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A non-reader in prison is truly locked out as well as locked up.

Mike Johnson and Sandra Morris, 1985

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ISSN 0029-2540

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Institutional membership in the North Carolina Library Association is an important way to promote libraries and library service in the state. Libraries and media, learning resources and information centers are eligible for institutional membership. Dues are $50.00 per biennium. NCLA currently has the following 52 institutional members:

Barber-Scotia College Learning Resources Center
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Cape Fear Academy Library
Catawba College Library
Catawba County Library
Cecils Junior College Library
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Forsyth County Public Library
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Greensboro Public Library
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UNC-Chapel Hill, School of Library Science
UNC-Charlotte, Atkins Library
UNC-Greensboro, Jackson Library
UNC-Wilmington, Randall Library
Wake Forest University Library
Western Carolina University, Hunter Library

stand up for libraries

NORTH CAROLINA LIBRARY ASSOCIATION

From The President

In The News. NCLA and NCLAers have been in the news in recent months, and it has been impressive. I attended the ALA conference in Chicago this summer and decided that my schedule would be to appear anywhere and everywhere an NCLAer was on a program, receiving an award, presenting a paper or workshop, etc. Try as I did, I couldn't get to every one of the events, so many were there. Everywhere I turned Tar Heels were there and involved and leading and being recognized. The headline news was that Dr. Marilyn Miller of the School of Library Science/UNC-Chapel Hill was elected on a write-in ballot as president-elect of the American Association of School Librarians. Also, NCLA's Intellectual Freedom Committee under the leadership of Dr. Gene Lanier received the ALA Intellectual Freedom Round Table's State Program Award. The award recognized the program which has been carried out by Dr. Lanier and his committee for the past several years. If you read the papers, you will know that they have had ample cause to be busy, too! Our congratulations to these folks and also to all of the other Tar Heels who believe that we are a part of a bigger library world and work for its betterment.

Louise Boone. By the time this reaches the printer, Miss Louise V. Boone, Director of the East Albemarle Regional Library System, will have retired. She has earned her retirement, in fact she has earned a splendid retirement. No one has labored more faithfully and fairly and effectively for the betterment of libraries in our state than has this charming lady. Louise Boone has served as chairman of the Governmental Relations Committee, leading the troops to Washington, to Raleigh, or to any place needed to rally-the-flag and spread the gospel of library service. It mattered not whether the issue at hand directly affected her eastern North Carolina library system. If it is good for libraries—any libraries — count on Louise Boone to be there and to be heard. She has our admiration, our deepest gratitude, our best wishes, and our love.

New Libraries. Two library systems recently dedicated new library facilities, and I had the pleasure of representing you at the festivities. The Davidson County Public Library System, Mrs. Nancy Bates—Director, has moved its headquarters library into a newly renovated grocery store ... and such a grocery store! Dr. William Friday, President of the Consolidated University of North Carolina, was the principal speaker, and there were large numbers of well-wishers there, also. The Thomas H. Leath Memorial Library in Rockingham, William Bridgman—Director, Jake Killian—Chairman of the Board, was dedicated in late July. Secretary of Cultural Resources Patric Dorsey introduced Governor James G. Martin who had the dedication address; Lt. Governor Robert Jordan III brought greetings; and a host of other dignitaries shared in the limelight of this glorious day. (The Leath Library, by the way, is a former grocery store, too! "Mr. Winn Dixie" would be green with envy if he saw these two buildings now.) There have been other dedications which I have not been able to attend, but each represents one more testimony to the movement in our great state for the improvement and expansion of library services to all. We have much for which to be proud ... and thankful.

New News. Our sections have been active in their own right as publishers of newsletters for their members. July saw the appearance of the newest one, "The Reference Desk," published by the Reference and Adult Services Section, Joel Sigmon—editor. It promises to become a mainstay in NCLA's publishing efforts. Our congratulations.

Reflections. It is now mid-August and the pace has been fast and furious for many NCLAers working to pull together the most outstanding conference ever. October 2-4 in Raleigh will be a "shower of stars." Governor and Mrs. James G. Martin, Lt. Governor Robert Jordan III, Attorney General Lacy H. Thornburg, Secretary of Cultural Resources Patric Dorsey, Associate N.C. Superintendent of Public Instruction Dudley Flood, ALA President Emeritus E.J. Josey, Congressman

Major Owens, author David McPhail, author Joe McGinniss, and Ogilvie Lecturer Charles V. Petty comprise a most impressive line-up. I cannot remember in my twenty years with NCLA ever having this many public figures accepting invitations to share in our biennial conference—and it's not even an election year! I think this indicates that NCLA and the library movement across our state have been energized. We are "Standing Up for Libraries" and being counted on to represent and to explain that which is good and that which can be improved. There is momentum and progress; it is essential that we continue it.

The past two years for me personally have been rewarding. I have met librarians and friends of libraries across this state and region whom I would not otherwise have had the opportunity to meet; I have learned more about and greatly increased my awareness of and appreciation for types of libraries other than that in which I work; I have had reaffirmed the inherent goodness in others as time and time again acts of kindness, concern, hard work and professionalism are exhibited by NCLAers from one end of the state to the other; I have been amazed at the time and money and effort and distances traveled which librarians will incur in order to do their part in this great march forward. You, my friends, are an impressive association in every sense of the word.

I salute especially those who have been in leadership positions this biennium, and there are many, too many to list. The executive board has been outstanding. They worked hard and with good humor and patience. The committee chairmen have made impressive contributions. The conference committee is professional and tireless in its work. The staff of the State Library has belonged to the association, supported and worked with us, and we are grateful. Our new friend in the Department of Cultural Resources, Secretary Patric Dorsey, has come to our meetings, participated in our activities, helped in so many ways. We welcome her and look forward to a continuation of this special association.

You have been asked to "Stand Up for Libraries" these past two years, and that you have done. All over this state there is renewed evidence of growing appreciation and advocacy for libraries, and it is thanks to the leadership and work of each of you. As Jamie Wyeth said so eloquently: "Working within the framework of a strong tradition can produce many achievements that create their own tradition." We have a splendid and challenging tradition in NCLA out of which will come an even finer tradition of service. I salute you all. And I thank you for the honor of serving this past term as your president. I commend to you a charming lady, your new president, Mrs. Pauline F. Myrick, as she works with you in "Exalting Learning and Libraries." God Bless.

Leland M. Park, President

Introduction
Institutional Libraries in North Carolina

James R. Myrick

The North Carolina State Library focuses its institutional consultive services on the institutions found in the Department of Human Resources and the Department of Correction. There are currently 107 such institutions that include schools for the deaf or blind, centers for the mentally retarded, mental hospitals, alcoholic rehabilitation centers, prisons, special schools and special hospitals. Collectively, these institutions serve a resident population of approximately 24,000. As there is no central library authority in the Department of Human Resources and since the library consultant in the Department of Correction is responsible principally for the prison law libraries, the administration of each institution is left to determine, independently, its commitment to library service. Continuity in public library types of services to residents of state institutions has come from the state library, in the Department of Cultural Resources, due to its administration of federal and state grants and its consultive services.

The state library awarded its first grants to institutional libraries in 1968, via the availability of funds allocated to Title I of the Library Services and Construction Act (LSCA). Its plan was to use federal funds to buy books and other library materials, purchase library equipment and to train staff or residents of the institutions to operate the library. The expectation was that the institutions would continue to support the library at the expiration of the grant period. Since 1968, the General Assembly also has appropriated limited funds to the state library to be used for establishment grants for new libraries in institutions. These libraries were to serve to demonstrate the value of library service and to serve as models for further development.

While there are now library materials available in all the aforementioned institutions, the quality of library service varies enormously. It is a constant challenge to the state library to maintain and improve levels of library service when no control can be exercised over the administration of the institutions and provision of library service is neither part of the mission, nor a high priority, of the institutions. To compound the problem, because of limited resources, institutions have attempted, from time to time, to divert LSCA funding from the library program to other institutional programs considered to be of higher priority. The major contribution of the institutions to their library programs has been provision of library personnel; however, all too frequently, library positions are vulnerable to transferral or elimination. Demonstrated success of library programs in institutions correlates directly with the motivation and interest of the library staff. One of the more important aspects of state library consultive services is training of institutional library personnel. Almost as important is maintaining constant communication with the institutional libraries.

James R. Myrick is Coordinator of Automated Services with the Flint River Regional Library in Griffin, Georgia. His former position was Institutional Consultant, Division of State Library, North Carolina Department of Cultural Resources.

Department of Correction

North Carolina has one of the largest prison systems in the country. It currently totals 87 separate correctional facilities that include treatment facilities for women (half-way houses), field units (road camps), youth centers and adult prisons. There is a great range in the resident population of these units, the smallest having only eight and the largest over one thousand. As one might expect, the smaller the correctional unit, the more difficult it is to establish a library. It is

Often, with the exception of a few newspaper and magazine subscriptions purchased with prison canteen profits, library materials consist solely of old and outworn donations.

possible that the denomination of "library" is inappropriate in this context, for the "library" may be only a few bookshelves in the unit barber shop or it may be some discarded public school materials in a locked closet in a trailer. Often, with the exception of a few newspaper and magazine subscriptions purchased with prison canteen profits, library materials consist solely of old and outworn donations.

The state library does not have the resources to meet the needs of all the correctional libraries; however, the larger adult prisons receive new books from the state library on a fairly regular basis. The best prison libraries are found in the youth centers. These centers have a strong educational program, they all have librarians on staff and they have received the largest grants from the state library over the years. Their collections include not only books and magazines, but also contain filmstrips, phonodiscs, and other media.

Department of Human Resources

There are twenty institutions in the Department of Human Resources that include mental hospitals, centers for the mentally retarded, alcoholic rehabilitation centers and special schools. Populations of these institutions range from about 75 to over twelve hundred. Library services in these institutions that are associated with well-established educational components have been the most successful, although donations still form the core of most collections.

The most successful libraries are found in the school for the blind and the schools for the deaf.

In the mid and late '70's, on both the national and state level, a concerted effort was made to deinstitutionalize populations and move them into societal and educational mainstreams. The catalyst for this was a growing public disillusionment with the institutional process and resulted in repercussions on the constitution of the populations of mental institutions, schools for the deaf or blind, or mentally retarded centers. The less severe cases were subsequently reassigned to local mental health centers or the public schools, or they were released. This has had profound implications for both library programming and collection orientation, for, as patient populations declined, library service was obliged to focus on the nucleus of chronic or severe cases that remained in the institutions.

Paralleling the systematic deinstitutionalization of the handicapped is a program to ensure that their treatment take place in an environment that places the least possible restrictions on their developmental potential. This program affirms that educational or recreational materials used by the mentally retarded should reflect, as nearly as possible, their chronological age and not necessarily their mental age. This has made selection of library materials extremely difficult for it is practically impossible to find library materials that correspond to the physical ages of profoundly mentally retarded patients on levels appropriate to their mental capacities.

The most successful libraries are found in the school for the blind and the schools for the deaf. Their libraries in general appearance, organization and function strongly resemble school media centers. They have comparatively better trained staff, substantial collections, varied materials and a history of continuous service. However, these schools now have students who might not only be deaf or blind, but profoundly mentally retarded or disruptive as well.

Conclusions

Currently, library materials are available in all the institutions of the Department of Human Resources and the Department of Correction; however, the collections are very uneven both in quality and quantity. From the state library's point of view, institutional libraries are woefully inadequate and the impediments to improvement are formidable. In the institutions of the Department of Correction, highest priorities are given to custody, control and security; in the institutions of the Department of Human Resources, highest priorities are given to rehabilitation and deinstitutionalization. If progress is to be made, the benefits that can accrue to library patrons, both prisoner and patient, must be demonstrated in a convincing manner to institutional administrators. If this is accomplished, it should lead to the significantly higher levels of funding necessary to build collections, provide equipment and staff the libraries.

In the following pages will be found several articles by educators, institutional librarians, library technicians, chaplains and therapists that give an invaluable insight into the realities of institutional librarianship.

O'Berry Center Resident Library

Robert C. Kemper
Nancy Hardee

O'Berry Center is a state, residential facility for severely and profoundly mentally retarded citizens of North Carolina. The residents come from communities located in the 17 counties which make up the Division of Mental Retardation's South Central Region. Severely and profoundly mentally retarded persons have I.Q.s of 34 or below and many of the center's residents have physical handicaps. The center itself is located on a 65-acre, campus-style setting about 50 miles east of Raleigh, just outside Goldsboro.

Essentially, the function of O'Berry Center is to serve as an environment for development. The center provides 24-hour care, including extensive training, to more than 500 residents seven years of age and older. O'Berry is their temporary home until they complete their developmental programs and return to their communities.

