north carolina libraries

ISSN 0029-2540

TABLE OF CONTENTS

Cover: Jerry D. Campbell, "Fundraising," *North Carolina Libraries* 44 (Winter 1986): 210.

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Exalting Learning and Libraries

NORTH CAROLINA LIBRARY ASSOCIATION

From the President

From dogwood white to dogwood red,
That's the way summer's fled.

Sam Ragan

Sunday, August 17, 1986 was a very special day not only for Sam Ragan, North Carolina Poet Laureate, but for Norma Womack, Director of Davis Memorial Library at Methodist College and all North Carolinians. This day was special for honoring our Poet Laureate as his "Poems of Sam Ragan Read by the Poet" recording was officially unveiled before some 250 invited guests. This recording was the brainchild of Librarian Norma Womack and the Friends of Davis Memorial Library. Grants totaling $7,440 funded by North Carolina foundations made it possible to give 1,000 records to libraries across the state for use in classrooms and discussion groups or for personal enjoyment.

A long list of distinguished associates praised Ragan for his contributions to his community and state through his poetry, his editorials and his teachings. He was hailed as a "gentle giant of a man" by former governor Jim Hunt; a "national and global thinker" by Dr. William Friday; a "literary godfather" by Dr. Sally Buckner. A telegram from President Ronald Reagan came as a complete surprise: "It is a great privilege to join with so many distinguished citizens of North Carolina as they honor you at a special presentation ceremony. During your long career as a journalist, lecturer, teacher and supporter of the arts, you have brought vision and inspiration to countless students of all ages. But it is your poetry that stands out above all your other accomplishments. You hold the title of Poet Laureate of the state of North Carolina and that is no little honor. What you do with words delights all of us fortunate enough to enjoy your art." Department of Community Colleges President Dr. Robert Scott, who as governor appointed Ragan first Secretary of the State Department of Cultural Resources, said Ragan has "keen insight into all that goes on around us" and thanked him for being what "you are."

Among Ragan's many awards and honors received over the years was the North Carolina Library Association Honorary Membership award presented in 1985.

"We must face and defeat the twin menace of illiteracy and aliteracy—the inability to read and the lack of will to read—if our citizens are to remain free and qualified to govern themselves," according to a Library of Congress report. Talking about illiteracy is good to a degree, but doing something about it is necessary if indeed we are to defeat it at all.

Our teachers and librarians have known for a long time that the will to read often is lacking and is the reason many do not read. They work at motivating and hooking students on reading. Teachers teach them to read; librarians teach them to love to read. The support and involvement of knowledgeable and concerned parents and citizens is necessary in helping to erase the problem not only with young people but with adults as well. NCLA's Literacy Committee with Nancy Bates as chair is getting involved. With Nancy's enthusiasm things will happen. Give her your help!

Librarians are in the news and on the move! Secretary of Cultural Resources Patric G. Dorsey and State Library Commission Chairman Eleanor Swaim announced the appointment of Jane Williams to be the new State Librarian effective October 10, 1986. In making the announcement, Mrs. Dorsey said, "We are most fortunate to have someone of the calibre of Miss Williams for our State Librarian. She is a native North Carolinian and a respected professional who is held in very high regard by her colleagues for her dedication, hard work and personal integrity." Congratulations, Jane!

We welcome Dr. Kieth Wright as ALA Chapter Councilor who is replacing Dr. Fred Roper. Fred moved to the College of Library and Information

Science, University of South Carolina, Columbia, 29208 on July 1, 1986.

In October 1986, NCLA's newly elected SELA Representative Jerry Thrasher began his four-year term. He replaced Rebecca Ballentine whose term expired at the end of the '86 SELA Conference in Atlanta. Rebecca has been a loyal, faithful and effective representative for NCLA.

Summer's fled and the "dogwood red" disappeared with the robins' last lunch on the beautiful red berries. One season's beauty and joy flows on into the next beautiful season. North Carolina has so much to offer. May 1987 be even better than 1986 and always treat you kindly!

Our next NCLA Executive Board meeting is scheduled for January 23, 1987, 10:00 a.m., at Cumberland County Public Library with Jerry Thrasher, host.

Pauline F. Myrick, President

CBC Celebrates the Bicentennial of the U.S. Constitution

The Children's Book Council is observing the bicentennial of the U.S. Constitution with three striking full-color posters created by Charles Mikolaycak. The posters depict groups of writers whose work conveys the spirit of American letters. The 17″ × 22″ "Our Constitution. Good Reading" center piece is a sampling of American literary notables. A precept in the Preamble of the U.S. Constitution ties together the authors on each 11″ × 22″ side poster: "Establish Justice" includes proponents of civil liberties and human rights; "The Blessings of Liberty" shows expatriates who appreciate the American concern with individual freedoms. A two-color schematic "Who's Who" key, suitable for display, accompanies the poster set; it identifies the authors whose portraits appear in the posters and includes titles and publication dates of famous works.

Charles Mikolaycak, creator of the Constitution posters, has illustrated more than 45 books for young readers. He is a recipient of the Society of Illustrators Gold Medal.

The full-color posters are printed on 100 lb. cover weight stock. The set is shipped rolled in a protective tube. The Constitution Poster Triptych is available only as a set (three posters and the "key") from CBC for $27.50.

"Our Constitution: 200 Years," a companion piece to the Constitution Poster Triptych, appears in the June, 1986—March, 1987 issue of *CBC Features*, the Council's newsletter. The piece includes a brief, annotated bibliography of titles currently available from many publishers on the subjects of the U.S. Constitution, the founding fathers, and the birth of the Republic. Accompanying the bibliography are statements about the U.S. Constitution from prominent authors Avi, Christopher Collier, Jean Fritz, Jamake Highwater, Scott O'Dell, and Elizabeth George Speare. Single copies of "Our Constitution: 200 Years" are available from CBC for a 22¢-stamped, self-addressed, 6½″ × 9½″ envelope.

An illustrated materials brochure that includes order and discount information for the Constitution Poster Triptych and other CBC materials is available from CBC for a 22¢-stamped, self-addressed #10 envelope.

The Children's Book Council, sponsor of National Children's Book Week, is a non-profit association of children's and young adult trade book publishers. Proceeds from the sale of materials support CBC projects related to young people and books.

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Fundraising

Jerry D. Campbell

The science of fundraising, if we may call it that, is the most inexact science I have encountered. It requires, for success, some mixture of thought, preparation, information, interpersonal skill, and, perhaps most importantly, luck. My anxiety in writing about fundraising is further heightened because I have from time to time encountered advice that left me feeling as if I were being given recipes for fifteen different ways to make homemade bread by someone who had never actually baked a loaf.

So let me note at the outset that this essay is not based on a careful survey of fundraising literature, except insofar as I have read from such literature in the past and been influenced by it. It is not a research paper or an attempt to review the various theories about how fundraising should be carried out. There is much written material on the subject of fundraising and if you are going to be involved in fundraising, you owe it to yourself to do some background reading. I intend simply to outline what I believe to be some of the important mechanics that underlie successful fundraising and to share with you my opinions about what it takes to make the mechanics work.

Mechanics

By referring to the following matters as "mechanics," I do not mean to imply that they are unimportant. Indeed, ignoring the mechanics of fundraising would be like taking a test without studying. Maybe a better analogy, under the circumstances, would be that of going hunting without loading the gun. These are matters to which we must attend early in the process.

On the other hand, the order in which I present the following topics is purely one of choice. It reflects a common sense arrangement derived from the context within which I work. You may wish to rearrange the topics, omitting any that do not make sense in your institutional setting, while including any others that do.

Dr. Jerry D. Campbell is University Librarian, William R. Perkins Library, Duke University, Durham, N.C. 27706.

Analysis

One good place to begin the process of fundraising is within the walls of our libraries. It is at least hypothetically possible that we do not need any more money for our library budgets. No? Well, to go seeking funds requires that we be specific and realistic about our needs. So, we can begin with an analysis and evaluation of the library in all its facets. Such an evaluation may be conducted against a variety of benchmarks. While such benchmarks will likely change from library to library, they should usually include at least the following questions:

1. How well does the library satisfy the demands of the curriculum and program it serves? What can you learn of faculty and student satisfaction with the library? Can you buy all the materials suggested by faculty? Do you need additional funds for a growing interest in materials in non-book media like film or video? Can you purchase sufficient copies of heavily used titles for student satisfaction? Can your staff get books cataloged and on the shelves expeditiously? Are there new faculty members or programs active in subject areas for which the library has not collected in the past?

These are routine questions with which you are all familiar, and each of us could list many others. But the point is that analysis and evaluation of a library hinge first on how well it satisfies the needs of the institution it has been established to serve.

2. How well does the library stack up against other, similar libraries? A second benchmark in the analysis and evaluation phase of our efforts might be to place our libraries against others of similar size and purpose. By this, of course, I mean the use of so-called comparative statistics. If you do not already have one, establish a list of peer and peer-aspirant institutions. Find out with which institutions your chief executive officer (CEO) hopes to compete. Make comparisons with as much specificity as statistical tables will allow.

3. How does the library measure up with regard to the major issues of the day? By this I

mean such matters as preservation and automation, where costs often do not appear in operating budgets because of outside sources of funding. For this reason comparative statistics may tell you very little. You may simply have to ask yourself, "Is the library doing enough?" "Should it do more?"

4. What else may be right or wrong with the library? Does the roof leak? Are you stacking books on the floor because the library is out of shelf space? Do you find birds in the reading room every morning? Is the staff's work area so old that it offers outdated lighting? Perhaps this is the category that will permit you to be visionary. Try to think of library needs beyond the immediate strengths and weaknesses. While no one will know the cost exactly, we can all guess that we will soon need considerable means to afford the technology usually intended in the phrase *the electronic library.* Perhaps this is not so much a benchmark measure for analysis and evaluation as it is a fail-safe category. I include it here only as a reminder that when you examine the needs of your library, be aware of real library needs that may fall outside the bounds of the benchmarks noted above.

Now you are ready to turn the results of your analysis into fundraising initiatives. This analysis should have revealed the library's strengths along with its weaknesses. Your development plan should include both. Build to your strength; the pride of strength will help attract support. Treat the weaknesses as great opportunities for new gains.

Costing

Once you have completed your analysis, you should have a list of items for which you have identified the need for additional support. For the sake of convenience, group them in families if possible. Put a figure, a cost, with each item. To do this, you will find it necessary to return to the details of your analyses.

Ordinarily, you will quickly find that you are working with more than one kind of cost. Some of your needs will require simple, one-time costs. Others will require funding over a period of time, say for five years. Still others will require on-going annual support for the foreseeable future. If you are fortunate, these different cost requirements will correspond to the rough family groupings you made earlier. At any rate, once you have placed a cost with each need and arranged them by the kind of cost represented, you will have the beginnings of a financial plan for fundraising.

Be aware that this process of costing is a critically important undertaking, for your credibility will be tested on the basis of how well you accomplish it. You must not fall prey to delusions of grandeur, but neither can you afford to set sights on an insignificant amount. The best figures to put forward are those which are realistic and explicable. If you have done your homework well, these are just the kind of figures you will set forth.

Sources for Fundraising

Now that you have a list of needs and their respective costs, spend some time attempting to identify what might be your best sources for funding. A good fundraising plan will represent not only the variety of types of costs noted above, but a variety of fundraising sources as well. Do some research. Read announcements of awards to libraries and note the funding sources. Talk to your friends, your staff and your administration.

Among the major sources of funds you might consider are the following:

—the institution that the library serves
—foundations
—business and industry
—governmental agencies and programs
—the private sector

I have begun with the institution that the library serves as a source of funding because often, when you have really done your homework, the case for a larger share of the budget suddenly becomes more convincing. This will surely not supply all the new monies you seek, but neither will any one of the other sources. Before you leave home, try it; be creative. Propose that the first $10,000 income from any newly endowed chair be directed to endow an acquisition fund under the same name. This will provide the library funds to underwrite a collection in the chairholder's field, and that in turn will help the school attract prospects to the chair. Make the case for a percentage of any new, unrestricted endowment. Challenge the athletic club to underwrite the library's ability to purchase books in physical education. You may be surprised at its willingness to support a related academic enterprise. Does the library have a check-off square on the form for solicitation to the annual fund? It is often productive to sit back and take a fresh look at the immediate context. We are limited by convention only if we choose to be.

The second source for funding that must not be overlooked is foundations. North Carolina is blessed with many and generous such institutions. Grants from foundations most readily match needs that are one-time or, at least, limited to a few years in duration. Special projects are

naturals for foundations. Some foundations support building or renovation. Foundations often like to provide start-up funds for programs that the library must write into its own budget in subsequent years. Some foundations are particularly attracted to challenge grants. Few foundations give to endowments. Most foundations have special interests and conveniently describe them in foundation sourcebooks.

I personally believe that the causes and projects represented by interesting and persuasive foundation proposals reveal the level of vitality of a library, and so I believe that each library should produce at least one viable proposal each year. If you are serious about fundraising, order extra copies of the *Foundation Directory* and the *North Carolina Foundation Directory* for your office. Set time aside to browse through pertinent sections. You ought to read the entire North Carolina directory. Keep a note pad handy because against the background of your funding needs, the ideas will come.

I have listed business and industry as a major source, though opportunity may vary considerably by location. It is likely, as well, that business and industry may be most useful for more limited and specialized needs. Look for obvious convergence of interests: you need it; they make it. Pay attention to those operations that may have some standing connection to the institution (e.g., the CEO is an alumnus). Can any of your needs be filled by gifts in kind: carpet, furniture, microcomputers, delivery van, repairs to a leaky roof?

. . . to go seeking funds requires that we be specific and realistic about our needs.

I have added governmental agencies and programs as a major source just to show you that I really am an optimist. As long as such sources continue to be funded, do not ignore them. I assume that all qualifying research libraries are acquainted with the Department of Education *Title II C* program. Beyond that, however, any library may make its case for a portion of the National Endowment for the Humanities monies for preservation. At reasonable intervals, you should request and read the full guidelines for other NEH and National Endowment for the Arts programs. Look for creative intersections of possibility. Most projects must be public-oriented to qualify, but you may have unique cultural resources that beg exposure.

Finally, we come to the private sector as a source of funding. Some say that philanthropy is decreasing, and it probably is. I have heard it said that those who do give in these times are interested in knowing the return on their investment. That is probably true also. But the essential observation here is that people, even if fewer people, are still willing to support worthy institutions.

Where do you start? Do you have a Friends of the Library group? Do you know who uses the library? Does the library have a few, even one, significant supporter? Is there someone who could be counted as a potential supporter? Most successful fundraising endeavors are conducted with the aid of well-chosen volunteers. This is true no matter what sums of money are involved. The most successful people at raising money from faculty members are other faculty members. The most helpful people at raising money from those of power and means are their peers.

I believe that the private sector offers the greatest potential for fundraising, and I will return to this topic again. But, first, let me reiterate that I think it is unwise to place the full burden of all your financial needs on any one of the above or on any other sources, and most especially not on your own institution. Strive, rather, to develop the best and most varied list of sources possible. You may notice convenient match-ups between sources and needs, and you should note them as they occur to you.

Conceptualizing

At this point, we have analyzed the library and identified its needs; we have placed a cost on each of them; and we have identified potential sources for fundraising. Now pause and conceptualize each need or category of needs, making a convincing and persuasive case for each. Write it down. Begin with as much explanation as necessary, but do not stop until you can state each need simply and without jargon in no more than a single-spaced page and a half. That page and a half should be direct, specific, and include the cost. It should be upbeat in tone. When appropriate (for projects and more complicated proposals), always append an additional page with a full and itemized budget.

Not until you can concisely conceptualize each fundraising goal have you completed your preparation. Only then will you know it inside and out. And only then will you be able to respond either in writing or extemporaneously with confidence and speed when opportunity knocks. When you have finished conceptualizing the needs, you will have your fundraising portfolio together and

ready.

All this may be summarized in what I will call *Basic Principle for Library Fundraising #1: Do your preparation at the outset and do it well.*

Staffing

There is a lot of work involved in the mechanics we have considered already, and you can do it all yourself. It is a good idea, however, to involve other members of your staff, depending somewhat on the size of the fundraising project. If you really know from the outset that the library has only one overriding need, then a serious analysis is not required. You can, alone, proceed to cost the need and consider sources, and you can make the case for that need. But in most instances, even the single need situation will concern some part of your library where staff involvement could be helpful in adjusting your perspective. You might also capitalize productively on their expertise in the process of conceptualizing the need.

If you want to establish a more comprehensive fundraising plan, then broader staff involvement is imperative. Rather than setting up a committee, utilize appropriate structural groupings that already exist. That is, if you have an executive or administrative group, or if the library is arranged in departments or units, make use of those divisions for the mechanics we have been considering. If there is a key individual on your staff who has special skills in analysis or costing, seek his or her help. Fundraising initiatives, even in these early stages, should not be a secretive process. Proper staff involvement can help raise more than money; it can raise morale as well—a benefit not to be ignored. Fundraising, especially in the private sector, depends upon gaining access to individuals, and the more people involved, the more connections possible.

One good place to begin the process of fundraising is within the walls of our libraries.

This brings me to the *Basic Principle for Library Fundraising #2: graciously accept the assistance of anyone who can help you raise money.* I also call this the basic humility principle. An oversized ego has no constructive place in successful fundraising. If you discover that one of your staff members has cultivated a library friendship with a potential major donor, encourage and assist that staff member in the process of seeking a major gift. Whether successful or not, give every staff member so involved credit for his efforts and extend your thanks.

There is a second staffing consideration that is of paramount importance. You must become a part of the larger institutional fundraising team. At the risk of speaking hyperbolically, let me say that no million dollar gifts are made without the full support and involvement of the chief executive officer of your institution—president, chancellor, or whatever he or she may be called.

Earlier, I noted that fundraising begins at home. In part this means only that you must successfully communicate to your CEO that you are engaged in analysis and what results you are finding. Your goal must be to convince the top decision-making management of the institution of the crucial place of the library in the institution and the need for making library fundraising a top priority. The library is in fundraising competition with every other need and program within the institution. Do not take for granted that the importance of the library for institutional advancement will be self-evident. You must convince them.

Do you know how top fundraising priorities for your institution are set? Do you know what individual or group sets them? You must find out, and you must become a part of that group if you are not already. This is critically important if you are to have the best chances for success. I believe it is also critically important because of the often unrecognized role of the library in facilitating institutional vitality and prosperity. Librarians superintend no less than the cornerstones of our educational institutions. Our presence in the right forums will keep that message fresh.

If your institution has a fundraising officer, get to know that person. You can help one another. This is a crucial aspect of your becoming part of the executive fundraising team. Your own institutional fundraising officer can supply you with information about foundations and individuals. He or she can tell you about the intricacies of estate planning, deferred giving and the variety of giving programs already utilized by your school. You, on the other hand, may discover potential donors who have interests other than the library and endear them to the institution.

Finally, with regard to staffing, after you have your fundraising portfolio together and institutional support in place, involve one or more significant volunteers. It is best if you can identify volunteers from among the Friends of the Library. If that is not possible, ask your CEO to help identify someone from among trustees or other insti-

tutional friends. Let me reiterate an earlier point: the best people to raise money from those who have means are their peers.

