Carolina, is a popular and treasured part of the state's heritage. The Southern Appalachian Cloggers, the champion North Carolina group, have performed in the U. S. and in Europe. This film follows the group through rehearsals and a performance. The motivation of the group members is explored. All of this is set against the backdrop of the North Carolina mountain scenery.

Hang Gliding at Grandfather Mountain
Hugh Morton Enterprises. 1975. 15 min. color.

Hang gliding is a growing sport around the country. Grandfather Mountain, the North Carolina resort, is a sought-after site, due to its height and wind currents. This film depicts an annual competition, and emphasizes the safety precautions as well as the challenges of the sport.

King's Mountain
National Geographic Educational Services. 1975. 28 min. color. Sale 16 mm: $420, 3/4 videocassette: $390.

This film, which is set in the autumn of 1780, dramatizes the Revolutionary War in the Carolinas. Dispatched by the British Commander, Major Patrick Ferguson rallies Loyalists' support and threatens to hang any patriot that he finds. The patriots, known as the Overmountain Men, are led by Col. William Campbell. Learning that Ferguson is camped at King's Mountain, they attack the Loyalists, and win the battle. Because the Loyalists had hanged 11 patriots, the patriots, over Campbell's objections, hang some Loyalists. The film can serve as a source for discussion of justice, as well as about the state's history.

Let the Spirit Move
Bill Gray. 1976. 25 min. b/w [black and white]. $250 for 7 year lease. Rental: $35.00. Distributed by Cinema 5.

Filmmaker Bill Gray, who once resided in Winston-Salem, produced this portrait of a street preacher. Prophet Grover Lee Moss conducts revivals, baptisms, and faith healing at the World Mission Glory Holiness Church. a disturbing image of the man becomes apparent as we discover his background of mental illness and anti-social behavior. His confused behavior towards his black wife, prominent in the church, further reveals his irresponsibility. This documentary film won the Red Ribbon Award at the American Film Festival.

Living Coast
University of North Carolina at Wilmington. 1977. 25 min. color. Sale $150. Distributed by Calvin Communications, Inc.

Funded by a grant from Coastal Plains Regional Commission, this film provides an understanding of the ecological importance of the salt marshes and sounds of the North Carolina coast. Written and photographed by Jack Dermid, the interdependence of the plant and animal life in the Marshes is detailed. Marsh land is one of the most biologically productive areas on earth, and its importance cannot be overstated. The primary purpose of the film is to educate North Carolinians about the

importance of the marsh area in the hope that better laws will be enacted to preserve the coastal lands from the polluting encroachment of recreational and residential development.

Majority of One
North Carolina Dept. of Cultural Resources. 1976. 29 min. color. Sale $220.00.

The film explores 200 years of dissent in North Carolina. Includes interviews with six North Carolinians who have participated in dissenting movements: Tom Wicker, associate editor of the *New York Times*; Lyle and Susan Snider, Durham Quakers; David Dansby, Greensboro lawyer; Senator Sam Ervin; and Martha McKay, founder of the N. C. Women's Political Caucus. Narrated by Tom Wicker.

Me and Stella
Phoenix Films. 1977. 24 min. color. Sale $375.00.

Few people realize that the song "Freight train, freight train going so fast" was composed by a twelve-year-old girl in Chapel Hill. This film tells of the composer, Elizabeth Cotton, now 83, as she reminisces about her happy childhood, discusses her mother (a noted cook and midwife), and tells of her life as a domestic servant in the North. She was past middle age when her association with Ruth and Charles Seeger (a composer and folklorist, respectively) renewed her long-dormant interest in music which she had put aside while raising her family. A portrait of a resourceful, positive woman who overcame many adversities.

Mirror of the Past: Tryon Palace
North Carolina Film Board. 1964. 28 min. color. Out of print; available from the N. C. State Film Library.

A film visit to North Carolina's first "permament" colonial capital, later the first capital of the state—New Bern. Eighteenth-century life is shown through the period furniture, crystal, china, paintings, and housewares on display in the restored Tryon Palace. A complete tour of the palace and grounds is shown in the film.