Direct development of the mentally retarded individual may include services provided by special education teachers, psychologists, communication (speech and hearing) specialists, physical and occupational therapists, therapeutic recreators, medical and dental staff, social workers, dieticians and, of primary importance, the developmental technicians (health care workers) who, in their direct care of the residents, implement the coordinated programs developed by the others. Those coordinated programs are called Individual Active Treatment Plans and are the crux of the resident's training and development at the center. Once a client has completed his developmental program—as specified in a written contract with the community—the client returns to his home community. While the concept may sound elementary and straightforward, the reality of implementing developmental programs serving severely or profoundly mentally retarded individuals who often have physical or behavioral problems can be draining on both residents and staff. How then can the stress be reduced and enjoyable activities be increased?

The resident library is an area which is designed for leisure rather than for training. The library is an oasis where residents, accompanied by staff, may come and enjoy movies, magazines, music, puzzles with adaptive handles, stuffed animals, toys, and the latest item, a computer with games. All these sensory stimulation items are there for the enjoyment of the residents.

The positive perception staff and residents have about library activities reflects the working style of the librarian as much as the physical environment.

Ideally, each resident should have an opportunity to come to the library. If visits were evenly divided among the residents, a resident would average one visit every two weeks. In actuality, the average is much less. Many residents are unable to visit the library for various reasons, including physical and behavioral. However, the attendance of those who can come is good and the available time slots for groups to visit are almost always filled. The number of residents attending the library averages 120-135 weekly. Almost all the residents enjoy the trips to the library and seem eager to come back for another visit.

The resident library was merged into the Media Services Department several years ago. Media Services is a support service to the center and, through the center, to the communities in the south central region. It is a production-oriented, audiovisual department. The staff produces television and slide/tape programs, photographs, and in-house news publications for resident and staff training, documentation, and staff/parent/community information. Media Services also provides audiovisual equipment support to other departments within the center.

The library maintains its own identity within the Media Services Department while being able to draw on Media Services resources. The library does not have its own budget and must rely on

Robert C. Kemper is Coordinator of Media Services and Nancy Hardee is Library Specialist at O'Berry Center in Goldsboro.

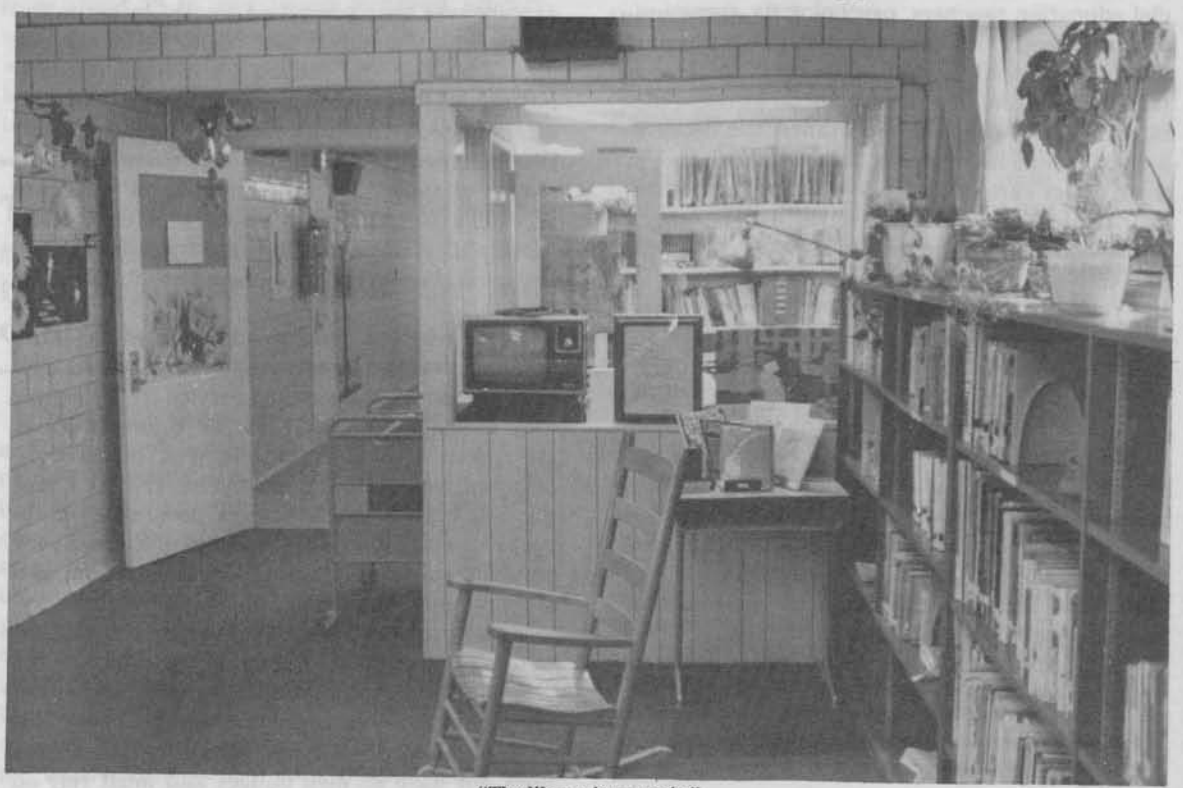
government grants for most of its equipment and supplies. Media Services is responsible for staffing the library, administrative duties, equipment maintenance and repair. Those items are funded from the Media Services budget or as separately budgeted line items.

Very few library materials are ordered locally. However, we have purchased animal stick-ups, albums and picture puzzles from the Learning Center in Goldsboro. And, from the local Rose's Department Store, read-along-books and tapes, picture puzzles, listen-and-look books, and talking-story books were purchased. Viewmasters and films were bought at K-Mart, while two rocking chairs for our residents to use in the library were purchased from Kaplan Corporation. Polypockets used for equipment and books, and hang-up bags used for filmstrips and cassettes were purchased from Demco Educational Corporation. Purchases have also been made from Carolina School Supply, Stone's Southern School Supply and Special Education Materials, as well as other vendors.

The resident library is located in the A-3 Building, which is centrally located to all buildings housing center residents. It is approximately 18′ x 28′ excluding the office and storage area. The library is carpeted and has coordinated draperies covering all the windows. Book stacks are brightly painted in a coordinated color scheme. The bulletin board and the walls are decorated with Disney characters, animals, and self-help pictures. There are three tables for reading and working, and two tables of paperback publications for residents to thumb through. Magazine selections include *National Geographic*, *Wildlife*, *Southern Living*, *Wee Wisdom*, and *Sports Illustrated*. The book stacks contain toys for the residents to play with while they are in the library, and which may also be checked out by the residents. Some of the toys available are telephones, Viewmasters, artifical fruits/vegetables, blocks, airplanes, trains, cars, and animals. A window seat between two book stacks serves as the setting for stuffed animals, puppets, and dolls. These also may be checked out by the residents. Colorful stacking chairs and beanbags provide seating for residents.

The resident library also has a very good supply of materials available for staff to check out for use with residents in the living units. These include approximately 1500 hardback books, 120 albums with filmstrips, and 130 cassettes with books and/or filmstrips. Staff may also check out audiovisual equipment, cassettes, filmstrip projectors, movie projectors, an autoharp, and other materials.

Mrs. Nancy Hardee is in charge of the library. She is a very caring person and her actions with



"The library is an oasis."

the residents show that quality. The positive perception staff and residents have about library activities reflects the working style of the librarian as much as the physical environment. While the rocking chairs, carpeting, restful colors, plants, pictures and quiet are invaluable, the hub of O'Berry Center's library is Nancy. She works well with residents and staff and works to improve library services both in the library and out in the living units.

Nancy schedules weekly activities such as a weekly movie (the effect of a movie theater) or a videotaped movie on television, storytime, and an independent time when the residents can play computer games, look at Viewmasters, magazines, and/or story books, and play with assorted objects (building blocks, airplanes, Fisher-Price games, puzzles, stuffed animals and puppets). For residents, especially those that are blind, earphones are available so that they can enjoy listening to music without disturbing the others.

The library is also fortunate to have a volunteer working part-time with the residents. She helps to keep the resident library neat and inviting. She replaces any badly torn magazines with new copies, straightens the books in the book stacks and publications on the tables. As the seasons change, she helps to change the decorations, pictures, mobiles, and bulletin boards. Our volunteer also assists the residents using earphones or the computer.

The library is presently experimenting with computer games as a form of entertainment/sensory stimulation. The residents do not understand how to play the games, but from observations, they do enjoy the colors, motions and sounds from the television set. Acquisition of a large screen, video projection system for the library is planned in the near future due to the trend away from 16mm film and to videocassettes. O'Berry currently has one such system, which is used to train residents in appropriate behavior for a theater setting. The State Library now has videocassettes which may be checked out. The local community college has recently acquired a VCP/LSTV system also. A system in the library would be used for entertainment as a documented part of the Individual Active Treatment plans.

The resident library has plans for expansion in the near future. We do not plan to get stale. We are never satisfied with things just as they are. A used aquarium was recently acquired with plans to convert it to a terrarium for our clients to enjoy. Plans also include exposing more residents to video games, and continuing to grow in quality and quantity. As long as there is a need, we will be available with all that we have for our residents.

Nancy Hardee, library specialist, shares a book with residents.

Library Services at Broughton Hospital

Mary E. Bush

Since it first opened in 1883, Broughton Hospital, a large mental hospital in Morganton, has stressed the need for books in its total program. This need has led to the development of two distinct and separate library programs, one to meet the informational and recreational needs of patients and the other for the varied needs of the staff.

The Patient Library

The patient library was begun with the purchase of a small number of books by the hospital and the donation of newspapers from some of the communities served by the hospital. At first, the library grew in a more or less haphazard fashion, primarily through donations. The bulk of these donations came either from individuals (including patients) or from the local public library in Morganton.

In addition to helping with book donations, the staff at the Morganton Public Library taught the Occupational Therapist (then working in the library on a part-time basis) the basic skills involved in the processing and cataloging of books.

The Director of Occupational Therapy (OT) had the responsibility for the overall library program, while the day-to-day library routines were performed by interested patients. These patients also provided book cart services for the wards containing patients who were not permitted to visit the library.

In 1966, the patient library received a LSCA Title I grant through the North Carolina State Library and began to develop its collection in a purposeful manner. In 1970, the old donated books were weeded from the collection and with the guidance of the Institutional Consultant from the State Library, the library moved into new quarters and set up new policies and procedures governing its operation. The OT aide managing the library was reclassified as a Library Assistant and relieved of all duties except those related to the library. Programs—including book talks and audiovisual story hours—were set up for groups, and individuals used the library for recreational purposes. Through additional State Library funding, other materials, including large print, for the partially sighted, and picture books for the less educated, were added to the collection.

Today, the patient library holds approximately 5,000 books including large print, picture books and paperbacks, has subscriptions to 26 general interest magazines, and also has a number of newspaper subscriptions representing those communities served by the hospital.

In addition to the simple circulation of printed materials, the library also offers other services. The librarian works with retarded patients in the library and helps hospital technicians to secure materials to use with these patients in their learning labs. Adolescent patients use the patient library as well as a library of their own. This adolescent library, however, is made up largely of books that are shared from the patient library. All geriatric patients—bedfast and ambulatory—have the opportunity either to use the talking book service of the Special Services Section of the State Library or to read large print books such as the large print Reader's Digest.

Staff Library

The staff may borrow books from the patient library, and those going to school have found the material there useful in research. In addition, the staff is also provided with professional book collections in their work areas as well as with a fully equipped staff library. This library holds approximately 3,000 reference books, 100 journal titles and 2,000 pieces of audiovisual material. The staff library carries current journals found to be of interest to the majority of the staff and maintains a core collection of medical and psychiatric books. It supplements its holdings through interlibrary loan arrangements with medical schools and MEDLINE (Medlars, BRS etc.) services through the Unifour Consortium of NW Area Health Education Center based in Hickory, N.C.

The scope of the North Carolina AHEC program is extensive: it provides information about

Mary E. Bush is Medical Librarian at Broughton Hospital in Morganton.

continuing education services to physicians located throughout the state, provides field placement for interns and residents from the medical schools and provides easy access to needed reference materials through the creation of a system of conveniently located base libraries throughout North Carolina. This state-wide network is accessible by any member hospital or institution and offers a cost effective method of supplementing local reference holdings thus ensuring that all physicians will have access to the literature through their local AHEC representative. Broughton, as a member of the Unifour Consortium, can access for its staff as well as for clients from outside the hospital the holdings of the medical school libraries. Book loans, journal reprints and audiovisual materials are secured without undue loss of time or any expense to the client. The State Library is also useful in providing materials on management, recreation, crafts, industrial arts, sociology, etc. (materials not always accessible through medical school libraries). The majority of the staff needs for materials not housed on campus are met through AHEC and the medical school libraries; however, if a need arises for specialized reference materials, the resources of the State Library, North Carolina public libraries, out-of-state public and medical libraries and the National Library of Medicine are also available.

