

north carolina libraries

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NORTH CAROLINA LIBRARY ASSOCIATION

From the President

Remember November 10, 1988, as an important date in NCLA's history. That's the date when two-thirds of the people responsible for library service in this state—the paraprofessionals—organized their own round table within NCLA.

The meeting at the Durham County Public Library featured an energetic presentation by Debbie Wolcott, president of the Virginia Library Association's Paraprofessional Forum, which was established almost ten years ago. Ms. Wolcott emphasized the networking and communications accomplishments of her group.

The most enlightening part of the meeting for me was the information from the small group discussions on what issues North Carolina's paraprofessionals would like to address:

- communications from above; sometimes they get it and sometimes they don't;
- paraprofessionals supervising their co-workers (and friends) when the professionals are gone;
- limited travel funds for paraprofessionals to attend meetings, workshops, etc.; therefore, the need for this group to schedule programs in different parts of the state;
- some kind of credit or recognition for training; certification for paraprofessionals;
- the need to learn the procedures for requesting reclasses, upgrades, etc., to relieve salary discrepancies;
- how to get other kinds of recognition for work well done beyond salary increases;
- assertiveness training and how to gain the respect of the professionals;
- discrepancies in job classification in different institutions, especially within the UNC system;
- job descriptions that don't accurately reflect the work being done;
- temporary upgrades for paraprofessionals taking over responsibilities of vacant professional positions;
- advocacy for paraprofessionals;
- improving work performance through workshops.

As I listened to these reports, I found myself wishing that more professionals, especially more administrative staff, had been at the meeting to hear what this group was saying. Providing a forum for paraprofessionals to present their needs and concerns to other members of the library community is one of my hopes for this new round table. Sometimes we can work alongside people everyday, yet not hear them when they try to tell us what their concerns are. Working alongside them in NCLA will provide a different sort of opportunity for communication, and I am certain that it will be a beneficial one. Beyond that, the North Carolina Library Association as an organization will be richer for the new people and new ideas that this group is bringing into it.

Some of the paraprofessionals will be interested in working toward advanced degrees in library science, and I hope that NCLA will be able to provide them with the support and encouragement to do so. Recruiting from the paraprofessional ranks was one of the ideas suggested at the October executive board meeting when we discussed the problem of declining minority enrollment in library schools. This is one of the crucial issues facing librarianship today, and different members of the executive board had valuable perspectives on the problem. I have appointed a Task Force on Minority Recruitment to consider this issue further and report to the executive board on what they think NCLA could do to address it. Kieth Wright from the UNC-G library school has agreed to chair the committee. Evelyn Daniel from UNC and Ben Speller from NCCU will serve with him, as will Sylvia Sprinkle-Hamlin, chair of NCLA's recruitment committee; Sheila Core, chair of the scholarships committee; and Carol Southerland, chair of the North Carolina Association of School Librarians.

Finally, I would like to say a word about the FBI and their Library Awareness Program. NCLA's own eminent intellectual freedom fighter Gene Lanier from ECU was one of the ALA luminaries who recently met with representatives from the FBI to discuss their interest in librarians and library users. That the FBI and members of the

library community have very different ideas on the value of the FBI's program has been made abundantly clear in the national library press, and I don't think I need to go into all of that in this column. What I do want to emphasize, however, is the point on which the FBI and the library community agree: the importance of libraries. I don't think any federal government agency has ever before given us such respect, even though that respect has manifested itself in a program contrary to much of what we stand for as librarians. One FBI person was quoted as saying that the KGB knows that having a librarian on their side is worth more than a couple of engineers, because librarians have access to "all that information." Surely the library public relations professionals ought to be able to build a campaign around that. "What is one thing that the KGB and the FBI can agree on—when they need really neat information, they go to the library." The public relations people in the crowd could come up with something better, but you get the idea. Think about it: the FBI is onto how useful libraries are—it can't be too big a step from the FBI to the Budget Office.

Patsy J. Hansel, President



Lighten Up:

A Call for Papers (Great and Small) Illustrating the Humorous Side of the Library Profession

It's said that librarians take themselves and their work too seriously. It's said, in fact, that we have no sense of humor at all.* *North Carolina Libraries* is planning an issue devoted to the fun and whimsical side of our work. If you would like to tackle one of the items listed below (or come up with one of your own), please contact by April 1:

Rose Simon
Gramley Library
Salem College
Winston-Salem, NC 27108
(919) 721-2649

Spoofs on our research methodology and results (cf the *Journal of Irreproducible Results*)

Letters to the Editor (of *NCL*) with replies and counter-replies

Horrendous manuscripts (puns, misspellings, misstatements of fact &c.)

Rethinking our professional philosophies, theories of cataloging and classification, public service, etc.

From the Public—mangled reference questions, citations; excuses for lost and damaged materials

Biographies of (Fictitious) Librarians

Histories of (Fictitious) Libraries

Floor Plans for New (Fantastic) Library Buildings—submitted by: a cataloger, a reference librarian, a director, & a patron

A Day in the Life... (a librarian for whom everything possible goes wrong)

Epistolary Sequences concerning:
an overdue book; a vendor who continually misbills you for something; a patron protest of a harmless book (e.g., *Cinderella*)

(Fictitious) North Carolina Books and Their Reviews

Proposed New Bylaws for NCLA

*If true, *North Carolina Libraries* will present you with its complimentary official blank book in lieu of an issue.

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On Microfiche: Eight cumulated issues (each issue contains at least one year of coverage, each annual volume contains two full years of coverage); durable display/storage kit supplied with each volume; each issue arrives shrink-wrapped and already filled with alphabetical dividers; 48X magnification; retrospective coverage from 9/84 to date; annual subscription: \$675 U.S. & Canada, \$750 other countries.

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Just What Is Reference Service?

Ilene Nelson, Guest Editor

One of my favorite fables is that of the blind men and the elephant. You may remember how the blind man holding the elephant's tail decided that the animal was very much like a piece of rope, while the blind man who had his arms around the elephant's leg was sure this creature was like a tree. Yet the blind man who felt the elephant's great side had evidence that an elephant most resembled a wall. Each man knew something about an elephant.

Describing reference service is as much a challenge as the one which confronted those blind men in describing their elephant. Reading "The Future of Reference Service" in the October 1988 issue of *College and Research Libraries News*, I was reminded that reference service has always defied a hard and fast definition. Not only is there variation in what constitutes reference service in different types of libraries, but the range of services offered by reference librarians in the same kind of library in the same community is also quite likely to exhibit as many unique features as similarities. Reference service is, in fact, the sum of all of its various and everchanging parts.

Several facets of reference service are examined in this issue of *North Carolina Libraries*. Each article conveys a piece of the whole picture. Plummer Jones considers the perceived quality of service in a college library, reminding us that reference service cannot be considered out of an institutional context. Nan McMurtry offers refreshing and practical suggestions for the beginning reference librarian. Sheila Intner discusses collection development, a topic which is always of interest to reference librarians. Elizabeth Dunn focuses on library instruction as it is being affected by changes in information delivery. Anna Donnelly, Marcia Clontz, and Coyle Barry give examples of reference service adapting to advances in technology and evolving client needs and expectations. Jeanie Welch and Lorraine Penninger challenge librarians in different types of libraries to cooperate in offering reference service

to their communities and to the state.

Now, close your eyes for a moment and conjure up your image of reference service. Which part of the elephant are you touching?

Honorary and Life Membership in NCLA

The 1988-1989 Honorary and Life Membership Committee requests your recommendations for persons you consider worthy to be honorary or life members of NCLA. Suggestions should be accompanied by a biographical sketch, including contributions to libraries or librarianship. These suggestions should be sent to the Committee Chairperson by January 31, 1989.

The NCLA by-laws provide for the Honorary and Life Membership Committee to seek suggestions from all members and to recommend names for these honors to the Executive Board at the Spring Workshop prior to the Conference.

Criteria for selection are as follows:

1. Honorary memberships may be given to non-librarians in the State who have rendered important services to the library interests of North Carolina. Honorary memberships should be given at a time considered appropriate in relation to the contribution made.
2. 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.
3. Contributions of both groups should have been beyond the local level.

Please send your recommendations to:

Waltrene Canada, Chair
Honorary and Life Membership Committee
F. D. Bluford Library
NC A&T State University
1601 E. Market Street
Greensboro, NC 27411

Ilene Nelson, guest editor for this issue, is reference librarian and bibliographer for English and American Literature at Perkins Library, Duke University, Durham, NC, and Reference and Adult Services Editor for *North Carolina Libraries*.

Vox Populi, Vox Dei; or Measuring the "Goodness" of College Libraries: A Case Study

Plummer Alston Jones, Jr.

The history of the development and implementation of college library standards and, indeed, the college library accreditation process in general represent two of the more exasperating chapters in the saga of academic librarianship.¹ While there is wholehearted agreement within the college library community that colleges should have "good" libraries, there are at least three proponents of college libraries, in addition to college librarians themselves, who have a vested interest in determining how to measure "goodness"—funding bodies, state and regional accrediting agencies, and professional library associations, the collective *vox dei* of the academic community.

Of these three groups, only the professional library associations and, to a lesser extent, funding bodies have espoused quantitative as well as qualitative standards. Regional and state accrediting agencies have lobbied quite vigorously and effectively in the past for purely qualitative standards, viewed as more flexible and thus more applicable to a wider range of institutions. More recently, however, there has been a noticeable trend among regional accrediting agencies, notably the Southern Association of Colleges and Schools (SACS), toward standards calling for "educational outcomes assessment" which in itself implies the need for quantifiable data.²

Where are these quantifiable data to be found? One obvious source is library use statistics collected in various categories which represent in objective numerical terms the use and amounts of library resources and services. While the categories of statistics may well vary from college to college, all North Carolina college libraries presumably keep statistics in categories called for in the annual North Carolina Higher Education Data

(NCHED) survey form for The University of North Carolina and, in turn, the Higher Education General Institutional Survey (HEGIS)—now Integrated Postsecondary Education Data System (IPEDS)—form for the United States Department of Education.³ These statistics and ratios provide the basis for constructing state and national statistical norms for comparing the performance of a particular college with similar colleges in the state or the nation.⁴

While these statistical norms are valuable and objective data, do they really reflect the subjective value of a library collection to its user groups or the use patterns of the "average" user? For many college librarians, the answer is a resounding "no." The often neglected source for such subjective data is the opinions of the users of college libraries themselves, the *vox populi*—students, faculty, staff, and, in many cases nowadays, Friends of the Library. College library users in all these categories represent the internal proponent of library services and resources and a critical source of input which is often untapped.

The library survey, administered on a regularly scheduled basis, is the most effective method to gather useful data on issues of concern and trends of use among college library users.⁵ Although it is true that each college library is unique in terms of mission, clientele, and curriculum, there is nevertheless a vast amount of experience in the design and implementation of a library use survey that is transferable from one setting to another. Therein lies the usefulness of the often maligned case study approach and the justification for this article.⁶

Setting for the Survey

Elon College, a four-year private liberal arts college with master's degree programs in business administration and education, has approximately

Plummer Alston Jones, Jr., is Head Librarian and Director of Learning Resources of the Iris Holt McEwen Library/LaRose Resources Center, Elon College, Elon College, NC.

three thousand students, almost half of whom live on campus.⁷ The Iris Holt McEwen Library and LaRose Resources Center (LRC) provide resources, including over 150,000 volumes, and services to support curricular programs in over thirty academic disciplines as well as to foster independent learning among the campus community and the community at large, and to provide recreational materials for the residential student body.

In the spring of 1988, the Head Librarian/Director of Learning Resources at Elon College together with the Faculty Library/LRC Committee explored ways to measure the effectiveness of library services and resources in preparation for an upcoming SACS reaccreditation visit. The unanimous choice of the committee was to employ the survey method to solicit the candid, confidential opinions of three types of library users: undergraduate students, graduate students, and faculty/staff.

Design and Implementation of the Survey

There was considerable discussion about the merits of survey questions eliciting short answers as opposed to those eliciting open-ended responses. After consultation with the administrative computing services office on campus, it was decided to employ a standard answer sheet which could be read by a computer but which also provided blank space for comments. Answer Sheet C, available from National Computer Systems, fulfilled these requirements. Each question elicited a short answer from up to five choices given, but respondents were encouraged to offer comments or suggestions related to any or all questions on the survey. Respondents were instructed to write their comments in the blank space provided on the answer sheet and to preface specific comments with the number of the corresponding question. The tabulation and analysis of the surveys required the use of the IBM-PC and Sentry 300 scanner for hardware and the National Computer System Microtest Score II software.

Since many potential library users never avail themselves of the services and resources provided by the library, it would have been counterproductive to survey random library users in the library itself. Also, the size of the undergraduate student population to be surveyed was problematic. The committee therefore agreed on the desirability of administering the survey to all faculty/staff and graduate students since the numbers involved were manageable, but to only a stratified random sample of the undergraduate student body.

Since the Library/LRC Committee was made up of representatives of the four major divisions of the College—Humanities, Sciences and Mathematics, Social Sciences, Teacher Education/Physical Education/Health—as well as six different disciplines—English, Education, Computer Science, History, Biology, and Psychology—the decision was made for each of the six faculty members of the committee to administer the survey to students in one of their regularly scheduled lower-level courses, primarily composed of freshmen and sophomores, and in one of their upper-level courses, primarily composed of juniors and seniors.

... there is ... a vast amount of experience in the design and implementation of a library use survey that is transferable from one setting to another.

Each faculty member administering the survey gave a brief introduction to the survey itself, how answers were to be marked, how comments were to be made, etc. The faculty member was also available to answer questions should they arise during the survey. The same basic procedure was followed for graduate classes with the notable exception that all graduate classes were surveyed, whereas only a representative sampling of undergraduate classes was surveyed. No one took the survey more than once, however.

Each faculty/staff member was sent a form letter written by the chair of the Faculty Library/LRC Committee. The letter pointed out the rationale for the survey and particularly its importance for planning new services and improving old ones. The letter indicated that copies of the survey booklet, printed and bound by the campus print shop, and the standard, computer-readable answer sheets, as well as a tray for completed surveys, were available in a well-marked area of the mailroom.⁸ Since initial faculty/staff response to the survey during the first week was something less than desired, the chair made an announcement at the subsequent monthly faculty meeting that more input was needed to make the survey worthwhile.

Content of the Survey

The content of the survey engendered considerable discussion and debate with the resultant decision that questions would be framed to

obtain background information on users and to address the following content areas: (1) library collections and availability of materials; (2) inter-library cooperation; (3) library services; and (4) library hours and study atmosphere. Members of the Committee volunteered to submit sample questions in one or more of the four content areas. These questions were discussed at length with the result that many were combined, new questions written, and others eliminated.

In terms of background information on library users, the Committee wanted to collect data on the status of our users. Student respondents only, both graduate and undergraduate, were asked their classification; when they attended classes, whether during the day or in the evening or both; whether they lived on campus or off campus; how many hours, if any, they were employed outside of their class schedule; how many hours they were taking during the semester in question; and in which area of study they were majoring or intending to declare a major. All respondents, students as well as faculty/staff, were asked to describe their typical pattern of library use as daily, weekly, monthly, once a semester, or never; and to estimate the number of times they had already used the library during the semester in question.

Perhaps the most helpful questions ... were designed to determine the strategies and tools library users employ to find materials or information ...

The first content area of the survey, library collections and availability of materials, was designed to elicit the personal opinion of the respondents on the quality and quantity of resources collected by the library and, specifically, the availability of materials in various formats needed for course-related and personal or recreational use. Respondents were specifically asked how many times during the semester in question they had used circulating materials as well as reference materials restricted to library use only, and whether they usually, sometimes, hardly ever, or never found the materials they needed in the library. Respondents were polled as to their awareness and use of the government documents collection. Perhaps the most helpful questions in this area of the survey were designed to determine the strategies and tools library users employ to find the materials or information they need.

Specifically, respondents were asked if they use the card catalog, use a printed index such as *Readers' Guide to Periodical Literature*, use the *Monthly Catalog of U.S. Government Publications*, ask a librarian and/or a student assistant, read printed brochures or guides to the library, browse the Pamphlet File, browse the stacks or display areas, use a required reading list or bibliography, or do something as basic as refer to directory signs posted in the library.

Since no library has either the financial resources to purchase, or the space to house, all the materials that may be required to fulfill the research and personal information needs of users, the second section of the survey on inter-library cooperation was essential. Elon College library users were asked if they were aware of shared borrowing privileges with member libraries of the Piedmont Independent College Association (PICA), composed of Elon College, Greensboro College, Guilford College, Bennett College, Salem College, and High Point College. Users were also asked if they were aware that other academic libraries in the area were available for reference purposes. Finally, users were asked if they were aware of the interlibrary loan service and, if so, were they satisfied with the service received.

The most critical part of the survey in terms of potential usefulness for library planning was the third section on library services. Users were asked to give their opinions on the quality of services offered including reference service from professional librarians, directional and general assistance from library student assistants, bibliographic instruction sessions, library tours and displays, and computerized database searching. Users were asked if they needed help using any of the following library resources, some of which are unique to Elon College: (1) card catalog, (2) periodicals card catalog, (3) government documents shelflist, (4) Dewey Decimal Classification, (5) indexes (e.g. *Readers' Guide*), (6) bibliographies (e.g. *MLA Bibliography*), (7) microforms, (8) computer software services (e.g. NEWSBANK), and (9) audiovisual equipment.

Since the questions of hours of opening and adequacy of study facilities loom large in the minds of college librarians, the fourth and final section on library hours and study atmosphere contained questions pertaining to the adequacy or inadequacy of the current library schedule and the arrangement and availability of study facilities and equipment including tables for group study, carrels for individual study, meeting rooms, typewriters, photocopiers, microforms readers and printers, and audiovisual equipment. Users were also

asked to indicate which block of time they normally reserved for library study and research.

Analysis and Interpretation of the Survey

Since the first question on the survey elicits the status of the respondent, it is relatively easy to sort the surveys visually into categories and run separate analyses on target subgroups or run all respondents as a general sample. For purposes of comparison, the decision was made to try both methods of tabulation. Survey results were therefore tabulated for the following subgroups: (1) freshmen/sophomores; (2) juniors/seniors; (3) graduate students; and (4) faculty/staff as well as for the combined respondents. The corresponding numbers of respondents in each subgroup were: (1) 35, (2) 43, (3) 48, and (4) 38 respectively; the combined group represented 164 respondents.

After a careful, item-by-item analysis of the survey responses, it is possible to construct a composite summary for each user group in terms of background and to compare responses in the four content areas of the survey. Most of the questions were designed so that, for purposes of analysis, responses in the 0-25% range were considered insignificant, and responses in the 75-100% range, significant. Responses in the range 26-74% could possibly represent potential area of concern.

The summaries which follow naturally reflect local conditions, but nevertheless they illustrate the types of observations that can be made from an analysis of the survey results. The ways the data can be paired and compared are almost limitless.

Faculty/Staff

Beginning with the faculty/staff, we find that this group of library users is characterized as moderate library users with eighty-nine percent responding that they used the library weekly (39%) or monthly (50%). Most of these users incorporate the standard strategies for finding materials (76-100%), and all (100%) had used the library at least one to five times during the semester in question. Although many (74%) use other area libraries to supplement local holdings, it is surprising that less than half (45%) of this group have used interlibrary loan service. They use the library most heavily for reference materials with only five percent reporting that they had not used the library at least one to five times during the semester in question for these materials. This group is generally quite complimentary with regard to reference service (71%), library tours (61%), and library displays (74%). Of those incor-

porating bibliographic instruction sessions into their teaching, forty-two percent found them quite helpful; however, another forty-two percent have never planned a bibliographic instruction session in conjunction with a librarian. This group feels comfortable using the library as evidenced by the fact that they find the library schedule adequate for their needs (79%), the library atmosphere conducive to study and research (66%), and the physical layout of the library pleasing (87%). They use the library most frequently during the regular work day, Monday-Friday, 8:00 a.m. to 5:00 p.m. (74%) and never on Saturdays (100%). The library facilities they use the most are the meeting rooms (84%), and the most popular library service is the new book shelf (85%).

Graduate Students

Graduate students, based on this survey, attend classes primarily in the evenings (81%), live off campus (96%), work 31-40 hours outside class (75%), and take one (63%) or two (21%) classes. Their typical use pattern is weekly (46%) or monthly (38%). Their use of the library is heavily related to course work with sixty-nine percent responding that they never use library books for personal or recreational reading. They are not aware of PICA borrowing privileges (33%), but are aware that other libraries are available to them for reference purposes and have taken advantage of their resources (77%). They are either unaware of or do not use interlibrary loan service (67%). They need help with microforms (58%) and computer services (67%). Most use the library at night (40%) and on weekends (44%). While only fifty-four percent find the library schedule adequate for their needs, they feel the library is conducive to study (85%) and find the physical layout of the library pleasing (85%). The library facilities used the most by graduate students are the photocopyers (69%).

... mercifully, only one percent report that they never use the library/LRC at all.

Juniors/Seniors

The Junior/Senior sample respondents live off campus (79%) and attend classes both during the day (53%) and in the evening (44%). Over half of them work 1-20 hours outside their class schedule (52%) and are taking thirteen or more semester hours of work (63%). They are majoring primarily in education/psychology (44%) or mathematics/science (including computer science)

(35%). They use the library on a weekly (49%) or monthly (40%) basis. Most of their library use is course-related rather than for recreational purposes (63%). Over half (51%) have never had a bibliographic instruction session with a librarian. They use the library primarily on Monday-Thursday, 5:00 p.m. to 11:00 p.m. (51%). While only fifty-one percent find the current library schedule adequate, most junior/senior respondents find the arrangement of study facilities (65%) and the overall physical layout of the library (77%) satisfactory and the library atmosphere conducive to study (63%). They use the library mainly for quiet, individual study (75%) rather than group study, and use the photocopiers heavily (83%).