Music Makers of the Blue Ridge
National Educational Television. 1966. 48 min. b/w. Sale $235. Distributed by Indiana University Audiovisual Center.

Traditional folk melodies, verses, and dances indigenous to the Blue Ridge Mountains are the highlights of a guided tour of Western North Carolina led by Bascomb Lamar Lunsford who, along with his wife, introduces his friends and persuades them to sing, dance, fiddle, and play the banjo, cittern, or guitar on their porches, in their front yards, and in their living rooms.

North Carolina: Golf State, USA
Walter J. Klein. 1974. 15 min. color. Sale $275. RENTAL: available for free-loan.

Scenic views of many public and private golf courses throughout the state of North Carolina are shown. Emphasized that golf is available across the state and during most of the year, due to the temperate weather of the state.

Red, White, and Bluegrass
Time Life Multimedia. 1974. 27 min. color. Sale 16mm: $400, 3/4 video: $175.

A documentary exploration of the culture, people, and music of the bluegrass country. Filmed in Union Grove, North Carolina, the film shows families at home playing their native music. The film features unusual footage of such bluegrass notables as Lost John, the Brushy Mountain Boys, and the Gritz Band.

Sitting on Top of the World: At the Fiddler's Convention

Sandra Sutton and Max Kalmanowicz. 1974. 24 min. color. Sale $350. Rental $35.00. Distributed by Phoenix Films.

The oldest and largest bluegrass music festival in the U. S. is documented. The Fiddler's Convention at Union Grove, N. C., is a mixture of traditional and contemporary interpretations of mountain music and dance. H. P. Vanhoy, the producer of the festival, comments on the history of bluegrass music.

They're Tearing Down the Robert E. Lee Today

Alan Paul. 1972. 15 min. b/w. Sale: $150.00.

The Hotel Robert E. Lee, located in Winston-Salem, had been a center of life and a focus of values for resident and traveler alike for half a century until it was imploded at 7:30 a.m. on March 26, 1972. The film points up both the changing faces of our cities and of our values, by portraying life, illness, and death of the hotel.

Welcome to Spivey's Corner

Kier M. Cline. 1978. 17 min. color. Sale 16mm: $277. Video: $210. Rental: $25.00. Distributed by Perspective Films.

Before the walkie-talkie, before the CB Radio, North Carolina farmers developed the system of "hollerin'" to communicate across fields, from farmhouse through the woods, and other point-to-point rural situations. "Hollerin'" consists of high-pitched yelps and yodels that express personal needs or information. Some are original compositions of self-expression. *Welcome To Spivey's Corner* was filmed at the 10th Annual Hollerin's Festival at Spivey's Corner, N. C. various contestants exhibit their skills to let us know that "hollerin'" lives and reigns at Spivey's Corner.

Wildlife Babies

North Carolina Wildlife Commission. 1965. 25 min. color. Sale: $150.00. Distributed by Calvin Communications, Inc.

This film was produced to foster an appreciation of some of the wildlife and their young in North Carolina. The imaginative camera work and beautiful photography of Jack Dermid, and the pleasant narration makes this film entertaining and informative. Delightful sequence on the meeting habits of the wood duck is unique. Animals included are muskrat, deer, flickers, morning dove, egret, clapper rail, alligator, egret, clapper rail, alligator, bobcat, bear, rabbit, wild turkey, and oppossum. Persons opposed to hunting will probably not appreciate the two references to the "harvesting" of the surplus game. This film has been used with early elementary groups as well as adult groups with equal success.

Wildlife Horizons

North Carolina Wildlife Resources Commission. 1979. 27 min. color. Sale: $140.00.

This film presents a brief history of wildlife restoration programs in the U. S. and North Carolina. It tells of the struggle to develop viable protection and fish and game programs in the state, including a project aimed at helping the endangered species.

Your County Government

N. C. Association of County Commissioners. 1980. 11 min. color. Sale: $125.00.

The film explains the system of county government in North Carolina—its legislative, executive, and judicial functions, and its relationships to the state and federal governments. Shows the activities of county officials, agencies, and institutions.