Broughton Hospital is one of only four mental hospitals in North Carolina and one of the few mental institutions in the state; therefore, to supplement what is available from medical school collections, the staff library at Broughton serves the entire state as a resource for reprints from psychiatric and psychological journals.

FOUR PRESIDENTS. The Executive Board of the North Carolina Library Association met at Davidson College, Davidson, NC on July 19th. For the first time in recent memory there were four presidents on that board. Those attending included (left to right): Dr. Leland M. Park, President, 1983-1985 (Director, Davidson College Library, Davidson); Mrs. Mertys W. Bell, Past President, 1981-83 (Dean Emeritus of Learning Resources, Guilford Technical Community College, Greensboro); Ms. Patsy J. Hansel, President-elect, 1987-89 (Assistant Director, Cumberland County Public Library); and Mrs. Pauline F. Myrick, President-elect, 1985-87 (Director of Instruction and Educational Media, Moore County Schools, Carthage).

The Governor Morehead School Library

Alice B. Walker

In 1845, North Carolina passed the necessary legislation to establish a school for deaf, dumb and blind children, the ninth state to do so. As early as 1847, when the first buildings were being designed, the planners recognized the need for a library. A room designated "Library and Cabinet" was included in the plans for the first administration building on Caswell Square in Raleigh.

Today, the library at The Governor Morehead School, which is the current name for the school for visually impaired youth of North Carolina, is a well-equipped media center which not only enriches the academic curriculum but also fills a "public library" need for students and staff.

The school serves visually impaired and multihandicapped children ages five through twenty-one from all over North Carolina. One hundred and fifty-six are currently enrolled. Some of these students are day students, but a larger proportion are residential students who return to their homes only on weekends. A large staff of classroom and special teachers, counselors, administrators, nurses and houseparents completes the population at The Governor Morehead School. The library strives to meet the diverse needs of all of these people. The campus, consisting of academic and administration buildings as well as cottages, a central dining hall and a gymnasium with indoor pool, is located off Raleigh's Western Boulevard near Pullen Park.

Many changes have taken place at The Governor Morehead School since its beginnings as "The North Carolina Institution for the Education of the Deaf and Dumb and the Blind" back in 1845. The history and development of the library closely parallels that of the school. In the beginning, only white deaf and blind children were admitted, but in January 1869 a black department for deaf and blind was opened in a separate location in downtown Raleigh, thereby increasing the scope of the library population surveyed.

Just as the school changed over the years, education of the blind has undergone changes. The founders of schools for the blind in the United States turned to Europe for special appliances and methods of teaching. In the 1830s, the common type of reading material in official use in Europe was embossed or raised letters, simplified to make them more readable. One advantage of this method was that it could be read by sighted teachers with no special instruction. Also, it was contended that by using a type similar to that used by the sighted, the blind would be less set apart from others. This method had drawbacks, however, and various raised dot codes similar to the Grade 2 Braille code in use today were adopted by the different schools in the United States. In 1932, after a long and bitter controversy, an agreement was signed by representatives of the blind of Great Britain and the United States that adopted the present-day English language Grade 2 Braille.

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In the early days of the school books for the blind were scarce, for the schools that had been in existence longer than North Carolina's consumed the entire output of books produced especially for the blind. During 1858-1860, special equipment was installed in the North Carolina school's printing department to produce raised letter books. The shortage was eased further when the United State Congress enacted legislation in 1879 appropriating funds for the education of the blind. These funds were used to manufacture embossed books at the American Printing House for the Blind. In 1900, North Carolina's General Assembly granted an annual appropriation of $50.00 to the

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school for the purchase of new books. Although the appropriation was small, the library holdings were gradually increased.

In 1893, the white deaf students were transferred to a special school in Morganton, but the "Blind School" continued to grow in size and scope and there became a pressing need for larger quarters for both black and white departments. In 1923, the white department moved to the present Ashe Avenue campus and a few years later the black department moved to a large campus which included farmland located on Garner Road near Raleigh. It was not until 1977 that the entire school was on one site once again and by that time all of the deaf children were being educated elsewhere.

During these years, the school library had been growing and evolving. Reading materials in Braille, large print and recorded formats were being added to the collection. A graduate librarian was hired in 1943 to organize the expanding collection on a professional basis, and before long the requirements of The Southern Association of Colleges and Secondary Schools had been satisfied. A large new library wing was added to the school building soon after World War II. Interlibrary loans between the libraries on the two campuses were in effect until their merger in 1977 when the Garner Road campus, the former black department, was given up.

Development of the card catalog enabled even the totally blind students to use the library independently.

The sudden growth spurt of media in school libraries that occurred in the 1960s was felt at The Governor Morehead School also. Tape recorders, phonographs, and movie and filmstrip projectors, as well as other equipment and materials were purchased by the library and circulated to students and teachers. Other important changes were taking place as the library holdings grew. A card catalog of all library materials—print, Braille, and audio-visual—was produced on 5″ x 8″ cards. These cards contained all of the necessary information in large print on one side with the same information in Braille on the other side. Development of the card catalog enabled even the totally blind students to use the library independently. During this decade of change, "The State School for the Blind and Deaf," the school's second name, became "The Governor Morehead School" in honor of John Motley Morehead who had been governor of North Carolina when the school was founded in 1845.

The Governor Morehead School Library of the 1980s is an up-to-date media center with the newest technologies available for the visually impaired. Print materials are made accessible by means of electronic reading devices such as closed circuit TV reading machines and a Kurzweil reading machine. The CCTV or video visual aid not only magnifies print but maximizes the contrast and displays it on a TV screen. The user can control the magnification to suit his needs. The Kurzweil machine, on the other hand, scans print material and reads it with a synthesized voice.

A recorded encyclopedia with Braille and print indexes facilitates reference work. The student can find his topic in one of the indexes, select the proper cassette and set the dials on a special cassette player according to directions found in the index. The cassette player then scans the tape electronically to find the topic indexed.

"Talking" calculators are in great demand for math classes. Students can solve complicated problems and check their work much faster than with the abacus, which is also a useful tool for the totally blind.

During after-school hours students can be found enjoying computer games in the library or doing homework for computer classes. Many computer programs can be used with a speech synthesis system which makes them meaningful for visually impaired students. Soon students and teachers will be able to generate Braille copy by means of a Braille embosser interfaced with a computer. A typist who doesn't know Braille will be able to key into the computer and, using a special program, produce Grade 2 Braille.

The Governor Morehead School Library of the 1980s is an up-to-date media center with the newest technologies available for the visually impaired.

In many respects The Governor Morehead School Library resembles other public school libraries throughout the state. Teachers bring their classes to do reference work or to learn library skills. They come to watch programs on the instructional TV channel and to check out

books. A trained librarian and a technical aide are on the job performing such diverse tasks as keeping the Braille catalog up to date, videotaping school projects, editing a newsletter, or providing story hour for the younger children. The library is also a valuable resource center for summer school. A selected group of students from around the state, not limited to those who attend The Governor Morehead School for the regular session, attend a five-week summer session for enrichment. This may be their only opportunity to use a library independently.

From a modest beginning in the "Library and Cabinet" room in 1849 to an entire two-story wing of the academic building equipped with the most modern technology of the 1980s, The Governor Morehead School Library has grown and continues to change with the times and the needs of the school.

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Library Services for Deaf Students

Wrenn Sharpe

Central North Carolina School for the Deaf is located on a 75-acre campus, ten miles north of Greensboro. The school was established in Greensboro in 1975 to serve the central Piedmont section of North Carolina. There are eight buildings on the campus: a general administration building, two classroom buildings, two dormitories, one gymnasium/auditorium, a central kitchen, and a maintenance/repair shop.

The school serves gifted, average, and multihandicapped hearing-impaired students from 19 central Piedmont counties. Students range in age from 18 months to 16 years. The majority of the students stay on campus in the dormitories during the week, and all the students go home on the weekends. The school also serves preschool children in six satellite programs in Lexington, Winston-Salem, Burlington, Chapel Hill, Southern Pines, and on campus here in Greensboro.

The school's library program has a staff consisting of the librarian for the deaf/blind and an aide. Libraries are in each of the two classroom buildings. Dixon Building has classes for students from preschool through grade four, and Phillips-Payne Building has students from grade five through junior high school. The library aide works with the younger students in the primary program in Dixon Building, and the librarian works with the older students in Phillips-Payne Building. The librarian is also responsible for the ordering and processing of materials and for computer

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"As a professional librarian who started as a library assistant in elementary, high school and church libraries and who has worked in North Carolina public schools and public libraries, I find this job the most challenging, most exciting, and most rewarding of any I have ever had ..."

programs. The libraries have white walls decorated with colorful posters, and new books are always on display on the tops of the counter-high shelving. The design of both libraries is the same, but they contain different materials since they serve different age groups. We also have a professional library housed in the same room with resource materials for teachers. Four years ago we set up the resource room to store materials and units written by our teachers so our staff could share ideas, materials, and resources without re-inventing the wheel each school year. The resource room has proven to be very successful for teachers, since they or the librarian and aide can easily find materials for various units of study.

Students come to the library once a week for storytelling, reading magazines, viewing captioned movies, and checking out books for pleasure reading. The younger students have the opportunity to watch stories told in ASL (American Sign Language) because the library aide is deaf herself. This provides a wonderful opportunity for the students to learn about books in their native language—ASL. The older students come to the library for storytelling, library skills study to prepare them both for high school and to use the public library, and for pleasure reading. The older students also use the library for reports for their social studies and science classes.

Here at Central School, we also have a class of deaf-blind students which is unique. It presents a real challenge to the librarian. These students come to the library weekly just as do all of the other students. Their limited vision permits use of large print materials only, so library activities consist of craft ideas for the students to improve their eye-hand coordination and the reading of simple stories with a lot of action and body movement. These students require one-on-one attention so the librarian uses older students to assist her with them.

Children's Book Week and National Library Week are very special times of the year at CNCSD. We always try to have some kind of special activity which will involve the students in both classroom buildings. In the past we have had a book character parade complete with a real, live horse and donkey; jogging teams going on a scavenger hunt; reading teams made up of students who dressed up as storybook characters and dramatized stories for our younger students. This

The school serves gifted, average, and multi-handicapped hearing-impaired students from 19 central Piedmont counties.

past autumn, we were visited by a professional storyteller, and this spring, we held a balloon launch.

As the librarian, one of the more difficult aspects of my job is the ordering of materials. Since all of the students and some of the staff are hearing-impaired, I must find books (especially fiction) that have the interest level of our students but are written with an easy vocabulary. This is not always possible because many of the high-interest, low-vocabulary books available do not fit our needs. When ordering filmstrips or sound filmstrips, I must make sure that the filmstrip is either captioned or that the kit has a written teacher's guide because some of our hearing-impaired teachers cannot use a record or cassette and must have a script to accompany the filmstrip.

Last year we started a pre-vocational program using students as library assistants to shelve library books. This has proven to be very successful. When we began the program, we had one student working in the library and one student interested in working. This year we have three students involved and one interested in participating next year. This program not only helps me, the librarian, but also gives the student an opportunity to earn some spending money and learn a skill which could lead to a summer job.

As a professional librarian who started as a library assistant in elementary, high school, and church libraries and who has worked in North Carolina public schools and public libraries, I find this job the most challenging, most exciting, and most rewarding of any I have ever had in my short 17-year career.

National Award to N. C. Library Association

Chicago, IL ... The Intellectual Freedom Committee of the North Carolina Library Association was presented the Intellectual Freedom Round Table's State Program Award this summer in ceremonies at the 104th Annual Conference of the American Library Association meeting in Chicago. The award honors the state intellectual freedom committee that has implemented the most successful and creative state project for the year. Accepting the award was Dr. Gene D. Lanier, professor of library science at East Carolina University in Greenville, NC, who has served as chairman of the committee since 1980.

Dennis Day, representing the Award Committee, cited the multi-year work of the committee to keep intellectual freedom alive in North Carolina through programs, publicity, and testimony. The committee was presented a plaque and a $1000 award from Social Issues Resources Series, Inc., represented by president and owner Elliot Goldstein. The committee has fought attempts by individuals and groups who have tried to censor materials in Tar Heel libraries. They have also testified in the N. C. General Assembly concerning legislation which could put librarians in jeopardy. They initiated the Confidentiality of Library User Records Bill which was ratified this session.