Freshmen/Sophomores.

The freshmen/sophomore respondents attend day classes most frequently (83%) and live on campus (74%). They are not employed (63%) and are taking thirteen or more semester hours of course work (89%). They are majoring in business/economics (37%) or education/psychology (23%). They are weekly (43%) or monthly (40%) users as a group. Their use of the library is primarily for course-related work; seventy-one percent respond that they never use books for recreational reading. They are not aware of PICA borrowing privileges (60%) or that they may use other libraries for reference purposes (51%). Neither are they aware of interlibrary loan service (34%). They find the library orientation tours helpful (89%). Over half (51%) have never attended or were unaware of bibliographic instruction sessions, but the forty percent who have attended one or more of these sessions rated them highly. They use the library primarily Monday-Thursday 5:00 p.m. to 11:00 p.m. (60%). The majority of them (71%) find the current library schedule adequate for their needs. A substantial majority (80%) like the study arrangement of the library and find the library atmosphere conducive to study (86%). They like to study in the library in groups as well as individually (65%), and find the physical layout of the library satisfactory (94%).

Total Respondents.

When the combined subgroups are analyzed, the strengths and weaknesses of the library/LRC become more apparent. Library use is basically on weekly (44%) or monthly (39%) basis. Only six percent characterize themselves as daily users and, mercifully, only one percent report that they never use the library/LRC at all. Most of the respondents report that they use the library for course-related research and study with exactly half (50%) reporting that they never use books from the library's collection for personal use. With

regard to the satisfaction of patrons with books and periodical resources in general, eighty percent reported that the library usually or sometimes (the other two choices being hardly ever or never) had the books they needed, and seventy-nine percent reported the same for periodicals.

Only twenty-four percent reported that they use the government documents collection, and twenty-one percent were not aware of them at all. Since the Elon College Library has been a selective depository for government documents since 1971, here is a substantial collection which is underutilized. It is possible that since many documents are cataloged and shelved in the general stacks, library patrons may not be aware that they are indeed using government documents. However, this low use and sense of awareness seem to correlate with the fact that eighty percent do not use the *Monthly Catalog* as a research strategy and sixty-six percent need help with using the government documents shelflist.

... there is not enough awareness of existing resources and services.

While thirty-eight percent of the combined subgroups use other libraries in the area for reference purposes, ninety-three percent either do not use PICA libraries or are unaware that PICA library borrowing privileges are available to them. Significantly, only eleven percent were aware of or had used interlibrary loan service.

Reference service is quite popular, with only four percent reporting that it hardly ever meets their needs. Only five percent reported that student assistants were not helpful in providing directional and general information.

With regard to passive and active methods of bibliographic instruction, some interesting facts became apparent from a study of the survey results. While fifty-two percent of the respondents were not aware of or had not attended/planned a subject-related library seminar conducted by a librarian, the respondents who had participated in the seminars rated them highly. Library orientation tours were quite popular (78%), whereas brochures (40%) and displays (49%) were helpful to less than half of the respondents.

The majority of library users use the library either in the evenings during the week (50%) or on the weekends (20%). With regard to four critical areas of library service, the results were quite heartening. A substantial majority of the respondents found the current library schedule adequate

for their needs (73%), the study arrangements in the library satisfactory (79%), the library atmosphere conducive to study and research (76%), and the physical arrangement of library facilities satisfactory (87%).

Conclusions

The Faculty Library/LRC Committee is overwhelmingly supportive of and committed to continuing its evaluation of library use utilizing the survey method. The timing of the survey during the spring semester is appropriate since most of the respondents, including the freshmen, will have been on campus and exposed to library services for at least one semester. Other sampling techniques should surely be investigated for administering the survey to a large student body, as well as additional methods planned to increase the response of faculty/staff and other populations to be surveyed totally.

It is quite apparent that while the methods of bibliographic instruction being employed by the library are sound and have been successful in teaching basic research strategies and in orienting the campus community, the subject-related library seminars are not available in the quantity that is needed to reach the majority of the library users. Efforts must be continued to incorporate bibliographic instruction into a regularly scheduled required course, preferably freshman English. Library hours, while appropriate for the majority of our users, are not adequate for the newest clientele, graduate students in business administration and education who use the library most often on the weekends. Additional staffing, however, will be required to increase the number of hours of bibliographic instruction available and the number of hours of opening on the weekends.

Throughout the survey, responses indicate that there is not enough awareness of existing resources and services. Publicity for these services and resources, notably the government documents collection, interlibrary loan, and computer-based services such as DIALOG and NEWSBANK, must be increased. Here again, when awareness is raised and demand heightens, staffing in relevant areas must be increased.

The library use survey administered at Elon College in the spring semester of 1988 will be the first in a series of attempts to gather subjective data on the value of library resources and services to library users. The fact that the survey was developed and implemented as a joint effort between the library staff and the Faculty Library/LRC Committee (representatives of one of the most

serious library user groups, the faculty/staff) is assurance that results of this effort will be meaningful to a large segment of the campus community. It will be imperative in the future, however, to include students, both graduate and undergraduate, as well as Friends of the Library in the decision-making process concerning the content of the survey and in the formulation of questions.

What is clear after administering this survey is that while quantitative statistics are very important indicators of "how many" patrons are using various library resources and services, the *vox populi* is the source for qualitative data on "who" is using the library, "why" and "when" are they using it, and, most importantly, "what" is the degree of satisfaction obtained. College librarians must neither neglect to gather this input nor be tempted to dismiss the findings lightly if library services and resources are to be developed, maintained, improved, and otherwise seen as "good" by those who pass judgment on them.

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From Library Student to Library Professional: Smoothing the Transition for the New Librarian

Nan McMurry

This project began in the usual way, with ambitions whose height was exceeded only by their naiveté. Fresh out of library school and eager to commit my tenure there to hindsight, I laid my plans. A review of the relevant literature combined with insights from personal experience would produce a thoroughgoing, possibly definitive diagnosis of what ails library education today. I read and pondered, and the list of symptoms grew. Finally, to round things out with a bit of historical background, I examined Samuel Rothstein's article "Why People Really Hate Library Schools," which contains "an anthology of abuse," complaints about library education excerpted from a century of library literature.¹ Then came the horror: *It Has All Been Said Before*. The criticisms I had encountered in my reading and pondering were no more than echoes of dissatisfactions voiced decades ago. It has all been analyzed as well; we know what knowledge and skills library administrators seek in entry-level candidates and how they compare with the abilities of flesh-and-blood library school graduates.² We have advice from working librarians, library educators, and library students on what succeeds and what doesn't in current educational practices and suggestions for improvement in the form of two-year M.L.S. programs, internships, on-the-job training, and continuing education.³ The final word has yet to be uttered, unless it was uttered long ago, and we were too deep in discussion to hear it.

Rather than deliver more blows to a horse whose powers of life are in doubt, I propose something more modest. As a recent arrival in the field, I cannot shed light on advancement and promotion, management style, or the changes of the last quarter century in librarianship. I am an expert on one subject, however: being new on the job.

Even with the best of all possible library educations, the beginning librarian is bound to encounter some adjustment problems. What follows, then, is a review of potential trouble areas and "Things I Wish Somebody Had Told Me," gathered from the personal experiences of myself, the friends who bent my ear, and those who have complained in the professional literature. My suggestions are aimed specifically at public service librarians, both new staff members and their supervisors, but they are applicable in a more general way to all librarians.

Ignorance and the Local Setting

To the new librarian: Everyone expects to feel lost on the first day of work, but not for the weeks or even months that the uncomfortable feeling of ignorance can persist. The primary source of this feeling is unfamiliarity with a particular library, its staff, and its practices. Obviously, library schools cannot tailor their instruction to the circumstances of any individual library, but the general nature of library education can create the impression that all libraries follow standard procedures. Such procedures do exist, but often they are cleverly disguised behind local traditions and idiosyncrasies. Of these, the simplest and most trivial pose as great a threat to successful adjustment as the most complex. Knowledge of the most esoteric reference tools notwithstanding, the librarian who cannot give directions to every classroom, restroom, and copy machine in the building; quote from memory the bus, football, and exam schedules; and perform basic maintenance on a variety of electronic devices will be neither effective nor comfortable at any public service desk.

To the supervisor: Library schools are notoriously long on theory and short on practical detail; the recent graduate may know the history of OCLC, but not how to interpret an OCLC record. The typical newcomer is reluctant to ask

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"obvious" questions and will appreciate, rather than resent, a review of the basics. In addition, the new professional needs as thorough an introduction to office routines as a student assistant or support staff member. The inability to locate supplies or fill out a form properly when a patron is waiting can prove more embarrassing and frustrating than a legitimately difficult reference question.

Another infamous shortcoming in initial training is the outdated policy manual. How many newcomers have laboriously acquainted themselves with its procedures and followed them to the letter when no one was available to consult, only to be told later that "we don't do it that way anymore?" Keeping such materials current may appear to be a low-priority activity to the busy veteran who is familiar with all the routines, but the time spent correcting errors and re-instructing the misinformed newcomer will be more costly in the long run.

Finally, tours of other departments and branch libraries are essential, not only in order for the new staff member to be able to advise patrons on holdings and services in those areas, but also as an opportunity to meet colleagues and begin to form working relationships. A formal tour, prefaced by official introductions, usually has better results than a casual invitation to drop by sometime and look around.

Everyone expects to feel lost on the first day of work, but not for the weeks or even months that the uncomfortable feeling of ignorance can persist.

At the Desk

To the new librarian: Library schools recognize the importance of the reference interview, but there is little they can do to simulate the real-world circumstances in which it takes place. Failure by the librarian to interpret a question correctly is as common a cause of patron dissatisfaction as unfamiliarity with the proper sources, yet beginning librarians tend to concentrate their worries and learning efforts only on the latter. The initial question can sound so straightforward that the inexperienced librarian never suspects that it is not the real question. Far from being merely a library school exercise or a token exchange, the reference interview is crucial to successful service, and often requires true mental gymnastics to unravel a patron's thought pro-

cesses. Everyone has a favorite example; mine concerns a student I once helped with a seemingly routine request to locate materials for a paper topic. When she appeared unable to settle down with the reference tools I recommended and complained of previous unhelpful sessions with other librarians, I became suspicious. Only after close questioning of her library activities for the preceding week did the answer emerge. She had been consulting only the first ten entries in a single reference source. If all ten were not directly relevant to her topic, she concluded that not enough material existed and started over with a new topic. What had begun as an ordinary reference interview eventually revealed a bizarre and, needless to say, unproductive method of doing research.

In addition to the importance and complexity of the reference interview, another factor the new librarian is often unprepared for is the pressure to answer patron questions *immediately*. No classroom drill or scavenger hunt can produce the same effect as the questioner standing there (impatiently) in person. Old knowledge as well as fragile new training tends to dissipate at the sound of drumming fingers; and even a brief hesitation to gather wits can convince the patron that the librarian is at a complete loss. Here the solution lies mostly in psychology. A poised appearance, communicating confidence and the expectation of a reasonable allowance of time to do one's job, will not only calm the patron but will eventually cease to be merely a facade.

To the supervisor: Some supervisors prefer a gradual introduction to desk work: observation sessions followed by pairing up with an experienced librarian, finally leading to solo stints. Others use the sink or swim method beginning on the first day. Either approach can work, and the new librarian nearly always muddles through. But there is good muddling and bad muddling; and what the newcomer craves, and often does not receive, is a chance to discuss and evaluate his or her beginning efforts to help patrons. In my experience, other librarians were eager to tell me about specific sources to answer specific questions, rather like solutions to math problems. But the brain can hold only so many of these, and the chances of encountering precisely the same question again are relatively low. It would have been more helpful to have taken specific questions as material for general discussions of methods and approaches. For example, the beginning librarian may have trouble striking a balance between persistence and flexibility when working on a question. How many dictionaries should one consult

before trying some other method to identify an obscure word? At what point in a difficult search should the patron be told to come back later? How can one's working style be adjusted at busy times to accommodate more questions without seriously shortchanging any individual?⁴ Obviously, there is no hard and fast answer to any of these questions, and experienced librarians may consider them to be so much a matter of common sense as to be not worth discussing. But when nearly every question is a new challenge, the beginner needs the assurance that he or she is proceeding appropriately, especially when an answer isn't immediately forthcoming. In an environment where there is seldom only one right way to answer a question it is far more important to develop an attitude of confidence and independence, for such an attitude is conducive to rapid learning and increasingly effective service.

No classroom drill or scavenger hunt can produce the same effect as the questioner standing there (impatiently) in person.

Bibliographic Instruction

To the new librarian: More and more librarians are expected to do bibliographic instruction and many library schools are attempting to include training for it in their curricula. Despite these efforts, beginning librarians often find bibliographic instruction to be one of their most challenging and stressful activities. Much of the problem lies in improper preparation. When asked to conduct a bibliographic instruction session, the typical beginner devotes most of the preparation time to studying the reference aids to be presented. He or she then enters the classroom armed to the teeth with detail, only to have it evaporate at the first sight of a roomful of bored and skeptical students. What follows is all too often a disorganized and poorly timed recitation, tedious for the students and daunting to the librarian who concludes that even more preparation time will be necessary to do a better job next time. What is needed, of course, is not necessarily more preparation time, but more efficient use of it, beginning with an effort to determine what difficulties a particular group of students might encounter in using a particular library. The information that will help to resolve these difficulties in the time allotted for the class is the only information that needs to be presented. (The

obviousness of this advice is exceeded only by the numbers of teachers who ignore or forget it.)

Once the basic content of the class is set, the remaining time can be used to practice delivering it to an audience. Professional musicians practice not merely until they know a piece, but until they know it too well to forget it under pressure. The same should be the goal of teachers, since polished public performance is not a skill that comes naturally or easily to most people. And practicing does not mean a thirty-second review of what one would like to say, but the actual saying of it, aloud, in front of the mirror, in front of the dog and cat, in the car, in the empty classroom, etc. (The best place I found to practice was at the edge of a field of cows. After their steady but absolutely uncomprehending gaze, I was ready for any group of students.) The point of all this practice, which will soon require much less time, is not merely to produce a bibliographic instruction session worthy of attendance, but one that is satisfying and less stressful to the librarian conducting it.

To the supervisor: As in other areas, the best aid a new librarian can have in bibliographic instruction is a chance to observe and discuss the methods used by more experienced librarians. Discussion should cover not only what takes place in class, but beforehand as well. Team preparation and presentation can provide a gentle introduction to the classroom. And if equipment such as an overhead projector or video player is to be used, the new librarian needs time *before* the session to become comfortable operating it; few things impede instruction or undermine the teacher's confidence more than uncooperative audio-visual aids.

When the new librarian is ready for a solo venture into the classroom, the natural tendency for the supervisor is to assign an "easy" session, perhaps a basic introduction to the library for freshmen. In "On-The-Job Training for Instruction Librarians," Marilyn Lutzker points out why such a session may not be so easy.⁵ Since encouraging active library use is the primary goal of introductory classes, their "packaging" is at least as impor-

The best place I found to practice (bibliographic instruction) was at the edge of a field of cows. After their steady but absolutely uncomprehending gaze, I was ready for any group of students.

tant as their content, and beginners often have trouble enough just mastering the latter. A better first class would be a more experienced group interested in a specialized subject area with which the new librarian is familiar. He or she can then concentrate on content, building confidence with a comparatively receptive audience that has already been won over to the library.

Failure by the librarian to interpret a question correctly is as common a cause of patron dissatisfaction as unfamiliarity with proper sources ...

Mentors

To the new librarian: Deanna Roberts describes in "Mentoring and the Academic Library" a mentoring program organized on an experimental level at the University of Georgia Libraries in 1985.⁶ Where such formal arrangements exist, they are well worth investigating; but mentoring relationships can also develop on an informal basis to which the term "mentor" may never be applied. Anyone who takes a special interest in a librarian's professional development qualifies as a mentor, and unlike cooks preparing a broth, the more mentors the better. In a series of library field experiences and part-time jobs, I was fortunate enough to acquire several mentors, each of whom provided me with a combination of the best elements of library education and on-the-job experience. Like library educators, they took time to discuss the theory and broader implications of specific practices, a luxury not usually possible during busy day-to-day operations. And the practices under discussion were real and relevant to my position, as opposed to the simulated exercises of library schools. Furthermore, observing my mentors in action was undoubtedly the most important factor in transforming my outlook from that of library student to library professional. One disadvantage of a mentor is that he or she provides only one view, and it is up to the protégé to remember that this view is not necessarily the final word. Here is where having multiple mentors can prove especially useful; exposure to a variety of viewpoints and approaches should help the new librarian develop a balanced perspective. Another potential danger is that of the "manipulative mentor," someone who puts personal needs ahead of what is best for the protégé. Such unhealthy relationships threaten all areas of life, however, and the benefits of a successful

mentoring relationship far outweigh the dangers of what could go wrong.

To the supervisor: A mentor can be the best thing that ever happened to a new librarian, and the relationship is not without rewards for the mentor as well, such as personal satisfaction, greater interaction with colleagues, and added incentive to keep abreast of new developments. But mentoring also requires a tremendous time commitment, and not everyone is temperamentally suited to the role of mentor or protégé. All supervisors, whether or not they decide to act as mentors personally, should introduce the newcomer to as many colleagues as possible, encourage participation on joint projects, committees, etc., and promote any other opportunities for mentoring relationships to form and flourish.

The Grapevine

To the new librarian: Informal communication, usually illustrated by a diagram with triangles or squares representing the organization, and arrows pointing in every direction to show the irregular flow of information, may be a phenomenon you thought could never exist outside a management textbook. In reality, it is one of the most important components of the organizational environment, and no newcomer can feel truly at home until he or she has a place on the vine. Almost all libraries have written policies, and most function at least in reference to these policies, but few are able to follow them to the letter. Situations not covered by any rule arise, modifications evolve without being recorded, and individuals interpret formal policies differently. Informal communication explains the crucial translation from what is supposed to happen to what does happen; therefore, individuals who are familiar with both the formal and informal workings of a library are well worth seeking out. Some choose to avoid the grapevine altogether because it unfortunately transmits fallacious rumor just as readily as truth. This is a personal decision, but in my opinion an open mind and a grain of salt are more useful than the purity of ignorance.

... an open mind and a grain of salt are more useful than the purity of ignorance.

To the supervisor: In the effort to set a good example some supervisors communicate to the new staff member only the ideals rather than the realities of an institution. Although such fine intentions are admirable, much useful informa-

tion is withheld, and the newcomer is made to feel like a child or a perpetual guest in a home where "real talk" is reserved for adult family members. Of course no one wants to create prejudice or engage in malicious gossip, but it is foolish to ignore the human side that is part of every organization. For example, don't just hand your new staff member an organization chart; go over it, explaining how long various individuals have been in their positions, what committees they serve on, what projects and ideas they have originated, etc.—anything that will help provide a sense of context. If problems exist, speak candidly about them. Emphasize that you are expressing an opinion, and encourage the new librarian to listen to other viewpoints. If you are concerned that your charge will not be able to maintain an open mind, consider how much harder that will be if he or she through ignorance blunders into unnecessary trouble.

Evaluating Progress

To the new librarian: Glad to be out of school at last? No more tedious exercises, irrelevant papers, final exams, and best of all, no more grades, right? Well, after a few months you may long for as simple and regular an indicator of progress as a grade. Droughts of feedback characterize the evaluative climate of the real world, and what does come through is often only the negative. There may be praise for individual projects, but unless you are the very best or worst person ever to hold the position, it is unlikely that you will hear frequent remarks about your performance. If you want more evaluation you will have to ask for it, and asking too often may cause your supervisor to wonder whether you have a special reason for feeling insecure. Try to develop and rely upon your own standards; set goals for yourself and think of ways you can reach beyond the basic job requirements. Reviewing these with your supervisor will provide a way to get feedback while making a contribution at the same time.

To the supervisor: Remember that nearly constant evaluation is the hallmark of our educational system, and the new librarian will appreciate a gradual weaning. Communicate your expectations as clearly as possible so that he or she has guidelines against which to measure progress. The newcomer who appears to be meeting no more than the minimum requirements may not lack initiative but may simply be too new to determine what additional work would be most helpful. Spoonfeeding such an individual is neither necessary nor beneficial; instead, describe

a need or problem and challenge the new staff member to investigate it and come up with a solution. In the midst of all the activity, however, don't forget to allow the beginning librarian extra time for reflection; trying to absorb too much too quickly seldom has good results.

Droughts of feedback characterize the evaluative climate of the real world, and what does come through is often only the negative.

A final word to the new librarian: If you continue to feel uncomfortably ignorant longer than you think you should, consider the sources of this feeling. Chances are that the questions you are uncertain about now are entirely different from those that perplexed you a month ago or when you first began. Take a moment to congratulate yourself for mastering so much so far. Your level of comfort will increase, slowly but steadily. And if you ever reach the point of experiencing no moments of uncertainty at all, you have outgrown your job.

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Collection Development: Necessarily A Shared Enterprise

Sheila S. Intner

Editor's Note: This article is an adaptation of a paper presented by Dr. Intner at the NCLA/RTSS 1988 Fall Conference in Southern Pines. While North Carolina Libraries does not generally publish speeches except in the conference issue, it was felt that this paper was germane to a discussion of reference service and should be included.