At the same time, you should recognize that volunteers of power and substance will, as they are accustomed, be strong forces with which you have to contend. Your CEO and fundraising officer will be experienced in keeping this a happy process, so enlist their help. Whatever extra effort is needed to work with such volunteers will be well worthwhile.

Staffing your fundraising effort, therefore, can involve the library staff and almost certainly must involve the institution's executive fundraising team. For best success, it will also include selected volunteers.

Strategic Planning

This brings me to the last aspect of the mechanics of the fundraising process. With all or part of your portfolio of needs given institutional priority, you and the executive fundraising team must determine how you will actually raise the money. You must determine what kind of fundraising effort is appropriate. Will it be a limited effort targeting specific items? Will it be a full-scale capital campaign? Will it be a featured part of a larger institutional capital campaign? In either case, will you design and print development brochures or other publications? (If so, you will be so glad to have your background portfolio in hand.)

When the question of type of fundraising effort is settled, you must then, on the basis of logic, collective wisdom, and the list of prospects, determine the best possible sources for each need. Remember the list of sources you have compiled? By now it should be long and varied. The executive development team should add even more sources. Against this list, place the needs. Weigh every variable the team can adduce. Take into account the nature of the need and its cost, the interests of various foundations and individuals, the potential level of giving. Try to come up with at least one good source for each need.

Within the bounds of reasonable flexibility, make an effort to schedule the work and make assignments. If foundations are to be approached, who will draft the proposals and by what date? What previous contacts have those foundations had with the institution, and with whom? If individuals are to be approached, how should the approach be made and by whom? When can the contact be arranged? The team will, no doubt, have regular meetings, so make specific plans for a period—for thirty or sixty days, or until the next meeting.

The emergence of this actual strategic plan is the last major part of what I have called the mechanics of fundraising. What remains is to get the job done, to execute the plan.

Successful Fundraising

The remainder of my observations, therefore, will address matters less concrete than the mechanics. I want to focus on what it takes to make the mechanics work. To return to an earlier simile, even if you load the gun, you must still hit the target. While these remarks clearly reflect my own opinions, they may also be the most important part of this essay.

The Librarian's Involvement.

Whose job is it to raise money for the library? Remember Basic Principle #2—graciously accept help from anyone. But whose job is it? Yes, the development officer includes the library as some part of his or her responsibility, and, for that matter, so does the CEO. But who, day after day, week after week, year after year has the library as his or her primary concern?

A good fundraising plan will represent not only the variety of types of costs . . . but a variety of fundraising sources as well.

I beg the question, but it is an important issue. No one knows the library's needs like the librarian; no one can interpret them like the librarian. And no one but the librarian maintains a passion for and a commitment to the library's purpose. In addition, popular wisdom has it that the majority of all major gifts have required the involvement of the unit head (in our case, the librarian) and the CEO. If you are not the chief librarian, you must figure out how to get the chief involved.

If you are serious about fundraising, you must include it as a part of your job description, reserve a percentage of your time for it, and work hard at it. If you stop somewhere between completing the mechanics and coming face-to-face with potential donors, you will not raise a penny. On the other hand, in this matter as in most other pursuits, nothing produces better results (or resembles genius more) than plain, simple hard work.

How Long Will It Take?

Take care to establish a realistic calendar. Depending upon your own knowledge of the

library, the expertise of the staff, and the magnitude of the fundraising needs, just the analysis and evaluation of the library may take six months or a year. Doing it well, of course, is more important than doing it quickly. Team building and strategic planning will depend upon your own experience and the circumstance of fundraising as it already exists or does not exist on your campus. In any event, it will take time either to create a process or to join one already in operation. You should begin to build the rapport with other principal fundraisers within the institution from the very outset, in order to move forward rapidly when you have conceptualized the needs.

Keep in mind that foundations and governmental agencies have schedules and that even the best of proposals must conform to them. With the most fortunate timing, expect at least six months for a response. Among North American colleges and universities, the average lapse in time between initial contact with an individual and a major gift is two years.

Fundraising is a long-term endeavor. It requires patience and persistence. If you are just beginning the whole process, you should expect your first foundation returns in about eighteen months. You may expect to raise your first million from the private sector in about three years—if all goes well. When you hear stories of great successes, you may be reasonably assured that they were undergirded by sound planning and enduring effort.

What Will It Take?

I have only two points left to make. They more directly concern fundraising in the private sector, though not exclusively so, and if I could set forth only two points, it would be these two.

First.

Fundraising is a matter of establishing and nourishing relationships. Why does it take a couple of years before a major gift is forthcoming? Suppose I asked you for a gift of $10,000 by phone or letter one day. Even if you were an alumnus of my institution, you would most likely say no. But suppose I came to see you and explained how seriously we needed $10,000 and what such a gift could do, and then asked you to consider it. And suppose I invited you to campus to see things for yourself and sought your ideas and really invited you to become a part of the destiny of the school. If I kept coming to see you at reasonable intervals over a couple of years, you would come to know me and to know the real urgency of the library's need. You would come to trust how I would use the gift if you made it, and how much good it would do. And, I believe, you would make it.

Second.

And let this be my conclusion. If you and I are to convince anyone to make major gifts to our libraries, we ourselves have to be convinced of the urgency and importance of our mission. If you do not love your work and believe in the value of what you are doing, do not come to me for support. If you have not made your own pledge to the library program to the extent your personal resources permit, do not ask someone else to put a million dollars into it. It is a matter of integrity. Those who are asked for money for many different causes every day become adept at distinguishing true commitment from its counterfeit.

Applying for Foundation Grants

Libby Chenault

To support their programs, libraries have traditionally relied on the monies allocated locally and by state and federal agencies. In the face of ever increasing costs and shrinking governmental/institutional allocations, the librarian specialist may be forced to seek resources from private foundations to provide necessary services.

There are no quick and easy answers as to where to go for support or magic formulae for writing proposals which will win grants. The intent of this paper is to provide a starting point for those entering the "foundation game." The sections which follow will provide tips on preparing grant proposals, information on North Carolina foundations which have supported library programs, and an annotated bibliography of materials which describe foundations or offer suggestions on proposal writing. It is beyond the scope of this, or any, paper to provide for all eventualities in the "foundation game," but the sources and strategies introduced here should allow the rookie librarian to begin playing. Good luck!

Tips on Preparing Foundation Grant Proposals

A proposal is a plan for acceptance. According to Webster, the word proposal is derived from the Latin word *pro*, meaning for or in favor of, and the French word *poser*, meaning to set forth. A proposal, therefore, is a positive statement about a program or set of activities.

According to Robert Lefferts, a proposal serves five functions:

> It is a written representation of a program,
> it is a request, it is an instrument of persuasion,
> it is a promise and a commitment, and it is a plan.
> It is useful for the proposal writers to be aware of these functions, since each function has certain implications for the preparation and presentation of the proposal.

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A proposal may have as many as seventeen component parts including:

> Letter of introduction or transmittal
> Title page
> Table of contents
> Abstract or summary
> Introduction
> Statement of need
> Purpose
> Objectives, goals, or strategy
> Conceptual framework or rationale
> Methodology, program design or activities
> Organizational/Administrative plan
> Staffing plan
> Timetable
> Budget
> Evaluation
> Appendices or supporting documents

Key elements of an effective grant proposal are the abstract, statement of need, objectives, methodology, qualifications, budget, and plans for evaluation. When writing, remember the best proposals follow foundation guidelines and are clear, concise, and to the point.

Letter of Introduction

The letter of introduction submits the proposal to the foundation or granting agency. It should be brief (one to three pages), properly addressed, and include: the name of the institution submitting the proposal; a concise summary of the problem, need, objectives, and proposed program; a brief statement of the institution's interests, experience, and capability; and the name and address of the project director.

Title Page

For proposals of over five pages, a title page may add clarity. The title page states the name of the proposal (with a descriptive subtitle if necessary), the name of the foundation to whom it is being submitted, the name and address of the institution submitting the proposal, and the date of preparation or submission.

Table of Contents

In lengthy proposals, a table of contents will follow the title page. The table of contents should

be in outline form and can provide the reader with an overall picture of the topics covered in the proposal.

Abstract

The abstract is a brief summary (one paragraph to one or two pages) of the project, usually written after the proposal has been completed. The abstract is designed to stand alone. Because granting agencies make initial judgments based on the abstract, it must present a strong case. The abstract states the purpose, importance, and scope of the projected work and should be consistent with the needs, objectives, methodology and budget considerations which are expanded in the body of the proposal.

Introduction

The introduction provides basic information including the title of the project, the name of the funding source, the name of the applicant institution, and the funding program to which the application is being made. The introduction also briefly describes the proposed program, the nature and scope of the problem being addressed, the setting in which the project will take place, the persons

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or groups who will benefit from the proposed program, and the importance or significance of the program. An effective introduction is to the point but written in a way that will heighten the reader's curiosity and interest him in reading further. The introduction sets the tone of the proposal and provides the theme which will be expanded and clarified in the more specific proposal components which follow.

Statement of Need

The object of all proposals is to attract funds to meet needs or solve problems. In this section of the proposal, the writer focuses on the particular problem's importance, relevance, and capability of being solved. It is important to define and limit the scope of the problem, to discuss logically and document the problem's history—why this need has not previously been met, what work has been done either in your own institution or in others, why you can best meet the need, why now is the right time to address the problem—and to indicate to the granting agency why this particular problem merits attention and support.

Purpose and Objectives

The purpose represents the broad goal of the project. It is a general statement of the expected achievements and/or benefits of the proposed program. The objectives are specific, short-term, realistic, and measurable statements of what an applicant expects to accomplish. In other words, this section of the proposal states what results are expected from the project, the amount of time needed to produce the desired results, and the acceptable level of project service or competency.

Conceptual Framework or Rationale

This information is often part of the introduction or statement of need. The rationale provides the philosophy or perspective behind the project, discusses any assumptions that are being made, states the significance and relevance of the project, and documents work done by others in this field.

Methodology

The methodology provides a logical sequence of methods/procedures/activities for accomplishing the objectives. In essence, this section states who will do what how, when and why. The *who* will be expanded in the qualifications section. The *what* is what will be done. The *how* provides criteria for effective performance. The *why* suggests that methods have been thoughtfully selected in terms of past effectiveness or applicability to the existing problems and objectives. Finally, the *when* provides the time frame for each objective and for the overall project.

Qualifications

It is important for the granting agency to have confidence in those to whom it plans to contribute funds. This section provides a record of the applicant institution's (library's) past accomplishments. Be sure to include here successful administering of any special projects. Included in this section are brief explanations of the project personnel, their duties and responsibilities. The applicant should provide a defense of the qualifications and/or competencies of the individuals who will be participating in the project. It is a good idea to include, usually in an appendix, resumes for all key personnel. The qualifications section is sometimes broken down into more specific groupings of information. (See Organizational/Administrative Plan and Staffing Plan, below.)

Organizational/Administrative Plan

In most instances, a project will be part of a larger operation. It is necessary in a proposal to outline administrative units and to define the broader organizational plans. This information may be presented as part of the introductory or qualifications sections, in a separate narrative

section, by means of organizational charts in the appendices, or in some combination of the above. The point is to demonstrate that the applicant institution has the stable, effective administrative abilities necessary to manage the project.

Staffing Plan

This section, like the previous one, may appear as part of the qualifications section or it may stand alone. Wherever it appears, the staffing plan should include a brief description of each staff position, the necessary qualifications, and the amount of time allocated for the position (e.g., full-time, part-time, 40 hours, etc.).

Timetable

Timing is generally discussed in the methodology section, but it may strengthen a proposal to provide a timetable which will demonstrate graphically the applicant's ability to provide effective program management.

Budget

The project budget is a realistic financing scheme growing out of and corresponding closely to the objectives of the project. The annual budgets include projected income or contributions (if any) by source and expenditures usually grouped in the following categories:

Salaries: Anticipated salaries and fringe benefits for the fiscal year(s) in which the project will be accomplished.

Materials: Media resources for use by patrons, including cataloging/processing costs for these materials.

Operating expenses: This line is frequently combined with materials and includes consumable supplies, communication expenses, staff training and materials, and contracted services.

Equipment: This line is generally considered capital expenditure and includes such things as furniture, office equipment, hardware, and some supplies with an expected life of more than five years.

Indirect costs: Many institutions assess the project for some indirect costs to cover office space, heat, light, and the administration of grant funds. The indirect costs are usually based on a percentage formula. (For example, the present rate negotiated by UNC-CH with HEW is 41.6%).

Items in the budget should be specific so that those reviewing the budget can see how each figure relates to the project. The applicant should state the length of expected foundation support (two or three year projects are preferred and many foundations have a five year limit); the program for eventual self-support; and/or where, when, and how support will come from sources other than the foundation.

Evaluation

The library, community, and granting agency must be able to evaluate the effectiveness of a program and to determine that the stated objectives have been satisfactorily met. Evaluative criteria should be objective and, where applicable, quantifiable. Evaluation should be built into the ongoing work of the project. At the end of the project, and usually at specified intervals, the granting agency should be provided with a summary evaluation which states how each objective was met and records how the project successfully met community needs and/or solved a problem. The final evaluation should be available for dissemination, reemphasize why the project was important, and recognize the contribution of the granting agency. Foundation requirements will vary, so it is important that the applicant state from the beginning the purpose and level of evaluation and how information about the project will be disseminated.

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Appendices

The appendices are made up of pertinent supporting documents. These might include activity plans, time tables, job descriptions, organizational charts, vitas, financial reports, research results or any related forms. The appendices should be easy to locate and should relate specifically to the text.

Proposal Criteria

Proposals are as different as the projects they suggest, the people who write them, and the audience for which they are intended. The preceding sections serve only as suggestions for the novice proposal writer. Foundations and foundation staff offer guidelines, which must be followed, concerning what is to be included and how proposals should be formatted. Expertise comes with careful needs assessment, study of foundations, and practice in writing proposals. The questions which follow should help the applicant to review and strengthen his proposal by providing some criteria which reviewers use as they examine a proposal.

Foundation Criteria

Each foundation reviewer will consciously

and unconsciously evaluate a proposal in light of certain questions or criteria. Each foundation or agency has its own stated criteria but these can be said to fall into seven broad areas: purpose, need, accountability, competency, feasibility, clarity and completeness, and consistency. After completing each draft of a proposal, the conscientious applicant should check his work to make sure the proposal is answering the following questions:

Purpose

How closely does this project match the interests of the foundation?

Where does the proposal fall in the priorities of the foundation (and for that matter, those of the applicant organization)?

Need

Does this proposal address a significant need?

Whom will it benefit, how, and to what degree?

Is it part of an existing program?

Does it duplicate or overlap with past or existing projects in its field?

Does the project approach a need or a problem in a new or innovative way?

Is its purpose to conserve a beneficial service which might otherwise be lost?

Could the project be carried out more effectively elsewhere or by other persons?

Are federal, state, or local funds available?

Are other private sources more appropriate?

Accountability

Can the applicant institution successfully implement the proposed program?

Does the proposal include a detailed time table?

Has the cost of alternative programs been explored?

Has the cost-benefit of the proposal's program been examined?

Have provisions been made for recording and analyzing appropriate data?

Will project personnel maintain appropriate records to demonstrate project success and weaknesses?

Competency

What is the track record of the applicant organization?

Does the institution demonstrate familiarity with the problem, relevant literature, service-delivery methods, and other similar programs?

Are the project personnel sufficiently experienced in the field and appropriately prepared to implement the project?

Feasibility

Is the project properly timed?

Is the proposed action adequate to meet the stated needs?

Are the proposed facilities and staffing levels appropriate for the plan of work?

Is the applicant institution enthusiastic about the proposal?

Have the appropriate levels of funding been sought?

Clarity and Completeness

Is the proposal clearly written and organized so that it can be readily followed and easily understood?

Has the writer avoided complicated sentence structure, abstractions that are not clarified by examples, use of jargon and excessive verbage?

Does the proposal cover all relevant points leaving no unanswered questions about purpose, objectives, need, activities, staffing, organization, timing or budget request?

Consistency

Are all parts of the proposal related and consistent with each other?

Are the program approaches, activities, and methodology consistent with recognized ideas and methods in the particular field?

Are the statements of need relevant to the proposed program activities?

Are the proposed activities logically consistent with the program's objectives?

Is the staffing sufficient to implement the proposed program?

Proposals are as different as the projects they suggest, the people who write them, and the audience for which they are intended.

North Carolina Foundations

Below is a directory listing of North Carolina foundations which in the past have made grants to support library programs. There are many other North Carolina foundations and, depending on the scope and purpose of a library's proposed program, these are also potential sources of funds.

There are many foundation directories and data bases currently available (see Selected Foundation Reference Sources, below). Most are indexed or arranged by subject or by geographic area. These directories provide a good starting

place in the search for potential foundation support. It is important to find out as much as possible about a foundation, its purpose, its interests, and its levels of support before making an application. In addition to directories and data bases, published annual reports, tax records, and foundation personnel and guidelines are good sources of this information.

The foundation summaries which follow illustrate the type of information generally found in directories and have been selected because of their interest to North Carolina school media coordinators.

Babcock (Mary Reynolds) Foundation, Inc.
William Bondurant, Executive Director
102 Reynolda Village
Winston-Salem, NC 27106
(919) 748-9222
High: $300,000 Low: $500
The Babcock Foundation funds programs in education, social services, support of the environment, the arts, and for the enhancement of citizen participation in the development of public policy. Grants are made chiefly but not exclusively to North Carolina and the Southeast. The Babcock Foundation does not make grants for building or endowment funds, or for matching gifts. Grants are not made to individuals or for local community efforts. A program policy statement and grant application guidelines are published in the annual report.

BarclaysAmerican Foundation, Inc.
Robert V. Knight, Jr., Treasurer
201 South Tryon Street
P.O. Box 31488
Charlotte, NC 28231
(704) 372-0060
High: $100,000 Low: $100
BarclaysAmerican funds programs for education, community support, youth activities, and the arts. Grants are made in the areas in which the company operates. Grants are not made for endowment funds or loans, to individuals, for scholarships or for research programs.

Bryan (The Kathleen Price and Joseph M.) Family Foundation, Inc.
Allan M. Herrick, Associate
P.O. Box 21008
Greensboro, NC 27420
(919) 378-2242
High: $50,000 Low: $250
The Bryan Family Foundation makes grants, primarily in North Carolina, to educational and religious institutions and for those community projects of interest to the family. Grants are not made for endowment funds, matching gift, or loans, to individuals, or for scholarships.

Ferebee (Percy B.) Endowment
P.O. Box 3099
Winston-Salem, NC 27102
(919) 748-5269
High: $10,600 Low: $1,500
The Ferebee Endowment makes grants for the educational, cultural, and civic development of western North Carolina. Grants are also available for individual scholarships.

Hanes (James G.) Memorial Fund/Foundation
E. Ray Cope, Vice-President
c/o Wachovia Bank and Trust Company
P.O. Box 3099
Winston-Salem, NC 27102
(919) 748-5269
High: $226,000 Low: $2,000
The James G. Hanes Memorial Fund makes grants for local and regional education and health programs, emphasizing art schools and museums, secondary and higher education, conservation,

art, cultural and community programs. Grants are not made to individuals. The program policy statement and grant application are available upon request from the foundation.