Dr. Lanier received the John Phillip Immroth Memorial Award for Intellectual Freedom last year from the American Library Association for his work in this area, as well as awards from the N. C. Association of School Librarians and the Playboy Foundation.

NCLA Scholarships

The North Carolina Library Association administers three funds which assist students of library science who are residents of North Carolina.

The North Carolina Library Association Memorial Scholarship is a $1000 scholarship for any type of study in library science. The Query-Long Scholarship is a $1000 scholarship for a student who plans to work with children or young adults. The McLendon Student Loan Fund awards loans at a low rate of interest.

The association is pleased to announce its scholarship winners for 1985. The Memorial Scholarships will be awarded to Sharon Arnette of Brevard, who will be attending the University of North Carolina at Chapel Hill, and Linda Shoffner of Greenville, a student at East Carolina University. The Query-Long Scholarship will go to Barbara Privette of Zebulon, a student at East Carolina University. In addition, two loans of $300 each will be made from the McLendon Fund.

Applications for 1986 Scholarships are due March 1, 1986. For application forms and further information about requirements, contact

Sheila A. Core, Chairman
NCLA Scholarship Committee
Surry Community College Library
P.O. Box 304
Dobson, North Carolina 27017

Library Service at the North Carolina Special Care Center

Johnnie M. McManus

The North Carolina Special Care Center is located in Wilson, North Carolina. Its population is geriatric mental patients who suffer a variety of handicapping conditions. The majority of the patients are nonambulatory and functioning on a very low mental state. The staff at the North Carolina Special Care Center focuses on assisting each resident to reach his maximum potential by utilizing an interdisciplinary approach to the rehabilitative process. We feel that a functioning library could contribute to this process. Developing a library program for institutionalized geriatric residents is challenging, to say the least.

At present, there is no real library program. We have a library in the basement but it is very difficult to access and the library materials are far too advanced to be useful. The balance of this article will describe our concept of an ideal library for our situation.

Any future library program established at the Special Care Center must serve as adjunctive therapy in coordination with existing programs. The program must be designed to encompass the total informational needs of the library patrons. It should supplement and reinforce not only the recreational or leisure time programs but also the developmental programs for ward patients suffering from a wide variety of disabling conditions. Many residents have little energy, limited mobility and reduced senses: sight, hearing, touch and smell. Because of these limitations it is necessary to utilize special environmental safety precautions.

To compensate for the limited movement and strength of our patients library materials must be placed within comfortable reach. Furniture, bathrooms, and other fixed library accessories must be adapted to accommodate wheelchairs. To reach the maximum number of residents who cannot leave their wards, a mobile library utilizing volunteers from the community should be implemented.

In order for the residents to develop independent library skills, a variety of multimedia materials must be utilized. These include talking books; lightweight, colorful, large print books; sand boxes; mirrors; etc. The library program should incorporate a variety of stimulating experiences: films, field trips, flash cards, scientific experiments, etc. Materials should be age appropriate and on the level that would provide the maximum pleasure and benefit to our residents.

It has been very difficult to find library materials designed specifically for geriatric residents with a psychiatric background. If any of our readers know of successful projects or appropriate materials please contact us at the Special Care Center.

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Currently, a group of twenty residents meets on a weekly basis for a storyhour conducted by volunteers. The volunteers use a variety of tools to assist each resident in developing fine motor, gross motor, cognitive and social interaction skills. The residents are encouraged to be creative and make up their own stories with such things as pictures, plants and animals. Field trips and audiovisual equipment help to reinforce the residents' learning. Talking books, magazines, puzzles, texture boards, etc., are placed on the wards by the volunteers. In addition, volunteers from a local church provide residents with weekly Bible classes. Volunteers play a vital role in providing special services for our residents.

Johnnie M. McManus is Activities Director at the North Carolina Special Care Center in Wilson.

The Patients' Library at Cherry Hospital

Dale E. Doverspike

The Patients' Library at Cherry Hospital was established with the help of the Library Services and Construction Act in 1968. It was felt at that time that the psychiatric patients needed a place where they could read current news items, periodicals, and both fiction and nonfiction as an aid to their rehabilitation process. At the very outset of this program, Cherry Hospital sought consultation and supervisory help in establishing the library from Marian Leith, regional librarian, North Carolina State Library and Charles H. Fox, consultant, Special Services Division, North Carolina State Library. It was through their professional help that the Patients' Library got off to a very good start.

Chaplain Thomas A. Wolfe, hospital chaplain, and Mrs. Barbara Head, his secretary, were the in-house people who did the primary work in establishing the library. Grant monies along with matching funds from the state enabled them to establish the first basic library here at Cherry Hospital. In addition to the books that were purchased, the hospital through its Patients' Benefit Fund began to secure magazine subscriptions and other supplies to make the library a very functional and informative area. Many patients who have been here for a long time have ceased to be aware of current events, and this can be a problem to them when they leave the hospital. What they learn at the hospital can help in the rehabilitation process leading to release from the hospital back into the real world.

Function of the Library

We feel that it is our function in the Patients' Library to foster the growth and development of a person's totality and attitudes toward life, to aid in meeting their needs by helping them to make use of all that is happening to them, and to integrate this into their move toward health and wholeness. The library becomes one of the arms in the therapeutic environment of meeting the total need through stimulation of their interest in the world around them. It is something that they can do on their own and at their own speed in order to become more sensitized to their awareness or lack of it in learning to cope with world problems.

As the library grew, we expanded our interests and provided greater services to the patients here at Cherry Hospital. We have established a rather large audio program where the patients can listen to stereo records or cassette tapes of various types of artists and music. We also have established some literature in large print and Braille for the visually impaired patient. In addition, we have established an "Easy Reading" library that is specifically designed for the mentally retarded and the low-level readers from the Children and Youth Unit. In this "Easy Reading" library we have such things as "Talking Books" and filmstrips which aid them not only in reading but also in their awareness of the value of reading. This part of the library is supported with record players, cassette players and various types of slide/film strip projectors.

Hometown Newspapers

Cherry Hospital is the hospital for a catchment area of thirty-three counties in the eastern region of North Carolina and a lot of the patients wish to read their local newspapers to keep up with local news. Therefore, we have written to the various areas of the eastern part of the state requesting that their local newspaper be furnished to our library so that the patients in that area can keep up with their neighbors and friends. Using this approach, we now have a rather large newspaper selection which many of the patients use on a regular basis. At the present time, we have about thirty current magazines, six or eight regional newspapers, and one of the national papers that gives both national and foreign news. In this way, the patients at Cherry

Dale E. Doverspike is Supervisor of the Patient Library at Cherry Hospital in Goldsboro.

Hospital are able to keep up with what is going on both in their local world back home and in the larger areas of the state, national and world news.

One of the goals that we try to achieve in this library is to provide a place where the patients can come and find the quietness they need to write or read and get away from the frenzied pace of the ward; a place where they can come to find themselves, to contemplate their particular personal problems; a place where they can just take time to look around and explore what is available to them in finding wholeness. Many patients in the past have expressed their gratitude for the library and the opportunity it affords them to get away from the confusion of the ward and have some quiet time where they can find some inward peace and reflect upon their own circumstances in life. We also find that there are times when they want to talk about the books and the magazines that they are reading and to do some checking on their own rational awareness of who and what and where they are in the here and now. We feel that we have provided that kind of service and continue to strive to enhance our library so that it will be more therapeutic and entertaining for our patients.

Dr. Evelyn H. Daniel has been named dean of the School of Library Science at the University of North Carolina at Chapel Hill effective July 1.

A prolific author in the fields of information systems, computer technology, business management, library science and telecommunications, Daniel has been dean and professor at the School of Information Studies at Syracuse University since 1981. She has previously taught at the universities of Rhode Island, Kentucky and Maryland, and has held professional positions in school, public, special and academic libraries. She received her master's degree and doctorate from the University of Maryland, and her undergraduate degree in history from the University of North Carolina at Wilmington.

Daniel succeeds Dr. Edward G. Holley, dean of the school since 1972. Holley will return to full-time teaching and research.

Beyond Books

Carol P. Lachenman

Nestled amid trees and grassy areas, Wright School is situated on 32 acres in the modest Bragtown neighborhood of Durham. It does not look like an institution, yet it is. As the North Carolina Re-Education Center, Wright School is a state-operated residential treatment center for children with learning and behavior problems. It is funded by the Department of Human Resources: Division of Mental Health, Mental Retardation, and Substance Abuse Services. Coming primarily from the north central region of North Carolina, the children live at Wright School from Monday to Friday, year-round. The average residential stay is approximately 5 months, although some children stay as long as one year. Compared to other institutions, Wright School is tiny, serving 24-26 children on a given day.

Who are these children? They are young: 6 to 12 years of age. Almost all are boys. They are not mentally retarded or physically handicapped. Most are academically underachieving despite average or above average estimated intellectual functioning. Many are fighters, tough guys. Some are passive and withdrawn. Most have serious academic and/or behavioral problems in their public schools back home. Many of their families are in crisis. The children come to Wright School because they need a highly structured, supportive setting in which to learn more adaptive ways to handle themselves in response to their families, schools and communities.

The children, typically, are turned off by school. Their history of failure in the academic arena derives from diverse sources such as perceptual problems, attentional deficits, defiance of authority, to name a few. Whatever the cause, however, most of the children approach Wright School in the same way they have approached other settings: expecting failure. In order to break this self-fulfilling, defeatist cycle, educational, therapeutic, and recreational activities are structured throughout the day and evening to ensure success as well as to teach new skills. The enormity of the task—to plan and to implement such activities—is much reduced through the comprehensive services of the library program

Library services at Wright School comprise five components: the curriculum library, the professional library, media services, the computer, and the children's library. Coordinated by the Curriculum and Resource Team, each of the components makes its unique contribution to the total Wright School program.

Whatever the cause, most of the children approach Wright School in the same way they have approached other settings: expecting failure.

Educational needs are addressed through the curriculum library containing public school basal materials, remedial programs, and supplementary materials such as kits, flashcards, and audiovisual aids. For many of the children, such multisensory approaches and materials are necessary in order for them to acquire age-appropriate academic skills.

Literature in the areas of residential treatment and special education, as well as current journals and reprints, fill the professional library. This library is used by university interns and Wright School staff. Media services are typical school fare: recorders, projectors, screens, and a modest supply of filmstrips and tape recordings. The Apple II Plus computer is used by children for academic drill, creative writing (using the *Bank Street Writer* program), and computer games. With growing frequency and enthusiasm, teachers utilize the computer for report-writing and record-keeping.

The Children's Library is the heart of the library program. Although its holdings are small (approximately 1750 books), it offers a broad spectrum of subjects, reading levels, and formats. Each group of children has a weekly library schedule permitting selection of books for reading during free time, silent reading activities, or other

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class assignments. Traditionally favored topics are reptiles and spiders, jokes and riddles, picture books, sports, and current heroes of the media (such as Michael Jackson or Kareem-Abdul Jabbar).

Teachers also use the children's library. Materials are selected for introduction and implementation of projects or units of study, e.g., The Solar System, Aquariums. Frequently, fiction and picture books are chosen for daily reading to the children. Often they are read before bed (a routine comforting as well as entertaining). Sometimes books with affective content are selected purposefully, as for example, to introduce the topic of death or adoption. Directed to an individual or a group of children having difficulty talking frankly about an issue, literature can be a non-threatening means to promote discussion. Bullies, the new kid on the block, sibling rivalry, even learning disabilities are just a few of the topics that become accessible to the children through literature.

In addition to the direct benefits of reading and listening experiences, the library at Wright School gives the children regular opportunities to practice proper library decorum. It also sets parameters of responsibility for the care and return of materials.

Periodic excursions to the main Durham County Public Library provide a larger context for the children to practice appropriate library behavior as well as access to a more extensive selection of materials. Teachers also utilize that library as a resource for ideas and materials on particular themes such as black history, birds, North Carolina. In addition, recreational films are borrowed from DCPL for group showings.

Library space and financial considerations are perennial impediments to the expansion of library services at Wright School. A small LSCA Title I grant for 1984-85 purchased dozens of new children's books as well as mobiles and posters for sprucing up the appearance of library areas. Next year, perhaps LSCA money will be available again. Donations of current books in excellent condition are very welcomed, although infrequent.

Wright School values its library services as an integral part of the total treatment program. To educate, to relax, to entertain: these objectives are achievable when all library components are utilized to their fullest.

