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COVID Goat Therapy

During the COVID-19 lockdowns, libraries provided a place of refuge for many of our patrons. While many reading rooms were closed, libraries responded by innovative service delivery options. Many libraries immediately took steps to help users bridge the digital divide. Libraries provided mobile hot spots and kept library wi-fi system on during closures. Providing staff with equipment and hot spots to work from home became essential over the last two years. Some libraries even provided wireless systems for the homeless or others without wi-fi at home. Providing essential sources of information on COVID-19 and other health issue quickly became a key component of library service to the public. Book delivery quickly became a remote service issue. Most libraries provided some form of remote pickup of library books and materials. Various mail and package delivery services were used to get books to home bound users. Libraries also provided face shields, masks, and COVID-19 test kits for patrons. Several libraries dedicated their 3-D printers to making face shields. Some urban libraries provided portable restrooms outside for the homeless to use. Some libraries became local operation centers for local government, providing services such as payment centers for property taxes, dog and cat licenses, unemployment forms, help with income tax forms. Libraries also provided parking lots at night for people to camp in their cars overnight. During the pandemic libraries provide special services to children, senior citizens, and small business owners, people searching for employment. Libraries held forums on COVID-19 and mobile pop-up vaccination clinics. Many libraries considered waving fines and web sign-ups for library cards (and e-resources regardless of library card status). Libraries held online book club sessions with patrons. Libraries encouraged journaling, and encourage patrons to write about their experience during the pandemic. Libraries then asked for copies of these materials for their archives. Libraries served as food distribution centers for the homeless, anyone needing a meal, and first responders. Some libraries used bikes and tri-cycles to distribute books to patrons. Bikes are seen by some as less impos-

ing than a large bookmobile. Of course storytelling, podcasts, blogs, and reading lists delivered electronically were very common during the COVID-19 shutdowns. Several libraries have tried various forms of music and animal therapy to help with patron mental health issues. One of my favorites is pigmy goat therapy, provided by one university library during exams.



Libraries provided these and many other services during COVID-19 lockdowns, and they will continue to do so in future times of need. It will be interesting to see what future challenges libraries will face, and how they will deal with them.

Letters to the editor should be addressed to the editor and mailed to:
Joyner Library, 1000 E Fifth Street,
Greenville, NC 27858,
or by email to scottr@ecu.edu.

We reserve the right to edit all submissions. If you are interested in writing for North Carolina Libraries or would like consideration for news and product information, please send brief information to the editor at the above address.

Making a Change Through Committee Service

By the summer of 2020, still at the beginning of a pandemic, East Carolina University's Academic Library Services (ALS) fully transitioned to remote work for a majority of its employees. During a tumultuous and unprecedented time period, the Staff Development Committee developed ways to be impactful within their library. The committee met 15 times from July 2020 to May 2021 to accomplish their goals within the given academic timeframe. We committed to providing opportunities for genuine connection and discussion. A seemingly ever-increasing amount of virtual professional development opportunities with the in-person world of academia at a near standstill set the stage for success with wholly virtual presentations and programs. The committee took the initiative to create multiple virtual opportunities for library employees to participate in, focusing on professional development and discourse centered on timely matters such as equity, diversity, and actionable antiracism over the course of the year.

Mini-grant

The Office for Equity and Diversity at East Carolina University offered six anti-racist action-oriented mini-grants for use on campus. Our 8-page proposal included a program description, statement of need, proposed timeline, itemized budget, intended outcomes, and a letter of support from our Library Director. We also provided documentation to ensure allocation of matching funds.

Our mini-grant proposal focused on improving education, and genuinely examining, reviewing, and engaging library employees on the pervasive topics of racism and injustice through participation in a targeted virtual workshop series. We acknowledged existing institutional, individualized, and societal biases, and emphasized how integral library employees are, with uniquely multi-faceted opportunities for consistent interaction with ECU's employees, students, and community members. These particular training workshops, along with subsequent discussions and actions, are absolutely vital. There was a steep turnaround, as we decided to apply for the grant at our September 9th meeting, our proposal was submitted by the September 18th deadline, and we were informed that we were one of six recipients on October 5th; our hard work and perseverance paid off.

Thirteen ALS employees signed up to participate in the Library Journal workshop series "Equity in Action: Fostering an Antiracist Library Culture." The funding that we received via the grant went towards paying for workshop registration for ALS participants. The three-part workshop series occurred on September 29, 2020, October 6, 2020, and October 13, 2020. Each session was two hours long and featured different topics and speakers that contributed to the overall theme. Throughout the series, there was content from eight featured speakers. The topics covered all related to the library environment and included actionable suggestions

such as conducting an equity audit, cultivating antiracist and antibias hiring practices, reassessing core values, and making implicit biases explicit.

In addition to the live virtual workshop sessions, participants were able to access additional recordings and related instructional materials for 6 months via the digital platform. At the conclusion of the workshop series, several committee participants collaboratively presented on their experiences and takeaways to ALS on October 29, 2020. We each shared the most impactful, poignant moments to the library, and ended with several reflective questions posed at the larger group of attendees for contemplation and discussion.

ALS Library Reading Group

As a committee, we initiated and promoted a Library Reading Group as an effort to create opportunities for critical, timely discussions and promote interdepartmental interaction and participation. We chose *How to Be an Antiracist* by Ibram X. Kendi for our first selection. Prior to meeting, we created a Teams channel specifically for the reading group in order to schedule monthly meetings and post relevant discussion questions. We were also able to procure ten copies of the book for employee use within the reading group. We split up the first book into four separate discussions to honor the depth of content and allow for sufficient discussion. Participation ranged from seven employees to twelve employees at each virtual meeting.

Connection to Community and Collaboration

Purple Pantry is an on-campus resource that aids food insecure students. To promote knowledge of this invaluable resource and share on their current initiatives, The Staff Development Committee developed questions for the Coordinator of Purple Pantry and recorded a podcast-style interview. This was compiled along with relevant infographics and monetary donation links into an Adobe Spark Page to share out more widely to the library community and beyond.

Donations of shelf-stable food and hygiene items are critical to support the mission of Purple Pantry and to best serve our students in need. The Staff Development Committee collaborated with the library's Stewardship Committee to develop and promote a food drive department competition that was held in December 2020. ALS employees donated nearly 300 items to benefit Purple Pantry.

The Groundwater Approach

The Staff Development Committee promoted and participated in the "Racial Equity: The Groundwater Approach" training held by the Racial Equity Institute (REI) on January 20, 2020. ALS had at least 6 employees sign up to participate, and a few others had recently completed a similar REI training. We further participated by sharing an abbreviated overview of the topics and themes covered, along with our takeaways and experiences during the library forum that occurred the following day. Each committee member shared the most resonant, vital content from the training that stood out to them.

Featured guest speakers Toya Jacobs and Amy Waters from the Office for Equity and Diversity enhanced our presentation with further education and discussion. We recorded the library forum and shared out to ALS additionally for those employees who were unable to attend.

Conference Presentation

Three committee employees, Amy Curtis, Colise Hunt, and Ashley Moore, collaboratively presented at the virtual LAUNC-CH Conference on March 8, 2021. Our presentation, "Creating Space for Equity Education in the Library," detailed the Staff Development Committee's year full of recent virtual library activities and initiatives intended to connect and engage employees. We shared on the evident need for equity discussion and action in our space, and what we accomplished via the committee to begin to address those ideas. Providing safe-spaces and creating several virtual opportunities for open communication and equity education were integral to our approach.

Staff Development Day

While not a new event, our committee paved the way by successfully holding the first entirely virtual Staff Development Day on March 9, 2021. We planned nearly 6 hours of virtual professional development and networking, along with an hour-long lunch break and a couple additional screen breaks. Our chosen theme for the day was "Turning the Page: 2021," which felt aptly chosen and appropriate to our mission. Participation varied based on availability throughout the day, but most sessions had nearly or just over 60 ALS employees in attendance.

We invited two featured speakers for the day, Elaina Norlin and Dr. Kanna Bright, and developed opportunities for ALS employees to present to colleagues and interact virtually. Elaina Norlin challenged us to address existing challenges within our organization in virtual breakout rooms following her presentation "Does the ECU Library System have a "Future Proof" Learning Organization?" We are still in the planning stages of a follow-up visit to present further to ALS in the near future. Dr. Bright spoke on "The Role of Privilege in Developing and Sustaining Anti-Racist and Anti-Bias Workplaces." She used the metaphor of a privilege layer cake to speak candidly about elements of equity, racism, and bias in an engaging manner.

Lightning Talk sessions on a variety of topics allowed colleagues the opportunity to share their recent research and projects with one another. Each individual talk was 5-10 minutes in length; long enough to inform the audience and pique their interest, but not too lengthy at the end of a professional development day chock-full of virtual presentations.

The committee delivered lunch orders to employees who opted to attend the day of virtual presentations from their offices in the library building. We also selected a special gift to order for all ALS employees, customized water tumblers, and put together appreciation gift bags to distribute following Staff Development Day. We mailed special appreciation gifts from the committee to our featured speakers as well. We met more frequently than monthly leading up to Staff Development Day in order to hold tech dress rehearsals, adequately prepare and practice technical con-

siderations, and to assemble the gift bags. Finally, we created and shared a post-survey after the event for feedback to consider when planning future events.

Speakers

In September 2020, we actively promoted a ComPsych presentation “Stress: A Way of Life, or a Fact of Life?” And held a subsequent virtual discussion meeting open to all ALS participants. In March 2021, The Staff Development Committee invited Lauren Thorn, the Associate Dean of Students, to virtually present to “ALS on Coping and Self-Care Amidst a Pandemic.” We recorded the session and shared it out to ALS afterwards. 23 ALS employees attended the presentation, and we re-

ceived a lot of positive feedback from employees afterwards.

The Staff Development Committee made the most of existing opportunities that arose throughout the year and challenged themselves to take direct action and create safe virtual spaces for education and reflection. We exceeded our set goals for the year and continued to share and develop ideas to virtually connect and boost morale. Our virtual events and presentations were moderately attended, and we scheduled them at different times to accommodate various work schedules. Important conversations took place and employees who don't typically have the opportunity to connect were able to virtually within our created spaces. However, many events had the same few employees in atten-

dance. Mandatory participation, or even additional supervisory support would have increased employee participation and the reach and benefit of our initiatives overall. The virtual discussions and presentations were convenient and safe, which was our primary goal, but they were a bit lacking with the loss of the organic energy and participation that occurs with in-person meetings. In the future, we will strategize further to increase employee engagement and participation. We did the best we could to offer a variety of informative, relevant opportunities during a unique time of collective experience and trauma. We will continue to strive for a more equitable, inclusive environment and workplace to benefit all.

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- » To submit you must login; if needed you can register using the link in the header.
- » We use the *Chicago Manual of Style* (16th edition, 2010).
- » We have a rolling deadline; articles are juried when received.
- » Publication of approved articles is in about 3-9 months depending on space available.
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The American Public Library as a Multicultural Force: A Half-Century of Federal Funding to Promote Multiculturalism in Public Libraries, 1956-2006

A close examination of the impact of federal funding for public libraries and the supporting role of the American Library Association (ALA) reveals a symbiotic relationship toward making the American public library a multicultural force in American society. In 1876, with the founding of the ALA, public libraries began to collect materials in languages other than English that reflected the needs of the ethnic and national groups presented in their respective communities. But this practice was considered controversial since the practice could hinder immigrants' assimilation, and therefore was not a universal practice throughout the country.

Progress toward the goal of supporting multiculturalism in American public libraries was not made a priority until after World War I with the establishment of the ALA Committee on Work with the Foreign Born (CWFB). The CWFB's charge was to help immigrants to learn to speak and read English and to prepare them for taking the naturalization exam to become naturalized citizens. Beginning in 1918 and functioning through the end of World War II in 1948, the CWFB

was the first organization within the ALA to focus on the provision of library services to immigrants. After 1948, the ALA CWFB disbanded due to lack of adequate funding from the ALA and a general waning of interest in the postwar years. In 1951, however, the U.S. Congress began to debate ways to help public libraries to serve the needs of all Americans, those born here and those born in other countries.¹

Library Services Act of 1956

The Library Services Act (LSA) was introduced in 1951 and then debated for five years before the bill passed both houses of Congress and was signed into law on 19 July 1956 by President Dwight D. Eisenhower. The LSA, the first major federal legislation passed for the support of public libraries, provided for the extension and improvement of rural public library services in the fifty states and Puerto Rico, and later Guam, American Samoa, and other U.S. territories. The act called for state control of funds, with states being required to submit plans to the U.S. Office of Education for approval. The legislation specified \$7.5

million dollars per year, but only \$2 million dollars were appropriated in fiscal year 1957, \$5 million in fiscal year 1958, \$6 million in fiscal year 1959, and the full amount in fiscal year 1960. The LSA provided federal grants to aid states in serving the estimated twenty-seven million rural residents without access to local public library services, and the five and a half million others to whom services were inadequate.²

Many public library systems in the United States trace their origins to LSA funding. The availability of LSA grants prompted the development and implementation of a great variety of public library outreach services and services to the disadvantaged, defined as those with a need for special library services resulting from poverty, neglect, delinquency, and/or from cultural, linguistic, or other isolation from the community at large, clearly including African Americans and American Indians as eligible disadvantaged populations. Federal funds were channeled through state library agencies, which were, in turn, strengthened by the infusion of federal funds for planning and implementation of state-wide library programs.³

¹ Plummer Alston Jones, Jr., The ALA Committee on Work with the Foreign Born and the Movement to Americanize the Immigrant, in *Libraries to the People*, ed. by Robert S. Freeman & David M. Hovde, foreword by Kathleen de la Pena-McCook (Jefferson, NC: McFarland, 2003), 96-110.

² Edward G. Holley, & Robert F. Schremser, *The Library Services and Construction Act: An Historical Overview from the Viewpoint of Major Participants* (Greenwich, CT: JAI Press, 1993), 147-48, 151; and G. S. Bobinski, *Libraries and Librarianship: Sixty Years of Challenge and Change, 1945-2005* (Lanham, MD: Scarecrow Press, 2007), 25.

³ Bobinski, 56.

By the 1960s, the U.S. population had grown to around 178 million. In 1960, more than 77 million Americans, or more than two-fifths of the nation, lived in poverty or deprivation. About 40 percent of American adults had only eight years of education or less.⁴ Immigration was intensified by global population growth, lowered transportation costs, and a widespread awareness of the wealth gap between developed and underdeveloped nations. Reforms of American immigration law and policy during the 1960s were intended to bring improvements in the form of opening equal access to all nationalities; however, the reforms brought surprising effects instead: a threefold expansion of legal immigrants, augmented by burgeoning numbers of immigrants living in the United States without permission, and a radical shift in the source countries of American immigration.⁵

In September 1961, Congress liberalized the quota provisions of the 1952 Immigration and Naturalization Act (INA) by eliminating the ceiling of 2,000 on the aggregate quota for countries of the Asia-Pacific Triangle and ensured a minimum quota of 100 for newly independent nations. The election of John Fitzgerald Kennedy, a second-generation Irish Catholic, eased the way for an attack on the national origins quota system. The growing agitation of the civil rights movement marked a changing national attitude towards equality for all races.⁶

Library Services and Construction Act of 1964

After being extended for five years in August 1960, the LSA of 1956 was funded at the full level of \$7.5 million in each of fiscal years 1961 through 1964. The legislative transformation of the LSA into the Library Services and Construction Act (LSCA) of 1964 was a component of

was uneven. In each of fiscal years 1965 and 1966, Title II received appropriations of \$30 million; in fiscal year 1967, \$40 million; and in fiscal year 1968, approximately \$34 million. In fiscal year 1969, the Title II appropriation sank to approximately \$24 million and, in fiscal year 1970, plummeted to just under \$10 million.⁷

“*Amendments to the LSCA were passed by the Congress in July 1966, just when the concept of library systems was taking root throughout the nation.*”

President Lyndon Baines Johnson's Great Society program. After heated debate, the LSCA was signed into law by President Johnson on February 4, 1964, after a vote of 89 to 7 in the Senate, and 254 to 107 in the House.

Initially, LSCA had two titles. Title I (Public Library Services) represented the expansion of the rural-based LSA of 1956 to urban areas, with increased funding for salaries and wages, training funds for new librarians, books and other library materials, library equipment, and general operating expenses. Title I was funded at \$25 million in each of fiscal years 1965 and 1966 and \$35 million in each of fiscal years 1967 through 1970. Title II (Library Construction) made federal grants available for building libraries, just when Carnegie library buildings were beginning to fall into disuse or were desperately in need of updating. Title II received no appropriation in fiscal year 1964 and in subsequent years its funding

Amendments to the LSCA were passed by the Congress in July 1966, just when the concept of library systems was taking root throughout the nation. LSCA was extended for five years. Two additional titles were added: Title III (Interlibrary Cooperation), and Title IV-A (Institutions) and Title IV-B (Physically Handicapped). Title III was initially funded in fiscal year 1967 at approximately \$400,000; and in each of the fiscal years 1968 through 1969, approximately \$2 million. Title IV-A appropriations were approximately \$400,000 in fiscal year 1967, and just over \$2 million in each of fiscal years 1968 through 1970. Title IV-B appropriations were \$250,000 in fiscal year 1967, and just over \$1 million in each of fiscal years 1968 through 1970.

LSCA grants were used to establish special collections sometimes known as ethnic resource libraries that featured extensive collections

⁴ U.S. Census Bureau, No. 10: Resident Population—Selected Characteristics, 1950 to 2000, and Projections, 2025 and 2050, in *Statistical Abstract of the United States: 2001*, 121st ed. (Washington, DC: U.S. GPO, 2001), 13.

⁵ M. J. Nauratil, *Public Libraries and Nontraditional Clienteles: The Politics of Special Services* (Westport, CT: Greenwood Press, 1985), 101.

⁶ Maldwyn Allen Jones, *American Immigration*, 2nd ed. (Chicago: University of Chicago Press, 1992), 280-82.

⁷ Holley & Schremser, 147-48, 150-55.

and services for a targeted ethnic or minority group in newly constructed or remodeled facilities, to provide materials for classes in English as a Second Language (ESL), Adult Basic Education (ABE) and other adult literacy efforts, to support job training and career counseling services, and to supply bookmobile service for the disadvantaged, including ethnic and minority groups as well as hospitalized and institutionalized residents.⁸

Civil Rights and Economic Opportunity Acts of 1964

In the early 1960s, the ALA began discussing the problems and issues of segregation as they affected library services throughout the United States and contracted with the polling firm International Research Associates to survey U.S. libraries to note progress in the provision of public library services. The resulting report, *Access to Public Libraries*, published in 1963 by the ALA, revealed that nonwhite neighborhoods, characterized by low educational levels and low incomes, had significantly less adequate library service than white neighborhoods of the same educational and income levels. The survey provided evidence of denial of access to African Americans in five states of the Deep South as well as proof of the existence of lesser barriers in the rest of the South. The section of the report on access to non-English-language resources focused exclusively on European languages with no mention of library materials in Asian languages.⁹

The Civil Rights Act of 1964 authorized support for institutions of higher education and school districts to provide in-service programs to assist instructional staff dealing with problems caused by desegregation. That same year, the Economic Opportunity Act was passed by Congress as the centerpiece of President Johnson's War on Poverty. The act authorized many programs with which librarians became involved, notably the Community Action programs, which funded community-staffed organizations aimed at mobilizing local resources to alleviate poverty; VISTA (Volunteers in Service to America) programs, which trained highly motivated young people to work with migrant laborers as the domestic version of the Peace Corps; and Operation Headstart programs to prepare disadvantaged preschoolers for kindergarten by teaching them school-readiness skills.¹⁰

Several libraries receiving Community Action, VISTA, and Operation Headstart grants used them in combination with LSCA grants to provide not only economic assistance but appropriate library resources as ammunition for the War on Poverty. The fact that these financial alliances worked for the benefit of multicultural clientele was born out in the ALA report, *Library Service to the Disadvantaged*, which was published in 1969. The report, based on a 1968 survey of public libraries serving populations over 15,000, revealed that of the 896 libraries responding, 212 reported services for the poor,

29 libraries reporting services for the functionally illiterate, 64 reporting services for the aged, and 12 libraries reporting services for the Spanish-speaking. Sixty percent of these programs were financed through regular library income, 15% financed with LSCA funds, and 12% financed with Community Action program funds.¹¹

Model Cities Act of 1966

In 1966, Congress passed the Demonstration Cities and Metropolitan Development Act, known as the Model Cities Act. Directed by the U.S. Department of Housing and Urban Development, the act provided grants to cities to solve neighborhood problems with new ideas and involving local agencies, and federal housing, education, and workforce-related enhancement programs. In 1966 alone, Model Cities grants were awarded to sixty-three cities to develop comprehensive model neighborhoods with innovative library services, often developed using a combination of Model Cities and LSCA grants. Model Cities grants continued into the early 1970s.

