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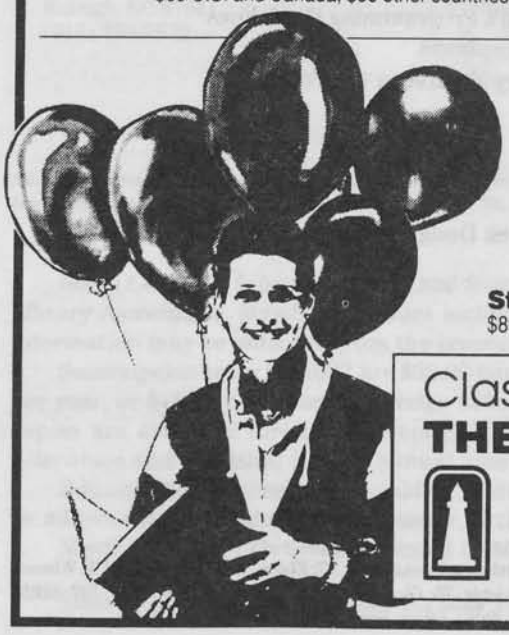

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Letters to the Editor

NORTH CAROLINA LIBRARIES invites your comments. Please address and sign with your name and position all correspondence to: Frances B. Bradburn, Editor, NORTH CAROLINA LIBRARIES, Joyner Library, East Carolina University, Greenville, N.C. 27858. We reserve the right to edit all letters for length and clarity. Whenever time permits, persons most closely related to the issue under discussion will be given an opportunity to respond to points made in the letter. Deadline dates will be the copy deadlines for the journal: February 10, May 10, August 10, and November 10.

May 8, 1989

To: Frances Bradburn, Editor
North Carolina Libraries

From: Betsy Cadieu, LAMS Committee
Sandhill Regional Library System
Rockingham, N.C. 28379

I appreciated the excellent articles in your Spring 1989 issue—financial issues in librarianship. As business manager/finance officer of SRLS, I learned much from the issue. Great job!

RTSS Announces New Award

The purpose of these awards is to recognize promising and practicing librarians. Each award will be for $250. The recipients will be recognized at the Fall Conference of NCLA. Deadline for nominations is July 31, 1989.

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Foreword

Robert Russell, Guest Editor

The unifying element of the articles in this issue is that all touch on some aspect of public library service. Beyond that, the subject matter is as varied as the challenges facing North Carolina public librarians as we prepare to enter a new decade.

One of the most significant recent trends in public librarianship is the proliferation of videotape collections in public libraries. Catherine Moore describes one library's approach to instituting video services, and then offers a comprehensive list of considerations for any library planning to initiate a videotape collection. A list of sources for various types of information and materials, a bibliography of videotapes of particular interest to North Carolina libraries, and a sample videotape user survey round out this article.

Two articles deal with very different aspects of public library construction. It is unfortunate but true that once the battle to build a new library is won and construction is completed, we often initiate service from a new facility with no significant increase in the operating budget which supported service in the old building. Robert Burgin and Melanie Collins examine the increases in circulation (and other performance measures) which result from the opening of a new main library. This information can be an invaluable aid to the library director or board engaged in planning and budget negotiations.

Another crucial issue in public library construction is the selection of a site for a new branch library. Carol Myers, working in conjunction with other members of the Public Library Development Committee, began her research with the intention of developing a model for selecting branch library locations. She reached the conclusion that each local situation is so different that the goal of developing a model applicable to all situations is unattainable. However, the committee's research did produce an extensive annotated bibliography which will be of use to any library planning new branch facilities.

The combination of new services, new technologies, and the difficulty of obtaining new personnel has made public library directors more aware of the importance of staff development. During the past few years, the North Carolina Public Library Staff Development Program has played a major role in staff development efforts throughout the state. Duncan Smith, Staff Development Program Coordinator, examines staff development by focusing on the attitudes of library administrators and the expectations of library staff members.

Library service to children is the subject of two articles in this issue. Writing from the perspective of a public school librarian, Linda Proseus studies the relationship between reading achievement and the use of the public library by elementary school students. And Barbara Freedman describes the experience of her library system in developing guidelines for planning, conducting, and evaluating children's programs.

Although the trend in public library governance has been away from governing boards of trustees, replacing them with advisory boards, library boards continue to play a crucial role in public library development in the state. Terri Union, who is vice chair/chair-elect of the Trustee Section of the North Carolina Library Association, offers her view of the role of library boards in the political process.

The articles in this issue will be of primary interest to public librarians, or to anyone responsible for planning or evaluating public library services. Much of the information should prove useful to other types of librarians as well. It is our hope that these articles will also stimulate thinking and further research into some of the issues examined.

go for it!
use your library

Robert Russell, guest editor of this issue and Public Libraries Section editor of *North Carolina Libraries*, is director of the Elbert Ivey Memorial Library in Hickory, NC.

Video in the Public Library

Catherine Moore

Video at High Point Public Library: A Different Approach

The video patrons at High Point Public Library are likely to be leaving the library with such titles as "Backwards: The Riddle of Dyslexia," "Financing a Small Business" or "New Bern: How to Fix Up a Little Old American Town" under their arms. The library's video collection of about twelve hundred titles focuses heavily on non-fiction video. The public has been delighted to find that these types of programs, ranging in subject matter from "career development" and "fine arts" to "health and fitness" and "literature," are available to them. I will explain here why we have chosen to take this approach in building our videotape collection, and how we have made it successful.

For over thirty years HPPL has concentrated on information services and collection development. It is only natural that the Audiovisual Division reflect these concerns. The library has a history of supporting audiovisual services. The 16mm film collection was begun in the early 1950s. There are now approximately nine hundred films in the collection. The division also houses about four thousand records, one thousand audiotapes, one hundred art prints, and two hundred compact discs in addition to the video collection. The staff consists of one professional as well as four full-time and one part-time library assistants. The division is open to the public seventy-six hours per week.

Planning for the video collection began early in 1985. Neal Austin, the library director, and I were in complete agreement that the collection should be mostly non-fiction. There were plenty of thriving video rental outlets in High Point which provided feature movies. We felt an obligation to provide quality cultural, educational, and informational programs which would be consistent with the philosophy of collection development at the library. In addition, many of these programs would not be available elsewhere to the public.

Catherine Moore is Head of Audiovisual Services for High Point Public Library.

I was at somewhat of a disadvantage since I did not know of any other library which had a video collection like we were planning. At that time the other collections in the state offered only feature movies. We realized that the project was a considerable risk. It could have been a huge waste of money if the public had not accepted it.

My experience in selecting and developing a non-theatrical 16mm film collection proved very useful. Many of the same titles which had been popular on film were being made available on video. It was exciting to realize that we could reach so many more people than we had with the film collection—we could offer them quality film programs on video that they could watch right in their living rooms!.

The more involved I became in selecting videos for the collection, the more excited I was about making these programs available to the public. I am talking about a public which at that time associated video with feature movies. The Jane Fonda exercise programs were the extent of their knowledge of non-theatrical video. We would provide videotapes on business management, Shakespeare plays, classic animation, and documentaries on everything from dealing with aging parents to the life of Booker T. Washington. The public had no idea these sorts of programs existed on video—that they could just as easily watch "Atomic Cafe" in their living rooms as "Top Gun."

We opened the collection in December 1985 with 235 tapes. Of these, about twenty-five were feature movies, and all of those were based on literary works. This was not an inexpensive approach. We spent an average of ninety-eight dollars per tape. Today it would be possible to develop a similar collection for much less. Many more non-fiction programs are being made on video now, and much less expensively than those made originally on film and transferred to video. In addition, the prices for quality film programs on videotape have dropped from the five hundred dollar range into the two hundred dollar range.

The last three years have seen the collection evolve into one considerably larger and more diverse than the beginning collection. We have broadened our feature buying to include classic musicals and all classic movies. We are in the process of adding foreign movies. We have also strengthened the other areas of the collection to include more titles for young adults, literacy, folklore, and the PBS programs which were made available through the MacArthur Foundation.

My instinct tells me we are successful. Each tape circulates approximately 2.8 times per month, or thirty-eight times per year. This is not high compared to a busy feature movie collection, but when compared to a book collection which our video collection more closely resembles, the statistics hold their own admirably. After three years, we still register well over one hundred new video patrons each month.

HPPL has become known locally as the place for hard-to-find video. While video store owners may feel threatened when libraries clearly compete with them, we have found that the video stores appreciate what we are doing. The local video outlets routinely refer their customers to us for non-fiction and older classic movies. They are happy to keep our video catalog for reference, and some store owners are library video patrons as well.

I credit the success we have had to the following:

1. We have provided a varied collection of quality programs, and attempted to include something that would interest everyone.

2. We have made it clear from the beginning that the collection was mostly non-fiction, and would not include current movies.

3. The videotapes are marketed by using bright, attractive posters advertising them for patron browsing. These posters help the patron to identify quickly the subject matter of the tapes. They serve the same purpose as attractive book jackets.

There are many ways to provide public library video, and many ways to do it successfully. The HPPL approach is one that has proven successful. Community needs and a library's collection development policy should be the primary determining factors in deciding a library's approach to video.

In thinking back to the planning stages of our video collection, I wished for answers to many questions. There were, in fact, a number of questions I did not even know to ask. I have put together here the questions I believe one should consider before beginning a video collection, along with pertinent information I have picked up along the way.

A Checklist of Considerations for Beginning A Video Collection

Funding

1. What will the start-up budget be?
2. From where will future funding come?
3. What is the average price you will expect to pay per tape?
4. What price do you expect not to exceed?

To begin a video collection of about two hundred titles, a budget of between ten thousand dollars and fourteen thousand dollars would be adequate. This would allow for a mixture of classic movies, low-cost informational/how-to tapes, and some more expensive non-fiction titles.

When a tape meets several criteria, I am willing to go above my invisible ceiling price of $150. These criteria are:

- The subject matter is timely but will also be of lasting interest.
- The tape can be used in place of a 16mm film for groups. The purchase price includes public performance screening rights.
- Nothing of comparable quality is available for a lower price.
- The tape is of interest to the general public and will be used in homes.
- The tape will be useful to local schools and colleges.

An example of a video I purchased recently that fits this category is "Hole In The Sky," a program about the ozone layer.

Staffing

1. Will there be separate staff to handle video circulation?
2. Will it be possible to add staff at peak circulation times?

The public will rely on staff to advise them in selecting non-fiction and children's titles. It will help if the staff is knowledgeable about the collection. If the collection is mostly feature movies, it can probably function in a self-service fashion.

Space/Location

1. Will the video collection be located in a separate area of its own?

2. Will children's tapes be housed and circulated from the children's area?
3. If the videotapes will be checked out through the main circulation desk, will they be located near that desk?
4. Will there be adequate space to display empty video boxes and also house tapes in circulation cases?

It is highly desirable to have a separate staffed area from which to circulate video. In many cases this will not be possible. The new Rowan Public Library addition provides a pleasant alternative. A separate but open AV area near the end of the main circulation desk allows for convenient patron access to the collection while permitting supervision by the circulation staff.

I think children's videos should be housed in the children's area when possible. These tapes are frequently based on books, and the children's staff would be better able to help parents make appropriate selections. At the same time the children's staff could encourage the use of the children's book collection. For example, if the video, "Dr. DeSoto" isn't in, perhaps the book by William Steig is available.

If space is not a concern, it is very nice to display the empty video boxes and keep the actual tapes behind the desk. Durham County Public Library does this and it works well. At HPPL we were dealing with severe space limitations, and due to the design of the AV room, we were also concerned about security. Our solution was to house the actual tapes behind the desk, vertically but lengthwise. By shelving this particular way we provided seventy more shelving spaces per shelving unit. However, I do not recommend this. Tapes should be shelved vertically on the short end.

Displaying empty video boxes also required more space than we had available. We adapted a poster-display system designed by Pat Lora of Toledo-Luca County Public Library. The colorful paper video boxes are used to make 9″ x 11″ browsing posters. Full bibliographic information and descriptions are added to the posters, which are inserted into clear plastic sleeves. A similar product, called a "Video Browser Pak," is now available from Demco. For those tapes which come in plain boxes we find appropriate pictures and make interesting posters. We are able to display all twelve hundred video posters in a record browsing unit. This requires only about fifteen square feet, and allows five or six people to browse comfortably at one time.

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Collection Development

1. What is the philosophy of collection development in your library?
2. What types of video do rental outlets offer in your community?
3. What will be the ratio of feature movies to special interest videos?

Several years ago when video collections first began appearing in libraries, most of the videos available for purchase were either feature movies or non-fiction titles from film companies in the five-hundred-dollar range. Understandably, most libraries offering video began with feature movie collections. The circulation statistics soared. The public was delighted, although ever demanding. The staff began to feel they could never offer enough.

The situation has changed considerably in the last three years. There is currently an abundance of low-to-moderate cost non-fiction video available. Film companies now make some titles available with "home use only" rights at competitive prices; other titles are made available with "public performance" rights in the two-hundred-dollar range.

Libraries have traditionally provided informational, educational, cultural and recreational materials in book form. With one exception, we should offer the same in video. Since even the smallest communities have video-rental stores which offer the current American movie releases, we must seriously question the need to spend the library's video budget duplicating what is so easily and inexpensively available to the public. Ray Serebrin addressed this issue recently in an article published in *Library Journal*: "... the public library would do well to focus its collecting activities on needs those commercial suppliers do not meet.... The *primary* collection focus should be on categories of material for which there is little or no availability."[1]

I believe the public library will be increasingly looked to as a provider of information and self-education as living in the late twentieth century becomes increasingly complex. We, as librarians, have an opportunity to provide much of this information in a format clearly accepted by the public.

It is important to have a written selection policy that is consistent with the library's overall collection development philosophy.

Selection

1. Do you have a written selection policy?
2. Who will evaluate and select titles?
3. Will you depend on reviews for selection?

It is important to have a written selection policy that is consistent with the library's overall collection development philosophy. This policy will define the library's intent. It will ensure that all materials are selected using the same guidelines; thus it can be used to support any purchases that are questioned.

There is an enormous range of quality in low-cost video. For this reason, reviews will be very helpful. It is also good to deal with distributors that allow the return of any titles judged unsuitable after they have been purchased. Videotapes with a purchase price of more than one hundred dollars can usually be borrowed from the producer or distributor for preview.

Video-related Services

1. Will you lend video equipment to the public?
2. Do you plan to offer individual viewing facilities?
3. Will you use video in programming?

If your library lends other equipment, you will probably want to lend video players as well. Cumberland County Public Library and Information Center has had considerable success lending players to the public.

If you plan to use video for library programming, a main concern will be that the tapes you show to groups have "public performance" screening rights. Almost every low-cost video has "home use only" rights. If you are uncertain about which rights your library owns for a particular tape, consult the producer of the tape.

If your library buys or rents tapes with "public performance" rights and plans to use them for group programming, you may want to consider the purchase of a front-projection video system. Although the technology has not yet been developed to allow the same sharp picture quality of 16mm film, a front projection system allows videotapes to be projected on a large screen. Prices for these systems range from $4500 to $9000. CCPLIC has one of these systems in place.

The same situation concerning screening rights exists when a patron is allowed to view a videotape in a study carrel. Only tapes which have "public performance" screening rights can legally be screened anywhere in a library.

Security

1. Does your library have a suitable arrangement and adequate staff to allow actual videotapes in a public browsing area?
2. Will you have a separate registration for video borrowers?
3. Will you allow videotapes to be returned in a book deposit? Will there be a separate video deposit?

Depending on the design of the video area, the staffing, and the investment in videotapes, it may be best to keep the tapes in a protected area, either behind the desk or in an adjoining room. A "dummy" system, in which either an empty video box or browsing poster is made available to the public, works well, although the exchange from patron to staff of either the box, poster, or check-out card increases handling and the amount of time required per circulation.

If videotapes are kept in a protected area, a separate security system is not necessary. If you have adequate staffing and an arrangement conducive to allowing the tapes to be in a browsing

area, however, you may want to consider a new 3M Tattle Tape security system designed to work with videotapes. This system is in operation at Rowan Public Library.

HHPL requires video patrons to sign a videotape registration form. This form offers proof that the patron has been informed of the legal use of the library's tapes and frees the library of any responsibility for possible damage to the user's video equipment.

Depending on the type of video case used, books dropping on top of a video could damage it. HPPL has a video deposit inside the AV room built into the AV circulation desk. A better solution is a separate video deposit which is accessible after library hours, such as the one in use at Forsyth County Public Library. These are sold by the Kingsley Library Equipment Company. Some models from this company are distributed by Brodart and Demco.

Copyright

1. Do you understand the copyright restrictions for library videotape?
2. How will you make the public aware of copyright restrictions?
3. How can you encourage teachers to use your library's tapes legally?

Most videotapes are sold to libraries with either "home use only" or "public performance" screening rights. "Home use only" tapes may not be shown even in semipublic places such as clubs, lodges, businesses, camps, daycares, senior centers, or libraries. Videotapes with "public performance" rights may be shown to groups in any location.

The usual ways of making the public aware of the legal restrictions are to post a sign near the videotapes stating the restrictions and to label the tapes. HPPL also uses color-coded labels on the browser posters and the tapes indicating the screening rights which apply. I chose the phrases "Home Viewing Only" and "Group Showing Permitted" to simplify the issue for the public. The video registration form which every patron must sign also explains the screening and duplication restrictions.

The "public performance" requirement has been lifted for videotapes being shown in schools, with some restrictions. This means that tapes with "home use only" rights may legally be used in schools provided that the tapes are:
1. used as part of the curriculum, not for recreation, entertainment, or as a reward to members of the class;
2. shown in their entirety;
3. shown with a teacher present;

These patrons are browsing through the video posters at High Point Public Library.

4. shown in a regularly used classroom.

More complete information can be found in the videotape "Copyright: What Every School College and Public Library Should Know."

HPPL distributes copies of the reprinted article from *American Libraries*, "Library and Classroom Use of Copyrighted Videotapes and Computer Software," to help teachers better understand the copyright restrictions.

Access

1. Will you set age requirements on who may borrow tapes?
2. Will you take reserve requests for videotapes?
3. Will you book "public performance" tapes for specific dates?
4. How will you handle the MPAA ratings on recent motion pictures?

The American Library Association opposes any age restrictions which would limit access to library materials. Many libraries, including HPPL, have an age requirement for borrowing videotapes. The cost per tape and the system for retrieving materials or replacement costs from delinquent patrons will be considerations in deciding whether you will set an age requirement.

Operating a reserve system for videotape can be very costly in terms of staff time and potential tape circulation. Several libraries which once offered reserves on videotapes have dropped the service. HPPL does offer to hold tapes to the end of a working day if a patron calls and requests a tape that is on the shelf.

Because considerable cost has been put into the "public performance" tapes at HPPL, we reserve over four hundred of these videos for specific dates. These tapes are booked for seven days, although the circulation period is for three days. This allows a four day lead to ensure that the tape is returned from a previous borrower. A system like this is useful in allowing a patron to get a specific part of a series which should be viewed sequentially and in helping teachers and group leaders plan for clases and programs.

In addition to opposing access restrictions, ALA also opposes labeling. Feature movies on video which have a rating by the Motion Picture Association of America may come with the rating printed on the video box. Most librarians believe it is permissible to leave that information visible, but that the rating should not be added if it has not been printed on the box. Patrons will ask for the rating information. An easy solution is to keep an up-to-date movie review guide at the desk for patrons to use as a reference.

Public library boards should consider endorsing the "Freedom to View" statement. This statement discusses freedom of access to film, videotapes, and all audiovisual materials. It is the audiovisual counterpart to ALA's "Freedom to Read" statement. The "Freedom to View" statement was adopted by the Educational Film Library Association (now known as The American Film and Video Association) Board of Directors in February 1979. The American Library Association endorsed the statement during the ALA annual conference on June 28, 1979.

A library board's adoption of this statement would reinforce the public's free access to all nonprint materials in that library. It would also indicate that audiovisual materials are considered an integral part of the library's collection and that access to these materals is to be treated in the same manner as printed materials.

Cataloging/Processing

1. Will you classify the videotapes?
2. Will the videotapes have full cataloging with subject access?
3. Will cataloging be done in-house?
4. Will the cataloging be done by the technical services staff or the audiovisual staff?
5. Will the processing be done by the technical services staff or the audiovisual staff?
6. What labels are necessary for the videotapes?

The videotapes at HPPL have no classification. The top left corner of the catalog cards simply indicate: VIDEO. This system works for us because we divide the tapes into fifteen subject areas and keep a record of the subject assigned to each tape. The tapes are assigned an accession number and shelved and circulated by this number. This seems to be the most efficient way to shelve and retrieve videotapes.

Dewey classification would work for a large non-fiction collection, but could become very cumbersome for classifying feature movies. It would also add considerably to the shelving time required, an important consideration since videotapes will circulate at a much faster rate than books, requiring more frequent shelving.

In order for the videotape collection to be as useful as the print collection, I believe full cataloging is necessary. Subject access should be provided as thoroughly as it is for books. Some of the larger jobbers make cataloging available for their videotapes. This type of cataloging may quickly develop many inconsistencies making searching the library's holdings more difficult for the public.

Several labels may be needed for videotapes

in addition to the title and library identification labels. You may consider a label indicating the legal screening rights, one cautioning against heat or dropping in the book deposit, and a reminder to rewind the tape.

Clear video boxes offer some advantages over solid ones. They allow the staff to see if the tape has been rewound and if the tape is in the proper box without opening the case. Clear boxes are also available with cut outs for bar code labels. See-through boxes in pastel colors allow for color coding. For example, green could be used for "home use," yellow for "public performance," and blue for children's tapes.