Organizing and Establishing a Prison Library

Mike Johnson Sandra Morris

Southern Correctional Center is one of North Carolina's newest medium/close custody adult male felon institutions. It is located in rural Montgomery County near the town of Troy. This 480 bed single cell complex serves as a diagnostic and reception center for inmates from the 56 counties in eastern North Carolina and has a total staff of 271. Its primary mission is to protect the public and secondarily, to further human potential for those incarcerated by providing them with programs for rehabilitation, enrichment, and growth.

Mike Johnson, Southern's principal, arrived in January 1983. Before him lay the difficult task of establishing a school program in the prison. Southern's Education Section, with only 14 employees, would include academic, vocational, and library components and would serve as a foundation on which to build; therefore, staffing it with the most competent and qualified individuals was essential. One such person, Sandra Morris, was selected to establish the library.

On April 5, 1983, the new prison librarian began her first day of employment as library technician at the brand new correctional center. She had been employed by the Montgomery County Public Library for four years and quickly realized upon her entrance through the admission gates at the institution that her new library position would be quite different from her previous one. During the first week there were many orientation sessions and briefings on institutional rules and regulations. Getting acclimated to an environment where security had top priority proved to be a difficult task.

As we would be working together as principal and librarian, we were relieved to find that we shared a genuine enthusiasm for establishing a functional library. Our plan was that the library at Southern be both the hub of the school program and an oasis for those inmates not attending school. We realized that our patrons would represent various racial, social, and religious groups and would need a wide variety of materials. We hoped to satisfy the recreational, literary, and educational needs of our patrons by maintaining a public library image.

Arrangements were made for inmates in disciplinary and administrative segregation (solitary confinement) to receive books from a book cart transported to their unit.

It was immediately apparent that one of the major problems to be resolved was the small size of the area designated for the library. Initially, this space, about 920 square feet, was to be used both as a work room for processing books and for the library. The adjoining room was to be used as the law library. It soon became evident that this room could not house the number of volumes necessary for a full law library and the location was changed. It was recommended that this adjoining room be utilized by the library as an office, work room, and a space to house the equipment for a proposed music listening center. For security purposes, the library is constructed with the entire front wall of glass. Shelving could not be placed in front of this wall as it would block the view of the interior of the library. This was another limitation.

In the previous months several boxes of donated books had been gathered and placed in the library. These donations came both from the general public and from the Education Office of the Department of Correction (which subscribes to a publisher's giveaway program). This was our initial collection. On taking inventory of these 500 books, we found many to be duplicates or of little value to us. At that time, furniture in the library consisted of one reference table, one card catalog (far too large), and a number of four-foot bookshelves.

On April 7, 1983, James R. Myrick, institutional consultant for the State Library, visited our library. He came to discuss the possibility of our obtaining LSCA Title I funds for our library and

Mike Johnson is Principal and Sandra Morris is Library Technician at the Southern Correctional Center in Troy.

presented us with several boxes of new paperbacks purchased by the State Library. Jim proved to be a valuable asset to our library program. Having worked as librarian at Sandhills Youth Center, he had experience in correctional library settings. He also provided us with the following information that proved to be very beneficial in establishing our library:

1. A copy of the "Library Standards for Adult Correctional Institutions"
2. The booklet "How to Organize and operate a Small Library" by Genore H. Bernhard
3. Information on the State Library's film service and its processing center
4. A copy of suggested rules and regulations we might adapt for our library
5. Results of reader's interest surveys he had conducted in prisons
6. Criteria for discarding books
7. Guidelines for materials selection

On April 22, Dr. Swarn Dahiya, curriculum specialist for the Department of Correction (DOC), and Nathaniel Boykin, DOC Library Consultant, visited the education section at Southern. Mr. Boykin gave us a list of reference books that we might consider purchasing, relayed to us information on how to obtain materials for the library through the inmate welfare fund, and gave us a report on the status of our newspaper and magazine orders (which had been placed with the DOC several months previously and had not as yet been received).

We visited a number of libraries prior to opening the library at Southern. Among these were Montgomery Technical College Library, Montgomery County Public Library, and Cameron Morrison Youth Center Library. We discussed our basic needs with the librarians and made note of the types of audiovisuals and books used in each library. Most profitable was our visit to the library at Piedmont Correctional Center in Salisbury, NC, where Michael Childress, the library technician, provided us with a wealth of valuable information.

Using the Gaylord, Demco, and Highsmith library supply catalogs borrowed from the Montgomery County Public Library, we compiled a list of necessary supplies. At this time, we were introduced to the purchasing procedures used by the Department of Correction. While awaiting the arrival of library supplies (which were not obtained until August), the following duties were performed:

1. Preparation of the LSCA grant application;
2. Compilation of library rules and regulations;
3. Discarding of old, inappropriate books;
4. Classification of all salvageable books;
5. Procurement of additional library furniture;
6. Functional arrangement of the shelving;
7. Inventory of all books and equipment;
8. Preparation of shelf title guides;
9. Requests for current catalogs, as well as possible donations, were sent to publishers;
10. Stencils were prepared for monthly circulation statistics.

Southern Correctional Center in Troy.

On April 25, 1983, we received a number of minimum security inmates. These inmates resided at Southern for less than a month and assisted in preparing the institution to house its permanent population of medium security inmates. A temporary check-out system was put in place in the library to accommodate these inmates.

The first of our medium security inmates arrived on May 23. By this date, we had established a permanent schedule for inmate use of the library. This schedule permitted each inmate to visit the library twice a week for not more than one hour per visit. Inmates were to be escorted to the library by a correctional officer who was to remain in the library during their visit. Due to the small size of the library, no more than ten inmates were allowed to utilize the facility at a given time. Arrangements were made for inmates in disciplinary and administrative segregation (solitary confinement) to receive books from a book cart transported to their unit.

On May 16, we signed a film service agreement with the Film Service Branch of the North Carolina State Library. This enabled us to begin borrowing 16mm films.

In June, the DOC consultant informed us that we had been approved to receive $950 from the inmate welfare fund to be used for the purchase of reference books for the library. We ordered a set of World Book encyclopedias, as well as other needed reference materials with these funds.

Donations from various sources continued to arrive almost weekly and by July the book collection exceeded 1,000 books. Circulation reports continued to show a steady increase. Inmates began expressing a desire for more new books and in August, we distributed an inmate reading interest survey form to assess our patrons' needs. August also brought the arrival of our magazines and our processing supplies.

Foreseeing the vast amount of work ahead, the prison administration assigned an inmate aide to the library.

The State Library institutional consultant brought a number of paperback books in August, as well as the good news that our grant had been approved. The $4,200 in grant funds allowed us to purchase additional books and enough equipment to initiate our listening center operation.

The listening center features wireless headsets and has proved to be a very popular library

Piedmont Correctional Center's vocational carpentry class built the seven-foot shelves that the inmates are browsing.

program. Statistical reports for 1984 indicate an average of 213 inmates utilizing this resource per month. Listeners have the privilege of selecting music by their favorite artists. A wide array of cassettes and phonodiscs provide patrons with many types of music, such as rock and pop, rhythm and blues, gospel, soul, jazz, and country. Religious and motivational tapes are also available upon request.

A non-reader in prison is truly locked out as well as locked up.

With the continuing contribution of books from the State Library, donations from the Department of Correction and from individuals, and materials purchased with LSCA and inmate welfare funds, the book inventory has increased to over 2,000 volumes by January 1984. Four-foot book shelves would no longer accommodate our growing collection. With funds provided by the inmate welfare fund, we arranged for Piedmont Correctional Center's vocational carpentry class to build seven-foot book shelves for the library. We received these shelves in February. The institution itself provided us with the funds to purchase three revolving book racks, thus providing us with additional shelving space.

In June 1984, we submitted another LSCA proposal. The library received $2,045 from this effort. $1,000 was spent on books, $420 on phonodiscs and cassettes, and $625 on listening center equipment which included a turntable and three wireless headsets. Inmate welfare funds were applied towards the purchase of another cassette recorder and four additional headsets.

By the end of December 1984, our book inventory increased to 3,300. According to 1984 circulation statistics, the percentages of types of materials circulated were as follows:

BOOKS	
Non-fiction	17%
Mysteries	13%
Westerns	14%
Science Fiction	3%
Occult	4%
Other	14%
	65%

Magazines accounted for 35% of the total print circulation. No record is kept of newspaper use.

An inmate prison aide checks out materials to another inmate at Southern Correctional Center Library.

The three most popular authors in the collection are Donald Goines (black experience), Louis L'Amour (western) and Harold Robbins (soft core sex). The most popular magazines are "soft porn" types such as "Playboy," "Penthouse," and "Players." "People," "Ebony," and "Sports Illustrated" are also in demand.

Our increased book inventory and the addition to our listening center boosted our number of patrons to 1,717 in January 1985. Our total circulation for the same month reached a record high of 2,559 items.

Future plans for the library include discarding all noncirculating items to allow space for books proven to be in demand. With the purchase of additional book racks, we anticipate housing a collection of around 8,000 books. We hope to make the library's physical appearance more appealing by carpeting the floor and adding some lounge-type furniture. We foresee establishing a computer station for the recreational and self-educational purposes of our patrons. Relying on institutional and inmate welfare funds, donations coordinated by the Department of Correction and individuals, state and federal grant funds, and book money administered by the State Library, we will strive to maintain and build upon a good beginning. Our prison library, although small, is viewed as a quality product. It is one that the inmates themselves view as a Mecca for enlightenment and for brief periods of escape: a window to the outside world. A non-reader in prison is truly locked out as well as locked up.

Finding the Line

John Michaud

I am writing about my new job at a medium-security prison for adult male felons. The library is a little more than two years old and I am the third librarian to hold the position. Things are a lot different here from the public library where I used to work. For one thing, along with my library science degree, I now have a correctional officer's certificate.

In order to fulfill the requirements of the Department of Correction, I had to complete a four week course at the North Carolina Justice Academy a few months after being hired—sort of a basic training. The curriculum covered such arcane subjects as unarmed self-defense, pistol qualification, training in case of a riot and some useful courses in interpersonal skills. In all the classes I sat through, there was one lesson to be learned: my basic duty as a prison employee is to protect the public from those individuals judged a threat to society. This means that as I deliver library services I must never forget that the patron is an inmate. Finding the line between staff and inmates is not always easy.

As an experienced bookman, I know that a visit to the library should be more than a series of inmate/staff confrontations.

Centrally located to the five cell blocks, the library contains 800 square feet of floor space with shelving for around 7,000 books and seating for ten patrons. The inventory stands at 4,031 books including paperbacks. The library also houses a small record collection with two stereo turntables that transmit to wireless headphones. To help me I have two inmate assistants. They manage the circulation desk and the stereo system, shelve books, file and process books; however, a lot of routine work like answering the telephone and photocopying cannot be delegated to them for reasons of internal security. One of the library assistants spins the records, but the institution rules mandate that the librarian sign out the headphones. So, when I am at a meeting or someplace else on business, there is no music. Inmates who come to the library must hand me a pass as well as sign in. When they get ready to leave, I sign them back to their cell blocks.

As an experienced bookman, I know that a visit to the library should be more than a series of inmate/staff confrontations. So the major challenge of my job is to create a real library within the prison (a library equipped with a card catalog, classified books and materials that reflect the interests and needs of the residents) and, in the process, demonstrate to some skeptics that the library can be a place for information and leisure time enjoyment. The notion of quality prison library service is slow to materialize for obvious reasons: the system's basic function is incarcerating individuals; consequently, money for building a book collection has low priority. As a matter of fact funding by the Department of Correction for library materials is negligible, all of it going to by magazines. Fortunately, we currently have a small LSCA Title I grant; on the other hand, because of cumbersome purchasing procedures, it is difficult to spend the grant funds in such a way as to respond to the reading interests of the inmates. As I was heard to say recently, "Buying books is not like procuring ammunition."

Things are a lot different here from the public library where I used to work. For one thing, along with my library science degree, I now have a correctional officer's certificate.

The collection remains essentially an odd assortment of discarded books and "gifts." For titles not in the collection, I rely on the State Library's interlibrary loan network. Another good source of books is a rotating collection provided

John Michaud is Librarian, Eastern Correctional Center in Maury.

to us by the Neuse Regional Library. While the typical inmate reads on a sixth grade level, reading interests are surprisingly varied, from solar powered satellites and plate tectonics to C. Wright Mills and Sufism. Paperback fiction, especially westerns, accounts for most of the circulation. There is also a steady demand for the classics, black history, religion, art and school related subjects.

The longer I work at it, the more confident I am of finding a workable compromise between being a librarian and being a correctional officer.