Elementary, Secondary, and Higher Education Acts of 1965

The Elementary and Secondary Education Act (ESEA) of 1965, a federal law to improve public school education by direct federal intervention, provided compensatory education and counseling for at-risk students and was a boon to the development of school libraries. Title I provided

⁸ *Ibid.*

⁹ *Access to Public Libraries: A Research Project*, prepared for the Library Administration Division, American Library Association, by International Research Associates (Chicago: ALA, 1963); and Bobinski, 97-100.

¹⁰ Bobinski, 69.

¹¹ *Ibid.*

funds to local education agencies (LEAs), including schools, social service agencies, and other organizations for remedial reading and mathematics programs. Title II provided \$100 million in support of school libraries.

The Higher Education Act (HEA) of 1965 was for colleges, universities, and other post-secondary institutions, the federal equivalent of the ESEA of 1965, with higher education institutions being eligible for grants for the development and improvement of academic resources and services. The Library Education and Human Resources Development Program, funded by Title II-B of the HEA of 1965, made awards to minorities for the study of library and information science beginning in 1966. Both the ESEA and the HEA of 1965 provided much needed funds for building initial multicultural collections in schools, colleges, and universities.¹²

Bilingual Education Act of 1968

The Bilingual Education Act of 1968 was passed by Congress as an amendment to the ESEA of 1965. Passed with the needs of the large Mexican American community of the Southwest in mind, the 1968 act provided funds for the planning and implementation of programs to meet the special needs of children of limited English-speaking ability in schools having a high concentration of such children from families with incomes below \$3,000 per year.¹³

Library Services for American Indians in the 1960s

After the passage of the Library Services Act of 1956, the New Mexico State Library used federal funds to begin bookmobile service to the Navajo and Pueblo Indian reservations in northwestern New Mexico. Books supplied for the Navajos and Pueblos were published in Spanish or English. By 1958, using LSA funds, the Colorado River Tribal Council of Parker, Arizona, established a library on its reservation, a national first for Native Americans.

During the 1966 fiscal year, the U.S. Senate Appropriations Committee surveyed federal facilities for American Indians in the Western states to determine the adequacy of state and library services and whether they were benefiting from the LSCA of 1964. The committee learned that of the 116 tribes or agencies surveyed, only 24 had bookmobile service. Neighboring public libraries were sometimes as far as 135 miles away and many of those close to reservations either did not check out books to nonresidents of the city or charged a fee. Only three tribes reported receiving deposit collections from state libraries. Thirteen tribes had small community libraries, most of them consisting of donated materials, often outdated or irrelevant, collected by VISTA volunteers.¹⁴

LSCA Amendments and Projects in the 1970s

Title I was funded at \$35 million in fiscal year 1971. In December 1970,

LSCA amendments were passed that emphasized services to low-income families and provided funds for strengthening state library administrative agencies and metropolitan urban regional libraries (MURLs) to serve as national or regional resource centers. Titles I, IV-A, and IV-B were consolidated as Title I. Titles II and III were continued. The new Title I (including the former Titles IV-A and IV-B) received appropriations of approximately \$47 million in fiscal year 1972; \$62 million in fiscal year 1973; approximately \$49 million in each of fiscal years 1974 through 1976; and approximately \$57 million in each of fiscal years 1977 and 1978. Title I appropriations in each of fiscal years 1979 and 1980 rose to \$62.5 million.

Appropriations for Title II began at approximately \$12 million in each of fiscal years 1971 and 1972, fell to approximately \$3 million in fiscal year 1974, rebounded in fiscal years 1974 and 1975, with appropriations respectively \$15 million and \$4 million, and then funding ceased for Title II in fiscal years 1976 through 1980. At the same time, Title III appropriations rose from approximately \$2 million in fiscal year 1970 to \$5 million in fiscal year 1980.

In 1973, the LSCA was amended in compliance with the Older Americans Comprehensive Services Act Amendments to add a new Title IV, entitled Older Readers Services. Although the new Title IV was never funded, library projects for elderly readers were allowed under Title I.

¹² H. G. Unger (Ed.). *Encyclopedia of American Education*, 2nd ed. (New York: Facts on File, c2001, 1996), 380, 523; and Bobinski, 68-69.

¹³ Francesco Cordasco (Ed.), Bilingual Education, in *Dictionary of American Immigration History* (Metuchen, NJ: Scarecrow Press, 1990), 78.

¹⁴ J. N. Naumer, Library Services to American Indians, in *Library and Information Services for Special Groups*, ed. by J. I. Smith (New York: Published in cooperation with the American Society for Information Science and the ERIC Clearinghouse on Library and Information Sciences, by Science Associates/International, 1974), 38-46.

In 1974, the LSCA was amended to provide service to areas of high concentrations of persons of limited English-speaking ability. In 1977, further amendments added emphasis on strengthening MURLs serving African Americans, American Indians, and other minorities.

As the extent of U.S. involvement in Southeast Asia became a major factor in the nation's economic life and inflation increased accordingly there was less funding available for federal social and educational programs. Federal funds for libraries were used quite differently in different states: some spent the money for state-level direction and coordination; others used it for new or improved local services. Federal funds typically constituted one-half of a rural library's annual budget and about ten percent of an urban library's budget.¹⁵

Bilingual Education Act Amendments in the 1970s

The Bilingual Education Act of 1968 was renewed in 1974 and again in 1978 as amendments to the ESEA of 1965. The 1974 amendments spurred an interest in Spanish-language publishing and temporarily opened a floodgate to what turned out to be waves of inferior products, including bad translations among other problems. The 1978 amendments expanded the meaning of linguistic deficiency to include both reading and writing.¹⁶

HEA Title II-B and Library Education for Minorities in the 1970s

From 1973 to 1978, Lotsee S. Patterson, a faculty member at the University of New Mexico, used grants from the HEA Act Title II-B funds to train library aides in the pueblos. Arizona State University graduated twelve American Indian school library media specialists in 1974 and 1975, and the University of Arizona enrolled ten American Indians in the MLS program in fiscal year 1974. Both programs were based on the normal curriculum, with supplemental counseling, internships and courses directly related to information needs of American Indians.¹⁷

By 1974, largely due to the efforts of the ALA Minority Recruitment Task Force, a total of twenty-two library schools advertised active recruitment programs aimed at minorities. That same year, the California State Library's Minority Recruitment and Advancement Program funded a Mexican American Graduate Institute of Library Science to train graduate students of Mexican descent as school library media specialists at California State University, Fullerton. By November 1975, the Graduate Institute had graduated 47 Chicano librarians with 17 having completed their Master of Library Science (MLS) degrees in July 1975. In 1978, it was reported that the Chula Vista School District near San Diego had the highest number of Hispanic librarians and

the best bilingual library services for children. Most of the librarians of the system were graduates of the Fullerton program.

The Tucson-based Graduate Library Institute for Spanish-speaking Americans (GLISA) was established at the University of Arizona in 1976 under the direction of Arnulfo Trejo and continued until 1979. The GLISA program produced most of the librarians serving the Hispanic population in El Paso, with many being affiliated with either the El Paso Public Library or the El Paso Community College.¹⁸

Library Services for American Indians in the 1970s

In 1972, the Indian Education Act authorized new educational programs for American Indians, including grants to local educational agencies and special literacy and job-training programs for Indian adults. Three years later, in 1975, Congress passed the Indian Self-Determination and Education Assistance Act to allow tribal groups to operate their own education facilities.

Funded under Higher Education Act grants from 1971 to 1975, the National Indian Education Association (NIEA) evolved from the efforts of the ALA Social Responsibilities Round Table's American Indian Task Force in the late 1960s to the American Indian Subcommittee of the ALA Library Services to the Disadvantaged Committee in 1971.¹⁹

¹⁵ Holley & Schremser, 93-94, 147-48, 150-55.

¹⁶ Cordasco, 74-81.

¹⁷ Naumer, 24, 63-64.

¹⁸ G. Baeza, The Evolution of Educational and Public Library Services to Spanish-speaking Children, in *Library Services for Hispanic Children: A Guide for Public and School Librarians*, ed. by A. A. Allen (Phoenix, AZ: Oryx Press, 1987), 5-6; A. D. Trejo, Bicultural Americans with a Hispanic Tradition, *Wilson Library Bulletin* 44 (March 1970): 716-23; and A. D. Trejo, & K. L. Lodwick, Needed: Hispanic Librarians—A Survey of Library Policies, *Wilson Library Bulletin* 53 (November 1978), 259-66.

¹⁹ Naumer, 24, 63-64.

In 1978, the Tribally Controlled Community College Assistance Act provided for direct funding from the Bureau of Indian Affairs (BIA) and federal land-grant status for all types of Indian educational institutions, including day schools, on- and off-reservation boarding schools, tribally contracted schools, dormitories that permitted Indian students to attend nearby white public schools, and tribal libraries. Located primarily in large western states, these tribal community colleges had libraries that functioned as college libraries, as well as public libraries. As accredited institutions, the tribal colleges were required to employ qualified librarians to manage them.²⁰

Ethnic Studies Heritage Act of 1972 and U.S. Office of Education Grants

The Ethnic Studies Heritage Act (ESHA) of June 1972, an amendment to the ESEA of 1965, provided funds that could be used to enable students to learn about their own cultural heritages, and to study the contributions of the cultural heritages of the other ethnic groups. The U.S. Office of Education grants were made available to public and private nonprofit educational agencies to assist in planning, developing, and establishing and operating Ethnic Heritage Studies programs.²¹

National Commission on Libraries and Information Science in the 1970s

Following recommendations of the National Library Advisory Council of 1966, the Johnson administration published its report *Libraries at Large*. In response to this report, the National Commission on Libraries and Information Science (NCLIS) was created in 1970 during the administration of President Richard Nixon. The commission was to serve as a permanent, independent agency within the executive branch of the federal government to advise the President and Congress on national policy matters affecting libraries and information services.

In 1972, President Nixon had proposed a new type of funding, revenue sharing, which provided funds for state and local governments over a 5-year period to be spent for local priorities, which could include libraries. In many instances, however, local governments had other programs they preferred to fund and some municipalities merely substituted revenue sharing funds for local funds they had been appropriating for libraries. Libraries were forced to close some branch operations and curtail the hours of opening at main buildings.²²

In May 1973, the NCLIS sponsored a small invitational working conference in Denver to provide a forum for the discussion and review of available research and information on

the library and information service needs of occupational, ethnic, and other minority groups in the United States. In 1974, NCLIS published its study based on the findings entitled *Library and Information Service Needs of the Nation*. The report concluded that immigrants and minorities needed information related to survival and the satisfaction of immediate needs, including those of health, welfare, educational opportunities, vocational and career training, consumer buying, and legal and political rights.²³ The report concluded that LSCA funds had been a critical factor in the survival of projects for special clientele since they had provided the bulk of the funds used for innovative projects, and without them there would have been little or no innovation.²⁴

1979 White House Conference on Library and Information Services

The first White House Conference on Library and Information Services (WHCLIS) was convened in Washington, District of Columbia, on 15-19 November 1979, with 806 delegates and alternates among the 3,600 persons from the United States and abroad. It provided a forum for delegates to express their collective support for the future funding of the LSCA, HEA, and ESEA, and to authorize new federal funding for cultural awareness projects for rural, urban, and economically deprived

²⁰ Lotsie Patterson, Historical Overview of Tribal Libraries in the Lower Forty-eight States, in *Libraries to the People: Histories of Outreach*, 160-62; and F. E. Hoxie (Ed.), Education, in *Encyclopedia of North American Indians* (Boston: Houghton Mifflin, 1996), 178.

²¹ Francesco Cordasco (Ed.), Ethnic Studies Heritage Act, in *Dictionary of American Immigration History* (Metuchen, NJ: Scarecrow Press, 1990), 209-10.

²² C. H. Stevens, National Commission on Libraries and Information Science, in *Encyclopedia of Library and Information Science* (Vol. 19), ed. by A. Kent, H. Lancour, & J. E. Daily (New York: Marcel Dekker, 1976), 64; and Bobinski, 25.

²³ D. V. Black, H. R. Seiden, & A. W. Luke, *Evaluation of LSCA services to Special Target Groups: Final Report* (Washington, DC: Systems Development Corporation, 1973); and U.S. National Commission on Libraries and Information Science, *Library and Information Services Needs of the Nation: Proceedings of a Conference on the Needs of Occupational, Ethnic, and Other Groups in the United States* (Washington, DC: U.S. GPO, 1974).

²⁴ Bobinski, 69.

areas, public, school, and academic libraries, and professional library education programs to train library personnel to work with Spanish-speaking, African American, and American Indian populations.²⁵

During the 1980s, the U.S. population was approximately 221 million, with approximately 88% white. While Black Americans made up approximately 12% of the total population, their political power had only begun to be felt through the election of Black mayors and legislators. Native Americans numbered 1.4 million, representing barely .6% of the total population. Three out of four American Indians were located west of the Mississippi, mostly in Arizona, New Mexico, Oklahoma, California, and Alaska. While nearly 500 different tribes had been identified, the majority belonged to ten tribes, of which the Navajo, Cherokee, Sioux, and Chippewa were the largest. The Spanish-speaking community numbered 14.6 million, or 6% percent of the population. Of these, Mexican Americans or Chicanos were by far the largest group and had also been in the United States the longest time.²⁶

ALA and Affiliated Organizations for Minorities

Various ALA divisions and committees produced publications and sponsored programs to aid in the development of multicultural collections and provide programming to assist collection development librarians. The Black Caucus of ALA (BCALA)

was organized by E. J. Josey at the 1970 ALA Midwinter Conference in Chicago. BCALA was established to advocate for the development, promotion, and improvement of library services and resources to the African American community and to provide leadership in the recruitment and professional development of African American librarians. Earlier in 1969, the ALA Coretta Scott King Task Force had established the Coretta Scott King awards for excellence in children's and young adult literature on African American themes. The Coretta Scott King awards are now given by the Coretta Scott King Committee of the Ethnic and Multicultural Information Exchange Round Table.

REFORMA was established in 1971 as an ALA affiliate at the ALA Annual Conference in Dallas by Arnulfo Trejo. REFORMA has developed from a primarily public library, Chicano, Southwest-oriented organization to a truly national association that not only represents the needs of Chicano librarians, but also of Puerto Ricans, Cubans, and other Latino groups. Additional chapters of REFORMA have been established in areas of the country where libraries serve Spanish-speaking communities.

Beginning in 1972 as the Ethnic Materials and Information Exchange (EMIE) Task Force of the ALA Social Responsibilities Round Table, EMIE was elevated to the status of Round Table at the ALA Annual Conference held in Philadelphia in 1982, with

ALA Council approval for the change coming in January 1983. In 1998 at the ALA Annual in Washington, District of Columbia, EMIE changed its name to the Ethnic and Multicultural Information Exchange Round Table (EMIERT) to reflect a more encompassing mission. EMIERT continued to address issues of multiculturalism and ethnic studies to facilitate service to increasingly diverse clienteles of all types of libraries.²⁷

In March 1973, the Midwest Chinese American Librarians Association was established at Rosary College (now Dominican University) Graduate School of Library Science. Another Chinese American librarians' association was formed at Stanford University in 1974. To create a stronger organization with a single identity, the two organizations merged in 1983 under the name of the Chinese American Librarians Association (CALA) and became an affiliate of the ALA.²⁸

Preceded by the Asian American Librarians Caucus founded in 1975, the Asian/Pacific American Librarians Association (APALA) was established at the 1980 ALA Annual Conference in New York and became an ALA affiliate in 1982. APALA's mission is to support the aspirations of Asian/Pacific American librarians, the only minority librarians who have a larger percentage of representation in the library profession than the percentage of Asian Americans in the general population.²⁹

²⁵ *Ibid.*, 69-70.

²⁶ *Statistical Abstract 2001*, 13.

²⁷ J. B. Petty, Reflections on the Role of EMIERT in the Past and in the Future: A Message from the Chair, *EMIE Bulletin 17* (Spring 2001): 1, 3, 13; and ALA Ethnic and Multicultural Information Exchange Round Table, Library Education Task Force, Ethnic and Minority Concerns in Library Education, *EMIE Bulletin 6* (Summer 1989): 6-10.

²⁸ Bobinski, 101-102.

²⁹ *Ibid.*, 101.

NCLIS Cultural Minorities Task Force in the 1980s

In 1980, the National Commission on Libraries and Information Science (NCLIS) established a sixteen-member Task Force on Improving Library and Information Services to Cultural Minorities, also referred to as the NCLIS Cultural Minorities Task Force, and appointed E. J. Josey as chair. The task force's goal was to explore the status of library information services, resources, and programs, concentrating on four minority groups—American Indians, Asians, African Americans, and Hispanics. The task force's 1982 report to NCLIS, published in 1983, affirmed the concepts that a multilingual and multicultural society is desirable and that libraries play an important role in the integration of cultural differences within the community. The task force found that funds for services for minorities have come primarily from federal dollars and that, due to severe budgetary cutbacks, many library programs for minorities had been eliminated by library administrators. Also, in 1980, the ALA Office for Library Service to the Disadvantaged became the Office for Library Outreach Service (OLOS) with responsibility for the promotion of services to all minority groups, the poor, and the illiterate. In 1984, ALA President-Elect E. J. Josey appointed a special ALA President's Committee on Library Services to Minorities. At the ALA Annual Conference in New York in June 1986 the committee presented its report *Equity at Issue: Library Services to the*

Nation's Four Major Minority Groups, 1985-86, which provided a historical and problem-oriented analysis of the status of library services to minorities in all types of libraries and included recommendations for action by ALA and its constituent and affiliated units and groups.³⁰

At the 1988 ALA Midwinter Conference, William E. Moen and Kathleen Heim presented a report on minority recruitment based on Moen's survey "Library and Information Science Student Attitudes, Demographics and Aspirations" conducted in spring 1988. The survey, based on almost 3,500 returned questionnaires representing 54 ALA-accredited graduate library schools, was conducted under the auspices of the ALA Office for Library Personnel Resources in preparation for its Pre-conference on recruitment scheduled for the ALA Annual Conference in July 1988. Moen and Heim reported the ethnic breakdown of library school students to be 93.7 percent white, 3.7 Black, 1.1 percent Asian/Pacific Islander, and .8 percent Hispanic, and .6 American Indian/Alaskan Native.³¹

Library Adult Education Services in the 1980s

Proposals for a study of adult services in public libraries to update Helen Lyman Smith's *Adult Education Activities in Public Libraries* of 1954 were discussed at the Midwinter and Annual Conference sessions of the ALA Readers and Adult Services Division's Services to Adults Committee in 1984 and 1985. In December 1984 a questionnaire, based

on Smith's 1952-53 survey, was sent to a group of interested individuals selected from the *ALA Handbook of Organization* and attendance sheets from the Adults Services in the Eighties (ASE) open assemblies at the 1984 ALA Midwinter Meeting. The fourth and final version of the questionnaire was distributed to 1,758 library systems, representing more than 8,000 single unit libraries, central libraries, and branches. Responses were received from 4,215 individual libraries representing 1,114 systems.