At HPPL the processing is split between the technical services and the audiovisual staff. The tapes are cataloged and processed by technical services staff; the audiovisual staff makes the browsing poster for each video. The audiovisual staff assigns the tape a unique number and affixes a round color-coded label with this number to the tape, the tape case, and the poster.

Circulation

1. Will you charge a borrower's fee?
2. For how long will tapes circulate?
3. What is the maximum number of tapes a patron or household will be allowed to borrow?
4. Will you renew videotapes? By phone? In person?
5. Will you charge an overdue fine? How much?
6. Will you require tapes to be rewound?
7. Will your system allow extensions for teachers?
8. When a tape is lost or destroyed, how much will you charge the patron?
9. Will you circulate tapes through branches? Will you allow tapes to be returned to any branch?

In all respects, I believe, video should be treated as an integral part of the library's collections—in collection development, in providing access through cataloging, and in not treating it differently by charging fees. Sally Mason, former Project Director of the ALA-Carnegie Video Project, expressed this same thinking in an interview about current video issues: " ... we're seeing ... a movement away from charging a fee for video, which I think is really important, because we need to establish the idea that video is part of the basic collection, and not some ephemeral sidecar to the library collection." [2]

There is some debate over the issue of rewinding tapes just after they have been played. Some experts believe that it is better to rewind just before playing the tape. My suggestion is to check with the video rental stores in your area and do what they do. The advantages of doing it one way or the other probably do not outweigh the frustration the staff would face in trying to change what the public is in the habit of doing.

We made a decision at HPPL to charge a maximum of twenty-five dollars for a lost or destroyed tape regardless of the cost of the tape. This means that the library may have to absorb some additional cost, but again it probably is not worth the "bad will" to try to force a patron to pay what he or she would undoubtedly believe is an unfair amount.

HPPL does not circulate tapes to branches. While rotating collections provide a great service to patrons of small libraries, this kind of system requires extensive planning and ongoing supervision as well as a courier. A section titled "Rotating Collections: Video Circuits" included in the book, *Developing and Maintaining Video Collections in Libraries*, by James Scholtz, would be useful in planning this type of system.[3]

Care and Maintenance

1. What is necessary for proper care of videotapes?
2. Will you repair videotapes in-house? What repairs are safe to make?
3. What preventive maintenance is needed for VCR's and video players?

Videotapes are easily damaged by extremes of heat and cold. They should not be left in hot cars. Videotapes need to adjust to room temperature before using. Tapes should be kept away from food and beverages, and should be kept in cases when not in use. Videotapes can be damaged or accidentally erased by leaving them near electronic devices which generate a magnetic field. Tapes should not be left on the top of a TV or a video recorder that is in use, or on a stereo speaker.

The HPPL video brochure for the public explains these care and handling guidelines. Patrons are given a short video handout when they first register to borrow tapes. In addition, during the warm weather months we give out bright colored flyers alerting the public to possible damage to AV materials from heat and sun.

Tapes in the library should be stored vertically with the full spool down. This will prevent pressure on the edges of the tapes.

Most repairs on videotapes should be done by a professional. Reattaching the tape when it has come loose from the spool is a simple repair that safely can be done in-house.

The tape heads on VCR's and video players should be cleaned periodically; this can also be done in-house. The heads on a regularly used VCR or player should be cleaned at least once a month. The "Alsop 3" tape head cleaner is a tape cleaner with fluid that is easy to use and is the only cassett-type head cleaner that is recommended. An alternative method would be to use chamois swabs and Freon TF to clean the heads.[4]

References

1. Ray Serebrin, "Video: Planning Backwards into the Future." *Library Journal* 113 (November 15, 1988): 34-35.
2. Sally Mason, "Hot Potatoes In Idaho: Video's Burning Issues." *Video Librarian 3 (October 1988): 3.*
3. James Scholtz, *Developing and Maintaining Video Collections in Libraries* (Santa Barbara, CA-ABC-CL10, 1988): 166-170.
4. George Smith, "Audio-Visual Equipment Maintenance and Repair," instructor for the workshop sponsored by the Audiovisual Committee of the Public Library Section, NCLA. Forsyth County Public Library, Winston-Salem, NC April 21, 1989.

Sources for Useful Information

Collection Development

Developing and Maintaining Video Collections in Libraries by James C. Scholtz. Santa Barbara, CA: ABC-CLIO, 1988. $35 ISBN 0—87436-497-3

This how-to manual is full of practical and up-to-date information on the subject. It is highly recommended for any library with a video collection.

Order from: ABC-CLIO
2040 Alameda Padre Serra
P.O. Box 4397
Santa Barbara, CA 93104-4397

UNC-G Video Consortium. Duplication rights are purchased for videotapes when several North Carolina libraries wish to purchase the same title. The individual libraries purchase the duplicated tape at a fraction of the retail price. This consortium typically deals with expensive series like "Degrassi Jr. High" and "The Day the Universe Changed," which may have aired on public television.

Contact:	*at*
Linda Struble	UNC-G Video Consortium
Mel Schumaker	72 McNutt Building
Hugh Hagaman	UNC at Greensboro
	Greensboro, NC 27412
	(919) 334-5078

Video for Libraries: Special Interest Video for Small and Medium-sized Public Libraries. Edited by Sally Mason and James Scholtz. Chicago: ALA, 1988. $14.50

This annotated bibliography of non-fiction video lists titles which have proved successful in public libraries through the United States. This is an excellent selection guide for beginning or developing a video collection.

Order from:
ALA Books
American Library Association
50 E. Huron Street
Chicago, IL 60611

Security

The Kingsley Library Company offers several models of video return drop-in boxes.

Contact:
Kingsley Library Equipment Company
P.O. Box 2731
Pomona, CA 91769-2731

The Tattle-Tape Library Security System from 3M is designed to work with videotapes. Request information about Model 2001 and Model 2011 from:
3M Library Security Systems
Building 225-4N-14, 3M Center
Saint Paul, MN 55144-1000
(800) 328-1684 ext. 111

Copyright

"Copyright: What Every School, College and Public Library Should Know." ½" VHS videotape. 20 min. Produced by F.A.C.T. (Folks Against Copyright Transgression), 1987. $15.00. A guidebook by copyright attorney, Ivan Bender, is included.

Order from:
A.I.M.E.
108 Wilmot Road
Deerfield, IL 60015

"Library and Classroom Use of Copyrighted Videotapes and Computer Software," by Mary Hutchings Reed and Debra Stanek. Single copies of this article reprinted from *American Libraries*, February 1986, are available from the ALA office of Rights and Permissions with receipt of SASE; 25 or more copies available at 25¢ each.

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Care and Maintenance

"Video Cassette Repair Made Simple" California Library Association, 1985. 17 min.

This very useful videotape may be borrowed from the North Carolina State Library, #VC00420, or ordered from:

Rosemead Public Library
8800 Valley Boulevard
Rosemead, CA 91770

The Videotape Cassette Care Handbook. RTI, 1987. $5.00

Order from:

Research Technology International
4700 Chase Avenue
Lincolnwood, IL 60646

Videotape Review Sources

Booklist. Published by American Library Association, 50 E. Huron Street, Chicago, IL 60611, subscription: $56 per year; 22 issues per year. 'A review in *Booklist* constitutes a recommendation for library purchase.'

Typically about twenty-five non-fiction titles are reviewed. Videotape prices range from $25 to $450.

Childrens Video Report. Address: Childrens Video Report, 145 West 96th Street, Suite 7C, NY, NY 10025-6403; subscription: $35; six issues per year.

This newsletter uses experts in child development and media to review children's home-use videotapes. Issues are frequently devoted to a single topic. This is a very useful selection tool.

Librarian's Video Journal. Published by Clearview Media Corporation. Address: Librarian's Video Review, Rt. 1, Box 25, Bowling Green, VA 22427; subscription for one year: $22; published quarterly; sample copies available on request. Call 800-356-0195.

Useful articles are published as well as reviews for current special interest video. A typical issue reviews about eighty low-cost titles for children and adults. The publisher of this journal is also a distributor; however, the reviews seem fair.

Library Journal. Address: *Library Journal*, P.O. Box 1977, Marion, OH 43305-1977, subscription: $69 per year; twenty issues per year

A typical issue reviews about seventeen non-fiction videotapes. Prices range from $20 to $340.

Video Librarian. Address: Video Librarian, P.O. Box 2725, Bremerton, WA 98310; subscription: $35 per year; eleven issues per year.

The publisher and editor, Randy Pittman, is a former, highly respected, video librarian. This newsletter is full of helpful information and articles as well as reviews. A typical issue reviews about thirty-five feature and non-fiction video titles. This is a very useful selection tool.

Videotapes of Interest to North Carolinians

American Storytelling Series: vol. 8. Wilson, 1986. 31 min. $99.00 PP (public performance rights).

Features storyteller, Don Davis, of High Point, NC

Order from:

The H.W. Wilson Company
950 University Avenue
Bronx, NY 10452

The American Traditional Cultural Series (three titles)

Being A Joines. Davenport Films [nd]. 55 min. $29.95. HUO (home use only rights).

A portrait of a master traditional tale teller from Wilkes County, NC.

Born For Hard Luck: Peg Leg Sam Jackson. Davenport Films [nd]. 29 min. $29.95. HUO

A film portrait of one of the last medicine show entertainers with highlights from his performance at a North Carolina county fair in 1972.

A Singing Stream: A Black Family Chronicle. Davenport Films [nd]. 57 min. $29.95. HUO.

A film history of the Landis family of Granville County, NC.

Order from:

Davenport Films
Rt. 1, Box 527
Delaplane, VA 22025

The Angel That Stands By Me. Light Saraf Films, 1983. 29 min. $150.00 PP.

This film focuses on the life and art of the late Minnie Evans, a folk artist from Wilmington, NC. Her work has been shown at the Whitney Museum in New York.

Order from:

Light Saraf Films
131 Concord Street
San Francisco, CA 94112
(415) 584-3521

Beginning Appalachian Clogging. Lark in the Morning [nd]. 45 min. $39.95. PP.
Beginning Appalachian Dulcimer. Lark in the Morning [nd]. 45 min. $39.95. PP
Order from:

Clearview Media
Rt. 2 Box 25
Bowling Green, VA 22427

The Blue Ridge. Group II Productions, 1988. 40 min. $24.95. PP.
Order from:

Group II Productions
513 Florham Drive
High Point, NC 27260

Campus Clips Series. Leslie Smith Service Corporation, 1987. 30 min. ea., $29.95 ea. HUO.

Interviews with students about academics and campus life. Tapes are available for these NC universities: Duke, NC State, UNC-CH, UNC-G, Wake Forest.
Order from:

Leslie Smith Service Corporation
69-A Forest Street
Watertown, MA 02172

Carmina Burana. Carolina Public Television, [198?]. $60.00. PP.

The dance, music, and theatre departments of the North Carolina School of the Arts collaborated in this presentation of Carl Orff's famous and elaborate scenic oratorio.
Order from:

Loren Stutts
Carolina Public TV
P.O. Box 3500
Chapel Hill, NC 27514

Dances of the World: The Southern Appalachians. Vol. 1. Folk Dance Video. International, [nd]. $39.95.

This is one of several video programs featuring North Carolina traditional country dancers and cloggers. *Order from:*

Folk Dance Videos International
10100 Park Cedar Drive, Suite 110
Charlotte, NC 28210

Doc and Merle. Front Porch Productions, 1986. 58 min. $125.00. PP.

An entertaining and enlightening look at the lives of North Carolina father and son musicians, Doc and Merle Watson.
Order from:

Front Porch Productions
P.O. Box 2746
Boone, NC 28607

Fixin' To Tell About Jack. Appalshop Films [nd]. 25 min. $24.95. HUO.

Ray Hicks, a mountain farmer and storyteller from Beech Mountain, NC, tells the Jack Tale, "Whickity-Whack, Into my Sack," also known as "Soldier Jack."
Order from:

Appalshop Films
306 Madison Street
Whitesburg, KY 41858

Jackie Torrence: The Story Lady. Weston Woods Films [nd]. 30 min. $50.00. PP.

This well-known NC storyteller tells the eerie story, "Two White Horses: A Mountain Tale."
Order from:

Weston Woods Films
Weston, CT 06883

John Coltrane: The Coltrane Legacy. VAI, 1985. 61 min. $39.95. HUO.

A film tribute to the North Carolina native and master saxophone player.
Order from:

Home Vision
P.O. Box 800
Concord, MA 01742

New Bern: How To Fix Up A Little Old American Town. CC-M Productions, 1988. 57 min. $60.00. PP.

A focus on the historic preservation of the Colonial capital of North Carolina.
Order from:

CC-M Productions
7755 16th Street, NW
Washington, DC 20012
(301) 588-4095

go for it!
use your library

Sprout Wings and Fly. Flower Films, 1983. 30 min. $44.95. HUO.

A film by Les Blank about NC mountain fiddler, Tommy Jarrell.

Order from:

Flower Films
10341 San Pablo Avenue
El Cerrito, CA 94530

Thomas Wolfe: Look Homeward Angel. Films for the Humanities [nd]. 45 min. $149.00. PP.

An examination of Wolfe's Asheville roots and the writing of his first novel.

Order from:

Films for the Humanities
Box 2053
Princeton, NJ 08543
(800) 257-5126

Tragedy and Triumph of the Cherokee. Cherokee Publications [nd]. $29.95. HUO.

An historic tribute to the Cherokee Indians of North Carolina.

Order from:

Cherokee Publications
P.O. Box 256
Cherokee, NC 28719

The Trontium Tusk. John Lemmon Films, 1984. 9 min. $69.95. PP.

This highly creative clay-animated science fiction film is an original of NC filmmaker John Lemmon. John Lemmon is the filmmaker of the Food Lion animated television commercials. Finalist, American Film Festival, 1986.

Order from:

John Lemmon Films
5016 Furman Place
Charlotte, NC 28210

The Tryon Palace Christmas Decoration Library. Four volumes. CC-M Productions, 1987. $24 each. PP.

Order from:

see New Bern: How To Fix Up a Little Old American Town

Uncertain Faiths. Park Film Distribution [nd]. 59 min. $52.00. PP.

A film about the changing textile industry in the South and how it has affected the people involved.

Order from:

Park Film Distribution
Rt. 2, Box 3473
Crabapple Hollow Road
Nicholson, GA 30565

Virginia Plantations. Paradise Productions, 1986. 30 min. $16.00. HUO.

A visit to eight plantations, focusing mostly on Mount Vernon and Monticello.

Order from:

Baker & Taylor
8140 Lehigh Avenue
Morton Grove, IL 60053
(800) 227-2812

A Williamsburg Sampler. Colonial Williamsburg Foundation [nd]. 29 min. $26.95. PP.

A cross section of the many appeals of historic Williamsburg.

Order from:

Colonial Williamsburg Foundation
P.O. Box C
Williamsburg, VA 23187

North Carolina: A Special Kind of Splendor, A Land for All Seasons, and ***Dare County: Land of Beginnings*** are three of twelve titles relating to North Carolina. Each of these is $29.95. About eighteen other titles are available which may be of interest. Prices range up to $96.00.

Order from:

Grady Jefferies
6209 Rock Quarry Road
Raleigh, NC 27610
(919) 772-2090

NC Is My Home with Charles Kuralt, and ***The Mansion at 200 North Blount Street*** are among approximately eight titles available relating to North Carolina. Request prices.

Order from:

North Carolina Public Television
P.O. Box 3508
Chapel Hill, NC 27514

From Our House To The White House, ***The History of Seagrove Pottery***, and ***An Indian, A Person, Myself***, are among eighteen titles produced by the Documentary Unit, NC Department of Cultural Resources. All videotapes are about $25.00 each.

Order from:

Videofonics
1101 Downtown Boulevard
Raleigh, NC 27603

Recommended Videotape Distributors

AFRO-AM Distributing Company
819 Wabash Avenue
Chicago, IL 60605

Ambrose Video and Publishing, Inc.
381 Park Avenue South, Suite 1601
New York, NY 10016
(300) 526-4663

Baker & Taylor Video
8140 Lehigh Avenue
Morton Grove, IL 60053
(800) 227-2812

Bodner Associates
183 Leicester Avenue
Norfolk, VA 23503
(804) 588-8455

Brighton Video
250 West 57th Street, Suite 916
New York, NY 10019

Children's Circle Home Video
Weston Woods
Weston, CT 06883
(800) 243-5020

Coronet Film and Video
108 Wilmot Road
Deerfield, IL 60015

Davenport Films
Rt. 1, Box 527
Delaplane, VA 22025
(703) 592-3701

Home Vision
P.O. Box 800
Concord, MA 01742

Library Video Company
P.O. Box 40351 / Dept. M-13
Philadelphia, PA 19106
(800) 843-3620

Lucerne Media
37 Ground Pine Road
Morris Plains, NJ 07950
(800) 341-2294

The Media Guild
11722 Sorrento Valley Road / Suite E
San Diego, CA 92121-1021
(619) 755-9191

PBS Video
1320 Braddock Place
Alexandria, VA 22314-1698

Quality Books, Inc.
918 Sherwook Drive
Lake Bluff, IL 60044-2204
(800) 323-4241

The Traveloguer Collection
3301 W. Hampden / Suite N
Englewood, CO 80110
(800) 521-5104

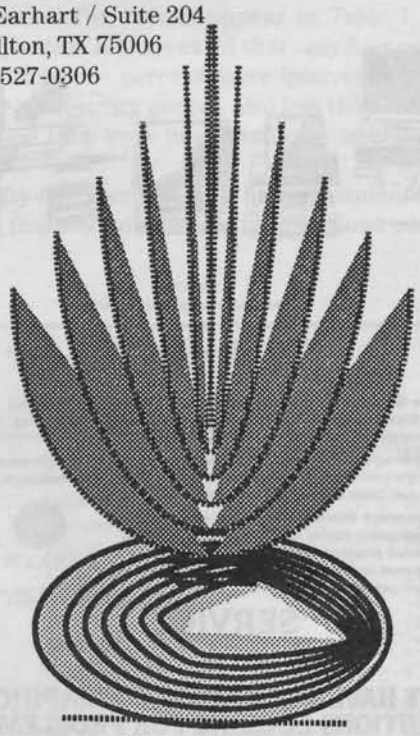
University of Illinois Film/Video Center
1325 South Oak Street
Champaign, IL 61820
(800) 367-3456

Viewfinders, Inc.
P.O. Box 1665
Evanston, IL 60204
(800) 342-3342

Video Artists International, Inc.
P.O. Box 153 Ansonia Station
New York, NY 10023

Zenger Video
10200 Jefferson Boulevard, Room EV 41
P.O. Box 802
Culver City, CA 90232-0802
(800) 421-4246

Zig Zigler Corporation
3330 Earhart / Suite 204
Carrollton, TX 75006
(800) 527-0306



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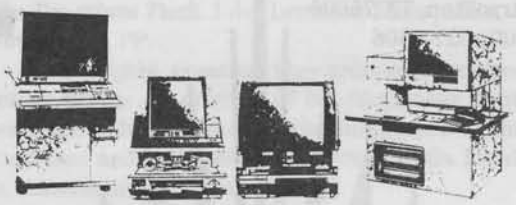

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Freedom to View

The FREEDOM TO VIEW, along with the freedom to speak, to hear, and to read, is protected by the First Amendment to the Constitution of the United States. In a free society, there is no place for censorship of any medium of expression. Therefore, we affirm these principles:

1. It is in the public interest to provide the broadest possible access to films and other audiovisual materials because they have proven to be among the most effective means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantee of freedom of expression.

2. It is in the public interest to provide for our audiences, film and other audiovisual materials which represent a diversity of views and expression. Selection of a work does not constitute or imply agreement with or approval of the content.

3. It is our professional responsibility to resist the constraint of labeling or pre-judging a film on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.

4. It is our professional responsibility to contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

This statement was originally drafted by the Educational Film Library Association's Freedom to View Committee, and was adopted by the EFLA Board of Directors in February, 1979. Libraries and educational institutions are encouraged to adopt this statement and display it in their catalogs or libraries. The text of the statement may be reprinted freely; permission is granted to all educational institutions to use it.

The Educational Film Library Association is now known as The American Film and Video Association.

The American Film and Video Association
929 Barnsdale Road / Suite 152
La Grange Park, IL 60525

A Video User Survey from High Point Public Library

A survey was conducted at the High Point Public Library (HPPL) in which every video patron during five weeks was asked to complete the questionnaire reprinted here. These results are based on a sample of two hundred, which represents about seven percent of the registered video borrowers at the library.

There are approximately 1200 videotapes in the collection at HPPL. Of these, ten to fifteen percent are feature movies. These movies are almost entirely older classics and most are based on literary works. The balance of the collection is educational and enrichment programs which fall into the subject categories listed in Question 10.

The respondents were asked to check the ways they first learned that the library offered videotapes. Naturally, some people had learned about it through more than one source. One hundred and three persons said they found out while in the library, either from signs, flyers or library staff. One hundred respondents learned about the library's video collection by word of mouth. Only one person learned about the library's videos from the local newspaper, and that person indicated that s/he also heard about it through word of mouth and while visiting the library.

Ninety-one persons, or forty-six percent, said that when they first came to the library they hoped to borrow something besides or in addition to feature movies or children's videotapes. Fifty-two, or twenty-six percent, came expecting to borrow PBS programs on video. Thirty-nine, or twenty percent, said they hoped to borrow video on these topics: business, fine arts, how-to, travel, leisure and hobbies.