A discussion of collection development and the collection development officer naturally begins with a review of the evolution of the issue of technical vs. public services in librarianship. In the heyday of the profession's growth—the last quarter of the nineteenth century—the concept of a librarian included responsibility for choosing books, hiring staff, deciding how to catalog books, classifying them for the shelves, compiling bibliographies, and, occasionally, assisting readers. Dewey, Cutter, Jewett, Panizzi, and others, famous librarians all, were not identified as technical service librarians or public service librarians. They were just librarians.

Somewhere along the way, librarians began to specialize, so that one hundred years later, in the last quarter of the twentieth century, practitioners are known as administrative, technical service, or public service librarians. Administrators bear the closest resemblance to the librarians of the past, while technical service librarians eschew contact with the public and public service librarians eschew contact with behind-the-scenes bibliographic systems that enable them to do their jobs.

This tripartite split in the organization of libraries and librarians probably was a natural reaction to increasing size and complexity of library collections and services—increases of which we are proud. The larger, more complex library is our tradition. Since 1970, however, as computing has become ubiquitous in libraries, observers have noticed that these hallowed distinctions tend to fragment the value to librarians of online bibliographic systems. Many of us are aware of movements toward unifying the services, with the University of Illinois model leading the

way and Michael Gorman's vision of the *complete librarian* using special knowledge both for cataloging and reference services.¹

In 1982, when I was at Columbia University, there were several librarians with special subject expertise who had duties as bibliographers and as catalogers for their subject literatures. Every now and then I find an article that discusses service integration, with one in last April's *Library Quarterly* stating that motivating factors are to enhance job satisfaction for librarians and increase their awareness of what patrons need and ways they use data.²

Lest you think librarians are all dashing off to revise their organization charts, however, you should know that Janet Swan Hill's survey of 1987 descriptive cataloging literature found it devoid of accounts of integration with public service activities—something she mentioned in passing.³ Last week, I received a Letter to the Editor from Michael Gorman that will run in the January issue of *LRTS* decrying her statement along with Hill's reply.⁴ So the jury is still out on service integration. Some years from now we may have a better perspective on its success or failure. (That's the hindsight perspective.) That said, let's go on to collection development.

Defining Collection Development

Collection development is a new name for an old game. Librarians have always been concerned with accumulating materials and transforming them into useful collections. In a simpler world, it was called acquisitions. Look at David Melcher's classic work *On Acquisitions* and you'll see he was concerned with identifying, selecting, ordering, and—being himself a publisher—paying for books and all manner of other informational materials.⁵ In 1988, we call these processes and several more now subsumed under the same rubric, *collection development*. It is an apt description because the word *collection* is, somehow, grander in scale than acquisitions, and the information explosion has forced libraries to become collectors on a grand scale; while devel-

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opment reflects that this is, inherently, a dynamic process.

Collection development is a process that is continually in motion. I think of collection development as a cycle of activities performed in pursuit of relevant and useful materials for the people who use the library. It is comprised of ten steps:

1. Assessing user needs.
2. Formulating objectives and priorities.
3. Measuring current collection performance.
4. Identifying materials available to collect.
5. Selecting desired items/categories of items.
6. Reviewing current holdings for unwanted materials.
7. Allocating and monitoring acquisitions funds.
8. Obtaining desired new materials and removing unwanted older materials.
9. Evaluating progress toward objectives.
10. Reassessing user needs, and beginning again.

Clearly, the scope of these activities is beyond assignment to any one unit of the library; yet, if responsibility for these activities is fragmented among many departments, a library risks a serious lack of continuity and coordination that could confound the entire process.

Examining the list of activities, you might think that, with few exceptions, they sound like management tasks. If so, you are perceptive. They are management tasks. Real collection development is a high-level management activity. Without the authority to communicate with all groups in the institution—inside and outside of the library, to create plans, make decisions, and implement them, you cannot develop anything.

Collection development is a new name for an old game.

What a Collection Development Officer Is Not

I see advertisements for collection development librarians whose job descriptions, required credentials, stated ranks and salaries sound exactly like traditional acquisitions librarians. The job descriptions talk about coordinating and placing orders and supervising order files; the credentials are minimal and demand little experience; the stated ranks are entry level or just above; the salaries are in the high teens or low twenties. The fact is, they are solicitations for acquisitions librarians made by employers who

have adopted the language of collection development but not its substance. Sometimes it is done out of ignorance, thinking that collection development is a modern name for ye olde acquisitions librarian. Sometimes it is done by design, slyly, in hopes that the impressive title will make up for lack of rank, salary, authority, and a challenging leadership position in the library.

... collection development (is) a cycle of activities performed in pursuit of relevant and useful materials for the people who use the library.

If you are a collection development officer who spends time processing orders and maintaining order files, who merely watches and records the expenditure of funds, who takes home a salary that makes you wonder if getting an MLS was really a good idea, after all, and who looks forward to a job with more meaningful responsibilities, then you are an unfortunate caught in this semantic trap. It really doesn't matter whether you report to the head of technical services or public services. You aren't developing collections. You are performing a respectable and important job in the order department, and, without your efforts, there might be no collection development at all. But, that alone isn't collection development.

Another misuse of the title collection development officer is the assignment of library-wide selection responsibilities, often to some overworked reference librarian, without the accompanying authority to set goals and objectives and revise allocations. Selecting individual titles or even categories of materials for purchase is not collection development, although, like acquisitions, it is an essential step in the process. I submit that it is confusion between *selection* and *development* that makes some librarians think collection development belongs exclusively in the public service domain.

What a Collection Development Officer Is

One of the hallmarks of the true collection development officer is that the responsibilities of the job and the authority it carries transcend individual departments, placing her or him at the highest managerial level: at the directorial level or, in very large institutions, at or just below the directorial level. In small institutions, collection development usually rests with the director. It

isn't necessary to divide authority among several people and there is no need for someone other than the director to carry out the liaison activity, planning, and financial management inherent in the collection development position.

Which brings us to the central themes of this discussion: Where does collection development belong, administratively speaking? How does collection development relate to automation? What orientation should collection development officers have—that of technical or public service librarians?

Collection Development's Administrative Niche

As stated above, collection development includes high level managerial tasks: planning; allocating funds; making decisions; communicating with groups inside and outside the library. One cannot do these things without authority. Where does authority usually lie? In most libraries, authority rests primarily with the chief executive officer and, if the size of the library warrants, it may be shared with the executives on the second level as well. The chief executive officer may have any of several titles: director, chief librarian, university librarian and so on. The second level officers are often titled deputy, associate, or assistant director/librarian, accordingly.

A certain amount of authority is given over to department heads, who often represent the third executive level. In fact, department heads might be responsible for their budgets and make major decisions such as whether to hire more staff or purchase costly equipment. But, with few exceptions, department heads only perform these managerial tasks for their own departments. They haven't the authority to take action for other departments.

(Collection development) belongs at the highest levels of administration.

Department heads also might represent the second executive level instead of deputy, associate, or assistant directors/librarians. In this instance, collection development responsibility might rest with them. Collection development authority can reside in officers with different titles at somewhat different levels in the bureaucratic hierarchy, depending on the size of the library, the administrative units into which it is divided, and the titles assigned to those at the top executive levels.

I maintain that collection development can only occur at the first or second executive level and the moment one moves to the third level, sufficient authority doesn't exist to do the kind of planning that should be done, communicate with groups outside of the library itself, and make decisions that have far-reaching effects upon all library departments as well as the library's community. Where does collection development belong, administratively speaking? It belongs at the highest levels of administration.

Does Automation Affect This Role?

In a sense, collection development, as contrasted with old-fashioned acquisitions, arose with automation (defining automation as the implementation of computer systems). One of the spinoff benefits to libraries of automation is the application of the systems method to solving library problems. Computer people use this method to design computer-based answers to problems, but it can be used to analyze and solve problems even without computing (although some experts disagree about this). The systems method—analyzing a problem into its component parts, quantifying the elements, formulating goals and objectives that achieve a solution, proposing strategies to reach the goals, and choosing the most efficient of these—is what collection development officers use to solve collection "problems." Collection problems are gaps between what a collection officer sees as the sum of user needs and the best possible performance one might expect from the existing collection and collecting patterns.

Like automation, collection development inevitably results in change. Each development cycle requires evaluation of current holdings, assessment of current and future user needs, and comparison of the two. Each new set of goals and objectives drives a new allocation of funds designed to bring holdings closer to current and future needs. The collection development officer is supposed to know how to evaluate current holdings properly as well as how to determine current and future needs accurately and precisely. Formulating goals and objectives from this knowledge is an exciting creative process, but it is also a very risky one if estimates are wrong and the results prove detrimental to the institution and its community.

There are other parallels between collection development and automation. The changes wrought by collection development decisions are viewed just as suspiciously by those who remain uncommitted to the goals and objectives as are

the changes wrought by automation. That is why one of the collection officer's tasks is to negotiate wide support for collection objectives. The changes caused by the collection development process are just as disruptive as those caused by the introduction of computers. That is why the collection officer must be sensitive to all ramifications of decisions.

The most important relation between collection development and automation lies in the data generated and processed by computerized systems that feeds and nourishes collection decision-making. I have heard it said that without computer-generated and -processed data, there could be no collection development. I'm not certain that this is absolute, but I believe it is very close to the truth for large collections, at any rate. Initial needs assessments and collection evaluations—especially the quantitative techniques—rely on computing to digest and organize statistics, make forecasts, and derive allocations. Control of numerous fund accounts is made easy with computing. Simulating probable future conditions (such as increases or decreases in user populations, increases or decreases in price indexes, shifts to alternative informational media) isn't easy on a computer, but it becomes

extremely difficult to do by hand. Computing is an essential tool for collection development.

Technical or Public Service Orientation?

The notion that collection development is a technical service derives from its link with acquisitions, while the notion that collection development is a public service derives from its link with selection. The truth is that collection development includes both of these functions as well as several more; therefore, it has both a technical and a public service orientation, but it is more than either one. Collection development must be an umbrella responsibility that coordinates aspects of technical service and public service activities.

The collection development officer must develop strong ties with the acquisitions staff, because these are the people who control purchasing operations. Reports from those who monitor orders and maintain fund accounts are basic data for ongoing supervision of collection development. Without the cooperation of acquisitions librarians, indeed, without their understanding and commitment to collection objectives, orders for high priority materials might languish on

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desks or be sent to vendors with poor track records. Lack of communication between collection development and acquisitions officers might result in a high rate of duplicate orders, failure to report unfilled orders promptly, or failure to report changes in discount rates and other vendor policies. All of these situations impact negatively on the development cycle. All require immediate attention to minimize their deleterious effects.

Computing is an essential tool for collection development.

Technical service systems other than acquisitions generate data essential to the construction of future plans, such as circulation statistics, collection overlap profiles, preservation assessments, and interlibrary loan reports. Speedy cataloging and processing enable new materials to be used when they are in greatest demand; cataloging backlogs can and do confound everyone.

The collection development officer must have strong ties with the reference staff, for these are the people who interact daily with the library's public. It is the reference librarian at the desk who hears patron requests, guides clients toward desired materials, and helps them when the collections fail to provide answers to users' needs. It is usually the reference department that hires subject specialists whose expertise is needed to select titles in subject literatures, to offer advice and direction for those fields, and to understand and communicate the unique needs of those fields to the collection development officer.

Reference tools—catalogs, bibliographies, review journals, directories, indexes—are essential for the collection developer as well as the reference librarian answering a question. Reference functions might include serials control, interlibrary loan and circulation services, too, since libraries are not bound by any codes or contracts to make these technical services.

Conclusion

Collection development officers must understand and appreciate the objectives and operations of both technical and public services in their institutions. The objectives and operations of each of these departments must harmonize with and support collecting objectives. They are inextricably linked. Collecting objectives cannot be accomplished except through the efforts of people in both departments. Perhaps that is one of the reasons that Elizabeth Futas,⁶ among others,

claims that collection development officers must be consummate politicians. (Clearly, the tasks of making, defending, and shepherding budgets are other reasons this talent is necessary.)

The collection development officer's ultimate orientation must go beyond any department to the library in general, to its user community as a whole, to the institution and the contribution that the library's collection makes toward accomplishing its mission. This describes neither a technical service nor public service orientation. It is oriented to the general management of the library in its efforts to provide a collection of materials worthy of the library's position as an institution's chief information resource center.

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The Challenges of Automation and the Library Instruction Program: Content, Management, Budget

Elizabeth Bramm Dunn

The proliferation of computers that has affected all aspects of academic library operations has begun to make fundamental changes in patterns of information seeking and provision. We have seen only the beginning. Take a few moments to ponder the library of the near and distant future. Some aspects to consider:

- **Decentralized Access** will mean that those in need of information will be less and less tied to a particular building. Modems, electronic mail, telefacsimile and full-text document delivery will minimize the need to enter a library building.
- **Cheaper Memory** will mean that more and different kinds of information will be available. In addition to bibliographic, directory, and numerical databases, expect more and more full-text and non-print data: diagrams, photographs, audio records, holographic and animated images, all widely available in digitized form.
- **Information with Greater Currency** will be available. Many more databases will be updated daily and some continually.
- **More Sophisticated Means of Access** such as front-loaded expert systems will be available. They will interact with mainframes to design and execute complex searches of a number of different databases to pull a statistic here, a fact there, and illustrations and a pungent quote to tie it all together.

These are not futuristic or unrealistic notions. The capability is here today, although the technology is still a bit expensive to be exploited fully by non-profit institutions. Yet in a few years the real price will be much lower and the *perceived* price in the eyes of today's undergraduate (tomorrow's physician, attorney, or grant-supported researcher) will be trivial. In a few years,

today's undergraduate will expect to find sophisticated automated resources at the public library when she is shopping for pension plans or researching designs for a new deck. When she is helping her children with their science homework, she will expect to have holographic images of the human brain available as part of the family's (online) encyclopedia.

What is an instructional librarian to do? We are faced with using twentieth-century research tools to prepare our students for these and other, as yet unimagined, developments of the next century. Yet our students are here in the twentieth century with us. More specifically, they are in English 1, and they need to write a five-to-ten-page paper comparing the short stories of Eudora Welty and William Faulkner. How do we face the seemingly conflicting missions of identifying and teaching skills that will be transferable to the informational realities of the twenty-first century and, at the same time, of helping the students through this semester?

Automation also creates both promises and challenges in other aspects of library instruction program design. Ballooning budgets, new options for modes of presentation, better ways to manage records and statistics related to the program, the need for retraining of staff—all are aspects of the impact of automation. Let us first consider the issue of content.

Content of Library Instruction Classes

As libraries make the transition into the universe of remote access and document delivery, it is essential that we librarians examine with a critical eye our goals for library instruction. There is an underlying assumption that we are striving to educate students towards greater bibliographic self-sufficiency while, at the same time, we encourage them to turn to reference librarians for assistance as often as it is needed. These are somewhat contradictory goals. Do we want students to work on their own or to look to a librar-

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ian for guidance? Which is better for the future? I would argue that the latter should receive greater emphasis. So many new reference sources appear in both print and electronic formats that it is unfair and unrealistic to expect a user to keep track of even a few. This is the job of the librarian. As Christine Borgman has pointed out, our users are "permanent novices."¹ They may need to use a particular source several times, but those uses are often separated by weeks or months, making it unlikely that much carryover of learning will occur.

An additional complicating factor is that the level of students' understanding of and comfort with automated sources is likely to be far more variable than with print sources. Thus, one student may learn quickly while another, because of inexperience or anxiety, requires more time and assistance. Borgman points out that it is unclear whether the use of multiple searching systems leads to an understanding of the general principles of file organization or simply to confusion. Thus, learning the local online catalog; CD-ROM products produced by SilverPlatter, Information Access Company and Wilson; and trying a little end-user searching on BRS-After Dark may not lead to a sophisticated user, but rather to a baffled one who is very dependent upon good point-of-use guides and personalized instruction to keep the various protocols and the appropriate applications of each source straight. In any case, training in the use of automated sources is more effective when the lecture setting gives way to one-on-one instruction with a great deal of hands-on work and some explicit point-of-use aids.

If all this is true, what is the role of library instruction in this brave new information world? During the past decade, an enormous amount has been written about the necessity of building library instruction on intellectual underpinnings. A conceptual foundation has seemed essential to accomplishing more than introducing a few sources and demonstrating that librarians are good folks. In order to transfer knowledge about the library from one research task or discipline to another, students must understand the principles of information generation, organization, and access.

The evolution in the forms of data and means of retrieval makes such an understanding increasingly important. As research libraries make a wider variety of bibliographic databases available on CD-ROM or through end-user searching systems and, eventually, provide document delivery, a greater proportion of students' work will involve winnowing through quantities of material and

using it intelligently and creatively. Far less time will be spent in tedious manual searching. Hence, perhaps library instruction should focus more on the winnowing skills: selecting the best from among many references, investigating the authors' credentials, and evaluating sources critically. An important aspect of this ability is the understanding of the ways in which information is generated, manipulated, and packaged.

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One logical approach to introducing winnowing skills is to use the sources that exist, both print and electronic, to demonstrate the common threads that are likely to carry over from source to source and from the present into the future. The concept of controlled vocabulary is relevant to most reference sources. Other significant issues one might cover include the importance of the critical evaluation of any information: how it was gathered, its currency, the principles by which it was selected, its intended audience, its implicit or explicit biases. Students can be encouraged to work in an orderly way, first considering the various aspects of a topic, then honing in on a single one for research, and next identifying key issues, terms, and tools for accomplishing their research.²

The more accessible bibliographic references become, the more crucial these winnowing skills will be. In some sense unwieldy paper indexes may protect students from having to think too much. Having put in forty-five minutes figuring out how to use the *MLA International Bibliography* and scanning through three or four volumes, the student feels satisfied that he has done the requisite work and has come up with two or three acceptable references. When presented with a printout of forty references on the same topic, the product of an online search performed by a librarian, the student feels a mixture of gratitude and dismay at the embarrassment of riches, which means more work of the winnowing sort and more locating of back issues of journals.

No matter what approach we take in library instruction, it is important that we not be timid about incorporating automated sources into rou-

tine reference work and that we make certain that CD-ROM sources are as visible, clearly marked and accessible to our patrons as any other source. We should not look upon the use of automated sources as "cheating." There is nothing edifying about looking year by year through three decades of *Psychological Abstracts*. All this teaches students is that research is hopelessly tedious and that they should reconsider the idea of graduate school. Emphasize that the students' real work is to focus on a topic, read the relevant literature critically, and consider what they read as a springboard for their own interpretation and creativity.

The content of library instruction lectures is not the only facet of a program that will be affected by increasing automation. As remote access of library sources becomes more extensive, "point-of-use" may take on a radically different meaning. Good help screens and command-line instructions are essential features of the remote-access online catalog. An electronic mail consultation service to connect users to a reference librarian and a combined electronic mail and ele-facsimile service for document delivery will become more desirable to many users than in-person reference help.

Automation also makes alternative forms of instruction possible. CAI (computer-assisted-instruction) programs can be geared to a particular area of research or level of library sophistication. They can include tutorial segments for self-examination and for the reinforcement of certain key concepts. Information systems with menus which are designed to operate much like a reference interview can provide the user with suggestions for reference sources to consult.

Management

Automation has still other implications for the academic library instruction program. The new sources and new skills that must be incorporated into library instruction place new demands on instructional librarians. Old approaches to teaching, the "canned" lecture that seemed acceptable five years ago, and even the points emphasized during that lecture must be rethought and revised. Staff must learn each new

We are faced with using twentieth-century research tools to prepare students for ... as yet unimagined developments of the next century.

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automated source very thoroughly in order to be able to teach it to others. Just as library users are equipped with widely varying levels of expertise in the use of automated sources, so librarians come to new sources with different levels of understanding and acceptance. The coordinator of an instruction program may face the added challenges of retraining, cajoling and comforting certain staff members. It is far more daunting for the less confident to demonstrate online searching to a class than to execute a search for one user. As new CD-ROM sources are obtained and end-user searching programs implemented, the program may be faced with an enormous expansion in responsibilities for user training while the staff available remains constant. Point-of-use assistance, whether in the form of printed materials, online tutorials, or a readily-available reference librarian is also more important than ever. A very positive achievement of automated sources is that they have elicited more faculty interest in and support of the library than any other recent development. This is a boon for outreach, providing opportunities to review sources with the faculty and to arrange for instruction of his or her students, but it may also mean that demand for library instruction further outstrips the supply of instructors.

CAI programs may seem to offer an opportunity to save staff time, but they are not appropriate in all situations and demand an enormous commitment of staff time up front and troubleshooting and updating as long as they are in use. It has been estimated that a good CAI program requires one hundred hours of design and programming time for each one hour of finished product.³

The good news is that computers may go a long way towards making instructional librarians more productive. A useful outreach mechanism is to send a regular reminder to each faculty member who has requested library instruction in the past. A simple relational database can facilitate the organization of a list of faculty members, sortable by name, department, date of the most recent library class, the librarian who taught that class, or other information. Computer-generated reminders can then be produced prior to each academic term. A personal computer can also be used to record statistics related to the program: who teaches which classes and how many of the various types, responses to surveys measuring the effectiveness of the program, etc. Administrators love to see visible proof of a program's success, and what could be more impressive than some beautiful graphs showing just how much students have learned from their library instruction. For those who produce handouts tailored to each class, a "template" program is a time-saver. This

... automated sources ... have elicited more faculty interest in and support of the library than any other recent development.

template would include information that is relevant to all classes (a description of the *Library of Congress Subject Headings* or instructions about locating journals in your library). Items pertaining to a specific class (sample subject headings, list of subject bibliographies and journal indexes) can be incorporated as needed. A more ambitious project would be to create an online, annotated list of all the journal indexes (or other type of source) held by your library. This could then be selectively downloaded into the handout template and/or incorporated into a larger reference expert system. Computers also offer wondrous desk-top publishing capabilities, enabling librarians to produce extremely professional-looking flyers, point-of-use instructional aids, bibliographies, overhead transparencies or slides, and questionnaires.