The results of the ASE questionnaire indicated that most of the programming for Native Americans, Asians, and Hispanics took place in California (Native American, 52; Asian, 9; Hispanic, 52). States reporting ten or more libraries offering programming to Black people included California, with 23; Florida, Illinois, North Carolina, New York, and Ohio, with 13 each; and Georgia, with 10. Two hundred ninety-one library programs were designed for minorities and initiated in 1985.

Of these, 110 focused on Black history, culture, and issues. Hispanic culture, especially food and music, was the subject of twenty-eight more, while twenty-four programs centered on Asian concerns and six on Native American culture. There were 72 programs offering instruction in English as a second language, usually cosponsored by local boards of education and colleges or funded through LSCA grants. Many of these ESL programs were designed for specific minorities, especially Hispanics and Asians.

³⁰ *Equity at Issue: Library Services to the Nation's Four Major Minority Groups, 1985-86; Report of the President's Committee on Library Services to Minorities* (Chicago: ALA, 1986).

³¹ A. K. Randall, Minority Recruitment in Librarianship, in *Librarians for the New Millennium*, ed. by William E. Moen & Kathleen M. Heim (Chicago, ALA, Office for Library Personnel Resources, 1988), 11-25.

Public libraries had organized eighteen programs based on general ethnic concerns, including multicultural understanding, business operations, tax help, genealogical research, and political issues. Those states which offered ten or more programs either for specific minorities or based on minority concerns included California, with 66; New York and Illinois, with 27 each; Texas, with 26; and Massachusetts, with 11. Only 504 libraries out of the 4,215 responding institutions reported programming aimed at the activation of minority clientele.³²

LSCA Amendments and Projects in the 1980s

In October 1984, Congress reauthorized LSCA with a five-year extension and President Ronald Reagan signed the enabling law. The extension reauthorized Titles I, II, and III, and added three new titles: Title IV, Library Services for Indian Tribes and Hawaiian Natives, to establish and improve American Indian tribal libraries and library services with Hawaiian Natives; Title V, Foreign Language Materials Acquisition; and Title VI, Library Literacy Programs for librarian training and outreach programs for illiterate and functionally illiterate adults.

Under LSCA Title I, funds went to fifty-four state library administrative agencies in fiscal year 1984 to establish, extend, and improve public library services. According to the U.S. Department of Education, 140 ma-

yor urban resource libraries (MURLs) were funded, and services provided to approximately 3 million disadvantaged persons, 2 million limited English-speaking individuals, close to 800,000 blind and physically handicapped persons, just over 800,000 persons in state institutions, and over 700,000 elderly persons. During fiscal year 1984, Title I was funded at \$65 million; Title II at approximately \$22 million; and Title III at \$15 million.

Under LSCA Title II in fiscal years 1983 and 1984 a total of fifty-one state agencies received approximately \$50 million for more than 500 construction projects, including new buildings, additions to existing buildings, and remodeling projects. Under Title III, 6,000 public libraries received funding to support networks and consortia to improve services for readers.

Funding for LSCA Title IV was determined by setting aside two percent of the appropriations for LSCA Titles I, II, and III, with 1.5 percent allocated for American Indian Tribes and .5 percent for Hawaiian Natives. In fiscal year 1985, the amounts set aside for Title IV were \$1.77 million for awards to American Indian tribes and \$590,000 for Hawaiian Natives.³³

In 1990, the U.S. population was approximately 239 million, with 77% white, 11% Black, .8% American Indians, Eskimos, and Aleuts, 2.8% Asians and Pacific Islanders, and 8% of Hispanic origin. Through the 1990s, the U.S. population would grow by 32.7

million to 281 million, the largest gain in history and the equivalent of adding the entire population of Canada. This record total included approximately 14 million immigrants. If the children of immigrants born to them once in the United States were added to this figure, immigration total would represent approximately 21 million or two-thirds of the growth.³⁴

LSCA Amendments and Projects in the 1990s

In fiscal year 1991, Congress appropriated \$976,000 for a new Title V of the LSCA, known as the Foreign Language Materials Acquisition Program, which had been established in 1984, but never funded. By September 1992, 29 grants totaling \$976,000 were awarded to public libraries in 11 states to enhance library services to emerging ethnic groups, to respond to the diverse needs of the community by obtaining materials in a variety of formats, and to introduce new languages, services, and materials to library branches and collections. Title V was funded for only three fiscal years, from 1991 to 1993.

LSCA Title VI known as the Library Literacy Program to support adult literacy programs in state and local public libraries received an appropriation of over \$8 million in fiscal year 1992. By September 1992, 256 grants totaling over \$8 million were awarded to 246 local public libraries and 10 state libraries.³⁵

³² Bobinski, 130-32; *Adult Services: An Enduring Focus for Public Libraries*, ed. by Kathleen M. Heim and D. P. Wallace (Chicago: ALA, 1990).

³³ R. M. Fry, U.S. Department of Education Library Programs, 1985, in *Bowker Annual of Library and Book Trade Almanac 1986*, 31st ed. (New York: Bowker, 1986), 251-53.

³⁴ *Statistical Abstract 2001*, 13.

³⁵ J. I. Lesley, Library Services for Special Groups: 1991 Trends and Selected Innovative Services for Immigrants, the Homeless, Children after School, the Disabled, and the Unemployed, in *Bowker Annual, 1992: Library and Book Trade Almanac*, 37th ed. (New Providence, NJ: Bowker, 1992), 291; and R. M. Fry, U.S. Department of Education Library Programs, 1992, in *Bowker Annual 1993: Library and Book Trade Almanac*, 38th ed. (New Providence, NJ: Bowker, 1993), 266-78, 291-95, 298-305; and R. M. Fry, U.S. Department of Education Library Programs, 1995, in *Bowker Annual 1994: Library and Book Trade Almanac*, 40th ed. (New Providence, NJ: Bowker, 1995), 297-303, 306-309, 311-12, 332-37.

1991 White House Conference on Library and Information Services

The second White House Conference on Library and Information Services was authorized by President Reagan in August 1988, but was not held until 9-13 July 1991, in Washington, District of Columbia. At the time when the conference was convened, there were more than 115,000 libraries in the United States: 8,865 public libraries with 6,350 branches; 92,539 school library media centers; 3,398 academic libraries; and 10,263 special libraries, serving corporate, hospital, medical, and governmental organizations.

There were 984 delegates and alternatives as well as 1,000 non-voting honorary delegates, 64 at-large delegates, and 300 volunteers, including library and information professionals, government officials, and trustees and friends of libraries. After considerable debate the 2,500 recommendations generated at the pre-conferences were reduced to 95 recommendations that were endorsed and subsequently published in 1992 by the National Commission on Libraries and Information Science as *Information 2000: Library and Information Services for the 21st Century*. The recommendations called for strengthening and expanding existing LSCA, HEA, and ESEA legislation, and framing library access policies to accommodate diverse user needs, while ensuring no-fee and improved access to information to multicultural and multilingual populations.³⁶

ALA Spectrum Initiative

The 1997 report *Equal Voices, Many Choices: Ethnic Library Organizations Respond to ALA's Goal 2000* was published under the direction of ALA Executive Director Elizabeth Martinez to elicit the cooperation of ethnic minority library leaders. As ALA Executive Director from 1994 to 1997, Elizabeth Martinez was responsible for the creation in 1998 of the Spectrum Initiative, an ALA-sponsored project that awarded scholarships to people of color to recruit minority librarians and provide scholarships for graduate study in library and information science. Scholarship recipients must be citizens or permanent U.S. or Canadian residents and be from one of four specified underrepresented groups: African American or African Canadian, Asian or Pacific Islander, Latino, or Native American or Canadian.³⁷

LSTA and HEA Title II-B Projects in the 1990s

According to 1996-97 data from the ALA Office for Library Personnel Resources reported that the ALA-accredited master's degree was awarded to 193 (4.4 percent) African Americans; 1 (2.2 percent) post-master's to African Americans; and 3 doctorates (8.5 percent) to African Americans. Of fifty-one library schools reporting a total of 12,480 students enrolled in ALA-accredited master's programs during fiscal year 1998, only 558, or 4.8 percent African American students, were enrolled. During the same period, with forty-eight schools

reporting, there were only thirty-five African American library educators in U.S. library schools or 6.4 percent of a total population of 547 faculty.³⁸

Library Services for American Indians in the 1990s

In fiscal year 1992, LSCA Title IV grants for the Library Services for Indian Tribes and Hawaiian Natives Program were awarded to 225 Indian tribes and 170,000 Hawaiian Natives. Funds were used in 28 states to support a variety of library activities, including salaries and training of library staff, purchase of library materials, and the renovation or construction of library facilities. In December 1992, NCLIS published *Pathways to Excellence: A Report on Improving Library and Information Services for Native American Peoples*, which presented major challenges involving federal, state, and local governments and agencies, the tribes themselves, and the nation at large, among these being the strengthening of technical assistance to Native American communities by improving access and promoting cooperative activities.

In 1994, Congress passed the Tribal Self-Governance Act which enabled tribes to negotiate annual agreements to allow them to have greater involvement in planning and setting priorities for themselves, including in some instances, the development of library services. Tribal libraries must compete for scarce funds with roads, utilities, and other basic services on reservations. In a survey of 300 tribes in the lower forty-eight

³⁶ Kathleen de la Pena McCook, & P. Geist (Eds.), *Toward a Just and Productive Society: An Analysis of the Recommendations of the White House Conference on Library and Information Services* (Washington, DC: NCLIS, 1993); and R. T. Walsh (Ed.), *National Information Infrastructure and the Recommendations of the 1991 White House Conference on Library and Information Services* (Washington, DC: NCLIS, 1994).

³⁷ Bobinski, 102.

³⁸ Fry (1995).

states in 1994, approximately one-half reported having a library, a slight improvement over a 1980 survey that documented less than fifty tribes having a tribal library.³⁹

Library Services and Technology Act of 1996

In September 1995, the Library Services and Construction Act (LSCA), administered by the U.S. Department of Education, expired. During the final fiscal year of 1995, LSCA grants amounted to \$17,436,000. At that time, LSCA was replaced by the Library Services and Technology Act (LSTA). In September 1996, the Museum and Library Services Act signed into law by President Clinton established a new government agency, the Institute of Museum and Library Services (IMLS). On 18 December 1998, the IMLS was given the authority to disperse \$135,366,938 in LSTA grants to library agencies nationwide to support the use of technology to share information resources and library outreach to underserved urban and rural populations.

The focus of the LSTA shifted quite dramatically from the construction of libraries and collection development to the provision of the infrastructure to enable access to electronic information using the most current information technology. Emphasizing electronic networking and targeting the underserved, LSTA grants were available to all types of libraries, not just public libraries, as had been the focus with LSCA. LSTA grants

were awarded out of two major program areas, the National Leadership Program, and the Native American Library Services Program, with funds earmarked for Hawaiians Natives.⁴⁰

In 2000, Hispanics became the largest minority in the United States, increasing 61.6% over the previous ten years to a total of 35.3 million or 12.5% of all Americans. In 1990, African Americans had been the largest minority, and while their numbers increased 21.5% in the 10 years that followed, the new total of close to 34.7 million comprised only 12.1% of the American population.

More than 63% of Hispanics in the continental U.S. were of Mexican origin, and just under 11% of mainland Hispanics were of Puerto Rican descent. More than half lived in two states—California, where Hispanics, mostly of Mexican origin, made up just over 30% of the population and Whites constituted a minority, and Texas, where Hispanics constituted nearly 29%, largely of Mexican origin. Hispanics made up 14% of the population of New York, where the majority were of Puerto Rican origin, and about 14% of the population of Florida, where the majority were of Cuban origin.

Unlike immigrants of previous generations, only about one-third of the new arrivals in the 1990s and into the 2000s, both immigrants arriving with documentation as well as those already living in the United States without permission, applied for citizenship. Estimated in the tens of

millions and growing, the new immigrant population had resisted assimilation because of the ease with which air travel and efficient long-distance telephone service allowed them to maintain ties to families and cultures in their native countries. Unlike immigrants of the past, the new immigrants had been able to create subcultures that were unattached to the larger American society.⁴¹

Approximately \$207.5 million in LSTA funds were made available through the IMLS for library programs in fiscal year 2001, and just over \$197.5 million in fiscal year 2002. In 2001, IMLS awarded 49 grants totaling approximately \$11 million for National Leadership Grants in the areas of education and training, research and demonstration, preservation or digitization of library materials, and library and museum collaborations. IMLS funds projects to attract individuals from diverse cultural backgrounds to the field of librarianship and information science; and projects that conduct research and/or demonstrations that will assist in the evaluation of library services, including economic, social, and cultural implications of services and other contributions to a community.⁴²

In 2002, IMLS Native American Library Services Program received 38 applications and awarded twelve Enhancement Grants. Native Americans from Alaska, Montana, California, Michigan, Minnesota, South Dakota, and New Mexico benefited from

³⁹ Patterson, 159,161; and Fry (1993), 266-29.

⁴⁰ Bobinski, 71; and D. Frankel, Institute of Museum and Library Services Library Programs, in *Bowker Annual: Library and Book Trade Almanac*, 43rd ed. (New Providence, NJ: Bowker, 1998), 302-306.

⁴¹ Unger, 527-28.

⁴² Robert S. Martin, Institute of Museum and Library Services Library Programs, in *Bowker Annual 2002: Library and Book Trade Almanac*, 47th ed. (Medford, NJ: Information Today, 2002), 343-44, 346-53; and Robert S. Martin, Institute of Museum and Library Services Library Programs, in *Bowker Annual 2003: Library and Book Trade Almanac*, 48th ed. (Medford, NJ: Information Today, 2003), 348-49, 351-58.

grants for innovative service projects, staff and training, collections, furniture, shelving, equipment, and digitization. By 2005, just over \$205 million was available from federal funding for all library services and technology programs.⁴³

2002 White House Conference on School Libraries

During fiscal year 2002, the budget for National Commission of Libraries and Information Science (NCLSI) was reduced from \$1.5 million to \$1 million. NCLIS officials attended the first-ever White House Conference on School Libraries hosted by First Lady Laura Bush on 4 June 2002. This was the first White House Conference not under its sponsorship, but under the sponsorship of the newly created IMLS. The conference spotlighted research that tied academic achievement directly to strong school library media programs and warned that funding for educational projects remained underfunded.⁴⁴

The Public Library as a Multicultural Force Since 2006

The continuation and growth of multicultural library services is tied to the continuance of federal funding through LSTA and the establishment of other library funding initiatives at the federal level. With the United States entangled in wars in Iraq and Afghanistan, federal funds for library services in general have already suffered from substantial cuts and in a Congress obsessed with cutting budgets, more cuts are bound to be debated.

History has revealed that when federal funding is cut, the first library services to suffer are those geared toward minority and special population groups, including immigrants, American Indians, African Americans, Latinos, Asian Americans, and the mentally and physically handicapped. Federal funding of libraries has been a reality since 1956; how-

“Libraries of all types serving minority clientele have had to supplement meager, if any, federal funds...”

ever, levels of funding are decreasing. Federal grant funds are not increasing to match higher levels of immigration. When more and more federal funds are channeled toward meeting concerns for homeland security around the Mexico/U.S. border or other priorities, federal funding for libraries and multiculturalism in the twenty-first century seems unlikely to reach the priority level of the last five decades of the twentieth century.

Federal funding of library services has never been sufficient to enable libraries and librarians to accomplish their goals for providing full library service to anyone, much less multicultural and multilingual populations. Libraries of all types serving minority clientele have had to supplement meager, if any, federal funds with funds from philanthropic foundations. Over the fifty-year period from 1956 to 2006, federal funding has not kept pace with inflation and

reduced buying power does not result in more multicultural materials and services for U.S. libraries.

The irony of multiculturalism in U.S. libraries is the fact that it has always been present in varying degrees depending on geography, that is, the location of the library, as well as local support and philanthropy, since in a few notable instances support for multiculturalism had existed even before federal funding became available in the 1950s. Federal funding per se has been late in coming, never certain, and hardly substantial to provide quality multicultural, multilingual collections and services without local and philanthropic support.

Throughout the last fifty years and counting, the ALA has been the lynchpin in maintaining U.S. libraries, particularly public libraries, as a multicultural force by providing the organizational structure and professional support, which, when coupled with federal and private funding, has spurred a continuous debate on what it means to be a multicultural nation. To be viewed by the world community as a truly multicultural nation, the United States, through its government, its privately and publicly funded organizations, and its citizenry must collaboratively set new priorities, seek as-yet-untapped and perhaps unrealized sources for funding, and keep uppermost in national planning and visioning efforts the continuing need for exemplary, continuous multicultural library services into the decades and centuries to come.

⁴³ Bobinski, 71.

⁴⁴ Bobinski, 40; and R. S. Willard, National Commission on Libraries and Information Science, in *Bowker Annual 2003: Library and Book Trade Almanac*, 48th ed. (Medford, NJ: Information Today, 2003), 104.

Copyright: Policies, Resources, and Questions for School Librarians

School librarians curate resources in a variety of physical and digital formats for their learning communities. They promote access to these resources while also advocating for the rights of the creators of those same materials. Central to this responsibility is an adherence to ethical and legal use of materials and resources.

Teachers in K-12 schools often approach school librarians with questions about copyright. Many of these teachers are genuinely interested in using materials legally and ethically but are often unsure and seek advice. School librarians in these circumstances must be copyright aware to serve their own professional needs, ethics, and responsibilities, as well as those of other faculty and students. Consequently, copyright law and ethical practices are of key interest to librarians.

It was from concerns shared in a library science graduate program internship course at East Carolina University, that a deeper investigation of copyright instruction, policy and guidelines in North Carolina school libraries resulted. ECU's graduate program for future librarians provides an ideal place to discuss common questions and some of the nuances of fair use of materials. Some of the MLS students are already work-

ing in libraries or serving as K-12 teachers themselves, and are thus able to bring real-world questions to copyright discussions. The practicing and preservice librarians involved in these discussions presented a variety of scenarios and concerns related to copyright and fair use in their current practice.

After those LIS class concerns were raised, the authors decided to conduct a survey of current school librarians to gauge existing sources for copyright knowledge, common questions that school librarians encounter, and awareness of copyright resources and local policies. The survey and its results are described and discussed below, followed by scenarios that could be used to model fair use determinations. These data and scenarios were presented by the authors at annual conferences for the North Carolina School Library Media Association and the North Carolina Technology in Education Society.

Background and Literature

Librarians see the continuous development and expansion of scholarly communication, audio and digital collections, and the demands of new services related to e-resources, publishing, and copyright.¹ School librarians, in many cases, also face

the added responsibility of providing clear information and direction to classroom teachers on fair use and copyright in providing materials to students. The professional standards for school library media coordinators (SLMCs) in North Carolina include that they “[educate] students, teachers, and other members of the school community to use best practices in copyright, ethical access and use of resources, intellectual property, and digital citizenship.” SLMCs are also evaluated on how they model best practices in copyright, ethical access and use of resources, intellectual property, and digital citizenship.²

Additionally, NC's Digital Learning Standards for Students require that they “demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property,” and SLMCs work with classroom teachers to help their students meet these standards.³ The technology available today has made sharing, copying, and creating much more accessible, allowing anyone to be a publisher or a distributor of content, and thereby enhancing the significance of following clear copyright guidelines.⁴

Emergency circumstances like the recent COVID-19 pandemic served to make this job even more diffi-

¹ Zakir Hossain. “Copyright Literacy of Library and Information Science Professionals in Bangladesh.” *IFLA Journal* 47, no. 1 (March 2021): 78–90. <https://doi.org/10.1177/0340035220904067>.

² State Board of Education. “North Carolina School Library Media Coordinator Evaluation Process.” School Library Media Coordinators, May 2015. <https://sites.google.com/dpi.nc.gov/ncees-information-and-resource/support-staff/school-library-media-coordinators>.

³ International Society for Technology in Education. “ISTE Standards: Students.” ISTE, 2016. <https://www.iste.org/standards/iste-standards-for-students>.