An overwhelming number of the video borrowers at HPPL were library users before they became video borrowers. One hundred eighty-nine persons, or ninety-five percent, said they were library users before registering to borrow videotapes. However, sixty-one respondents, or thirty-one percent, indicated they had never borrowed any audiovisual materials before borrowing video tapes.

Sixty-one percent of the patrons surveyed indicated that they borrowed between one and six videos from the library during a typical month. Twenty-seven percent said they borrowed between seven and twelve tapes per month; twelve percent borrowed thirteen or more per month.

Thirty-six people, or eighteen percent, said they do not rent any tapes from video stores. Seventy-two percent said they rent between one and six tapes per month; one percent indicated that they rent seven or more tapes per month.

One hundred thirteen respondents, or fifty-seven percent, indicated that they watch ten or fewer hours of television each week. Fifty-five persons, or twenty-eight percent, said they watch between eleven and twenty hours per week, while only seven people, or less than one percent, indicated they watch more than forty-one hours of television each week.

Of the 200 responses, 185 people, or ninety-three percent, indicated that they read at least one book per month. Of those, 134 people, or sixty-seven percent, said they read between one and five books per month. Fifty-one people, or twenty-six percent, said they read more than six books per month. Nine percent indicated that they read no books during a typical month.

It was reassuring to find that thirty-four people, or seventeen percent of the two hundred video borrowers responding, answered "yes" when asked if they had ever borrowed a book from the library as a result of watching one of the library's videotapes.

Respondents were asked to check all categories in which they found tapes that interested them most. The results appear in Table 1. This same question also revealed that only four people, or less than one percent, were interested only in feature movies. Six people, also less than one percent, said they were interested only in children's video.

Fifty-five percent of the respondents live within five miles of the library; thirty-one percent

TABLE 1.
Patron interest by subject category

Number of titles in this category	Category	Number of patrons interested	Percentage
43	Business	19	(10%)
49	Career/Personal Dev.	27	(14%)
123	Children	12	(62%)
204	Documentaries	88	(44%)
156	Feature Movies	14	(72%)
48	Fine Arts	33	(17%)
31	Health/Fitness	35	(18%)
94	How-To	52	(26%)
46	Literature	47	(24%)
40	Local Interest	16	(8%)
195	MacArthur/PBS	68	(34%)
38	Sports/Recreation	24	(12%)
44	Travel	42	(21%)
48	Variety/Entertain.	74	(37%)
48	Young Adult	19	(10%)

Video User Questionnaire
Please help us serve you better by answering these questions.

1. How did you first learn that the library loaned videotapes?

   Signs/flyers in the library ☐
   Newspaper article ☐
   Word of mouth ☐

2. When you first came here to borrow videotapes, which of the following did you hope to borrow?

   Movies ☐
   Children's tapes ☐
   PBS Series ☐
   Other (specify) _____

3. Were you a library user before you borrowed videotapes from Audiovisual Services?

   Yes ☐
   No ☐

4. How many videotapes do you borrow from the library during a month? _____

5. How many videotapes do you rent from a video store during a month? _____

6. How many hours of television (not video) do you watch per week? _____

7. How many books do you read per month? _____

8. Have you borrowed any books from the library as a result of watching one of the library's videotapes? (Example: watched "Norman Rockwell and the Saturday Evening Post;" then read biography of Norman Rockwell) Yes ☐ No ☐

9. What AV materials have you borrowed besides videotapes?

   16mm Films ☐
   Art Prints ☐
   Slides/Filmstrips ☐
   Compact Discs ☐
   Records ☐
   Audio Tapes ☐

10. In which categories do you find tapes that interest you most?

Business	☐	Fine Arts	☐	MacArthur/PBS Series	☐
Career/Personal Dev.	☐	Health/Fitness	☐	Sports/Recreation	☐
Children	☐	How To	☐	Travel	☐
Documentaries	☐	Literature	☐	Variety/Entertainment	☐
Feature Films	☐	Local Interest	☐	Young Adult	☐

11. What subject(s) would you like added to the collection? _____

12. How far do you live from the library? _____ miles

13. Are you a resident of Guildford County? Yes ☐ No ☐

14. Your sex: Male ☐ Female ☐

15. Your age: 16-29 ☐ 30-45 ☐ 46-59 ☐ 60-69 ☐ 70-90 ☐

16. Circle the highest level of education you have completed.

4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

17. What is your occupation? _____

Thanks for Your Help!

Audiovisual Services
High Point Public Library

live between six and ten miles from the library; thirteen percent live between eleven and fifteen miles away. Less than one percent live fifteen miles or further from the library.

Twenty-three percent of the people polled indicated they were not residents of Guilford County. These forty-five persons had purchased a non-resident library card for ten dollars.

A 1985 estimate for the population of High Point indicated that only fifty-four percent were high school graduates. The findings of this survey indicated that the lowest educational level among those responding was eleventh grade. The three people indicating they had only eleven years of education represent less than one percent of those responding. This survey also showed that forty-one persons, or twenty-one percent, had finished high school; that sixty-one respondents, or thirty-one percent, had a college degree; and that thirty-nine, or twenty percent, had seventeen or more years of education.

The survey showed that fifty-three borrowers, or twenty-seven percent, are employed professionally in the areas of education, social work, health, religion and the arts. Non-professionals working in those same fields account for thirty-nine people, or twenty percent. Forty-two respondents, or twenty-one percent, are not employed outside their homes. Twenty-four people, or twelve percent of the users, work in business. Blue collar workers and students each account for one percent of the users. Doctors, attorneys and scientists account for less than one percent, as do retired persons.

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North Carolina Libraries is published four times a year by the North Carolina Library Association. Subscription: $32 per year; $50 foreign countries. Single copy $10. Address new subscriptions, renewals, and related correspondence to Frances B. Bradburn, editor; *North Carolina Libraries*, Joyner Library, East Carolina University, Greenville, NC 27858 or call (919) 757-6076. (For membership information, see address label on journal)

Young Librarian Award

The Junior Members Roundtable will recognize an outstanding young librarian at the 1989 NCLA Biennial Conference with a certificate and a $25 cash award. Eligible persons must be:

- Members of NCLA
- Under age 35, or employed as a librarian for less than six years
- Professional librarians in North Carolina for at least one year
- Making an outstanding contribution to librarianship in North Carolina.

Applications and nominations may be made to:

Judi Bugniazet
Bell Library
Montreat College
Montreat, NC 28757
(704) 669-2382

Deadline: July 15, 1989.

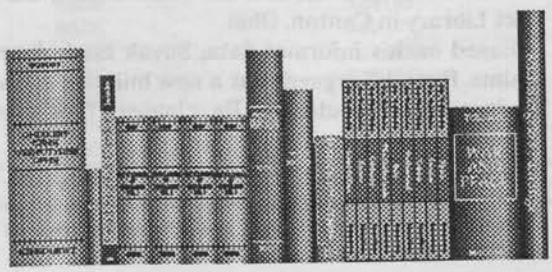
The Baker & Taylor/JMRT Grassroots Grant

The Baker & Taylor Company is providing North Carolina an opportunity to offer a $250 grant to one library science student to attend the North Carolina Library Association Conference, October 11-13, 1989.

The grant recipient must be a member of the North Carolina Library Association, and a member of the Junior Members Round Table. A prepared statement and application must be sent no later than August 30, 1989 to:

Melanie Collins, Chair
NCLA/JMRT
Harnett County Library
POB 1149
Lillington, NC 27546
(919) 893-3446

Call or write for an application.



The Effects of a New Main Library on Circulation and Other Selected Performance Indicators

Melanie H. Collins and Robert Burgin

Librarians need to be aware of the potential impact of a new building on library performance in order to be able to deal with the effect that the change might have on day-to-day operations. Whether a new building affects circulation and other performance indicators and how much effect exists are questions that need to be explored. With the knowledge of which performance indicators are the most substantially affected by a new building, librarians will be better able to plan operating budgets and staffing of public service areas and to do more effective public programming.

This research examined specific performance indicators of public libraries to determine to what degree these measures were affected by the construction and opening of a new headquarters.

Review of the Literature

Little information dealing with the effect of a new library building on circulation was found in the literature. Goals, guidelines, and standards have been developed to dictate how large a building should be in order to serve a population, how the collection should be arranged, and even how many parking spaces are needed. But little has been written to suggest how the new building will affect library performance.

The only substantial data appear to be those of Daniel Suvak, who cited an "informal survey of twenty-five libraries" that had opened new buildings[1]. The libraries included in his informal study included the Plymouth (Indiana) Library; Atlanta Public; Omaha Public; and the Stark County District Library in Canton, Ohio.

Based on his informal data, Suvak made four claims. First, he argued that a new building leads to increased circulation. He claimed that the twenty-five libraries showed, on average, a forty-four percent increase in circulation the year after opening the new building, ranging from a three percent decrease to a one hundred twenty-seven percent gain.

Second, Suvak found that circulation gains are especially significant for smaller libraries. He noted that "small libraries show bigger gains. Where the total circulation is 150,000 or less, a new building increased the circulation an average of sixty-three percent in the year after opening[2]."

Third, Suvak suggested that, in some cases, the increase in circulation continues beyond the first year. He noted that some libraries experienced large increases for four years after the opening of a new building.

Finally, Suvak argued that circulation increases would be matched in most other areas of library service in the new building. This point was illustrated by the Atlanta Public Library, which reported that fifty-five thousand adults and four thousand children visited their new library in the first two weeks, and that two thousand people applied for new library cards in a single, record-setting day.

Present Study

New public library headquarters facilities that were built during the fiscal years 1975-76 through 1985-86 in North Carolina were the focus of the present study. The study excluded those for which only renovations and additions were made. Furthermore, since the authors were interested in changes to performance measures in the years leading up to the new building, only libraries that had data available for three fiscal years before and three fiscal years after the opening of a new headquarters library were used for this study. Libraries that did not report headquarters library circulation to the North Carolina Division of the State Library were not included in the circulation comparisons.

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TABLE 1.

Annual Increases in Circulation, Fiscal Year in Which New Building Opened

Library	Year	Percentage Increase	Mean Increase for Old Headquarters Libraries (N)
Bladen	1978-79	15.92	0.58 (52)
Buncombe	1978-79	4.41	0.58 (52)
Cabarrus	1977-78	19.33	3.58 (53)
Duplin	1981-82	13.31	5.54 (52)
Durham	1980-81	65.75	2.32 (52)
Gaston-Lincoln	1978-79	- 23.76	0.58 (52)
Haywood	1981-82	7.09	5.54 (52)
Lee	1979-80	41.60	1.13 (51)
New Hanover	1980-81	20.19	2.32 (52)
Wayne	1976-77	30.83	2.00 (53)
Median		17.625	2.160

Wilcoxon signed ranks test: $z = -2.090$
$p < .037$

The ten public library systems that had constructed new headquarters libraries in the ten years prior to the study and that had data available for the years specified above were the Bladen County Public Library, Asheville-Buncombe County Library (Pack Memorial), Cabarrus County Library (Charles A. Cannon Memorial), Duplin County-Dorothy Wightman Public Library, Durham County Library, Gaston-Lincoln Regional Library, Haywood County Library, Lee County Library, New Hanover County Public Library, and Wayne County Public Library. More detailed information regarding each of the libraries under study is available in Collins[3].

The phrase "headquarters libraries" in this study refers to all headquarters libraries for county and regional public library systems in North Carolina (municipal libraries were excluded), as listed in the annual *Statistics and Directory* published by the North Carolina Division of State Library[4]. The phrase "old headquarters libraries" in the tables and figure refers to those headquarters libraries that did not meet the criteria for inclusion in the group of ten listed above.

All data were taken from the *Statistics and Directory* and were assumed to be accurate. Dates for construction of the headquarters facilities that were not supplied by the libraries studied were supplied by the State Library.

Because book circulation was the only performance indicator that was reported separately for headquarters libraries in the annual *Statistics and Directory*, it was the only performance indicator that provided direct comparisons between new headquarters library buildings and headquarters libraries that did not construct new facilities.

Other performance indicators were gathered for the total library system (headquarters, branches, bookmobiles, and other circulation outlets). These included local operating receipts; expenditures (personnel, books, total); total book

TABLE 2.

Annual Increases in Circulation, Fiscal Year in Which Greatest Increase Occurred

Library	Year	Percentage Increase	Mean Increase for Old Headquarters Libraries (N)
Bladen	1978-79	15.92	0.58 (52)
Buncombe	1979-80	19.76	1.13 (51)
Cabarrus	1977-78	19.33	3.58 (53)
Duplin	1982-83	29.09	6.28 (52)
Durham	1980-81	65.75	2.32 (52)
Gaston-Lincoln	1979-80	29.13	1.13 (52)
Haywood	1982-83	14.22	6.28 (52)
Lee	1979-80	41.60	1.13 (51)
New Hanover	1981-82	22.34	5.54 (52)
Wayne	1976-77	30.83	2.00 (53)
Median		25.715	2.160

Wilcoxon signed ranks test: $z = -2.803$
$p < .005$

collection; number of volumes added to the collection; systemwide book circulation; and number of staff, both professional and paraprofessional.

Results

Tables 1, 2, 3, and 4 summarize the annual increases in circulation for the ten libraries that opened new buildings during the ten years prior to the study. The tables list increases for the fiscal year in which the building opened and for the first, second, and third fiscal years following the year of the opening.

For the year of the opening, circulation changes ranged from a drop of 23.8 percent to an increase of 65.8 percent. The median increase for the ten libraries was 17.6 percent for the year of the building opening. Seven of the ten libraries experienced circulation growth higher than ten percent.

For the first fiscal year after the opening of the new building, the median increase in circulation was even higher—17.8 percent. Changes in circulation ranged from a 2.4 percent drop to a 29.1 percent increase. Again, seven of the ten libraries achieved "double digit" circulation growth.

Increases in circulation for the second fiscal year after the new building opening were less dramatic—a median of 8.1 percent. Only three libraries had circulation growth above ten percent. No library experienced a loss in circulation; increases ranged from 0.72 percent to 27.1 percent.

By the third fiscal year after the building had opened, the median increase in circulation had dropped to only 2.6 percent. Three libraries showed lossses in circulation, and none experienced an increase of greater than ten percent. Changes in circulation ranged from a two percent loss to an increase of eight percent.

In addition, for the fiscal years prior to the opening of the new building, median circulation increases were positive (1.4 percent between the third and second years prior to opening, 2.7 percent between the second and first years prior to opening). It is noteworthy that several libraries experienced decreases in circulation during these years, some quite large. The authors did not explore whether these drops were due to the increasing problems with older facilities, the fact that the libraries were closed for moving, or other reasons.

Increases in Circulation

All four of the findings of Suvak's informal survey, outlined above, were examined in the present study and are discussed below.

TABLE 3.
Annual Increases in Circulation After Building Opening

Library	Year of Opening	One Year After	Two Years After	Three Years After
Bladen	15.92	2.73	9.25	2.46
Old HQs	0.58	1.13	2.32	5.54
Buncombe	4.41	19.76	9.95	5.61
Old HQs	0.58	1.13	2.32	5.54
Cabarrus	19.33	4.32	6.95	-0.41
Old HQs	3.58	0.58	1.13	2.32
Duplin	13.31	29.09	27.08	2.70
Old HQs	5.54	6.28	1.05	3.39
Durham	65.75	15.76	13.30	8.03
Old HQs	2.32	5.54	6.28	1.05
Gaston-Lincoln	-23.76	29.13	3.21	5.20
Old HQs	0.58	1.13	2.32	5.54
Haywood	7.09	14.22	4.68	-2.03
Old HQs	5.54	6.28	1.05	3.39
Lee	41.60	-2.42	0.72	4.86
Old HQs	1.13	2.32	5.54	6.28
New Hanover	20.19	22.34	1.32	-1.63
Old HQs	2.32	5.54	6.28	1.05
Wayne	30.83	27.17	10.76	0.24
Old HQs	2.00	3.58	0.58	1.13
Median - New HQS	17.625	17.760	8.100	2.580
Median - Old HQs	2.160	2.950	2.320	3.390
Wilcoxon signed ranks test:	$z = 2.090$ $p < .037$	$z = 2.497$ $p < .013$	$z = 2.090$ $p < .037$	$z = 1.682$ $p < .093$

First, the claim that a new building leads to increased circulation was examined. Their claim was tested directly by comparing the annual increases in circulation for headquarters libraries with new buildings to the annual increases in circulation experienced by headquarters libraries that did not construct new facilities during the ten years prior to the study.

The annual increases in circulation for headquarters libraries with new buildings were significantly higher than the annual increases in circulation experienced by headquarters libraries that did not construct new buildings, using the nonparametric Wilcoxon signed ranks test to determine significance of difference. This finding was true both for the fiscal year in which the new building opened ($p < .037$) and, even more dramatically, for the fiscal year of the greatest circulation increase following the opening of the new building, which was the fiscal year of the opening in five cases and the first full fiscal year after the building opened in five cases ($p < .005$).

Tables 1 and 2 show the circulation increases for the ten new headquarters libraries and for headquarters libraries that did not construct new buildings during those years. While Suvak's claim that a new building leads to increased circulation was corroborated, the increases in circulation for the libraries with new buildings in the present study were not as large as the average of forty-four percent found in Suvak's informal sample. Even for the fiscal year in which the greatest increase occurred, the median for the present study was only 25.7 percent; only one library in this study exceeded Suvak's average.

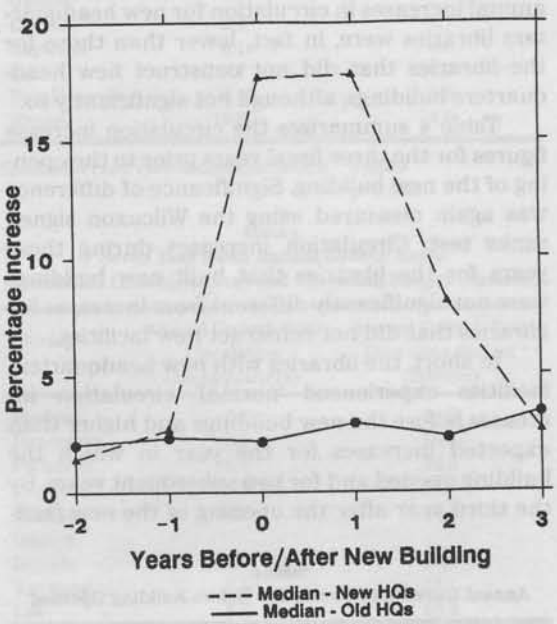
Small vs Large Libraries

Second, the assertion that small libraries show bigger gains in circulation with a new building was tested directly by comparing circulation increases in the large libraries with new headquarters buildings with circulation increases in the smaller libraries with new buildings. Suvak's figure of 150,000 annual circulation was used to determine which libraries were large and which small; the circulation figure for the fiscal year prior to the opening of the new building was used. Buncombe, Durham, Gaston-Lincoln, and New Hanover had annual circulation figures during that fiscal year large enough to designate them as large libraries.

For the fiscal year in which the new headquarters building opened, the small libraries experienced a median increase in circulation of 17.6 percent, the large libraries 12.3 percent. For the fiscal year in which the greatest circulation increase was experienced, the large libraries registered a median increase of 25.7 percent, the small libraries 24.2 percent.

Neither difference was significant, based on a nonparametric Mann-Whitney U test; thus Suvak's claim, that small libraries show larger circulation increases with a new building, was not confirmed by the present study.

Figure 1
Annual Increases in Circulation



Increases Beyond the First Year

Third, the degree to which circulation increases continue beyond the first year after completion of construction was tested directly. Data were gathered for the three fiscal years prior to the opening of the new headquarters library, the fiscal year of the opening, and the three fiscal years after the year of the opening. (See Figure 1. These data are further illustrated by the figures accompanying the narratives for each of the libraries studied in Collins[5].)

Table 3 summarizes the circulation increase figures for the fiscal year in which the new headquarters library was opened and for the three following fiscal years. Significance of difference was measured using the Wilcoxon signed ranks test.

As we saw above, for the fiscal year in which the new building opened, the annual increases in circulation for headquarters libraries with new buildings were significantly higher than the annual increases in circulation experienced by

headquarters libraries that did not construct new buildings ($p < .037$). Likewise, increases in circulation for the new libraries were significantly higher for the first fiscal year ($p < .013$) and for the second fiscal year ($p < .037$) after the buildings opened.

Contrary to Suvak's finding, however, large increases in circulation for the libraries in the present study did not continue past the second fiscal year after the new building opened. For the third fiscal year after the building opening, the annual increases in circulation for new headquarters libraries were, in fact, lower than those for the libraries that did not construct new headquarters buildings, although not signficiantly so.

Table 4 summarizes the circulation increase figures for the three fiscal years prior to the opening of the new building. Significance of difference was again measured using the Wilcoxon signed ranks test. Circulation increases during these years for the libraries that built new buildings were not significantly different from increases for libraries that did not construct new facilities.

In short, the libraries with new headquarters facilities experienced 'normal' circulation increases before the new buildings and higher than expected increases for the year in which the building opened and for two subsequent years. By the third year after the opening of the new facility, however, circulation increases were back to 'normal,' although at a higher level of circulation.