Producers and Distributors

12. CALVIN Communications, Inc., 1105 Truman Rd., P. O. Box 15607, Kansas City, MO 64106
13. CINEMA 5, 595 Madison Ave., New York, NY 10022
14. HALCYON Films, 213 Oberlin Rd., Raleigh, NC 27605
15. INDIANA University, Audiovisual Center, Bloomington, IN 47405
16. Walter J. KLEIN, 6301 Carmel Rd., Charlotte, NC 28211
17. MARINE Grafics, Box 2242, Chapel Hill, NC 27514
18. Hugh MORTON Enterprises, Grandfather Mountain, P. O. Box 128, Linville, NC 28046
19. NATIONAL Geographic Society, Educational Services, 17th and M Streets, Washington, DC 20036
20. NORTH Carolina Association of County Commissioners, P. O. Box 1488, Raleigh, N. C. 27602, ATT: Jerry Elliot
21. NORTH Carolina Dept. of Cultural Resources, Historic Sites, 109 E. Jones St., Raleigh, NC 27611
22. NORTH Carolina State Film Library, Audiovisual Services Branch, Division of the State Library, Dept. of Cultural Resources, Raleigh, NC 27611
23. NORTH Carolina Wildlife Resources Commission, 512 N. Salisbury St., Archdale Bldg., Raleigh, NC 27611. Write to above for authorization for purchase; send purchase order to Motion Picture Laboratory, Inc., 781 S. Main St., Memphis, TN 38101.
24. Alan PAUL, 403 Glascock St., Raleigh, NC 27604
25. PERSPECTIVE Films, 369 W. Erie St., Chicago, Il 60610
26. PHOENIX Films, 13-A Jules Lane, Brunswick, NJ 08901
27. TIME-Life Multimedia, 100 Eisenhower Dr., P. O. Box 644, Paramus, NJ 07652

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NCLA Minutes and Reports

NCLA Executive Board Minutes — June 5, 1980

The Executive Board, NCLA, met on June 5, 1980 at 10:30 a.m., Medlin Campus Center, Guilford Technical College, Jamestown, N. C. Members present were O'Shea, Boyce, Ritter, Tucker, Royal, Young, Oakley, Johnson, Southerland, Caster, Webb, Pollard, Bell, Shockley, Terwilliger, Webb, Young, Stephens, (GR), Lanier (IFC), Hodges (EL), and Bruce (SC). Absent were Harrington, Snyder, and Jamison.

President Bill O'Shea called the meeting to order. He announced that secretary David Harrington was ill and that Emily Boyce would serve as acting secretary for this meeting. Treasurer Robert Pollard presented the treasurer's report. He distributed copies of the report dated March 21, 1980 to June 2, 1980. A question was raised whether or not to retain membership in the State Council for Social Legislation ($100 dues). The Board decided to review this question after the winter meeting of this year. There was some discussion concerning budgeting for the ALA representative. Anne Webb moved that the Board approve $700 for the ALA representative. The motion was seconded and it passed.

Mr. Jon Lindsey reported for *North Carolina Libraries*. He stated the next issue would be devoted to articles concerning children's services. He indicated that the geographic distribution of the journal was international as well as state and national. President O'Shea read a letter from Mrs. Elizabeth Laney, chair the NCLA scholarship committee. President O'Shea read a letter from Mrs. Cook, thanking NCLA for a contribution of $100 to the Washington ALA office. Mrs. Royal (ALA representative) said she would clear up this matter since NCLA actually sent the ALA office $200.

Dr. Gerald Hodges (UNC-Greensboro), Chairman, Education for Librarianship Committee, reported from that committee. He said the committee was in the process of designing a pamphlet which would give guidelines for designing in-service workshops and other continuing education experiences. He raised the question concerning the most desirable way to mail such a pamphlet in order to reach the widest audience. Mr. Lindsey suggested NCLA do more bulk mailing and coordinate mailings with material already scheduled to be mailed to NCLA members such as *North Carolina Libraries*. The Board suggested that Dr. Hodges print 5,000 copies and include them in the mailing for *North Carolina Libraries* and mailings from Elsie Brumback's office.