Hillsdale Fund, Inc.
Sion A. Boney, Administrative Vice-President
P.O. Box 20124
Greensboro, NC 27420
(919) 274-5471
High: $35,000 Low: $500
The Hillsdale Fund makes grants in North Carolina and the southeastern states for programs in education, religion, and the humanities. Grants are not made for operating budgets or to individuals.

McAdenville Foundation, Inc., The .
W. J. Pharr, President
McAdenville, NC 28101
(704) 824-3551
High: $100,000 Low: $50
The McAdenville Foundation is a private foundation which operates the local community social and recreational facilities and provides grants to local public schools, local churches, and church-affiliated colleges. Grants are not made for endowment funds, matching gifts, for research, to individuals, or for scholarships. This foundation does not encourage grant applications.

McClure (James G.K.) Educational and Development Fund, Inc.
James McClure Clark, Secretary
P.O. Box 1490
Woodfin Street
Asheville, NC 28802
(704) 254-3566
High: $10,000 Low: $100
The McClure Educational and Developmental Fund makes grants to educational projects, for scholarship funds, and to programs which benefit the people of western North Carolina. Grants are not made for endowment funds, loans, or to individuals. Grant application guidelines are available upon request and an annual report is published.

Reynolds (Z. Smith) Foundation, Inc.
Thomas W. Lambeth, Executive Director
101 Reynolda Village
Winston-Salem, NC 27106
(919) 725-7541
High: $1,320,000 Low: $1,250
The Reynolds Foundation makes grants for colleges, libraries, the arts, health care, recreation, and the improvement of criminal justice in North Carolina. Grants are not made to individuals. The grant application guidelines are published in the annual report.

Richardson (H. Smith) Charitable Trust
c/o Piedmont Financial Company
P.O. Box 20124
Greensboro, NC 27420
High: $100,000 Low: $700
The Richardson Charitable Trust is primarily interested in higher education but also makes grants to educational organizations, schools, social agencies, and hospitals.

Selected Foundation Reference Sources

Computer Access

COMEARCH Printouts #23: Libraries and Information Services. New York: The Foundation Center, 1979- .

A directory listing those grant programs directly related to libraries and information services.

Foundation Directory.

This data base provides current data on more than 250,000 non-governmental foundations having assets of $1 million or more or which make grants of $500,000 or more annually.

Foundation Grants Index.

This data base indexes more than 400 American foundations. Approximately 10,000 new grant records are added to the data base annually.

Grants.

This data base, updated monthly, provides data on 2200 available public and private grants.

National Foundations.

This data base, revised annually, provides information concerning over 21,000 private U.S. foundations which award grants for charitable purposes.

Directories

Annual Register of Grant Support. Los Angeles: Academic Media, 1969- .

A guide to grant support programs of government agencies, public and private foundations, corporations, educational and professional associations. Subject, geographic, organization, and personnel indexes.

Corporate 500. The Directory of Corporate Philanthropy. San Francisco: Public Management Institute, 1980.

A directory of the top 500 U.S. corporate foundations.

Corporate Foundation Profiles. New York: The Foundation Center, 1980.

Detailed profiles of 221 of the largest company-sponsored foundations in the United States. Information from the *Foundation Center Source Book Profile.*

Federal Funding Guide 1975-76 for Elementary and Secondary Education. Washington, DC: Education Funding Research Council, 1975.

An extensive directory of federal programs to support elementary and secondary education. Caution: Very out-of-date.

The Foundation Center Source Book Profiles. New York: The Foundation Center, Aug. 1977- .

Detailed information in loose-leaf form on approximately 500 foundations awarding grants of $200,000 or more each year.

The Foundation Directory. New York: The Foundation Center, 1960- .

A directory of 2,818 non-governmental, grant-making foundations of the U.S. having assets of $1 million or more and having made grants of $100,000. Arranged by state with subject index.

The Foundation Grants Index. New York: The Foundation Center, 1970/71- .

An annual cumulative listing of foundation grants of $1 million or more awarded by private foundations.

Foundations That Send Their Annual Reports. New York: Public Service Materials Center, 1976.

An alphabetical listing of over 400 foundations having assets of over $1 million and/or making grants of more than $200,000.

Foundation 500. New York: D. M. Lawson Associates, 1978.

A guide stating where and to what programs the largest 500 foundations contribute.

A Guide to Foundations of the Southeast. V. 2. Williamsburg, KY: Davis-Taylor Associates, Inc., 1975.

A directory based on the 1973 and 1974 IRS returns. Main section arranged alphabetically by foundation within each state. Index of officers.

International Foundation Directory. Detroit: Gale Research Company, 1979.

An international directory of foundations which lists purpose, activities, and financial information.

Leonard, Lawrence E. and Buchko, Michael, Jr. *Federal Programs for Libraries: A Directory.* 2d ed. Washington, DC: HEW, 1979.

A now-dated directory of federal sources for library funding.

List of Organizations Filing as Private Foundations. New York: The Foundation Center, 1973.

A listing of approximately 30,000 organizations registered as private foundations with the IRS.

National Databook. 5th ed. New York: The Foundation Center, 1981. 2 vols.

A computerized guide, by state, of information on 22,484 private foundations including amount of grants awarded, assets, IRS number, and principal officer.

The 1980-81 Survey of Grant-Making Foundations with Assets of Over $1,000,000 or Grants of Over $100,000. New York: Public Service Materials Center.

A guide providing such information as the best time to submit applications, to whom to direct grant requests, and whether the foundation makes grants out-of-state.

North Carolina Foundation List. 1978.

A listing of North Carolina private foundations listed with the Foundation Center in 1978.

Taft Corporate Foundation Directory, 1979-80. Washington, DC: Taft Corporation.

This guide provides 321 corporate foundation files. Subject index.

Taft Trustees of Wealth: A Biographical Directory of Private Foundation and Corporate Foundation Officers. Washington, DC: Taft Corporation, 1979-80.

A personnel approach to major U.S. foundations.

Where America's Large Foundations Make Their Grants. New York: Public Service Materials Center, 1980.

A listing by state of over 600 foundations, including amount and purpose of grant.

Government Documents

Executive Office of the President, Office of Management and Budget. *Catalog of Federal Domestic Assistance.* Washington, DC: GPO, 1981.

This document is the largest single source of grant fund information. Published annually, it includes over 1000 government funding programs administered by over 60 federal departments and agencies.

U.S. Office of Education. *Educational Programs That Work: A Resource of Exemplary Educational Programs Developed by Local School Districts and Approved by the Joint Dissemination Review Panel in the Education Division of the Department of HEW.* San Francisco: Far West Laboratory for Educational Research and Development, 1978.

A guide to school, including media, programs which have been governmentally funded.

Guides and Handbooks

Bartlett, Debbie and Tom Martin. *All Aboard the Grantsmanship: A Bibliography on Government and Foundation Grants and Proposal Writing.* Freehold, NJ: Monmouth County Social Service Library, n.d.

An annotated bibliography of resources in the grant field relating to human service programs.

Boss, Richard W. *Grant Money and How to Get It: A Handbook for Librarians.* New York: R.R. Bowker, 1980.

A popular guide for librarians seeking and writing grant proposals.

The Bread Game. San Francisco, CA: Pacific Change, 1974.

A guide with strategies for winning foundation grants.

Corry, Emmett, O.S.F. *Grants for Libraries: A Guide to Public and Private Funding Programs and Proposal Writing Techniques.* Littleton, CO: Libraries Unlimited, Inc., 1982.

A guide for proposal research and writing aimed specifically at the library population.

Dermer, Joseph. *How to Get Your Fair Share of Foundation Grants.* New York: Public Service Materials Center, 1973.

This guide to proposal writing includes nine essays on "Approaching Foundations," "Writing The Foundation Proposal," and "What a Foundation Expects from You."

Dermer, Joesph, *How to Write Successful Foundation Presentations.* New York: Public Service Materials Center, 1977.

A general guide to securing grants.

Freeman, David F. *The Handbook on Private Foundations.* Cabin John, MD: Council on Foundations, 1981.

A guide to creating and running a private foundation.

Hillman, Howard and Karin Abaranel. *The Art of Winning Foundation Grants.* New York: Vanguard Press, 1975.

This guide presents "10 steps" to winning foundation grants.

Human Resources Network. *User's Guide to Funding Resources.* Radnor, PA: Chilton Book Company, 1975.

A guide to obtaining individual and institutional grants from public and private sources.

Jacquette, F. Lee and Barbara I. *What Makes a Good Proposal?* New York: The Foundation Center, 1976.

A brief guide to what should be included in a proposal and what foundations will be looking for.

Katz, Lee. "Perspectives on Grantsmanship," *Michigan Librarian* 41 (Summer 1975): 7-9.

A brief guide outlining "Development of the Concept," "Approaches to a Funding Agency" and "Formulation of a Proposal."

Kiritz, Norman J. *Program Planning and Proposal Writing.* Los Angeles: The Grantsmanship Center, n.d.

An eight page guide to basic ingredients of a program proposal.

Klevens, James. "Researching Foundations: An Inside View of What They Are and How They Operate," *Chronica,* 11, no. 2 (March-April 1977).

Guidelines for identifying foundation resources. Stresses the importance of initially approaching foundations with a brief letter explaining the proposal.

Kurzig, Carol M. *Foundation Fundamentals: A Guide to Grant-Seekers.* New York: The Foundation Center, 1980.

A guide on how to get a grant using The Foundation Center resources.

Lawson, Douglas M. *Basic Techniques for Approaching Foundations.* New York: Douglas M. Lawson Associates, 1975.

Six pages of suggestions for identifying foundation interests, including how to obtain IRS tax forms.

Lefferts, Robert. *Getting a Grant: How to Write Successful Grant Proposals.* Englewood Cliffs, NJ: Prentice Hall, Inc., 1978.

This guide provides a step-by-step approach to proposal writing with numerous examples. Included in the appendix is a sample proposal.

Mayer, Robert A. "Grantsmanship: What Will a Foundation Look for When You Submit a Grant Proposal?," *Library Journal* 97 (July 1972): 2348-2350.

Tips on what foundations look for in proposals and how to find out more about a foundation.

Morrow, John C. *A Basic Guide to Proposal Development.* Silver Spring, MD: Business Publishers, Inc., 1977.

A brief outline of what should be covered in the proposal.

The Proposal Writer's Swipe File II. Edited by Jean Brodsky. Washington, DC: Taft Products, Inc., 1976.

This handbook contains fourteen "professionally written" grant proposals.

Slocum, Patricia. "Getting in on the Action—Grants for School Media Centers," *Michigan Librarian 41* (Summer 1975): 9-11.

Tips on grant applications and where to locate funds.

White, Virginia P. *Grants: How to Find Out About Them and What to Do Next.* New York: Plenum Press, 1975.

A comprehensive handbook covering all major public and private funding sources. Also included are discussions about applying for funding and writing proposals.

Whiting, Ralph. "Hints for Novice Grant Writers: Care in Details Can Make Ideas Shine Through," *Wisconsin Library Bulletin* 76 (March-April 1980): 50-53.

A concise five-step program for proposal writing.

Other Resources

Webster's New World Dictionary of the American Language. New York: Popular Library, Inc., c1968.

With an eye toward accuracy, the dictionary is an ever-popular tool in proposal writing.

Periodicals

Chronicle of Higher Education.

A general weekly publication which includes foundation and federal grant information of interest to educational institutions (chiefly in higher education).

Foundation News.

A bimonthly publication issued by the Council on Foundations which includes announcements and short articles on the latest developments and trends in philanthropy.

Grantsmanship Center News. Los Angeles, CA: The Grantsmanship Center.

A bimonthly newsletter summarizing programs, policies, and events in the grantmaking world.

References

1. Lefferts, Robert, *Getting a Grant: How to Write Successful Grant Proposals.* (Englewood Cliffs, NJ: Prentice Hall, Inc., 1978), p. 6.

A Survey of Bookmobile Service in North Carolina

Joanne Abel

Bookmobile librarians like to think of themselves as a special breed, and according to a recent piece of research in North Carolina, they are! Not only do bookmobile librarians go by more than a dozen different titles (ranging from "bookmobilists" to "bookmobile and overdues librarian"), but they are strong believers in using their own judgment and common sense. When faced with choices, they make decisions based on their experience and their understanding of what will work best in a particular situation.

On the other hand, there is also evidence that tradition—"the way it's always been done"—is a strong force in bookmobile practice. For example, traditionally bookmobile service is limited to 9-5 on weekdays. One public library system suggests, however, that while weekday morning stops are best for places like shopping centers, rest homes, day care centers, and so forth, it should be noted that evening and Saturday stops are best for places such as trailer parks, suburban neighborhoods, and rural communities. Tradition is stronger in this case, however, and very few bookmobiles (fewer than 5%) have evening and weekend stops. There are similar patterns in the data, as we shall see.

This research was undertaken for two reasons. First the author has worked on the Durham County Library bookmobile for the past six years and has often realized the need for information on how other bookmobilists select and evaluate their stops. Second, the author was completing work on an M.L.S. at North Carolina Central University, and was thereby required to undertake a serious piece of research. Put the two together, and a questionnaire to other library systems about their bookmobile programs seemed an interesting and potentially valuable project.

A survey was designed and sent to sixty-four regional, county, and city libraries in North Carolina which were reported as having bookmobile service. The list was compiled from the *Statistics and Directory of North Carolina Public Libraries, July 1, 1984 - June 30, 1985* and the *American Library Directory, 38th Edition.* Forty-nine surveys were returned in time to be used, making a return rate of about 75%.

First, it may be of interest to compare one's local bookmobile service to these broad statewide averages. Almost half of the North Carolina bookmobiles, forty-seven per cent, carry between 2,000 and 3,000 books. The average number of hours per week that they are on the road is twenty-four. There is wide variation in the frequency of stops both within one bookmobile schedule and among bookmobiles statewide. There is no average weekly cycle of stops for North Carolina bookmobiles. Four cycles seem equally popular: once a month, every four weeks, every three weeks, and a multi-cycle schedule containing a combination of weekly, biweekly, triweekly and monthly stops. (Dr. Bernard Vavrek reported at the second Annual Rural Bookmobile Conference in Columbus, Ohio, that the national average for number of hours per week on the road is twenty-eight, and that the average weekly cycle is every two weeks.)

There must be something special going on. The average length of service on a bookmobile is eleven years, and almost thirty-two per cent of the bookmobile librarians have served longer than fifteen years.

Among the survey respondents reporting, only three bookmobiles have evening stops. Three also have Saturday stops and only one, a rural bookmobile has both. Several respondents commented that adding early evening and/or Saturday stops would be a good idea. One stated that fifty per cent more of their circulation is between 4:00-5:30 p.m. North Carolina bookmobiles serve mainly rural citizens. Over sixty-six per cent of all stops are in rural areas. Seventeen per cent are in

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small towns, and thirteen per cent are in urban or suburban areas.

Information on who serves as stop selectors and evaluators is clear. Over ninety per cent of the people who make these decisions work directly on the bookmobile. As stated earlier, they are called many different things, but as one veteran of thirty-eight years put it, "I'm the Bookmobile Librarian. I drive the truck." While almost thirty-seven per cent held the title Bookmobile Librarian, none of these had an M.L.S. Of bookmobilists filling out this survey, one has an M.L.S., one has a different advanced degree, ten have college degrees, eighteen have some college or technical school, and seventeen have a high school education.

Perhaps more than formal education, "life on the road" provides the practical education needed for this job. Along with the many wonderful patrons that are met and served, there are the few problem patrons, plus *many* problem vehicles and generators, problems with weather, rods, bugs, etc. Things are rarely "normal." But there must be something special going on. The average length of service on a bookmobile is eleven years, and almost thirty-two per cent of the bookmobile librarians have served longer than fifteen years.

So how do these bookmobile librarians select their stops? Besides common sense and past experience, which eighty-six per cent say they use a great deal of the time, what are the other factors involved? While making the primary decisions themselves, forty-four per cent said that they receive important input from their library or regional director. Another forty-three per cent said that other library staff (children's and extension librarians, and other bookmobile staff) also have important input. Beyond this input and their own experience, what are the "tools" of stop selection?

Most, ninety per cent, do *not* use a formal survey to locate potential stops. Population and census tract maps have been used to some degree by twenty-seven per cent of the respondents. One used a mailbox questionnaire to solicit stops, with "fair results." One used an article in the local paper. Another had consulted the county tax office to get an idea of high growth areas. Political considerations were not felt to be important by the vast majority, while geographic considerations were.

If a bookmobile librarian were considering setting up a new stop, the people most likely to be contacted would be residents near the proposed stop. A list of people to contact concerning the locating of new stops suggested by the *ALA Guidelines for Quality Bookmobile Service* did not result in any other significant group of potential stop locators. When asked how current stops were located, bookmobile librarians clearly indicated that almost half were located by individual patron request. (See Table I.)

TABLE I.
Location of Stops

49%	Individual patron request
17%	Personal judgment of bookmobile librarian
10%	Institutional request, e.g., day care centers
9%	Organized neighborhood or community request
8%	Survey of potential location
2%	Request from community organizer or church official
2%	Library official
2%	Library staff, other than bookmobile staff
2%	Governmental official request

There seems to be only one concrete guideline that typical bookmobiles have for locating stops: the distance from the stationary libraries. Almost half of all bookmobiles have a specific minimum distance that should exist between a fixed library and the new stop. The average distance is 2.2 miles with the maximum distance being 5 miles and the minimum 1 mile. But fifty-four per cent of those who have specific distance requirements make exceptions, mainly for special populations like the handicapped, children, elderly, or the homebound.

. . . circulation is not the only or necessarily the best guide to evaluating service and stops.

Is there more "science" to the "art" of stop evaluation than there is to that of stop selection? There have been some concrete guidelines offered for stop evaluation in the *ALA Standards of Quality for Bookmobile Service (1963), Bookmobiles and Bookmobile Service, (1959)* by Eleanor Frances Brown, and the *Manual of Suggestions and Procedures for North Carolina Bookmobile Service* (1965), but these are all fairly dated and may not be looked on as completely relevant today. While the *ALA Standards of Quality for Bookmobile Service* is the basic guideline for bookmobiles, only twenty-two per cent of North Carolina bookmobile librarians are familiar with it. Of those familiar with it, fifty-four per cent say they use it to some degree.

The above documents do suggest one measurable criterion for evaluation of stops, namely that of circulation. They suggest that the average rate of circulation at a stop should be 60-100

books per hour. When North Carolina bookmobilists were asked if they thought they circulated a book a minute (the minimum suggested by the ALA guidelines), the majority said that they do not, with only two per cent stating that they do at all of their stops. (See Table II.)

TABLE II.
Meeting A.L.A. Guidelines

All stops	2%
Most stops	37%
Less than half of them	20%
Few stops	37%
No answer	4%

Many people had comments concerning this circulation rate. Several expressed their concern that you could not serve the elderly at this rate. Others said only schools would have that amount of circulation in a rural area. And one who seemed to express the sentiment of many said that with one person who was driving, checking books out and in, shelving, and helping to advise readers, it would be impossible to check out sixty books per hour. (At the Second Annual Rural Bookmobile Conference, there was informal talk about this circulation goal, and many felt it was unrealistic. An average standard of 30 books an hour was viewed as a more realistic number.)