One of the areas in which automation has its greatest impact is in the pocketbook. Ten years ago the instructional librarian needed a place to teach, some chalk, an overhead projector, a supply of blank transparency sheets, a typewriter, and access to a photocopier. Now we need all of these tools plus enough personal computers for database management, word processing, online searching, CAI presentations, and desk-top publishing; special software to enhance graphics capabilities and create tutorials; and a liquid crystal display screen, or an even more sophisticated and expensive alternative, to permit demonstration of online searching. None of these items comes cheaply, making it incumbent upon the library instruction coordinator who is not blessed with a supportive and generous administration to cultivate highly developed skills of persuasion and creative approaches to funding purchases.

These, then, are some of the benefits and challenges of automation for the instructional librarian. It is vital that we maintain and expand our interest and expertise in the world of automation. On many campuses, libraries are losing out as computer centers take over the management of machine-readable data files, offer programs to assist faculty and graduate students with file management, and provide other services to teach members of the academic community how to deal more efficiently with their overload of information.⁴ Power and credibility are tied to an institution's ability to respond to users' needs. The appropriate and effective use of automation in the design and management of library instruction is an excellent place to start.

Notes

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Rip Van Winkle at the Reference Desk?

Anna Donnally

Gone are the days when North Carolina was known as the Rip Van Winkle state, a backwards, somnolent place where change occurred with agonizing slowness and progress was a dirty word. Today our state is a leader in the New South; economic development and demographic changes are reshaping North Carolina. Projections indicate that the state should generate more than 510,000 new jobs by the end of the century, most in the trade and services sectors.¹ During the 1980s and 1990s indications are that net immigration should average approximately 39,000 per year.² By the year 2000, nearly one million North Carolinians will be aged 65 or over.³ Reference librarians in public libraries across North Carolina undoubtedly disseminate such information daily with very little, if any thought as to how these changes are or should be affecting the services they provide. Our state has changed. Have we? Is Rip Van Winkle manning the reference desk?

Much has been written about reference and information service to carefully delineated groups of library users whose patronage of our institutions is perceived as limited. Fresh services have been devised for their seduction. Now, in the midst of a ubiquitous "Information Age," in a region which is changing both economically and demographically, it seems high time to ask ourselves: Has reference service in North Carolina's public libraries changed to serve a changing clientele? Are we seeking to serve growing segments of our population or are we preaching to the converted? Two frequently discussed types of library users, business people and the elderly, reflect the economic and demographic shifts occurring in North Carolina. Are our methods of information provision in step with their needs? How has the *modus operandi* of the public library reference department been altered in response to the perceived special needs of these users?

There may be 349 answers to these questions; one for each public library in the Tar Heel state. However, even a cursory look at trends reflected

in the literature and at various programs across the state indicates that certain methods and services are prevalent, that new ideas are being tried and that there exists, in libraries all over North Carolina, a commitment to advancement. Change may be gradual and relatively unspectacular but, on the whole, it appears that public librarians are aware of shifts in their clientele and are working to see to it that the demands of these users do not go unanswered.

... the public library's role as a referral center has proven to be a significant service to (older adults).

Older Adults

Media ballyhoo regarding North Carolina's desirability as a retirement spot has undoubtedly contributed to the forty-six percent increase in the state's over-65 population, the eighth highest rise nationally.⁴ But behind the press coverage and the statistics are the demands that these people will place on libraries and other service institutions. While public service librarians are uniquely situated so as to literally be able to observe changes in their clientele, it is imperative that changes occur on our side of the reference desk as well. Recognizing that stereotyping is inimical to good public service, the Reference and Adult Services Division of the American Library Association's committee on Library Services to an Aging Population has adopted guidelines which begin by stressing the importance of a positive attitude toward serving older patrons.⁵

Many of the library services designed specifically with older adults in mind fall outside the purview of reference in its strictest sense. Collections of large print books and periodicals have become the rule, rather than the exception, in most public libraries. In fact, a recent survey by Diane Thompson on serving older adults in North Carolina public libraries indicates that ninety-five percent of the state's public libraries provide large

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print materials to users⁶. Likewise, outreach service to the homebound and the institutionalized is a common component of service to the elderly. Library-sponsored programs on topics ranging from financial planning for retirement to workshops for senior caregivers have proven beneficial not only to the participants, but to the library by linking it with others who work with older adults.

Where retirement is big business, the provision of information to retirees is booming. Many people who have relocated upon retirement tend to be active in their new communities. Reference departments have traditionally been centers of information about community organizations and events. Many libraries have seized this opportunity to enhance their roles as community information centers. By connecting older adults with agencies and groups who can help with health, financial, consumer, and other problems, the public library's role as a referral center has proven to be a significant service to these clients. Ready reference service, especially the provision of telephone reference, is of particular importance to the elderly, many of whom may not be highly mobile. While the format of the information sought by older adults may not differ dramatically from that of many other patrons, the need may be more acute since, in some cases, the client has been physically removed from the personal information network upon which he or she once relied. In addition, individuals who are recently retired often require information which will help with the social and economic changes implicit in such a dramatic transition.

... public libraries have marketed themselves to the business community more aggressively than to any other pool of prospective users.

Librarians have found it necessary to become familiar with agencies and organizations which provide services for older adults. Local councils on aging, nursing homes, retirement communities, meal sites, and the like are important resources for librarians seeking to serve older adults. All too often, staff members in such organizations are unaware of the services provided by their local libraries. Public librarians need to market their institutions to these professionals as well as to their clients.

Sources, print and non-print, both for caregivers and the elderly concerning the health, behavior, economic well-being, leisure and life-

long learning for seniors are vital acquisitions for the reference department. Collection development should be pursued with formal as well as informal educational needs and recreational reading in mind. In some areas, unique programs for this special population, such as the Center for Creative Retirement at the University of North Carolina—Asheville, while not directly connected to the public library, have created new information needs for its senior patrons. Other academic programs like Elderhostel may require the library to serve as a formal education support center for patrons not often considered primary users of such materials.

In addition to being consumers of library services, retirees are among the most active and visible library volunteers. It is important to note that the ALA Guidelines advocate employment of older adults at all levels and that libraries "request volunteer help only when funding is not available for paid positions."⁷

While changes in reference service as a result of an influx of older adults may not be as pronounced as in other areas of library activity (collection development, programming, outreach), their presence has had a significant impact. As Diane Thompson concludes, "There is a trend of increasing services to older adults in the areas of extension, special materials, and information and referral."⁸ Information professionals in libraries of all sizes must pay serious attention to senior citizens and must ensure that attitudes are free of stereotypes and that sources and methods of service are compatible with these users, both physically and intellectually. And, most importantly, librarians must raise the library consciousness of the older adults in their communities.

Business

Nowhere has the impact of the "Information Age" been more profound than on the role of the public library as a provider of information to business and industry. For complex reasons involving both economics and professional pride, public libraries have marketed themselves to the business community more aggressively than to any other pool of prospective users. After all, we reason, why should librarians, information professionals, be passed over by those who are, perhaps, the most voracious consumers of information? Assistant State Librarian Howard McGinn writes, "Library services are vital to economic growth. The acceptance of this fact by library and business communities is a problem."⁹

Recognition of our present and potential services to business may be slow in coming. In fact,

we may not yet have arrived at the ideal formula for serving this vast clientele effectively. And, of course, there are those who maintain that so-called "traditional" reference service is incapable of providing the business world with the information it requires. The purpose here is not to debate this, but to point out that public libraries are taking steps in the right direction. Efforts to introduce business reference into public libraries of all sizes have dramatically affected the ways in which we operate.

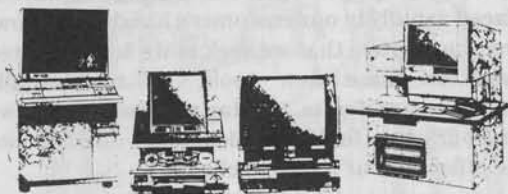
"The Library must learn how to use non-traditional resources, experts, and the telephone..."¹⁰ stresses Matthew Lesko. While we may not always follow his first two prescriptions, reference librarians, like business people, depend on their phones both as a means of procuring the necessary information and as a method for referral. Though it may seem prosaic to many of our more sophisticated colleagues, an increased reliance on the telephone as a reference tool has had a dramatic (and often overlooked) impact on the success of many smaller public libraries' service to business. Not only does it provide us with sources outside our institutions, it links us quickly and cheaply with the businesses we serve. When, for example, the manager of a local golf course can pick up the phone and ask the reference librarian for the name and telephone number of the nearest manufacturer of golf pins and flags, it is the next best thing to having *Thomas Register* in the pro shop. In fact, it is probably quicker to call the library and definitely cheaper.

The expeditious and economical availability of business information via electronic sources has served as a catalyst for the instigation of online search services in many libraries. In public libraries, businesses have been among the most enthusiastic users of these databases. This is especially true outside of the state's major metropolitan areas, where special libraries supported by businesses are more scarce. Regardless of the volumes which have been written about the impact of the online revolution, it bears repeating that the availability of these sources has transformed the ways in which the public library reference staff thinks, operates, and succeeds. In institutions where budgetary constraints limit business sources to a few carefully chosen tools, access to systems such as DIALOG, BRS, and InfoMaster means that staff members can be introduced not only to previously unknown tools but to new methods of formulating search strategies. In addition, the results are often presented to users in more immediately usable forms. Rather than guiding patrons to sources and providing instruc-



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tion in their uses, electronic databases often enable staff members to deliver precisely the information sought minus extraneous material; the pearl without oyster or shell.

As with online searching, the impact of business users upon public libraries has been keenly felt in the areas of networking and document delivery. Thanks to the North Carolina Information Network and to the State Library's procurement of telefacsimile machines, many public libraries are able to offer an impressive array of services including electronic mail, bulletin boards, an automated purchasing directory, and FAX.

Through public libraries across the state, vendors and businesses are able to learn about commodities and contracts advertised for bid by the Division of Purchase and Contract. This service can be a boon to small businesses in remote parts of North Carolina seeking to expand their markets.

By providing for virtually instantaneous transmittal of information, telefacsimile capability means that the public library can play a role in helping business and professional people provide optimum service to their customers. It also means that we are doing the same for our clients. Cooperation among libraries of all types is an integral part of such services. We are able to go beyond mere identification and location of a given item. We can, in many cases, arrange to have it placed rapidly in our customer's hands. It is, however, imperative that we seek more sophisticated uses for these new tools. As telefacsimile machines proliferate, the day may come when we find ourselves faxing needed texts directly into the offices of our business clients.

... changes in North Carolina's economic climate have changed the ways in which public libraries function.

Access to FAX, the automated purchasing directory, and other such tools coupled with the expertise to use them effectively are key components in the library package that is marketed to business and industry. Also fundamental are the print sources which have become fixtures in most of the state's public library reference collections. One would be hard pressed to find a library without at least one business directory, despite the fact that such sources are not mentioned in the *Standards for North Carolina Public Libraries*.

While library departments and branches devoted exclusively to business are not yet, and

may never be, the norm in North Carolina's public libraries, discrete business reference collections are not uncommon. That these collections include publications of local, state and federal governments, specialized publishers, and trade and technical associations is not surprising as library staff members at all levels have grown in sophistication with respect to the data required by business. With an understanding of the tools and their users has come greater knowledge of the jargon, attitudes and practices of the business world.

Libraries must be sensitive institutions, evolving as their users evolve.

Marketing library services has, at the very least, invaded the consciousness of every public librarian. The necessity of reaching businesses in the same way that they reach their customers affects the manner in which librarians conceive, plan, and execute services. It is not enough to announce that an investment seminar will be held at the library. The beneficial aspects of the program must be made explicit and the library must follow up with information about the resources available for the small investor. Hand-in-hand with programming is promotion. While a given library may be unable to develop a full-blown media blitz designed to entice local business people, conventional wisdom regarding word-of-mouth suggests that a strategy of "talking up" library services can be quite effective.

Clearly, changes in North Carolina's economic climate have changed the ways in which public libraries function. The public library has many roles to fill in addition to its commitment to the needs of business. Nevertheless, there have been changes, some subtle, some dramatic, in how reference departments operate because of their business clients.

Conclusion

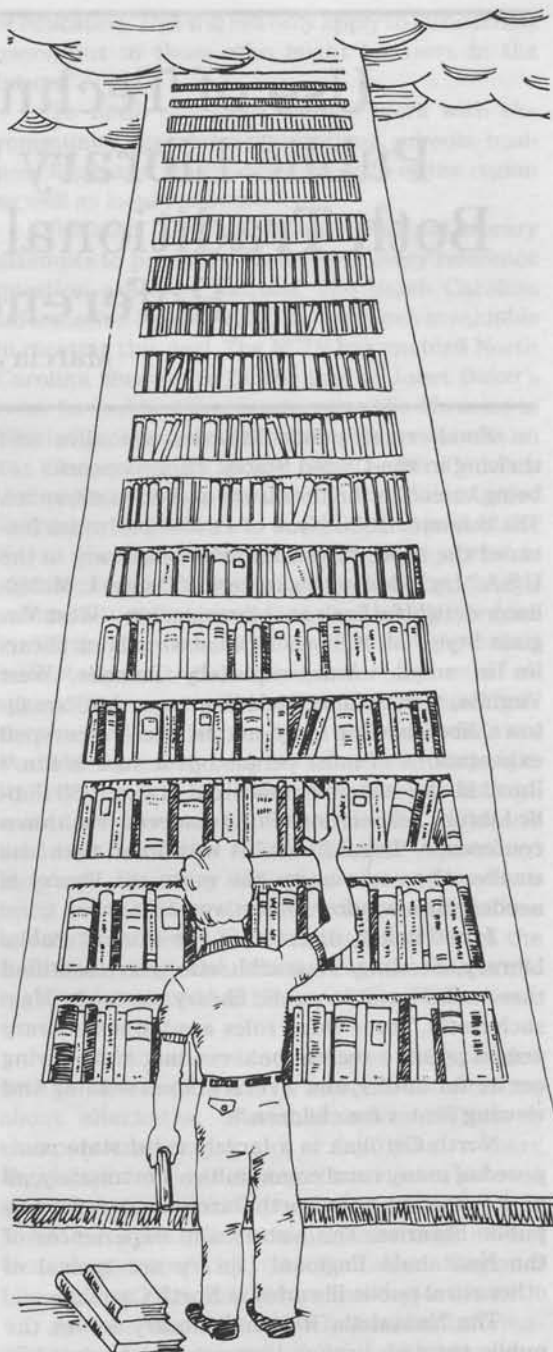
As the local environments of North Carolina's public libraries change economically, demographically and otherwise, services must change. Libraries must be sensitive institutions, evolving as their users evolve. Alterations in the demographic and economic makeup of a library's user base alters the library. As the state's population of senior citizens grows, public library services develop accordingly. As emphasis on attracting new business and industry to North Carolina increases, the public library community's determination to prove itself an asset in the process

increases. Those concerned with the provision of reference services must respond to these demands in innovative ways.

And so, to return to the question asked at the outset, have public librarians been, like Rip Van Winkle, slumbering, complacent about our services, while patrons and potential users disregard us? On a statewide level, the answer is no. There have been improvements. Nevertheless, we have not succeeded as completely as we should have. Locally, librarians must be aware of the changing needs of our patrons. Each institution must examine and evaluate its services, not only for the types of users discussed here, but for all its constituents, and then must challenge itself to move forward. If public library reference service is to fulfill its mission to serve, we cannot afford to mimic Irving's lackadaisical Rip. We cannot, as Van Winkle so often did, dismiss the problem by shrugging our shoulders, shaking our heads, casting up our eyes, and doing nothing. We must capitalize on the gains made thus far to ensure that the information services we provide are effective, efficient and appropriate for all.

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Use of Technology in a Rural Public Library Setting to Provide Both Traditional and Nontraditional Reference Services

Marcia Joyner Clontz

Small rural public libraries are alive and thriving in the United States! Their concerns are being voiced in the literature and at conferences. The Summer 1988 issue of *Public Libraries* featured the topic, "The Small Public Library in the U.S.A." Included in this issue was Danny L. McMillion's delightful look at "Librarianship—West Virginia Style." McMillion's enthusiasm about libraries in small towns, especially Rainelle, West Virginia, is infectious. McMillion says that "small-town librarianship may not fit the stereotyped expectations of most people but it sure is fun."¹ Rural libraries were emphasized at the 1986 Public Library Association (PLA) conference within a conference, "Rural Roots." It was noted that "the smaller the community, the more the library is needed for a window on the world."²

Janet Baker, director of the Conant Public Library, Sterling, Massachusetts, has identified three roles basic to public library service in Massachusetts. These three roles are "an interlibrary access point, a recreational reading and viewing center for adults, and a recreational reading and viewing center for children."³

North Carolina is a largely rural state composed of many rural communities. Fortunately, all of the rural areas in North Carolina are served by public libraries. The history and experiences of the Nantahala Regional Library are typical of other rural public libraries in North Carolina.

The Nantahala Regional Library serves the public through branch libraries and bookmobile service in Cherokee, Clay, and Graham Counties in western North Carolina. The area served is the sparsely populated foothills of the Blue Ridge Mountains. The rolling hills and whitewater rivers, combined with the numerous recreational opportunities offered by the National and State Forest Service and Tennessee Valley Authority

(TVA) lakes, account for the area's having become a haven for vacationers, summer residents, and year-round retirees. Large percentages of the land area in each county are owned by either the TVA, National and State Forest Service, or the Eastern Band of Cherokee Indians.

Because of its isolation and lack of transportation, new industry is reluctant to relocate in the area, thereby slowing the growth of the economy and suppressing the tax base. Per capita income is among the lowest in North Carolina and illiteracy is among the highest in the state. School libraries are in many instances understaffed and underfunded. Located far from large cities and major universities, area residents often depend on the public library as the only source for information. The Nantahala Regional Library is using technology to better provide information to its patrons.

Residents of the area have close ties to Tennessee and Georgia, feeling that people in other areas of North Carolina think the state line does not extend beyond Asheville. Television reception, poor at best, is usually received from out of state. Due to a shortage of stores and medical facilities, shopping and visits to doctors are often conducted out of state. This isolation, combined with the lack of resources available in large cities, has caused the residents of the area to develop a fierce independence as well as a strongly developed sense of community. As in all rural areas, the best communication is via the local grapevine. Neighbor pitching in to help neighbor is commonplace.

The Nantahala Regional Library is the oldest Regional Library in North Carolina and one of the first fourteen regional libraries in the United States.⁴ The Nantahala Regional Library originated on May 1, 1937, "when the Tennessee Valley Authority signed a contract with the Murphy Library Board to provide service at the construction site of the Hiwassee Dam in Cherokee County.

Marcia Joyner Clontz is Extension Librarian at the Nantahala Regional Library, 101A Blumenthal Street, Murphy, NC 28906.

A trained librarian was employed at the Hiwassee Dam library, library hours were increased at Murphy, and new books were purchased. As the dam neared completion, the library service was curtailed; but the several small libraries continued, and the voters of Cherokee County approved a library tax of 3 cents per \$100.00 of assessed property value to support the program."⁵

This special referendum held November 5, 1940, enabled regional library service to continue after TVA support was withdrawn June 30, 1940. The first Nantahala Regional Library Board members were appointed in 1940. Works Progress Administration (WPA) and National Youth Administration (NYA) funds were used to provide clerks for manning the branch libraries and the bookmobile, as well as for filing and doing various clerical jobs. The Nantahala Regional Library was incorporated February 25, 1943.

Bookmobile service was first provided by the State Library Commission. WPA then took over bookmobile service until the bookmobile was turned over to the Nantahala Regional Library in 1943. Bookmobile service has been provided continuously with stops rotating once every four weeks.

From the very beginning the Nantahala Regional Library has benefited from professionally trained librarians. Trained staff with access to both state and local funding in an area lacking in other resources served to provide a forward thinking progressive library system.

... all the rural areas in North Carolina are served by public libraries.

The current objectives of the library are contained in its book selection policy. "The purpose of the Nantahala Regional Library is to provide all residents of Cherokee, Clay and Graham counties with a comprehensive collection of materials to aid in the pursuit of information, research, education, recreation, and the development of creative capacities for their leisure time. It is also our purpose to organize these materials for easy access and to offer guidance in their use."

"We are here to promote the reading and educational interests of the community. This can and will be done through a multitude of activities and media both within and without the library, and through the use of the State Library and other available collections."

"Materials will be selected with respect for all backgrounds, ages, abilities, interests, and levels

of education. This will not only apply to our current users, but to those who might be users in the future."