Mr. Arial Stephens reported from the Governmental Relation Committee. He said that on Legislative Day in Washington, D. C. all the Congressmen were visited. He said the committee furnished mailing labels for Carl Stewart and also offered support for Mr. Ed Renfrow (State Auditor). Mr. Stephens said they were providing the Governmental Relation Committee with new stationery. In addition, the committee has submitted an article on Legislation Day to *North Carolina Libraries* and has collected an extensive mailing list which is being computerized and includes names of librarians and friends of libraries.

The Board discussed a budget proposal recommended by the Advisory Budget Commission for inclusion in the budget for approval by the General Assembly during the June session. The million dollar construction item for public libraries is to be provided on a matching basis, and regulated by the Advisory Commission and the Governor's office. Mr. Ritter moved that the Board go on record as opening the proposed legislation. The motion died for lack for a second.

Dr. Gene Lanier, Chairman, Intellectual Freedom Committee, reviewed the various cases of censorship in North Carolina at the present time. He reported on the Greensboro case (*Car Thief*), Brunswick County (*Look at the People*), Clinton (*Jaws*), and Whiteville (*Wifey*). He said the next meeting of the IFC would be on July 11 at Greensboro. Dr. Lanier said he had been in close contact with the ALA IFC office and that the office was quite willing to help, if necessary, and the Freedom to Read Foundation would foot all bills with the exception of minimal local expenditures.

Ms. Mertys Bell and Mr. Dennis Bruce (South Carolina representative) presented the report from the NCLA - SCLA [South Carolina Library Association] Conference Planning Committee for 1981. Ms. Bell reminded the Board that South Carolina elects their officials annually; therefore, there will be some new people on the Board very soon. She said the coordination with South Carolina Association was continuing however.

Arial Stephens presented the Board with the tentative program for the joint meeting with SCLA in 1981. The Committee entertained suggestions from the board regarding changes in the program. The board agreed there will be no Saturday session at the joint conference. The conference is planned for October 7, 8, 9, 1981.

Gail Terwillinger reported from Children's Services Section. She said that Mary Lou Rawok, Wilson County, will serve as the new secretary/treasurer of the section.

Ms. Arabelle P. Shockley reported from the North Carolina Association of School Librarian's section. She said the NCASL was hard at work planning the work conference which would be held in October. She said the Standards Committee was involved in standard revision of the SACs guidelines. She said the section is also involved in an extensive membership campaign.

Mr. H. K. Griggs, Chairman, Trustees Section, reported the following. The Trustees Conference was held on April 25–26 with attendance of 35 trustees and 31 public librarians. Dr. Ann Prentice, Robert Phay, and White House delegate Margaret Griffin were consultants. Mrs. Martha Davis and Mr. Griggs attended the Public Librarians Commission meeting on May 27 when public librarian certificates were approved. He reported that the committee also met on June 4 in the State Library and made tentative plans for the 1981 conference. Mr. Griggs said the section will be represented at the ALA conference in June.

Mrs. Martha Davis reported from the Public Library Section. She said the section met in New Bern on May 15–16. At that time a number of committee reports were presented. The community education committee had met with Elsie Brumback who suggested that the Public Library Section and School Library Section meet together since they share common concerns. Next meeting will be scheduled for August or September.

President O'Shea said the Board should establish guidelines for cooperation between school and public libraries and also community college libraries. He stated he would appoint a committee to work on this.

Mrs. Lillie D. Caster reported on the Resources and Technical Services Section. She said the guidelines for affiliation with RTSS had been approved. She reported that the Serials Interest Group, affiliated with RTSS, is holding a one day workshop on October 20, 1980, on AACR 2 [Anglo-American Cataloguing Rules, second edition] serials cataloging. She said that the results have been tallied on the NCLA/RTSS Interest Survey and that a summary article is being prepared. Based on the results of the survey, a conference has been tentatively scheduled for September, 1980. Mrs. Caster

said the AACR 2 workshop, June 2–3, held at the School of Library Science, North Central University, was a success with around 200 in attendance.