TABLE 4.
Annual Increses in Circulation Before Building Opening

Library	Two Years Before	One Year Before
Bladen	-19.88	-9.12
Old HQs	2.00	3.58
Buncombe	-4.09	-5.74
Old HQs	2.00	3.58
Cabarrus	0.40	5.33
Old HQs	3.37	2.00
Duplin	-.29	-48.46
Old HQs	1.13	2.32
Durham	-1.80	3.54
Old HQs	0.58	1.13
Gaston-Lincoln	2.97	4.00
Old HQs	2.00	3.58
Haywood	4.06	4.76
Old HQs	1.13	2.32
Lee	2.40	-10.32
Old HQs	3.58	0.58
New Hanover	7.08	5.92
Old HQs	0.58	1.13
Wayne	15.53	1.83
Old HQs	11.18	3.37
Median - New HQs	1.400	2.685
Median - Old HQs	2.000	2.320
Wilcoxon signed ranks test:	$z = 0.561$ $p < .575$	$z = 0.866$ $p < .386$

Other Performance Indicators

Finally, the claim that other performance indicators are also affected by the opening of a new building was examined, but only indirectly. Unfortunately, these data were available for the entire system and not for the headquarters library only. Findings in this area were therefore suggestive rather than conclusive.

Spearman rank correlation coefficients were obtained between each of the performance indicators under consideration and the increase in headquarters circulation for each of the ten libraries over the seven years studied (from three fiscal years prior to the new building to three fiscal years after the opening).

A significant correlation was found between the growth rate for new titles added and circulation growth ($p < .037$; see Table 5). Libraries with significant increases in the number of titles added also tended to experience large increases in circulation. For example, both Durham and Wayne experienced exceptional circulation growth and reported comparable increases in new titles added to their collection while the libraries that added fewer titles had small increases in circulation.

TABLE 5.
Seven Year Mean Annual Growth Rates Circulation (Headquarters) and New Titles Added (System)

Library	Annual Growth Rate Circulation (Headquarters)	Annual Growth Rate New Titles Added (System)
Bladen	-0.5	-2.3
Buncombe	5.2	3.2
Cabarrus	6.7	6.5
Duplin	-0.3	4.8
Durham	23.1	24.3
Gaston-Lincoln	2.4	1.6
Haywood	6.1	-4.3
Lee	5.7	-2.1
New Hanover	8.4	8.8
Wayne	19.6	38.0
Spearman rank correlation coefficient:	0.6970 $p < .037$	

A significant correlation between the circulation growth rate of the entire library system and that of the headquarters library was also found ($p < .037$; see Table 6). Where headquarters library circulation grew rapidly, system-wide circulation also tended to show strong growth. This finding is not surprising since most headquarters libraries contribute significantly to the circulation of the entire system.

TABLE 6.
Seven Year Mean Annual Growth Rates
Circulation (Headquarters) and Circulation (System)

Library	Annual Growth Rate Circulation (Headquarters)	Annual Growth Rate Circulation (System)
Bladen	-0.5	2.1
Buncombe	5.2	4.2
Cabarrus	6.7	-1.2
Duplin	-0.3	-2.7
Durham	23.1	18.4
Gaston-Lincoln	2.4	5.2
Haywood	6.1	6.5
Lee	5.7	4.2
New Hanover	8.4	10.2
Wayne	19.6	16.5

Spearman rank correlation coefficient: 0.7538
$p < .037$

By contrast, significant correlations were not found between increases in any other performance indicator and headquarters circulation growth. It would appear, then, that increases in areas such as budgets and expenditures, overall collection size, and number of staff were less closely tied to circulation increases than were increases in the number of new titles. (See Tables 7-13)

TABLE 7.
Seven Year Mean Annual Growth Rates
Circulation (Headquarters) and Book Budget (System)

Library	Annual Growth Rate Circulation (Headquarters)	Annual Growth Rate Book Budget (System)
Bladen	-0.5	18.6
Buncombe	5.2	9.7
Cabarrus	6.7	14.2
Duplin	-0.3	26.6
Durham	23.1	41.8
Gaston-Lincoln	2.4	7.7
Haywood	6.1	5.6
Lee	5.7	3.0
New Hanover	8.4	23.0
Wayne	19.6	55.3

Spearman rank correlation coefficient: 0.3939
$p < .237$

The data suggest that a library occupying a new headquarters building should expect a nearly immediate and rather dramatic increase in circulation.

TABLE 8.
Seven Year Mean Annual Growth Rates
Circulation (Headquarters) and Book Collection Size (System)

Library	Annual Growth Rate Circulation (Headquarters)	Annual Growth Rate Book Collection Size (System)
Bladen	-0.5	-4.0
Buncombe	5.2	7.0
Cabarrus	6.7	3.4
Duplin	-0.3	1.2
Durham	23.1	6.9
Gaston-Lincoln	2.4	1.7
Haywood	6.1	6.0
Lee	5.7	2.7
New Hanover	8.4	1.6
Wayne	19.6	4.0

Spearman rank correlation coefficient: 0.5630
$p < .091$

TABLE 9.
Seven Year Mean Annual Growth Rates
Circulation (Headquarters) and Operating Budget (System)

Library	Annual Growth Rate Circulation (Headquarters)	Annual Growth Rate Operating Budget (System)
Bladen	-0.5	26.6
Buncombe	5.2	16.1
Cabarrus	6.7	26.6
Duplin	-0.3	13.5
Durham	23.1	30.4
Gaston-Lincoln	2.4	16.4
Haywood	6.1	11.1
Lee	5.7	23.3
New Hanover	8.4	30.9
Wayne	19.6	38.3

Spearman rank correlation coefficient: 0.6140
$p < .066$

TABLE 10.
Seven Year Mean Annual Growth Rates
Circulation (Headquarters) and Local Operating Receipts (System)

Library	Annual Growth Rate Circulation (Headquarters)	Annual Growth Rate Local Operating Receipts (System)
Bladen	-0.5	58.4
Buncombe	5.2	17.7
Cabarrus	6.7	23.6
Duplin	-0.3	1.2
Durham	23.1	32.1
Gaston-Lincoln	2.4	19.0
Haywood	6.1	11.0
Lee	5.7	31.9
New Hanover	8.4	34.0
Wayne	19.6	38.2

Spearman rank correlation coefficient: 0.3091
$p < .354$

TABLE 11.
Seven Year Mean Annual Growth Rates Circulation (Headquarters) and Personnel Budget (System)

Library	Annual Growth Rate Circulation (Headquarters)	Annual Growth Rate Personnel Budget (System)
Bladen	-0.5	31.1
Buncombe	5.2	15.3
Cabarrus	6.7	32.7
Duplin	-0.3	6.9
Durham	23.1	21.7
Gaston-Lincoln	2.4	16.6
Haywood	6.1	10.4
Lee	5.7	26.6
New Hanover	8.4	24.5
Wayne	19.6	28.1

Spearman rank correlation coefficient: 0.2364
$p < .478$

Discussion

While it is evident that several factors contribute to the fluctuation of a library's circulation pattern, the data suggest that a library occupying a new headquaters building should expect a nearly immediate and rather dramatic increase in circulation.

For the ten headquarters libraries in the present study, the median annual increase in circulation exceeded seventeen percent for the year in which the new building was opened and for the first fiscal year following the opening. In addition, increases for the second fiscal year after the opening of the new facility were significantly higher than were increases for libraries that did not construct new buildings. The increase was not related the the size of the library; no significant difference was found between increases for large libraries and those for small libraries. These large increases in circulation did not continue beyond the second fiscal year after the opening of the new building, though.

Significant correlations were found between increases in circulation for the headquarters

The 1989 Book Week poster has been created for the Children's Book Council by Caldecott Medalist Richard Egielski. National Book Week will be observed for the 70th year November 13-19 in 1989. Egielski's full-color 17" x 22" poster costs $6.50. It is also available with many other items at a substantial savings in the Council's Book Week Bargain Kit. Send a 25¢ stamped, self-addressed envelope to CBC (P.O. Box 706, New York, NY 10276-0706) for "Book Week Brochure" for details.

TABLE 12.
Seven Year Mean Annual Growth Rates Circulation (Headquarters) and Professional Staff (System)

Library	Annual Growth Rate Circulation (Headquarters)	Annual Growth Rate Professional Staff (System)
Bladen	-0.5	0.0
Buncombe	5.2	5.6
Cabarrus	6.7	16.7
Duplin	-0.3	0.0
Durham	23.1	10.2
Gaston-Lincoln	2.4	2.5
Haywood	6.1	2.1
Lee	5.7	16.7
New Hanover	8.4	13.3
Wayne	19.6	2.8

Spearman rank correlation coefficient: 0.5976
$p < .073$

TABLE 13.
Seven Year Mean Annual Growth Rates Circulation (Headquarters) and Paraprofessional Staff (System)

Library	Annual Growth Rate Circulation (Headquarters)	Annual Growth Rate Paraprofessional Staff (System)
Bladen	-0.5	5.6
Buncombe	5.2	5.1
Cabarrus	6.7	6.1
Duplin	-0.3	12.2
Durham	23.1	22.5
Gaston-Lincoln	2.4	3.6
Haywood	6.1	3.9
Lee	5.7	7.3
New Hanover	8.4	6.8
Wayne	19.6	6.0

Spearman rank correlation coefficient: 0.3576
$p < .283$

library and increases in system-wide circulation as well as increases in the number of new titles added system-wide. While the former finding is not surprising, the second correlation is of interest, especially when a significant correlation was not found between circulation increases and system-wide book budget growth nor between circulation increases and growth in the overall size of the sytem's book collection. The increase in new titles, not the increase in the amount of money spent for books nor the increase in collection size, appears to matter.

Further study is, of course, needed. The present study and the only previous study (Suvak's admittedly "informal" survey) involved small numbers of libraries—ten and twenty-five, respectively. The impact of a new library building on a library's circulation and on other performance indicators is too important to leave to hearsay and anecdotal evidence.

Note

Authors' note: Due to the small number of libraries that opened new headquarters buildings during the study, nonparametric measures were generally used throughout the present study.

References

1. Suvak, Daniel. "Opening Day: What to Expect in a New Library." *Wilson Library Bulletin* 57, 1982: 140-141, 190.
2. *Ibid.*, 141,
3. Collins, Melanie H. "The Effects of a New Main Library on Circulation and Other Selected Performance Indicators." Master's paper, North Carolina Central University, 1988.
4. North Carolina Department of Cultural Resources. Division of State Library. *Statistics and Directory.* Raleigh, NC. All volumes 1973-1974 through 1984-1985.
5. Collins.

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Planning for a Branch Library: An Annotated Bibliography

Carol Myers

Has your community experienced rapid growth in population? Does a local politician feel that his side of town deserves a branch library? Have new housing developments created new communities in your city? If so, you may be considering building a new branch library. How does the library administrator determine when, where, and what kind of a branch should be built in his/her library service area?

The Public Library Development Committee recognizes that the development of branch libraries is one of the most important issues facing library administrators today. The members of the Development Committee conducted a literature search on the location, design, and the optimum time to build a new branch library in a given community. The Committee soon realized that the existing literature is fragmented and inconclusive.

We did not find a definitive work that offers a formula for when, where, and what type of a branch should be introduced to a community. Considering the various demographic, geographic, and political variables, it is doubtful such a formula could be developed.

The Public Library Development Committee found several articles that did address at least some of the issues involved in the consideration of branch library planning. This annotated bibliography includes articles written within the past twenty years. It concerns only the planning and design of original branch libraries. Many of the articles include bibliographies that direct the reader to older studies and related topics.

Adams, Stanley E. "Bibliography on Some Recent Materials on Buildings and Construction" *Illinois Libraries* 69 (November 1988): 648-650.

A useful bibliography of twenty-nine books and articles, with one to two sentence annotations for each entry. It is aimed specifically at an Illinois audience, but most titles would be helpful in North Carolina as well.

American Library Association. *A Planning Process for Public Libraries—Small Public Libraries and the Planning Process.* ALA Proceedings of the Public Library Association, Small and Medium Libraries. Annual Conference, 1981.

The authors describe the essentials of a planning process and tell why small libraries should plan. They tell how planning makes a difference, suggest how to begin using a planning process, and suggest identifying the constituency and determining how the library should serve it specifically in the areas of selection, building design, and collection development.

Bachus, Edward J. "Studying a Branch Library Service Area." *Library Journal* 103 (January 15, 1978): 144-145.

This brief essay offers a method for determining the effectiveness of a branch library in a given location. The article does not instruct the reader as to where a branch library should be located, but offers a model for demographic analysis. This model also provides help in determining if existing branches are effective in their present locations. Note is made of how shifting demographic characteristics of a community often mean some libraries may lose their effectiveness, while other areas of the community that are experiencing growth are not served by any branch.

Baker, Janet. "Rural Library Focus on Mission." *Public Libraries* (Summer 1987): 58-59.

A grassroots committee, Options for Small Libraries, with support of LSCA funds from the Massachusetts Board of Library Commissioners, was formed to examine the service options open to small public libraries in that state. Working with a library consultant, this committee advised rural librarians to define their role as it relates to community needs. The financial implications of fulfilling their defined roles must be considered. The

Carol Myers, Chair of the Development Committee of the Public Library Section of NCLA, is Head of Technical Services at the Public Library of Charlotte and Mecklenburg County.

committee further concluded that all libraries, regardless of size, must by some means be an interlibrary access point and also a recreational reading and viewing center for patrons of all ages.

Brown, Eleanor F. *Modern Branch Libraries and Libraries in Systems.* New York: Scarecrow, 1970.

Focused on the role of branch libraries in a changing society, this book describes the need for planning by first presenting factors indicating the need for a branch; then suggesting how to tailor the branch to the community and how to choose the site. The author addresses building the branch—what size is needed, including minimum space requirements—and then illustrates with some award-winning branches. The author addresses current trends in building and what research is needed during the planning phase. She offers both a prospectus on a short program for building and a detailed building program. Though it does contain some dated information on pricing materials, this volume is overall a practical guide to determining community needs and all facets of branch establishment.

Dahlgren, Anders C. "Alternative to Library Building Standards" *Illinois Libraries* 67 (November 1985): 772-777.

The author, a consultant for public library construction and planning for the Wisconsin division for library services, refers to six high quality works that deal with library construction and planning. Dahlgren focuses on using local specific needs in combination with professionally established library building standards. He uses examples of per capita measures of floor space, but also mentions PLA's *A Planning Process for Public Libraries* which urges development of community based standards and goals, a move away from using only quantitative measures. The bibliography includes ALA publications and other sources published in the past decade.

Dahlgren, Anders C. "Designing the Flexible Small Public Library." *Library HiTech* 5 (Winter 1987): 78-82.

Dahlgren introduces and discusses several of the current trends in library space planning to accommodate technology and relates them to the reality of a small library. He presents a pragmatic approach to fitting needed spaces into a modest space. He also discusses how flexible new small libraries need to be to deal with whatever may be happening in libraries twenty to fifty years from now.

Dahlgren, Anders C. *Planning the Small Public Library Building.* Chicago: American Library Association, 1985.

This brief publication is intended to provide an overview of the facility planning process for the construction of small public libraries. The focus is very adaptable to branch library planning. Content is reasonably current and concise. Strong emphasis is placed on space requirements and space planning. Sections on three special areas of current concern—computerization, energy efficiency, and access for the handicapped—provide thoughtful insight for today's planners. As an introduction to trustees, government officials, fundraisers and even architects, this publication can be valuable. For librarians, it should serve as both a checklist and a basic guide in library facility planning.

Friedman, Ann M. "Opening Day Collections" *Public Libraries* 27 (Summer 1988): 99-100.

This article details the systematic way one library system acquired a comprehensive opening day collection of approximately thirty-five thousand volumes for a new branch in only nine months. Sources consulted include the system's facilities plan, new branch's Community Profile, library's book stock report, Dewey Decimal schedule, specialized journals, and redevelopment lists. Books were taken from other branch collections as well as purchased. The branch opened as scheduled with a substantial reference and circulating collection for adults and children.

HBW Associates, Inc. "Planning Aids for a New Library Building." *Illinois Libraries* 67 (November 1985): 794-809.

HBW Associates, library planners and consultants based in Dallas, Texas, offers a series of planning aids designed for librarians as they begin a building project. Helpful not only for the beginner, but also for those seeking an outcome better than or different from the last building project, the aids include key elements—lighting and energy conservation, general space planning, floor loading (weight considerations), site selection, and architect selection. The guidelines also offer a project sequence and list of components of a library building program, as well as a checklist for barrier-free access. It concludes with a lengthy and generally current bibliography.

Holt, Raymond M. "Trends in Public Library Buildings." *Library Trends* (Fall 1987): 267-85.

The trends in public library buildings reported in this article are based on the author's experiences and are not the result of data collection and scientific analysis. The author finds that shopping centers with easy access, high visibility, and convenient parking make excellent locations for public libraries. The trend is toward larger buildings to accommodate growing collections, public computers, automated systems, more seating room, and auditoriums. The author suggests the trends indicate a standard or size of .75 - 1.00 square foot per capita. The trend is now to use a minimum of walls within a building to offer flexibility in changing floor layouts. Today's library patron expects a branch to be "full service" with meeting rooms, full reference service, and audio-visual services available.

Inglewood Public Library. *Branch Library Service.* Inglewood, N.J.: Inglewood Public Library, 1977.

This publication is one of a series of reports published by the Inglewood Public Library "to explain existing policies and procedures ... It includes a combination of specific information for the benefit of Inglewood librarians and also some sections of wider interest. The most valuable chapter is "The Branch Library Building," which describes the space and services of an Inglewood branch that "has proved so successful as a functional building" that it is suggested as an example for others.

Michaels, Andrea. "Design Today." *Wilson Library Bulletin* 62 (January 1987): 50-51.

Michaels has several useful short articles in various issues of *Wilson Library Bulletin* under the title "Design Today." This one is a checklist for use on a site visit to other libraries prior to building one's own. The list is wide ranging and includes site, access, design, and construction issues such as electrical/data/communication cabling, and an interesting section called "Things to Avoid."

Palmer, E. Susan. "The Effect of Distance on Public Library Use: A Literature Survey." *Library Research* 3 (Winter 1981): 315-354.

Palmer reviews one hundred years of library literature on the effect of distance on public library use and finds that in almost every study distance had an impact on a library's success, especially in urban and suburban communities. The article includes tables to project a library's potential success based on the distance between the library and the potential user and, through its numerous charts, shows how distance affects usage by demographic variables such as age, sex, education, profession, and marital status. The article can benefit library administrators developing long-range plans for their library systems.

Paynter, David M. "Branch Library Use in North Carolina Metropolitan Areas." *North Carolina Libraries* 42 (Fall 1984): 136-139.

This article reports the results of a survey that was sent to several North Carolina library systems. Location, square footage, and ownership of the facility were examined to find factors that correlated to levels of activity. One purpose of the study was to determine proper levels of staffing. The author acknowledged that the small sampling of this survey did not produce definitive data, but did offer some insights into productivity of branch libraries. Some observations include: residential locations seemed more popular than shopping centers or other commercial zones, size of library did not correlate to circulation activity, and leased facilities were busier than facilities owned by the library system.

Rohlf, Robert H. "New Factor in Planning Public Library Buildings." *Public Libraries* (Summer 1987): 52-53.

The premise of Rohlf's article is that "the days of planning future buildings based on local population estimates and projections are, in most cases, over. With the existence of systems, networks, and reciprocal use, library planners must plan for service areas, not necessarily local jurisdiction populations." The author presents four examples of ways to plan for the impact of a nonresident population.

Schott, Virginia O. "Site Selection for Rural Public Libraries." *Rural Libraries* 7 (1987): 27-59.

This article is one of only a few recent ones that discusses in depth how to find the right location for small town libraries. Schott brings together the ideas of earlier notable library planners with the results of a survey she conducted and adds her own experienced opinion. She covers choosing the right site, cost, neighborhood, building orientation to prevailing weather, the lot (foundation and slope) and easy access for pedestrians and cars. She reviews as well the pros and cons of constructing a new building versus renovating

existing space. She includes a bibliography which notes a number of older but still valuable works.

Smith, Lester K., ed. *Planning Library Buildings: From Decision to Design.* Chicago: American Library Association, 1986.

Smith has edited a very useful reference work that offers specific guidelines for needs assessment to identify the library requirements of a community. Functional diagrams, a unique feature, analyze the work flow in all departments and traffic flow in public service areas. The author discusses retaining an architect and explains contract documents and conceptual drawings. Also described are the essentials of lighting and ventilation.

"What Works—What Doesn't." *American Libraries* 18 (February, 1987): 110-115.

A trio of short articles describes visits to and evaluations of recently constructed, award-winning library facilities of three types. The public library representative is not a branch but is of a size—13,800 sq. ft. and small user population—which could qualify it as a branch in urban and suburban areas. The evaluation is done by the library's director, who was also involved in the construction. While the pros and cons listed are interesting, their value is as points of consideration in the planning process.

Submitted by the Development Committee of the Public Library Section of NCLA: Carol Myers (Chair), Public Library of Charlotte and Mecklenburg County; Tom Dillard, Charles A. Cannon Memorial Library; Jenny Owens, Currituck County Library; Judie Stoddard, Onslow County Public Library; Gail Terwilliger, Cumberland County Public Library; and Art Weeks, Forsyth County Public Library.

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Staff Development in North Carolina's Public Libraries: Needs, Opportunities, and Commitment

Duncan Smith

Staff development is neither a reward for a job well-done, nor a break from the library's daily routine; it is a necessary and essential part of any well managed public library. This statement is based on two facts: 1. The employee turnover rate for public library employees is very low[1] and 2. Due to career plateau, forty-eight percent of all library employees will remain in their present jobs, thirty-two percent against their wishes.[2] These facts mean that public library directors will not have the luxury of replacing existing staff to obtain gains in performance or prepare the library for the twenty-first century. These gains and journeys will have to be done largely with the staff members currently employed.