The library is a popular place and I enjoy making it work. It serves an average daily inmate population of 450 and the institutional staff. There are 1,150 inmate library visits a month. Of course, many come simply to listen to music or to scan the special "anatomy magazines." Book circulation has increased concomitantly with collection development. By the way, statistics for this library's productivity tend to understate the output as books are often passed around from one resident to another or they simply leave under someone's shirt.

In the game of tennis that I like to play, it's always good to get out there and play a tough opponent. It improves one's game. And, it's a characteristic of this job that the longer I work at it, the more confident I am of finding a workable compromise between being a librarian and being a correctional officer.

H. William O'Shea, Jr., chairman of the NCLA Nominating Committee, has announced the following election results:

Vice-President/President-Elect	Patsy J. Hansel
Second Vice-President	Edith Briles
Secretary	Dorothy W. Campbell
Treasurer	Nancy C. Fogarty
Directors	Arial A. Stephens
	Benjamin F. Speller
ALA Representative	Fred Roper

President of the organization for 1985-87 is Pauline F. Myrick.

David Harrington, chairman of the North Carolina Association of School Librarians Nominating Committee, has announced the following results of the 1985 NCASL elections:

Vice-Chairman/Chairman-Elect	Carol Southerland
Director at Large 1985-89	Carolyne Burgman
Director Geographial Area 1985-89	Kathy Kiser
AASL Affiliate Assembly Delegate 1985-86	Glenn Wall

Chairman of NCASL for 1985-87 is Helen Tugwell.

I Work in a Prison

Michael Childress

I work in a prison. Some people refer to it as a "correctional facility." A hundred years ago the progressive leaders of an enlightened populace referred to a correctional facility as a penitentiary. Today that sounds harsh. In the 1930's big gangsters and big matinee idols called a correctional facility the "big house," inmates were called "cons," and doing time was "in stir." "Stir" was done under the considerate care of a correctional officer called a "bull." I don't know what librarians were called if they existed. Sometimes I wonder if we have a name now. I hear a few now and then, but I am not allowed to print them. Being a librarian in a prison requires ego control. Before everyone earned a degree, ego control was called "thick skin." If you work anywhere in a prison, at any job, you need thick skin. I'll tell you why.

I arrive at work at 7:00 a.m. I go to the office 30 minutes early to beat the traffic and enjoy a quiet cup of coffee. I take it black. It's really quiet at 7:00 in the morning at this prison. Breakfast is just being served to 540 close custody, gun-controlled murderers, rapists, child molesters, professional thieves, and drug pushers—all library patrons. In spite of the quiet murmurings of a slowly heating architecture being warmed up in the clear gold of a beautiful Carolina sunrise, I must not fail to remind myself that the peace is illusive. This place is dangerous. Professional trainers have informed me, nagged me, pleaded to me, and demonstrated to me many different ways that my job could get me killed or permanently injured. I have standard security procedures to obey. If I'm not careful in following them my family may end up very sad. If that sounds overdramatic, then prison work is not for you.

At precisely eight o'clock inmates begin entering the library. My inmate clerk checks out the books so I can observe as much as possible. Aside from my inmate clerk and the guidance counselor who shares office space with me in the library, I am on my own. Often my colleague is out of the library for long stretches of time. At that time, I am absolutely alone with sixty criminals who, if they wanted, could take me hostage at the merest whim. Technically, I am helpless to prevent this from happening if they actually ever decide to do it. Unprofessionally speaking, I must be nuts. Either that, or foxholes and prison libraries have no atheists.

Inmates including the murderers from breakfast surround me. They are listening to music on headphones, reading magazines, looking through the 7,000 paperbacks, and reading the newspapers. The scene looks pretty tame, but I don't know what they are thinking. No one is talking. I had to stop all talking. Once a large homosexual ring infiltrated the library for several days. They decided that this would be their place to raise institutional hell. They disturbed everyone so much, something had to be done. It was. No talking. No whispering. No murmuring. No clucking. No nothing.

As well as being a librarian, I am a certified correctional officer just like a policeman. As a correctional officer, I often have the uncomfortable responsibility of confronting a 6'4" 290 lbs. iron pumper with muscles like Conan the Barbarian with the news that he must leave the library—now. Another danger of being a prison librarian is emotional stress. See above. Anyone who says he is not nervous in such situations is either stupid, a liar, or all three. I've lost count.

It's my personal practice to keep open doors deadlocked at the knob. This is to ensure that if someone does try to attack me, at least I will have between 10 and 15 seconds to grab the telephone before he breaks through the glass. No kidding. Just to make sure I see him coming, all bookshelves in the library are bolted flush to the wall with any free-standing shelf not more than three feet tall. None of the free-standing shelves are arranged in rows. They run straight end to end. This is done so no one can play jack-in-the-box, thus encouraging staff into asking about the early retirement plan.

Some of my patrons are nuts. Mental health staff have descriptive words of Latin derivation to tell me to be careful (really, really careful) around

Michael Childress is Library Technician I at Piedmont Correctional Center in Salisbury.

these particular inmates. These inmates cannot come to the library because they are locked in little cells upstairs. I take books to them twice a week. In the course of checking out books to these men, I have been cussed, spit on, and attacked. I go home at 4:30 p.m. (on the dot, pal).

What in the world am I doing here? Well, I love ideas, and I respect challenges. This has plenty of both. When I think sometimes that it's all a farce, I remind myself of the old, thin, bald-headed guy who comes almost every day to check out a book. One day he returned a copy of Henry Steele Commager's *History of the American People.* This day, I was working the circulation desk. As it left his hand, his face took on a concentrated appearance and his voice a studious tremor. He said, "I've read two books in my whole life and I'm sixty-one years old. The first one I read was *Tobacco Road* when I was sixteen. It wasn't nothin'. But everybody in American ought to read this book. Do you have anything on Thomas Jefferson? He was one of the smartest men who ever lived in the world." Before he stepped into this library, this old man had read only one book. Since then this old fellow has read nearly everything in the 900's on American history. I often hear him in the hallways around the prison talking to other inmates about Thomas Jefferson, the Civil War, and the Constitution of the United States. B.F. Skinner might say that this was one piece of corn that dropped down and supplied just enough reinforcement to keep me from struggling against a sea of troubles. No matter. Anyway you look at it, somehow, through all this mess, a human mind was unlocked.

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

1. *North Carolina Libraries* seeks to publish articles, book reviews, and news of professional interest to librarians in North Carolina. Articles need not be of a scholarly nature, but they should address professional concerns of the library community in the state.
2. Manuscripts should be directed to Robert Burgin, Editor, *North Carolina Libraries*, School of Library Science, N.C. Central University, Durham, N.C. 27707.
3. Manuscripts should be submitted in triplicate on plain white paper measuring 8½"x11".
4. Manuscripts must be double-spaced (text, references, and footnotes). Manuscripts should be typed on sixty-space lines, twenty-five lines to a page. The beginnings of paragraphs should be indented eight spaces. Lengthy quotes should be avoided. When used, they should be indented on both margins.
5. The name, position, and professional address of the author should appear in the bottom left-hand corner of a separate title page.
6. Each page after the first should be numbered consecutively at the top right-hand corner and carry the author's last name at the upper left-hand corner.
7. Footnotes should appear at the end of the manuscript. The editors will refer to *The Chicago Manual of Style*, 13th edition. The basic forms for books and journals are as follows:
   1. Keyes Metcalf, *Planning Academic and Research Library* Buildings New York: McGraw, *1965), 416.*
   Susan K. Martin, *"The Care and Feeding of the MARC Format," American Libraries* 10 (September 1979): 498.
8. Photographs will be accepted for consideration but cannot be returned.
9. *North Carolina Libraries* is not copyrighted. Copyright rests with the author. Upon receipt, a manuscript will be acknowledged by the editor. Following review of a manuscript by at least two jurors, a decision will be communicated to the writer. A definite publication date cannot be given since any incoming manuscript will be added to a manuscript from which articles are selected for each issue.

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

A Prison's Library — A Look Inside

Betty J. Gholston
P.T. Lancaster

As you walk through the doors of the media center, you will see what appears to be an ordinary library. The colorful books in Mylar jackets are arranged on the shelves that surround the 2,000 square feet of floor space. Shiny rectangular tables and upholstered chairs fill the orange-carpeted and well-lighted room. Seasonal and colorful bulletin boards line one wall while scenic paintings and hanging green plants grace the others. Attractive lounging furniture, paperback novels, periodicals and newspapers all help to create an atmosphere that is relaxing and enticing. However, the young men you see browsing through magazines while listening to the latest tunes on tape or phonodisc are not the ordinary patrons of a library; they are incarcerated youthful offenders—prison inmates. Even the color of their clothes has a very distinctive meaning. The grayish brown signifies medium custody (restricted movement with gun towers) and the dark green signifies minimum custody (less restricted environment). These eighteen-to twenty-three year-old offenders are housed at Cameron Morrison Youth Center, part of the Youth Complex of the North Carolina Department of Correction. It is situated in Hoffman, North Carolina, in the northern end of Richmond County.

The media center, located in the academic/vocational building, is the "heart" of Cameron Morrison. The question of how the "heart" responds to the demands of its patrons is answered by the large number of residents using the service. The 4,000 hardback books (classified according to the Dewey Decimal System) offer the resident varied opportunities for research. Audiovisual materials selected according to the academic and vocational needs of the residents provide learning experiences through pictures and sounds.

The recreational library is a special feature of the media program and is the most popular. For hours, residents leave the world of reality behind and live in a world of fantasy by reading their favorite paperback books or listening to the "top of the chart" soundtracks through stereo headsets (a wireless system of electronic and mechanical technology). Color television, movies and games are also part of the recreational library privileges. The library has an area designated for residents who desire to read religious materials or to listen to religious tapes. Other media programs include a core law library which allows residents at Cameron Morrison and Sandhills Youth Center to do legal research. Poetry contests, quiz bowls, book review and other programs are used to stimulate and maintain interest in the offerings of the media center.

The demand for services has been so great that media personnel have established three satellite libraries in the dormitories.

Of the 400 inmates at Morrison, approximately half are enrolled in academic and vocational classes. All classes are scheduled to visit the media center once or twice a week. On Fridays and two Sundays each month, those residents on work assignments or those not assigned specific duties may use the media center. The demand for services has been so great that media personnel have established three satellite libraries in the dormitories.

The Media Specialist holds both Bachelor of Science and Master of Science degrees. She has spent sixteen years at Cameron Morrison Youth Center and relates well to the residents and staff. The library aides are inmates working in incentive wage jobs which pay from forty cents to one dollar a day. Their jobs are like those of most library aides or assistants. They check media in and out, process books and materials, and perform routine maintenance.

Betty J. Gholston is Media Specialist and P.T. Lancaster is Educational Director at Cameron Morrison Youth Center in Hoffman.

The philosophical concepts of any media center are as varied as the clientele it serves. Cameron Morrison's objectives are as follows:

1. To serve the educational needs of residents based on their individual goals.
2. To strengthen and support the rehabilitative needs.
3. To serve the leisure or recreational needs of its residents by providing them an escape from the routine of prison life through the magic of media.

As a result of funding by LSCA Title I Grants (through the North Carolina State Library) and state funds, meeting these objectives is possible.

Thus, we may conclude that the media center is the "heart" of the campus and that its "beat" is loud and clear, and would be a welcome addition to any correctional facilty anywhere.

Sandhills Youth Center Library

Robert E. Drake

The library at Sandhills Youth Center serves a multitude of purposes. It is located within the school complex. It supports the educational program and falls under the supervision of the Education Director. Being the institution's only library, it must provide for recreational pursuits including facilities for pleasure reading, amusement games such as chess and checkers, a listening center for popular music, film showings for both video cassettes and regular 16mm films and live television. The library is also the holding and distribution center for all audiovisual equipment. Since it is the hub of so much activity, its bulletin board is a posting place for current directives and notices for residents.

The Youth Center population is made up of 18-24 year-old male youthful offenders whose average academic achievement level is between 5th and 6th grade and whose school history typically ended with them as 8th grade dropouts. The students are essentially considered in two categories: those who have the potential to earn their high school equivalency (GED) and those who can be expected only to learn to cope with daily living. Thus, our program reaches from the elementary through high school grades. With the resident's average stay of 7 months, the curriculum addresses only basic needs in mathematics, language arts, science, and social studies. In addition, there are daily periods of vocational training and physical education.