⁴ Karen Lagola. “A Teacher's Guide to Copyright and Fair Use.” Edutopia. George Lucas Educational Foundation, March 22, 2021. <https://www.edutopia.org/article/teachers-guide-copyright-and-fair-use>.

cult. The *School Library Journal's* Fall School COVID-19 Impact Survey reported that librarians found themselves tasked with many new roles and duties during and following the pandemic.⁵ They became responsible for taking the lead on technology, safety protocols, electronic device distribution, curbside pickup, and so much more, with no additional training to meet these needs. Many found the learning curve for this new model of librarianship to be overwhelming in addition to the more traditional librarian duties. Questions urgently arose for librarians on copyright issues related to virtual instruction, and use of materials and resources online.⁶ During the pandemic with remote class instruction, teachers used movies, music, and online talks, and read books aloud. Many found materials online and used these digital resources, presenting new questions and issues to consider. In many cases, librarians and preservice librarians did not feel confident in their knowledge about copyright in some of these areas. Although not expected to be the “copyright police,” school librarians do need high levels of copyright literacy, knowledge of fair use, and the ability to implement school and district copyright policy to better serve their communities. It is essential that practicing school librarians

be comfortable in putting on their “copyright hats,” as they serve their students and teachers.

Theory and Context

Graduate program instructors Wolkenhauer and Hooser examined inquiry community in their recent study, finding that preservice education and preparation can be advanced through use of this framework. These graduate educators designed their courses to embrace inquiry community to provide better support for developing preservice educators. Findings in this study demonstrated that interns can enrich and ground their work through a community of inquiry and practice.⁷ This approach represents a process of creating a deep and meaningful learning experience through the development of three interdependent elements – social, cognitive, and teaching presence.⁸

According to Wenger-Trayner, a community of practice includes a domain or area of shared interest, a community, and a practice.⁹ The shared area of interest for this group was legal and ethical use of copyrighted materials, including fair use, teaching exemptions, and Creative Commons or other applicable licenses. The community of practice for this study were librarians and preservice librarians who shared experi-

ences and built relationships to learn from and with each other. This community of practice shared a mutual engagement, a joint enterprise, and a shared repertoire, three dimensions of community practice.¹⁰

Most of the students in this graduate program community were already employed educators, many of whom were in school librarian positions. Their practice was towards effective and responsible service to the teachers and students in their schools. This group of librarians presented similar questions, experiences, and concerns. Their stories, tools, guidelines, and procedures were similar. From this community they developed a collective practice to address their needs and gained knowledge to better serve their constituents.

Knowledge, understanding, and meaning making may be most effectively developed in communities of practice such as graduate level internships.¹¹ There is clear indication that the lived experience bridging theory and practice that is an internship enhances understanding of the totality of one's actions.¹² An examination of questions presented within the library internship program through the lens of community of inquiry/practice reinforces the perception that learning is constituted through the sharing of purposeful, patterned activity.¹³ The

⁵ April Witteveen. “The Year of Doing Everything.” *School Library Journal* 66, no. 11 (November 2020): 26–29.

⁶ “Copyright.” I Love Libraries. American Library Association, March 26, 2022. <https://ilovelibraries.org/copyright>.

⁷ Rachel Wolkenhauer, and Angela Hooser. “Becoming Clinically Grounded Teacher Educators: Inquiry Communities in Clinical Teacher Preparation.” *Journal of Teacher Education* 72, no. 2 (March 2021): 168–79. <https://doi.org/10.1177/0022487120915865>.

⁸ D.Randy Garrison, Terry Anderson, and Walter Archer. “Critical Inquiry in a Text-Based Environment: Computer Conferencing in Higher Education.” *The Internet and Higher Education* 2, no. 2–3 (March 1999): 87–105. [https://doi.org/10.1016/S1096-7516\(00\)00016-6](https://doi.org/10.1016/S1096-7516(00)00016-6).

⁹ Etienne Wenger-Trayner, and Beverly Wenger-Trayner. “Introduction to Communities of Practice.” BEtreat. Wenger-Trayner, 2015. <https://wenger-trayner.com/introduction-to-communities-of-practice/>.

¹⁰ Etienne Wenger. *Communities of Practice: Learning, Meaning, and Identity*. Cambridge, UK: Cambridge University Press, 2018, pp 72-73.

¹¹ J. Lave, & E. Wenger, *Situated learning: Legitimate peripheral participation*. Cambridge, UK: Cambridge University Press, 1991.

¹² John Seely Brown, Allan Collins, and Paul Duguid. “Situated Cognition and the Culture of Learning.” *Educational Researcher* 18, no. 1 (January 1989): 32–42. <https://doi.org/10.3102/0013189X018001032>.

¹³ Lave & Wenger.

internship as a community of practice provided an avenue for development of knowledge and understanding of copyright and the many nuances of fair use.

Survey

In order to discover what school librarians and their administrators knew about local copyright policies, where they learned about copyright, and what kinds of questions they were asked, we developed a brief survey using Qualtrics. The University's Institutional Review Board determined that this survey had an exempt status, so Thomas and Dotson distributed it via email for six weeks during the spring of 2021. The survey invitation was sent to current ECU MLS students and to alumni who are practicing librarians via university-maintained listservs, and to a list of principal contacts derived from the North Carolina Department of Public Instruction's EDDIE, the authoritative source for NC public school numbers and demographic information.¹⁴

There were 140 usable responses, with 129 of them coming from traditional public schools, nine from charter schools, and two that did not disclose. The majority of respondents were media center personnel (102 respondents) compared to administrators (38). Responses were received from 56 of North Carolina's 100 counties, across all regions of the state. Respondents were asked about the number of years in the current position and about their total number of years in education. While 54 respondents had five or fewer years in their current position, 83 had more than 15 years total experience.

Only 11 respondents reported five or fewer years of total experience. This suggests that a large number of our respondents had significant total experience, even if some of them were relatively new in their current positions. See Figure 1: Years Experience.

district policies, the local IT department, listservs, Coursera, and even the US Copyright Office (which does have circulars and some introductory videos). The comparatively low responses for professional development, either external or internal to

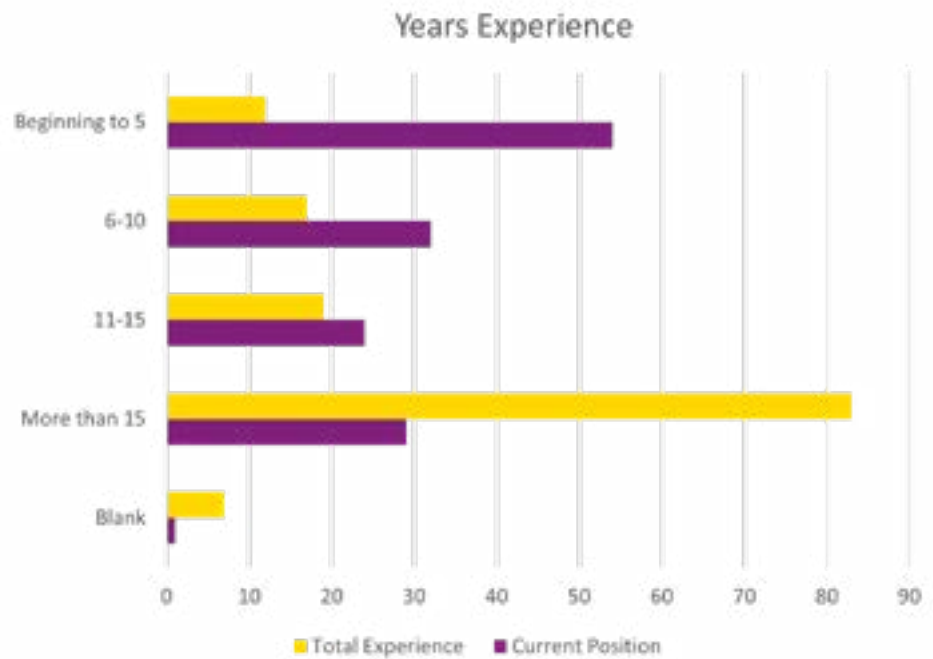


Figure 1: Years Experience

Results and Discussion

Respondents could select one or more sources for learning about copyright. Library science programs received the largest number of responses, with 101, followed by reading or viewing copyright resources individually, at 85. The next most selected option was education graduate programs at 46, followed closely by workshops/professional development external to the school system (43) and then workshops internal to the school system (38). There were also 17 "other" answers, which included multiple mentions of the media specialist, as well as the principal and Creative Commons. Also mentioned were

the school system, suggest a significant opportunity for systems to offer workshops on copyright and fair use, and promote them.

Two questions addressed local policies. The first asked whether their district had a policy on the use of copyrighted materials. One hundred four respondents answered yes, while ten said no and 25 were not sure. There were some district policy links that were collected with a different question later in the survey. These tended to be "acceptable use policies" affirming employees' responsibility to use copyright materials legally or under fair use, and some of them further stipulated that the superintendent or

¹⁴ North Carolina Department of Public Instruction. "Educational Directory and Demographical Information Exchange (EDDIE)." NCDPI. <http://apps.schools.nc.gov/eddie>.

the superintendent's designee would provide information and training to district personnel and students. The second policy question asked whether the district had a policy on ownership of copyrightable materials. Responses were much less certain: 39 answered yes, 37 no, and 62 were not sure. See Figure 2: Awareness of Policies.

school district offered copyright-related professional development had the least agreement, with 42 yes answers, 70 no, and 28 maybes. See Figure 3: Resources.

Respondents could select one or more options to indicate common copyright questions. The largest number addressed proper use of au-

were a dozen "other" responses. Eight of those dozen were some variation on the message that teachers "don't ask copyright questions," although there were also questions brought up about murals, use of images, and resources for teaching students about copyright. See Figure 4: Common Copyright Questions.

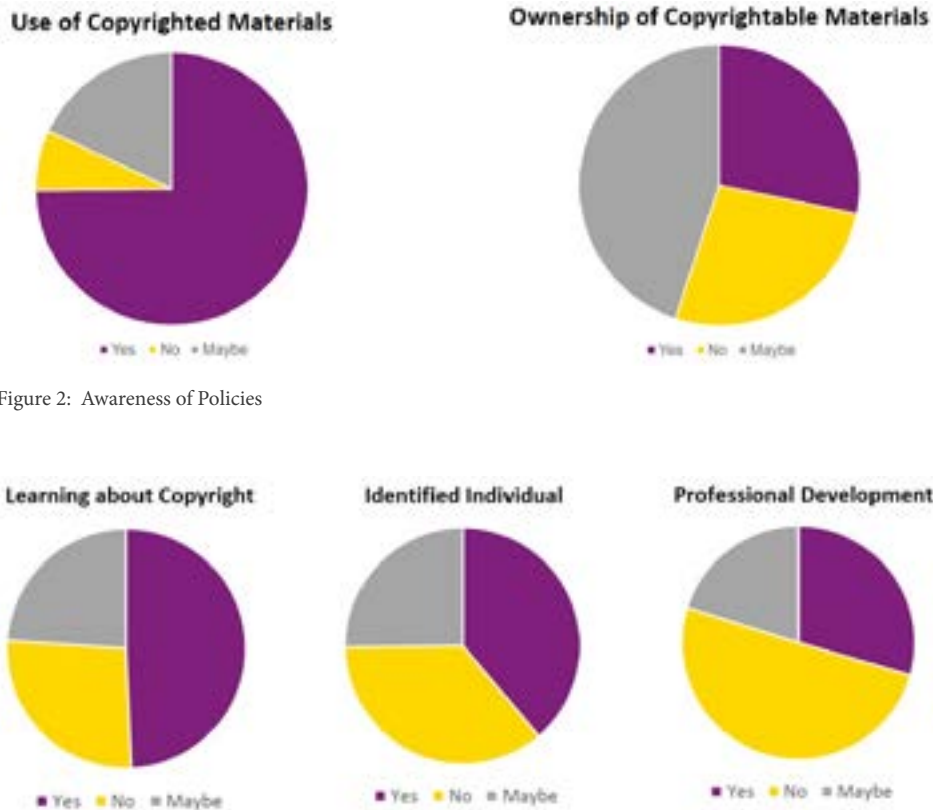


Figure 2: Awareness of Policies



Figure 3: Resources

There were three questions focusing on awareness of copyright resources. One was about online resources, a second about whether an individual had been designated as a copyright expert, and the third asked whether the district offered professional development. Online resources were best known, as 68 respondents replied yes, while 37 said no, and 33 answered maybe. When asked whether the district had an individual identified to lead copyright instruction or answer questions, 54 people said yes, 50 no, and 35 selected maybe. Whether the

audio or video resources online (100), followed closely by the proper use of audio or video in the classroom (93). There were 66 responses about the proper use of text-based resources online, and 50 for text-based resources in the classroom. Incorporating copyrighted materials into new works created by school employees garnered 51 responses, and there were 38 responses for questions about copyright ownership of materials created by school employees. A small number of responses addressed questions about re-formatting materials (27), and there

The survey ended with text boxes in which respondents could enter URLs for policies related to copyright or copyright resources, and finally a free-text field that could be used for anything else the respondent wanted to share. As mentioned above, several respondents included links to their district policies. There were only 13 free-text responses, and these can be generally described as expressing a need for professional development and for district leadership.

In addition to the stated desire for professional development, survey

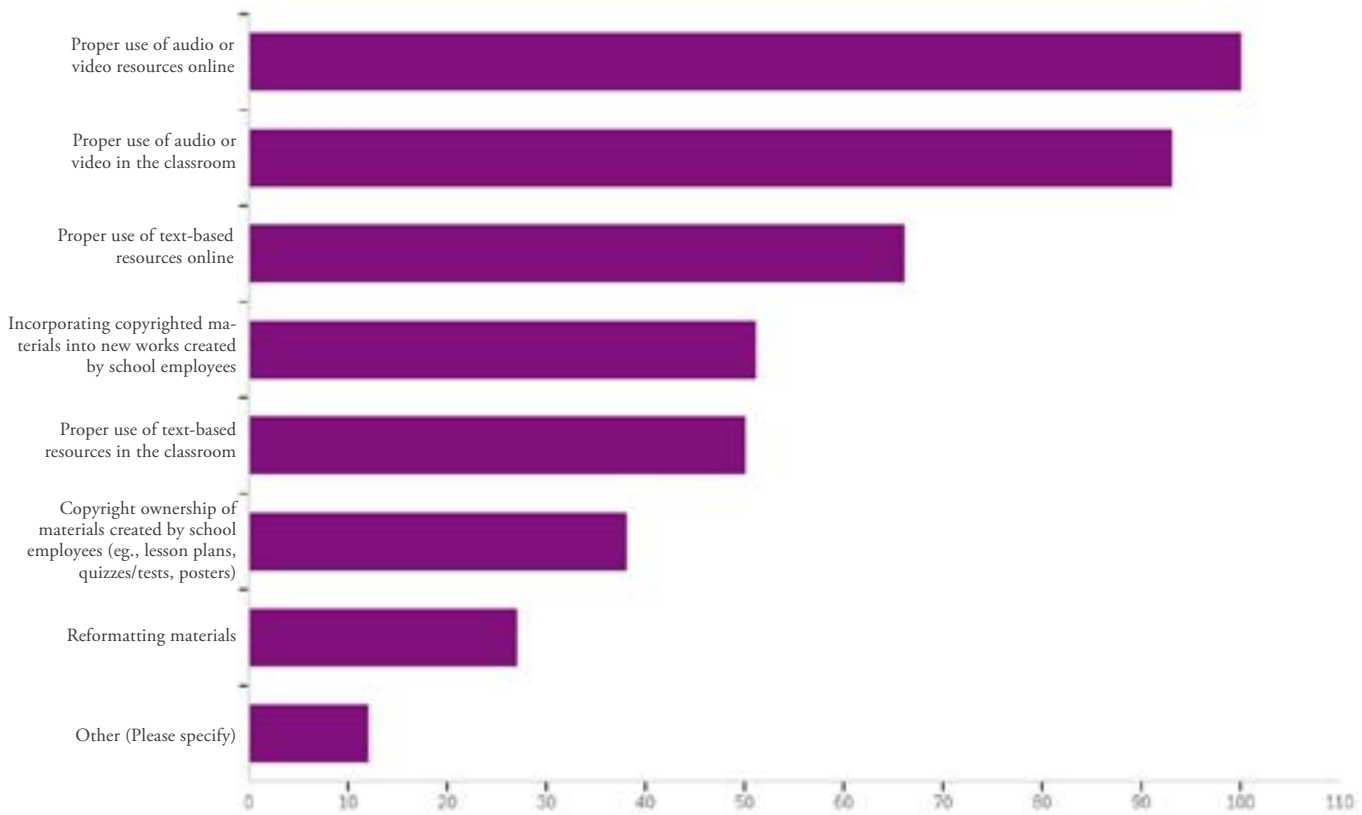


Figure 4: Common Copyright Questions

results suggest further concrete steps that school administrators can take to support their SLMCs and faculty. One of them is to increase internal professional development opportunities. Another is to clearly identify key contacts, whether they include the SLMC and/or others within the school or district office. A third step that school administrators can take is to increase the visibility of resources that already exist, for instance the NCWiseOwl Toolkit which includes specific resources geared toward school librarians and responses to copyright FAQs from educators.¹⁵

As the survey results were reviewed, two other possibilities occurred to the authors. One is for LIS programs to map out where they do (or could) incorporate information

about copyright and fair use within the curriculum. Another is that school and district administrators could consider whether to develop additional resources around the Acceptable Use Policies that already exist within the districts. Resources that help teachers and school media personnel feel more comfortable weighing fair use or selecting alternative materials will become more important as changes in the landscape continue to emerge. Sites like Teachers Pay Teachers and the proliferation of educational content on platforms like YouTube and TikTok are examples of the increasing complications of the copyright and fair use decisions that faculty members face.

Recommended Strategies and Tools

One of the NC Digital Learning Competencies for Teachers states that they “take initiative with [their] own professional growth...”.¹⁶ Frequently, when it comes to intellectual property issues, school librarians must independently seek out their own learning opportunities. As evidenced by the survey, respondents did not identify school districts as providing them with the majority of sources for learning about copyright. Fortunately, many valuable learning opportunities *do* exist and are readily available. Access to content on copyright and fair use has even been accelerated by the pandemic.

As educators went into crisis mode to transition their in-person instruc-

¹⁵ “Copyright Support.” NCWiseOwl Toolkit. NC Department of Public Instruction, May 9, 2022. <https://ncdpi.instructure.com/courses/1276/pages/copyright-support>.

¹⁶ “About the NC Digital Learning Competencies for Classroom Teachers.” Digital Teaching and Learning Standards. NC Department of Public Instruction, June 19, 2019. <https://www.dpi.nc.gov/districts-schools/districts-schools-support/digital-teaching-and-learning/digital-teaching-learning-standards>.

tion to online practice, intellectual property became the focus of many webinars, journal articles, and virtual conference sessions. Indeed, at several conferences, the authors presented their research and proposed a four-part strategy that school librarians and faculty can use:

1. Link to authorized content
2. Conduct a fair use analysis
3. Substitute (with an item in the public domain or one bearing a Creative Commons license)
4. Seek permission for the intended use.

There are multiple tools available to help teachers think through fair use, including Columbia University's Fair Use checklist, the American Library Association's Digital Copyright Slider and Fair User Evaluator, as well as the NCWiseOwl Toolkit mentioned above. In addition to those tools, the authors helped session attendees think through fair use analyses using some common scenarios. It is important that librarians build the capacity of their faculty and students to make good faith decisions for themselves. Encouraging librarians to be thought partners, the authors modeled this through targeted questions for participants as they considered nuances of scenarios that may occur in their practice:

- "Can I record myself reading aloud and post it to social media?"
- "If we have purchased enough hard copies of an anthology for each student, can a teacher upload a PDF of a short story from the anthology to the learning management system, for the students who must participate virtually?"
- "May I play a Hulu documentary for my class?"