In order to determine the present state of staff development in North Carolina's public libraries, public library directors responded to a survey that was designed to identify how these individuals perceived staff development and their library's staff development programs.[3] This survey used an adaptation of an instrument designed by Barbara Conroy.[4] Several aspects of staff development were examined in this survey including the reasons for staff development programs, staff development needs in North Carolina's public libraries, and staff development strategies.

This survey also identified several problem areas, including commitment to staff development. The initial question asked about the priority given to staff development. Respndents were able to choose one of three responses: high, medium, or low. Twenty-two (forty-eight percent) assigned staff development a high priority in their libraries, twenty-two (forty-eight percent) a medium priority, and only two (four percent) assigned staff development a low priority. A rephrased version of this question appearing near the end of the questionnaire, however, resulted in drastically different responses. This article attempts, therefore, not only to discuss the results of the survey but to identify the reasons why the responses to these equivalent questions are so different.

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Reasons for Staff Development

The vast majority of North Carolina public library directors (ninety-eight percent) indicated that they encouraged and supported staff development in their libraries. A smaller majority indicated that support for staff development existed throughout the staff. For example, thirty-six (seventy-eight percent) indicated that middle managers supported staff development, twenty-nine (sixty-three percent) that public services librarians and twenty-seven (fifty-nine percent) that clerical/support staffs supported staff development.

This encouragement and support of staff development is based on the anticipated benefits that staff development has for the libraries that provide it. Very low staff turnover and absence of opportunities for promotion are important, but they are not the only reasons for providing staff development. The main reasons staff development is provided in North Carolina's public libraries are to: 1. improve library efficiency, 2. utilize full capacity of staff, 3. keep-up-to-date, and 4. build long-range staff capability (see Table 1). The least selected reason for providing staff development was to change library direction; only twelve (twenty-six percent) of respondents indicated this reason. Since respondents could select more than one response to this question, and several did, it is difficult to generalize about these findings.

Needs

This survey provided respondents with an opportunity to identify critical areas of staff development need. Two questions were designed

to gather this information, and both questions asked respondents to provide specific examples. The responses to both questions were very similar. Four major staff development needs were identified: 1. reference, 2. new technology/library automation, 3. patron relations, and 4. communication. Human relations and interactions skills clearly dominate. This is demonstrated by the fact that reference, patron relations, and communication skills were identified so frequently. The only group of librarians, identified by public library directors, as having a greater need for new technology/library automation skills than human relation skills was technical services librarians. Of particular note was the strength of need for staff development in patron relations. This need was most clearly identified in a section that asked respondents to identify staff development needs in the area of attitudes. Twenty-four (fifty-two percent) of library directors felt that the staff had a critical need in this area. These respondents provided twenty-five specific examples of need in the attitude area. Of these twenty-five examples, twenty-two (eighty-eight percent) were in the area of patron relations. No other topic or example dominated a single topic area as much as patron relations.

The needs identified in this survey closely correspond with the needs identified in other studies. This is especially true in the human relations and new technology/library automation areas. In her 1974 report on continuing library and information science education. Elizabeth W. Stone identifies human relations skills as being the top and automation as being the third continuing library education need in three to five years.[5] Closer to home, in a 1982 study, Joan Wright and Douglas Zweizig identified continuing education in the area of reference as the major need for public librarians in the use and interpretation of the collection category.[6] It is also interesting to note that in this same study, use and interpretation of the collection was the broad topic area in which public librarians expressed interest in three or more aspects of the topic. It was rare for more than twenty precent of the respondents from any type of library, in the Wright and Zweizig study, to be interested in more than two aspects of a topic.[7]

Due to career plateau, forty-eight percent of all library employees will remain in their present jobs, thirty-two percent against their wishes.

Responsibilities

Who has responsibility in the area of staff development, and what is the nature of those responsibilities? In the opening paragraphs of this article, it was pointed out that staff development is encouraged by all levels of staff in the majority of North Carolina's public libraries. The act of encouraging staff development is just one area of responsibility in the provision of staff development programs. Other areas include initiating, planning, participating, and motivating individuals to participate in staff development activities. Respondents indicated that the library, through both its administration and staff share these responsibilities. North Carolina's public library directors feel that it is the library's responsibility to motivate staff to be involved (eighty percent), to provide staff development when it is needed, (eighty percent), and to initiate staff development (seventy-eight percent). They feel that library staff members have a responsibility for participating in staff development (ninety-one percent), and to seek out staff development programs and activities (seventy-two percent).

The most commonly offered incentives for participation in staff development programs are

TABLE 1.
Reasons for the provision of staff development

Rank	Reason	# selecting	% selecting
1	Improve library efficiency	40	87%
2	Utilize full capacity of staff	38	83%
3	Keep up to date	37	80%
4	Build long-range staff capability	34	74%
5	Cope with existing library changes	31	67%
5	Prepare for library changes	31	67%
6	Build long-range library capability	29	63%
6	Change attitudes	29	63%
7	Immediate problem solving	26	56%
8	Change behavior	25	54%
9	Change library direction	12	26%

TABLE 2.
Incentives offered to encourage participation in staff development

Rank	Incentives	# selecting	% selecting
1	Esteem and praise	39	85%
2	"Credit" in performance review	30	65%
3	Personnel record of participation	25	54%
4	Opportunities for promotion and reassignment	18	39%
5	Salary increase	6	13%
6	Nothing	3	7%

esteem and praise and "credit" in performance review (see Table 2). Two of the least likely incentives to be offered in North Carolina's libraries are opportunities for promotion and reassignment and salary increases. Only eighteen of this study's respondents indicated that they used promotion or reassignment as an incentive for participation in staff development and only six indicated that participation in staff development affected salary increases. The absence of these tangible incentives, however, does not indicate an unwillingness to provide such incentives. It more likely reflects the realities of employment in the public sector. This study did not explore this aspect of the incentives question.

These tangible incentives, however, are not the ones most frequently mentioned by library staff participating in the programs offered by the North Carolina Library Staff Development Program. During the Fall 1988 semester, participants in the North Carolina Library Staff Development Program's workshops completed a Participation Reasons Scale, a scale providing participants with thirty potential reasons for attending a staff development activity. Based on an analysis of 365 participants, most of whom were public librarians, three of the least important reasons for particpating in staff development activities were: 1. To increase the likelihood of personal financial gain; 2. To increase the likelihood of benefits for family and friends; and 3. To enhance my individual security in my present library position.[8] The most frequently listed reasons for participating in staff development programs were: 1. To help me become more competent in my library work; 2. To develop new professional knowledge and skills; 3. To help me be more productive in my professional role; 4. To further match my knowledge or skills with the demands of my library activities; 5. To develop proficiencies necessary to maintain quality performance; and 6. To maintain the quality of my library service.[9] This means that library directors who wish to motivate their staffs to participate in staff development must offer activities that assist staff members in performing well in their present jobs. This also means that library administrations involved in planning staff development programs must ensure that the activities they plan are directly relevant to employees' needs. The fact that library employees are more motivated by the need to increase their competence than by tangible rewards increases the importance of a thorough needs assessment before staff development activities are offered.

Strategies

Public libraries in North Carolina use a variety of strategies in meeting the staff development needs of their employees. This study sought to identify some of these strategies. It sought to identify whether libraries provide in-house training, whether libraries make use of outside training, who decides to attend what activity, what types of activities are available, and what is done with what is learned.

The overwhelming majority of the libraries in this study used a combination of in-house and outside activities to meet their staff's staff development needs. A total of ninety-one percent of library directors indicated that their libraries combined these two resources. Only two (four percent) library directors indicated that they depended solely on outside activities to address their staff's staff development needs. In general all levels of staff have both in-house and outside

TABLE 3.
Reasons for using outside sources for staff development

Rank	Reason	# selecting	% selecting
1	Greater skill and expertise	38	83%
2	Save the time of developing an activity inside	28	61%
3	Expediency	22	48%
4	Advantage of "outside" credibility	18	39%

TABLE 4.
Factors used to determine staff participation in staff development

Rank	Factor	# selecting	% selecting
1	Interest and potential of the learner	40	87%
2	Expression of need by the potential learner	38	83%
3	Need as determined by supervisor	36	78%
4	Feasibility as determined by supervisor	34	74%

staff development activities available to them. It is interesting to note, however, that administrators were more likely to use outside training activities than in-house training. Only sixty-one percent of the directors responding to this study stated that they and their supervisors had access to in-house learning activities, while ninety-six percent indicated that they had access to outside learning activities. This makes sense since the number of administrative staff in most of North Carolina's public libraries is small and, in most of these libraries, top administration consists of a majority of one.

Two main questions in the study addressed the use of outside training activities by public libraries for staff development purposes. These questions sought to identify the reasons libraries used outside resources and which resources they used. A vast majority of public library directors said they used outside training to obtain greater skill and expertise (see Table 3). The other three reasons for using outside sources of training were to save the time of developing an activity inside, expediency, and the advantage of "outside" credibility. Public libraries make use of a wide variety of outside sources for their staff development activities, including county personnel offices, local community colleges, private trainers and consultants, professional associations, the state library, and the state's library education programs.

The library director is ultimately responsible for who participates in staff development and must decide if library resources are going to be devoted to the development of in-house activities. Library directors were provided with four factors that are commonly used to determine whether or not an individual should be allowed to participate in a staff development activity. These factors were: 1. interest and potential of the learner; 2. expression of need by the potential learner; 3. need as determined by supervisor; and 4. feasibility as determined by supervisor (see Table 4). The fact that interest of the potential learner and expression of need of potential learner are two main factors for determining participation in staff development is appropriate. This style of decision-making blends nicely with the factors that motivate participation in staff development activities.

Public library staff members have access to a variety of potential staff development activities. Respondents were asked to provide information on the type of staff development activities that were available to their staffs. Respondents were provided seventeen different types of activities. The three activities that were most frequently identified as being available to library staffs were workshops, on-the-job training, and conferences and conventions (see Table 5). The workshop is a favored form of staff development activity in the

TABLE 5.
Type of staff development activities available to staff

Rank	Type of Activity	# selecting	% selecting
1	Workshops	45	98%
2	On-the-job training	42	91%
3	Conference and conventions	40	87%
4	Lectures, presentations, colloquia	26	57%
5	Classes/courses, including correspondence	24	52%
6	Coaching	23	50%
7	Committees, task forces	22	49%
7	Seminars	22	49%
8	Discussion groups	20	43%
9	Job rotation, staff exchanges	19	41%
10	Audiovisual materials	18	40%
11	Demonstrations and exhibits	11	24%
12	Self-instructional materials	10	22%
13	All other activities	12	26%

TABLE 6.
Methods used for documenting participation in staff development

Rank	Method	# selecting	% selecting
1	Note in individual's personnel record	23	50%
2	No documentation	16	35%
3	Noted in "progress reports"	11	24%
4	Written report of experience	10	22%
5	Written report and assessment of the participant's use of learnings	3	7%
6	Other	3	7%

library profession. (This preference is corroborated by a study conducted by John A. McCrossan on the opinions of public library administrators in the area of continuing education activities. In that study of Florida public library directors, McCrossan found that ninety percent of the directors polled viewed attending workshops, courses, and seminars as an important continuing education activity.[10])

What happens after the workshop or staff development activity takes place? What types of follow-up activities are used by public libraries in North Carolina to ensure that new knowledge or skills are not lost? Respondents were asked to provide information on a variety of follow-up activities. These activities included whether or not an individual participating in staff development had to provide a written/oral report or provide a staff meeting briefing. This question also provided respondents with an "other" category that allowed them to identify additional means of reinforcing and following-up staff development programs. Of the strategies mentioned above, the preferred means of reinforcing the learning that takes place in a staff development program is through briefings at staff meetings. A total of thirty-four (seventy-four percent) respondents indicated using this strategy in their libraries. Only twenty (forty-four percent) indicated requiring a written or oral report and only six (thirteen percent) indicated another strategy for following-up and reinforcing the learning that takes place in a staff development program. Some of the alternative strategies that were mentioned include: 1. informal briefing with the supervisor after the workshop; 2. sharing training experiences with other staff members; 3. presenting a workshop for fellow staff members based on an experience at an out-of-library workshop; and 4. writing an article for the staff newsletter.

Another aspect of the follow-up question included examining how libraries document participation in staff development. The response rate to this question was remarkably low. In this study, a vast majority of the questions have had responses whose lower range ended above the fifty percent mark. In the case of this question, the upper range was fifty percent, with twenty-three (fifty percent) of respondents indicating that a note was placed in the individual's personnel record to document participation in staff development (see Table 6). Other strategies used to document staff development participation included notations in "progress reports," written report of experience, and "other."

Follow-up and reinforcement of the learning that takes place in staff development is a weak link in staff development programs in the state. This finding is reinforced by the fact that only seven percent of study respondents indicated that they document staff development through a written report and assessment of the participant's use of learnings, and thirty-five percent indicated that no documentation of participation in staff development is kept in their libraries.

This should be an area of concern for those individuals involved in the creation of staff development programs because studies indicate that without reinforcement a significant amount of the learning that occurs in staff development programs will be lost. An excellent review article on the topic of transfer of training and the necessity of reinforcement has been written by Carver.[11] An article that demonstrates the valuable, positive impact that follow-up can have is Stephan, Gers, Seward, Bolin and Partridge's article on the state of Maryland's reference training program.[12] This article discusses how a reference training program resulted in an increase of reference accuracy from fifty-five percent to seventy-seven percent. This is remarkable. Even more remarkable, however, is the fact that in two locations where trainees received intensive peer coaching and supervisory support, reference accuracy increased to an average of ninety-five percent! This finding is especially relevant to North Carolina where only twenty-three (fifty percent) of study respondents indicated that coaching was a strategy used in their libraries.

For individuals interested in learning more

about the peer coaching concept, an article by Becky Schreiber provides an excellent overview on the use of coaching in a library setting.[13]

Opportunities: Needs Assessment and Evaluation

Reinforcement is just one area where the state's public library staff development programs have an opportunity to improve. Two others are needs assessment and program evaluation. Only thirty-three percent of respondents indicated that their programs had clear objectives. Only sixteen (thirty-four percent) of respondents indicated that their programs had a plan of action. Likewise, sixteen respondents indicated that they had policies that guided the use and development of staff development. Seventeen (thirty-seven percent) respondents indicated that their policies in this area were sketchy. Finally, twelve (twenty-six percent) respondents said that policies in this area were non-existent.

In the area of needs assessment respondents were provided with seven different strategies for conducting a needs assessment. These seven strategies were: 1. informal feedback; 2. needs assessment survey; 3. employee performance appraisal; 4. observation of individuals/groups performing on the job; 5. career planning with individuals; 6. measures of performance before and after training; and 7. testing (see Table 7). Of these seven strategies, ninety-three percent indicated that they assessed needs through informal feedback. The second most popular needs assessment strategy was observation of individuals/-groups performing on the job. The least popular strategies were testing, measures of performance before and after training, and needs assessment survey. This over-reliance on informal needs assessment strategies could result in public libraries providing staff development programs that are not directly applicable to their staffs. It is particularly troubling to see the relatively low number of libraries who employ needs assessment surveys. The needs assessment survey is the preferred strategy for ensuring that accurate information is gathered on a staff's training needs. Individuals interested in a good introduction and discussion of the needs assessment process, sample instruments, and sources relating to this topic should consult Charles Kratz.[14]

The second area where public libraries have an opportunity to develop their staff development programs is in the area of evaluation. Respondents were provided with six strategies for evaluating staff development programs. These strategies were: 1. observation by supervisors; 2. observation by peers; 3. measures on the basis of library unit goals or objectives; 4. informal feedback; 5. measures based on the application of skill; and 6. measures based on before/after performance

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TABLE 7.
Needs assessment strategies used by NC public libraries

Rank	Strategy	# selecting	% selecting
1	Informal feedback	43	93%
2	Observation of individuals/groups performing on the job	41	89%
3	Employee performance appraisal process	28	61%
4	Career planning with individuals	12	26%
5	Needs assessment survey	8	17%
6	Measures of performance before and after training	1	2%
6	Testing	1	2%

TABLE 8.
Strategies for evaluating the impact of staff development programs

Rank	Reason	# selecting	% selecting
1	Informal feedback	40	87%
2	Observation by supervisor(s)	29	63
3	Measures based on application of skill	12	26%
4	Measures based on before/after performance	9	20%
5	Measures on the basis of library unit goals or objectives	6	13%
5	Observation by peer(s)	6	13%

(see Table 8). The most frequently selected strategy was informal feedback. The next most frequently used evaluation strategy was observation by supervisors. The remaining strategies used in North Carolina's public libraries were measures based on the application of skill, measures based on before/after performance, observation by peers, and measures on the basis of library unit goals or objectives. These results relate to how a library evaluates the impact of staff development on the performance of staff members.

A separate question asked how libraries evaluated specific staff development activities. This question provided respondents with seven strategies for evaluating staff development activities. These strategies were: 1. post-activity reaction sheet; 2. immediate application of learnings; 3. plans to apply learnings; 4. if it was enjoyed; 5. opinions of those who produced it; 6. staff development committee/officer; and 7. outside evaluator (see Table 9). The most frequently identified strategy for evaluation of specific staff development activities was if it was enjoyed. The next most frequently selected responses were immediate application of learnings and plans to apply learnings. On the surface the appearance of these strategies in the second and third positions is encouraging. One must wonder, however, how these strategies are being implemented since few libraries require written/oral reports of their staff members regarding participation in staff development and only three (seven percent) respondents develop written reports or assessments of their staffs' use of the learnings obtained in staff development activities.

The area of evaluation, both of the impact of staff development on an individual's performance and an activity's success in meeting its objectives, are areas in which the public libraries of North Carolina have an opportunity to improve their staff development programs. Kitty Smith provides a good framework for thinking about the evaluation of staff development and should be consulted.[15] Two other sources that should be considered for individuals interested in either increasing their involvement in staff development or improving their existing programs are a classic on this subject by Barbara Conroy[16] and Sheila Creth's work on on-the-job training.[17]

Commitment

As stated earlier, this study contained two questions regarding library commitment to staff development (see Table 10). These two questions were in fact equivalent. The first question was "What priority do you assign staff development efforts in your library?" Twenty-two directors indicated that staff development had a high priority in their libraries, twenty-two indicated it had a medium priority, and two indicated it had a low priority. Question number thirty-two asked "What is the present priority of staff development?" This time, however, only five indicated that staff development had a high priority in their libraries, while twenty-two indicated it had a medium priority, and eighteen indicated it had a low priority. This is a significant shift!

There are three possible explanations. First of all, it is possible that respondents were incon-

TABLE 9.
Strategies for evaluating staff development activities

Rank	Strategy	# selecting	% selecting
1	If it was enjoyed	30	65%
2	Immediate application of learnings	26	57%
3	Plans to apply learnings	23	50%
4	Post activity reaction sheet	13	28%
5	Opinions of those who produced it	10	22%
6	Staff development committee/officer	5	11%
7	Outside evaluator	0	0%

TABLE 10.
Commitment

Question	High	Medium	Low (#/%)
What priority do you assign staff development efforts in your library?	22/48%	22/48%	2/4%
What is the present priority of staff development?	5/11%	22/48%	18/39%

sistent in their responses to these two questions. This seems unlikely, however, given the consistency of responses to other questions. Responses in the areas of staff development needs, planning, needs assessment, and evaluation were very consistent. While responses in the areas of needs assessment and evaluation may not have been the ones this author hoped for, they consistently pointed toward the less formal, more informal strategies.

Follow-up and reinforcement of the learning that takes place in staff development is a weak link in staff development programs in the state.

A second possibility could be that respondents are genuinely ambivalent on the subject of staff development. Here again, the consistency of responses elsewhere in this study does not indicate a great deal of ambivalence.

The third possibility is that as a result of completing this survey, respondents were exposed to a more formal, structured approach to staff development. This would explain the shift between questions one and thirty-two. At the beginning of filling out the questionnaire, directors whose libraries provide access to outside workshops and close the library for staff development days could have felt that staff development had a high priority in their libraries. Examination of the questionnaire in and of itself, however, makes it clear that there is more to staff development than this.

The premise of this survey is that staff development is a process that involves a needs assessment, the establishing of objectives, the development of a plan of action, a commitment of time and resources, the implementation of that plan, and the evaluation of the plan and its outcomes. It is quite possible that directors completing this study, therefore, could as they drew to its close, feel that staff development did not have as high a priority in their library as they originally thought. This shift should not be viewed in any way as being negative. It merely shows that public library directors clearly have a commitment to the concept of staff development and that they have opportunities to expand this present commitment.

Conclusion

The intent of this article was to identify the present state of staff development in North Carolina's libraries. The decision to commit—and the commitment of—time and resources to staff development is one of the most important decisions a library administration can make. This is especially true of the public library, because the public library is in the human resource development business. The staff can contribute no more to the meeting of patron needs than has been contributed to them. Staff development programs are the first line of defense against libraries that do not respond adequately to the needs of library users. Through more carefully planned and targeted staff development programs, public library directors can ensure that their libraries will continue to grow and develop staff members prepared for the close of this century and the opening of the next.