Obviously, circulation is not the only or necessarily the best guide to evaluating service and stops. What other "output" measures do bookmobile librarians use? The number of people who use a stop is the criterion used by sixty-nine per cent of the stop evaluators. But only twenty-three percent of these said they have a specific minimum number of patrons needed to maintain a stop. The average minimum number was about three patrons, with the range being from one person to five people. The majority which did not have a specific number said that they used a "rule of thumb," depending on the situation. The geographical isolation of a stop, political pressures, and patron dependability are all factors considered by bookmobile librarians in evaluating their stops.

Related to the number of patrons needed to maintain a stop is the question of service to a single family or the "home stop." While all the professional literature says a clear "no" to this form of service, it still seems to be an important part of North Carolina bookmobile service. Over seventy-seven per cent of all North Carolina bookmobiles make single family stops. Some of these stops are made on the way to community stops, and many indicated that the bookmobile is the only outreach vehicle available to reach invalid, disabled, or elderly patrons. Two bookmobiles said that 95-100% of their stops are of the "house to house, door to door" variety.

Again, personal judgment and past experience play a major role in stop evaluation. Most, seventy-six per cent, use them a great deal of the time to evaluate their stops. Thus common sense is the major factor in stop evaluation. One bookmobile librarian said "we know when people are interested in books, and we maintain the stop as long as they're interested!"

The bookmobile librarians themselves seem to be the most important people in the selection and evaluation of bookmobile stops. While other library staff play a major supporting role, it is clear that the "people's librarians" have the weight of this responsibility. The most important source for locating stops that bookmobile librarians have is the requests of patrons who live near those stops.

One of the things that is made clear by this research is that the professional literature on bookmobile librarianship should better reflect the experiences of those who are working in the field. Much that has been written about standards and evaluation should be revised with input from the practicing bookmobile librarians. While the majority of bookmobile librarians are paraprofessionals, many have a great deal of on-the-job expertise, and are committed to giving their patrons excellent service.

One area that needs further research with input from bookmobile librarians is the question of whether or not "home stops" mentioned above, are an efficient use of library resources, since this practice may be cheaper than sending a large number of books by mail.

Another area for research is the question of evening and Saturday stops. Many bookmobile librarians commented that they seem like a good idea. So why do so few bookmobiles have them? Does this reflect library policy, lack of staff, safety concerns, or just the traditional way of doing things? How can bookmobile librarians begin to move into this new service direction?

And what circulation goal is realistic for the smaller, often single-staffed bookmobiles of the mid 1980's? Are there different circulation goals for urban and rural bookmobiles? What "output measures" could work to evaluate bookmobile stops? The questions could go on and on.

Many of the respondents indicated great enthusiasm for regular meetings of North Carolina bookmobile librarians. Such meetings could provide a structure through which bookmobiles can begin to formulate some guidelines for stop selection and evaluation. These guidelines would be designed by bookmobile librarians for real life situations and would reflect the wisdom and knowledge that this special breed of librarians has gained from their many years of on-the-job and on-the-road experience.

A Survey of Bookmobile Stop Selection and Evaluation

Part I

Remember, whoever is primarily responsible for the decisions of selection and evaluation of bookmobile stops should be the one filling out this survey! Thanks!

1. What is your job title? _____
2. Besides yourself, who has important input into stop selection and evaluation? RANK by *number* in order of their importance, with number 1 being the most important. If not appropriate, mark n/a.
   - A. ____ Bookmobile librarian
   - B. ____ Other bookmobile staff (driver, clerks, etc.)
   - C. ____ Extension librarian, head of outreach, branch services head/department head
   - D. ____ Director of library
   - E. ____ Director of regional library system
   - F. ____ Library board or trustees
   - G. ____ Governmental officials
   - H. ____ Other _____
3. Approximately how many books does your bookmobile carry? _____
4. What is the approximate population of your service area? _____
5. How many square miles are in your service area? _____
6. Approximately how many hours per week are you on the road? _____
7. How often do you go to your stops?
   - A. ____ Every week
   - B. ____ Every two weeks
   - C. ____ Every three weeks
   - D. ____ Every four weeks
   - E. ____ Once a month (every 1st Monday, 3rd Friday, etc.)
   - G. ____ Other _____
8. How many different places does your bookmobile go? ____ (i.e. different stops)
9. Approximately how many of your stops are
   - A. ____ Rural
   - B. ____ Small towns/small communities
   - C. ____ Suburban
   - D. ____ Urban
   - E. ____ Other _____
10. How many of your stops are to institutions (day care centers, hospitals, rest homes, schools, prisons, etc.)? ____
11. How many of your stops are public, community, or neighborhood stops? _____
12. Do you have evening stops?
    Yes ____ No ____
13. Do you have Saturday stops?
    Yes ____ No ____

PART 2

Stop Selection

14. Do you make use of any formal, written survey before scheduling a potential stop? Yes ____ No ____ If yes, please enclose a sample.
15. Do you have an application form or process for stops at institutions and schools that would like your service?
    Yes ____ No ____ If yes, please enclose a sample.
16. Do you schedule all stops to be located a specific minimum distance from the main library and its branches? Yes ____
    No ____ If yes, what is the distance _____
    If no, skip to question 18.
17. Do you make exceptions to that distance? Yes ____
    No ____ . If yes, what kinds of situations are the "exceptions to your rule"? Please use your "real" stops, not theoretical ones, and RANK by *number* in order beginning with 1 for the exception you use the most, 2 the next most, etc.
    - A. ____ Difficult traffic patterns
    - B. ____ Special population groups (elders, children, handicapped, etc.)
    - C. ____ To encourage nontraditional users (housing projects, etc.)
    - D. ____ To avoid difficult physical boundaries (rivers, lakes, mountains, etc.)
    - E. ____ Political reasons _____
    - F. ____ Other _____
18. Do you use population maps or census tract maps in locating stops? Yes ____ No ____ . Comment if you wish ____
    _____
19. Is geographic distribution an important factor in locating stops? Yes ____ No ____
20. Are political considerations important factors in locating stops? Yes ____ No ____

21. If you would like to add a stop in an area, to whom would you be most likely to talk concerning the desirability and success of such a stop? RANK by *number* in order of their importance, with number 1 being the most important, 2 the next most important, etc. If not appropriate, mark n/a.
    A. ____ Civic, community or church leaders
    B. ____ School bus drivers
    C. ____ Residents near the proposed stop
    D. ____ City/County/Regional Planning Authorities
    E. ____ Other library staff ____
    F. ____ Library Board or governing body
    G. ____ Other ____

22. In originating a stop, how great a role does your personal judgment and past experience play in locating the stop? (For example, no one asked for it, but you think it would be a good one.)
    A. ____ Use personal judgment/past experience a great deal
    B. ____ Use it some of the time
    C. ____ Use it rarely
    D. ____ Do not use it in originating stops
    E. ____ Comments? ____

23. Approximately what percent of your stops were located by
    A. ____ Individual patron's request
    B. ____ Civic and/or governmental official's request
    C. ____ Survey of potential locations
    D. ____ Institution's request
    E. ____ Organized neighborhood or community request
    F. ____ Personal judgment/past experience of bookmobile stop selector
    G. ____ Library official (director, board member, etc.)
    H. ____ Community organizer or church official
    I. ____ Other ____

Part 3
Evaluation of stops

24. One of the few attempts to establish criteria by which bookmobile stops can be evaluated was in the ALA'S STANDARDS OF QUALITY FOR BOOKMOBILE SERVICE, published in 1963. Are you familiar with these standards? Yes ____ No ____ If yes, do you use them? Yes ____ No ____ Comments? ____

25. It has been suggested by ALA that the average rate of books checked out per hour should be 60-100. Using a book a minute as the minimum rate, how many of your stops meet this standard?
    A. ____ All of them
    B. ____ Most of them
    C. ____ Less than half of them
    D. ____ Few of them
    Comments? ____

26. Do you evaluate your stops by the number of patrons served?
    A. ____ Yes, regularly
    B. ____ Yes, occasionally
    C. ____ Yes, seldom
    D. ____ No (If no, skip to 28)

27. Describe the numerical standards you use to evaluate your stops:
    A. ____ Minimum number of patrons per stop. What is that minimum number ? ____
    B. ____ A rough "rule of thumb" depending on situation
    C. ____ Comments? ____

28. Do you have home stops that serve a single family?
    Yes ____ No ____

29. How long do you allow for a new stop to work out before dropping it?
    A. ____ 3 months
    B. ____ 6 months
    C. ____ 9 months
    D. ____ 12 months
    E. ____ Other ____

30. How great a role does your personal judgment and past experience play in evaluating stops?
    A. ____ Use it a great deal
    B. ____ Use it some of the time
    C. ____ Use it rarely
    D. ____ Do not use it
    E. ____ Comments? ____

31. How often do you revise or change your printed bookmobile schedule?
    A. ____ Once a month
    B. ____ Every 6 months
    C. ____ Every 9 months
    D. ____ Every year
    E. ____ Other ____

32. Have you ever seen the N.C. State Library's SELF-STUDY OF BOOKMOBILE SERVICE(1959)? Yes ____ No ____ If yes, do you use it? Yes ____ No ____

33. Do you use ALA's A PLANNING PROCESS FOR PUBLIC LIBRARIES (1980) in the selection and evaluation of stops? Yes ____ No ____ Not familiar with it ____ Comments? ____

34. Do you use ALA's OUTPUT MEASURES FOR PUBLIC LIBRARIES (1982)?
    Yes ____ No ____ Not familiar with it ____

35. Does your library use any other type of evaluation for its bookmobile service? Yes ____ No ____ If yes, please enclose a copy or brief description.

Part 4
Personal information

36. What is your formal educational level?
    A. ____ MLS professional
    B. ____ Other advanced degree
    C. ____ BS/BA college degree
    D. ____ Technical school/community college degree
    E. ____ Some college or technical school
    F. ____ High school diploma or GED
    G. ____ Other ____

37. How many years have you worked on a bookmobile? ____

Any comments you would like to make would be very welcome. Use the back of the survey.
Thanks! Thanks! Thanks! Thanks! Thanks! Thanks!

National Library Week, April 5-11

Intellectual Freedom? Censorship in North Carolina, 1981-1985

Barbara A. Thorson

The 1960's was known for demonstrations on college campuses. Popular political and social issues led to attempts to restrict speech. Intellectual freedom was not an issue.

The 1980's have brought a new emphasis on intellectual freedom. Censorship attempts have been made both in educational and non-educational institutions. The purpose of this article is to present a brief overview of censorship from 1981 to May 1985 in North Carolina. In the 1980's, endeavors by a variety of groups brought censorship to a peak. The information is based on reported incidents to the American Library Association's Office of Intellectual Freedom and published in the *Newsletter on Intellectual Freedom.* This article includes statistics regarding the annual number of cases, location of attempts, sources or initiators of attempts, reasons, affected institutions, the objects of the censored attempts and the outcome for libraries.

TABLE I.
Number of reported cases

1981	7	1984	0
1982	6	1985	2
1983	0	Total	15

Between 1966 and 1980, twenty-five cases in North Carolina were reported to ALA. Of the twenty-five, six were reported in 1980.[1] From January 1981 to May 1985, fifteen cases were reported. (see Table I) Eighty-seven per cent of the total number of incidents occurred during 1981 and 1982. In 1981 the Moral Majority launched a state-wide campaign in North Carolina to target and remove materials deemed unfit.[2]

A survey conducted in 1983 by North Carolina People for the American Way reported 243 censorship attempts since 1980.[3] This information was collected by distributing questionnaires to public school educators. North Carolina People's survey could account for the lack of reports to ALA during 1983 and 1984.

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TABLE II.
Locations of Censorship Attempts

Buncombe County	2	Mars Hill	1
Charlotte	1	New Hanover County	1
Farmville	1	Raleigh	2
Gastonia	1	Statesville	1
Haywood County	1	Troutman	1
Lincolnton	1	Winston-Salem	2

The majority of endeavors was aimed at public schools. While the survey included all areas of the state, including large and small towns, smaller rural areas were predominant. (see Table II) Unlike previous reports, the only postsecondary town was the rural town of Mars Hill. The two attempts in Winston-Salem were at the public library.

TABLE III.
Sources of Attempts

Citizen	4	County Commissioner	1
Student	1	College Coach	1
Parents	7	Unknown	1
		Principal 1	

Parents were the primary source of censorship attempts, and earlier research reflects this fact. (see Table III) Five of the seven attempts by parents were from rural areas. Two of the cases were in Iredell County. *Run Shelley Run* was removed from the middle school but was considered appropriate for the high school level.[4] Having been presented with a vast amount of information and numerous book reviews, the Iredell County Board of Education placed Huxley's *Brave New World* back in the classrooms.[5]

Another case involved the principal of a church school, and he opposed *The Living Bible* because the book had been criticized by fundamentalists as being a "dangerous corruption"[6] of God's word.

Citizens' attempts at censorship were usually initiated without group pressure, but one instance concerned a group of school district residents led by several fundamentalist ministers who questioned the school's selection policy.[7] Specific titles were not protested but works such as *The Grapes*

of Wrath and *Andersonville* were indicated as being "indecent".

TABLE IV
Reasons for Censoring

Language	4	Perverted	1
Pornography	2	Wickedness	1
Sex	3	Indecency	1
Nudity	2	Illustrations	1
Immorality	1	Values in classroom	1
Religion	1	Criticism of Organization	1

The total number of reasons exceeds the number of attempts because it is hard to categorize cases, and often more than one reason was given. Although most of the causes in the broad range of reasons could be categorized neatly, others were a matter of interpretation. (see Table IV) Several categories are closely related: language, pornography and sex, but such terms as "immoral" could refer to sex or pornography.

Parents were the primary source of censorship attempts.

"Rough language" was given as a reason to remove *It's OK if You Don't Love Me.*[8] The decision to purchase the book was made from past experiences with Norma Klein's works. The decision by the board was unanimous to remove the book. A parent and a local minister in Farmville questioned the "objectionable language"[9] in *The Catcher in the Rye*; however, on the basis of parental approval, the board voted to retain the book.

TABLE V
Institutions Affected

Public Library	3
Elementary/Middle School	6
High School	4
College/University	1
Christian School	1

Compared to the previous research by Woods, there was a shift in institutions affected by censorship attempts. In the above-mentioned research, 48% of all the attempts were made at the high school level.[10] Of those cases reported to ALA between 1981 and 1985, 26% were in high schools, and 40% occurred at the elementary and middle school level. Compared to six cases prior to 1981, only one college, in a small town, appeared in the report. In his editorial, the athletic trainer who was also the editor of the school paper "blasted"[11] the head coach for criticizing the football team. The coach fired the trainer for his comments.

TABLE VI
Objects of Censorship

Books:	
	Grapes of Wrath
	Andersonville
	The Immigrants
	Second Generation
	Catcher in the Rye
	Run Shelley Run
	How Does It Feel
	Exploring the World of Your Senses
	It's OK If you Don't Love Me
	The Living Bible
	J.T.
	Brave New World
	Lord of the Flies
	Then Again Maybe I Won't
Film:	
	LaCage Aux Folles
Newspaper:	
	Hilltop (college newspaper)
Magazine:	
	Playboy

Books headed the list of censored material. As expected classics were among the most frequently censored titles. *Andersonville* and *Catcher in the Rye* appeared in earlier research also. There were no reported attempts on textbooks, and one film was censored by a county commissioner. *La Cage Aux Folles*, the French version of *Birds of a Feather*, was not shown at the Forsyth County Library because it was not "appropriate for general audiences," but Sister Michele Powell, a Catholic nun and Christian counselor, said she felt "mature enough to decide whether to do something" (watch the film).[12] Also at Forsyth County Library, a parent, concerned that his daughter might be exposed to dirty pictures, objected to the presence of *Playboy.*[13] The various censored materials had no similarities to one another.

TABLE VII
Disposition of Attempts

Successful	4
Partially successful	2
Unsuccessful	6
Unknown	3

The figures in Table VII indicate a shift from Wood's report.[14] Wood's research revealed 64% of all censorship cases were successful or partially successful and 24% were unsuccessful. Since 1981 only 40% of the cases reported to ALA were successful or partially successful and 40% were unsuccessful. The number of "unsuccessful" cases has increased.

A censored attempt achieved with or without judicial or court action is considered "successful". A "partially successful" attempt is one that is compromised from the original intent of the censor. As an example of the latter, the books *The Immigrants* and *Second Generation* were first removed from a school library but later made available to students with parental permission.[15] While this will limit access to the titles the compromise will allow the books to remain in the library.

No doubt many of the individuals and groups feel it is their duty to censor materials they consider unsuitable. Since North Carolina is located in the "Bible Belt" and is a target for groups such as the Moral Majority, librarians and citizens need to keep abreast of activities aimed at diminishing intellectual freedom. In this information age, we cannot supress or deny access to knowledge.

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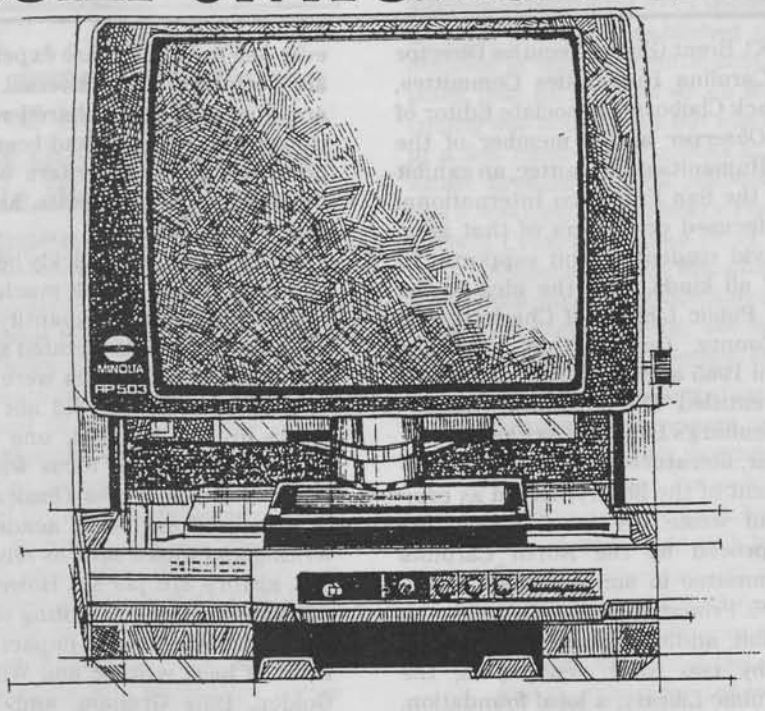

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"The Imaginative Spirit"—A Public Library Focuses on Local Writers

Julian Mason

Early in 1983, Brent Glass, Executive Director of the North Carolina Humanities Committee, mentioned to Jack Claiborne, Associate Editor of *The Charlotte Observer* and a member of the North Carolina Humanities Committee, an exhibit he had seen in the San Francisco International Airport which focused on writers of that area. Claiborne, an avid student of and supporter of local history of all kinds, took the idea to the director of The Public Library of Charlotte and Mecklenburg County. Out of that beginning emerged in April 1985 a public forum and a permanent exhibit entitled "The Imaginative Spirit/-Charlotte-Mecklenburg's Literary Heritage."