Tommie Young reported from the College and University Section. She stated that a workshop, Friends of the Academic Library, was held on April 30 for approximately 35–40 participants. Ms. Young said that the College and University Section was represented and participated in Legislative Day in Washington.

Ms. Young announced the ACRL [Association of College and Research Libraries] Project for 1980–81, *Analysis of Selected Data on North Carolina College Libraries*. She reported that the analysis is intended to provide a statistical profile of all major variables of the 40 institutions in this state, yielding a detailed summary of holdings, periodical subscriptions, budget and staff. Ms. Young stated that there will be a presentation of the characteristics of the libraries in terms of the ACRL Standards for College Libraries (1975) — all based on the 1977 HEGIS [Higher Education General Information Survey] data. She said HEGIS did not release data on space and therefore, Standard C will not be assessed. Ms. Young stated that the data should reveal the following:

> What North Carolina college library staffing needs are
> How budgets for various institutions compare
> To what degreee we are meeting the five percent annual collection development rate.

She reported that the analysis will be conducted by Ray Carpenter of the Library School Faculty, University of North Carolina. Ms. Young discussed other activities underway and plans for ACRL membership recruitment brochures.

Ms. Norma Royal gave the ALA Report, telling of happenings since Mid-winter. The Chapter Relations Office has requested information from each chapter, which Bill O'Shea will send. On July 2 at ALA a Chapter Conclave will be held to give all chapters an idea of what each one is doing, including an exhibit of publications, conference programs, etc. Ms. Royal reported that money is available to help get the ERA ratified, if the board would like to make a request. She also invited any expression of concerns on issues in order that she can make her votes at ALA reflective of the Board's wishes.

Ms. Mae Tucker gave the SELA [Southeastern Library Association] Report. The Fall Conference will celebrate the 60th anniversary of SELA. Their goal is to achieve 6000 members. The meeting will be at the Birmingham Hyatt House, November 20–22. Workshops will be held on November 19. The SELA Board will meet June 30 at ALA. Ms. Tucker also recommended that the amount budgeted for the SELA Representative be increased. (She has written Richard Barker to suggest that the Finance Committee consider this item.)

Discussion followed. Leonard Johnson expressed the belief that the Handbook states that the ALA and SELA representatives' expenses shall be covered. A problem arises when the budget is based on the past when the representatives' institutions have shared the expenses. Carol Southerland moved that the board rescind the earlier action regarding the expenses of the ALA representative and that the Board cover the expense of both representatives for the rest of this year, with the Finance Committee being charged to propose future recommendations. The motion carried unanimously.

Bill O'Shea presented a request from Alberta Smith to pay the expenses for a lay delegate to return to a follow-up conference on the White House conference. After considerable discussion, Phil Ritter moved that the Board not fund the expenses for the lay delegate. Lillie Caster seconded. The motion carried unanimously. The general opinion appeared to be that this expense is a responsibility of the state and not of a professional association.

Mertys Bell announced for Carolyn Oakley that the Junior College Section has an upcoming District Meeting in New Bern.

In New Business, Mr. O'Shea asked for discussion of the Minimum Salary Recommendations study from ALA. Several board members expressed the opinion that such a recommendation would be difficult to make fair for all affected, especially with a national scope. Phil Ritter moved that the Board oppose the establishment of Minimum Salary Recommendations. Martha Davis seconded. The motion carried unanimously.

The next meeting of the Board is August 14, 1980, 10:30 a.m., North Hills meeting room, Raleigh, N. C.

The meeting was adjourned at 4:00 p.m.

Approved NCLA Executive Board August 14, 1980.

Highlights of the August 14, 1980 NCLA Board Meeting

1. The Board directed the Handbook and Constitution & Codes Committees to form as a joint committee to present to the Spring Workshop '81 a revised constitution and handbook which reflects the proposed constitutional revisions. The proposed constitution will come to the membership for approval at the Biennial Conference.
2. Mertys Bell reported from the joint conference planning committee that contracts are now being set with the principal speakers. She also asked that all section chairpersons be sure to be in contact with the appropriate counterpart in the SCLA to assure continuity in planning of the section and interest group programs.
3. The NCLA Board endorsed *North Carolina Libraries* co-sponsorship of a program with ALA Publications Division at San Francisco. The program will be for editors and ad managers of library publications. The Board also agreed to be co-sponsor with the Tennessee Library Association of a caucus for state library journal editor at ALA Midwinter 1981.
4. The Board referred to the Governmental Relations Committee the request to examine NC legislation and building codes which affect library construction, and to be particularly aware of items which significantly increase the cost of library buildings.