For the first scenario about posting a read-aloud, participants were encouraged to consider the purpose of the proposed read aloud such as if it was part of an instructional lesson, involved commentary, engaged students about literary elements, etc. which is transformative and favors fair use. This scenario mentions posting to social media, so "thought questions" for the audience included: Is it more responsible to limit access to one's students by posting the read aloud to a learning management system or Google Classroom rather than to social media? Or, is the social media post to a closed group only for one's students? Rather than posting openly to the web, limiting access to one's students may help an educator feel more confident in his/her fair use determination. Attendees considered if this use could substitute for the original work and negatively affect the market for the work. Does making the post timebound increase the educator's confidence in a fair use argument?

Scenarios like the second one about uploading scanned copies of printed texts were prevalent during the pandemic as teachers quickly shifted to emergency, online instruction and students lost access to physical resources in brick and mortar classrooms. Because this scenario involves scanning a short story and transmitting it digitally, some educators may decide that it surpasses their comfort level, but the nuances of this scenario are worth considering further. Again, modeling discernment through questioning, attendees considered: Is the use of this anthology governed by a specific license agreement that one

must abide by? If not, then a fair use analysis could proceed. Further questions that the audience reflected on were: What is the purpose of the use? As part of an instructional lesson does it favor fair use by being transformative i.e. involves commentary, engages students about literary elements, etc.? Does the emergency situation have any bearing on a fair use determination? Has only the smallest amount necessary been used? Is access limited to just the students? Can this use substitute for the original, i.e. does this use have a detrimental effect on the market? Since physical copies of the work were purchased, is a fair use argument strengthened? Does making the use time bound increase the educator's confidence in a fair use decision?

In the third scenario, one may substitute other online streaming services for Hulu and follow the same line of thought. Viewing this scenario through a copyright and fair use lens does not require as many thought questions as other frequently asked copyright questions. The first question posed was: What does Hulu's terms of service permit? Hulu's terms specify personal use. When one accepts a company's End User License Agreement, Terms of Service, Terms of Use, etc., one is bound to abide by it. Therefore, educators may decide on alternative options, including substituting a licensed streaming video from a service like Swank or Kanopy, using a DVD for in-person instruction that would fit within the classroom exemption, section 110.1 of US copyright law,¹⁷ or seeking permission to stream from the rights holder.

¹⁷ "17 U.S. Code § 110 - Limitations on Exclusive Rights: Exemption of Certain Performances and Displays." Legal Information Institute. Legal Information Institute. Accessed May 24, 2022. <https://www.law.cornell.edu/uscode/text/17/110>.

Consultants in the Division of Digital Teaching and Learning at the NC Department of Public Instruction can connect educators, especially library media stakeholders, with resources that may help equip them to think critically about copyright and fair use and to support their colleagues and students in doing the same. Moreover, the division provides professional development in multiple venues, as well as resources for teaching and learning about copyright and fair use through its NCWiseOwl Toolkit. NC school librarians and their leaders are encouraged to contact the NCDPI School Library Consultant to learn more about available support.

Conclusions and Implications

As resources shift to varied, digital formats, and issues become more complex, particular attention from experts in the specific area of copy-

right would lend support to preservice librarians, their graduate programs, and their school sites. Colleagues who share information, advocate for best practices, and effectively support interns in the graduate education programs for librarians would enhance skills and expertise of those in the community of practice. It is also important to note that other educators, teachers, and administrators can also benefit from the specialized skills and expertise of colleagues in the community in shared partnerships towards greater learning. It is clear that preservice librarians need professional learning around copyright. Consultants in the public school and university systems can provide information and support to the preservice librarians in this area. Further, it is essential that graduate programs point students in the direction of additional support so that they may intentionally seek out their own learning opportunities. Gradu-

ate programs can supply contact information about experts in the field to both students in the program and alumni practicing at large.

Librarians in the study brought additional attention to the need for defined copyright policies. These would serve to support the confidence of librarians in dealing with issues of copyright, acceptable use, and intellectual property. The authors suggest that policies and resources be developed and clearly visible to NC educators. Providing policies, resources, and professional development should be a continued focus in school systems as well as graduate education programs.



<http://www.nclaonline.org/>

1%, North Carolina Libraries in the Nineteenth Century

From the pages of *North Carolina Libraries* Volume 31, No. 2 (Spring 1973): 30-34

North Carolina's intellectual pretensions are indeed humble. Nowhere is that more apparent than in the sector of public knowledge. It is observed in the state's overall library development, which continues to be halting in character despite the appearance for the last seventy years of that progressive giant, Louis Round Wilson. That was the case a hundred years ago before Wilson. It is the situation now. Unfortunately the Tar Heel claim to humility seems to erode on a scale discomfitingly equal to that of the sands on the state's Outer Banks.

From the first recorded instance of a library in North Carolina at Bath in 1709, though there were some private libraries in the state during the eighteenth century, nothing of consequence occurred in the area of book collections until the opening of the University of North Carolina in 1795. The library was intended to form an essential part of the University, but it grew slowly and as late as 1886 the two literary societies, the Dialectic and Philanthropic, had

larger collections than the University Library. There were abortive attempts at forming a state historical society at the University to collect the historical manuscripts and records of the state's past in 1844 and again in the last decades of the century; however, the North Carolina Historical Commission, predecessor to the State Department of Archives and History, was not established until 1903 and the North Carolina Collection at Chapel Hill was created by Wilson in 1917. So the state lagged in academic, private or public agencies to maintain its archives and historical records.

In 1876 there were only two would-be university libraries in the State.¹ The University at Chapel Hill reported 8,394 volumes in its library and 13,813 in the collections of the two literary societies. Trinity College (later Duke University in Durham) had 2,400 volumes and the two college societies, Columbian and Hesperian, possessed 8,500 volumes.² The legislature was also dilatory in the capital city. In 1831 a State Library was established at Raleigh, but it too

was ignored for some time without adequate public funds or interested support. Its collection consisted of law and miscellaneous works, and the bulk of its material was obtained through exchanges with other state libraries. By 1875 its collection had increased to 40,000 volumes, but it was not until 1921 that the annual state appropriation reached \$3,000. The largest of its sister institutions in the nation was that of New York with 95,000 volumes, the smallest was Montana's with 500 volumes. In number of volumes that placed it about midway in size among the forty-seven state and territorial libraries in the United States. By 1873 provisions were made for the first prison library in North Carolina at the State Penitentiary in Raleigh. It had 190 volumes in 1875 used by a reported eleven per cent of the inmates with funds amounting to \$50 provided through visitors' fees.

In 1958 Jane Bahnsen compiled a bibliography of the books contained in the University Library at Chapel Hill before 1830. It made a slender

¹ In 1876, a banner year for the American library movement, the United States Commissioner of Education issued a report on the conditions of libraries and librarianship in the country. *Public Libraries in the United States of America: Their History, Condition & Management* was the cooperative work of those men, the nation's outstanding librarians, who in the same year of the study's release were influential in forming the American Library Association. The report was a remarkable document. It remains an essential record of library history and a basic source for American intellectual and social history of the nineteenth century. Unless otherwise noted the data for this examination of North Carolina libraries before 1901 is extracted from the second reprinting of the narrative and statistical sections issued by Rowman and Littlefield, The Library Division of Littlefield, Adams & Company, Totowa, N.J., Part I in 2 volumes, 1971. Part II of the report comprises "Cutter's Rules for a Printed Dictionary Catalog." Part I of the report was first reprinted in 1966 as Number 4 in the University of Illinois Graduate School of Library Science Monograph Series. Most of the data on North Carolina libraries in the twentieth century is readily available in Hugh Talmage Lefler and Albert Roy Newsome's splendid single volume history of the state, *North Carolina: The History of a Southern State*, rev. ed. (Chapel Hill: University of North Carolina Press, 1963).

² The societies were the centers of intellectual and social life on the nineteenth century campus. Their importance cannot be overestimated. In many respects they were the universities. In 1886 the "Di" and "Phi" endowed the University Library with their rich collections.

volume.³ The Report of the United States Commissioner of Education in 1876 listed 1008 printed catalogs as being issued in the United States between 1732 and 1876, some of which were quite sophisticated productions. Of that number only two were issued in North Carolina, and those were issued by the Dialectic Society of the University. The first was printed in 1821 with twenty-one pages listing 1,673 volumes. The second was released in 1835 with twenty-six pages reporting 3,060 volumes.

Aside from the University of North Carolina Library which traces its history to the charter of 1789, there were no libraries established in the state between 1775 and 1800 which were still extant in 1875, and for the period from 1800 to 1825 only the Salem Female Academy Library remained in operation in 1875 with 3,000 volumes. The number of libraries founded during the years from 1825 to 1850 reflected the general intellectual awakening taking place in that period of the state's history. There was a total of ten libraries established during the period with 61,800 volumes in their collections by 1875. They included: three academy and school libraries with 4,200 volumes in 1875; two college libraries with 7,800 volumes; two society libraries with 8,000 volumes; the one theological library in the state with 600 volumes located in Trinity's Theological Department; one social library with 1,200 volumes belonging to the Freemasons in Fayetteville; and, of course, the State Library in Raleigh with 40,000 volumes. The following twenty-five year span from 1850 to 1875 presented a smaller figure than the preceding one, but because a substantial portion of

that period was taken up with the immediate and impassioned crises of war and reconstruction the general picture was not altogether a pessimistic one. There were eighteen libraries formed in that period with a total of 29,600 volumes in 1875.

In the year 1874-1875 the state had three libraries with over 10,000 volumes. The State Library was the largest having shown a rapid increase from its reported 6,613 volumes for 1857-1858 to the more impressive 40,000 volumes for 1874-1875. The combined libraries of the University had increased at a more sedate pace from a reported 4,000 volumes in the American Almanac of 1836 to the figure of 22,207 in 1875. Trinity College had the third major library resource with a combined total of 10,900 volumes.

Another view of these statistics indicates that in 1875 there were thirty-one libraries in the state with a total of 117,007 volumes. At that time there were three states with library facilities surpassing a million volumes each or ten times the holdings of North Carolina's libraries. The Tar Heel total placed the state slightly below the national average of state and territorial library facilities. The state had no law, medical, scientific, historical, public, mercantile, Y.M.C.A., or Garrison libraries. As was noted previously it did have one asylum library in the State Penitentiary with 700 volumes and one theological library of 600 volumes. Both the State Penitentiary and Trinity Theological library collections were well below the national average for volumes per library collection. The State Library with its 40,000 volumes was above the national average in the size of its

collection, and so was the total of the combined collections for the State's eight society libraries with 31,113 volumes. The seventeen academy and school libraries with their combined holdings of 21,500 volumes equaled the national average for volumes per library. The six college libraries with 21,094 volumes and the two social libraries with 3,700 volumes were well below the national average. The state had approximately one per cent of the 3,682 libraries in the nation; however, the quotient of their combined holdings per library equaled the national average.

Perhaps more indicative of the state's intellectual condition than these unusually insipid library statistics was the silence about North Carolina by the authors of the federal Education Commissioner's report on libraries. The conclusion is obvious in either case. Nevertheless, a table listing the state's library facilities in 1875 is provided as a starting point for those interested in pursuing the history of libraries in North Carolina.

In addition to the information provided in the table, Professor James A. McRae, librarian of the Cross Creek Lodge Library in Fayetteville, declared a total income of \$35. Of that sum \$20 was spent for books, periodicals, and binding; the remaining \$15 went for incidentals. The State Librarian, Thomas R. Purnell, reported an annual expenditure of \$500 for collection building and binding. J. L. Wooster of the Library Association in Wilmington related an annual circulation of 3,000 volumes and an income of \$900. The Association expended \$150 for books, periodicals, and binding, and used \$750 for salaries and incidentals. These pa-

³ Jane Cutler Bahnsen, comp., *Books in the University of North Carolina Before 1830*. Chapel Hill, 1958, (Typewritten).

tently inadequate library conditions stabilized throughout the remainder of the century according to Lefler and Newsome, who cite Walter Hines Page's mournful statement of 1897 that: "There are no great libraries in the state, nor do the people yet read, nor have the publishing houses yet reckoned them as patrons, except the publishers of school books."

In the same year that Page summarily condemned the populace for ignorance, however, the first tax-supported public library in the state was established at Durham. Other major cities followed suit in the first decade of the twentieth century: Greensboro in 1902, Charlotte in 1905, and Winston-Salem in 1906. By 1922 there were thirty-five public libraries in the largest towns of the state, but total expenditures for all public libraries amounted to the meager sum of \$83,031 or 3¼ cents per capita. In 1889 the State opened its first land grant college and according to its historian the library had "about three thousand books and periodicals" before the turn of the century.⁴

In 1901, Louis Round Wilson assumed his duties as librarian at the

University of North Carolina. One of his initial improvements was the development of a library extension program. He was also one of the first in the South to provide instruction in librarianship. A quarter of a century later, unfortunately in keeping with the condition of the South at that time, southern legislators became impressed by the concept of public education through libraries. Perhaps inspired by Wilson's popular extension program and the relatively mild success of the cities' public libraries, the state began to spend more money on libraries. The North Carolina Library Commission was formed in 1921. Wilson was appointed its chairman. Before the outbreak of World War II the state could begin to take pride in the research facilities developing in the triangle area between the two great libraries of the State University and privately endowed Duke University. These two library facilities, joined by the essentially specialized scientific and technical library at North Carolina State University, were important factors in the development of the Research Triangle Park and in the formation of a major, though in-

formal, information retrieval center in the Raleigh-Durham-Chapel Hill area. The public and college libraries in the state also underwent a transformation during the century. Initially supplied with Carnegie and other private funds and then state and federal monies, the state's libraries were to thrive during the 1950's and 1960's.

Unfortunately, prospects for the future growth of Tar Heel libraries do not appear promising at the beginning of the new decade. North Carolina libraries are already suffering from the loss of federal funds, higher costs in rising prices and salaries, the blight of tax increase fears among governors and legislators, and a more-often-than-not indifferent public. Perhaps it is an overstatement, but denied money, the first tax-supported public library in the state at Durham may well be on the road to extinction. The most optimistic expectations among head librarians do not extend beyond holding their own and with the current rapid advances in librarianship that constitutes a giant step backward.

⁴ David A. Lockmiller, *History of the North Carolina State College of Agriculture and Engineering of the University of North Carolina 1899-1939*. Raleigh: North Carolina State College, 1939, p. 63.

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North Carolina Libraries of 300 Volumes or More, 1875

Location, Name of Library	Date Est.	Free/Sub- scription	Class	No. of Volumes	Avg. Annual Increase
Asheville, Asheville Female College	---	---	Academy	300	---
Chapel Hill, Univ. of North Carolina	1795	---	College	8,394	---
Chapel Hill, Dialectic Society	---	---	Society	6,908	---
Chapel Hill, Philanthropic Society	---	---	Society	6,905	---
Charlotte, Biddle Memorial Institute	1867	---	Academy	1,000	150
Clinton, Clinton Female Institute	---	---	Academy	500	---
Davidson, Davidson College	1839	---	College	6,000	100
Fayetteville, Cross Creek Lodge, No. 4 L.O.O.F.	1846	free	Social	1,200	7
Happy Home (Connelly Springs), Rutherford Coll.	1870	---	College	3,000	---
Hillsboro, Horner & Graves' School	1874	---	Academy	700	---
Mt. Pleasant, North Carolina College	1859	free	College	700	100
Mt. Pleasant, Philoloethian Society	1860	---	Society	400	50
Mt. Pleasant, Pi Sigma Phi Society	1860	---	Society	400	50
Murfreesboro, Chowan Baptist Female Institute	1848	---	Academy	800	---
New Garden, New Garden Boarding School	1844	---	Academy	1,200	3
Newton, Catawba English & Classical High School	1852	---	Academy	1,500	---
Pittsboro, Locust Hill Seminary	1860	---	Academy	2,000	---
Raleigh, Insane Asylum of North Carolina	1868	---	Asylum	700	---
Raleigh, Peace Institute	1872	---	Academy	300	---
Raleigh, Raleigh Female Academy	1871	---	Academy	1,000	---
Raleigh, Raleigh High School	1873	---	Academy	1,200	---
Raleigh, St. Mary's School	1841	---	Academy	2,200	---
Raleigh, Shaw University	1874	---	Academy	1,300	---
Raleigh, State Library	1831	---	State	40,000	1,140
Riddicksville, Buckhorn Academy	1855	---	Academy	1,000	25
Salem, Salem Female Academy	1806	sub.	Academy	3,500	---
Statesville, Simonton Female College	---	---	Academy	300	---
Thomasville, Thomasville Female College	---	---	Academy	500	---
Trinity, Trinity College	1849	---	College	1,800	50
Trinity, Columbian Society	---	---	Society	4,300	---
Trinity, Hesperian Society	---	---	Society	4,200	---
Trinity, Theological Department	1849	---	Theological	600	---
Wake Forest, Wake Forest College, Eugelian Soc.	1835	---	Society	4,000	50
Wake Forest, Wake Forest College, Philomathesion Soc.	1835	---	Society	4,000	50
Wilmington, English and Classical School	1859	---	Academy	2,200	---
Wilmington, Library Association	1855	sub.	Social	2,500	150
Wilson, Wilson College	1872	---	College	1,200	100



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NCLA Executive Board Biennial Reports, October 2021

Assoc. of College and Research Libraries (ACRL) - NC Chapter

Highlights: 1. The section changed its name from the College & University Section to ACRL-NC Chapter. 2. The chapter bylaws were updated. 3. The chapter sponsored scholarships for the Un-Cancelled virtual conference in 2020 and the NCLA biennial conference in 2021. 4. The chapter sponsored two ACRL e-learning webcasts for its members. 5. The chapter hosted two virtual conferences, including a mini-conference in October 2020 on the digital divide and our biennial conference in May 2021. 6. The chapter sponsored a panel and a discussion group for the NCLA biennial conference. 7. As of October 2021, our membership is at a high of 150 members with membership ranging from 123 to 150 members over the biennium.

Detailed Report: Over the past biennium the ACRL-NC Chapter has been quite productive. Beginning in January 2020, there was an active movement to develop a full executive board which has been accomplished. Each year the chapter has submitted an ACRL Plan of Excellence which provides additional funding for the chapter from ACRL upon comple-

tion. The chapter has been active in updating its Facebook page and keeping its NCLA website updated as well. The chapter was able to successfully motion and receive approval for a name change to better reflect the members it serves as well as updated bylaws, a project which had been in process for a number of years prior. The chapter has been active in providing professional development content both for its own members and for NCLA members in general. Over the past biennium we have hosted or sponsored four online professional development events which were well attended. We have developed a particularly successful collaboration with the Community and Junior College Libraries Section which we hope to continue to build upon in the coming biennium in order to fully engage academic librarians from all types of institutions across the state. The chapter is conscientious to support NCLA initiatives by offering scholarships to conferences, sponsoring conference presentations, and providing gift cards to encourage attendance of events. The chapter is proud to have achieved membership growth with a current high of 150 members.

Submitted by: Dawn Behrend

Business Librarianship in NC

Highlights: Planning for our second (& upcoming) Entrepreneurship & Libraries Conference off-year workshop has commenced. It will be on Inclusive Entrepreneurship and on Dec. 2, 2021, from 1-4pm via Zoom. Attendance is free and registration was opened. BLINC worked with NCLIVE to host a webinar on NCLIVE Resources for Small Businesses & Entrepreneurs on Oct. 4, 2021. It had over 50 attendees. BLINC had a successful and busy NCLA. We hosted a business meeting during NCLA virtually and an in-person social the same week (thanks to our sponsor, Data Axle Reference Solutions). During our business meeting we announced our new leadership team and began brainstorming goals for the next biennium! There were also 3 presentations at NCLA by BLINC!

Planned Events: As mentioned, we are hosting the Inclusive Entrepreneurship workshop. Our next BLINC workshop (free to NCLA) will be in the new year! The next Entrepreneurship & Libraries Conference will likely be virtual in November 2022.