Anne McNair, literature specialist in the reference department of the library, served as project director and wrote the grant application which was approved by the North Carolina Humanities Committee in summer 1984 in the amount of $6,895. Primarily to make possible the permanent exhibit, additional funding of $3,250 was provided by two local newspapers, the Friends of the Public Library, a local foundation, two individuals, and seven local businesses. Mary Kratt, a local writer, was hired as chief researcher for the project, and Katie Henderson, a local artist, as designer of the exhibit. To form the committee to set policy for and plan the progress and fruition of the project and make the selections of the authors to be included, these three were joined by Macy Creek of Central Piedmont Community College, Julian Mason of the University of North Carolina at Charlotte, Maxine Moore of Johnson C. Smith University, Paul Newman of Queens College, and Sue Ross of Davidson College. The committee began meeting in August 1984 and had completed its deliberations by the end of the winter.

The purpose of the project was to focus more fully and clearly on the literary heritage of Charlotte and Mecklenburg County and, by doing this, also to help encourage its continuation and extension—to assist awareness on the part of both readers and writers of the fact that, wherever one lives, there are experiences there which are both local and universal. These experiences are worthy of being shared with others through the written word, as had been done and is being done still by local writers with many types of literature, styles, interests, and contents, and at various levels of skill.

The committee quickly became aware that it had undertaken a task much larger than it had realized and that the quantity of local productivity over the decades dictated a policy of selectivity if the focus and results were to be manageable. Therefore, while one did not have to be a local native to be included, one did have to have resided locally. The focus was restricted essentially to belles lettres (basically fiction, poetry, drama—and excluding academic and scholarly writing and topics such as religion, business, politics, history, etc. per se). However, significant and sustained periodical editing of belles lettres was included because of its impact on and encouragement of local writing; and Wilbur J. Cash, Harry Golden, Billy Graham, and Bruce and Nancy Roberts were included as notable exceptions to the policy, along with several notable biographers. Of course, in considering the well-over-two hundred writers brought to the committee's attention, some consideration also was paid to seriousness of intent, the quality of the writing, and the author's relation to the area as shown in the writing and/or life of the author.

The project came to first full fruition on the evening of April 23, 1985 with a public forum at the main branch of the library and the first showing of the exhibit. Presentations were made by members of the committee, the first one on the early decades and then several on various facets and genres of the twentieth century literary heritage of Charlotte-Mecklenburg. During the reception that followed, the public initially viewed the permanent exhibit, shaped like a 6½ by 5½ foot open book, on wheels and made of wood, paint, paper, and plexiglass. On its inside it featured sixty-six past and present writers, including Carson McCullers, William Styron, Paul Newman, Burke Davis, John Charles McNeill, Ruth Moose, Charles Chesnutt, Edgar Lee Masters, Erskine

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Caldwell, LeGette Blythe, Gail Haley, and Betsy Byars. Included were books, manuscripts, letters, photographs, and various memorabilia. Booklets with the display told about these sixty-six featured writers, their works, and their local connections. On the back of the exhibit were listed the names of sixty-six other Charlotte-Mecklenburg writers.

The project . . . led to . . . a heightened awareness by the community of its literary heritage and of the central role of the public library in making this happen.

The project also led to an hour-long television program, a radio series focusing on its poets, several newspaper stories and an editorial, and a heightened awareness by the community of its literary heritage and of the central role of the public library in making this happen. This awareness should continue as the exhibit is shown at various branches of the library, shopping centers, businesses, banks, and area colleges. The Public Library of Charlotte and Mecklenburg County can be pleased with what it accomplished through this project in service to the community and for itself. Other libraries might well follow its lead in this and help make those they serve more aware that:

> This place too sings and inspires,
> For on its soil and in its air
> Burn universal fires.

They might be surprised, as we were, at the quantity and quality that such a project brings to light and focuses. Following is the first of the presentations given at the public forum on April 23, 1985, which illustrates some of the variety of what this project "turned up."

Some Highlights of Belles Lettres in Charlotte and Mecklenburg County, 1777-1907

During the early years of Mecklenburg County, the decades at the end of the eighteenth century and the first half of the nineteenth, undoubtedly most of the writing done by its inhabitants was religious, political, legal, related to agriculture and other occupations, or in letters or diaries. Given the stage of development then of that area of southwestern North Carolina and of its society and culture, it is not at all surprising that belles lettres were delayed until there was a larger and more stable community. Such is not an unusual pattern in the cultural history of any place; and in the nineteenth century, local writing with a more esthetic intention gradually did increase there.

In such a context, poetry is usually the first of the more artistic literary genres to emerge. There is no doubt that poetry was being written in early Mecklenburg County, even though apparently little of it was being published through the first decades of the nineteenth century. The earliest poem that we know of which was written in the county was not printed, but was circulated locally in a few handwritten copies in 1777. It was by Adam Brevard, a local blacksmith and lawyer, and it was entitled "A Modern Poem, by 'The Mecklenburg Censor.' " (Some other poems from the early decades also exist, but without our knowing who wrote them.) Brevard's frontier verse is not strong on literary merit, but its satire of local leaders probably was effective. His poem began:

> When Mecklenburg's fantastic rabble
> Renowned for censure, scold and gabble
> In Charlotte met in giddy council
> To lay the Constitutions ground-sill
> By choosing men both learned and wise
> Who clearly could with half shut eyes
> See mill-stones through or spy a plot
> Whether existed such or not
> Who always could at noon define
> Whether the sun or moon did shine
> And by philosophy tell whether
> It was dark or sunny weather
> And sometimes when their wits were nice
> Could well distinguish men from mice.

In 1824 Charlotte got its first printing press, and in 1825 its first newspaper, the *Catawba Journal*. By mid-century Charlotte's population had grown from 325 in 1790 and 730 in 1830, to the then current 1,065. Out of this developing culture emerged a somewhat melancholy and nostalgic poet named Philo Henderson, who after education at Davidson and Chapel Hill, returned to Charlotte and edited the newspaper called the *Hornet's Nest*, to which he contributed a good many poems, often about the sadness of lost love. At least one of his poems, "The Long Ago," appeared in several anthologies.

The Long Ago

Oh! a wonderful stream is the river
of Time,
As it runs through the realm of tears,
With a faultless rhythm and a musical
rhyme,
And a broader sweep and a surge sublime,
And blends with the ocean of years!

How the winters are drifting like flakes
of snow,
And the summers like buds between,
And the ears in the sheaf—so they come
and they go
On the river's breast, with its ebb and flow,
As it glides in the shadow and sheen!

There's a magical Isle in the river of Time,
Where the softest of airs are playing;
There's a cloudless sky and a
tropical clime,
And a song as sweet as a vesper chime,
And the Junes with the roses
are staying.

And the name of this Isle is Long Ago,
And we bury our treasures there;
There are brows of beauty, and bosoms
of snow,
There are heaps of dust—but we loved
them so!
There are trinkets and tresses of hair.

There are fragments of song that
nobody sings,
And a part of an infant's prayer;
There's a lute unswept, and a harp
without strings,
There are broken vows and pieces of rings,
And the garments she used to wear.

There are hands that are waved when the
fairy shore
By the image is lifted in air;
And we sometimes hear through the
turbulent roar,
Sweet voices heard in the days
gone before,
When the wind down the river is fair.

Oh! remembered for aye be that
blessed Isle,
All the day of life till night;
When the evening comes with its
beautiful smile,
And our eyes are closing to slumber
awhile,
May that 'greenwood of soul
be in sight.' "

This and two other of Henderson's poems also were reprinted posthumously in the magazine *The Land We Love* in May 1866.

The Land We Love was a very important literary catalyst in Charlotte-Mecklenburg, and its establishment should be seen as the first literary event of any magnitude in the community. It was established and edited by General Daniel H. Hill, a South Carolina native, 1838 graduate of West Point, and veteran of the Mexican War. In 1849 he had become a professor of mathematics at Washington College in Virginia, and in 1854 had moved to Davidson College, where he remained until, in 1859, he became superintendent of the North Carolina Military Institute in Charlotte. During the Civil War he had been significantly involved in various campaigns as a leader of Confederate troops, after which he returned to Charlotte and, with James P. Irwin and J. G. Morrison as partners, began publishing his monthly magazine. It included historical, agricultural, literary, military, and political essays, and also regularly had book reviews of both literary and other publications. It also included new poetry and fiction (though Hill really did not like fiction). The emphasis of its contents and editorial positions was on the South and its heritage, and its authors were Southerners, including Hill himself. However, it also contained favorable reviews of works by such Northern authors as Holmes and Whittier and unfavorable treatment of Longfellow. Also included was a good bit of attention to past and contemporary English writers including Milton, Cowper, Tennyson, George Eliot, and especially Dickens. Among the poems by better known Southern writers were reprintings of ones by Poe and Washington Allston and new poems by Hayne and Timrod. In 1867 Hill's magazine claimed twelve thousand subscribers in thirty-two states, including a significant number in the North. *The*

Land We Love was published from May 1866 through March 1869, when it was absorbed by the *New Eclectic* of Baltimore. In 1870 Hill began a weekly newspaper called *The Southern Home*, which continued the literary efforts of some of the writers from *The Land We Love*, but which in October 1881 was absorbed by *The Charlotte Democrat* to create *The Charlotte Home and Democrat*. Meanwhile Hill's continuing interest in education emerged in speeches and articles and in his serving as President of the University of Arkansas 1877-1884. He died in Charlotte in 1889.[1]

The Land We Love not only fed and stimulated the literary interests of its readers, it also provided a ready place of publication for at least one prolific Charlotte writer, Fanny M. Downing, whose novel *Perfect through Suffering* was serialized in its pages over fifteen months, from February 1867 through April 1868. She also published at least twenty-two poems in the magazine, assisted editorially, and wrote at least one review essay. The magazine also included a favorable unsigned review of a novel by her, entitled *Nameless*, which had been published in Raleigh in 1865. Fanny Downing was a Virginia native who had left the Norfolk area and moved to Charlotte in 1862, where she lived until returning to Virginia in 1869. During the years of her residence in Charlotte, she was very much an active part of the total local cultural scene, perhaps even serving as an unsigned newspaper editorial writer. She published in various other publications also, including Hill's *The Southern Home*; and a long poem entitled *Pluto: The Origin of Mint Julep* was published in a separate binding in Raleigh in 1867. One contemporary account of her says, "She is thorough, and does nothing and feels nothing by halves." Her first poem in *The Land We Love*, for July 1866, fit well the theme of Southern vindication Hill had intended for the monthly. The poem was entitled "The Land We Love" and was dedicated to Hill. It began:

> The land we love—a queen of lands,
> No prouder one the world has known,
> Though now uncrowned, upon her throne
> She sits with fetters on her hands.

Her next poem was "Dixie," (In October) and the third, "Confederate Grey" (in November). However, gradually there was some variety in her themes, as is illustrated by her poem in the March 1867 issue:

Lizette's Lesson

You are lovely and young, Lizette—
Raven ringlets and eyes of blue,
Dimpled cheeks of the carmine hue
In the heart of the musk-rose met.
All of your lovers, near and far,
Call you rose-bud, dew-drop—star.—
Roses wither and buds decay,
Dew-drops sparkle and fade away,
Stars grow dim, in their circles set—
Woman fades faster than all, Lizette!

All God's beautiful things, Lizette,
Not for themselves are made so bright,
—Not for him, shines the sun's warm light,—
Each to another owes a debt;—
He has the most, who pays it best—
Who gives freest, is happiest!
Human hearts, if you wish to win,
Dwell as a cherish'd guest therein,
Make them brighter and better—let
Love be the magic you use, Lizette!

Life means laughing to you, Lizette!
Never has sorrow, want, nor care
Laid one line on your forehead fair,
Never a tear your eyelids wet.
Youth and beauty, and mirth and health,
Rank and station, and wit and wealth,
Love and learning, and joy and hope,
Span your lot with silvery scope.—
Value your earthly blessings, yet
Seek the true treasures above, Lizette!

God has granted you much, Lizette;—
Cast not His precious gifts aside,
Nor in a napkin folded, hide,
Rust to ruin, and moth to fret.—
You have five talents—make them ten,
Ready the Master's reck'ning, when
Trembling you stand—heaven not yet won—
Judged for deeds in the body done.
So may this sentence, yours be set;
"Enter the joys of thy Lord."—Lizette!

During the Reconstruction period (again a period of relative social instability), there seems not to have been much publishing of belles lettres by Mecklenburgers; but as the end of the century approached, there was some literary flowering again. Josie Henderson Heard had been born in Salisbury, N.C., in 1861 of slave parents who were permitted to hire out their time and live in Charlotte. After growing up in Charlotte and receiving the education available there, Josie Henderson continued it in nearby Concord and elsewhere until she became a teacher, first in North Carolina, then in South Carolina and Tennessee. In 1882 she married the Rev. W. H. Heard, who even-

tually became Presiding Elder of his denomination's Lancaster District in Pennsylvania, where she continued the literary and musical interests which she had begun in Charlotte. In 1890 she published in Philadelphia a volume of poems entitled *Morning Glories*, which had a second edition in Atlanta in 1901. The poems are usually didactic or occasional and are somewhat form-ridden, with a decidedly Victorian flavor and rather stereotyped subjects (mostly poems for the parlor—though there are a few protest poems at the end of the book). Her favorite topics are religion (in some of her best poems) and love (often treated sentimentally). She mentions admiring Shakespeare, Tennyson, and Whittier, and her opening poem recalls "scenes of my childhood days" in a rather rural context.

. . . poetry is usually the first of the more artistic literary genres to emerge.

Another child of former slaves, Charles W. Chesnutt, as a teenager had taught in Charlotte for several years in the 1770s, eventually becoming principal of the Peabody School on Mint Street between First and Second Streets before returning to his hometown of Fayetteville. Since he had already begun to write before coming to Charlotte, it can be presumed that he also wrote while living there, though the identifiable North Carolina settings of his published fiction are Fayetteville, Wilmington, and the Sandhills area. By the end of the century he had become a nationally known writer of short stories and novels focusing on the lives of blacks, mostly in North Carolina.

Another contributor of fiction to national periodicals at the turn of the century and after was Josephine Davidson Mallard, a Charlotte native and resident until her death in 1912. However, by far the best known Charlotte writer of that period was John Charles McNeill, born in Scotland County in 1874, educated at Wake Forest University, and resident free-lance writer for *The Charlotte Observer* from 1904 until his death in 1907. The *Observer* commissioned him to write whatever and whenever he chose, and many of his extremely popular poems were published in that paper. In 1905 he became the first winner of the Patterson Cup awarded by the North Carolina Literary and Historical Society for excellence in literature, and Theodore Roosevelt was present to make the award. McNeill was often referred to as the minstrel poet or the Robert Burns of the South because of the folk quality of his styles and subjects, including some poems in black dialect or that of the Scots who were his forebears, and even a few in imitation of the Lumbee Indian English he had heard in the area where he grew up. The two books of his poems were *Songs, Merry and Sad* in 1906 and *Lyrics from Cotton Land* in 1907, both published in Charlotte by Stone and Barringer.[2] McNeill also received some national acclaim through the publication of his poems in *The Century Magazine*. In often catchy rhythms, his poems usually portrayed rural life or life in the small town, which already was beginning to seem nostalgic to the residents of a Charlotte whose population had grown from eighteen thousand in 1890 to thirty thousand by the time of McNeill's death in 1907, and already had electricity, horse cars, and cotton mills, and soon to come, a skyscraper. The appeal to them of such a poem as this one by McNeill is obvious.

Away Down Home

'T will not be long before they hear
The bullbat on the hill,
And in the valley through the dusk
The pastoral whippoorwill.
A few more friendly suns will call
The bluets through the loam
And star the lanes with buttercups
Away down home.

"Knee-deep!" from reedy places
Will sing the river frogs.
The terrapins will sun themselves
On all the jutting logs.
The angler's cautious oar will leave
A trail of drifting foam
Along the shady currents
Away down home.

The mocking-bird will feel again
The glory of his wings,
And wanton through the balmy air
And sunshine while he sings,
With a new cadence in his call,
The glint-wing'd crow will roam
From field to newly-furrowed field
Away down home.

When dogwood blossoms mingle
With the maple's modest red,
And sweet arbutus wakes at last
From out her winter's bed,
'T would not seem strange at all to meet
A dryad of a gnome.
Or Pan or Pysche in the woods
Away down home.

Then come with me, thou weary heart!
Forget thy brooding ills,
Since God has come to walk among
His valleys and his hills!
The mart will never miss thee,
Nor the scholar's dusty tome,
And the Mother waits to bless thee,
Away down home.

Indeed, in a letter to the director of the Charlotte Public Library in 1951, fifty-four years after McNeill's death, Wake Forest University reported that a recent survey had shown that his poetry was still fairly widely known and that this poem remained one of the favorites from McNeill's many, joining such other favorites as "When I Go Home," "Sundown," "Home Songs," "Sunburnt Boys," and "'Possum Time Again."

'Possum Time Again

Oh, dip some 'taters down in grease
En fling de dogs a 'tater apiece.
Ram yo' brogans clean er tacks,
Split de splinters en fetch de ax.
It 's 'possum time again!

Catfish tender, catfish tough,
We 's done et catfish long enough.
We 's tar'd er collards en white-side meat,
En we 's gwine have supp'n' wut 's good
to eat.
It 's 'possum time again!

De pot 's gwine simmer en blubber en bile
Till it gits scummed over wid 'possum ile.
But le' 's don't brag till we gits de goods.
Whoop! Come along, boys! We 's off to
de woods.
It 's 'possum time again!

Yet another mode of McNeill's poetry is shown by the following:

The Crow's Shadow

The crow flew high through the summer
sky,
But a mute and tireless hound,
O'er the meadow-sweeps and up the
steeps,
His shadow, skimmed the ground.

However so high he climbed in the sky,
O'er river and wood and town,
That shade that crept where the wide
earth slept
Followed and drew him down.

Like a deathless hate or pitiless fate,
Like the love of Moab's Ruth,
Or the smouldering fire of an old desire,
Or the sin of a reckless youth.

Wherever he went till his life was spent,
In cloud or in forest dim,
It chased where he led, and where he
fell dead
It was waiting to die with him.

In terms of attempts of, aspirations for, and interests in belles lettres in Charlotte-Mecklenburg during 1777-1907, undoubtedly this quick survey focuses only on the tip of the iceberg; but it is only that tip which rides above the surface and clearly signals the existence of that more which is much harder to approach and to grapple with. These beginnings were forerunners of much more publication as this century progressed; but the earlier efforts and their relative successes not only encouraged others, but remain of interest in their own right and in relation to their own times.

References

[1] For further information concerning *The Land We Love*, see Ray M. Atchison, *"The Land We Love:* A Southern Post-Bellum Magazine of Agriculture, Literature, and Military History," *North Carolina Historical Review* 37 (1960): 506-515.

[2] In 1977 the University of North Carolina Press published a small collection of additional poems by McNeill,entitled *Possums and Persimmons.*

Church and Synagogue Library Association

The North Carolina Chapter of the Church and Synagogue Library Association exists to promote church and synagogue librarianship and to provide educational guidance on an ecumenical basis. Membership provides an opportunity to participate in two workshops annually and to receive the chapter newsletter. For further information, call or write Janet L. Flowers (3702 Tremont Drive, Durham, NC 27705 919-383-3430).