Author acknowledgements: *The author wishes to express his appreciation for the support, assistance, and encouragement he received from the following individuals: Dr. Kenneth Shearer, Professor; Mr. Robert Burgin, Instructor; and Mr. Brian Vanlandingham, Computing Consultant, at North Carolina Central University's School of Library and Information Sciences.*

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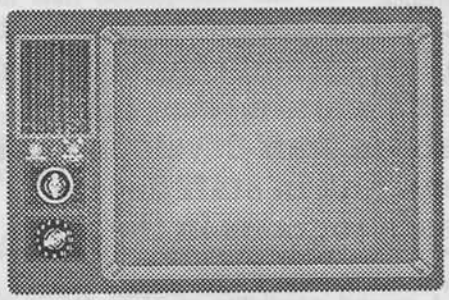

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Elementary Students, Reading Achievement, and the Public Library

Linda S. Proseus

As an elementary school teacher, a parent, and a graduate student in Library and Information Studies, I often observed children reading books from the public library. It seemed obvious to me that these children either liked to read or were strongly encouraged to do so by a parent or other adult. I also found myself assuming that they were probably good readers.

When I asked other teachers, they agreed that probably the better students were the ones using the public library. The local children's librarian, however, was more hesitant to guess the reading ability of children coming into the public library.

As my graduate studies introduced me to the wide range of activities offered to children at a public library, I began to think further about what type of student would be most likely to patronize the public library. Would the nature and frequency of use be related to the reading ability of the individual student? It would seem reasonable to expect that exposure to literature and reference materials at the public library could be related to educational progress, or that children comfortable with reading might find the public library a desirable place to be.

A search of the literature revealed very few studies investigating the connection between public library use and the reading ability of elementary students. However, the need for such studies has been well documented. For example, John Saunders in the August 1986 *Library Association Record* quotes the National Consumer Council finding that libraries make efforts to measure performance but "really don't know who is using their services—not even in terms of actual numbers, let alone social makeup."[1]

Some authors have researched attitudes and reading interests of the elementary child, though their results are inconclusive. Winnick[2] presents evidence that fifty to seventy percent of a community's children are users of the public library. Langer[3] and Raykovicz[4] found that good readers/high achievers prefer library books to other types of books and regard reading as a pleasurable activity. In contrast, lower achievers see reading any books as a school-related task. Ekechukwu[5] reported that more fifth graders had a favorable attitude toward the public library than toward the school library. On the other hand, Schulte[6] found that high interest in reading was related to frequent use of the school library, but it was unclear what relationship the public library had to reading interests.

It would seem reasonable to expect that exposure to literature and reference materials at the public library could be related to educational progress. . .

Even such a well-established public library program as the summer reading club has not been examined well enough to determine its effects on children, according to Goldhor and McCrossan.[7] Their 1966 study found that participation had only a small effect on reading growth, but a similar study in 1978 reported that thirty voluntary participants maintained or improved reading levels when compared with seventy-seven non-participants.[8]

Griswold[9] undertook a major study from 1976-1980 that showed the relationship of fourth graders' achievement to various family outings. He found that a visit to the public library was unquestionably the best predictor of school achievement, but he was reluctant to specify whether the library visit led to school success or the achievement of the student motivated the library visit.

The Project

My study was undertaken to determine if a relationship can be found to exist between the reading achievement of elementary students in

Linda S. Proseus is Media Coordinator at Forest Hills Middle School in Wilson, NC.

TABLE 1.
Library Use Survey

Statements	Answers (select one)			
1. I have been to the public library to do school work.	Never	Seldom	Sometimes	Often
2. I have been to the public library to read books, magazines, papers, or other things for fun.	Never	Seldom	Sometimes	Often
3. I have checked out books, records, videotapes, or other things from the public library.	Never	Seldom	Sometimes	Often
4. I have been to story hours or other programs at the public library.	Never	Seldom	Sometimes	Often
5. I have joined the summer reading club at the public library.	Never	Seldom	Sometimes	Often
6. If I wanted to check a book out of the public library, I would:				
use my own library card.	Never	Seldom	Sometimes	Often
have a family member to do it for me.	Never	Seldom	Sometimes	Often
have a friend do it for me.	Never	Seldom	Sometimes	Often
have no card or person to do it.	Never	Seldom	Sometimes	Often

Wilson County and their use of the public library by asking which services of the local library children use and how frequently they use them.

Fourth- and fifth-grade students were chosen as subjects because most children of this age have learned to read well enough to do so independently, and they have a relatively high interest in reading. Also, school reports and assignments in these grades could require use of reference materials which are found at the public library.

Three elementary schools in the city of Wilson were chosen as test sites. Media coordinators in each school administered a survey questionnaire during regular library classes, selecting one fourth- and one fifth-grade class at random. After completion of the survey, each child's first six weeks' reading grade was recorded on the form.

The questionnaire is reproduced in Table 1. For items one through five, children were asked to respond "never," "seldom," "sometimes," or "often" to statements concerning public library use. Answers to the last item indicated possession of a personal public library card or use of other means to check out books.

The percentage of card holders dropped as the reading grades became lower.

Data Analysis

Of the 139 surveys returned, 137 were accepted as complete, sixty-three from fourth graders and seventy-four from fifth graders. Table 2 indicates the percentage of students receiving grades A through E in reading for the first six weeks' period.

TABLE 2
Six Weeks' Reading Grade

Grade	No. of Students	Percentage
A	28	20.4%
B	44	32.1%
C	27	19.7%
D	25	18.3%
E	13	9.5%
Total	137	100.0%

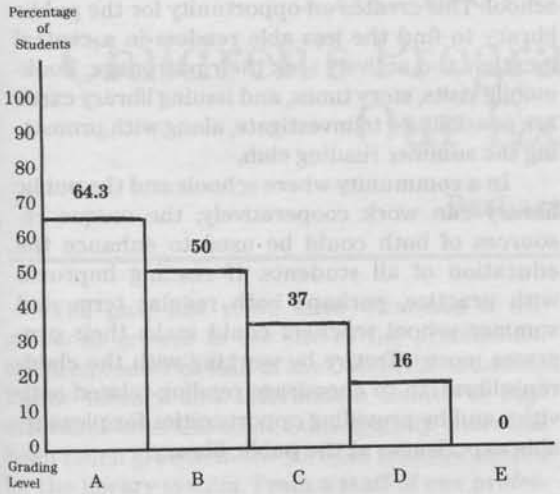
Responses to the first survey question indicated that less than twenty percent of students at any reading level often use the public library for school work. C students reported the highest percent of frequent use (eighteen percent), while A students showed the least (three percent). An average of sixty-three percent at all achievement levels seldom or never do school work at the public library.

Many more students evidently use the public library for recreational reading because less than twenty-five percent at all reading levels said they had never done this. It is more likely, however, that a child who frequently reads for fun at the library is a good student, since forty-six percent of the A students selected the "often" response while none of the E students did.

When asked how often they had checked out materials, only ten percent of the A students said they had never done so. In contrast, fifty-four percent of the E students never check out items. Table 3 shows that the percentage of students at each grading level who often check out items decreases as reading grades become lower.

The question concerning attendance at children's story hours or other programs found that less than twenty percent at any reading level frequently participate. The poorest readers' scores were most extreme, with none of the E students

TABLE 3.
Percentage of Students at Each Grading Level Who "Often" Check Out Materials



having often been to story hours and forty-six percent having never attended.

The A students scored highest (eighteen percent) in frequent enrollment in the summer reading club, but all reading levels, fifty percent or more have never participated. The average and below average readers were more likely to have never enrolled, as shown in Table 4.

The sixth survey question asked the children how they would check out a book if they desired to do so. Over eighty percent of A students would use their own personal library cards, but only about thirty percent of E students chose this response. The percentage of card holders dropped as the reading grades became lower. (See Table 5.)

TABLE 4.
Percentage of Students at Each Grading Level Who Have "Never" Joined a Reading Club

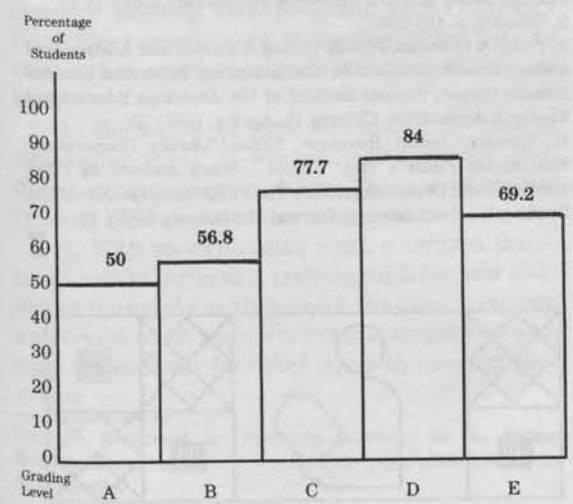


Table 6 illustrates the percentage of students at each reading level who said they have no personal library card and no family member or friend available to help them check out a book.

It is interesting to note that the E students were both least likely to have their own cards and most likely to have no way to check out a book.

But at any reading level, at least sixty percent of the survey participants seldom or never use the library . . .

Implications

When analyzed as a whole, results of the survey show that students at all reading levels use the public library at least sometimes. In some instances, a failing student would be almost as likely to be found there as an honor student, particularly for a story hour or for doing homework. But at any reading level, at least sixty percent of the survey participants seldom or never use the library for these purposes. This may be an unexpected revelation to the children's librarian pressured to provide multiple sources for school reports. It would seem that fourth and fifth graders' research needs are being met at school or at home.

Checking out books is probably one of the first activities that comes to mind when discussing use of the public library. The pattern of responses to questions three and six tends to reinforce the feelings of some teachers that the

TABLE 5.
Percentage of Students at Each Grading Level Who Are Library Card Holders

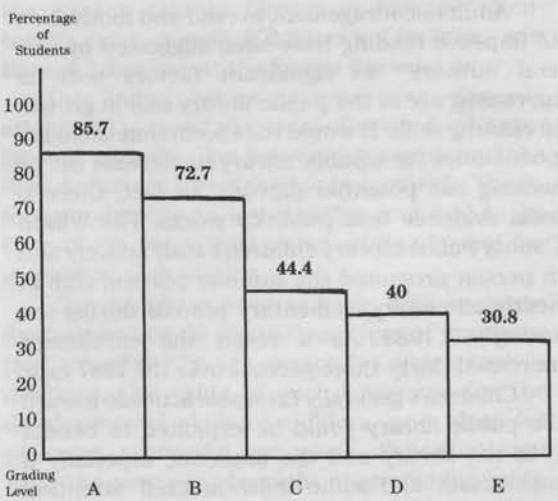
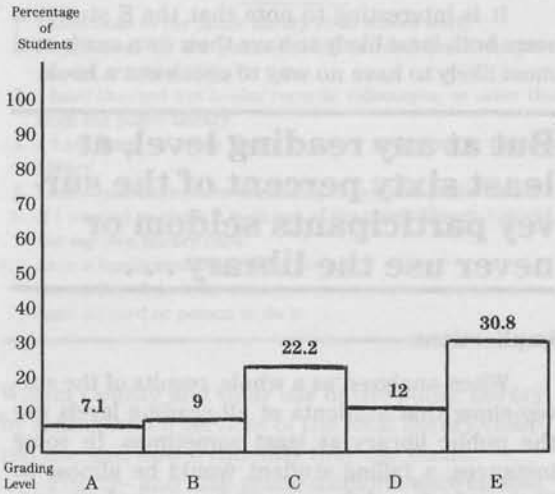


TABLE 6.
Percentage of Students at Each Grading Level Who Have No Way to Check Out Materials



better student is far more likely to have a library card and to check out books than is the failing student. When the term "library use" is more broadly defined to include other activities, however, reading ability becomes a less reliable indicator of public library use.

In a community where schools and the public library can work cooperatively, the unique resources of both could be used to enhance the education of all students.

Conclusions

Adult encouragement to read and motivation to improve reading have been suggested by several authors[10] as significant factors both in increased use of the public library and in growth in reading skills. It would thus seem that there are possibilities for a public library to increase use by seeking out potential patrons. In fact, there is local evidence that publicity works. The Wilson County Public Library children's staff actively and in person promoted the summer reading club in nearly all county elementary schools during the spring of 1988. As a result the enrollment increased thirty-three percent over the 1987 rate.

Children's generally favorable attitude toward the public library could be exploited to benefit both the library and the students, especially if enthusiasm and some individualized attention are provided by the adults involved. For example, North Carolina has recently begun requiring failing or near-failing students to attend summer school. This creates an opportunity for the public library to find the less able readers in a central location and actively seek their patronage. Bookmobile visits, story times, and issuing library cards are possibilities to investigate, along with promoting the summer reading club.

In a community where schools and the public library can work cooperatively, the unique resources of both could be used to enhance the education of all students. If reading improves with practice, perhaps both regular term and summer school teachers could make their programs more effective by working with the children's librarian to encourage reading-related activities and by providing opportunities for pleasurable experiences at the public library.

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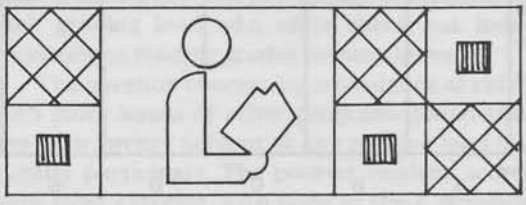


The Development of Children's Programming Guidelines: Our Experience

Barbara Freedman

The past few years have witnessed a tremendous growth in the size of the professional children's services staff of the Cumberland County Public Library and Information Center in Fayetteville, North Carolina. Consequently, there has been much growth in the services that are offered by the library system. From a staff of one professional and two paraprofessional children's programmers in 1985, the department has grown to its current level of five full-time professionals and one paraprofessional in 1989. There is also hope for further expansion as the county constructs new facilities and the library develops new services in the coming years.

The structure that links all children's programmers in this county is an informal one, as there is no children's coordinator for the system. Instead, there is an organized children's department within the headquarters library and there are two children's librarians in the branches who operate independently. All children's services staff members, along with administrative personnel, serve on the Children's Services Council, which meets regularly to coordinate such events as a storytelling festival or puppet show for National Library Week every April, an annual summer reading club program, and Children's Book Week events each November. From time to time other special projects are undertaken as well.

In the winter of 1988 we took on the task of developing a set of written guidelines for children's programmers to follow. There were several reasons behind our decision to do this:

1. With an expanding staff, a written document would serve as a training tool for new children's librarians as they enter the library system, and could assist paraprofessional employees who may occasionally be called upon to conduct programs.

Barbara Freedman is Children's Librarian at the Eutaw Branch Library of the Cumberland County Public Library in Fayetteville.

2. The guidelines would form the basis for a series of workshops to train such staff members and any interested library employees from beyond Cumberland County.

3. A set of formal guidelines would document what we do in children's services and provide comprehensive coverage that could parallel other sets of policies and procedures produced by our library system (in such areas as reference services and collection development). This system has a strong tradition of documenting the hows and whys of its operations.

4. The process of developing such guidelines would provide us with an opportunity to debate, clarify, and establish our philosophies of children's programming. It would also set the stage for integrating the broadened variety of viewpoints which have accompanied the recent changes in staffing.

A five-member committee was organized for the project: Lydianne Bulazo (Branch Librarian at the Bordeaux Branch Library), Marsha Grove (Head of Extension Services), Julie Hunter (Children's Librarian at the Bordeaux Branch Library), Jennifer Timmerman (then Children's Librarian at the Headquarters Library and now at the Kenton County Library in Erlanger, Kentucky), and myself (Children's Librarian and Branch Librarian at the Eutaw Branch Library).

Our initial list of programming elements attempted to cover all system offerings, both regular and periodic. The list was expansive and the final document threatened to be unwieldy. Therefore, to simplify its organization and add to its ease of use, we settled on an outline format for use within each section.

The guidelines were to begin with an introductory section on the various types of programs that we offer, the age groups for which each is designed, the value of such programs for the developmental skills of children, and ideas for planning successful programs. Following that would be coverage of specific programming areas,

including art projects, costumes, creative dramatics, draw and tell/cut and tell stories, fingerplays, flannelboard stories, music, picture books, props, puppets, traditional storytelling, unifying program elements, and audiovisual materials. Within each programming topic's outline we would include: 1. a definition of the activity, 2. a list of its benefits to children, 3. examples of the available range within the area, and 4. performance hints. (See Program Topic Outline at end of article.)

Julie Hunter, Jennifer Timmerman, and I, being the three full-time programmers on the committee, did the actual writing of the guidelines (with Lydianne Bulazo later formatting the pages for consistency). Each of us chose to write up the areas in which we most enjoyed working or were most experienced. Our parts were written individually and then routed to all committee members for comment.

The process of developing such guidelines would provide us with an opportunity to debate, clarify, and establish our philosophies of children's programming.

Later, the entire committee met and went through the composite document line by line, discussing each point and suggesting additions, deletions, or word changes as necessary. In most areas, we found that additional items were quickly agreed upon and our collective experience in children's programming allowed us to produce fairly comprehensive coverage of each programming element. Such a broad scope, particularly in our listing of "hints for use," makes the guidelines extremely valuable for inexperienced staff members, offering them a variety of ideas from which to choose.

The major philosophical bone of contention concerned the use of props with picture books. Some felt that props distracted children's attention from a story while others believed that the use of props would enhance the child's enjoyment. We settled on a brief statement reflecting these opposing views which precedes the listed benefits for the use of props.

Beyond our coverage of specific programming materials and techniques, we felt that this manual would also be the appropriate forum for a discussion of other issues of concern to children's programmers. Therefore, we included an explanation of evaluation procedures, for our library system has developed forms with which supervisors may evaluate programmers' performances, and surveys by which the public can evaluate the programs that we provide.

We also included material on the visits that are made annually to promote our summer reading club in area schools, and we attached several appendices. These include model letters for parents and teachers which explain the age restrictions and length guidelines for various types of programs and cite our "safe child" policy, copies of our evaluation forms, and an extensive bibliography of published materials on a variety of topics relevant to children's programmers.

One particularly useful section addresses common dilemmas which are faced by children's programmers, such as how to handle adults who are noisy during a children's program, late arrivals who disrupt programs, children who behave badly, infants who are brought into programs, and visiting school groups that either show up unannounced, habitually arrive late, or request a special program and then neither come to it nor telephone to cancel.

The entire *Children's Programming Guidelines* were completed in time for inclusion in the December 1988 updated version of the *Cumberland County Public Library and Information Center Procedures Manual.* Revisions will be made as necessary, but we have attempted to make the document open-ended and flexible enough to accommodate a variety of individual viewpoints, tastes, and styles.

In January of 1989 a new committee was formed, consisting of Marsha Grove (Head of Extension Services), Gail Terwilliger (Head of the Headquarters Library Children's Department), and myself. Our role is to begin phase two of the project: the development of staff workshops which are to be based on the completed guidelines.

Our tentative plans call for bimonthly workshops, each two to three hours long, with similar activities grouped together for coverage during a single day's session. This would mean that each workshop would cover a fair amount of material without overwhelming the employees for whom it is intended. Our goal is to cover all topics within the space of one year. A pilot workshop on the use of picture books in programming debuted in March 1989.

The experience of participating in this entire project has been an enriching one, helping all of us to articulate what it is that we do and how it is that we do it. It allowed us to examine skills that we have come to use almost instinctively. It has encouraged us to think through processes and list their salient points for the benefit of current and future practitioners of these arts. The development of formalized, written guidelines for children's programmers is recommended to any library system.

For a copy of the Cumberland County Public Library and Information Center's *Children's Programming Guidelines* please contact:

Barbara Freedman, Children's Librarian
Eutaw Branch Library
Eutaw Village Shopping Center
Fayetteville, North Carolina 28303.

Program Topic Outline

Puppets

Definition

- any character or object brought to life via movement and/or speech

Benefits

- adds an element of fun and excitement
- helps hold children's attention
- gives visual variety to a program
- brings stories to life
- can interact with children and encourage participation
- can be less threatening for children than adults; this varies with the individual child
- can draw out shy children
- can be cuddly
- can lead to activities and introduce themes or stories
- can spark imaginative role playing and self-expression in children

Examples

- finger puppets, two or three dimensional
- hand puppets (sock, glove, plush-bodied, etc.)
- stick or rod puppets
- shadow puppets (with use of a curtain or overhead projector)
- cone puppets
- marionettes
- muppets
- giant body puppets which hook onto your hands and feet

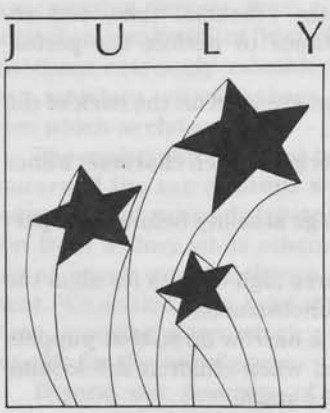
Hints for Puppets for Use in Formal Shows

1. Keep each puppet moving to the rhythm of its dialog.
2. Keep puppet low enough so that puppeteer's arm is not visible.
3. Keep the puppet moving *a bit* when it's reacting to the dialog of others.
4. When possible, choreograph the puppets' interactions with each other.
5. Keep the puppet standing straight, not slumped over or leaning forward or backward.
6. Try adding songs to the script, and choreograph them to add variety to the show.
7. Have other staff members critique the performance during rehearsals.
8. Allow two months rehearsal time, and rehearse several times to perfect the performance.
9. Hang the script at eye level on the back of the curtain.
10. Color code the script so each character's lines are easily found.
11. Double check stage stability before each performance.
12. Have the stage area high enough for all in the audience to see unobstructed.
13. Use a stage with a narrow lip so that puppets are not obscured when children are looking up at the lip of the stage.
14. Set the curtain far enough back from the stage lip so that arm movements will not constantly cause movement of the curtain.
15. Be sure lighting is adequate behind the stage for script reading.