Biennium Goal Reporting: BLINC successfully achieved, and even sur-

passed, our biennium goals. Our aim was to host our 4 quarterly workshops each year, which we did. We also hosted various webinar / conference collaborations as well as our first conference (Entrepreneurship & Libraries) quite successfully. Attendees loved the Conference so much, they encouraged us/our planning team to host off-year workshops to continue offering professional development opportunities and build community. Submitted by: Summer Krstevska

Conference

Highlights: This year's conference was held at the Benton Convention Center in Winston-Salem and was the first hybrid conference for NCLA. The conference planning committee was faced with some tough decisions in the midst of a global pandemic, but persevered and offered virtual sessions for those who were unable to attend in person. Using the award winning event management platform, Whova, pre-recorded sessions were offered online, mixed with live-streamed keynotes and discussion groups. In Winston-Salem, attendees participated in live sessions including therapy dogs and guided meditation.

We had 725 registrations for the conference, 13 exhibitors and 18 sponsors. Exhibits were virtual and resulted in more than 600 leads according to the Whova post event report. There were over 100 concurrent sessions and 35 posters. Attendees were given the opportunity to view the recordings of the sessions for the six months following the conference.

Our opening keynote speaker, Miguel Figueroa, president and CEO of Amigos Library Services, offered insights on "The Future From What We've Seen." Over the previous year,

the through line of some trends and changes have accelerated and others have redirected - and new issues have surfaced and become priority.

The Ogilvie Lecture was given by Kaetrena Davis Kendrick on Thursday; this lecture honors the late Philip S. Ogilvie, who served as State Librarian for North Carolina from 1965-1976. The first Ogilvie Lecture, entitled "Reflections from a Crystal Ball: the Future of the Library" was given at the NCLA Biennial Conference in Winston-Salem October 7, 1977 by Dr. Donald P. Ely of Syracuse University. This year's speaker earned her MSLS from the historic Clark Atlanta University School of Library and Information Studies. Kendrick's research interests include professionalism, ethics, racial and ethnic diversity in the LIS field, and the role of communities of practice in practical academic librarianship. She is co-editor of *The Small and Rural Academic Library: Leveraging Resources and Overcoming Limitations* (ACRL 2016) and author of two annotated bibliographies. In her daily and long-term work, Kendrick has transformed library programs, services, and culture via creativity, leadership, and advocacy. In 2019, Kendrick was named the Association of College and Research Libraries' Academic/Research Librarian of the Year. Kendrick's lecture was entitled "Not Staying, Not Leaving: Pathways from Low-Morale Experiences." Ms. Kendrick completed several benchmark studies on low-morale experiences in library workplaces and shared and discussed data on how library employees who experienced workplace abuse and neglect decided to exit their organizations. Factors and systems that influence these exit trajectories highlight and

confirm several aspects of library field and organizational culture, and offer insight for those interested in LIS job satisfaction, employee recruitment, and employee retention. Those who have been impacted by low morale appreciated Kendrick's invitation to discuss established and emerging low morale countermeasures.

Our closing session featured a conversation with Raleigh author Cadwell Turnbull on "How We Get There: Speculative Fiction as a Look Towards the Past and the Future." Kathy Shields of Wake Forest University asked the questions while Turnbull talked of his writing, "social change" authors that have influenced him the most, and why he believes speculative fiction is uniquely suited to helping us reckon with our past and imagine better futures. Cadwell Turnbull is the award-winning author of *The Lesson* and *No Gods, No Monsters*. His debut *The Lesson* was the winner of the 2020 Neukom Institute Literary Award in the debut category.

For those attending in person, there was an All Conference Reception on Thursday evening and a luncheon during the closing business meeting on Friday. Awards were announced throughout the conference for the following: Marilyn Miller Award for Professional Commitment was presented by WILR to Dr. Irene Owens; the Ray Moore Award was presented to the author of the best article about public librarianship, Plummer "Al" Alston Jones, Jr. for his 2020 article in *North Carolina Libraries*; the William H. Roberts Public Library Distinguished Service Award, Public Library Section was awarded to Lisa McBroom from Irredell County Public Library; REMCO

Roadbuilder Awards were given for the following: Public Library - Leander Croker; Academic Library - Dr. LaKesha Darden; LIS Instructor - Dr. Kawanna Bright. NCLA offered three scholarships to students attending library school; the recipients were Emily Law, Monet Hardison, and Caroline Flory. The State Library gave 23 conference scholarships while various NCLA sections offered conference scholarships to 20 students. A pay-it-forward option was also offered for attendees who needed financial assistance; those who wanted to contribute were able to donate when they registered. As of this writing, the financial statements and invoices from the conference have not yet been resolved; however the association is in great fiscal shape to fund special projects and provide seed money for the 2023 conference.

Submitted by: Libby Stone

Government Resources

Highlights: The Help! webinars have been successfully transferred to ALA GODORT. The section hosted a conference presentation, "Genealogy Research with Government Resources," presented by Claire Kluskens, National Archives and Records Administration, during the 2021 NCLA 64th Biennial Conference.

Detailed Report: The elections for GRS board members has happened and the incoming board is: Elisabeth Garner - Chair and Rebecca Freeman - Secretary/Treasurer. Renée Bosman will serve on the Executive Committee as the Federal Regional Depository Librarian and the State Documents Clearinghouse Coordinator. Elisabeth Garner and Rebecca Freeman met at the NCLA 64th Biennial Conference to start the process

of updating the section bylaws and creating Biennium Goals for the next Biennium.

Submitted by: Rebecca Freeman

Leadership Institute

Highlights: Leadership Institute presented a session at the NCLA Conference - S.E.E. Yourself as a Leader: Support, Education, and Empowerment and the NCLA Leadership Institute. Current LI Planning Committee members and past participants of LI were on the panel.

Biennium Goal Reporting: Leadership Institute was not held due to COVID.

Submitted by: Juli Moore

Library Administration and Management

Membership: 175 as of October 2021- Approx. increase of 21 members since Nov. 2020.

The mission of the Library Administration and Management Section of NCLA is: Developing leaders, building skills, and creating networks.

LAMS Executive Board for 2020-2021 biennium:

- Brandy Hamilton, Chair, Regional Library Manager, Wake County Public Libraries
- Will Ritter, Vice-Chair / Chair Elect, Library Director at Greensboro College and Director of the College's Center for the Enhancement of Teaching & Learning
- Elizabeth Novicki, Past-Chair, Director, Salem Academy & College Libraries
- Amy Mason, Secretary / Treasurer, Library Branch Manager, Wake County Public Library System
- Marlan Brinkley, Director-at-Large: Programs & Events, Library Director, McDowell County Public

Library System

- Meghan Wanucha Smith, Director-at-Large: Membership & Marketing, Health and Human Services Librarian, UNC Wilmington
- Mary Abernathy, Director-at-Large: Newsletter, Discovery & Delivery Librarian, Salem College
- Jennifer Hanft, Liaison to NCLA Leadership Institute (appointed by Chair), Head, Content and Information Delivery, State Library of North Carolina
- Suchi Mohanty, Strategic Planning Advisor (appointed by Chair), Head, Undergraduate Library, University of North Carolina at Chapel Hill

Summary of activity for 2019-21 biennium:

Administration/Branding: The new Director roles were a positive change in the structure of the LAMS board. Providing detailed descriptions and expectations proved very successful for the mission. We created an informational slide for LAMS for use in virtual presentations which includes missions and goals for LAMS and NCLA.

Newsletter: We continued providing a newsletter for the members. We changed our publication from two to three times/year. The newsletter evolved throughout the year, adding a "member spotlight" and "leadership corner," in addition to learning opportunities and professional book reviews. Some topics included crisis management, the NC LIVE partnership, messages from the Leadership Institute facilitator and more. We also approached the emotional/physical wellbeing, and self-care aspects of leadership. Our intent is to publish in February, June, and late September going forward, or approximately every 4 months.

Programming NC LIVE: One of the biggest successes was the newly formed partnership with NC LIVE. LAMS provided funding as agreed to at the conference in 2019. The money was slated to offset logistical costs and planning. Due to the pandemic, they shifted to a virtual platform. After an initial meeting with staff from NC LIVE, the LAMS board agreed to have a representative from LAMS introduce LAMS and NCLA (who we are, purpose, membership, etc.) at the beginning of each workshop. We created a few slides that enticed people to join NCLA if they had not already done so.

Near the end of the biennium, the board discussed the original MOU agreement between LAMS/NCLA and NC LIVE. Originally the MOU included funding and promotion. Finding presenters was not the top priority; however we agreed later to assist with this. Moving forward, LAMS and NCLA need to consider the best path forward and ask the question: should this partnership be part of a larger NCLA mission? The advantage of partnership is built in programming that supports our mission. We will need to meet with NC LIVE and the new NCLA President to evaluate in the new biennium.

LAMS Listens: Our first program was a simple virtual happy hour in May 2020 to discuss how leaders were handling the pandemic and to offer support.

Workplace Anxiety Workshop: LAMS booked a Workplace Anxiety workshop with Melvin Scales, a leadership expert based in Winston-Salem. This workshop had over 100 registrants. Clearly a needed topic. The workshop was more of an introduction, so in the coming year, we

would like to explore having a person from the field of mental health offer a more in-depth session.

Building a Workplace Community: We secured Dawn Osborne Davis the Ombud from UNC to present a program on building a workplace community that was very successful and well received.

Present Like a Pro Idea Share: Present like a Pro was put on the back burner. We had planned to pivot to a virtual format, but we were not able to make that happen. We know this is a valuable workshop so we brainstormed on what it could look like now. The original format was all day with multiple presenters. In the future we are considering breaking it up into multiple sessions. We began discussing what a fee structure might be. We also want to include a component on virtual presenting. We will most likely seek a 2023 pre-conference slot since it was so successful in 2019.

Programming Logistics: We know people want practical ideas they can apply to their work and tools to help leaders navigate. People are not as interested in an overview of a topic. We know the audience is looking for an opportunity to engage with each other and share their concerns and experiences.

With this in mind, the board created forms for programming including a detailed Program Checklist for planning programs and a Speaker Form. The goal is to gain a clear idea of what presenters intend to cover so that we could review and offer feedback. The speaker form includes expectations for format, key learning objectives / deliverables, audience, etc.

Programming Survey: We surveyed the membership on what types of

communication and programming they are interested in and had 17 respondents - approximately a 10% response rate, which is expected. Majority of respondents asked for quarterly opportunities; most requested opportunities that were structured workshops and webinars that addressed specific skills. Current plans align with the wishes of survey respondents in large part.

NCLA Section of the Month: LAMS was featured in the NCLA October 2020 newsletter as "Section of the Month."

Volunteers: We need to outline responsibilities and create specific responsibilities for volunteers in a strategic manner. We want to avoid making a volunteer program that creates more work for board members to manage. Let us consider ways they could help - possibly identify and manage presenters? We are interested in working on a volunteer program next biennium.

Website: We want to make the website more robust. We discussed a member-only section of the website and might pursue this next year. There are two options for access: All NCLA members - access would update automatically on joining/renewing or LAMS members only - access would have to be updated manually on a regular basis. Suggested Content: Recording of past webinars - we would need to gain permission from presenters.

NCLA Conference planning: LAMS sponsored two scholarships for the virtual conference and featured the winners in our newsletter along with a short QandA. We put out a call for presentations and noticed less participation from our membership this year. Probably due to pandemic situ-

ations. However, we were still able to host two programs: The Empowered communicator by Brandy Hamilton and Christina Settle, and Rebuilding a Workplace Community Post Covid by Dawn Osborne Adams from the UNC Ombud's office. Note, earlier in the year the board decided moving forward LAMS will not do luncheons due to the cost to return ratio.

Board Work / Elections: We were fortunate to get responses during this difficult time, but we are really proud of the outgoing board for all their work and for the incoming board members who accepted the challenge of leading LAMS moving forward.

Conference Business Meeting:

We held our business meeting on 10/19/21. We thanked the outgoing board, introduced the new board members, and provided a presentation on LAMS (goals, position expectations, summary of biennium. We also did a goals brainstorm and the following topics rose to the top:

- Wellness in the workplace
- Book Club - or podcast or article discussion
- Advice for new managers/directors
- Communication up and down the ladder
- Present like a Pro - revise with virtual presentation component
- Support Leadership Institute - possibly present
- Awards/recognition - Leader of the year

Submitted by: Brandy Hamilton

Library Advocacy and Legislative

Highlights: Established as a section! We have interim officers in place to include secretary and co-director. Also, Wade Overly is interning with LALS to assist with administrative duties.

Planned Events: Student Library Ambassador program is slated to begin the beginning of 2022. Also planning for NLLD 202, which in past years has taken place in May, will start as well. **Biennium Goal Reporting:** The goal is to get a fully elected board in place by early 2022. This may require recruiting for specific positions.

Submitted by: LaJuan Pringle

Marketing

Highlights: We've accomplished a lot this biennium - we kept the newsletter and social media pages going strong through the continuing pandemic and successfully helped to advertise for and promote the conference.

Submitted by: Rachel Olsen

NC Library Paraprofessional Association

Highlights: October 2019 to January 2020: For the NCLA conference, we sponsored an information table. We also had a NC product themed raffle basket. We sponsored a "Let's Talk Student Workers" conversation starter during the conference. We held a business meeting and honored our Meralyn G. Meadows Scholarship winner, Ronald Headen, Greensboro Public Library. We also announced our new officers. Feb to April 2020: We communicated events like the 2020 NC LIVE Annual Conference, Triangle Research Library Network, Azalea Library Coast and Joyner Library Paraprofessional Conferences and workshops. We were going to have information tables at the Azalea, Joyner, and TALA conferences, but due to the COVID-19, some were cancelled or put on hold. May 2020-July 2020: We kept our members informed of virtual conferences like the ACLA, NC LIVE, and ECU

Joyner Paraprofessional ones. Also any webinars concerning COVID 19 practices within libraries were shared. Our Region 3 Director, Ron Headen presented at the Joyner Paraprofessional Conference on June 18th. His session was entitled "DVDs and CDs vs. Streaming and Downloadable Media. He had 97 to attend. We also offered 3 \$10 scholarships for the upcoming NCLA Un-Cancelled virtual conference that was held on July 17, 2020. NCLPA had a meeting on June 30 virtually. August 2020-October 2020: We shared any upcoming webinars, meetings, and job openings with members by email and on our Facebook page. November 2020-February 2021: We donated \$25.00 to Librarians Build Communities. We sponsored a Zoom Meet and Greet for our NCLPA members on Dec. 3, 2020. We also hosted an online COVID 19 Roundtable to discuss how libraries were handling this virus and what steps they had taken since it started on January 14. We had 43 attendees. We also had a meeting on February 11. March 2021-April 2021: Our section was featured in the March NCLA newsletter. We have been working on upcoming conference plans and looking for nominees for elections. We also have been sending out information on virtual conferences to our members. May 2021-July 2021: We continued to update members on upcoming workshops and information. Our Region Director 3, Ronald Headen, presented at the ECU Joyner Library 17th Annual Paraprofessional virtual conference in May. August 2021-October 2021: Upcoming workshops and events were sent out to members. We also finalized conference plans and held elections and sent out information on

our Meralyn G. Meadows Scholarship. The winner was chosen and new officers elected for 2021-2023. We also contributed 2 \$5.00 gift cards for the conference.

Submitted by: La-Nita Williams

Public Library

Highlights: Public Library Section held First virtual Fabulous Friday's "Get Back to Fabulous" on October 2, 2020, with 128 attendees. Conference included programs on genealogy, filming techniques, stress management during COVID and other helpful and exciting topics. Two of our member presenters from Fabulous Friday presented at the Community and Junior College Libraries COVID Virtual Conference held later that month. In 2021, PLS conducted an outreach/interest survey to members. Out of that survey we were able to form a new committee, the Marketing and Programming Committee, this committee will be responsible for marketing and increasing PLS's visibility as well as providing additional programs. PLS members planned and presented at four programs for the 64th NCLA Biennial Conference, which included "A Conversation with Author Patrice Gupo". PLS contributed funds to support scholarships for both NCLA 2020 and 2021 Conferences. Awarded the Roberts to Lisa McBroom.

Planned Events: Fabulous Friday, increased programming from the newly formed Programming Committee and planning for Biennial Conference.

Biennium Goal Reporting: PLS will continue to discuss and review the Purpose, Goals and Vision of section to ensure we are staying abreast with current trends and topics in Public

Libraries. We will develop strategies to attract and recruit new members, and to keep current members interested and involved in PLS.

Collaboration Request: Would like to partner with other sections and collaborate on programs for Fabulous Fridays and offer additional outreach programs. Best practices for how libraries can get prepared for the next disrupter like a pandemic.

Documentation Submitted:

<https://drive.google.com/open?id=1EejLQ37g6llUn-jSF-ytDBPe0zw6KnMb>

Submitted by: Sandra Lovely

Reference and Adult Services (RASS)

Highlights: The 2019-2021 RASS Committee consisted of: Chair: Susana Goldman, Alamance County Public Libraries Vice-Chair/Chair Elect: Michelle Osborne, Gaston County Public Library Treasurer: Emily Leachman, Central Piedmont Community College Secretary - Rachel Olsen, UNC Greensboro Past Chair: Katy Webb, ECU Carrie Forbes, Special Library Representative Velappan Velappan - College and University Representative Suvanida Duangudom - Community College Representative Walter Lanham - RASS Member We worked with our section members during COVID to open the lines of communication during times of isolation this past biennium. Our Annual Spring Buzz 2020 sessions started strong as a monthly occurrence from February - May, but morphed quickly into weekly hangout sessions during the Stay at Home order, allowing our members a chance to connect and talk with others while we were all isolated. We kept the conversations going on our RASS

Facebook group, as people started to get tired of Zoom and virtual offerings. Topics circled around sharing information and resources as we all struggled to get back into the rhythm of things while libraries were closed, on limited services, etc. throughout the rest of the year. Spring 2022 Buzz sessions were back to February - May monthly meetings and mostly targeted virtual programming and communication subjects. The focus then shifted to our biennium recruitment and elections. We also sponsored a Mental Health & Wellbeing session at the 2021 NCLA Conference that was well attended.

Submitted by: Susana Goldman

Resources and Technical Services (RTSS)

Highlights: RTSS elected new officers. We held a virtual business meeting at the conference to discuss programming for the next biennium. The new officers are currently identifying interest group chairs to finalize the makeup of the executive board.