To support the education program, the library reference section, comprising about 500 books, includes the usual encyclopedias, fact books, and atlases (students' knowledge of geography is incredibly poor). The reading level of these reference books is generally too high for the average resident. Why then do we have such books? The answer is a puzzling dilemma: residents will not publicly use books of low-level reading since the child-like presentation of these books is ego-deflating; on the other hand, they understand little from a reference resource too advanced for their comprehension. So the reference sectio ndoes not get a big play by the students. It is useful to the staff. As part of our staff support, we subscribe to eight professional journals such as *The Journal of Learning Disabilities*, *Library Journal*, *The Physical Educator*, and *Science Teacher*.

The school is supported to some extent by a small collection of classics. Except for occasional required reading this material does not often leave the shelves. We have also accumulated extensive material to support our vocational training. Even though this material does have appeal, the reading level (technical vocabulary) and measurement techniques are pitched too high for our average student. We do try, however, to surmount these shortcomings by supportive teaching in our basic mathematics and reading classes.

... the major attractions of our library are music and video presentations.

The general reading collection includes about 7000 volumes (3000 paperbacks and 4000 hard covers) and many current periodicals. The favorite reading or browsing material reflects the cultural mode of today's young society. No wonder then that *Playboy* ranks highest on the magazine list and that *Conan the Barbarian* is the preferred way to enjoy mythology. The popular authors are Donald Goins, Stephen King, Harold Robbins, Louis L'Amour and the multiple Conan authors. In addition to *Playboy* other magazine favorites among our twenty-one subscriptions are *Easyriders*, *Hot Rod*, *Ebony*, *People*, *Gentlemen's Quarterly*, *Jet*, *Sports Illustrated*, and *Iron Horse*. Because our residents are drawn from every corner of the state, we keep six of the major daily

Robert E. Drake is Education Director, Sandhills Youth Center in McCain.

state newspapers on our racks. In this connection, our post GED classes have used the "Newspapers in Education" program with much success. We have had classes in science, current events, cultural affairs, and communication skills all based on the daily newspaper as text material. The program also has taught students how to use a newspaper and has motivated their interest in reading. The librarian distributes these papers and varies or cancels the weekly subscriptions to meet the unpredictable weekly fluctuation in enrollment.

In spite of our effort to foster good reading habits, the major attractions of our library are music and video presentations. Through our listening center we transmit cassette and phonodisc music over four different stations to wireless headsets. Like the use of the library, the use of the headsets is a privilege earned by residents as part of the institution's behavior modification program. Issuance of the headsets as well as admittance to the library is regulated by the librarian. Keeping up with the musical tastes of the population is a further responsibility of the librarian, who must choose the cassettes and discs for purchase. Recognizing that video constitutes a principal means of reaching our students, we include in our video cassette collection documentaries of cultural depth, many recorded by the librarian from live broadcasts. We show video cassettes or 16mm movies one day each week. The movies are selected from the State Library Film Service on the basis of their educational merit. We also order films from industry usually to enhance vocational training and science classes. Sources are typically the aircraft, steel and petroleum industries and are at no cost. Correspondence relating to these films is maintained by the librarian in coordination with the responsible teacher. By careful advance planning, the librarian keeps up a steady exchange of films. Live television is infrequent: we permit classes to view news items of special interest such as the space shuttle, political highlights, and, of course, ACC basketball finals.

The Sandhills Youth Center library is a busy place and the librarian and assistants are busy people. Use of the library, by those earning the privilege and by an occasional class from absent vocational teachers, involves some 1500-2000 residents per month. We are proud of our good service and of the professional environment offered by our library. Surely, it is a major step to divert the attention of these youthful offenders from crime to more worthwhile pursuits.

State Official Presented ECU Award

Helen Tugwell of Greensboro and President of the ECU Library Science Professional Society presented last week the first Honorary Membership of the organization to Carol Gaston Lewis, Director of the Division of School Media Programs in the N.C. State Department of Public Instruction. Ms. Lewis, who holds degrees from East Carolina and the University of North Carolina at Chapel Hill was cited for her many contributions to library development in North Carolina and her aid given to members of the society which is made up of the alumni of the Department of Library and Information Studies.

Ms. Lewis has been with the State Department for several years and prior to that was associated with the public schools in various North Carolina communities. She is a native of Pitt County, North Carolina and has often been associated with workshops and seminars sponsored by East Carolina. The presentation was made at the annual alumni workshop sponsored by the society with over 100 participants present. The Professional Society is a section within the ECU Alumni Association.

Computer Project at Western Carolina Center Library

Bird R. Williams

Western Carolina Center is a regional mental retardation facility operating as a part of the Division of Mental Health, Mental Retardation and Substance Abuse, within the North Carolina Department of Human Resources. The center serves the western 35 counties of North Carolina as part of the State's developing system of habilitation for the mentally retarded. Western Carolina Center operates on the premise that its residents enjoy the same rights of citizenship as does every other citizen of the state and of the United States.

The mission of the facility is to provide residential treatment and care for those mentally retarded persons in need of the same who are unable to receive appropriate services within the community. The goal is time limited so as to protect the resident from unnecessarily prolonged institutionalization and in order to enhance his early return to the community. Thus the facility strives to be a "therapeutic detour" rather than a dead-end street.

A restatement of the philosophy of Western Carolina Center by Dr. Iverson Riddle, director, dated June 15, 1981, reads, "Apologies will not be made for giving the highest priority to bringing pleasure to the lives of handicapped people, a priority which, on some occasions, will take precedence over training and treatment."

The opportunity to apply for a LSCA Title I grant for 1983-1984 was a perfect way to act upon this philosophy.

The canteen at Western Carolina Center contains several video games. Students at Western Carolina Center play these games during their free time; however, the machines require money and the games are played mostly by students who are earning salaries and are able to travel independently to the canteen. The time seemed right for a computer to be available in the library for games and the LSCA Title I program was our answer to the funding.

Bird R. Williams is Library Media Technical Assistant in the Western Carolina Center Library in Morganton.

Jim Myrick, Institutional Consultant of the Division of the State Library, was our mentor in our decision to request a computer for games to be played in the library. Judy Kurzer, Director of Standards, Reports, and Special Projects and the supervisor of the library, is a strong advocate for the library and for the quality of life of our residents.

In order to apply for this grant, we had to make many decisions and do much research. The first decision was to attend an introduction to data processing class offered to Western Carolina Center personnel through Western Piedmont Community College in Morganton, N.C. This proved to be most helpful.

It was decided to make the computer available during library periods and also to make it portable so it could be checked out for games to be played in the classrooms during free time.

The facility strives to be a "therapeutic detour" rather than a dead-end street.

A prior decision had been made to remove televisions from the classrooms and two of these ancient, but still good, 21" television sets were placed in the library. This meant we did not have to spend our grant money for a monitor. This came back to haunt us.

To meet the requirements of the grant application, we had to specify which computer would be bought. We picked up brochures, visited computer centers, talked to users and discussed the whole thing with Mr. Myrick, who is a computer buff, and, of course, compared prices. Finally, and carefully, the decision was made to purchase a Commodore 64. This computer could play games, play music, show colors, and it also showed promise of use for a long time. Its sturdiness was also in our favor. We were satisifed with the decision to purchase the Commodore 64.

The software market for the 64 seemed to be diversified, plentiful, and forward looking. The games looked like fun and seemed to be suitable for our students.

Since we were not going to buy a monitor, we decided to purchase a 1541 disk drive, which would enable us to have access to many more games.

Our computer system was enhanced with a later grant, and we decided to purchase a printer, an Okimate 10.

We did not have to use grant funds to purchase a table as Dr. Denny Reid, director of programs, and an enthusiastic supporter of what we were trying to do, allowed us $100 to purchase a table.

Our first joystick purchase was later adapted for the constant and sometimes rough use it would get in our setting. This joystick is still being used. We also purchased a set of remote control sticks. Some games called for paddles, and we finally found them at Sears.

The library at WCC is scheduled from Monday through Friday in forty-five minute periods. These periods are scheduled for every area on campus. Our goal was to introduce these games during the scheduled times. This learning period was supplemented by workshops and individual visits to the computer. When the students were being taught the games, students who were not actually able to play the games enjoyed watching the games in progress. Teaching the teachers also worked out very well.

Mike Pettit works on the microcomputer at Western Carolina Center Library.

Several students visited the library independently and were taught to play any games they chose. Some students can now load and play without further instruction. Recently, a student intern selected a student and taught him to load a cartridge and to turn on the computer. How proud he became! As an after-school recreational activity, students may choose to visit with a recreator and play. Students have also dictated letters and had them printed on the Okimate.

This project has been successful for our library and we have learned many things along the way. Some of the pluses and minuses are listed below:

1. The 21" color TV is good graphically and can be seen easily; however, it is not portable. This has cut down on the use of the computer for free time out of the library.

2. The Okimate 10 printer is suitable, but a better quality printer would have been more pleasing. The quality of the color and printing, and the need for frequent ribbon changes are not in its favor.

3. The market of software for the 64 has been very good and easy to find. Places like K-Mart or Brendles have some good sales. Our favorite games are *Pac-Man*, *Clowns*, *Wizard of Wor*, *Kindercomp*, *Delat Drawing*, *Christmas Carols for the 64*, *Facemaker*, *Radar Rat Race* and *Sea Wolf*. Another favorite is the *Koala Pad*. Our players do not like *Frogmaster* or *Zork*. A borrowed copy of *Creative Writing* brought a request from a student to write a letter for him and print it for mailing. What a good idea he had!

4. We have found the Wico sticks to be sturdy and able to stand a lot of abuse. The adapted joystick is of help for the students with the use of one hand as it is clamped to the table. It, too, is very sturdy.

5. We purchased our equipment wherever we could get the best price. Our biggest problem was finding knowledgeable people to help us.

The entire experience has been enlightening, educational, frustrating, and joyful. I would jump in and do it all over again.

Use of a Microcomputer with Residents and Staff at a State Institution Serving Mentally Retarded Persons

Mary Lou Lyon

The lack of appropriate leisure skill opportunities for adult residents at large state residential facilities is a well documented problem (Baker, 1980; Ingalls, 1978). Because this group of residents is predominantly older, fewer and fewer materials marketed for leisure or play time can be used by them, considering their handicapping conditions and developmental status (Certo, Schleien, & Hunter, 1983). The dilemma rages because games, books and toys made for adults are most likely too complex and therefore not fun, while materials for children are not appropriate for adults and may quickly lose their appeal.

One possibility for increasing leisure skills opportunities is through the use of microcomputers. In the student library at Murdoch Center in Butner, a Commodore 64 microcomputer has been made available to all residents on campus. For the past six months, efforts have been made to encourage use of the microcomputer with announcements in several campus newsletters and an active "spreading-of-the-word" by enthusiastic participants.

But why computer training with mentally retarded residents? Computers fit many of the desired qualifications for leisure skill activities: age-appropriate, non-edible, able to increase or decrease in level of difficulty, multi-sensory (visual, tactile, auditory), non-sexist, safe and fun. Other advantages of using computers versus people as a diversion are immediate feedback and the computer's limitless patience.

There has not been much effort made to work with persons who are severely handicapped using computers due to the inaccessibility of machines, the complexity of operation and the lack of available programs which are feasible for a severely physically or mentally retarded group. With recent technological advances, special devices are now becoming available which make computers more accessible to even the most physically handicapped persons. For instance, special devices allowing a person to operate the computer with a push button switch, blow switch or infra-red detector are on the market. In addition, computers can be programmed to talk with an electronic female or male voice and adapted with raised braille dots, making it accessible to persons who are blind (Keating, 1984). Many more programs are also being developed for all ages and ranges of ability, making the selection of games and activities which can be used for fun and teaching on the computer more diverse.

The purpose of this study was to help evaluate the potential applicability of computer use with residents at Murdoch Center. Classes were arranged with a number of residents to begin computer training on a weekly basis. Students ranged from 18 to 72 years, with classifications from quadriplegic and profoundly mentally retarded to moderately retarded and behaviorally disturbed.

Other advantages of using computers versus people as a diversion are immediate feedback and the computer's limitless patience.

The goals established for the computer programming at Murdoch Center included:

1. The expansion of leisure activity opportunities for residents;
2. An increase in the amount of time residents will spend interacting with an object;
3. The provision of a reinforcing stimulus for residents;
4. An increase in residents' overall skill development (e.g., visual acuity, fine and gross motor dexterity, receptive communication, etc.);
5. The encouragement of social interactions between residents and between residents and staff; and

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6. An increase in the general use of the Student Resource Library.

There were six students who participated in the project. Residents involved in the computer training sessions finished the program at varying stages of mastery; however, all made degrees of progress and appeared to enjoy the work. Data was kept on their weekly performance to help assess the methods of training and the applicability of the selected programs.