Candidates for NCLA Offices

NCLA Nominating Committee Report
Candidates for NCLA Offices for the 1987-1989 Biennium

Barbara A. Baker, *First Vice-President/President Elect*

Current Position

Director of Educational Resources, Durham Technical College

Education

M.S.L.S., University of North Carolina at Chapel Hill

B.A., University of North Carolina at Asheville

A.A., Western Piedmont Community College

Professional Activities

NCLA, 1972-

NCLA, Junior Members Round Table, Director, 1975-77

NCLA, Governmental Relations Committee, 1981-83

North Carolina Community College Learning Resources Association, 1972-

NCCCLRA, Treasurer, 1976-77, 1977-78

NCCCLRA, Vice-President, 1981-82

NCCCLRA, President, 1982-83

NCCCLRA, Priorities Committee, Chair, 1983-84

NCCCLRA, Automations Committee, Chair, 1984-85

NCCCLRA, Annual Conference Planning Committee, 1984-85, 1985-86, 1986-87

Metrolina Library Association, 1972-1984

Metrolina Library Association, Workshop Committee, Chair, 1984

Durham County Library Association

SELA

North Carolina Community College Institutional Information Processing Systems Users' Group, Learning Resources Standing Committee, Chair, 1984-85

Awards and Accomplishments

Co-authored computer software for library operations of the Library and Media Center, Gaston College

Appointed by the county commissioners to the Gaston County Commission on the Status of Women, 1981-83

Shirley B. McLaughlin, *First Vice-President/President-Elect*

Current Position

Director, Learning Resources, Asheville-Buncombe Technical College

Education

Ed. Spec., Appalachian State University

M.S.L.S., Appalachian State University

B.S., Western Carolina University

Professional Activities

NCLA, Director, 1983-85

North Carolina Community College Learning Resources Association

ALA

SELA

Western North Carolina Library Association

Project Director for ZOC Grant to publish *Union List of Periodicals in Western North Carolina Libraries, 1983-85*

Awards and Accomplishments
Listed in *Who's Who Among Students in Colleges and Universities*, 1965
Selected as one of twenty individuals nationwide to attend government-sponsored Institute for Librarianship at Appalachian State University, graduate studies for Master's degree, 1968
Elected to *Who's Who Among Women* and to *Who's Who in North Carolina*, 1973
Elected to *Who's Who in the South and Southwest*, 1973
Chaired state-wide Task Forces for Department of Community Colleges, 1976, 1979

Nelda Gay Caddell, *Second Vice-President*
Current Position
Regional Coordinator, Division of School Media Programs, South Central Regional Education Center
Education
M.L.S., East Carolina University
B.S., East Carolina University
Professional Activities
NCLA
NCLA, Intellectual Freedom Committee
ALA
North Carolina Association for Supervision and Curriculum Development
North Carolina Association of School Librarians
North Carolina Audiovisual Technicians' Association
North Carolina Educational Media Association
Awards and Accomplishments
Listed in *Outstanding Young Women of America*, 1984
Kappa Delta Pi

Ray A. Frankle, *Second Vice-President*
Current Position
Director of the Library, University of North Carolina at Charlotte
Education
M.L.S., Long Island University
B.A., Concordia College
Professional Activities
NCLA
ALA
Metrolina Library Association, President, 1985-86
Library Community Planning Advisory Committee of the Public Library of Charlotte and Mecklenburg County
Board of Trustees, PALINET/ULC (Pennsylvania Library Network), Vice-President, 1980-81
Council of New Jersey State College and University Librarians, President, 1977-78
Committee on Automated Circulation for New Jersey State College Libraries, Chairman, 1977-81
Library Services and Construction Act Advisory Council of the New Jersey State Library, 1979-81
Captain Library Services, Inc., Secretary, 1974-77
Publications

National Library Week
April 5-11

"Acquiring an On-Line System for an Academic Library" (with K. Randall May, Wilson M. Stahl, and David J. Zaehringer), *North Carolina Libraries* 42 (Winter, 1984): 170-180

"CODOC: An Automated Control System for Government Documents," *Library Journal Special Report No. 4*, 1978

Awards and Accomplishments

Outstanding Academic Librarian of the Year Award, College and University Section, New Jersey Library Association, 1981

1974 Fellow in Higher Education Act Title IIB Program at the University of North Carolina at Greensboro

Adjunct-Faculty at Winthrop College

Part-time instructor in Secretarial Science Department at Central Piedmont Community College

Member of the Advisory Council for the Continuing Education and Library Staff Development Program of North Carolina Central University's School of Library and Information Science

Delta Sigma Theta

Gloria Miller, *Secretary*

Current Position

Media Center Program Specialist, Charlotte-Mecklenburg Schools

Education

M.L.S., University of North Carolina at Greensboro

B.A., Bennett College

Professional Activities

NCLA

North Carolina Association of School Librarians, Awards and Scholarship Committee

NCASL, Planning Committee for NCASL Pre-Conference for System-Level Media Personnel, Library Education Personnel, SDPI Personnel

ALA

ALA, AASL, *School Library Media Quarterly* Editorial Board

ALA, AASL, Supervisors Section

Metrolina Library Association

Mecklenburg Library Association, President

National Education Association

North Carolina Association of Educators

Publications

"No One Said It Was Easy." *School Library Journal* 31 (November, 1984): 62-66

Awards and Accomplishments

1965 Wall Street Journal Student Achievement Award at Bennett College

Susan M. Squires, *Secretary*

Current Position

Director of Library Services, Greensboro College

Education

M.S.L.S., University of North Carolina at Chapel Hill

M.S., Radford University

B.A., Radford University

Professional Activities

NCLA

ALA

SELA

Guilford Library Association, Vice-President/President-Elect, 1986-87

Guilford Reference Librarians' Round Table, Secretary, 1985-86

Awards and Accomplishments

Delta Kappa Gamma

Vivian W. Beech, *Director*

Current Position

Assistant Director, New Hanover County Public Library, Wilmington

Education

M.S.L.S., Florida State University

B.S., East Carolina University

Professional Activities

NCLA, Public Library Section, Public Relations Committee, 1986-

NCLA, *North Carolina Libraries*, Editorial Board, 1985-

NCLA, Junior Members Round Table, Chair, 1983-85

NCLA, Junior Members Round Table, Vice-Chair, 1981-83

NCLA, Public Relations Committee, 1982

NCLA, Round Table on the Status of Women in Librarianship

ALA, Junior Members Round Table, Membership Promotion and Relations Committee, 1984-

ALA, Junior Members Round Table, Olofson Awards Committee, 1984

ALA, Junior Members Round Table, Booth Committee, Chair, 1980

ALA, Junior Members Round Table, B&T Grassroots Grants Coordinator, 1979-80

ALA, Public Library Association, Conference Program Coordinating Committee, 1985-

SELA, 1977-

Mississippi Library Association, Public Libraries Section, Secretary, 1980

Mississippi Library Association, Legislation Committee, 1979

Mississippi Library Association, Education Committee, 1978

Mississippi Governor's Conference on Libraries and Information Services, Group Leader, 1979

Down East, Editor, 1985-

North Carolina State Library, LSCA Continuing Education Advisory Committee, 1986-

Awards and Accomplishments

ALA, 3M/JMRT Professional Development Grant Recipient, 1979

Beta Phi Mu

Janet L. Freeman, *Director*

Current Position

College Librarian, Meredith College

Education

M.L.S., Peabody College of Vanderbilt University

B.A., University of North Carolina at Greensboro

Professional Activities

NCLA, 1975-

NCLA, College and University Section, Secretary/-Treasurer, 1979-81

NCLA, Nominating Committee, 1980-82

NCLA, Biennial Conference Local Arrangements Committee, 1985

ALA, 1975-

ACRL, Chapters Council, N.C. Representative, 1979-81

SELA, 1971-

SELA, Southern Books Competition Committee, Chair, 1984-86

Capitol Area Library Association, Executive Committee, 1984-

Metrolina Library Association, 1975-84

North Carolina SOLINET Users Group, 1978-

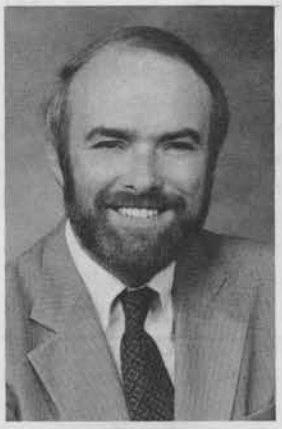
North Carolina Center for Independent Higher Education, Library Purchasing Committee, 1982-

Awards and Accomplishments

Beta Phi Mu

Nancy O. Massey, *Director*
Current Position
Director, Hyconeechee Regional Library
Education
M.S.L.S., University of North Carolina at Chapel Hill
B.A., Duke University
Professional Activities
NCLA, Public Library Section, Chairman, 1985-87
NCLA, Public Library Section, Planning Council, 1974-79, 1981-
NCLA, Public Library Section, Personnel Committee, Past Chairman
ALA, Information and Technology Association
ALA, Intellectual Freedom Round Table
ALA, Library Administration and Management Association
ALA, Public Library Association
Friends of North Carolina Public Libraries
Friends of the Orange County Public Library
North Carolina Public Librarian Certification Commission, 1985-87
State Library Newsletter, Editor, 1970-73
North Carolina Public Library Directors Association, President, 1983, Vice-President, 1982
American Business Women's Association
North Carolina State Library Commission, 1985-87

Howard F. McGinn, *Director*
Current Position
Assistant State Librarian, Division of State Library, North Carolina Department of Cultural Resources
Education
M.S.L.S., Drexel University
M.B.A., Campbell University
B.A., Villanova University
Professional Activities
NCLA, *North Carolina Libraries*, Editorial Board, 1986-



ALA
Special Libraries Association, Public Relations Committee, Chair
Special Libraries Association, North Carolina Chapter, President, 1983-84
Special Libraries Association, North Carolina Chapter, Chair of Education, Positive Action, Consultation, and Networking Committees
White House Conference on Library and Information Services Task Force, Associate Member
North Carolina Central University, School of Library and Information Science, Library Staff Development Program, Advisory Board
Catholic Library Association, *Catholic Periodical Index*, Editor/Indexer, 1966-68
Board of Directors, Temple Theatre Performing Arts Center, Sanford, N.C., 1984-, President 1984-85, Chairman 1986-
Visiting Lecturer in Management, North Carolina Central University, School of Library and Information Science, 1985-
Visiting Lecturer in Marketing, Campbell University, 1985
Visiting Lecturer in Library Science, Manor Junior College, 1976
Visiting Lecturer in Library Science, Villanova University, Department of Library Science, 1972-76
Publications
Guest Editor, *North Carolina Libraries* 44 (Fall, 1986) (Special issue on Networking)
"The North Carolina Information Network: A Vital Cog in Economic Development," *North Carolina Libraries* 44 (Fall, 1986): 175-180
Awards and Accomplishments
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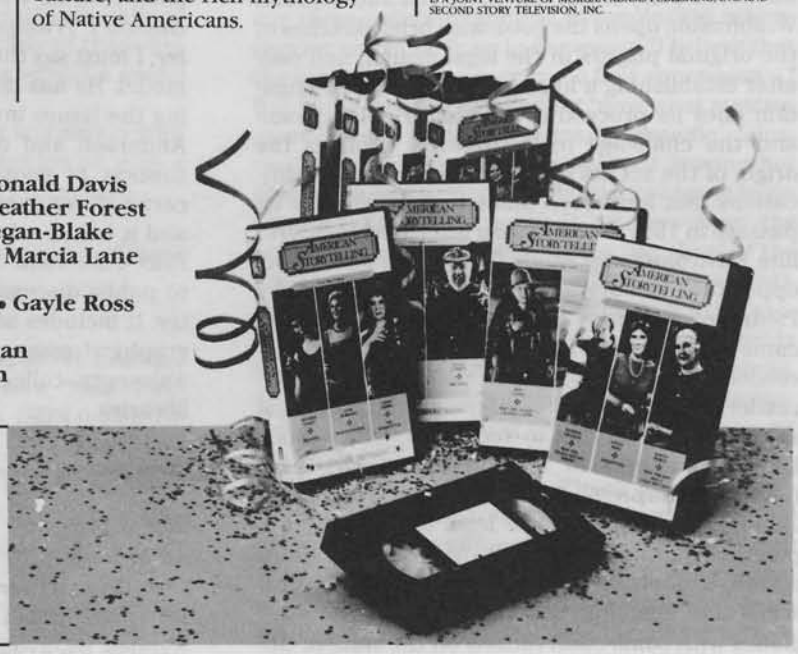

THE H.W. WILSON COMPANY
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New North Carolina Books

Alice R. Cotten, Compiler

John W. Johnson. ***Insuring Against Disaster: The Nuclear Industry On Trial.*** Macon, Ga.: Mercer University Press, 1986. $28.95. ISBN: 0-86554-200-7.

The Price-Anderson Act is a little-known but important federal law which limits the liability of nuclear plant operators in the event of a nuclear accident by placing a cap on the amount of damages that can be collected by persons injured by such an accident. Price-Anderson must soon be renewed by Congress or else it will expire in August of this year. Committees in both the House and Senate have already considered renewal bills, and a final vote in Congress will occur in the next few months.

Insuring Against Disaster can provide citizens with background information that will enable them to assess congressional debate on Price-Anderson. This book is an examination of the Carolina Environmental Study Group's challenge to Price-Anderson, a challenge which went to the Supreme Court in 1978. Although this book is about a single law and the case against it, it is by no means a dry or narrow book. The author, John W. Johnson, opens the book with brief sketches of the original players in the legal drama, and only after establishing a human context for the litigation does he proceed to discuss Price-Anderson and the challenge to it. Johnson explains the origin of the act, its exact intent, and the modifications that have been made to the law since its passage in 1957. Readers also learn how the Carolina Environmental Study Group was formed, its opposition to nuclear plant construction in the Piedmont, and how the group's legal arguments came to focus on Price-Anderson as its case proceeded through the courts. Johnson takes the reader step by step through the preliminary legal skirmishes, a hearing in federal court in Charlotte, the appeal to the Supreme Court, and, finally, the Supreme Court ruling. At every stage Johnson summarizes the legal arguments, explains the issues, and places the legal wranglings within a context of personalities, values, and social and economic interests. The author concludes with some observations on the state of the nuclear power industry since the Supreme Court upheld the constitutionality of Price-Anderson in 1978.

John W. Johnson is a member of the History Department at Clemson University and the author of a previous book, *American Legal Culture, 1908-1940.* He states in the preface to ***Insuring Against Disaster*** that he became interested in the nuclear power industry in 1976 when he began to build a house just a few miles from Duke Power Company's Oconee Nuclear Station. Fortuitously, Johnson's home construction coincided with the news that the Carolina Environmental Study Group had won an important decision against Duke Power in its suit over Price-Anderson, and the idea for this book was born. Johnson intended ***Insuring Against Disaster*** to be a detailed case study of a major court case in its social, political, legal, and historical contexts. There is a long tradition of such studies, and Johnson recommends them to the reader in a bibliographical essay at the end of the book. In that essay Johnson states that Anthony Lewis's *Gideon's Trumpet* was the closest model for the book that he wanted to write. Having read both *Gideon's Trumpet* and ***Insuring Against Disaster***, I must say that Mr. Johnson has surpassed his model. He has done a remarkable job of explaining the issues involved in the challenge to Price-Anderson and of setting these issues within a context of people, politics, and economic concerns. Never once was I lost or bored by this book, and it has sparked in me a continuing interest in Price-Anderson. This work is a valuable addition to public discussion of the nuclear power industry. It includes adequate documentation, a bibliographical essay, and an index. It is suitable for university, college, public, and larger high school libraries.

Eileen McGrath, University of North Carolina at Chapel Hill.

Richard Krawiec, ed. ***Cardinal: A Contemporary Anthology of Fiction and Poetry by North Carolina Writers.*** Wendell, N.C.: Jacar Press, 1986. 326 pp. $14.95. ISBN 0-936481-00-5. (Box 4, Wendell, NC 27591)

Cardinal is the first publication of Jacar Press, a new organization intending to promote fiction and poetry by beginning writers—those whose work is often passed over by large publishing houses. As its subtitle neatly puts it, ***Cardinal*** is a collection of works by fifty-nine past or present North Carolina writers. There are selections from familiar names such as Lee Smith, Reynolds Price, William Harmon, and Fred Chappell, but some of the other authors are unknown or at the beginning of their careers.

Although these writers are united by their North Carolina residency, the scope of their imagination knows no such arbitrary limit. Settings for the works range from a fictional suburban Presbyterian church in Chapel Hill, to a rooming house in Seattle, to a printer's shop in pre-World War II Poland. Bill Toole's **"Song of Sarah,"** is written from the unsettling perspective of a woman with advanced Alzheimer's disease. Scattered among these selections the reader can find examples of "traditional" Southern writing, such as Elizabeth Cox's **"Snail Darter,"** but ***Cardinal*** is by no means a regional anthology. Contributions are of relatively even quality, although in general the prose selections are more consistent than are the poems.

Cardinal's editor, Richard Krawiec, recently saw the publication of his first novel, *Time Sharing*, by Viking Penguin. He has also had short stories and poems published in literary magazines. In ***Cardinal***, Krawiec makes an editorial decision not to include any information on the authors. Far from diminishing each work's "ability to stand on its own," as the editor maintains, thumbnail sketches of the authors, particularly of those not published elsewhere, would have served a useful purpose.

Cardinal is a good choice for any library with a collection of North Carolina writing or with a strong emphasis on contemporary literature.

Margaretta Yarborough, University of North Carolina at Chapel Hill.

Mab Segrest, ***My Mama's Dead Squirrel: Lesbian Essays of Southern Culture.*** New York: Firebrand Books, 1985. 237 pp. $8.95. ISBN 0-932379-06-0. (141 The Commons, Ithaca, NY 14850)

Adrienne Rich, in the introduction to ***My Mama's Dead Squirrel: Lesbian Essays on Southern Culture,*** writes that "these essays ... should concern anyone who cares about literary history, gay history, women's history, Southern history, and the crisis of present-day America." Segrest studies each one of these areas and discovers her role: lesbian, feminist, and activist.

In this book of essays Mab Segrest is trying to define the role of the lesbian writer in the world. In doing so she examines her previous studies of southern literature, which included works by William Faulkner, Carson McCullers, and Flannery O'Connor. Segrest discovers that this is literature in which women are portrayed as grotesque, or spinsters, or dependent upon men. She related to this grotesque figure and became aware of being different and separate. She notes that blacks, lesbians, and women in general are not appropriately represented in this writing. This leads her to reexamine her background as a Southerner. Through this reexamination of southern literature as well as of herself, Segrest turns to feminist literature emerging from the South. She discovers literature that values the creative integrity of female solitude and the necessity of female community. These feminist writers include Kate Chopin, Lillian Smith, and Alice Walker.

In an autobiographical essay Segrest examines the role humor plays in change. She finds that humor is a way of life that provides one with the means to change. She observes that, "one of the main ways humor helps keep us alive is by finding a way to acknowledge the truth." Yet she also finds that humor is used to oppress others. (See "The Fine Southern Art of Lying"). She looks at her relationships with other women in her family, and examines their connections with and betrayal of black women.