Report of the Trustees Section

By H. K. Griggs

The NC Public Library Trustee Association reports:

Transcription note: The original numbered list skips item 5.

1. The state legislature in its short session appropriated one million on a matching basis to the public libraries of NC for construction with no more than $100,000 going to one library system.

2. The state Trustee chairman attended the American Library Trustee Association (ALA) at annual conference June 27–July 2, 1980, and the chairman is scheduled to attend the SELA Trustee Association at its biennial meeting.
3. A state public Trustee Association newsletter to be sent to all trustee board chairpersons and public library directors is now being typed for mailing. A special request is being made to prepare copies for each trustee on their boards.
4. A list of the names and addresses of all Trustee Board chairpersons in NC is being sent to the American Library Trustee Association ALA/ALTA Region IV vice president, and to the president of the SELA Trustee Association.
5. A public librarian-trustee spring training conference is being scheduled for the third or fourth weekend in May, 1981, Chapel Hill.
6. The State Library Trustee Association continues to work closely with Ms. Frances Reid, state library consultant, and Mrs. Martha Davis, chairperson of the Public Library Section, NCLA.
7. The Trustee section chairperson attended the NC Public Librarian Accreditation commission meeting August 11, 1980.

Junior College Section Report

Carolyn Oakley, Chairman of the Junior College Section, reported that the Junior College section is funding the computer services for an analysis of the HEGIS data (1977) for the sixty-six two-year college libraries in North Carolina. The analysis of Selected Data on North Carolina Two-Year College Libraries will be conducted by Ray Carpenter of the library school faculty, UNC-CH. The analysis is intended to provide a statistical profile of the institution in North Carolina. There will be a presentation of the characteristics of the two-year college libraries in terms of the ACRL standards, as well as many tables for comparison on a state and national basis.

Efforts are being made for publication of the analysis.

Intellectual Freedom Committee — Minutes of the July 11 Meeting

By Mary Ann Brown, Ravenscroft School, Raleigh, NC

The quarterly meeting of the Intellectual Freedom Committee was held at Guilford Technical Institute on July 11, 1980. Dr. Gene Lanier, Chairman, presided, and all members were present.

After new members Betsy Detty and Martha Davis were introduced, and after the minutes of the Boone meeting were approved as distributed, several items of old business were discussed.

Dr. Lanier reported on cases which had arisen or developed further since the Committee's last meeting.

In Greensboro *The Car Thief* was removed at the junior high school level, with high school students having access only by parental permission. Since the title is not present in any of the high schools and since it is out of print, the provisional permission has no practical significance. It was reported that the ACLU had been approached in terms of some student action, but no formal suits have been filed.

Love and Sex in Plain Language, a text in a Greensboro high school sex education class, was challenged by a parent, but was retained after appropriate committee review and unanimous recommendation. This case was cited as a good example of due process.

Amanda Bible was commended by the Committee for her role in the Columbus County controversy over *Wifey*. Ms. Bible's foresight in having an approved and publicized selection policy and in having the support of her Board was instrumental in the resolution of this situation. The Board's decision, to allow a parent to indicate if he/she **not** want a minor child to use the adult collection, was not clearly stated in all press reports.

In recognition of Ms. Bible's efforts, the Committee voted to nominate her for the next month George Philip Imroth Award. The Committee further voted to formulate procedures for recognizing important contributions for intellectual freedom within the state.

In additional situations about which the Committee had been informed:

28. In the Union Primary School, in Shallotte, the Board of Education removed *Look at the People*. No response was received from an inquiry to the Board.
29. In Clinton, *Jaws* was removed from the elementary school, but was retained at upper levels. The decision was reached by county librarians after review.