"To fulfill our goals we will work with the community agencies, organizations, schools, business firms and government agencies of the region as well as local residents."⁶

The staff of the Nantahala Regional Library attempts to provide an answer to every reference question asked by patrons. The North Carolina Information Network (NCIN) has been invaluable in meeting this goal. The NCIN has enabled North Carolina libraries to fill the first of Janet Baker's roles for public libraries; rural public libraries in North Carolina are now better able to serve as an interlibrary access point. The North Carolina Online Union Catalog and the Online Union List of Serials, both maintained at OCLC, and part of the North Carolina Information Network, provide rapid access to the holdings of university, college, community college, corporate and public libraries in North Carolina. Telefacsimile has permitted instantaneous transmission and reception of all types of documents to and from locations all over the world. Electronic mail and bulletin boards are available for use by both librarians and the public. Bulletin boards are available for job listings, calendars of events, information for children's librarians, and the North Carolina Automated Purchase Directory list of goods and services being purchased by the state which can be bid on by local businesses. Each of the branches of the Nantahala Regional Library has an electronic mail "address" and has the capability of electronic communications.

Use of these new technologies has provided both a challenge and an exercise in thinking about alternative routes of service. Which is cheaper—traditional mail or fax? What is more important—timely delivery of material to patrons or using traditional methods of interlibrary loan? Some examples of nontraditional routes of service experienced by the Nantahala Regional Library may offer insight into these questions.

As a member of the North Carolina Information Network, the Nantahala Regional Library was one of forty-three library systems to receive a telefacsimile machine purchased with LSCA funds. The fax machine is available for transmitting and receiving information by both staff and patrons at no charge. When a locally owned bank recently held an election of new board members at the library, important proxy forms were received on the fax machine during the hotly contested election for the control of the board. In another instance local law enforcement officials transmit-

ted documents to a federal marshal in California. This resulted in the arrest of two men on drug charges and the seizure of \$200,000 worth of property.

A local entrepreneur publishes a magazine for ham radio operators. He has received articles for his magazine on the fax machine from as far away as Australia and Japan. The managerial staff of Industrial Opportunities, Incorporated, a sheltered workshop, tells customers and suppliers that it has shared access to the library's fax machine.

Two local law firms have bought fax machines for their firms after using the library's machine. Out of town attorneys use the library's machine to receive documents from their offices. One attorney working on a Saturday had to have a document sent that day. Even though the fax machine is housed in a portion of the library that is normally kept locked on evenings and weekends, staff members who had never used the fax before were still able to send the document after receiving instructions over the telephone.

The library's fax is the only public use fax in the tri-county area. Local banks send in clients to transmit signature verification for transfer of funds. Airframe and powerplant logs have been received for a potential purchaser of an airplane. Library reports are quickly sent over the fax to the State Library in Raleigh. Plans are to purchase fax machines for each branch, which will allow more effective use of the combined resources of the system.

The cost of the new services ... has been far outweighed by the benefits of better and quicker service to patrons, increased staff job satisfaction, and greater visibility in the business community.

Use of the North Carolina Online Union Catalog maintained at OCLC was made possible by the purchase of used computers and printers from the local community college. Four computers and printers were purchased for only \$1250. Although the Radio Shack TRS 80 Model III's were considered outdated by the community college, the Regional Library staff was able to purchase modems and communications software and adapt them to OCLC's ASCII requirements. Now each branch is equipped to initiate requests

through OCLC. Before requesting material, branch library staff must first call the headquarters library to check the Region's Union Catalog. Photocopies are routinely requested over the OCLC ILL Subsystem and received via fax. Patrons are impressed with the speed of document delivery. Photocopies of law journal articles were requested for a doctoral candidate and received the same day. A local owner of a trout raising business requested government documents concerning diseases of trout. Photocopies were requested through OCLC, received at the Nantahala Regional Library's fax, and retransmitted to the patron's fax machine.

Use of technology is not limited by the four walls of the library. Very traditional methods of service delivery have also benefited from new technology. The current bookmobile is equipped with an Astron Power—Wilson 1510 ten channel UHF business transceiver. The use of the radio allows instant communication with headquarters if an emergency arises on the bookmobile. Knowing that the staff can be contacted if an emergency arises has increased employees' morale. When the bookmobile had a flat tire twenty miles from a filling station and fifty miles from regional headquarters, the bookmobile staff was able to call the regional headquarters by radio. Headquarters staff members then called a mechanic to change the tire.

The cost of these new services offered at the Nantahala Regional Library has been far outweighed by the benefits of better and quicker service to patrons, increased staff job satisfaction, and greater visibility in the business community. Rural librarians are challenged to make the best use of their scarce funds, staff, and facilities. Rural library patrons are entitled to quality library service provided by pleasant staff members in an attractive setting. Technology can help meet this goal.

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Beyond Referral— Providing Business Reference Service in the Information Age

Coyla Barry

Twenty years ago business information was transmitted by personal contacts with knowledgeable colleagues. Managers read *The Wall Street Journal* and a few trade magazines. Very rarely were business decisions based on systematically gathered facts and figures. Today's business environment is complex, global and fast-paced. To be competitive, businesses must now depend upon an incredible array of data, news, and published information to support strategic planning and day-to-day operations. Increasingly, business workers turn to the library or information centers in their company or in their community to supply the answers and background they need. In response to this increased demand, a super-market of information formats and products has developed over the last few years to facilitate access to the external economic environment. Many business reference librarians have developed their skills on the job or, one might say, by the seat of the pants. The result is an idiosyncratic mix of methods and resources that serves a particular user base. This paper describes some of the strategies and reference sources we have developed at the Burroughs Wellcome Company Library (the Technical Information Department) to provide company administrators the information they need to perform their jobs successfully.

Wellcome is an international pharmaceutical company with its headquarters in England and facilities around the world. The American subsidiary, Burroughs Wellcome Co., includes a major administrative and research complex at Research Triangle Park and a manufacturing plant in Greenville. The Company moved to North Carolina in 1970 from Tuckahoe, New York, and the research library was established in a modern building that includes both laboratories and corporate offices. In the 1970s the main users of the

library were chemists, microbiologists, toxicologists, pharmacologists and medical professionals who needed access to the scientific literature. The librarians who functioned as reference librarians and later as online search specialists, were expected to have a strong background in chemistry or the life sciences. We worked with the scientists to become familiar with their individual research, and our responsibilities included keeping up with the company's research projects as well as the journal literature and information technology.

In the 1980s several trends had a major impact on the pharmaceutical industry in general and on Burroughs Wellcome in particular. Companies were increasingly subject to government regulation; consumers became ever more knowledgeable about the side effects of drugs and new products; and competition for a profitable share of the international market demanded sophisticated analytical techniques and streamlined decision-making by company managers. Burroughs Wellcome changed from private to partially public ownership and suddenly found itself in the media spotlight as the first and, at this writing, only company to market an approved drug for AIDS. The library found itself called upon more and more frequently to answer business-related questions and conduct computer searches to find news stories, financial data, and background material for work-related needs at every corporate level. Although we had extensive experience functioning as a technical library in both collection and services, we had to find ways to support these business concerns while we continued to carry out our traditional duties for research and development.

Luckily, in most settings, solutions do not have to be found overnight. As it became apparent that the Technical Information Department needed to expand its collection and develop expertise to answer business-related questions, several strategies proved helpful.

Coyla Barry is head of the research literature section of the Technical Information Department of Burroughs Wellcome Company in Research Triangle Park.

Know your clients

Like most libraries, we keep logs of our reference questions, especially ones involving more than a quick look-up. Search statistics and keeping track of recurrent topics enable us to accumulate a profile of new user groups. Mr. Robert Kilgore, one of our search specialists, uses the opportunities of reference interviews not only to negotiate search requests but to become acquainted with new clients and the nature of their work-related tasks. Knowing *how* information is to be used measurably enhances the quality of the retrieval process and ensures that the information provided is targeted to appropriate goals.

Our business clients generally fall into several functional groups. With Burroughs Wellcome Company suddenly so prominent in the news as the manufacturer of Retrovir (AZT) for AIDS, public relations personnel need to follow media coverage of the company, AIDS research, consumer groups, and political news. The legal department requests texts of cases, law review articles, verification of citations, and updates on court decisions. No industry is more stringently regulated than the pharmaceutical industry. All areas of the company need to keep abreast of regulations as they appear in the Federal Register and of guidelines issued by the Food and Drug Administration and other government agencies. The recent changes in the tax laws have had an impact on all businesses; material on its substance and interpretation is needed by the financial and tax departments.

Every business reference service will be different depending upon the scope and thrust of corporate concerns.

Analyzing the competition is an important function of many of our user groups. Information about companies—their balance sheets, subsidiaries, product lines, research expenditures, management biographies, new joint ventures, past sales figures, patents, trademarks, and SEC filings—is constantly in demand. Marketing and sales groups are always looking for articles about selling techniques, advertising, and new distribution methods such as mail order. Requests for demographic data, census figures, disease incidence, and special consumer groups are similarly frequent.

Another information need frequently encountered concerns computers. Almost everyone

in a business setting needs to evaluate and select new software and hardware. All aspects of data processing management from avoiding eyestrain to cost/benefit analysis is vigorously sought in the voluminous computer literature.

Once we started providing business information to such a variety of workers from top management on down, the volume of requests steadily increased. Repeat visits, long-term personal acquaintance, attending occasional staff meetings either to listen or give presentations about library services, energetic follow-up, and informal surveys to solicit feedback all proved useful in our "continuing education" efforts. At the same time, we were learning about many aspects of the pharmaceutical industry and Burroughs Wellcome Company beyond the technical and scientific areas to which we were accustomed. As a bonus, having new user groups and evolving our techniques to serve their needs added to the staff's sense of professional development, fostered creative approaches, and heightened awareness of the Technical Information Department's expertise and value in the conduct of corporate affairs.

The Business Reference Collection

Even a modest reference collection contains certain standard items to provide quick answers to general questions. Our library always contained several almanacs, dictionaries, directories, encyclopedias, telephone books, the *Statistical Abstracts of the United States*, atlases, etc. for use by reference staff and personnel company-wide. This discussion will not list the small number of additional works we selected to support an expanded business reference service, but a few super-star sources will be mentioned as especially helpful. Among these are the *Corporate Technology Directory*, in four volumes, published by CorpTech, and *Nelson's Directory of Wall Street Research*, 1987, published by W.R. Nelson & Co.

While budgetary restraints may vary among institutions, certain guiding principles seem important and uniformly applicable. Only the most current editions of business directories and financial sources are kept in the collection. Such data are outdated very rapidly and wrong information is almost worse than none. (I'm sorry, Mr. NiceGuy has left the company. The Consumer Products Division? Sorry, it was dissolved after the merger with Big Conglomerate.) We maintain standing orders for these materials, and the collection is inventoried annually to make sure they are as up-to-date as possible.

Business Periodicals

Besides the indispensable *Wall Street Journal*, the *New York Times*, *Fortune*, the *Harvard Business Review* and the *Economist*, business users consult a variety of publications the library receives as a result of corporate memberships in the American Management Association and the Conference Board. One of the most useful subscriptions we have added recently is *Economic Indicators*, issued monthly by the Joint Economic Committee of the Council of Economic Advisors, U.S. Government Printing Office. And, because Burroughs Wellcome's home office is in the United Kingdom, the library provides a daily subscription to the *Financial Times* (London).

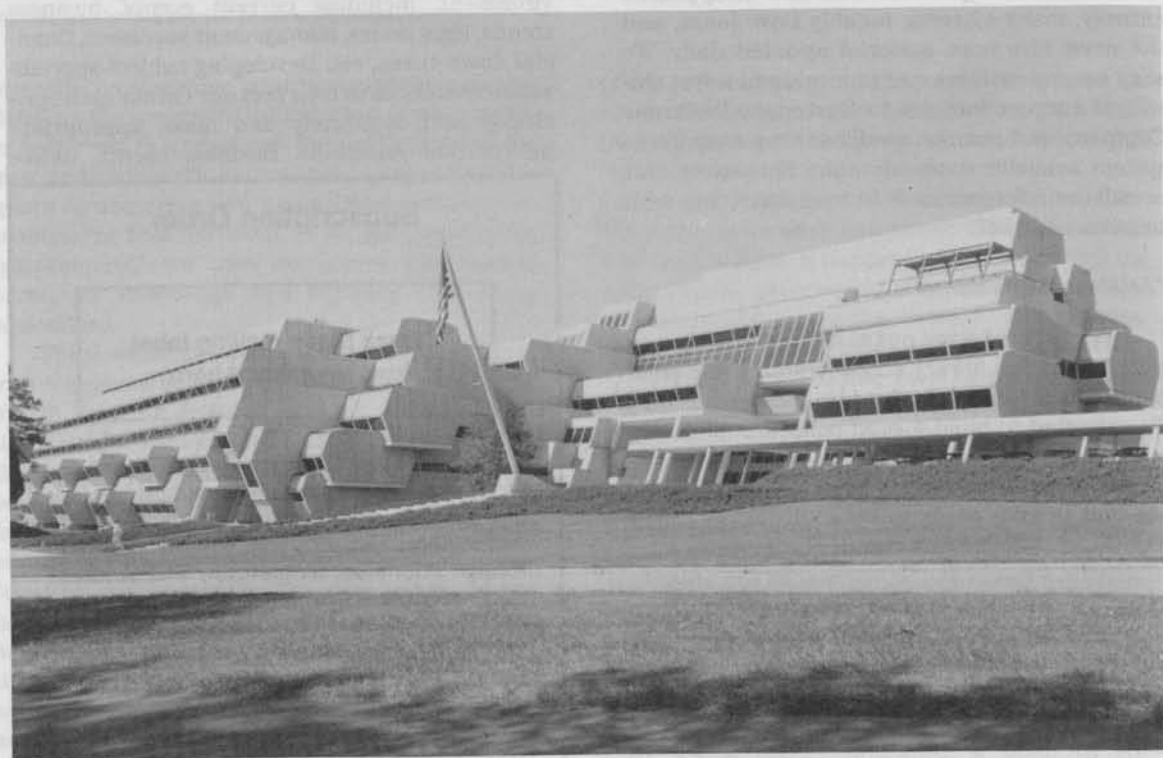
While the Technical Information Department receives over 1200 periodicals, most of these, in keeping with our R&D mission, are in scientific and technical disciplines. Rather than build an in-house collection of business materials, many company libraries such as ours fill requests for articles in business publications with copies from external sources. Burroughs Wellcome Company moved to the Research Triangle in part to be near the research centers and vast libraries of the area's three major universities. With such a variety of workers representing such a high degree of

specialization, it has been daunting to attempt to serve all needs. We have opted to obtain copies on demand rather than expand already stretched space limitations and technical services resources.

Since the early 1970s, the proliferation of financial, legal, business, and management databases has been impressive. Many periodicals and newspapers are available full-text from online vendors. Coverage is comprehensive, international in scope, or as local as the nearest county. Despite the absence of graphs and illustrations, online prints of an article's text will often provide enough content to satisfy an information seeker's request.

Online Databases

The advantages of computer searching have astonished and delighted those of us who have lived through the period of online development, but the business reference specialist realizes that few busy managers are interested in searching or winnowing what they need from a long list of bibliographic citations. While computer retrieval can be exquisitely precise, it takes energy and experience to keep up with various retrieval techniques and, even more complex these days, to know



The Burroughs Wellcome Company, an international pharmaceutical company, is located in Research Triangle Park, North Carolina.

which of the many systems and databases to address for a particular need.

For help in analyzing potential databases for content and special features, the documents on online searching cited at the end of this article are extremely informative. Our experiences parallel those described almost identically: it takes a variety of systems and sources to satisfy clients in today's business environment. No one database vendor covers all the bases. Dow Jones News/Retrieval, Prompt, NEXIS and LEXIS, ABI/INFORM, INVESTEXT, Magazine Index, Pharmaceutical News Index, Dun & Bradstreet files, and the international news wires are the systems we use regularly. However, a week does not pass that new sources are not discovered and added to our "armamentarium." A recent success story was discovering daily exchange rates available historically on CompuServe. In an international company, workers need such data at many different levels, from reporting individual travel expenses after a trip to London to estimating sales figures based on the changes in the yen since the start of the fiscal year.

Besides the precision and comprehensiveness of online searching, many files are reliably and frequently updated. In the early years, searchers were often dismayed by the old data in business files. While this problem has not disappeared entirely, many systems, notably Dow Jones, and the news files have material updated daily. We scan several systems every morning to select stories of current interest to Burroughs Wellcome Company and put the headlines on a mainframe system available company-wide. Employees visit or call the reference desk to read items they wish to pursue further.

"Attitude Adjustment"

Many of us started out as reference librarians with traditional library school training and solid grounding in Winchell's *Guide to Reference Books*. We expected to build a good collection and help our users find whatever answers the books contained. A specialist serving business clients today has had to shift gears to take advantage of the wealth of information products and formats effectively. I would like to summarize the areas in which we and some of the business reference librarians we know have attempted to make changes to meet the often difficult and complex problems facing us in the information age.

First, knowing your users' individual needs helps to build a foundation upon which to develop expertise and plan resource acquisition.

Every business reference service will be different depending upon the scope and thrust of corporate concerns. Besides the pharmaceutical industry in the United States, Burroughs Wellcome Company follows business news in the United Kingdom where the firm's headquarters resides. A public library in a retirement community might focus on the stock market and individual tax preparation. A specialist in a biotechnology company might develop sources of venture capital and access to Japanese patents. A company or institution that has a business reference section that continually fine-tunes its sources and procedures by keeping track of its users' queries and where appropriate answers are found is saving time and money. This accumulated institutional memory is a valuable asset upon which companies in the future will capitalize and manage just as they do other assets.

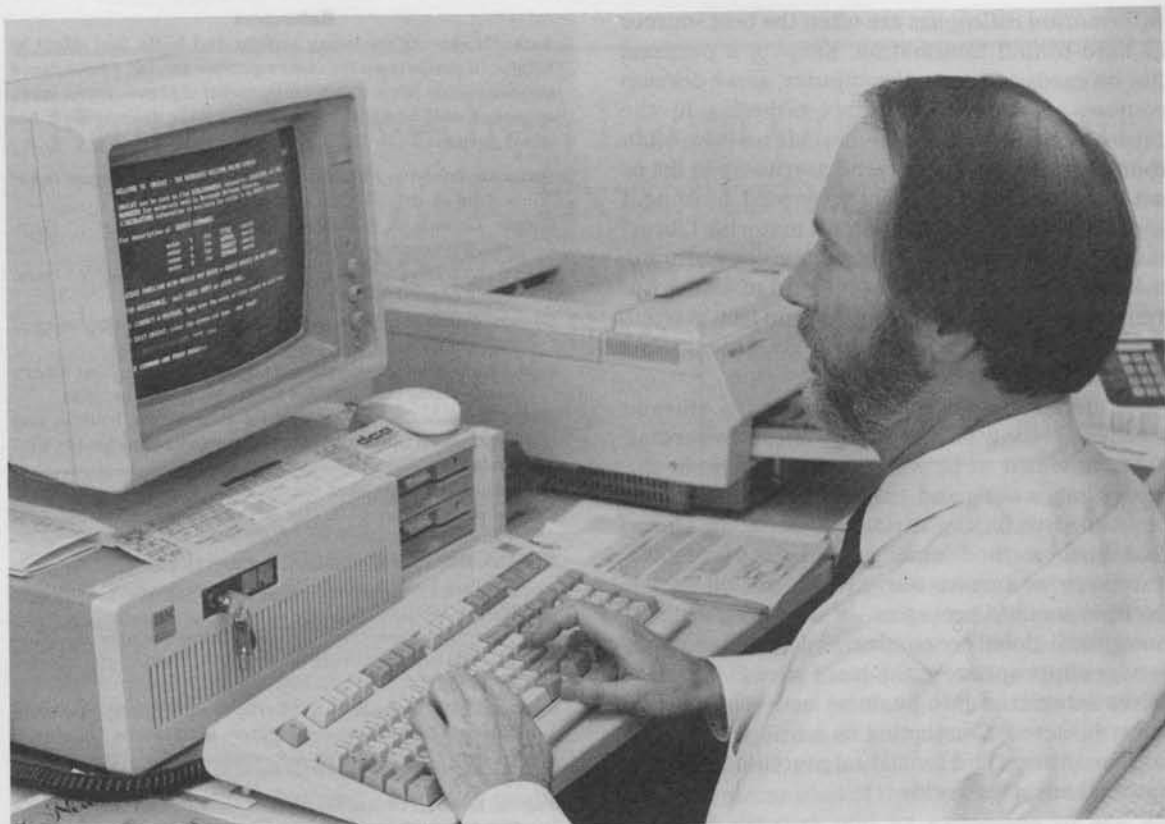
... we owe our users information based on knowledge and vigorous continuing education.

Second, not only must we keep up with information technology, we must involve ourselves as deeply as possible in the external environment, including current events, business trends, legal issues, management successes, financial down-turns, etc. Developing subject specialization enables us to interpret our clients' questions clearly and accurately and make appropriate information selections. Business clients, unlike

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Mr. Robert Kilgore, business information specialist at the Burroughs Wellcome Company, searches a variety of online databases to provide timely data needed by company management.

scientific or academic information seekers, rarely dwell on the sources of information. If it's in print, or better yet, in a print-out, they will take what we give and, advisedly or not, may project a sales quota or acquire a new computer system on the strength of that retrieval. If we are going to be "gatekeepers," we owe our users information based on knowledge and vigorous continuing education.