One can see how Segrest has grown throughout these autobiographical, chronological essays. Segrest writes early on in her essays "I believe that the oppression of women is the first oppression ..." But in the end she admits that "now what matters most is more abstract, or totally specific ... justice" Segrest relates her feelings on leaving her teaching job at a Southern Baptist college to begin teaching English to migrant workers from the porch of a migrant cabin. In the last third of the book Segrest has become a staff writer for an anti-klan organization based in Durham, North Carolina. Another essay focuses on her visit to Florida to talk with Barbara Deming, lesbian, feminist, civil rights and peace movement activist. The conversations are revealing and seem to open a new pathway for Segrest.

All of these essays have been published previously in the following books, newspapers, and periodicals: *Conditions*, *Feminary*, *The Front Page*, *Gay Community News*, *Growing up Southern*, *Lesbian Studies*, *the North Carolina Independent*, *Reweaving the Web of Life* and *Southern Exposure.*

One can read ***My Mama's Dead Squirrel*** at a leisurely pace, taking time to look up any of the references Segrest has included.

Mab Segrest's lesbian essays on Southern culture would be an appropriate addition to the shelves of an academic, public, or special library. Her knowledge of southern literature is well documented. The struggle between her love of teaching and her sexual identity would speak to the heart of some readers.

Early on in her essays Segrest recalls an incident that occurred when she was thirteen years old, when twelve black children were surrounded by two hundred Alabama Highway Patrol troopers on the first day of public school integration. She identifies with "their vulnerability and their aloneness inside that circle of force." This feeling of separateness put her on her own journey to determine her role. These essays document her journey through her discovery of feminist southern writers, her relationships with other women and women in her family, her struggle with and acceptance of her lifestyle, and her dedication to the anti-klan movement, in which she finds a cause that can help close the gap of separateness.

Sue Lithgo, University of North Carolina at Chapel Hill.

T.R. Pearson. ***Off for the Sweet Hereafter***. New York: Linden Press/Simon and Schuster, 1986. 283 pp. $17.95. ISBN 0-671-61437-1.

Pearson's new novel takes us back to the picturesque North Carolina hamlet of Neely, a community that is seemingly populated with an endless assortment of peculiar and strangely endearing characters, not the least of which is the Lynch family. Written with great humor and inventiveness, ***Off for the Sweet Hereafter*** follows the life and fortunes of the most fractious member of the Lynch clan, one Raeford Benton Lynch.

The author unfolds this somewhat dark tale with the death of the bald Jeeter Throckmorton (one of several sisters who made an appearance in Pearson's previous novel). Pearson's vivid, poignant account of the neighbors' discovery of the bald Jeeter's body, of the gathering of family and friends for the viewing, and of the funeral itself makes hilarious reading, while at the same time striking a familiar chord within the reader. Raeford Benton Lynch (of the Chickenhouse Lynches, not of the Oregon Hill Lynches), son of the fat Jeeter Lynch, attends his aunt's funeral with the rest of his unique family. Described as "gangly and pointy and carved out and prominent and toothsome" and as one "who did not much resemble a Jeeter and did not much resemble a Lynch and did not much resemble any logical combination of Jeeters and Lynches either," Benton never made much of himself until he obtains a job with Mr. Overhill's gang, which specializes in grave-moving.

It is while he is working with Overhill's gang at the Harricanes that Benton Lynch meets the vivacious and curvaceous Jane Elizabeth Firesheets. Although the hot-blooded Jane Elizabeth becomes his willing partner in wild sexual abandon, her charms and passion prove disastrous, for Benton Lynch becomes so enamoured that he wishes to possess her. To win her approval, he pulls out all the stops, secretly embarking on a reckless spree of crime. Holding up isolated gas stations and markets with a Harrington & Richardson Buntline revolver becomes his forte, but he later even commits murder. Jane Elizabeth, once she is apprised of his misdeeds, joins him in his subsequent crimes, and together they wreak havoc—"pure and undiluted mayhem"—on the surrounding countryside before they are inevitably tracked down by the authorities.

T. R. Pearson, with this novel, shows that he has an unerring sense of time and place. While his writing is at times too folksy and somewhat cluttered, and he tends to digress, it is also fresh, original, and has a familiar down-home ring to it. Through his graphic descriptions and earthy humor, he gives us entertaining glimpses into the lives of his unusual and eccentric characters. He supplies plenty of action, moving from Neely and its environs to such colorful locales as Chalybeate Springs, Fuquay-Varina, the Harricanes, and points beyond. He has a true talent for depicting tragicomic situations, for his characters and incidents make the reader alternately laugh and cry.

For all those readers who enjoyed Pearson's first book, *A Short History of a Small Place*, pure delight awaits you. This entry should be a popular selection in all North Carolina public libraries.

Mike Shoop, Robeson County Public Library.

Michael Malone. ***Handling Sin***. Boston: Little, Brown and Company, 1986. 544 pp. $17.95. ISBN 0-316-54455-8.

Whatever you do, do not read the jacket notes for ***Handling Sin***. Had I not been asked to review Michael Malone's new novel, I would never have made it past the first sentence of *TV Guide* prose (" ... a dazzling and irrepressible human

comedy, a rollicking odyssey that sweeps across the South as a reluctant Quixote is forced on a quest by his eccentric runaway father."), let alone to page one. I would have missed an uncommon treat indeed, for ***Handling Sin*** is one of those rare works that manages to create vivid and sympathetic characters, communicate important values, encourage the reader to do a little soul-searching, and be uproariously funny.

Among the individuals Malone mentions in his acknowledgements are Miguel Cervantes, Henry Fielding, and Charles Dickens. This is entirely appropriate, as ***Handling Sin***, although set in the contemporary South, is very much a part of the picaresque tradition. The hero of this modern tale is an unlikely sort. Raleigh Hayes is what is known as an upright, responsible citizen. An insurance salesman in Thermopylae, North Carolina, Raleigh is in fact small-minded, rigid, and unimaginative. He expends considerable energy disapproving of his less sensible and staid relatives and acquaintances. When Raleigh's ill father leaves the Thermopylae hospital against medical advice, Raleigh's world begins to lose its careful order. Earley Hayes flatly refuses to return for the tests and care he needs (or to will Raleigh his money) unless his son accomplishes a number of bizarre and seemingly unrelated errands and meets him in New Orleans on a specified date. The designated tasks involve travel throughout the Southeast with a cast of characters that includes Raleigh's obese and old-maidish neighbor, Mingo Sheffield, his handsome but profligate brother Gates, and a variety of others. Raleigh's quest for his inheritance proves to be far more complex and significant than he could ever have imagined and leads him through an astonishing series of adventures and realizations. With each new twist and turn of the plot the characters show themselves to be far more complex and sympathetic than one would have guessed. This character development is a happy surprise in ***Handling Sin***, and so is the quality of the writing.

Malone's dialogue celebrates the English language and human diversity. Each of his memorable characters possesses a distinctive verbal rhythm and vocabulary that continually enliven the pages of ***Handling Sin***. Raleigh's formidable Aunt Victoria meets every obstacle with absolute *sang-froid*. Asked whether she will be able to make it back home without Raleigh's assistance, Victoria replies, "I guess if I could get a Bugis smuggler to take me, along with forty illegal elephant tusks and three live panthers, across the Sarawak River into Kuching, I can get my own sister to drive me fifty miles over a paved road back to Thermopylae." Weeper Berg, a constantly-kvetching Jewish escaped convict, has taken advantage of his ample penitentiary-enforced leisure to memorize a dictionary, but at the time of his escape has only made it to the letter "C." This adds a rather peculiar flavor to his conversation. Weeper says that meeting Raleigh and Mingo, is a "total cynosure." Forced to disguise himself in women's clothing, he moans, "Oyyy, awwgh. It's come to this. This is the end of the line. So anywise, why not? I could die from shame. Tell me why my mother didn't go to her grave a lousy virgin? Me that was the brains behind the Morgan heist and the Newport sting. Me that Polack Joe Saltis asked me for advice. Me that was complaisant with the biggest of the big. I could die abhorrent." This is dangerous prose. It is all too easy for the reader to become a complete nuisance, laughing at the most inappropriate times and subjecting any handy person to long passages read aloud. It more than compensates for the novel's occasionally heavy-handed moralism and the absurdity of many of the adventures.

Michael Malone, born in North Carolina but currently living in the Northeast, has written book-length works of both fiction and non-fiction. His best-known novels are *Dingley Falls* and *Uncivil Seasons*.

Handling Sin has been widely and favorably reviewed and will be much in demand in public libraries. Academic institutions collecting popular fiction will also want to acquire a copy. Although it is unlikely to become the *Don Quixote* of the 1980s, Malone's latest creation is well worth a read.

Elizabeth A. Bramm, Duke University

Reynolds Price. ***Kate Vaiden.*** New York: Atheneum, 1986. 306 pp. $16.95. ISBN 0-689-11787-6.

> *The miracle is, you can last through time. You pray to die when you pass a calendar—all those separate days stacked before you, each one the same length and built from steel. But then you butt on through them somehow, or they through you. (p. 201)*

Kate Vaiden is a remarkable woman, and this is an equally remarkable book. Kate is a survivor, one who has lasted through time, but one who, at age fifty-seven, has discovered that she has cancer and wants to write the story of her life for her grown son whom she last saw when he was a baby.

Kate's life had been a series of seeming tragedies: she was orphaned at age eleven when her

father killed her mother and then himself; her childhood sweetheart was killed mysteriously in training for World War II; she bore a child out of wedlock and left him while he was a baby. But there had also been good times: she was raised by a loving aunt and uncle; she found a good friend and counselor in the black cook, Noony; she experienced love with Gaston Stegall; and she found friendship with her grown cousin, Walter, who had been estranged from his parents after he "rode off from here one Sunday morning with Douglas Lee and stayed gone all these years." (p. 63)

Through good and bad, Kate kept going. But remarkable as her story is, the magic of this book lies in the telling. Price writes with grace, precision and style, making the book a joy to read. Hear Kate comment on love: "If you weren't young during World War II, you may not ever know how romance can taste. It came at us stronger than any white drug, and it seemed free (or cheap) and endless as water." (p. 95)

The story is set almost entirely in North Carolina, yet this book has universal appeal. Price has said that this story is an imagined life for his mother, who was strong, independent, and a bit of a rebel.

Kate Vaiden belongs in all libraries that collect contemporary fiction. It also deserves to be read and savored, for Reynolds Price is one of America's finest writers.

Alice R. Cotten, University of North Carolina at Chapel Hill.

Mary Jo Jackson Bratton. ***East Carolina University: The Formative Years, 1907-1982.*** Greenville, North Carolina: East Carolina University Alumni Association, 1986. 535 pp. $22.95 plus $1.25 shipping and handling. North Carolina libraries add $1.03 sales tax. Prepaid orders only. Order from *East Carolina University: The Formative Years*, Taylor/Slaughter Alumni Center, East Carolina University, Greenville, NC 27858-4353.

Mary Jo Jackson Bratton provides us a readable, cogent history of the development of East Carolina University from its origins in 1907 through 1982, the year in which East Carolina awarded its first medical degree. She describes the school's remarkable growth from a training facility for teachers to a four-year university, making generous use of primary and secondary sources not only to chronicle the important people and events in the school's evolution, but also to evoke the changing life of the campus.

Bratton is eloquent and persuasive in her introduction when she argues that the history of East Carolina University is best seen through trifocal lenses: the growth of the school must be seen in the context of the growth of similar institutions; the smooth curve of long-run growth must not blind us to mistakes and miscalculations as real people faced difficult decisions involving real alternatives; and finally the development of a state supported institution must be seen as a part of the development of the state as a whole.

Bratton demonstrates how well she can meet the difficult standards she has set for her work when she deals with the origins of East Carolina. Regional pride and ambition and the ideas about higher education which informed the Progressive movement came together in the drive for a training school for teachers in eastern North Carolina. In addition, the expiration of North Carolina's grandfather clause, which had exempted illiterate whites from disfranchisement, gave impetus to the movement to improve education, particularly through the training of teachers. Bratton shows how these factors underlay the complex state and local political maneuvers from which East Carolina Training School emerged.

The author's ability to reconstruct the environment in which decisions were made is also clearly shown in her discussion of the presidency of Leon Meadows. Bratton shows how the various elements of the college community—president, board of trustees, faculty, students, and local supporters of the school—developed very different ideas about the college and its administration. In the end the scandal which led to Meadows's resignation and his subsequent conviction on a charge of embezzlement is important, not just because of the question of Meadows's guilt, but also because of what it reveals about the divided mind of an academic community.

In the last part of her story—the chronicle of East Carolina's quest for university status and the creation of a medical school—Bratton increasingly abandons her "trifocal lens." Her perspective becomes, for the most part, that of the institution about which she writes. The issue is not the merit of the set of arguments put forward by East Carolina to justify its elevation to university status, arguments with which Bratton clearly agrees. Rather the issue is that, just as in the creation of East Carolina, its emergence as a university is the product of such factors as institutional growth and aggrandizement, sectional jealousy, conflicting educational bureaucracies, and a changing political landscape. To set these conflicting forces in proper context requires a concept of history as process, rather than history as advocacy.

East Carolina University is, finally, that

great rarity among institutional histories, a book crammed with detail on people and events that is at the same time readable and interesting. Mary Jo Jackson Bratton has done a fine job producing a book that will be a valuable addition to the literature on the history of higher education in North Carolina and beyond.

Harry W. McKown, University of North Carolina at Chapel Hill.

Bernard Schwartz. ***Swann's Way: The School Busing Case And The Supreme Court.*** New York: Oxford University Press, 1986. 245 pp. $19.95. ISBN 0-19-503888-6.

When Senator Sam J. Ervin, Jr. secured the appointment of James B. McMillan as Judge of the U.S. District Court for Western North Carolina, he had no reason to expect that this native of the state would be the first judge in the nation to order extensive busing as part of a school desegregation plan. While president of the state bar in 1961, McMillan had spoken against "the folly ... of requiring that students be transported far away from their natural habitat so that some artificial 'average' of racial balance might be maintained." Within months of his appointment to the federal bench in 1968, however, the new judge was forced to conclude that only through transportation of students away from their neighborhoods could schools in his community be desegregated as required by law. The occasion for McMillan's "factual education" as he called it was the case of *James E. Swann et al V. Charlotte-Mecklenburg Board of Education.*

The first detailed study of the Swann case has now been written by Bernard Schwartz, Edwin D. Webb Professor of Law at New York University. Schwartz is the author or editor of more than a dozen books, including a history of the Supreme Court and two studies of the Warren Court. For several of his earlier works, Schwartz relied heavily on personal interviews and unpublished documents, many of which had not been available to previous researchers. In ***Swann's Way,*** he has again made good use of such sources to tell the intriguing story of how the Supreme Court reached its landmark decision to affirm McMillan's ruling.

Schwartz is primarily interested in the power struggle between Chief Justice Warren Burger, who initially wanted to reverse McMillan's sweeping order, and his colleagues, who strongly favored the ruling. Consequently, he devotes only a chapter to the development of the case in Charlotte and the partial rejection of McMillan's plan by the Fourth Circuit Court of Appeals. He follows this summary with three chapters which describe the traditions of the court, characterize the justices, and analyze the history of previous school desegregation cases by the Warren and Burger courts.

The final eight chapters are the heart of the book and provide extensive documentation on the positions taken by each justice as the case was slowly resolved within the court itself. A major source of conflict was Burger's determination to dominate the court in order to weaken the busing requirements. Although clearly in the minority from the beginning, Burger assigned to himself the writing of the court's decision. Tradition would have allowed Justice William O. Douglas, the senior associate justice in the majority and a strong supporter of busing, the privilege of making this assignment and thus of directing the court toward a different conclusion than that sought by Burger. The other justices refused to allow Burger to prevail, and, faced with the countervailing tradition of unanimity in school desegregation cases, the chief justice was forced to modify his opinions substantially.

Schwartz is an excellent writer who humanizes his study with descriptions of the participants' interests and foibles. Most readers who do not have a professional interest in the law, however, will probably tire of the details of the justice's debates with each other and wish to know more of the origins and social implications of the case. Nevertheless, ***Swann's Way*** is an important work which should be acquired by all academic libraries and by public libraries with comprehensive collections on the history of the state or of the nation in the twentieth century.

Robin Brabham, University of North Carolina at Charlotte.

Other Publications of Interest

When the University of North Carolina Press publishes a cookbook, the book has more significance than the recipes it includes. So it is with ***Coastal Carolina Cooking*** by Nancy Davis and Kathy Hart, with illustrations by Deborah Haeffele. This 179-page volume contains recipes and family love from thirty-four cooks from the North Carolina Coast. Some recipes are distinctly exotic (roasted swan, fried eels, red snapper throats), others more ordinary (mashed potatoes, pumpkin pie), and some sound like popular recipes from the 1950s (Coca-Cola cake). This would be a good addition to a collection of North Carolina coastal materials, or to a collection of cookbooks.

($8.95 paper, ISBN 0-8078-4152-8; $14.95 cloth, ISBN 0-8078-1692-2)

Four of the recent publications of America's Four Hundredth Anniversary Committee are as follows: ***The Lost Colonists: Their Fortune and Probable Fate*** by David B. Quinn (ISBN 0-86526-204-7); ***The Lost Colony in Literature*** by Robert D. Arner (ISBN 0-86526-205-5); ***Ralegh's Country: The South West of England in the Reign of Queen Elizabeth I*** by Joyce Youings (ISBN 0-86526-207-1); and ***Sir Walter Raleigh and the New World*** by John W. Shirley (ISBN 0-86526-206-3). The first two are $3.00 each; the last two, $5.00. All are paperbound. Add $1.00 for postage and handling. These volumes are all attractive, inexpensive, well-written, and accurate. School, public, and academic libraries with North Carolina Collections will want to purchase these. Order from the Historical Publications Section, Division of Archives and History, 109 East Jones Street, Raleigh, NC 27611.

Fans of Jerry Bledsoe's work, in particular his ***Just Folks: Visitin' with Carolina People*** and ***Carolina Curiosities,*** will welcome his latest, ***From Whalebone to Hothouse, A Journey Along North Carolina's Longest Highway*** (The East Woods Press, 429 East Boulevard, Charlotte, NC 28203). The highway is U.S. 64, which runs east-west over six hundred miles in North Carolina. These stories were originally written as newspaper articles, and they have that popular human-interest flavor, featuring a topless dancer, the owner of a country store, the man who started Hardee's, a barbecue king, and a race driver, just to mention a few. Public libraries especially will want to buy this. ($14.95, ISBN 0-88742-106-7).

Mannerhouse, A Play in a Prologue and Four Acts, by Thomas Wolfe, was first published in 1948, ten years after Wolfe's death. That edition was heavily edited. In 1985 Louisiana State University Press published another edition, this one edited by Louis D. Rubin, Jr. and John L. Idol, Jr. Wolfe's uncompleted manuscript for this play was stolen in Europe. Wolfe rewrote the play in 1925, then lost interest in it and set it aside. It is the story of the effect of the Civil War on a southern family. The book would be appropriate for collections of state and local literature in academic and larger public libraries. Especially valuable is the introductory material by the editors. ($17.50, ISBN 0-8071-1242-9).