Submitted by: Kristin Calvert

Roundtable on Ethnic & Minority Concerns

Highlights: August – October 2021 Highlights* Aug 20, 2021: Special Summer Newsletter published Aug 20, 2021: REMCo election results published Sep 14, 2021: REMCo Executive Board Meeting Sep 14, 2021: Inaugural meeting of the Constance Hill Marteena Diversity Award subcommittee Oct 19, 2021: REMCo Business Meeting/Live Virtual Event Oct 20, 2021: People Not Property: Project Update and Opportunities for Involvement (NCLA/REMCO) Oct 20, 2021: REMCo Chairs: A Decade in Review (NCLA/REMCO)

Oct 21, 2021: REMCo's Author Talk with Talitha Vickers and REMCo Roadbuilders Award Ceremony (NCLA/REMCO) Oct 22, 2021: Discussion Group: How membership in REMCo can support BIPOC (Black, Indigenous, and people of color) librarians and paraprofessionals (NCLA/REMCO) May – July 2021 Highlights: May 2021: Call for Roadbuilders nominations sent out. May 2021: REMCo Executive Board Meeting May 2021: Meet with Any Houk about placing donation form for Constance Hill Marteen Award on REMCo's wildapricot webpage. May 2021: Call for Executive Board Nominations sent out. June 2021: Co-Chair Brittany Champion creates page on REMCo's Google site for Constance Hill Marteen Award <https://sites.google.com/view/remcocultureconversationswebsi/constance-hill-marteen-award> June 14, 2021: REMCo participates in NC LIVE's DEIA LEARNING SERIES: Mentorship, Recruitment, and Retention of Librarians of Color: Marcellus Joiner, Leander Crocker, Joan Hill, and LaJuan Pringle June 2021: Call sent out for REMCo summer newsletter July 2020: Email election ballot emailed. February - April 2021 Highlights: Black History Month in North Carolina Libraries: A Discussion Co-Sponsored by RASS & REMCo: Feb. 2021 REMCo and STEM-LINC Presents Branching into STEM: Expanding Retention and Improving Diversity in STEM Librarianship: March 24 2021 Published call for nominations for the Roadbuilder's Awards: April 2021 November 2020-January 2021 Highlights * Enter in a brief list of highlights for the quarter. REMCO Cultural Conversations presents Creating

Social Spaces to Improve Networking, Collaboration, and Library Growth for Librarians of Color: Presented by: Leander Croker and Claudia Aleman 11-5-2020 REMCO Spotlights Gerald Holmes 11-30-2020 Remco Winter Newsletter Published: 1-7-2021 REMCo Cultural Conversation: International Librarianship: Session 1 Jan-11-2021 REMCo Cultural Conversation: International Librarianship: Session 2 Jan-18-2021 August 2020 – October 2020 Highlights: Meet the Team! REMCo Executive Board Instagram Live Event: 8-25-2020 <https://www.instagram.com/tv/CEVMkhQptCm/?igshid=w272937dln82> REMCo Cultural Conversations: With Change comes Innovation: Discussion on Author Talks, Planning, and Outreach: 9-15-2020 <https://www.youtube.com/watch?v=kuExfq0X15A> REMCo Celebrates National Hispanic Heritage Month: Spotighting Tamara Baltazar of Wayne County Public Library April 2020 – July 2020 Highlights: REMCO Board Meeting: April 30, 2020 Released Statements on the killing of George Floyd, Pride Month, and Recognition of Juneteenth: <https://nclaonline.wildapricot.org/remco> (June 2020) Webinar: REMCo Cultural Conversation: COVID-19 Where Do We Go From Here? June 3, 2020 REMCO Board Meeting: June 16, 2020 REMCO Board Meeting: July 15, 2020 Two new social media profiles created for REMCO: July 2020 Facebook: https://www.facebook.com/Round-Table-for-Minority-Ethnic-Concerns-REMCO-113418003752320/?modal=admin_todo_tour Instagram: <https://www.instagram.com/nc.remco/> January 2020 – March 2020 Highlights * REMCO successfully completed its

first Cultural Conversation Webinar: People Not Property Opportunities for Involvement: Presented by: Dr. Claire Henkel of UNCG Libraries on April 1, 2020. We had over 70 people to register and about 50 in attendance via Zoom. October 2019 – December 2019 Highlights: REMCO sponsored 8 sessions at the 63rd conference this past October 2019: A conversation with Jaki Shelton Green; What makes this a good book?; The Renewal Workshop: Recovering from low morale in American Libraries; Diversity Delineated Inclusion Integrated; Vital Records for Genealogy; Representation Matters: Celebrating 50 years of the Coretta Scott King Awards; There's space for us All: An introduction to NCLA; Wine and Cheese reception hosted in conjunction with PSL/YSS. REMCO brought in a new executive board consisting of Marcellus Joiner, Brittany Champion, Joan Hill, Jennifer Garrett, and LaJuan Pringle. The board has met three times since October. Currently focusing on producing the first newsletter, planning cultural conversations programming, and gathering statistical information for future REMCO socials.

Submitted by: Marcellus Joiner

SELA

Detailed Report: Southeastern Library Association - North Carolina Representative November 30, 2021 - Report Newly Elected SELA representative from NC: Victoria Reeder | Senior Library Assistant- Children's Charlotte Mecklenburg Library | Allegra Westbrooks Regional Library- Beatties Ford Road Pronouns: she/her/hers O. 704.416.3023 vreeder@cmlibrary.org Date List of Highlights October 2018 Gerald Holmes com-

pleted Wanda Brown's term as the SELA Rep. for NCLA for two years (2019-2021). September 27-29, 2019 Attended the 2019 ArLA/SELA Joint Conference at the Hot Springs Convention Center in Hot Springs, Arkansas. The Joint 2021 SELA NCLA Conference will be in Winston-Salem, N.C. on October 18-22, 2021. At the SELA Board meeting, I asked that the SELA Board appoint a liaison for Joint SELA/NCLA conference planning committee to assist in planning the conference. I expressed that NCLA is excited about our continuing relationship with SELA. October 7-9, 2020 I participated in the Joint 2020 SELA / Georgia Library Association Conference (GLA) (Virtual Conference). Due to COVID-19, the Georgia Libraries Conference committee made the difficult decision to shift the 2020 conference to a virtual format. Due to the health threat posed by COVID-19, the Georgia Libraries Conference committee has made the difficult decision to shift the 2020 conference to a virtual format. Moving to a virtual conference was a necessary decision based on the uncertainty about the likelihood of a Fall spike in COVID-19 cases, the lack of a vaccine for the illness, and the devastating impact of the current shutdown on the state budget that funded many of our library travel budgets. We looked forward to seeing everyone in person for the 2021 conference. November 12, 2020 Southeastern Library Association Celebrates its 100th Anniversary. The celebration of a 100th Anniversary for any organization is an important milestone. On November 12, 1920, one hundred librarians from seven Southeastern states met in Signal Mountain, Tennessee at the first

Southeastern Librarians' Conference. By 1922, nine states were involved with doubled attendance at Signal Mountain. The Southeastern Library Association (SELA) formed primarily to discuss regional challenges, and to promote library development in the Southeast. Today, SELA successfully connects hundreds of annual members to promote librarianship in twelve states. October 18-22, 2021 The Joint 2021 SELA NCLA Conference was held in Winston-Salem, N.C. It was a hybrid conference. Kate Engelbrecht, Librarian, Charlotte Mecklenburg Library | Main Library was invited/appointed to join Conference Planning Committee. A resolution on the occasion for the Joint Conference was read by SELA President, Melissa Dennis, Head of Research and Instruction Services, Associate Professor, University of Mississippi Libraries. Gerald Holmes (Gerald_Holmes@UNCG.EDU) North Carolina Representative to the Southeastern Library Association. Documentation Submitted: <https://drive.google.com/open?id=1ftyEhRToXTxMWMh1efRwT7v9LLr5mqCq>

Submitted by: Gerald Holmes

Special Collections

Highlights: A slate of candidates was presented to the membership to be voted on at the virtual meeting. There were issues with some people being able to get into the meeting. Those who attended voted in officers. A panel was prerecorded and shown during the conference.

Submitted by: Jennifer Daugherty

STEM-LINC

Highlights: In the past biennium, STEM-LINC events moved online

due to the pandemic. To extend the offerings to individuals unable to attend in person, a YouTube Channel was created at <https://www.youtube.com/channel/UCZvqHAXfObtg7WPx-evf-eCQ>. Along with emailing the STEM-LINC Google group and marketing events in the NCLA newsletter STEM-LINC moved to publicizing events on social media in the Facebook group <https://www.facebook.com/groups/255727775045759/>. The following list highlights STEM-LINC programming between January 2020 and October 2021: Webinars: Jo Klein Geospatial and Data Visualization Librarian and Assistant Professor at UNCG delivered the webinar "EnviroAtlas: A Powerful Tool for Environmental Justice and Planning" on February 25, 2020 (Attendees: 11, YouTube Views: 114). Rachel Hamelers, Teaching & Learning Librarian at Muhlenberg College, and Jennifer Jarson, Head Librarian at Penn State University Lehigh Valley co-presented the webinar "How Much Time Do You Have? Quick and Flexible Activities to Add Some Metacognition to your One-shot Science Information Literacy Sessions" on September 20, 2020 (Registrants: 52, Attendees: 15). J. Denice Lewis, Research & Instruction Librarian for Engineering and Science at Wake Forest University, shared her experience in the webinar "The Road to Becoming an Engineering Librarian" on November 12, 2020 (Registrants: 29, YouTube Views: 49). STEM-LINC partnered with REM-Co to sponsor the webinar "Branching into STEM: Expanding Retention and Improving Diversity in STEM Librarianship" on March 24, 2021. Krista Schmidt from Western Carolina University delivered the keynote presentation and was joined on the

panel with J. Denice Lewis from Wake Forest University and Shaun Rutherford from Wayne County Public Library (Registrants: 60, Attendees: 35, YouTube Views: 30). STEM-LINC sponsored the webinar “Engaging with STEM during COVID” on May 13, 2021, to celebrate creativity and perseverance of engaging with STEM programs/activities in the midst of novel circumstances over the past year. Speakers included Ruddiyette Yisak, Children’s Librarian at Forsyth County Public Library, Megan Carlton, Science Librarian at UNCG, and Jo Klein, Geospatial & Data Visualization Librarian at UNCG (Registrants: 25, YouTube Views: 23). During the NCLA Biennial Convention, STEM-LINC sponsored a panel discussion on “Identifying and Applying for STEM Grants: Tips from the Experts.” J. Denice Lewis, Research and Instruction Librarian at Wake Forest University, moderated the session.

Nina Exner, Research Data Librarian at Virginia Commonwealth University, Chelcie Rowell, Head of Digital Scholarship at Tufts University, and Catherine Prince, Federal Program Consultant at the State Library of North Carolina provided their expertise as panelists. Digital Publication: Celebrating the 50th Anniversary of Earth Day on April 22, 2020 (<https://nclaonline.org/NC-Celebrates-50th-Earth-Day/>)

Biennium Goal Reporting: STEM-LINC delivered four events each year to its membership and the STEM librarian community in NC.

Submitted by: J. Denice Lewis

Technology and Trends

Highlights: At the NCLA Conference we ran and sponsored one regular session, three discussion groups, and our business meeting. We supported migration of NCLA’s member listserv to a more stable platform. We successfully elected a new board.

Biennium Goal Reporting: In the last two years we had to radically alter our goals and levels of participation. All board members were faced with increased demands and stress and both work at home. Our early plan to run a series of Wikipedia edit-a-thons in 2020 was derailed entirely by COVID. Future board members may revisit this plan. We pivoted to a series of well-attended webinars tied to issues library workers were facing due to COVID.

Submitted by: Chad Haefele

North Carolina Library Association Business Meeting

Friday, October 22, 2021

Winston Salem, North Carolina – Benton Convention Center

Attending: Members of the North Carolina Library Association The meeting was called to order by President Lorrie Russell at 12:55 p.m.

Welcome: Lorrie thanked everyone for joining in person and remotely for the 64th Biennial Conference. She also acknowledged Libby Stone and the Conference Planning Committee for planning a great conference and expressed her gratitude to them for their hard work.

Lorrie then recognized Melissa

Dennis, current President of the Southeastern Library Association (SELA) who was attending remotely. Melissa thanked everyone for welcoming SELA as a conference partner and expressed how much she had enjoyed being a part of the conference planning process. Melissa read a proclamation on behalf of SELA for the joint conference.

Melissa also expressed personal thanks to Lorrie Russell and Libby Stone and to NCLA for hosting the conference and the spirit of cooperation that was maintained in the planning process.

She then expressed thanks to Crystal Gates, incoming SELA President, as well as Gerald Holmes (NCLA’s SELA representative) and Kate Engelbrecht (SELA Board member) for their work as part of the conference planning team.

Finally, she thanked Floyd Isley and Craig Miller with Twin City Quarter and Shaun Williams with ITA for their assistance in making the facility available for the event. She also appreciated the gracious hospitality from Karen Wall with Visit Winston-Salem.

Lorrie thanked Melissa again for

her partnership and SELA's involvement with the conference planning. **Business Meeting:** Lorrie acknowledged the work of the people involved in the conference planning. She thanked Libby Stone and the Conference Planning Committee for their hard work in planning a successful conference under difficult circumstances. She also thanked the current NCLA Executive Board members and the incoming NCLA Board members for their willingness to serve in leadership roles in the association during the 64th Biennium.

Treasurer's Report - Amy Harris Houk: Amy acknowledged that per the NCLA Bylaws we are required to maintain a balanced budget. She doesn't have numbers from the 2021 Conference yet, but she is always available to answer questions about NCLA's budget.

As of the time of the meeting, Conference attendees had raised \$2,121 for Librarians Build Communities. This was a conference fundraiser to support the citizens of Haywood County, NC to assist with their recovery after Hurricane Ida.

Another fundraising effort for the Conference was the "Pay-It-Forward" campaign. This was established to assist people who were experiencing financial hardships and wanted to attend the Conference. Several people took advantage of this opportunity. Amy thanked the members who contributed to this effort. She shared that any funds remaining after the registration expenses were paid would go towards the Librarians Build Communities fundraiser.

President's Report - Lorrie Russell: Lorrie reminded current Section and Committee Chairs that they had one more order of business for the biennium.

They need to submit their Biennial Reports via the NCLA webpage by November 30, 2021. These reports will be published in *NC Libraries* next year.

She also extended a personal thank you to Libby Stone, Mike Crumpton, Wanda K. Brown and Dale Cousins. She also thanked the NCLA Executive Board for helping her find solutions for the circumstances of this biennium. She hopes that the incoming NCLA Executive Board will assist Libby in finding solutions for the upcoming biennium.

Lorrie invited people who contributed to the Librarians Build Communities fundraiser to take a t-shirt from the table in the back of the room. NCLA's Storage facility needs to be cleaned out by April.

Lorrie invited Mike Crumpton to come forward to install the officers for the 65th Biennium. Mike announced the slate of officers for the 65th Biennium:

- Vice President/President-Elect: Dawn Behrend, Lenoir-Rhyne University
- Secretary: Jenneffer Sixkiller, Mooresville Public Library
- Treasurer: Lara Luck, Forsyth County Public Library
- Treasurer-Elect: Kate Engelbrecht, Charlotte Mecklenburg Library
- Regional Director, Central Area: Wanda K. Brown
- Regional Director, Eastern Area: Jennifer Daugherty, East Carolina University
- SELA Representative: Victoria Reeder, Charlotte Mecklenburg Library
- ALA Chapter Councilor: Siobhan Loendorf, Catawba County Library

NOTES: The Treasurer position is a 4-year position: two years as Treasur-

er-Elect and two years as Treasurer. Also, Amy Harris Houk will remain as NCLA Treasurer until January 2022 as she completes the Conference bookkeeping. At that time, Lara Luck, Treasurer-Elect will become NCLA Treasurer for the 65th Biennium. Also, the Director-at-Large positions are 4-year positions. The Piedmont Region Director, Juli Moore and the Western Region Director, Alan Unsworth will remain in their roles until the next biennium.

Mike Crumpton gave the oath of office to the new officers. He also thanked the outgoing officers for their hard work during a difficult time.

Mike asked the NCLA Past Presidents to stand and be recognized. Mike and the Past Presidents Inducted the officers for the 65th Biennium. He then asked Lorrie to come and stand with him as a Past President.

Lorrie passed the gavel to Libby Stone, NCLA President for the 65th Biennium. Libby then invited everyone to take a five-minute break before the Keynote presentation would begin. The Business Meeting ended at 1:15 p.m.

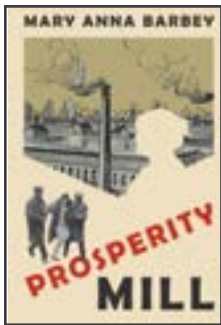
Libby resumed the meeting at 1:25 and made a few remarks thanking the 64th Biennial Conference Planning Committee for their support and hard work. She also shared her general ideas for the upcoming biennium.

The Closing Keynote Speaker was author, Cadwell Turnbull. He spoke on "How We Get There: Speculative Fiction as a Look Towards the Past and the Future." Kathy Shields, Conference Programs Committee Chair was in conversation with Cadwell for this presentation.

Libby Stone adjourned the closing session at 2:15 p.m.

North Carolina Books

Compiled by Al Jones



Prosperity Mill

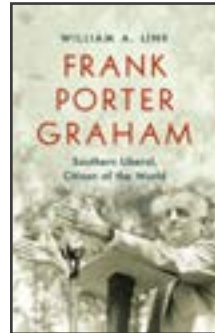
Barbey, Mary Anna Pope
Columbia, SC: Independently published,
2022. Paperback. 182 pp.
ISBN-13: 879-8542580937.

Mary Anna Pope Barbey was born in Durham, North Carolina, grew up in Connecticut, and married and moved to Switzerland, her home of over sixty years. She has published twelve books in French. The translation of *Prosperity Mill* is her first publication in English.

Prosperity Mill is a fictional account of the 1929 textile Loray Mill strike in Gastonia, North Carolina, told as the eyewitness account of Susannah Marshall, who was fourteen when the strike broke out. Sixty-five years after the strike, Marshall returns to Gastonia to investigate and better understand the world-famous walkout led by Communists. Susannah is particularly curious about the role her own family played in the tragedy and to document the aftermath of the textile strike and how it impacted the lives of the participants, including the courageous union organizer Ella May Wiggins, a victim of the strike, and union organizer Fred Beal, as well as mill management, and the community.

Although fiction, *Prosperity Mill* has the authenticity of a social history document. Barbey gives special credit to the staff of the Gaston County Public Library for their hospitality and allowing her full access to the carefully preserved primary documents related to the 1929 Loray Mill strike. Barbey's book would be an excellent resource for book clubs, civic organizations, and libraries of all types to discuss the history of the labor movement, especially in North Carolina, and to compare events of 1929 with current events in labor history.

Al Jones
East Carolina University



Frank Porter Graham: Southern Liberal, Citizen of the World

William A. Link
Chapel Hill, NC: The University of North
Carolina Press, 2021. 343 pp. \$35.00.
978-1-4696-6493-4

Is it possible for a politician to overcome cultural obstacles and still have a significant impact on the direction of North Carolina historical events? Throughout the pages of the book, *Frank Porter Graham: Southern Liberal, Citizen of the World*, author William A. Link introduces readers to the illustrious career of Frank Porter Graham. Born in 1886, Frank Graham grew up in the Charlotte area and worked throughout his life to make life easier for ordinary North Carolina citizens. For Graham, every human being had value, and through compromise, change could happen. During his life, Graham utilized this philosophy to advantage while serving in various capacities, including the following positions: UNC History Department professor (1915-1930), President of UNC Chapel Hill (1930-1949), President of the UNC System (1932-1949), U.S. Senator (1949-1950), and United Nations mediator (1951-1967). Despite some negative publicity associated with his political affiliations (for example, being labeled a Communist), Graham never lost sight of his political ideals and tried to use mediation and compromise to solve disputes.

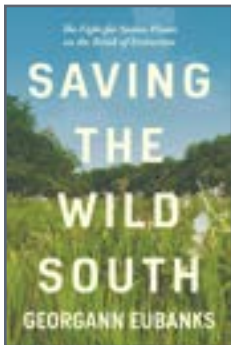
In this book, a selected bibliography and 21 pages of illustrations are included showing Frank Graham working with famous people like Franklin Delano Roosevelt, Eleanor Roosevelt, and Harry S. Truman. Where possible, William Link includes quotes by Frank Porter Graham or from individuals who knew him during his distinguished career, including Josephus Daniels and William Friday.

William A. Link is the 2018-19 President of the Southern Historical Association and the Richard J. Milbauer

Chair in Southern History at the University of Florida. Prior to writing this book, his publications have included the following: *Paradox of Southern Progressivism, 1880-1930* (1996), *The Rebuilding of Old Commonwealths: Documents in the Social History of the Progressive Era South* (1996), *The South in the History of the Nation: A Reader* (1999), *Jackson Davis and the Lost World of Jim Crow Education* (2000), *Roots of Secession: Slavery and Politics in Antebellum Virginia* (2003), *Righteous Warrior: Jesse Helms and the Rise of Modern Conservatism* (2008), *North Carolina: Change and Tradition in a Southern State* (2009), *A Hard Country and a Lonely Place: Schooling, Society, and Reform in Rural Virginia, 1870-1920* (2011), *Links: My Family in American History* (2012), *Atlanta, Cradle of the New South: Race and Remembering in the Civil War's Aftermath* (2013), *William Friday: Power, Purpose, and American Higher Education* (2013), and *Southern Crucible* (2015).