16. Be sure the curtain material is heavy enough so that the performers are not visible to the audience.
17. Have a staff member assigned to monitor the audience's behavior as the puppeteers cannot see or respond to the children. Monitor behavior to prevent children from blocking other children's views, grabbing at the puppets, etc.
18. Vary the puppets' costumes.
19. Use interesting, but simple, backdrops which will not distract from attention to the puppet.
20. Keep scenes very short, and vary characters, choreography, and pace frequently.
21. Position yourself and the stage to minimize the discomfort resulting from staying in one position and holding your arms up for long periods of time.
22. Have puppets pop on and off the stage often enough for you to bring an arm down behind the stage, for flexing and to relieve cramping.
23. Vary characters' voices, manners of movement, and personalities so that each character is unique.
24. Keep the plot simple.
25. The number of characters on stage should be no more than the number of available puppeteer hands.

Hints for Puppets for Informal Use

1. One programmer may read a book while a second programmer acts out the story with puppets.
2. Puppets may pop up over the top of a book at pertinent points in the story, if not distracting to the story.
3. Finger puppets may be stuck onto and removed from a glove with bits of velcro as a story is told.
4. Puppets may be clipped to a clothesline as an add-on story is told.
5. Puppets may introduce a program or certain elements of it, and may lead activities.
6. Puppets may sing songs, with or without recorded music in the background, but should always sing "live" to hold the children's attention.
7. Children may take on puppet roles in a story, or perform ad-libbed skits with puppets.
8. Preplan when and how puppets will be used in a program.
9. Have the puppets laid out in advance in the order in which they will be needed.
10. Rehearse the coordination of the puppets with the books, and rehearse each puppet's voice, movements and character.
11. Puppets may be purchased or may be made from any scrap materials, such as socks and cloth bits.
12. Even two-dimensional pictures glued onto sticks can become serviceable stick puppets.
13. Keep puppets hidden from the children's view until the appropriate moments.
14. Puppets are great as the unifying program element for a series of programs, and can wear costumes appropriate to the program's theme.



The Role of the Public Library Trustee in the Political Process

Terri Union

Editor's Note: The following is a written version of a presentation that Terri Union, member and past chair of the Cumberland County Public Library and Information Center Board of Trustees, made at a recent board meeting. While North Carolina Libraries, *as a general rule, does not reprint speeches except in the biennial conference issue, the editorial board felt that Ms. Union's vision of a public library trustee's role in the political process was of such interest and appropriateness that we have published the address in its entirety.*

In our society, the word "politics" has an unpleasant connotation. But that is what our system of government is all about. Politics means compromise, give and take. The system is built upon the relationship of mutual trust between the office holder and the constituent.

Whether or not we like the term, we, as trustees, are creatures of local government and the political process. Learning to live and operate within the bounds of the process is crucial to successful trustee stewardship of financial resources. One of the most important roles of a trustee is to be a strong advocate for the library. This means involvement in the political process in support of adequate and necessary funding. Because trustees speak for the public's interest in library service, we become a bridge between the community and county government. We are appointed by government to do a job—to be knowledgeable about the library and the community the library serves. The role of the trustee is to advise the board of commissioners on library matters and actively seek funding for the library. Just like a business (and libraries can be big business), we must know our product and our customers; we must do our best to supply the library services for those customers in terms of their expressed and demonstrated requests.

Although there is a need for state and federal money in support of libraries, the bread and butter comes from local government. It works like this: commissioners are elected to office because they have effectively convinced the majority of voters to support them in the voting booth. Elected officials serve because they have a commitment to the community and an agenda they would like to see accomplished.

Whether or not we like the way an elected official votes, that official is sincerely interested in improving the community to the best of his knowledge and ability. Elected officials must listen to their constituents and board appointees. They know that if they do not listen, they won't be in office long. Our commissioners are conscientious in trying to keep the right balance between community needs and available revenues without placing unnecessary burdens on the taxpayers. However, they appoint library trustees, and one of our primary functions is to propose a budget that provides the services and meets the needs and requests of the people of Cumberland County. We would be remiss in fulfilling that trust if we did not keep the commissioners informed of our concerns and needs. **You only have to apologize for fighting for the budget if you are shy about it and don't do your homework.** In order to contribute to the political and social process of the library, trustees must diligently become knowledgeable about all aspects of the library and the way in which the library relates to the community. We must develop a realistic understanding of the community and the demands made on public funds. Don't be discouraged by set-backs and don't antagonize. Remember, we cannot antagonize and persuade at the same time.

There are four key components to remember:

1. **Most important: Communicate!** Present no surprises. If you want an amicable relationship with government officials, then you must have an appreciation for their position. Don't toss them the ball when they are not looking. We are all working together for the same goals. Take the time to explain our position and inform them in advance of any changes or new directions. Unless we keep them informed, elected officials cannot be effective in helping us to reach our goals. Get-

Terri Union, a member and past chair of the Cumberland County Public Library and Information Center Board of Trustees, is vice-chair/chair-elect of the Trustees Section of the North Carolina Library Association. Ms. Union also was chosen 1988 Trustee of the Year by the North Carolina Public Library Directors Association.

ting the attention of county government for effective support requires information, dedication, and practice. It is a year-round activity.

2. **Another key is Cooperation.** We must be honest and work together with those in government. Cooperation is essential if we are going to give the best service for the most effective use of budgeted money. Also, trustees should have only one spokesperson directing the lobbying for government funds. This person should be the chairperson or someone designated by the chairperson. It is important to have coordinated effort and direction. There are many nuances involved. Know when to push and when to compromise, when to give elbow room and when to stand our ground.

Trustees should not be afraid to dream for the future of the library or afraid to fight for these dreams.

3. **A third aspect of effective advocacy is reaching into the community for support and suggestions for growth and services.** The library is a mirror of the health and vitality of Cumberland County. The Friends of the Library are our constituency in terms of support for growth and development of the library system. We should have an open ear and an open mind to the needs for library services as expressed by the people. The unprecedented growth of library usage in the last three years has convinced many in local government that the library represents a vital community need. It is a resource that has enjoyed an overwhelming surge of use and support. We must use every opportunity, both formal and informal, to tell the library story.

4. **Another point to remember is our role as a link between the library and government.** As members of the community not directly employed by the library, we can be particularly effective advocates for growth and development. The director has a working relationship with the county manager. Our working relationship is with elected officials. We represent a cross section of the community that reaches into the business, professional, and educational areas as well as across different county communities. Just as the director prepares a budget for our consideration which we have the right to amend, county commissioners can amend the recommendations of the county manager's presented budget. Our job is to communicate with the commissioners. We should keep government officials informed on a regular basis—not just once a year at budget time. Let them know what the library is doing and how services are being used and requested by the community, their constituency. Communication is like continuing education. The competition for government dollars is becoming increasingly competitive as federal and state wells dry up. We should meet informally once a year with our commissioners to share with them our hopes and dreams. We need to show them where we are and where we would like to be; we need to ask for their help in getting there. Personal contact is very important. Make it our job to know every commissioner.

Perhaps the easiest way to remember the important points of politics is to identify them as the four "C's"—

Communication
Cooperation
Commitment
Consideration

Trustees should not be afraid to dream for the future of the library or afraid to fight for those dreams.

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.

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.

1989 Bienniel Conference Libraries: Designing for the 90s

A new decade is about to arrive! Speculation is that it will be a time when we move from a production economy to a service economy. Library services, facilities, and programs need to be designed to meet the challenges of a changing society.

The October 10-13, 1989, North Carolina Library Association Conference - "Libraries: Designing for the 90s" - will help to prepare us for the new decade of librarianship. Speakers and presenters will deal with both the generalities and the specifics of libraries. The Charlotte location will add to the excitement as plans are designed to move North Carolina libraries and library personnel into the 90s.

The first general session will be highlighted with Roy Blount, Jr.'s speech entitled "Out With the Eighties." Blount, the author of seven books, had his one-man show described by *The New Yorker* as "the most humorous and engaging fifty minutes in town." He has made numerous appearances on television and radio and is a contributing author to a variety of magazines. The NCLA general session programs will be complimented by a variety of talented, versatile and dynamic speakers. Some of these include: Will Manley, Director of Tempe Public Library; Dr. Jessie Carney Smith, Library Director, Fisk University; Jinx Melia, author of *Breaking into the Boardroom;* Dorothy Spruill Redford, author of *Somerset Homecoming; Recovering a Lost Heritage;* filmmaker Tom Davenport; Kathleen Weibel, Director of Libraries, Ohio Wesleyan University; and children's authors Alvin Schwartz and Jamie Gilson. In addition a preconference session entitled "Meeting the Censor: A Skills Development Workshop," sponsored by the Intellectual Freedom Committee, is scheduled for Tuesday.

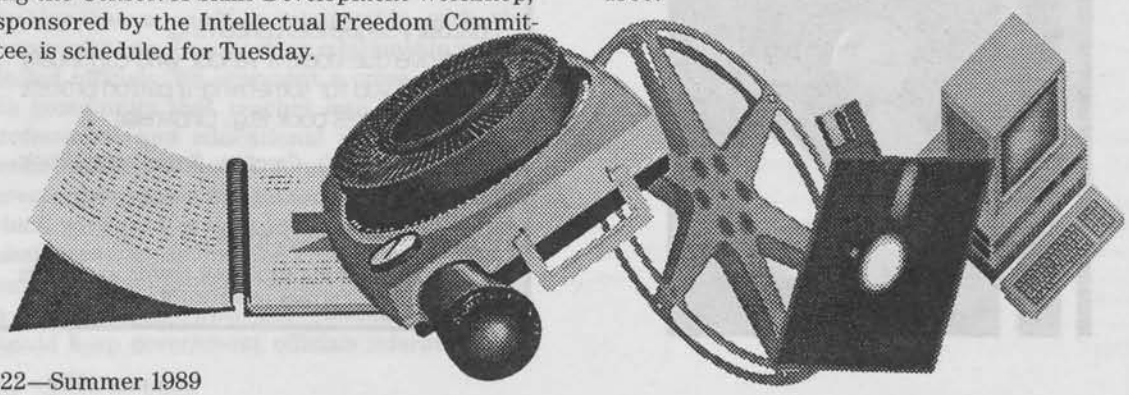
A placement center will be available for job seekers and those with jobs to advertise. Jobs will be posted and resumes collected prior to the conference. Rooms for interviews may be scheduled at the placement center. A session on interviewing skills will be part of the conference program.

Vendors and their exhibits will be in the large exhibit hall and available to participants throughout the conference. Participants can purchase t-shirts, posters, and bookmarks at the ALA store.

A variety of social events are also planned. The "new" Public Library of Charlotte and Mecklenberg County will be available for visits and a scheduled special event on Thursday evening. A dinner and library school receptions are planned for Wednesday evening. The Roundtable on the Status of Women and the Children's Services Section have scheduled a reception at Discovery Place, and the Roundtable on Ethnic Minority Concerns plans a reception at the Afro-American Cultural Center.

The conference housing form is printed in this edition of *North Carolina Libraries.* Early reservations are encouraged. Piedmont Airlines has been designated as the official airline. A thirty-five percent discount on regular coach fares is available to conference participants who refer to gold file number 531039.

Charlotte is an exciting urban area and the 1989 NCLA conference will take place right uptown—near the new public library and within walking distance of Spirit Square and City Fare. Conference registration will be mailed in August. Mark your calendar now, so you will be part of "Libraries: Designing for the 90s," October 10-13, 1989.



NCLA Conference Housing Form

October 10-13, 1989

1. Important Instructions—Read Carefully.
First-come, first-served. The Housing Bureau will make hotel assignments on a first-come, first-served basis. If additional copies of this form are needed, *photocopies will be accepted.* **Reservations must be received by September 10, 1989.** After this date we cannot guarantee the conference room rate. **Deposit.** All housing applications must be accompanied by a deposit of one night's rate for each room requested or a credit card number with the expiration date. **No telephone calls!!** Reservations will not be taken by phone.

a. Radisson	Single - $69, Double - $79
b. Adam's Mark Hotel	Single - $79, Double - $79
c. Days Hotel - Uptown	Single - $72, Double - $82

2. **Hotel Choices.** List in order of preference. Use one reservation form for each room requested.

Type of room (check one)	Hotel preference**
Single	1st Choice _____
Double	2nd Choice _____
Triple	3rd Choice _____
Quad	

Names of all persons occupying room _____

_____

3. Arrival _____ a.m. / p.m. **Departure** _____ a.m. / p.m.
date/time date/time

4. Method of Payment (check one)

Check enclosed. *Make check payable to Charlotte Convention Housing Bureau.*

Credit Card: VISA _____ M/C _____ American Express _____ Other: _____

Credit card no. _____ Exp. date _____

5. Confirm Reservation To (please print or type)

Name _____

Address _____ City _____ State/Zip _____

Telephone: Home ( ) _____ Work ( ) _____

6. Mail This Hotel Reservation Form To:

Housing Bureau, C/O Charlotte Convention & Visitors Bureau
229 North Church Street, Charlotte, NC 28202

North Carolina Books

Robert Anthony, Compiler

Federal Writers' Project (N.C.), compiler. Introduction by William S. Powell. ***North Carolina: The WPA Guide to the Old North State***. Columbia: University of South Carolina Press, 1988. 601 pp. $29.95. ISBN 0-87249-604-X (cloth); $14.95. 0-87249-605-8 (paper).

What was North Carolina like fifty years ago? Chapel Hill had one hotel, bus fare was 6¢ in Asheville, the Left-handed Golf Championship of the Carolinas was held at Sedgefield, and Raleigh's suburbs consisted of Cameron Park, Mordecai, and Boylan Heights. These are just a few of the facts those interested in North Carolina history can discover by reading the University of South Carolina Press reprint of ***North Carolina: The WPA Guide to the Old North State***, first published in 1939 by the University of North Carolina Press. Sponsored by the North Carolina Department of Conservation and Development and compiled and written by talented local researchers and writers under the direction of the Federal Writers' Project of the Work Projects Administration, the guidebook was part of the American Guide Series, which consisted of guides to all of the old forty-eight states. The Project was established during the Great Depression in order to provide worthwhile work for the unemployed.

The reprint begins with a new introduction by William S. Powell, professor of history emeritus at the University of North Carolina at Chapel Hill, in which he provides an interesting and detailed background on how and why the guide was compiled. The guide's first section is composed of fifteen essays on the general background of the state including its agriculture, transportation, industry and labor, public education, religion, sports and recreation, folkways and folklore, arts, eating and drinking, Indians and Negroes. These essays are factual and candid accounts written by experienced writers and authorities in their fields, such as newspaper editor Jonathan Daniels, UNC professor and noted historian Hugh T. Lefler, and Duke University professor Louise Hall.

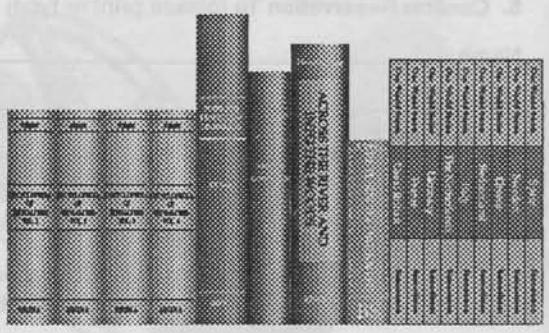
The second section presents statistics, descriptions, facts, and points of interest for each of the "13 cities and towns worth knowing." The third and largest portion of the guide is devoted to descriptions of thirty-three tours emanating from various highway junctions, giving mileage, altitude, and 1930 population figures for and descriptions of towns along the way.

Scattered throughout the volume are numerous illustrations. Although of poorer quality than those in the original edition, the photographs depict the landscape, architecture, people, sports, and various other characteristics of the time period. Maps of various locations are included; however, a state map which was listed as being in a back pocket in the original edition was not included in the reprint. A brief chronology of the history of the state, a selected bibliography, and an index conclude the survey.

Why reprint a guidebook that is nearly fifty years old? In the words of Professor Powell, "Because it gives us a very close look at North Carolina on the eve of extensive changes which forever altered the state." While designed to be of practical use to the generation which produced it, today it is of greater value to the layperson or historian who seeks to recapture and reconstruct the past. By noting comparisons and contrasts with contemporary life, he or she may measure the velocity and direction of this change.

All in all, the guide is a well-researched account of what life in North Carolina was like in the 1930s and will be of value to anyone interested in the history of North Carolina. Recommended for public, academic, and school libraries.

Patricia A. Rogers, Wake County Public Libraries



John Bivins, Jr. ***The Furniture of Coastal North Carolina, 1700-1820***. Winston-Salem: Museum of Early Southern Decorative Arts; Chapel Hill: Distributed by University of North Carolina Press, 1988. 562 pp. $95.00. ISBN 0-945578-00-8.

In a modern museum gallery, perched alone on a platform, an eighteenth-century chair sits beneath a spotlight. A small, silk-screened label nearby reads, "SIDE CHAIR, Chippendale, mahogany, ca. 1753." For too many years, in too many museums, and, for that matter, in too many books, antique furniture and other pieces of our material culture have been presented as isolated, self-contained artifacts described in sentence fragments and reverently viewed and appreciated for their skilled construction, composition, or form. A handcrafted chair may certainly be admired for any of these qualities. But its true historical value lies in its representation of our social history—as evidence in comparative studies of cultural styles, emerging industrial bases, and evolving patterns of craftsmanship. Researching and placing such artifacts into a social context and broadening one's interpretations are much more difficult tasks than merely identifying a piece of furniture and appreciating or showcasing its "artfulness."

In his ***The Furniture of Coastal North Carolina, 1700-1820***, John Bivins, Jr., not only illustrates and describes in detail the types of furniture made in eastern North Carolina from the mid-Colonial through the late Federal Period, he also places these handicrafts firmly into a social context by thoroughly documenting the region's cabinet trade. Furthermore, Bivins examines the effects that the region's geographical barriers, social structure, and settlement patterns had on that trade.

As director of publications for The Museum of Early Southern Decorative Arts (MESDA) in Winston-Salem, Bivins is exposed to a wide range of historical topics, and previous works authored or co-authored by him demonstrate his many interests, including early North Carolina-made firearms and Moravian pottery, as well as furniture. It is apparent from Bivins's descriptions of furniture that he has a fine and exacting eye for detail, an eye no doubt strengthened by his additional experiences as an architectural historian and as a carver.

The Furniture of Coastal North Carolina, 1700-1820 is divided into two main parts: the first entitled "The Setting;" the second "The Furniture." In the latter part Bivins scrutinizes the work of cabinetmakers in the Albemarle, Pamlico, and Cape Fear regions, assesses their indigenous characteristics, and also draws attention to stylistic influences imported largely through trade with New England and Middle Atlantic towns and cities and by immigrants from Virginia. This section of the book is generously illustrated with black-and-white photographs. Underside views and photographs of construction details of tables, desks, chests, and other pieces of furniture are especially well done and educational.

While the latter part of Bivins's book is highly informative, it is the first, "The Setting," that is more interesting and far more important in accomplishing the author's expressed goal: "to present an exhaustive study of one aspect of the early culture of North Carolina, placed within a framework of social history." It is in this section that Bivins records the overall effects that geography, population distribution, maritime commercial routes, and other factors had on the rise, development, and decline of the cabinetmaker's trade in North Carolina's coastal plain.

The Furniture of Coastal North Carolina, 1700-1820 is an exhaustive study, one neither directed toward the casual reader nor one that should be relegated to display on some dilettant's coffee table. The extensive amount of information contained in Bivins's book has applications not only for the serious study of furniture and the cabinet trade as a whole; it is also an excellent source for anyone studying North Carolina's early economy, transportation, labor practices (particularly the apprentice system), or architectural history. Reference value is enhanced even more by a well-organized index, bibliographical notes,and appendixes that include an alphabetical listing of hundreds of woodworkers, details of their businesses, and their specific locations.

Mr. Bivins's book is the first in MESDA's Frank L. Horton Series, a series that seeks to identify and examine in depth the works of southern artisans. This first publication has set a very high standard for subsequent volumes. Suffice it to say, at risk of stretching for metaphors, that John Bivins is clearly not content working with veneers in reconstructing our past. ***The Furniture of Coastal North Carolina, 1700-1820*** is a book that is solid through and through and would be an important addition to any library's shelves.

R. Neil Fulghum, University of North Carolina at Chapel Hill.

Howard E. Covington, Jr. ***Belk: A Century of Retail Leadership***. Chapel Hill: University of North Carolina Press, 1988. 308 pp. $12.95. ISBN 0-8078-1822-4.

Henry Belk established a small dry goods store in Monroe, North Carolina, in 1888. As the store succeeded, he planned to expand his business to nearby locations. Since 1888, the operation of the company he founded has become an increasingly sophisticated enterprise. Belk stores now operate in 325 cities and towns in 19 states and Puerto Rico. Howard Covington traces the development of the business and contrasts the types of management Belk employed over the years to maintain its competitiveness in the marketplace.

Although the Belk family has controlled the course of the Belk business over the past century, many changes have taken place. Henry Belk instituted a practice of partnerships with local businessmen in areas in which he wanted to do business; thus, Raleigh has Hudson-Belk stores, Wilmington has Belk-Beery, and the stores in Virginia bear the Leggett name. John Belk, president of Belk Stores Services since the 1950s, focused on moving stores into newly developing shopping malls rather than traditional downtown locations, upgraded the quality of merchandise lines to include designer labels, and approved the issuance of Belk system credit cards.