Third, as librarians we must focus our thinking on costs vs. benefits and train our users to put a high value on relevant, current, solid information. Database searching fees keep increasing, but they save space, time, and money. One competent search specialist can accomplish faster and for far less outlay what companies traditionally paid several clipping services to do. The shelf space required for encyclopedias, directories, phone books, zip codes, dictionaries, journals, indexes, newspapers, etc. and the time spent browsing them are vastly reduced by external computer file access. Business information specialists and business information users will increasingly become colleagues in selecting appropriate ways to satisfy information needs. When the choices are laid out

(from a free do-it-yourself manual search, to an electronically produced bibliography, to a full-text computerized company financial report) and the costs are compared in terms of speed, currency, and relevance, most workers will opt for whatever saves time and effort. The costs of *not* tuning into what is happening, of *not* keeping up with trends, government regulations, the stock market, world news, the balance of payments, employee health care costs, etc., are incalculable.

Fourth and, I think, most important to an individual business reference specialist's success, is developing creative tactics when traditional methods fail. An integral feature of such methods is digging for experts and keeping track of personally tested sources from whom help has been obtained quickly and easily. Robert Berkman's *Find It Fast* gives a full discussion of his experiences and tried-and-true strategies for finding and interviewing such people. Book editors, journal article authors, convention speakers, association staffers, government information offices, agency spokespersons, the hands-on experts (the computer whiz, the professor, the environmental activist), local newspaper reporters, and *one's own*

information colleagues are often the best sources of hard-to-find information. Keeping a personal file, on cards or personal computer, as we develop sources ensures efficient fact-gathering in the future. For the price of a phone call, we have often found someone willing to send a write-up or list or set of guidelines free when we would have paid high prices for less authoritative material. Librarians are one of the best network groups around; asking for the information specialist at an institution is an almost foolproof way to get started. Honesty and persistence will go a long way toward turning up helpful leads.

Reference service in a competitive, diverse business setting is one of the most rewarding areas in which to be working these days. In the future, more skills and greater specialization will be needed to fill the various information niches that business and management needs require. The more we involve ourselves in our clientele's decision-making processes, in information technology and global economic trends, and tailor our services appropriately, the more we will find ourselves integrated into business activities as they are transacted, functioning as a bridge from the local institution and individual practitioner to the external business world.

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Author's note: Of the many articles and books that might be helpful in designing a business reference service, I have found the ones on this list to be especially useful. As I mentioned, every approach will be different; half the fun is discovering what works for you.

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Hanging Together: Local Cooperation and Role Expectations Among Different Types of North Carolina Libraries

Jeanie M. Welch and Lorraine W. Penninger

Cooperation among similar types of libraries (e.g., academic) in North Carolina has been long-established and well-documented. This article discusses local cooperation and role expectations among *different* types of libraries in North Carolina. The first section begins with an overview of research on library cooperation within the state since 1965, a summary of selected current cooperative agreements received from libraries throughout the state, and a brief description of a fledgling cooperative program between a large public library and a state university library. The second section is concerned with a survey of North Carolina libraries, addressing cooperation and service expectations—how well librarians think other types of libraries are serving their local areas. The last part is the authors' conclusions on the present state and future needs for cooperation among different types of libraries within the state.

In 1965 Robert B. Downs, under the sponsorship of the North Carolina Governor's Commission on Library Resources, edited a report which concluded that North Carolina libraries did not have sufficient resources, physical facilities, or staff to provide adequate library services for the state. Based on a survey of all types of libraries in North Carolina, the Downs report also included the Governor's Commission on Library Resources proposed program for improving library services.¹

In the late 1960s, Bruce A. Shurman reported on WATS (Wide Area Telephone Service), the North Carolina venture into library services through a cooperative telephone communication system.² In addition, Herbert Poole, director of Guilford College Library, wrote an article explaining the Piedmont University Center of North

Carolina, a program advocating library cooperation in the Greensboro-Guilford County area.³

By 1971 the North Carolina State Board of Higher Education had conducted a study which found North Carolina only partially prepared to take maximum advantage of the information explosion in the United States. The study recognized many great and even eminent libraries in the state, but found library resources still largely unrelated in a systematic way. The study recommended recognition of the North Carolina Library Services Network and its expansion to link all information sources in the state with all potential users anywhere in the state.⁴ Two years later, directors of ten public libraries in the Piedmont Triad requested that the Council of Governments make a regional library services study so that interlibrary cooperation might lead to better library service among public, academic, and special libraries.⁵

Site visits to North Carolina were part of the strategy that Gerard B. McCabe and Connor D. Tjarks pursued in their efforts to present a plan for library support of off-campus continuing education courses in Richmond, Virginia. This report was based on the cooperation of public and academic libraries, with the suggestions that academic libraries make long term deposits of library materials to host libraries, usually public libraries in the area.⁶

In 1980 Mary Holloway and Valerie Lovett described the Athens Drive Community Library Program, a pilot project of public libraries/school libraries cooperation. Funded by Wake County, the Wake County Public School System, and the city of Raleigh, this project intended to provide a full range of library services to the Athens community as well as to its high school students.⁷

A year later the Association of Research Libraries-Office of Management Studies (Washington, D.C.) offered a SPEC kit on External User

Jeanie M. Welch is an assistant professor and Reference Unit Head and Lorraine W. Penninger is an associate professor and Education Librarian at the J. Murrey Atkins Library, University of North Carolina at Charlotte.

Services. This kit contained research library policies for providing services to users who were not associated with the institution, including the Duke University and University of North Carolina cooperative library lending agreement.⁸

In 1982 King Research Associates, Inc., under the sponsorship of the North Carolina State Library, issued the North Carolina Library Networking Feasibility Study. Authored by Jose Marie Griffiths and Donald W. King, the report dealt with statewide multitype library networking and emphasized potential network functions, products, services, sources, and costs. The report included background information on libraries' cooperation in North Carolina, made fourteen recommendations on library networking, and delineated implementation activities for the next five years.⁹ During the same year, Diana Young compiled the proceedings for the conference of the School and Children's Librarians' Section of the Southeastern Library Association. This meeting which took place in Boone, North Carolina, included papers on cooperative efforts between school and public libraries.¹⁰

Mary Robinson Sive authored a report on the state of school library media centers and networking in mid-1982. Background on cooperative agreements, student use of public and other libraries, and theoretical justifications appeared in the study. The report included accounts of school library networking in North Carolina.¹¹

In 1983 Thornton W. Mitchell's study, *The State Library and Library Development in North Carolina*, was published. As the author relates in his preface, the study was undertaken to develop a chronological summary of the relationship between the development of library service in North Carolina, and the State Library and the North Carolina Library Commission. Particular emphasis was to be given to public libraries. The study not only reviewed traditional programs but also assessed the potential for improving library service through expanded cooperation among North Carolina's public, academic, school, and special libraries.¹² Four years later Gloria Miller authored an article describing the cooperative effort between public and school libraries.¹³

Based upon information received in a survey conducted in conjunction with this article, two examples of current cooperation among different types of libraries in areas of common concern are the Cape Fear Health Science Information Consortium (health sciences resources) and the joint policy of the Public Library of Charlotte and Mecklenburg County, Charlotte-Mecklenburg Schools, and the University of North Carolina at Charlotte (high school student referrals). Some academic

institutions have incorporated cooperation with other types of libraries through their written borrowers policies.

An example of a fledgling cooperative program began when representatives from technical and public services at the Public Library of Charlotte and Mecklenburg County and the University of North Carolina at Charlotte, the two largest libraries in the Charlotte area, began meeting three times per year to discuss common interests. Areas of special emphasis are business reference, children's services, documents, and interlibrary loan. Future plans include installing terminals for the online catalog of each institution in the reference areas of both libraries for staff use. This working group is formulating a mission statement and standing rules to formalize the arrangement. The group has the support of the administration of both institutions, a necessity for the success of this type of cooperative effort. These meetings have been especially beneficial since the PLCMC has been in the process of constructing a new main library in downtown Charlotte, and the building's progress and the plans for new services once it is completed are of interest to UNCC librarians.

Survey

In order to ascertain the amount and types of local cooperation and role expectations among different types of libraries in North Carolina communities, questionnaires were constructed and sent to 126 libraries. Each questionnaire asked a total of fourteen questions in the following areas:

1. Library privileges (to non-affiliated patrons)
2. Interlibrary loan practices
3. Cooperative agreements
4. Role expectations

Additional comments were also requested.

Four questionnaires were constructed for replies from the following types of libraries: academic, public, secondary school, and special. Libraries included in the survey were selected from the fortieth edition of the *American Library Directory*.¹⁴ Communities with a campus of the University of North Carolina system were identified, and questionnaires were sent to all four types of libraries in each geographic area. The number of libraries surveyed is broken down as follows:

Academic libraries (4-year colleges, community colleges, universities)	47
Public libraries	18
Secondary school media services	41
Special libraries	20

Of the 126 questionnaires mailed, a total of 92 were returned for an overall return rate of 73.6 percent. An additional questionnaire was returned too late to be included. The return rate by type of library is summarized as follows:

Type of Library	No. of Questionnaires Returned	Percentage Returned
Academic	35	74.4
Public	17	94.4
Secondary school	26	63.4
Special	14	70.0

Responses were sorted by question for overall results. Responses were also sorted by type of library. Responses from university libraries were sorted separately from other academic libraries for several questions.

In the area of library privileges, the first question asked respondents if they provided reference service (either in person or by telephone) to patrons not affiliated with their institutions. All ninety-two respondents answered this question. Only four libraries (three special, one secondary school) answered no.

In Question 2 the respondents who answered yes to the previous question were asked to esti-

mate the percentage of reference transactions that were from patrons not affiliated with their institutions. Of the eighty-eight respondents who answered, the results were as follows:

Percentage of questions from non-affiliated patrons	Number of Replies
Less than 10	56
Between 10 and 25	11
Between 26 and 50	3
More than 50	2
Cannot estimate	16

Only four academic (non-university libraries) reported that more than ten percent of their reference transactions were from non-affiliated patrons; six university libraries reported more than ten percent. Only one public library and one secondary school media center reported more than ten percent. Four special libraries reported more than ten percent.

Question 3 asked respondents who answered yes to Question 1 to identify the largest category of patrons not affiliated with their institutions. Eighty-four respondents answered this question. The types of patrons and number of replies are summarized below:

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Type of Patron	Number of Replies
Local residents (adults)	20
College students	12
Businesses/agencies	7
Secondary school students	5
Residents of other communities	5
Local residents and college students	4
Local residents and businesses/agencies	4
Local residents and secondary school students	2
Other	7
All categories	1
Cannot specify	17

Question 4 asked if patrons not affiliated with their institutions were able to check out library materials. Ninety-one respondents answered this question. Sixty-five replied yes; twenty-six replied no. Responses are summarized by type of library below:

Type of Library	Can Check Out	Cannot Check Out
Academic	12	7
Public	17	0
Secondary school	18	8
Special	4	10
University	14	1

Question 5 asked if there were any restrictions on borrowing privileges for non-affiliated patrons. Forty-seven respondents answered this question with thirty-one replying yes and sixteen replying no. Responses are summarized by type of library below:

Type of Library	Have Restrictions	Do Not Have Restrictions
Academic	5	5
Public	12	5
Secondary school	4	4
Special	2	0
University	8	2

Question 6 asked if the respondents had joint borrowers cards with other types of libraries. Eighty-nine respondents answered this question.

Sixteen replied yes, seventy-three replied no. Responses are summarized by type of library below:

Type of Library	Have Joint Cards	Do Not Have Joint Cards
Academic	5	14
Public	1	16
Secondary school	2	24
Special	1	11
University	7	8

The second section of the questionnaire dealt with interlibrary loan. Eighty-eight respondents replied to Question 7 which asked if their institutions *accepted* interlibrary loan requests from other types of libraries in their area. Responses are summarized by type of library below:

Type of Library	Accept ILL Requests	Do Not Accept ILL Requests
Academic	19	1
Public	15	0
Secondary school	12	12
Special	12	1
University	15	0

N.B. One public library responded "NA."

Question 8 asked if their institutions *sent* interlibrary loan borrowing requests to other types of libraries in their areas. Eighty-nine respondents replied. Sixty-nine replied yes; twenty replied no. Responses are summarized by type of library below:

Type of Library	Send ILL Requests	Do Not Send ILL Requests
Academic	18	1
Public	17	1
Secondary school	9	15
Special	10	3
University	15	0

The next section of the questionnaire dealt with cooperative agreements among different

W  I  N  T  E  R

types of libraries in a local area. Question 9 asked if their institutions had written cooperative agreements. Of the eighty-eight respondents, twenty-six answered yes; sixty-two answered no. Responses by type of library are summarized below:

Type of Library	Have Agreements	Do Not Have Agreements
Academic	10	8
Public	3	14
Secondary school	3	23
Special	3	10
University	7	7

Question 10 asked if the respondents wished to see greater cooperation among different types of libraries in their areas. Eighty-seven respondents replied. Sixty-four replied yes, four replied no, and nineteen had no opinion. Responses are summarized below by type of library:

Type of Library	Wanted More Cooperation	Did Not Want More Cooperation	No Opinion
Academic	13	2	3
Public	10	1	5
Secondary school	20	0	6
Special	9	0	4
University	12	1	1

Question 11 asked those who answered yes to Question 10 to list ways in which they wished to see greater cooperation. Several examples were listed. Sixty-six respondents replied to this question; many checked more than one example. Responses are summarized by type of cooperation below:

Type of Cooperation	Number of Replies
Regular meetings to discuss common concerns	38
Exchange of holdings lists	29
Courier service	28
Exchange of subject guides	13
All of the above	3
Other	10

The last section dealt with role expectations—how the respondents rated the adequacy of collections and services of other types of libraries in their areas. Questions 12 through 14 asked whether other types of libraries were more than adequate, adequate, less than adequate, or no

opinion. Replies were sorted by type of library.

Replies from *academic* (not including university) librarians, rating other types of libraries, are summarized below:

Type of Library	More than Adequate	Adequate	Less than Adequate	No Opinion
Public	7	7	3	4
Secondary school	3	2	6	9
Special	11	4	0	4

Replies from *public* librarians, rating other types of libraries, are summarized below:

Type of Library	More than Adequate	Adequate	Less than Adequate	No Opinion
Academic (including university)	6	3	5	2
Secondary school	0	5	9	2
Special	4	4	1	8



go for it!
use your library

Replies from *secondary school media specialists*, rating other types of libraries, are summarized below:

Type of Library	More than Adequate	Adequate	Less than Adequate	No Opinion
Academic (including university)	14	8	3	1
Public	14	11	1	0
Special	10	9	1	5

Replies from *special librarians*, rating other types of libraries, are summarized below:

Type of Library	More than Adequate	Adequate	Less than Adequate	No Opinion
Academic (including university)	4	9	1	0
Public	1	10	3	0
Secondary school	0	1	3	10

Replies from *university librarians*, rating other types of libraries, are summarized below:

Type of Library	More than Adequate	Adequate	Less than Adequate	No Opinion
Public	6	5	3	1
Secondary school	0	5	5	4
Special	4	8	0	2

An overall summary of the adequacy of the four types of libraries that respondents were asked to rate is given below:

Type of Library	More than Adequate	Adequate	Less than Adequate	No Opinion
Academic	24 (42.8%)	20 (35.7%)	9 (16%)	3 (5.3%)
Public	28 (37.3%)	33 (44%)	10 (13.3%)	4 (5.3%)
Secondary school	3 (4.6%)	13 (20.3%)	23 (35.9%)	25 (39%)
Special	29 (38.6%)	25 (33.3%)	2 (2.6%)	19 (25.3%)
TOTAL	84	91	44	51

Additional Comments

Fifty-eight respondents made additional comments. The number of libraries providing additional comments is broken down by type of library as follows: academic (13), public (15), secondary school (7), special (7), and university (11). The largest number of comments (21) were made to

Question 5 which dealt with restrictions for non-affiliated borrowers. Most cited deposits or fees for borrowing and restrictions on the number of items that could be checked out. There were also twelve comments on Question 11 which dealt with types of cooperation, giving additional suggestions (e.g., electronic data delivery). Question 3, concerning categories of non-affiliated patrons, elicited ten comments, usually citing other types of borrowers not given in the examples.

In summary, almost all libraries responding to the questionnaire provided reference service to non-affiliated patrons, with the majority reporting less than ten percent of their reference transactions from non-affiliated patrons. The largest groups of non-affiliated patrons were local residents and college students. In terms of checking out library materials to non-affiliated patrons, seventy-one percent of the respondents provided such service; however, almost two-thirds placed restrictions. Only eighteen percent of the responding libraries had joint borrowers cards. Eighty-two percent of the respondents *accepted* requests from other types of libraries; seventy-seven percent sent interlibrary loan requests to other types of libraries.

Only twenty-nine percent of the responding libraries had written cooperative agreements with other types of libraries. Seventy-three percent of the responding libraries wished to see greater cooperation among different types of libraries with regular meetings, exchange of holdings lists, and courier service being the most popular types of cooperation.

Seventy-three percent of the respondents rated other types of libraries as adequate or more than adequate. Academic (including universities), public, and special libraries all had combined adequate or more than adequate ratings of over seventy percent. Secondary school media centers had a combined adequate or more than adequate rating of 24.9 percent.

Conclusions

Almost every article ever written on library cooperation comes to the same conclusions—cooperation is good; we need more of it; we need further research on better ways to cooperate to serve the public. Such statements only tell us what we already know and do little to provide immediate relief to the public service librarians in all types of libraries trying to serve their patrons, cooperate with each other, and contribute to the profession. From our survey of the literature, responses to the questionnaire, and professional experience the authors have come to the follow-

ing conclusions:

1. There has always been a cooperative spirit and willingness to share information and resources among libraries in North Carolina, especially among academic and public libraries with the encouragement of the State Library.

2. Librarians in each area of the state should meet on a regular basis (at least once a year) to see who is still who, who has what, who is willing to share. The major public library or university library in each area with a branch of the UNC system would be a logical vehicle to start such meetings.

3. Library directors should be committed to this type of cooperation. Consequently, they should give their staff time to meet with their counterparts, visit other collections, and make any form of cooperative agreements workable.

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Local Cooperation and Role Expectations Among North Carolina Libraries

Library Privileges

1. Do you allow patrons not affiliated with your academic institution to receive reference service, either in-person or by telephone?
Yes ___ No ___
2. If the answer to question 1 is yes, what percentage of your reference transactions (in-person or by telephone) are from patrons not affiliated with your institution?
Less than 10% ___ 10-25% ___ 26-50% ___
More than 50% ___ Cannot estimate ___
3. If the answer to question 1 is yes, which is the largest category of patrons not affiliated with your agency requesting reference service?
Other businesses/agencies ___ Local residents (adult) ___
College students ___ Secondary school students ___
Other ___ Cannot specify ___
(please specify)
4. Do you allow patrons not affiliated with your agency to check out library materials?
Yes ___ No ___
5. If the answer to question 4 is yes, are there any restrictions on borrowing privileges for patrons not affiliated with your agency?
6. Do you have a joint borrowers card with other types of libraries in your area?
Yes ___ No ___

Interlibrary Loan

7. Do you accept interlibrary loan requests from other types of libraries (e.g., academic, school, public) in your area?
Yes ___ No ___
8. Do you send interlibrary loan borrowing requests to other types of libraries in your area?
Yes ___ No ___

Cooperative Agreements

9. Do you have any written cooperative agreements with other types of libraries (e.g., academic, school, public) in your area?
Yes ___ No ___ If yes, please enclose sample or summarize on back of this questionnaire.
10. Would you like to see greater cooperation among different types of libraries in your area?
Yes ___ No ___ No Opinion ___
11. If the answer to question 10 is yes, in which ways would you wish to see greater cooperation?
Exchange of holdings lists ___ Joint holdings lists ___
Exchange of subject guides ___ Courier service ___
Regular meetings to discuss common concerns ___
Other ___
(please specify)

Role Expectations

12. How do you rate the library collections and services of special libraries in your area?
More than adequate _____ Adequate _____
Less than Adequate _____ No opinion _____
13. How do you rate the library collections and services of secondary school libraries in your area?
More than adequate _____ Adequate _____
Less than Adequate _____ No opinion _____
14. How do you rate the library collections and services of public libraries in your area?
More than adequate _____ Adequate _____
Less than Adequate _____ No opinion _____

Additional Comments

If you have any comments on this survey or on other characteristics or concerns about expectations and local cooperation among different types of libraries, please use the back of this questionnaire.

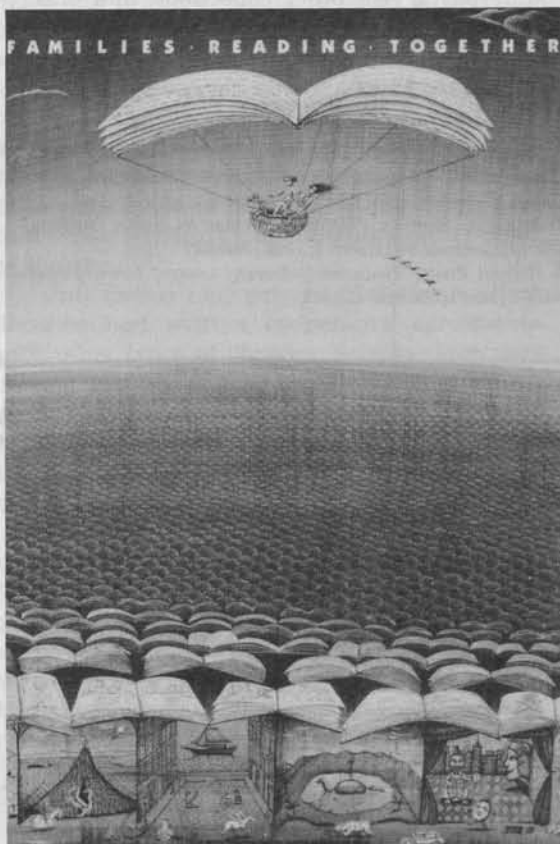
Please return this questionnaire by July 31, 1988, to:

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J. Murrey Atkins Library
UNC Charlotte
Charlotte, NC 28223

THANK YOU.