This book is intended to showcase the efforts of Frank Porter Graham to fight against injustice and racism not only at the state level, but on the world stage as well. Because of its specific scope, *Frank Porter Graham: Southern Liberal, Citizen of the World* would be suitable for inclusion in any academic library with a focus on North Carolina political or cultural history.

David W. Young
University of North Carolina at Pembroke



***Saving the Wild South:
The Fight for Native Plants on
the Brink of Extinction***

Georgann Eubanks
Chapel Hill: University of North Carolina
Press, 2021.
272 pp. \$25.00.
ISBN 9781469664903

Saving the Wild South takes readers on a road trip through North Carolina, South Carolina, Georgia, Alabama and Tennessee in search of endangered and threatened plant populations. From sunflowers to goldenrod, spider lilies to sumac, river cane to gooseberries, Eubanks and her photographer colleague, Donna Campbell, drive back roads and hike rough terrain to bring us face to face with plants whose populations are in danger of snuffing out. Through rivers, woodlands, rocky outcrops and

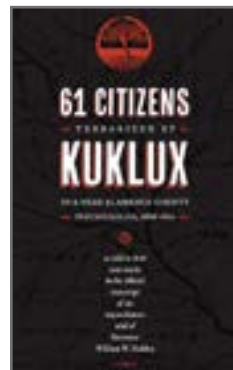
grasslands, we sadly learn the impact of habitat loss and climate change on ten fragile species.

In the course of our travels, we meet botanists, U.S. Fish and Wildlife and Nature Conservancy staff, academic professors and researchers, botanical garden staff, and enthusiastic volunteers of all ages who care deeply about saving these plant populations and who are working together to do that. Through seed-saving, propagation, habitat protection and restoration, experimental planting projects, assisted migration, and collaboration among conservation groups, these true heroes are devoting their time and careers to saving rare and threatened plants.

Intensive research is obvious throughout *Saving the Wild South*, especially in the detailed end notes that lead us to further reading. Botanical details are meticulous; though some of the personal stories are a bit long, in the end we realize that hope for endangered plants lies with these people who are working so hard to save them.

Saving the Wild South will appeal to public library readers who are interested in plants and conservation. Academic and botanical garden libraries will appreciate the careful botany and the useful conservation models used across the “wild South.”

Dianne Ford, Retired
Elon University



***61 Citizens Terrorized by Kuklux in
& near Alamance County, 1868-
1870***

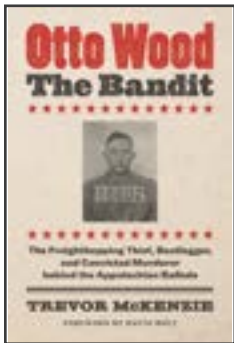
Edited & published by a Citizen of
Alamance. Fountain, NC: R.A. Fountain,
[2022].
ISBN: 978-0-9842102-5-11.
180 pp. Paperback. \$10.19.

The title perfectly encapsulates the context of this verbatim account of this important North Carolina document dealing with the impeachment of Govern William W. Holden. The book was compiled by the editor, R. A. Fountain, and Jaki Shelton Green, North Carolina Poet Laureate, whose great-grandfather Caswell Holt survived being beaten, shot, and hanged and let down twice by the KuKlux Klan, and whose testimony is part of this book. This book was formally released at the Greensboro

History Museum, May 21, 2022, 3:30-4:30 p.m., as part of the Greensboro Bound Literary Festival.

Al Jones

East Carolina University



Otto Wood the Bandit: The Freighthopping Thief, Bootlegger, and Convicted Murderer Behind the Appalachian Ballads

Trevor McKenzie
Chapel Hill, NC: University of North Carolina Press, 2021.
160 pp. \$18.00.
ISBN 978-1-4696-6471-2

During the early 1900s in Wilkes County, North Carolina, why would the name Otto Wood evoke mixed feelings among the local inhabitants? In the book, *Otto Wood the Bandit: The Freighthopping Thief, Bootlegger, and Convicted Murderer Behind the Appalachian Ballads*, author Trevor McKenzie answers this question by tracing the life of a local wanted outlaw named Otto Wood. When Wood died in a gun battle with Salisbury, North Carolina police on New Year's Eve 1930, his notoriety seemed to grow. Because he escaped several prisons in North Carolina, Tennessee, West Virginia, and Virginia, he earned the nickname "Houdini of Cell Block A" as few authorities could keep the outlaw in custody for any length of time.

Perhaps one of the biggest features of the book is the author's inclusion of excerpts from Wood's 1926 autobiography called "Life History of Otto Wood," whereby he attempted to justify his "life of crime" to the inhabitants of Wilkes County, North Carolina. While imprisoned, Otto Wood used his disability of having only one hand and a club foot to his advantage in receiving lighter tasks to complete at the prisons. Ultimately, Wood also wrote letters to local newspapers explaining why he robbed stores or held people at gunpoint. After Otto Wood died in 1930, his contributions to local folklore culminated with the song "Otto Wood the Bandit" (recorded by Walter Kid Smith in 1931) or the later establishment of the outdoor drama, *Otto Wood: The Bandit* which ran for 5 seasons (2011-2015) at a park located near Wilkesboro, North Carolina.

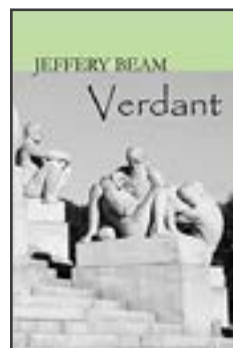
For specific details about Otto Wood's life, author

McKenzie includes an "Otto Wood Timeline" to help document the key events in this Wilkes County outlaw's life. Additionally, numerous illustrations are available throughout the book, including an Otto Wood mannequin figurine which became part of a traveling "crime museum" display in March 1941. The author also provides readers with a short bibliography of additional sources for further reading as well as first-hand newspaper accounts of Otto Wood's activities at the beginning of every chapter.

Trevor McKenzie is an archivist and musician who resides in Boone, North Carolina. Besides *Otto Wood*, author Trevor McKenzie co-edited with Mark Freed and Dr. Sandra L. Ballard *Appalachian Journal's* special issue on Appalachian music. Before publishing this book, Trevor McKenzie worked with the Smithsonian Center for Folklife and Cultural Heritage as an archival and field researcher. Because of its specific scope, *Otto Wood the Bandit: The Freighthopping Thief, Bootlegger, and Convicted Murderer Behind the Appalachian Ballads* would be suitable for inclusion in any academic or special library with a focus on North Carolina folklore or popular history in the early twentieth century.

David W. Young

University of North Carolina at Pembroke



Verdant: Poems

Beam, Jeffery
Kin Press.
ISBN: 978-0-9989293-4-7, \$17.95.
Paperback. 64 pp.

This handsome volume of poems by North Carolina poet Jeffery Beam is recommended for libraries with poetry collections. He has written twenty award-winning works including, among others, *The Broken Flower*, *Gospel Earth*, *Visions of Dame Kind*, and *Spectral Pegasus/Dark Movement*. Beam's poems have been the inspiration for composers, including Steven Serpa, Holt McCarley, Daniel Thomas Davis, Tony Solitro, and Frank E. Warren. In 2023, Andrea Edith Moore will present in celebration of

Beam's 70th birthday, a concert program featuring selections from many musical works inspired by Beam's poems.

Beam is poetry editor emeritus of the print and online literary journal *Oyster Boy Review*. He lives in Hillsborough with his husband of 42 years, Stanley Finch. He retired in late 2022 from many decades as a UNC-Chapel Hill botanical librarian. Check out his website at <https://jefferybeam.com/>.

Al Jones
East Carolina University

Looking for help with collection development?

If you want to expand your library's collection of novels set in North Carolina, you should visit the Read North Carolina Novels blog hosted by the North Carolina Collection at the University of North Carolina at Chapel Hill (<http://blogs.lib.unc.edu/ncnovels/>).

If your interest in North Caroliniana is more general, the North Carolina Collection at UNC-Chapel Hill regularly posts lists of new additions to their collection at this address: <http://blogs.lib.unc.edu/ncm/index.php/whats-new-in-the-north-carolina-collection/>.



Ralph Scott

Resources on the War in the Ukraine

There is a lot of information and misinformation going around on the war in the Ukraine. Material is released all the time by both sides, Russia and the Ukraine. This column identifies some of the best resources for patrons interested in researching the war. While no source is totally unbiased, these four web sources provide daily insights into the war.

Probably the best source to start with is the Harvard Nieman Foundation/Nieman Lab website: “Some Resources for Following the invasion of Ukraine” (<https://www.niemanlab.org/2-22/02/follow-war-ukraine>) While the website could use some updating, it has a number of references to blogs about the War, newspaper web sites, Twitter lists, English language channels, sanction trackers, podcasts, livestreams of Ukrainian street cameras, and maps. Nieman Lab notes that a number of Internet sources have been the source of misinformation, and cites the BBC’s Monitoring disinformation unit web site, as a good source of information. Many of the livestreams on the web, claiming to be in the Ukraine are coming from Russia.

Another good place of information on the war is the NPR daily podcast (www.npr.org). This podcast, which is updated sometimes several times a day, covers current topics as well as information in a historical context. Projections on future outcomes are also gleaned from current events. Typical topics covered recently include: Ukrainian rail service ads a special train to get people out of Donbas; one man’s effort to lighten the spirits of displaced children in western Ukraine; Japan is examining its security and defense policy as Russian continues war in Ukraine; a new reality reverberates through Russia’s music scene; Zelinskyy has consolidated Ukraine’s TV outlets and dissolved rival political parties; Russia is facing a huge geopolitical price for its invasion of Ukraine; Taiwan is watching Ukraine to prepare

for a possible invasion by China; Russia’s economy is weathering sanctions, but tough time are ahead. The podcasts are available via a pick list on the NPR website, or you can subscribe to the casts as they are produced. This is a really good source of current information placed in an historical context.

Also highly recommended is the Institute for the Study of War website “Ukraine Conflict Updates” (www.understandingwar.org). This highly detailed website contains maps, report assessments, and alert warnings you can sign up to receive. Current detailed reports include: Russian Offensive Campaign Assessment, July 12 and the Institute’s interactive map of the Russian invasion of the Ukraine. The assessments are daily and are interesting to go back and view later to see what happened. The reports are very detailed and contain lots of detailed military analysis.

The Economist (<https://www.economist.com/ukraine-crisis>), has an excellent webpage “Ukraine at war,” which consolidates news stories in the Economist into a chronological storyline. Some recent articles include: Europe is preparing for Russian gas to be cut off this winter; Ukraine prepares a counter-offensive to retake Kherson province; Russian is disappearing vast numbers of Ukrainians; Is Putin Ill; the battle for Snake Island; Does a protracted conflict favor Russian or Ukraine; Is the West supplying Ukraine with enough weapons; where will Ukraine store its grain; Why the west should be wary of permanently seizing Russian assets; Does the tank have a future; Japanese energy firms cling to their Russian assets.

As the war progresses these websites will provide you with information about the conflict. Each one has a different focus and detail.

Literature in the Public Domain

US Copyright Law has been in the news recently, especially with the implementation of the CASE Act and another round of cases to watch.¹ Interesting high-profile copyright news include a suit over a tattoo design and another for the famous “banana taped to wall” artwork.² Other noteworthy cases that may have more immediate significance to libraries include the Internet Archive seeking summary judgement over a controlled digital lending suit, and a Supreme Court review of the fair use defense for an Andy Warhol print.³ However, there is also continuing positive news in copyright-land because each year, more literature that librarians love is added to the public domain.

The purpose of copyright in the United States is stated clearly in Article I Section 8 of the Constitution: “to promote the progress of science and useful arts, by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries.” The first



Internet Archive Logo



Andy Warhol. Attribution: Bruno Ehrns, CC BY-SA 3.0, via Wikimedia Commons

US Copyright Act, in 1790, provided for a term of 14 years, with a 14-year renewal available, and at various times those terms have gotten longer, to 28 years with renewal, and after the US determined to join the Berne Convention, copyright term changed from a specific number of years to the number of years after the death of the author. Today’s US copyright term for works that are not “works for hire” is “life of the author + 70 years,” a term that was codified in the Sonny Bono Copyright Term Extension Act in 1998.⁴ In part because of these changes in US law, knowing when a work enters the public domain can be confusing. The Digital Copyright Slider is one tool that can help.⁵

Although the duration of the “limited times” keeps getting extended, eventually those times expire, and with them, the limitations on reuse that copyright law requires. The expiration of copyright protection means that the work has become part of the “public domain,” of works that can

¹ “Copyright Small Claims and the Copyright Claims Board,” U. S. Copyright Office, <https://www.copyright.gov/about/small-claims/>.

² Setty, Riddhi. 2022. “Miles Davis Photographer’s Suit Against Tattoo Artist Von D to Test Copyright ‘Fair Use.’” Bloomberg.Com, June 17, 2022. <https://www.bloomberg.com/news/articles/2022-06-17/miles-davis-tattoo-suit-pits-copyright-against-body-autonomy>. “Artist Can Take Maurizio Cattelan to Court over Banana Work, Says Florida Judge.” 2022. The Art Newspaper - International Art News and Events. July 11, 2022. <https://www.theartnewspaper.com/2022/07/11/artist-can-take-maurizio-cattelan-to-court-over-banana-work-says-florida-judge>.

³ “Internet Archive Seeks Summary Judgment in Federal Lawsuit Filed By Publishing Companies.” 2022. Electronic Frontier Foundation. July 8, 2022. <https://www.eff.org/press/releases/internet-archive-seeks-summary-judgment-federal-lawsuit-filed-publishing-companies>. Jahner, Kyle. 2022. “Warhol-Prince Photo Case Brings Fair Use Fight to High Court.” Bloomberg Law. March 28, 2022. <https://news.bloomberglaw.com/ip-law/warhol-prince-photo-case-brings-fair-use-debate-to-high-court>.

⁴ Bulgrien, Amy. n.d. “Copyright Timeline: A History of Copyright in the United States.” Association of Research Libraries (blog). Accessed July 11, 2022. <https://www.arl.org/copyright-timeline/>.

⁵ Brewer, Michael. 2022. “Digital Copyright Slider.” ALA Office for Information Technology Policy. Accessed July 12, 2022. <https://librarycopyright.net/resources/digitalslider/index.html>.

be used and reused in any way without requiring permission from the copyright holder. Works may also be dedicated to the public domain by their creators—for instance, through a [CCO license](#)—or they may not qualify for copyright protection for some reason, such as works created by US government employees in the course of their employment.

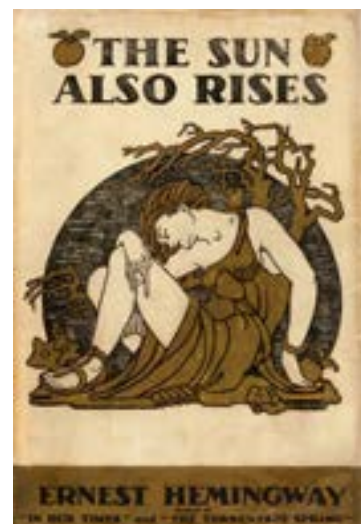
Public Domain Day celebrates works whose copyright protections have expired. For calendar year 2022, this includes published works from 1926 from the United States, works created by people who died in 1951 (in countries like the UK, Russia, and many countries in the European Union and South America, that have a copyright term of “life of author + 70 years”), and works created by people who died in 1971 (in countries like Canada, New Zealand, and many countries in Africa and Asia, that have a “life of author + 50 years” copyright term).⁶

A monumental addition—possibly 400,000 items large—to public domain this year were pre-1923 sound recordings. This addition is possible because of the 2018 Music Modernization Act, which passed Congress in 2018 and helped resolve a discrepancy in copyright protections between music and other types of works that had existed since the Sound Recordings Act of 1971.⁷ One of the most exciting collections now available is the Library of Congress’s National Jukebox, which contains “more than 10,000 recordings made by the Victor Talking Machine Company be-

tween 1901 and 1925 (now owned by Sony Music Entertainment)...”⁸ Early jazz, blues, and ragtime were developed and are represented in these years, and these recordings may now be downloaded and used without restriction.

The most recent Public Domain Day, in January 2022, celebrates some well-known novels, including Hemingway’s *The Sun Also Rises* and Faulkner’s *Soldier’s Pay*. Notable films entering the public domain include works by significant Black filmmaker Oscar Micheaux, the silent *Faust*, directed by F. W. Murnau, and Lillian Gish’s lead role in *The Scarlet Letter*. Zora Neale Hurston’s *Color Struck* and Bertolt Brecht’s *Man Equals Man* were weighty plays now available. Works by Yeats, D. H. Lawrence, and Agatha Christie fell into the public domain as well, but perhaps the most entertaining for children at heart are Salten’s *Bambi* and the lovable *Winnie the Pooh*.

Although Lawrence Lessig mentioned Public Domain Day in 2004, online notice did not really begin taking off until 2011, when Project Gutenberg and Creative Commons began publicizing it. That was also the year that the Open Knowledge Project began the Public Domain Review. However, 2019 was when excitement truly began building in the United States, as pre-1923 works first entered the public domain. Notable authors included Robert Frost, Edith Wharton, Agatha Christie, and ee cummings, along with music by Irving Berlin and George Gershwin, and



Hemingway, *The Sun Also Rises*, Scribner, 1926.



Faulkner, *Soldiers' Pay*, Boni & Liveright 1926



Milne and Shepard, *Winnie the Pooh*, Methuen 1926

⁶ “Happy Public Domain Day 2022!” n.d. The Public Domain Review. Accessed July 11, 2022. <https://publicdomainreview.org/blog/2022/01/public-domain-day-2022/>.

⁷ “All Sound Recordings Prior to 1923 Will Enter the US Public Domain in 2022.” n.d. The Public Domain Review. Accessed July 11, 2022. <https://publicdomainreview.org/blog/2021/12/all-sound-recordings-prior-to-1923-will-enter-the-us-public-domain-in-2022/>.

⁸ “Happy Public Domain Day 2022!” Ibid.

films starring Buster Keaton and Charlie Chaplin.⁹ Each year since then, more of the literature and music that shaped the 20th Century is freed.

The purpose of Public Domain Day is to generate positive support for the expiration of copyright terms. Duke Law School's Center for the Study of the Public Domain also speaks glowingly in favor of the benefits of the public domain, describing it as a "wellspring for creativity," and

a means of enabling "access to cultural materials that might otherwise be lost to history." Perhaps Jenkins's strongest case for support of the public domain comes from the concrete examples that she provides: "Community theaters can screen the films. Youth orchestras can perform the music publicly, without paying licensing fees. Online repositories such as the Internet Archive, HathiTrust, and Google Books can make works fully available online."¹⁰

Find these public domain books and more on Goodreads' Public Domain Shelf or Project Gutenberg.¹¹ Download the pre-1923 sound recordings at the National Jukebox or the Internet Archive. Public domain and other open access books are also available at the Internet Archive's Open Library and the Palace Project's Open Bookshelf.¹² Join me, and Read Open!

⁹ "Public Domain Day." 2022. In Wikipedia. https://en.wikipedia.org/w/index.php?title=Public_Domain_Day&oldid=1093026451.

¹⁰ Jenkins, Jennifer. n.d. "Public Domain Day 2022." Center for the Study of the Public Domain. Accessed July 11, 2022. <https://web.law.duke.edu/cspd/publicdomainday/2022/>.

¹¹ "Public Domain Books." n.d. Goodreads. Accessed July 11, 2022. <https://www.goodreads.com/shelf/show/public-domain>. "Project Gutenberg." n.d. Project Gutenberg. Accessed July 11, 2022. <https://www.gutenberg.org/>.

¹² "Open Library." n.d. Internet Archive. Accessed July 11, 2022. <https://openlibrary.org/>. "Open Bookshelf." n.d. Palace Project. Digital Public Library of America. Accessed July 11, 2022. <https://freebooks.dp.la/collection/groups>.



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