Dr. Lanier noted that in each case, the librarians involved were grateful for the information and support which the Committee provided. For this reason it is important that the Committee continue to take advantage of opportunities to inform the public of our existence and of the additional help which is is available from ALA and Judy Krug's office.

Dr. Lanier also informed Committee members of the publication of the *Workbook for Selection Policy Writing*, a new resource available from the Office of Intellectual Freedom at ALA.

Philip Morris and Martha Davis discussed further results of the survey which Ms. Davis conducted on the extent to censorship problems in North Carolina. One of the more important aspects of the survey was its indication that far too many libraries across the state still do not have written selection policies and procedures for dealing with challenged materials. Ms. Davis and Mr. Morris accepted the Committee's request to do an article on the survey for *North Carolina Libraries*.

The main item of new business was the program for the NCLA meeting to be held in Charlotte in the Fall of 1981. The Committee endorsed Dr. Lanier's request to the board for a General Session on Friday morning and directed him to continue his investigations of possible speakers. The committee discussed alternative program formats and exhibit/display options and will continue these discussions at the next meeting.

The Committee will have its fall quarterly meeting during the NCASL Work Conference in Winston-Salem, 15–17 October. Dr. Lanier, after consulting the Conference schedule, will set a non-conflicting meeting time and will so notify Committee members.

After expressing its thanks to Mertys Bell for her hospitality in offering Guilford Tech as the meeting site, the Committee adjourned. He commended the Committee for perfect attendance.

Respectfully submitted this fourth of August.

ALA Conference 1980: A “Big Apple” Experience

By Norma M. Royal, ALA Representative

In the eyes of many conference reporters, planners and goers, the 99th Annual Conference of the American Library Association was a record conference in varied and distinct ways. It can be describes as multitudious in attendance, having over 14,000; abundant in regard to meetings and events, accommodating over 2,000 scheduled meetings; and very impressive with its rich array of noted persons in the book/library world. Many conferees experience difficulties in generous amounts, too, while trying to locate some of the numerous meetings and events which were scattered throughout Manhattan. Truly the 1980 Conference in the “Big Apple” City was true to reference—a “Big Apple Experience.”

In spite of the vastness centered around the conference, the business went on. The membership and Council meetings were lively and informative. Some of the major business addressed by the membership and/or Council included:

30. a resolution calling on ALA to recommend a minimum salary for beginning librarians was defeated. This resolution was called “impractical” and “unfair;” it was also said to have been in violation of the Sherman Anti-trust Act.
31. accepted the resolution in which librarians should have available information on the full range of alternatives within and without the military services for those young persons who are facing the prospect of conscription.
32. endorsed the District of Columbia Voting Representation Amendment and each state chapter of ALA is to be encouraged to support passage of the amendment in their respective state legislatures.
33. October 5–11, 1980, is to be recognized as National Family Sex Education Week. All librarians are urged to commemorate this week and support family sex education. The supporters of this resolution believes that parents should be the primary sex educators of their children and that community support in this vital area of parenting can improve the quality of family life.
34. passed a resolution giving ALA Division dues discounts for students and new members. Students will be eligible for membership in any Division upon the payment of additional dues of $5.00 for each Division. New regular members shall receive the same percentage Discounts on division dues as they receive on basic dues. The Divisions feel that it will be hard to operate on such small amounts. Members will have an opportunity to vote on this By-laws Amendment by mail vote.
35. passed a Resolution on Instruction in the Use of Libraries. It calls for commitment to the education of library users by all types of libraries.

Some of the “Big Names” heard and faces seen during the conference included: Stuart E. Eizenstat, Director of the Office of Management of the Office of Management and Budget; Milbrey L. Jones, Chief, School Media Resources Branch, Office of Libraries and Learning Resources, U. S. Office of Education; Theodor Geisel, known and loved by children the world over as Dr. Seuss; Joan Blos, Newbery Medal winner; Barbara Cooney, winner of the Caldecott Medal; and Judy Blume, author of many books for children and adults.

The 1980 Conference was this and much, much more; however, many will agree, it was an experience.

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