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Families Reading Together is the Children's Book Council's 1989 reading promotion theme. Four posters by Donald Carrick, Peter Sis (pictured right), John Steptoe (pictured left), and David Wiesner are available for purchase as a set, only, for \$18.00. The 13" x 19" full color posters are shipped rolled in a mailing tube. Send a 25¢ stamped, self-addressed envelope to CBC (P.O. Box 706, New York, NY 10276-0706) for "Spring Materials Brochure" for details.

North Carolina Books

Robert Anthony, Compiler

✓ Ruth Haislip Roberson, ed. **North Carolina Quilts**. Chapel Hill: University of North Carolina Press, 1988. 214 pp. \$29.95. ISBN 0-8078-1811-9 (cloth); \$17.50. 0-8078-4234-6 (paper).

The North Carolina Quilt Project was an outgrowth of the increasing awareness in the early 1980s of the quilt as an important demonstration of women's creativity. The vast majority of early quilters were women, who quilted from the need for utilitarian bed covers for their families as well as for an acceptable artistic release. As a result of three quilt exhibits in the Raleigh area during the early 1980s and the Kentucky Quilt Project in 1983, a steering committee was formed to organize a North Carolina Quilt Project.

After setting up the basic guidelines to ensure a broad representation of quilts made or owned in the state prior to 1975, the committee began to plan "documentation days." These were to be fifty days in various regions of the state where quilts would be brought to a central site to be examined, identified, and photographed. The response to this resulted in seventy-five such days, with over ten thousand quilts documented.

Of the ten thousand, illustrations of one hundred are included in **North Carolina Quilts**. Each of the quilts shown is a fine example of its type. The book is divided into seven chapters based on quilt type: chintz, appliqué, scrap, pieced, friendship, crazy, and miscellaneous. Two areas in which books of this type are usually weak, text and photographs, are especially strong in **North Carolina Quilts**. With six different authors, a reader could expect the text to be uneven, but the editorial staff has done an excellent job of unifying it into a very readable whole.

This book is, however, more than a catalog of quilt patterns. Since each quilt is usually accompanied by a photograph of its maker, it is also a chronicle of the lives of North Carolina women. The text describes the lives of these quilters as well as actual construction details. The background information included will be of interest to textile or general historians. Such detail serves to put the quilts and quilters into human perspective. Simple bed covers were important in daily

life. When a yard of broadcloth sells for seven dollars and a bushel of corn brings forty cents, one realizes that for the average family a quilt using material other than scraps was an investment, and not only in time. These and most quilts were valued not only for warmth but also for the beauty they added to everyday life in what were often difficult days.

The photographs of the quilts are consistently excellent, never overwhelming the actual quilts, but allowing them to show their individual characters. The craftsmanship of the quilts, along with the historical details of everyday lives of the quilters, combine to make this book a valuable addition to academic and public libraries throughout the state. **North Carolina Quilts** is both an artistic pleasure and a resource of North Carolina history.

Susan Hutto, Western Carolina University

- ♦ Sara McCulloh Lemmon, ed. **The Pettigrew Papers**. Volume 2. 1819-1843. Raleigh: North Carolina Department of Cultural Resources, Division of Archives and History, 1988. 631 pp. \$45.00. ISBNs 0-86526-069-9, 0-86526-067-2 (cloth).

- ♦ Dorothy Spruill Redford, with Michael D'Orso. **Somerset Homecoming: Recovering a Lost Heritage**. New York: Doubleday, 1988. 266 pp. \$18.95. ISBN 0-385-24245-X (cloth).

"Something appears in black and white, on paper, and suddenly it's credible, it's real. People need that, they need tangibility."

These sentences appear in **Somerset Homecoming** when Dorothy Spruill Redford tells how a feature article in a Norfolk newspaper generated interest in the 1986 reunion of slave descendants at Somerset Place. Ms. Redford had spent a year visiting churches and distributing flyers to publicize the reunion, but only when a story about the homecoming appeared in print did it become real to the people who Ms. Redford hoped to reach. The power of words on paper to

preserve sentiments, ideas, and lives is evident in both books under review.

The Pettigrew Papers, Volume 2, 1819-1843 continues the series begun in 1971. This volume, like the earlier one, is edited by Sarah M. Lemmon, professor emeritus of history at Meredith College, and is based on manuscript collections at the University of North Carolina at Chapel Hill and the North Carolina State Archives. The focus is Ebenezer Pettigrew (1783-1848), his wife Ann Blount Shepard Pettigrew (1795?-1830), and their children. Letters between Ebenezer and his wife dominate the first third of the book. Because of the unhealthy climate at the plantation, Mrs. Pettigrew spent several months of each year with her family in New Bern. The letters that passed between the separated couple contain household news, reports of work at the plantation, concern for the health of family members, and mild gossip about the social elites of New Bern and Edenton.

After Ann Pettigrew's death in 1830, most of the documents relate to Ebenezer's two main responsibilities—raising his motherless children and supervising his plantation. At her sister's death, Mary Shepard Bryan took the youngest Pettigrew children. Because of this there is much correspondence between Mrs. Bryan and Ebenezer Pettigrew. The older Pettigrew sons, in school at William Bingham's academy in Orange County, N.C., and, later, the University of North Carolina, reported regularly to their father on teachers, friends, and their own development. Ebenezer Pettigrew filled his return correspondence to them with advice and warnings; this advice eventually helped to produce the aides that Pettigrew needed for his business ventures. The volume ends in 1843 when Ebenezer Pettigrew retired from active management of his plantations. A projected third volume will take the Pettigrew story up to James Johnston Pettigrew's death in 1863.

The large number of letters between family members makes the volume a narrative of family life in the antebellum period, but it is more than just family history. Documents related to Ebenezer Pettigrew's political activities (he was in Congress from 1835 to 1837), his agricultural innovations, his land holdings in Tennessee, and his travels provide material for research on a variety of social and economic history topics.

This volume will be a delight for researchers. It is a meticulously assembled collection of interesting source materials, well documented, with an index and useful footnotes to identify obscure individuals and events. Academic and public libraries that serve serious students of North

Carolina history will want all the volumes of *The Pettigrew Papers*.

The thoughts, actions, and minutiae of everyday life of the Pettigrew family have been preserved in manuscripts and now in print. The only records that document the lives of the Pettigrew slaves—or those of any other slaves such as the ones at the neighboring plantation of Somerset—are inventory lists, bills of sale, and other records from their owners. We cannot know the specifics of black life in antebellum North Carolina the way we know the lives of whites of the period, but *Somerset Homecoming* brings the community of Somerset slaves into our consciousness. It does so not by offering us the details of their lives (this may come after more research at the site), but by putting into print the meaning that that community has for one of its descendants.

Dorothy Spruill Redford was a social worker in Portsmouth, Virginia, in 1977 when the television program "Roots" was broadcast. The show prompted her daughter to ask questions, and these questions forced Dorothy Redford to look for a past that she had never wanted to know. Ms. Redford began to research her family, starting with her parents. Using interviews, census records, and documents in the courthouses of three eastern North Carolina counties, she traced her family back to Somerset, the Josiah Collins plantation in Washington and Tyrrell counties. As she learned more about the plantation, her focus broadened to include not just her own bloodline but the whole community of Somerset slaves and their descendants. The idea for the reunion and the re-creation of the slave quarters at Somerset (now underway under Ms. Redford's direction) grew out of her need to reclaim the heritage of these distant relatives.

Somerset Place combines the narrative of Dorothy Redford's search with the information that she found. It is the mixed nature of the material that makes this volume so arresting. It is a work that makes tangible a community and a remarkable person. The book is well written and beautifully illustrated. It includes a bibliography and is highly recommended for school, public, and college libraries.

Eileen McGrath, University of North Carolina at Chapel Hill

go for it!
use your library

William S. Powell. *North Carolina: The Story of a Special Kind of Place*. Chapel Hill: Algonquin Books of Chapel Hill, 1987. 568 pp. \$35.00 (25% discount to libraries). ISBN 0-912697-67-9.

During recent years controversy has raged over the quality of textbooks offered for public school adoption. Complaints with respect to depth, balance, and substance have created concern among educators and parents alike. Correspondingly most historians with an interest in North Carolina have been particularly alarmed by a seeming lack of emphasis devoted to the study of the state's history in public school and college curricula.

Unquestionably a step in the right direction is the publication of William S. Powell's *North Carolina: The Story of a Special Kind of Place*. Designed as a text for use in the eighth grade history classes, this volume should satisfy the demands of even the most discerning critic. The text is organized in the traditional chronological/topical format so familiar to readers of North Carolina history. The author has grappled with every major aspect of the state's past from the natural setting and the native population to the political and social life of the 1980s. Factual information crowds every page of text; but it is presented in an engaging and highly readable fashion, which should absorb an eighth grade audience without overwhelming them with a string of "meaningless facts." The volume is rich with photographs, sketches, and maps that complement and help to interpret the narrative. Even more appealing is a series of vignettes (or Special Features) scattered at appropriate locations throughout the book. The sketches highlight persons or topics of special interest. Included are detailed insights into such diverse personalities as Revolutionary War Governor Richard Caswell, black poet George Moses Horton, the infamous Lowry gang, and Supreme Court Justice Susie Marshall Sharp, to say nothing of such appealing topics as the visit to North Carolina of the Marquis de Lafayette, the woman's suffrage movement, and why we are called Tar Heels.

Each of the twenty-five chapters contains a section of study aids prepared by veteran junior high school teacher James D. Charlet. These aids contain a variety of recall, interpretive, and creative exercises designed to challenge the weaker student while stimulating the more academically advanced. Each study aid section includes cartography questions which should help produce a geographically literate body of North Carolinians. An appendix containing pertinent information on

governors, counties, population, and chronology is included for handy reference; and a convenient index completes the volume.

Professor Powell, long considered the dean of North Carolina historians, has once again provided a quality history in a readable and highly usable format. As in any general history text, a few isolated errors have crept in to torment the observant critic. Conceptually, historiographically, and educationally this is a sound publication that should benefit a new generation of North Carolinians and alert them to the heritage of which they are a part.

Donald R. Lennon, East Carolina University

Frye Gaillard. *The Dream Long Deferred*. Chapel Hill: University of North Carolina Press, 1988. 192 pp. \$19.95. ISBN 0-8078-1794-5 (cloth); \$9.95. 0-8078-4223-0 (paper).

Relations between blacks and whites have given North Carolina its worst and, arguably, some of its best moments. On the one hand, we have witnessed the naked denial of human rights, terrible physical brutality, and bitter and blind hatred on both sides. On the other, there have been hearteningly frequent instances of genuine compassion across racial lines, unexpected interracial coalitions at times, and even family reunions involving members of both races.

In the past thirty years, public education has been an especially dramatic arena for developments in southern race relations. Frye Gaillard, Southern Editor for the *Charlotte Observer*, has written the story of the desegregation of the public schools of Charlotte and Mecklenburg County. It is a complex, fascinating story that should be available to anyone concerned about how we of different races in the South have gotten along, or, even more importantly, how we are *capable* of getting along.

Gaillard's intention is to show that "busing was not a tragedy in Charlotte." When President Reagan suggested that it was during a Charlotte campaign stop in 1984, the response from an otherwise supportive crowd was a stony silence that to the president must have been surprising indeed. The citizens of Charlotte, in the face of a history of gross inequity and spurred on by the Supreme Court's upholding of Judge James B. McMillan's decision in *Swann v. Charlotte-Mecklenburg*, had forged in the mid-1970s a consensus of support for the integration of their schools. The approach they had developed involved extensive busing which required more or less

equal participation by all sections of the city.

What made Charlotte different from Boston or Detroit or, closer to home, Durham or Richmond? For one thing, there was the good fortune of a far-sighted consolidation of city and county school systems in 1960. Unlike Boston, where most affluent whites lived in suburbs not included in the Boston school district, in Charlotte the wealthy white neighborhoods like Myers Park and Eastover were in the same system with inner city black communities, with public housing developments, and with working class white neighborhoods in North and West Charlotte. Wealth and power thus were more available to the system as it became racially integrated, and white flight was more difficult.

Then there were the less tangible elements. Pete McKnight, long-time publisher of the *Observer* suggested that becoming prominent in Charlotte always had required a demonstration of public-spirited effort. Maggie Ray, who led the effort to develop the busing plan that finally won Judge McMillan's approval, counted on Charlotteans' appreciation of "the profundity of the concept of good manners," capitalizing on the potential of this classic Southern trait for coalition building among the various segments of the city.

There also was a religious spirit that tempered the egos and self-serving tendencies of the parties involved. Judge McMillan, "The Fatalistic Presbyterian," wrangled with school board chairman William E. Poe, "The Upright Baptist." W. T. Harris, chairman of the county commissioners, helped persuade Poe to relent in his opposition to a busing plan by asking, "Bill, how in the world do you justify this? I'm a Christian. I couldn't sleep at night."

Finally, there were individuals involved who rose to heroic stature: McMillan, dedicated to elemental fairness even in the face of ostracism; Julius Chambers, the black attorney who pursued the Swann case in the face of repeated judicial setbacks, attacks on his father, and the burning of his law office; families like the Counts who defied jeering crowds to integrate the schools in the first place in 1957, and like the Culbertsons, from comfortable, secluded, rich, white neighborhoods who refused to flee, volunteering instead to upgrade the facilities of the formerly all-black inner city schools to which their children were transferred; and teachers like Mertye Rice, who by "the sheer force of her caring" helped carry the children in the schools through the crisis to an improved educational situation for them all.

Gaillard does not gloss over the difficulties the Charlotte-Mecklenburg schools still face or

the real danger of resegregation posed, at least in part, by the increasing numbers of new arrivals who have little appreciation of the city's past achievements. He has written a well-researched, smoothly presented study of one city's often heroic efforts to make something to be proud of from the fact that our two races live side by side. Every library wishing to contribute to the ongoing struggle for the spirit of community in our state should have this book on its shelves.

Tim West, University of North Carolina at Chapel Hill

William C. Harris. *North Carolina and the Coming of the Civil War*. Raleigh: Division of Archives and History, North Carolina Department of Cultural Resources, 1988. 65 pp. \$4.00, plus \$1.00 postage/handling. ISBN 0-86526-235-7, paper. Orders to Historical Publications Section, Division of Archives and History, 109 East Jones Street, Raleigh, N.C. 27611.

Few events in North Carolina's history provoke as much interest as the Civil War. From the Historical Publications Section of the State Archives comes this excellent study of events leading to North Carolina's secession from the Union, "the most direful decision in North Carolina history." This concise and clear explanation of North Carolina's political, social, and economic landscape in the three decades preceding the Civil War will be a valuable addition to any collection.

Dr. Harris, professor of history at North Carolina State University, has authored two important works on Reconstruction in Mississippi, as well as *Williams Woods Holden: Firebrand of North Carolina Politics* (Baton Rouge: LSU Press, 1987).

Professor Harris cautions against viewing the antebellum era as simply a prelude to war. North Carolinians, as a rule, were more interested in local growth and progress than in national sectional squabbles. Unfairly labeled the "Rip Van Winkle state", North Carolina, made up primarily of small farmers, was a fluid, upwardly mobile society with few aristocratic pretensions. It was a society committed to economic progress, yet one that accepted slavery as a means of social control. The controversy over slavery in the distant territories was not critical to North Carolinians. The real issue was closer to home, the one that involved their security from threats by northern antislavery forces.

After John Brown attempted to ignite a slave revolt, the "ultimate fear of southerners," at Harper's Ferry, Virginia, North Carolinians perceived a growing threat to their security. Even so, they

adopted a "watch and wait" attitude after Lincoln's election, still reluctant to abandon their Union and risk loss of economic gains. They resolutely affirmed their ties to the Union by defeating a secession convention. Only a decision by Lincoln to resort to force would cause them to break.

The Fort Sumter affair and Lincoln's subsequent call for troops was just such an act of coercion. Only when North Carolinians perceived their choices to be narrowed to preserving their society or preserving their Union would they choose secession.

Dr. Harris has consulted an impressive array of original source material in an effort to judge the actions of North Carolinians in the context of personal, economic, geographic, and political motives. The volume is beautifully and generously illustrated with documents and portraits of the period. Sources are fully documented and a bibliography is provided for those interested in further reading.

Dennis R. Lawson, *Duke Power Archives*

■ Sara M. Waggoner. *North Carolina: The Tar Heel State*. Bryn Mawr, Pa.: Dorrance, 1988. 185 pp. \$19.95. ISBN 0-8059-3105-8.

Sara M. Waggoner retired in 1985 from teaching in both the public and private schools of Charlotte. Her career was spent teaching history and language arts/social studies to elementary school students. While teaching seventh grade history at Charlotte Latin School, she wrote a text for a two months' study of early North Carolina for class use. *North Carolina: The Tar Heel State* is an expansion of her effort.

The book has a useful introduction containing the state song, state seal, and other information about North Carolina. An appendix has a good bibliography, an index, and several maps which have been too much reduced.

There are twenty-three short chapters in which, to quote the author, "... only a hint of an event is reported; the reader should research topics about which he desires more information." The chapter on early settlements and towns mentions Bath, New Bern and Wilmington but leaves out Edenton, which was the capital from 1722 until 1743.

Miss Waggoner traveled across the state taking the pictures for her book. The quality of these 112 photographs is consistently poor and greatly reduces the value of this book. Some of the captions are incorrect. For example, on page 93, the picture shows the wrong Iredell House and

appoints the wrong Iredell to George Washington's Supreme Court.

This book could only be useful as a teacher's study guide and the price at \$19.95 is high for that. Not recommended for public libraries.

Anne M. Jones, *Shepard-Pruden Memorial Library, Edenton*

✓ Clyde Edgerton. *The Floatplane Notebooks*. Chapel Hill: Algonquin Books, 1988. 265 pp. \$16.95. ISBN 0-945575-00-9.

For someone southern born and bred, reading Clyde Edgerton's books is like going to a satisfying family reunion. There is the joy of recognition, the pleasure of reminiscence, the reminder of sadness shared, and the hope for another. Edgerton's third novel, *The Floatplane Notebooks*, has been widely reviewed and is being greeted with enthusiasm.

Like his forebears, Albert Copeland and his wife, Mildred, settle down in the town of Listre, North Carolina. Each year Albert's family from far and near look forward to the family grave-cleaning in May and to the opportunity to retell the best and the funniest family stories. One of the big jobs on that day is to prune the old wisteria vine planted back in the mid-1800s, and part of the family story is told from the perspective of that vine. The children roll up their sleeves too, and when the work is finished, the graveyard is "as neat and clean as a whistle."

While the children are young, Albert buys a kit for a floatplane, but since the instructions for the plane are incomplete, he can never be sure of the next step which the construction should take. The project requires him to keep a log of the "flights"—essential for FAA approval of an experimental aircraft. As time goes on, the notebooks bulge. Papa (Albert) writes everything down, and mostly the notebooks are filled with stories, clippings, and photos of the family—like the newspaper clipping about Papa walking on the bottom of the pond, a cinderblock tied to his ankle and a water hose in his mouth for breathing, to hook a chain around the axle of the truck which Meredith had driven into the pond while he and Mark were waterskiing. Thatcher observes that with each run of the floatplane "he (Papa) don't write accurate about what happened."

All the characters seem strong, except for Mildred, who remains in the shadows. Thatcher is a predictable eldest son, and Noralee a favored youngest child. The story, however, is that of their brother, Meredith, and their cousin, Mark. An uninhibited prankster who lives life fully, Mere-

dith usually manages to involve the more restrained Mark in his escapades. Later, when Thatcher marries, his wife Bliss joins the procession of Copelands—Uncle Hawk, Aunt Esther, Aunt Scrap, and all the other colorful crew with their hunting trips, their dogs, family visits and travels, escapades, music, love, compassion, and their wonderful sense of humor. Coming from a world very unlike that of the Copelands, Bliss seems able to accept it without question.

The outside world will not let the family be, however, and Vietnam intrudes, involving Meredith and Mark and, in changing their lives, altering what was and what promised to be for all the Copelands.

This book is, as some reviewers have said, "real." Edgerton's people tell their stories simply, and the characters live. We have known many of them, and their speech and their experiences ring true. These are not ordinary people. From page one and Noralee's first words, we sense characters who show us the unusual side of everyday things—everyday, that is, to the Copelands. Some might call them irreverent, exuberant, improbable, maybe even a bit wild; but they are real people, and they are wise, handling life as Papa handles the construction of the floatplane, which like life has no explicit instructions. The floatplane is life; life is described and defined by the entries in the notebook. Meredith understands "what life is, which is doing things . . . things you've already done, or are getting ready to do."

Edgerton earned degrees from the University of North Carolina at Chapel Hill and at present is on the faculty at St. Andrews Presbyterian College in Laurinburg. Reared in rural North Carolina, he understands the South of small towns, and he writes convincingly about it. He is quoted as saying that he expected to write short stories, and the germ for this novel is said to be the first short story he ever wrote. His other books, *Raney* and *Walking Across Egypt*, were also formed from short stories. Like this one they convey an appealing warmth, sense of family, and humor.