Instructions for the Preparation of Manuscripts for *North Carolina Libraries*

1. *North Carolina Libraries* seeks to publish articles, book reviews, and news of professional interest to librarians in North Carolina. Articles need not be of a scholarly nature, but they should address professional concerns of the library community in the state.
2. Manuscripts should be directed to Frances B. Bradburn, Editor, *North Carolina Libraries*, Central Regional Education Center, Gateway Plaza, 2431 Crabtree Boulevard, Raleigh, N.C. 27604.
3. Manuscripts should be submitted in triplicate on plain white paper measuring 8½"x11".
4. Manuscripts must be double-spaced (text, references, and footnotes). Manuscripts should be typed on sixty-space lines, twenty-five lines to a page. The beginnings of paragraphs should be indented eight spaces. Lengthy quotes should be avoided. When used, they should be indented on both margins.
5. The name, position, and professional address of the author should appear in the bottom left-hand corner of a separate title page.
6. Each page after the first should be numbered consecutively at the top right-hand corner and carry the author's last name at the upper left-hand corner.
7. Footnotes should appear at the end of the manuscript. The editors will refer to *The Chicago Manual of Style*, 13th edition. The basic forms for books and journals are as follows:
   Keyes Metcalf, *Planning Academic and Research Library* Buildings New York: McGraw, *1965), 416.*
   Susan K. Martin, *"The Care and Feeding of the MARC Format," American Libraries* 10 (September 1979): 498.
8. Photographs will be accepted for consideration but cannot be returned.
9. *North Carolina Libraries* is not copyrighted. Copyright rests with the author. Upon receipt, a manuscript will be acknowledged by the editor. Following review of a manuscript by at least two jurors, a decision will be communicated to the writer. A definite publication date cannot be given since any incoming manuscript will be added to a manuscript from which articles are selected for each issue.

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

National Library Week April 5-11

NCLA Minutes

North Carolina Library Association
Minutes of the Executive Board
July 25, 1986

The Executive Board of the North Carolina Library Association met on July 25, 1986 at 10:30 a.m. at the Pine Crest Inn in Pinehurst, North Carolina. Executive board members present were Pauline F. Myrick, Patsy Hansel, Dorothy Campbell, Nancy Fogarty, Fred Roper, Rebecca Ballentine, Frances Bradburn, Arial Stephens, Benjamin Speller, Jr., Rebecca Taylor, Elizabeth Smith, Janet Rowland, Helen Tugwell, J. A. Killian, Nancy Massey, Jean Amelang, April Wreath, Sylvia Sprinkle-Hamlin, Mary McAfee, Frank Sinclair and Laura Osegueda. Committee members present were Eunice Drum, Maurice York and Pat Langelier. Also present were, Secretary Patric Dorsey of the Department of Cultural Resources; Jane Williams, Acting State Librarian; Howard McGinn, Coordinator of Network Development of the Division of State Library; William H. Roberts, III, President of the North Carolina Public Library Directors Association; Peggy Olney, Media Coordinator for the Moore County Schools and Jerry Thrasher, incoming SELA representative.

President Myrick called the meeting to order and welcomed the group to Pinehurst. She introduced Peggy Olney, media coordinator for the Moore County School System. She recognized Secretary Patric Dorsey of the Department of Cultural Resources who in turn expressed the pleasure of meeting librarians and learning more about our libraries.

The minutes of the April 18, 1986 meeting of the Executive Board were presented by Dorothy Campbell, Secretary. It was noted that the College and University Section is planning a program on online catalogs for Spring 1987, not "Fall" as recorded on page 7 in paragraph 2. With this correction, the minutes were approved.

Nancy Fogarty presented a Treasurer's Report and distributed copies to all members. The report covered the period April 1, 1986 through June 30, 1986 and showed a cash balance of $5,469.88, disbursements totaling $10,866.58, and a balance of $17,409.83 for *North Carolina Libraries*. The balance sheet for each section was included.

Patsy Hansel, First Vice President/President Elect, presented the report of the 1987 Conference Planning Committee. The Committee requested permission to increase the charge for an exhibit booth to $300.00. Nancy Massey moved that the Executive Board authorize the Conference Planning Committee to increase the fee for an exhibit booth to a maximum of $300.00. The motion was seconded by Mary McAfee and passed.

Frances Bradburn, editor of *North Carolina Libraries*, announced a new office address and telephone number: Central Regional Education Center, 2431 North Boulevard, Gateway Plaza, Raleigh, N.C. 27604; 919/733-2864. October 11 is the projected publication date for the issue on networking. The editor informed the Board that the office is sending out a substantial number of single and complimentary copies per issue of the journal. She requested that input be provided regarding the idea of raising the institutional subscription rate from the present $20.00 to $25.00. After some discussion, the *North Carolina Libraries* Editorial Board was advised that it should make a recommendation regarding the question, basing it on the increased cost of publication and the expense of the complimentary and exchange copies needed.

Eunice Drum, chair of the Finance Committee, presented the Proposed Budget, January 1, 1987—December 31, 1988. She stated that the budget will have to be adjusted and that the Finance Committee should hear the Futures Committee's report before making concrete recommendations. After discussing the "cushion" the Association has in savings which are not earmarked for scholarship, sections, etc., the committee decided to ask the executive board to consider certain suggested potential uses of some of these funds, with the final decision pending the report of the Futures Committee. The following suggestions were offered: (1) change the percentage of membership dues assigned to the sections, (2) give a one-time allocation of funds to the sections, based on the percentage of their membership in the Association, and (3) distribute a lump sum to each section for program speakers.

Rebecca Taylor moved that the chair of the Finance Committee direct the discussion questions on the Association's cushion to the Futures Committee with a request for their recommendation by the October board meeting, and that if a report is not received by the October meeting, the executive board will discuss these suggestions and make a decision concerning the use of these funds. The motion was seconded by Patsy Hansel and passed. The proposed budget was adopted unanimously.

Maurice York, chair of the Archives Committee, presented the Committee's request for $150.00 to purchase acid-free document cases and folders. He asked permission for the establishment of a records center in the State Library. He commented about the increased interest in history and the need for security. Rebecca Ballentine moved that the board give consent that the past records of the North Carolina Library Association be deposited in the Division of Archives and History and that the sum of $150.00 be granted from NCLA funds to the NCLA Archives Committee for the purchase of acid-free file folders and document cases for storing and preserving the records and that the North Carolina State Library be designated as the agency for maintaining the current records. The motion was seconded by Fred Roper and passed.

In the absence of Gene Lanier, chair of the Intellectual Freedom Committee, President Myrick reported on his recent committee activities. She also informed the board that the Scholarship Committee chair, Shelia Core has announced the 1986 recipients as follows: Kathryn Edwards Pagles and Victor Bert Eure, North Carolina Memorial Scholarship; Beth Alford Hutchison, Query-Long Scholarship; Leslee Caldwell Sumner and Roberta Ellen Newman, McLendon Student Loan. On behalf of the Nominating Committee, she announced that Jerry Thrasher will become the NCLA SELA representative for the next four years.

Fred Roper gave the report of the ALA Annual Conference held in New York from June 29—July 3, 1986, noting the following announcements: Margaret E. Chisholm has been elected vice-president/president elect of ALA; a response to the Attorney General's Commission on Pornography Report has been published by the National Coalition Against Censorship; and the

time designated for the observance of the 1987 National Library Week is April 5-11, when the theme will be "Take Time to Read—Use Your Library." It was noted that an 800 telephone line with the number 1-800-545-2433 has been established for ALA.

Roper mentioned actions taken during the Conference, including the following: acceptance and endorsement of "Equity at Issue," the report of the Presidential Committee on Library Services to Minorities; the approval of the recommendation that a Public Library Fund be created; and the approval of the School Library Media Program—an interpretation of the Library Bill of Rights which was presented by the American Association of School Librarians. The outgoing councilor then expressed his appreciation to NCLA for giving him the opportunity to represent the Association on ALA Council. Roper's address is College of Library and Information Science, University of South Carolina, Columbia, SC, 29208.

Rebecca Ballentine, NCLA representative to SELA, announced that the presidents of state associations in the Southeast and the SELA Executive Committee will meet in Atlanta on August 22, 1986. She stated also that she and Jerry Thrasher, incoming NCLA SELA representative, plan to attend the Biennial Conference in Atlanta on October 15. It was noted that a number of pre-conference programs and other events are previewed in the Spring issue of *Southeastern Librarian*.

President Myrick thanked Mrs. Ballentine for her service. She recognized Jerry Thrasher, incoming NCLA SELA representative, and expressed pleasure in having him with the executive board.

The report of the Children's Services Section was given by chair Rebecca Taylor. She reported that activity is being centered around preparing proposals related to fundraising, planning to staff membership tables at the State Library Youth Services Workshop in August and at the NCASL Work Conference in October, planning an expanded Notable Showcase for NCASL, and finalizing arrangements to present an author during the 1987 NCLA Biennial Conference. The next issue of *The Chapbook* will be published in September.

Elizabeth Smith, chair of the College and University Section, reported that the Section is continuing to focus on plans for a Spring 1987 program on online catalogs.

Frank Sinclair, vice-chair of the Community and Junior College Section, informed the board that chairperson Mary Avery expects to be present at the next NCLA Executive Board meeting.

The meeting was adjourned for lunch at 12:30 p.m. It was reconvened at 1:30 p.m. and reporting by section chairpersons was resumed.

Janet Rowland, chair of the Documents Section, reported that the workshop held on May 9 was attended by 70 persons and was declared a success. She announced the appointment of Lisa Dalton to the *North Carolina Libraries* Editorial Board to represent the Documents Section following the resignation of Michael Cotter. Cotter will continue to be the Section's liaison to ALA-GODORT's *Documents to the People*.

Rowland then presented Pat Langelier, chair of the Section's State Documents Depository System Committee. Langelier reviewed the surveys that were conducted to determine needs and interest in state documents and presented the bill drafted by the SDDS Committee, copies of which had been mailed to board members. After some discussion it was decided the NCLA will support the Documents Section in the effort to gain passage of the bill. President Myrick advised that the Section also communicate with Bill Bridgman, chair of the Governmental Relations Committee concerning this matter.

Laura Osegueda, vice-chair/chair-elect of the Junior Members Round Table, reported for chairperson Stephanie Issette, stating that a Fall workshop featuring Bruce Baldwin as speaker is being planned. The tentative title for the workshop is "Career Planning and Career Changing: The Psychology of Change." Osegueda mentioned that the North Carolina Chapter of JMRT hosted the hospitality suite of ALA JMRT during the 1986 ALA Conference.

NCASL chair Helen Tugwell reported that at the 1986 ALA Conference, NCASL was well represented. Many of the members were actively involved in programs; many were appointed to national committees, both AASL and ALA. A resolution drafted by Region V (North Carolina's region) calling for active recruitment to fill school media coordinator positions was the top priority adopted by the Affiliate Assembly. Resolutions concerning accreditation standards and continuing education for school media personnel were also accepted, and an interpretation of the Library Bill of Rights as it pertains to school libraries was presented to Council for consideration.

J. A. Killian, chair of the Trustees Section, reported that the Trustee/Librarian Conference held in Winston-Salem on May 29-30 was a success according to evaluation reports. The presentation of Will Manley as the luncheon speaker was one of the highlights. Killian expressed appreciation for the presence of Secretary of Cultural Resources Patric Dorsey during the conference and for the cooperation of the State Library staff.

Nancy Massey, chair of the Public Library Section, called to the attention of the board activities of various committees. She announced the completion of a proposal for a project grant; the contribution of the Standards and Measures Committee toward the revision of *Standards for North Carolina Public Libraries* and the State Library Statistical Report; the successful sponsoring of a workshop by the Young Adult Committee and the Youth Services Advisory Committee on May 1; and the involvement of the Trustee/Friends Committee with the Trustee/Librarian Conference on May 29 and 30 in Winston-Salem. Massey said also that section representatives have participated in making recommendations for changes in regulations for the certification of public librarians in North Carolina. She revealed that the Literacy Committee plans to identify organizations working to combat illiteracy.

Chairperson Jean Amelang of the Reference and Adult Services Section reported that the RASS Executive Committee and Duncan Smith, Coordinator of the North Carolina Library Staff Development Program have planned a workshop with the theme "High Touch/High Tech: Enhancing Reference Service with Technology." The workshop is tentatively scheduled to be held on November 7, 1986 in the Shepard Library at NCCU.

Reporting for the Resources and Technical Services Section, chairperson April Wreath announced that the Executive Committee is expecting to mail a brochure about its fall conference "Coping with Change: Strategies for Survival." She reported that a study of the section's profile conducted by Beatrice Kovacs revealed that there were 195 members as of April 16, 1986. Plans are underway for updating the Cataloging Interest Group Directory.

It was noted that the first three numerals for the UNC-Greensboro telephone number should be changed to 334 in the guidebooks.

Chairperson Sylvia Sprinkle-Hamlin reported that the Round Table for Ethnic Minority Concerns and the NCCU School of Library and Information Science jointly sponsored a workshop with the theme "Working Relationships: A Guide to Working More Effectively with Others" on May 2 at the Forsyth County Public Library. Twenty-five participants representing all types of libraries attended. Dr. Ernie Tompkins, Director of the Career Development Center of Winston-Salem was the presenter. REMCO has published a spring newsletter. An increase in the round table's membership has been noted.

Mary McAfee, chair of the Round Table on the Status of Women in Librarianship, announced that the program "Lobbying—How to Get What You Want from Those Who Can Give It

to You" will be held at the Forsyth County Public Library on July 31—August 1, 1986. It is also planned that during the NCASL Biennial Work Conference, the round table will present a program with the theme "Everything We Wish We Had Known When We Started Out." The program will be presented twice,—first on October 23 at 4:30 and again on October 24 at 1:45.

Arial Stephens and Howard McGinn reported for the Networking Committee. Thirty libraries have signed up as dial access users of the online catalog which was started up in May. The Union List of Serials will be accessible soon. McGinn informed the board that the Western Union Easy Link Program will be used as the State Library's mail carrier. The State Library will test the electronic bulletin board system during the next twelve months, involving 60 libraries from across the state. The selection of the participating libraries was based on geographical distribution, type of library, and the presence of library staff members who serve on the executive boards of NCLA and the North Carolina Chapter of the Special Libraries Association. Training sessions will be conducted free of charge by Western Union at Meredith College on September 4 and 5. McGinn distributed copies of a fact sheet on the test and sign-up forms. He encouraged the board members to sign up for the sessions.

Commenting on deadlines for *Tar Heel Libraries*, McGinn advised that notices be submitted three months in advance.

Acting State Librarian Jane Williams reported that the State Library staff has completed preliminary work on its expansion budget requests for new funds for the 1987/88—1988/89 biennium. Requests include additional State Library operating funds, the North Carolina Library Network, the statewide depository system for North Carolina state publications and additional public library state aid for operations and construction. It is expected that an official announcement will be made soon about the State Library's work with the North Carolina Literacy Association to support a full-time staff and office operation to promote volunteer-based adult literacy programs. Williams noted that the General Assembly again passed a number of special bills giving small appropriations to public libraries. These appropriations will be summarized later in *News Flash* and *Tar Heel Libraries*.

William H. Roberts, III, President of the North Carolina Public Library Directors Association, reported that the Association is focusing on plans for a three-day meeting to be held in August. The awards program has been expanded and the effort is being made to collaborate with other state associations. Roberts stated that of 71 systems, 68 have joined the North Carolina Public Library Directors Association. He mentioned that a new Forsyth County branch library will be dedicated on August 10, 1986.

President Myrick expressed her gratitude for the work being done. She reminded the board that suggestions for places for 1987 executive board meetings are needed. Indication was given that some board members will confer with President Myrick concerning this need.

The next NCLA Executive Board meeting is scheduled to be held on October 22, 1986 at Forsyth County Public Library in Winston-Salem.

There being no further business, the meeting was adjourned at 2:18 p.m.

Dorothy W. Campbell, Secretary

Williams Appointed State Librarian

Governor James Martin and Secretary of Cultural Resources Patric Dorsey have appointed Jane Williams State Librarian of North Carolina. Williams, a native of Charlotte, N.C., received her B.A. from Pfeiffer College and her M.L.S. from the University of North Carolina at Chapel Hill.

She has had extensive experience in academic, governmental, and public library administration, having served as assistant director of the Davidson College Library and assistant director of the Charlotte-Mecklenburg Public Library System. In 1980 she joined the State Library as a public library consultant and in 1981 was appointed assistant state librarian. Since November 1985 she has been acting state librarian. Active in national and state professional organizations, Williams has served as an officer of NCLA and is listed in Who's Who of American Women.

Secretary Dorsey has also appointed Howard F. McGinn assistant state librarian. A native of Pennsylvania, McGinn received his B.A. from Villanova University, an M.S.L.S. from Drexel University, and an M.B.A. from Campbell. Since August 1985 he has been coordinator of network development for the State Library of North Carolina. He is a past president of the N.C. Chapter of Special Libraries Association.

Honorary and Life Membership Nominations

The North Carolina Library Association, through its Honorary and Life Membership Committee, is seeking suggestions for nominees for Honorary and Life memberships.

It has been the custom of NCLA to make these two awards based on the following criteria:

1. Honorary memberships may be given to non-librarians who have rendered important services to the library interests of the state.

2. Honorary memberships for non-librarians should be given at a time considered appropriate in relation to the contribution made.

3. Life memberships may be given to librarians who have served as members of the North Carolina Library Association and who have made noteworthy contributions to librarianship in the state. These memberships are limited to librarians who have retired.

Recommendations for nominations *should be accompanied by biographical information, including contributions to librarianship.*

Recommendations for nominations should be submitted to: Dr. Mell Busbin, Committee Chair, NCLA Honorary and Life Membership Committee, P.O. Box 411, Boone, N.C. 28607, *no later than January 31, 1987.*

Index to *North Carolina Libraries* Volume 44, 1986

Compiled by Gene Leonardi

ANNOUNCING

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JOIN NCLA

To enroll as a member of the association or to renew your membership, check the appropriate type of membership and the sections or roundtables which you wish to join. NCLA membership entitles you to membership in one of the sections or roundtables shown below at no extra cost. For each additional section, add $4.00 to your regular dues.

Return the form below along with your check or money order made payable to North Carolina Library Association. All memberships are for two calendar years. If you enroll during the last quarter of a year, membership will cover the next two years.

NORTH CAROLINA LIBRARY ASSOCIATION

☐ New membership ☐ Renewal ☐ Membership no.

Name _____
First Middle Last

Position _____

Business Address _____

_____
City or Town State Zip Code

Mailing Address (if different from above)

_____

_____

CHECK TYPE OF DUES:

☐ SPECIAL-Trustees, paraprofessional and support staff, non-salaried persons, retired librarians, library school students, "Friends of the Library," and non-librarians $15.00

☐ LIBRARIANS—earning up to $12,000 ..... $22.00

☐ LIBRARIANS—earning $12,000 to $20,000 ..... $30.00

☐ LIBRARIANS—earning over $20,000 ..... $40.00

☐ CONTRIBUTING—Individual, Association, Firm, etc. interested in the work of NCLA $50.00

☐ INSTITUTIONAL—Same for all libraries..... $50.00

CHECK SECTIONS: One free; $4.00 each additional.

☐ Children's
☐ College
☐ Documents
☐ Jr. College
☐ NCASL (School)
☐ Trustees
☐ Public
☐ Ref. & Adult
☐ RTSS (Res.-Tec.)
☐ JMRT
☐ Women's Round Table
☐ Ethnic Minorities RT

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Mail to: Nancy Fogarty, Treasurer, NCLA, P.O. Box 4266, Greensboro, N.C. 27404