The author effectively correlates innovations made by Belk with national trends in sales and merchandising. He describes the economic impact the Belks have made in the South through philanthropy, as well as the growth and expansion of their business. The author credits the assistance of members of the Belk family and employees of Belk in producing a work that is a celebration of a century of accomplishment in retail trade. The book includes many photographs from both the early years of the business and recent events, and it is well indexed.

Covington, a former journalist with the *Charlotte Observer* and the *Greensboro News and Record*, utilizes a straightforward, readable style. He offers insight into the character of various Belk family members and provides a sense of the business climate in which the company has developed and flourished. This book holds great appeal for those who are interested in North Carolina business, the history of retailing, or entrepreneurship in general. It is recommended for both public and academic libraries.

Margaret Jackson, University of North Carolina at Chapel Hill

William R. Trotter. ***Silk Flags and Cold Steel: The Civil War in North Carolina, Volume I: The Piedmont***. Greensboro: Piedmont Impressions, Inc., 1988. 385 pp. $19.95. ISBN 0-929307-01-1.

Silk Flags and Cold Steel, the work of Greensboro freelance historian William Trotter, is the initial entry in a projected trilogy on the Civil War in North Carolina. Subjects covered in the first volume, which is devoted to the Piedmont, include the outbreak of war, state mobilization, Governor Zebulon Baird Vance's administration, life on the home front, conscription, desertion, the peace movement, Salisbury prison, the battles of Averasboro and Bentonville, and the Confederate surrender at Durham. There are six maps and a section of contemporary photographs and illustrations, a bibliography, and a detailed index. The second and third volumes, yet to be published, will describe the war in the mountain and coastal regions respectively.

The general audience for which this book is intended will find it a useful descriptive compendium of political, social, and military events. It incorporates many of the secondary materials that have appeared on these subjects in recent years and is engagingly, if somewhat breezily, written. Yet as a comprehensive history it also has numerous weaknesses. Trotter's unconventional organization, which subdivides topics geographically, promises to be both awkward and redundant. Many of his conclusions are highly partisan. Governor Vance, for example, is described heroically and uncritically throughout: "If North Carolina did not, then, produce a battlefield commander comparable in fame to Lee, Jackson, or Forrest, it did at least produce a civilian wartime leader of similar stripe" (p. 89). Confederate President Jefferson Davis's correspondence with the contentious chief executive reveals "a hint of personal resentment at the vigor of Vance's thought, the loyalty Vance commanded, the efficiency of

Copies of articles from this publication are now available from the UMI Article Clearinghouse.

UMI Article Clearinghouse

Mail to: University Microfilms International
300 North Zeeb Road, Box 91 Ann Arbor, MI 48106

his administration, and the virility of his youthful good health" (p. 119). By far the worst problem, however, is a lack of adequate documentation. Many chapters have no footnotes whatever, and others only a single reference or two. Trotter does not appear to have consulted primary sources, and his bibliography of secondary works is hardly complete. In conducting his research he apparently did not visit any libraries, museums, or archives outside the city of Greensboro.

Some of these deficiencies may be corrected in the two forthcoming volumes. Meanwhile, readers should continue to rely on John G. Barrett's old but thorough study, *The Civil War in North Carolina*, and on the many more recent specialized works that supplement it.

Everard H. Smith, Triangle Universities Security Seminar

Other Publications of Interest

With publication of ***The Architectural Heritage of Greenville, North Carolina***, the Greenville Area Preservation Association presents an attractive and informative study of the built environment of a leading city of the North Carolina coastal plain. Architectural descriptions of over two hundred buildings, accompanied by black-and-white photographs, demonstrate the varied character of the city. Most structures analyzed are located in the city's older neighborhoods and were constructed before 1935. They include the celebrated and the ordinary—elaborate mansion and modest bungalow, courthouse and tobacco warehouse, college dormitory and soft drink bottling plant. The significant loss of much of the city's architectural heritage—apparently a continuing problem—is revealed through photographs and descriptions of now demolished structures. Also included is a brief history of Greenville, a glossary of architectural terms, and an index. Edited by East Carolina University librarian Michael Cotter, the book may be ordered from Greenville Area Preservation Association, P.O. Box 673, Greenville, N.C. 27835; $24.95; cloth; 201 pp.

Examples of Nature's breathtaking touch on Western North Carolina are dramatically captured in ***The Land of Waterfalls: Transylvania County, North Carolina***, by author/photographer Jim Bob Tinsley. Full page black-and-white photographs of sixty-one representative waterfalls—there are hundreds in what has been called the "paradise of Cascadia"—illustrate the scenic wonders created as rivers, creeks, and streams convey the drainage of one of Eastern America's highest rainfalls across an area of abrupt shifts in land elevation. Tinsley, trained as an aerial photographer for the U.S. Navy in World War II, accompanies his photographs with discussions of the discovery and name origins of the waterfalls featured. Also included are brief histories of the locally crafted Gillespie long rifle, early Caucasian hunters in the region, and a celebrated area outlaw and moonshiner. The book is available from the author at 125 Miner Street, Brevard, N.C. 28712 (May-Oct.) or P.O. Box 311, Ocala, Fla. 32678 (Nov.-Apr.); ISBN 09620119-0-8; $25.00; hardcover; 173 pp.

The basic facts concerning most of the North Carolina individuals, events, and legends featured in ***A Treasury of Carolina Tales***, by Webb Garrison, have been so often included in books and pamphlets that they are probably familiar to most Tar Heels. Notables such as Blackbeard, Wilbur and Orville Wright, Dorothea Dix, and the Bunker Siamese twins, are usually covered in state history textbooks; and teachers and librarians undoubtedly can cite a number of other sources for further information on such figures. Garrison, a freelance writer, includes sketches of several lesser known people and events, such as nineteenth-century physician Elizabeth Blackwell, businessman/philanthropist J. B. Fuqua, and gun designer Richard Gatling. But the information provided is limited, leaving the reader wishing for a little more detail. Although a welcome effort at making some of the more interesting historical figures and legends of the Carolinas more accessible to the general reader, ***A Treasury of Carolina Tales*** offers nothing new on the better known and only sketchy treatment of the more obscure. The book may be ordered from Rutledge Hill Press, 513 Third Avenue South, Nashville, Tenn. 37210; ISBN 0-934395-75-6; $8.95; hardcover; 158 pp.

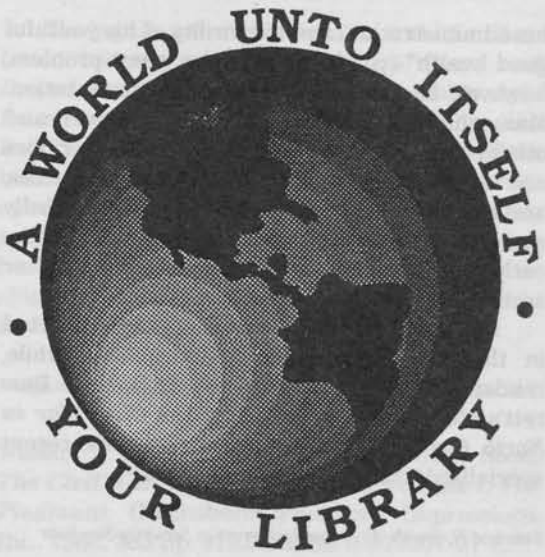
Memories of the Carolina seashore during the "pre-condominium era of the late 1950s" are the focus of E. T. Malone, Jr.,'s, recent poetry booklet ***The View from Wrightsville Beach***. Malone spent the summers of his fifteenth and sixteenth years at Wrightsville Beach, where his parents operated an apartment building. His twelve poems, illustrated with black-and-white photographs of family and friends, recall the youthful quest for friendship and experience, for life and love. Orders should be directed to Literary Lantern Press, 103 Carl Drive, Rt. 4, Chapel Hill, N.C. 27516; ISBN 0-9621668-0-4; $8.95, plus $1.50 tax and postage; paper; 45 pp.

The North Carolina Writers' Network is dis-

tributing copies of Isabel Zuber's ***Oriflamb***, the winner of the Network-sponsored 1987 Poetry Chapbook Award. This collection of nineteen terse, serious poems by Winston-Salem resident Zuber was judged best of competition by nationally noted writer Fred Chappell. ***Oriflamb*** is available from the Network at P.O. Box 954, Carrboro, N.C. 27510; $4.95; paper; 36 pp.

The April 1989 issue (vol. 66, no. 2) of the ***North Carolina Historical Review*** includes "North Carolina Bibliography, 1987-1988." This bibliography of approximately 550 entries is the latest in an annual series that lists books about North Carolina subjects or by or about North Carolinians, natives or current residents. The ***Review*** is a quarterly publication of the North Carolina Division of Archives and History.

Barry Moser has created a poster on *1990 International Literacy Year* for the Children's Book Council. The poster, measuring 24" x 32½", is in six colors. It costs $15.00 and is 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 *Current Materials Brochure* for details.



Library Administration and Management Section Formed

A new section of NCLA named "Library Administration and Management Section" (LAMS) has been approved by the Executive Board of NCLA. LAMS will hold its first program and organization meeting at the NCLA conference in October in Charlotte. Patterned (to some degree) after LAMA, a division of ALA, the mission of LAMS of NCLA will be to provide an organizational framework for improving the practice of administration in libraries and for identifying and fostering administrative skills. The section will meet its responsibility by aiding the professional development of personnel interested in administration and management and by planning and developing programs, study, and research in library administration and management problems.

NCLA members who are interested in administration and management are encouraged to designate a preference for this section (LAMS) at the time of payment of biennial associational dues. NCLA members may join LAMS any time during the year, however, by notifying the treasurer and paying section dues.

All attending the NCLA conference are cordially invited to attend the program and organizational meeting of LAMS on Thursday, October 12, from 9 to 10:30 AM.

For additional information, one may contact LAMS Steering Committee Chair, Miss Nancy Ray, Director, Southern Pines Public Library, 180 S.W. Broad St., Southern Pines 28387, Phone: 919-692-8235.

NCLA Minutes

North Carolina Library Association
Minutes of the Executive Board

January 27, 1989

Barbara Anderson
Barbara Baker
Nancy Bates
Frances B. Bradburn
Doris Anne Bradley
Nelda Caddell
Waltrene Canada
Wanda Brown Casson
Patrice Ebert
David Fergusson
Nancy Fogarty
Ray Frankle
Janet Freeman
Patsy Hansel
Ruth Hoyle
Gene D. Lanier
Carol Lewis
Gail S. Maly
Howard McGinn
Meralyn Meadows
Gloria Miller
Pauline Myrick
Nancy Ray
Pat Ryckman
Ed Sheary
Cal Shepard
Gorda Singletary
Carol Southerland
Rebecca Taylor
Jerry Thrasher
Harry Tuchmayer
Terri Union
Ed Waller
Art Weeks
Jane Williams
Lavern Williams
Kieth C. Wright

The Executive Board of the North Carolina Library Association was called to order by President Patsy Hansel at 10:10 a.m., January 27, 1989. The above persons were present at the South Central Regional Education Center in Carthage. Nelda Caddell, host and Regional Coordinator, SDPI, brought greetings and supplied information about the center and lunch.

Minutes of the October 20, 1988, meeting were approved with the addition of a word.

New members of the board and substitutes for members unable to attend were introduced, as were special guests and representatives of other boards.

Treasurer Nancy Fogarty stated that NCLA is doing well and passed out several exhibits—receipts, transfers, expenditures, and balances as of December 31. She reported 2,473 paying members plus 40 honorary and life members. Of significance was the increased membership for the North Carolina Association of School Librarians.

Barbara Baker talked about the 1989 Charlotte conference and noted that single rooms at the Radisson Plaza are $69 and double ones are $79. At Adams Mark, all rooms are $79.

President Hansel gave each member an attractive NCLA lapel pin; cost of each is approximately $3 if ordered.

The spring issue of *North Carolina Libraries* is "Economics of Librarianship" with Larry Alford as guest editor. The summer issue's guest editor will be Bob Russell, and the theme will be "Public Libraries." The editorial board of *NCL* held an all-day retreat in Wilmington. Editor Frances Bradburn proposed a restructuring of the editorial board. After a lengthy discussion, it was moved by Carol Southerland and seconded by Barbara Baker that the "NCLA accept recommendations 1 and 2 (The editorial board requests a four-year appointment, with reappointment option, beginning with the new biennium and requests that half of the section/round table representatives be appointed/reappointed this biennium. The other half of the Board will be appointed/reappointed at the beginning of the 1991-1993 biennium) and strongly suggest to sections and round tables that they follow procedures outlined in 3 and 4: (Each section/round table chair will be asked to submit up to three names of possible *NCL* candidates. *NCL* will request that each of the three submit a resume and a sample of both their writing and editing skills. The editor and the associate editors will select the most qualified from the field of candidates and *NCL* would like to send a letter of invitation to the chosen applicant and to his or her employing institution emphasizing the time commitment involved in *NCL*").

Kieth Wright, ALA Council Representative, reported that the American Library Association currently has 47,000 members and that the budget is intact. He discussed also the Presidential Committee on Information Literacy, the Newbery and Caldecott Awards, involuntary testing as related to AIDS, Intellectual Freedom, and the White House Conference.

Jerry Thrasher presented a written report that included new officers of Southeastern Library Association. He also revealed that the late October conference was one of the most successful. The 1990 conference is December 4-8 in Opryland, Nashville, Tennessee.

Children's Services will co-sponsor with UNC-G Department of Library and Information Studies and the State Library a seminar for professional youth services librarians called "Changing Needs ... Changing Behavior" on March 31 and April 1 in Greensboro.

"Term Papers to Terminals: Solutions to Problems in BI" is the title of the spring workshop of the College and University Section to be held April 28 at Elon College.

The Community and Jr. College Section had no report.

The Documents Sections's May 8 workshop is entitled: "Government Documents and Online Catalogs: Alternatives." The Biennial Conference Program for Charlotte will give depository librarians and school media specialists a chance to discuss concerns. New officers of the Documents Section were elected by mail ballot.

Jr. Members Round Table held a membership meeting and decided to change membership eligibility requirements. They will co-sponsor a program with the Public Library Section at the fall conference. They will present a Friendly Booth Award and will sponsor a pub crawl.

REMCo was not represented.

Carol Southerland communicated that plans for the NCLA Conference program are still in the works. NCASL's Administrator of the Year is being submitted to AASL for the national award. Billboards will be placed across the state during School Library Media Month. Judie Davie and Helen Tugwell are serving as co-editors of NCASL *Bulletin*.

On May 18 and 19, the NC Public Library Trustees Association will co-sponsor a conference entitled "The Public Library's Role in Shaping Economic and Educational Development of North Carolina's Communities."

Barbara Anderson, reporting for Reference and Adult Ser-

vices, noted that two speakers of national stature are being invited to the Biennial Conference.

David Fergusson, representing Public Library Section, reported on a $500 award for an individual promoting public libraries and a variety of activities.

Two speakers, Sandy Berman and Tom Broadfoot, have been contacted for the conference program by Resources and Technical Services.

Round Table on the Status of Women in Librarianship received an LSCA Continuing Education grant to finance Dr. Alice Warner's March 16 presentation on "Money and Librarians" at Manning Hall, UNC-CH. After receiving funds from several sources including SIRS, the Round Table has $2,100 to be used to finance a major speaker for the fall conference. In addition they will co-sponsor a reception at Discovery Place with the Children's Services Section.

The North Carolina Library Paraprofessional Association was the name chosen for this new section at an organizational meeting. Officers were elected and committees formed to guide the activities of the section.

The first meeting of the Round Table on Special Collections was October 5 at the State Library; grantsmanship, automation, collection development, and genealogy were discussed. By-laws were adopted; Pat Ryckman and Kathryn Bridges served as temporary chair and secretary.

Treasurer Fogarty emphasized that bulk mail must show the return address of the Association, and directions in the handout must be followed.

Barbara Baker needs to know by February 6 programs and scheduling information while the names of presenters must be in by June 1.

Harry Tuchmeyer was absent; however, President Hansel reported on a meeting of the Research and Technical Services Section in Southern Pines on September 29-30, 1988.

The Archives Committee continues to meet monthly and will finish working on pre-1983 records so they can be transferred to the State Archives.

Doris Anne Bradley said that the Constitution, Codes, and Handbook Revision Committee has finished with committees and will tackle the By-laws next. Sample By-laws were sent to new sections.

Rebecca Taylor distributed information from the Finance Committee on NCLA Project Grants, guidelines for payment of travel expenses, members of the committee, and the form for reimbursement of travel expenses. After a careful look at the NCLA projects grants report, it was moved that the statement in the finance committee report be revised to say "Honoraria, or travel expenses, for NCLA members/employees of libraries in N.C. are not eligible for grant funds." It was seconded by Janet Freeman. The motion passed.

Nancy Bates discussed Governmental Relations and National Legislative Day, April 11, in Washington which gives us an opportunity to be visible. Ben Speller at NCCU is sponsoring a bus.

Gene Lanier reported some of the activities of the Intellectual Freedom Committee, including many in-state and out-of-state inquiries about censorship attempts or anticipated attempts. He has made 26 presentations ranging from radio talk shows to national conferences. National items of concern include FBI Library Awareness Program, Video & Library Privacy Protection Act, Child Proctection & Obscenity Enforcement Act, Virginia vs. American Booksellers Association, and English First Laws.

The Committee on Library Administration and Management met and collected over 150 signatures on petitions to support formation of an NCLA Library Administration and Management Section. Section status was awarded by the executive board.

Howard McGinn has resigned, and Art Weeks will handle marketing and public relations.

Ray Frankle reported that the Membership Committee plans to have a table at Career Day in Chapel Hill. He also mentioned that the text of the membership brochure is to be revised.

It was announced that the nominating Committee was meeting on January 27.

A recommendation will be made at the April board meeting for honorary and life memberships.

The State Librarian's report included a statement that no funds for libraries had been included in the State budget. The deadline for applications for assistant State Librarian is April 1. The State Library Commission will meet March 30. Eleanor Swain has been officially appointed to the National Commission on Libraries and Information Science.

The President of the Public Library Directors Association, Ed Sheary, reported on their legislative program and announced the formation of a study committee to review the State Library Commission.

Carol Lewis, representing Elsie Brumback and the State Department of Public Instruction, focused on the Media Coordinator's Performance Appraisal Instrument, student assistants, and a letter from the NC High School Library Assistants. The motion passed that "$500 be approved for the North Carolina High School Library Students Conference in March to support their activities."

Kieth Wright is looking at ways to recruit young minority people into the profession plus related issues.

There being no further business, the meeting was adjourned at 2:30 p.m.

Gloria Miller, Secretary

Upcoming Issues

Fall 1989	- Technology *April Wreath, Guest Editor*
Winter 1989	- Conference Issue
Spring 1990	- Library Humor *Rose Simon and David Fergusson, Guest Editors*
Summer 1990	- Public Documents *Pat Langelier and Ridley Kessler, Guest Editors*
Fall 1990	- Performance Measures *Jinnie Davis, Guest Editor*
Winter 1990	- Supporting the Support Staff *Harry Tuchmayer, Guest Editor*
Spring 1991	- Law and the Library *Tim Coggins, Guest Editor*
Summer 1991	- Children's/YA
Fall 1991	- Library Buildings *John Welch, Guest Editor*
Winter 1991	- Conference

Unsolicited articles dealing with the above themes or on any issue of interest to North Carolina librarians are welcomed. Please follow manuscript guidelines delineated elsewhere in this issue.

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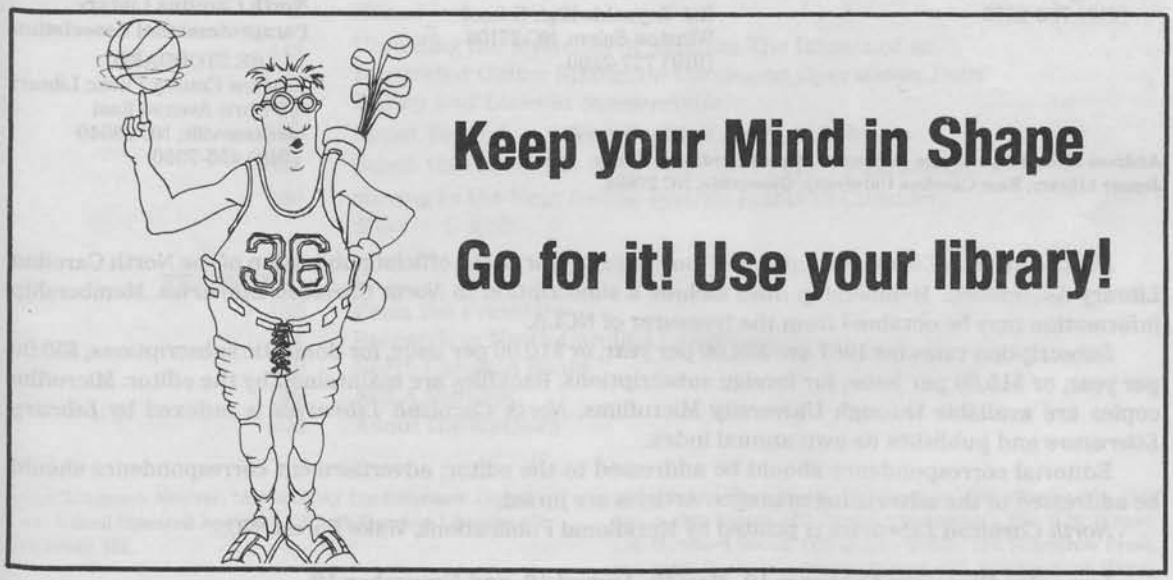

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