Recent years have seen a spate of novels telling us how it was to grow up in the South, and some readers may be quick to reject another life-in-the-South book. Edgerton's skill at storytelling and his humor, however, lift this one far above the level of most and make it a good choice to raise the circulation count in libraries where fiction is happily read.

Dorothy H. Osborn, Durham Academy

Other Publications of Interest

Soon after volume one of the *Dictionary of North Carolina Biography* was published, a reviewer in *NCL* (vol. 38, 1980, pp. 44-46) greeted the series with "Strike up the band! Break out the flags. The *DNCB* has begun to appear and the first volume is in hand!" Despite an agonizingly long wait between volumes, that same excitement should mark the reception for volume three in the series, recently released by the University of North Carolina Press. The latest volume contains 543 entries on deceased North Carolinians whose surnames begin with the letters H through K. Ranging from the well known, such as Governor Luther H. Hodges and President Andrew Johnson, to the less familiar but historically significant, such as black poet George Moses Horton and educator J. Y. Joyner, the sketches provide scholarly, well-written accounts of the lives of individuals important in North Carolina history. It is unimaginable that any Tar Heel public, academic, or secondary school library would be without the series. Volume three, like the previous two, was edited by William S. Powell. (UNC Press, \$49.95. ISBN 0-8078-1806-2, cloth, 384 pp.).

Another welcome contribution from William S. Powell, co-compiled with wife Virginia W. Powell, is *England and Roanoke: A Collection of Poems, 1584-1987: People, Places, Events*. This anthology of 146 poems thematically related to Sir Walter Raleigh, Roanoke Island, and the English colonizing attempts in the 1580s along what is now the North Carolina coast presents works by 95 poets, plus several poems written anonymously. Poets represented include Edmund Spenser; Alfred, Lord Tennyson; Henry Wadsworth Longfellow; William Carlos Williams; and North Carolinians Paul Green, Sam Ragan, Robert Morgan, and Fred Chappell. The diverse backgrounds of the poets included, who are identified in brief biographical notes, demonstrate the widespread and continued fascination with Raleigh and his ill-fated colonizing efforts. *England and Roanoke* was published in a limited edition of 250 copies. (Historical Publications Section, Division of Archives and History, 109 E. Jones St., Raleigh, N.C. 27611, \$20.00, plus \$2.00 postage and handling. ISBN 0-86526-233-0, paper, 397 pp.).

Literary writers of all stripes—poets, novelists, dramatists, biographers, and editors—who have lived and worked significantly in Charlotte and Mecklenburg County are saluted in an attractive recent publication from the Public Library of

Charlotte and Mecklenburg County. Edited by Mary Norton Kratt, *The Imaginative Spirit: Literary Heritage of Charlotte and Mecklenburg County, North Carolina*, presents biographical highlights on more than eighty writers, plus excerpts from the works of many. Prefaced by a brief text surveying the history of literary activity in Charlotte/Mecklenburg, the biographical sketches portray a vibrant, if previously underappreciated, literary community. This booklet should do much to end that neglect. (Orders to Nina Lyon, PLCMC, 310 N. Tryon St., Charlotte, N.C. 28202, \$12.50, ISBN 0-9620597-0-6, paper, 105 pp.).

A complete roster, supplemented by biographical facts, of the men who debated North Carolina's ratification of the United States Constitution is now available in a new publication from the North Carolina Division of Archives and History. *North Carolina Votes: A Roster of Delegates to the State Ratification Conventions of 1788 and 1789* lists alphabetically the 460 men elected to either or both conventions. Birth and death dates, convention(s) to which elected, county or borough represented, if and how voted, and state and federal offices held during his lifetime are given after each delegate's name. Brief biographical notes help clarify identities and provide additional facts on many delegates. Sources used by booklet compiler Stephen E. Massengill are then listed, which will facilitate further research by individuals seeking more in-depth biographical information. (Historical Publications Section, Division of Archives and History, 109 E. Jones St., Raleigh, N.C. 27611, \$5.00, plus \$1.00 postage and handling, ISBN 0-86526-237-3, paper, 86 pp.).

Outdoors enthusiasts will be delighted that Allen de Hart's *North Carolina Hiking Trails* has been published in a substantially enlarged, completely rewritten and updated second edition. Descriptions are included for more than 750 trails (approximately 600 in 1982 edition), providing useful information such as location, length, difficulty, hazards, and notable scenery. Trails described include those found in national forests, parks, and refuges; state forests, parks, historical sites, and other properties; county- and municipality-owned properties; and private and commercial operations. A special chapter has been added on the developing "Mountains-to-Sea Trail," which when completed will run nearly seven hundred miles across the state. (Appalachian Mountain Club Books, Boston, Mass., \$14.95, ISBN 0-910146-69-1, paper, 508 pp.).

Life on one of North Carolina's natural treasures has been engagingly captured in *Ocracoke Portrait*, a collection of sixty-four black-and-white photographs and accompanying quotations from lovers of Ocracoke Island. Selecting from hundreds of photographs taken during her two-year tenure as a schoolteacher at Ocracoke, Anne Sebrell Ehringhaus shares images of islanders at work, rest, and play amidst scenes of natural beauty on this sixteen-miles-long-by-two-miles-wide barrier island. Quoting from taped interviews with residents and tourists, she lets those familiar with the island explain their attraction to and occasional frustration with this simple, isolated community. (John F. Blair, Publisher, \$21.95, ISBN 0-89587-060-6, cloth; \$13.95, 0-89587-061-4, paper, 107 pp.).



Keep your Mind in Shape
Go for it! Use your library!

NCLA Minutes

North Carolina Library Association Minutes of the Executive Board

July 29, 1988

Barbara Anderson	Laura Osegueda
Barbara Baker	Cal Shepard
Frances Bradburn	Marti Smith
Judie Davie	Frank Sinclair
Ray Frankle	Renee Stiff
Ruth Hoyle	Jerry Thrasher
Betsy Hamilton	Susan Turner
Patsy Hansel	Rebecca Sue Taylor
Nancy Fogarty	Harry Tuchmayer
Irene Hairston	Nancy Ray
David Fergusson	Ann Thigpen
Janet Freeman	Jane Williams
Pat Langelier	Kieth Wright
Mary McAfee	

The executive board of the North Carolina Library Association was called to order by President Patsy Hansel at 10:00 a.m., July 29, 1988, at the Appalachian Sheraton in Boone, North Carolina. The above members were present in Salon II.

Minutes of the April 8, 1988 minutes were approved on a motion by Baker and Sinclair.

Treasurer Nancy Fogarty presented the second quarterly treasurer's report (April 1 - June 30, 1988). Nancy pointed out that the North Carolina Public Library standards (\$1,700) was not reflected in the report. Nancy pointed out that the Scholarship Committee had exceeded their \$200.00 budget and that approval by the executive board was required. On a motion by Harry Tuchmayer, seconded by Ray Frankle, the motion was approved. It was pointed out under the new dues structure that \$7.00 would be allocated to the appropriate section for each membership.

Barbara Baker gave the 1989 conference report that will be held in Charlotte. The theme will be "Libraries—Designing for the '90's." Registration fees and vendor fees will be the same as in 1987.

Frances Bradburn, editor for *North Carolina Libraries*, reported on the upcoming issues through the winter of 1991. Frances also pointed out that her new address is Joyner Library, East Carolina University, Greenville, North Carolina 27858-4353.

President Patsy Hansel pointed out that the address for the Cumberland County Public Library & Information Center had been changed to 300 Maiden Lane, Fayetteville, North Carolina 28301. Some mail addressed to her using the old address had been returned to sender.

Kieth Wright gave the American Library Association representative report.

1. Over 16,000 people attended the ALA conference in New Orleans.
2. ALA Chapter Relations Committee will hold a workshop on conference arrangements during mid-winter in Washington, D.C.
3. He recommended the ALA orientation for new chapter presidents.

4. Briefed the group on the FBI flap.

5. Circulated the Washington office publication *Federal Grants for Library and Information Services: A Selected Guide*.

6. The Standards Committee on library education urged ALA council to pass a resolution on library education. Two librarians seek an expansion of this statement to include other master's programs in addition to those accredited by ALA.

7. The Intellectual Freedom Committee alerted ALA council about a) resolution on the child protection and obscenity enforcement act of 1988 and b) the FBI resolution.

8. Dale Summers became ALA president and his theme will be "Commitments: Building our shared future."

9. ALA membership is concerned about the way ALA dollars are spent. Membership passed a resolution stating that 50% of ALA budget should be spent on program priorities and not on administration.

SELA representative Jerry Thrasher presented a very exciting slide tape presentation on the upcoming Southeastern Library Association Biennial Conference in Norfolk, Virginia, October 26-29, 1988. The theme of the conference is "The Creative Spirit: Writers, Words and Readers." A variety of pre-conferences were mentioned as well as one post-conference. Registration materials for SELA members will be mailed in the immediate future.

President Hansel reminded the executive board that the next meeting was set for Friday, October 21, in Charlotte.

Chairman of the Children's Services Section, Cal Shepard reported that the new Vice Chairman for that section was Pat Siegfried. A program is preliminarily planned for April of 1989.

Martha Smith, Chairman of the College and University Section reported on the fine CD-ROM conference held at Meredith College and distributed a fine bibliography that was prepared for the conference. A meeting is planned in Greensboro for this section in the spring of 1989. The program will be held at the center for higher education on networking and automation in universities.

Frank Sinclair, Chairman of the Community and Junior College Section, reported that his group is in the process of developing a membership campaign to achieve 100 members.

Pat Langelier, Chairman of the Document Section, reported on their future fall workshop, which will be a hands-on session devoted to helping librarians prepare collection development policies for documents. It is set for October 7, in Durham and will feature Barbara Hulyk from the Detroit Public Library.

Two other upcoming programs include a study circle on state documents and a study circle on international documents. A study circle is an informal problem solving session geared to meet the needs and interests of participants. Beginning with Volume 129, the bounded edition of the *Congressional Record* will be produced and distributed to Federal Depository Libraries in CD-ROM format only.

Laura Osegueda, Chairman of the Junior Members Roundtable, reported that her group met on April 22, in Raleigh. They are reviewing their by-laws, reviewing and weeding their archival records, planning to offer the Grassroots Grant Program to

target schools with LTA programs. Several programs are being explored, including a career workshop, supervisory skills, ethics and librarianship, mentoring, and career ladders. JMRT is also interested in sponsoring an event at the biennial conference, perhaps a "Pub Crawl."

Renee Stiff, Chairman of the Roundtable on Ethnic Minority Concerns, reported that they met on May 20, at North Carolina Central University. Two programs are planned for the 1989 NCLA conference consisting of a luncheon recognizing outstanding minority librarians and a session dealing with mentorship and the minority librarian.

Judie Davie representing the NC Association of School Libraries, reported that the new national standards have been published as *Information Power*, ALS's annual workshop will have the theme "Information Power." High Point will be the site of the next meeting.

Irene Hairston, Chairman of the Public Library Trustee Association, reported that the trustees will hold their next trustee workshop in High Point during the second week in May 1989.

David Fergusson, Chairman of the Public Library Section, reported on a variety of activities taking place in the Public Library Section. The audiovisual committee is developing a directory that will be sold. A literacy conference in May is scheduled. Personnel committee is trying to recruit additional students to library school. A public relations workshop is being planned. The North Carolina Public Library Standards have been produced and distributed. A spring workshop for young adult librarians is being planned at UNGC. The Public Library Section will be meeting at Schell Island in September.

Barbara Anderson, Chairman of the References and Adult Services Section, reported on the upcoming workshop at Forsyth County Public Library on September 9, 1988, entitled "A New Vision: Challenges To Information Professionals." Barbara said it would be a very provocative program featuring well-known speakers.

Harry Tuchmayer, Chairman of the Resources and Technical Services Section, reported on an upcoming fall program with the theme "Technical Services as Public Services—Fact or Fiction." This conference is set for September 29 and 30 at Southern Pines. He stressed that this would be a very challenging and interesting program.

Patrice Ebert, Chairman of the Roundtable on the Status of Women in Librarianship, reported on the very successful communications program that was offered in Fayetteville and Winston-Salem. Future workshops under investigation include one on budgetary skills and grants for November. A program on career aspirations is still being investigated, but could take two biennial to do it well. *Ms Management* issues are in the mail.

Susan Turner of the Technology and Trends Committee (formerly called Media and Technology), distributed an attractive handout stating that the purpose of this committee was to act as a "Clearing house of information on technology applications in North Carolina libraries" and to promote "technology in North Carolina libraries of all types." The handout includes a questionnaire to ascertain what libraries are doing with technology and automation. Many feel that they need to bridge the gap on who is doing what and who wants to know what is being done in other libraries. It was recommended that members of this committee could attend the meetings of other sections and committees to gain additional information in this area.

Ruth Hoyle reported on various activities of the Literacy Committee, including a meeting in Fayetteville scheduled for August 19.

Ray Frankle, Chairman of the Membership Committee, reported that his committee was working on a packet of information for libraries to keep on hand for new employees. They are also writing to new people in North Carolina to encourage membership. They have established a liaison with the Recruit-

ment Committee. They want to work on a welcoming for new members at the biennial conference. A career day at UNC Chapel Hill is planned for February 1989, and a special NCLA membership table will be present.

Sylvia Sprinkle-Hamlin, Chairman of the Recruitment Committee, reported that their objectives are: (1) Plan program and participate in the NC High School Library Association Conference to be held March 1989 in Charlotte; (2) Plan and participate in Career Day at colleges, universities and high schools; (3) Develop a network of librarians in different geographical areas in the state to serve as resources and participants in Career Day in their areas; (4) Write an article on varied career opportunities in the library profession and run an article in college and university newsletters within the state.

ALA plans a recruitment campaign during National Library Week focusing on "Each One Reach One."

Mary McAfee, Chairman Publications Committee, reported that the committee was trying to discover what publications are being printed under NCLA. Letters went out to all committees for samples. They want to find out what people think about *North Carolina Libraries*, *Tar Heel Librarian* and what people feel they need and they are not getting. It was pointed out by State Librarian Jane Williams that the State Library completely underwrites the *Tar Heel Librarian*. Kieth Wright indicated there might be a need for a publication that would handle "Substantial pieces."

Janet Freeman gave the report on the Task Force on Ethical Issues. She reported that Jerry Campbell is the new chairman. She pointed out that the ALA Code of Ethics had been adopted by 44 state library associations. It was moved by Judie Davie and seconded by Harry Tuchmayer that the NCLA executive board accept the recommendations of the Task Force on Ethics regarding adoption of the ALA Code of Ethics and implement means for educating the membership of NCLA on these code of ethics in NCLA publications and programs. The motion was adopted.

Barbara Baker moved and Judie Davie seconded that the Task Force on Ethics be charged to develop, plan and host a session during the 1989 conference to bring attention to ethical issues of interest to members of the association. This motion was approved.

Harry Tuchmayer moved and Judie Davie seconded that the executive board of NCLA recommend the adoption of the ALA Code of Ethics by the membership of the association and institute an on-going continuing education program to educate and inform the membership on ethical concerns. The motion was approved.

The Task Force on Ethical Issues recommended that NCLA should not establish a formal mechanism to deal with professional ethics at this time.

Jane Williams, State Librarian, reported that Secretary Patrice Dorsey was back at work and appreciated all the thank you notes and cards she received. Jane alerted the group that the State Library plans to discontinue its project of continuing education grants to support NCLA's biennial conference activities. This notice is being given over a year in advance of the conference so that all NCLA sections and committees planning programs for the conference can know that LSCA grants will not be available. However, LSCA grants for off-year workshops will continue.

Doris Anne Bradley, Chair of the Constitution, Codes and Handbook Revision Committee, reported that a complete revision of the handbook is needed and will take considerable time. There was considerable discussion about committees structure and which committees should be considered standing or special committees. After various reports were made, it was recommended that this topic be referred back to the Constitution, Codes and Handbook Revision Committee for future considera-

tion and report back at the next meeting of the executive board.

Rebecca Sue Taylor, Chairman of the Finance Committee distributed the proposed two-year budget of the NCLA from January 1, 1989 to December 31, 1990. The Finance Committee recommended that a sub-committee of the Finance Committee be formed to design guidelines for the conference grants, a form for application, and a schedule of dates for application, and the Finance Committee would then review applications for funds from this fund, and NCLA sections and committees would be eligible to apply, and the Finance Committee would recommend approval or denial. This motion was approved by the executive board.

Next, the executive board discussed the funding for *North Carolina Libraries*.

It was moved by Kieth Wright and seconded by David Ferguson that the proposed 1989-90 budget be approved at \$78,900, with income from dues being \$55,300, expenses for *North Carolina Libraries* be \$44,000 and expenses for the scholarship committee be \$300. This motion was approved.

There was a question about travel reimbursement guidelines, and the group felt that the North Carolina state guidelines should be used.

Janet Freeman reported on the North Carolina High School Library Media Association and distributed a copy of their conference handout for their forty-first annual conference in March at the Radisson Plaza Hotel in Raleigh. Janet Freeman moved and Jerry Thrasher seconded that the NCLA executive board recommend that the NCASL board consider appointing a member of ACSL, who serves as liaison to represent ACSL and NCLA as a non-voting member of the North Carolina High School Library Media Association board, who seeks opportunities for NCASL and NCLA to be supporting of NCHSLMA activities and who reports NCHSLMA to the chairman of NCASL. Further, that the NCASL chairman report NCASL's decision regarding this recommendation at the January 1989 NCLA executive board meeting. The motion was approved.

President Hansel reported that the roundtable of special collections will have an organization meeting October 5.

Nancy Fogarty asked for advice on the selling of the association's mailing list to vendors. Kieth Wright moved and Patric Ebert seconded, that we continue the sale of NCLA mailing list to profit groups until directed otherwise by the board. This motion was approved. Ray Frankle and Nancy Fogarty were asked to bring this issue back to the executive board at a later date.

Ann Thigpen, Chairman of the Paraprofessional Participation interest group, presented a petition requesting roundtable status. Jerry Thrasher moved and Cal Shepard seconded the acceptance of the petition with 100 signatures of NCLA members supporting the formation of a roundtable on Paraprofessional Participation. The motion was approved. It was pointed out that the NCASL's upcoming meeting would be a good vehicle to get members for this new roundtable.

A report was submitted for the Library Resource's Committee, chaired by Susan Janney, which reported that they held their organizational meeting April 15, at UNCG. The group decided to focus on newspaper indexing during this biennial.

A report was submitted for the Intellectual Freedom Committee, chaired by Gene Lanier, which focused on the many activities of this committee.

President Hansel reminded the group about legislation in Washington, HR5323 and S2361 which dealt with the privacy of library records and video.

There being no further business, the meeting was adjourned at 2:42 p.m.

Jerry A. Thrasher, Acting Secretary



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

1. *North Carolina Libraries* seeks to publish articles, book reviews, and news of professional interest to librarians in North Carolina. Articles need not be of a scholarly nature, but they should address professional concerns of the library community in the state.
2. Manuscripts should be directed to Frances B. Bradburn, Editor, *North Carolina Libraries*, Joyner Library, East Carolina University, Greenville, N.C. 27858.
3. Manuscripts should be submitted in triplicate on plain white paper measuring 8½" x 11".
4. Manuscripts must be double-spaced (text, references, and footnotes). Manuscripts should be typed on sixty-space lines, twenty-five lines to a page. The beginnings of paragraphs should be indented eight spaces. Lengthy quotes should be avoided. When used, they should be indented on both margins.
5. The name, position, and professional address of the author should appear in the bottom left-hand corner of a separate title page.
6. Each page after the first should be numbered consecutively at the top right-hand corner and carry the author's last name at the upper left-hand corner.
7. Footnotes should appear at the end of the manuscript. The editors will refer to *The Chicago Manual of Style*, 13th edition. The basic forms for books and journals are as follows:
Keyes Metcalf, *Planning Academic and Research Library Buildings*. (New York: McGraw, 1965), 416.
Susan K. Martin, "The Care and Feeding of the MARC Format," *American Libraries* 10 (September 1979): 498.
8. Photographs will be accepted for consideration but cannot be returned.
9. *North Carolina Libraries* is not copyrighted. Copyright rests with the author. Upon receipt, a manuscript will be acknowledged by the editor. Following review of a manuscript by at least two jurors, a decision will be communicated to the writer. A definite publication date cannot be given since any incoming manuscript will be added to a manuscript from which articles are selected for each issue.

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



JOIN NCLA

What is NCLA?

- the only statewide organization interested in the total library picture in North Carolina whose purpose is to promote libraries, library and information services, librarianship, and intellectual freedom.
- an affiliate of the American Library Association and the Southeastern Library Association, with voting representatives on each council.

What are the goals of NCLA?

- to provide a forum for discussing library-related issues.
- to promote research and publication related to library and information science.
- to provide opportunities for the professional growth of library personnel.
- to support both formal and informal networks of libraries and librarians.
- to identify and help resolve special concerns of minorities and women in the profession.

To enroll as a member of the association or to renew your membership, check the appropriate type of membership and the sections or round tables 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 \$7.00 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 _____

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CHECK TYPE OF DUES:

- ☐ FULL-TIME LIBRARY SCHOOL STUDENTS
(one biennium only) \$15.00
- ☐ RETIRED LIBRARIANS \$20.00
- ☐ NON-LIBRARY PERSONNEL:
- (a) Trustees;
 - (b) "Friends of Libraries" members;
 - (c) Non-salaried \$25.00

LIBRARY PERSONNEL

- ☐ Earning up to \$15,000 \$25.00
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