An important factor in working with handicapped persons is documenting their medication status (Poling, 1983). Residents at state institutions are often found to be on various substances for controlling such problems as seizure activity or aggression. These medications in turn can have a profound effect on the person's behavior, depending on such things as tolerance, amounts and drug interaction effects. Drug information on each subject was documented for the duration of the project.

Method

Presented are profiles of two of the subjects involved in the study. Though one subject was higher functioning than the other, both were able to operate and enjoy the use of at least one program on the microcomputer after training. Medication histories for the subjects during the study are also included.

Subject 1. Joan was the oldest female student who participated. She has been a resident of Murdoch Center since 1964 and is 53 years old. Her classification includes severe mental retardation, spasticity and moderate diplegia (paralysis). She also has a visual impairment, most pronounced in one eye.

In reviewing Joan's records for the computer programming period, her medications were found to include a potassium supplement given every day, one cap daily of Diazone and 45 cc's of Milk of Magnesia.

Before computer programming began, Joan was evaluated and found to have adequate fine motor control to press individual buttons on the computer in several locations, with some consistency. Her attending behavior was good, and she appeared to enjoy social contact and verbal praise.

Subject 2. Jerry is a 22-year-old, moderately mentally retarded male with a behavior disorder and classification of psychopath. He had been incarcerated in a number of residential facilities before being admitted to Murdoch Center in 1983.

Jerry's teachers were particularly interested in expanding his classroom and leisure skills activities, due to his generally restless behavior and tendency to create trouble when not actively involved in structured situations.

His medications at the time of programming included a daily dose of Colace, and 75 milligrams of the anti-psychotic drug, Mellaril.

Jerry was a motivated student and quickly mastered the rudimentary procedures necessary to operate the computer. Although there were instances where he regressed into "baby-talk" or inappropriate touching behavior, Jerry's overall behavior was exemplary during class periods, indicating his desire to continue in the programming.

Setting

Classes were conducted in the Student Library on campus. The library, located in the Rehabilitation Services Building, is centrally located on the Murdoch Center Campus. The library is housed in a large room on the main floor and the computer, monitor and computer programs are situated at desks in the back right hand corner.

Procedure

For the computer classes, each student met for individual work at various times between 8:30 AM and 4:30 PM, Monday through Friday, depending on their personal schedules. Each class period lasted for approximately thirty minutes.

Training with each student began with an identification of the parts of a microcomputer. Next the student was asked to assist in retrieving the program, inserting the disk into the disk drive and turning on the various parts. Depending on the physical and mental abilities of the student, the program selected was then adapted to a level which would make the computer work challenging but not impossible.

The program selected for training in this project was "Build a Face" (Quinn & Weinstein, 1982). The choice of the game as the training tool was based on the following criteria: (1) the game was suitable for adults; (2) it had simple rules; (3) it required the use of only a few keys on the computer keyboard; (4) it could be played by persons with limited motor movements; (5) it was visually attractive, and (6) it had interesting responsive reactions.

To begin the training the student was checked on the program task analysis sequence to find the step where instruction should begin. The

task analysis for the "Build a Face" program is presented in Table 1.

Results

Systematic data was kept on Section C (see Table 1) of the task analysis for each subject. Though Sections A, B and D were part of the instructional sequence during each class session, the abilities of students to accomplish these steps were quite varied. Thus adaptations were necessary, making comparisons among students difficult.

Data for Section C was analyzed using the percentage of steps completed independently during the programming sessions. As can be noted in Figure 1, Joan's performance level during baseline was very low, indicating her lack of prior exposure to microcomputer application.

After the intervention training, however, she demonstrated relatively stable gains in skill levels over the next five sessions. By the sixth session she was playing at least half of the program inde-

TABLE I
Task Analysis for playing the Microcomputer Program, "Build a Face"

A. Identifying and Readying the Computer
1. Identifies a disk
2. Identifies the disk drive
3. Identifies the monitor
4. Identifies the computer
5. Selects the "Build a Face" program
6. Removes disk from sleeve
7. Inserts disk into disk drive and closes door
8. Turns on disk drive
9. Turns on computer
10. Turns on monitor

B. Loading the Computer Program
11. Wait for the word READY to appear on the monitor screen and type LOAD "*", 8 on the keyboard
12. Press the Return key
13. Wait for the word READY to appear on the monitor screen and type RUN on the keyboard
14. Press the Return key

C. Playing the "Build a Face" game

15. Press 1	(to build face)
16. Press return	(to see list of features)
17. Press space bar 1 time	(to select mouth)
18. Press return	(to see mouth choices)
19. Press space bar 1-8 times	(to select a particular mouth)
20. Press return	(to see list of features)
21. Press space bar 1 time	(to select eyes)
22. Press return	(to see eye choices)
23. Press space bar 1-8 times	(to select particular eyes)
24. Press return	(to see list of features)
25. Press space bar 1 time	(to select ears)
26. Press return	(to see ear choices)
27. Press space bar 1-8 times	(to select particular ears)
28. Press return	(to see list of features)
29. Press space bar 1 time	(to select nose)
30. Press return	(to see noise choices)
31. Press space bar 1-8 times	(to select particular nose)
32. Press return	(to see list of features)
33. Press space bar 1 time	(to select hair)
34. Press return	(to see hair choices)
35. Press space bar 1-8 times	(to select particular hairdo)
36. Press return	(to see created face)

D. Turning off computer
37. Turns off monitor
38. Turns off computer
39. Turns off disk drive
40. Opens disk drive door and removes disk
41. Replaces disk in sleeve
42. Returns disk to shelf

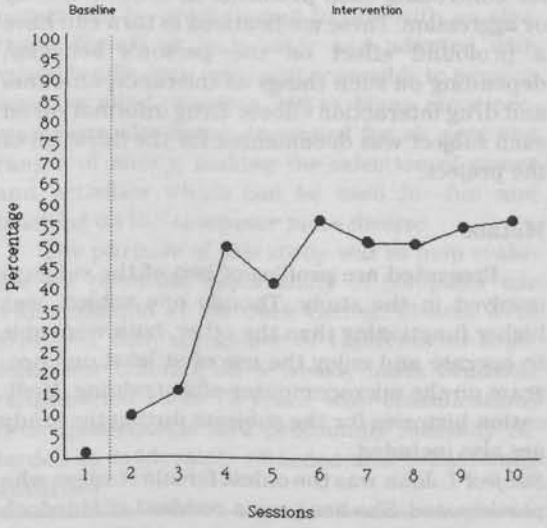


Figure 1. Data for Joan across the ten sessions of the computer training.

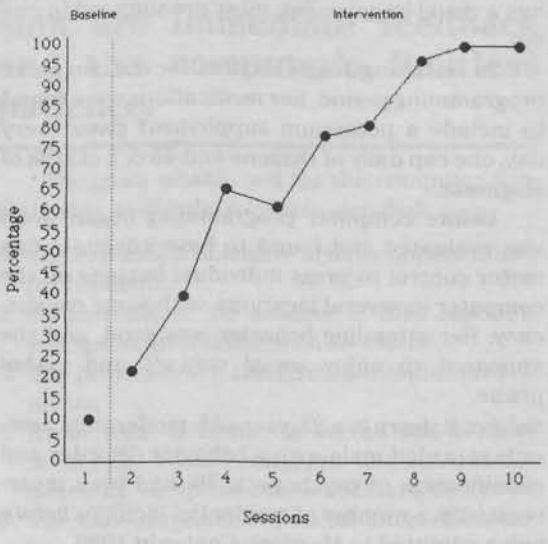


Figure 2. Data for Jerry across the ten sessions of the computer training.

pendently, which was the rate she maintained for the remainder of the sessions.

Jerry's data for Section C shows a steady progression throughout the sessions. As stated previously, he wanted to learn and worked hard during each class period to please himself, the instructor and the unit staff who attended with him. He also displayed good retention particularly between sessions 3 and 4, as did Joan, where scores were greatly improved.

As Jerry's scores improved tremendously around the eighth session, he was asked to begin concentrating on the amount of time it was taking him to finish playing the game. Because he was able to speed up his work on Section C and make perfect scores for sessions 9 and 10, he was allowed to play other games of his choice during part of those class periods.

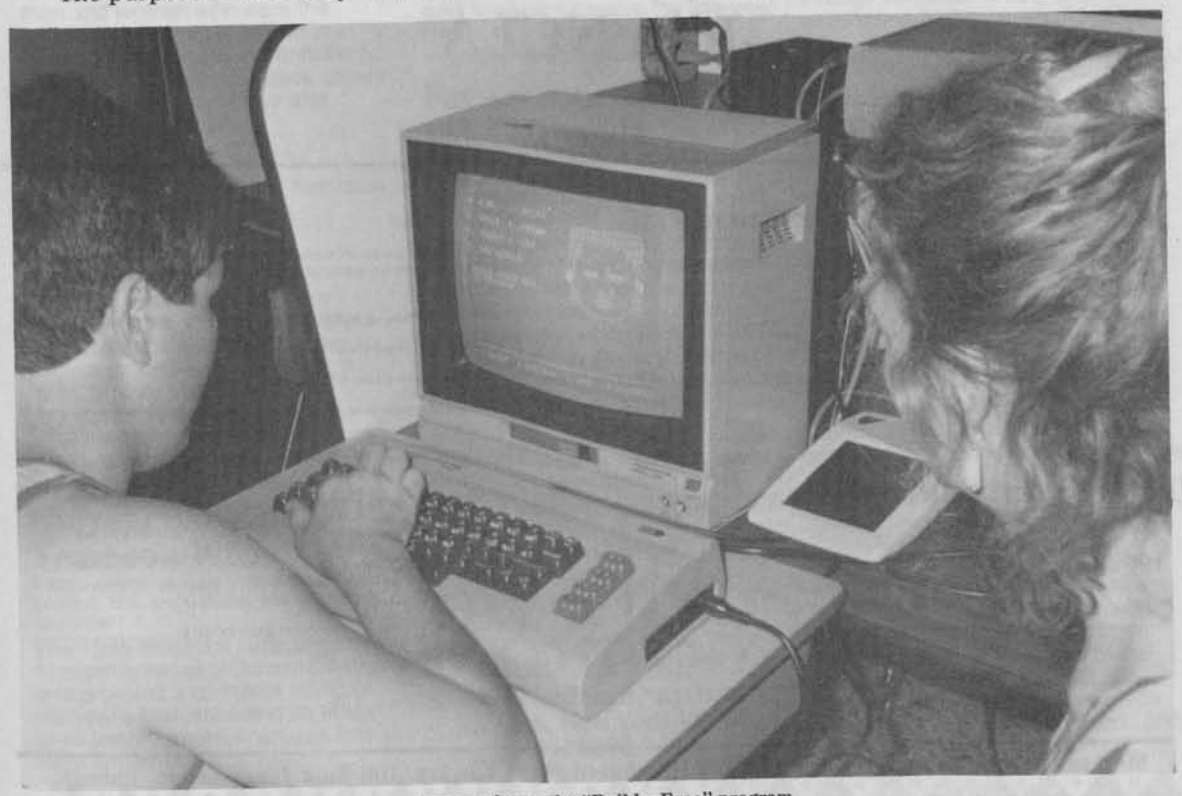
Both Joan and Jerry appeared to enjoy their microcomputer classes, as demonstrated by their anticipation of the sessions and their reminders to staff when classtime was approaching. They also acknowledged when asked, that playing on the microcomputer was a favored leisure skills activity.

Conclusions

The purpose of this study was to determine the extent to which institutionalized, mentally retarded adults could learn to play a game on a microcomputer, and whether work on the computer would become reinforcing and a leisure skills activity the residents would request. Using a task-analyzed instructional sequence based on a particular computer program, students were taught to identify parts of the computer. In addition, they learned how to turn the computer on and off, and how to play all or part of a selected computer game.

Results of this study support previous research findings demonstrating the ability of severely handicapped and mentally retarded persons to expand their leisure skills opportunities through the use of systematic behavioral teaching techniques (Schultz, Vogelsberg, & Rusch, 1980; Matson & Marchetti, 1980; and Schleien, Muccino, & Certo, 1984). The study further demonstrated that work on the microcomputer can be considered an appropriate leisure skills activity for an institutionalized population.

The importance of leisure skills opportunities for residents of state institutions is emphasized. By substituting positive leisure skills activities during residents' free time, negative behaviors have shown to be reduced (Horner, 1980; Wahler & Fox, 1980). The increased availability of such



Jerry works on the "Build a Face" program.

materials as suitable books, games, microcomputers and record players would greatly enhance the existence of life for those at residential facilities. At Murdoch Center, these and other items are being offered with assistance at the Student Library. Further research is needed to identify other appropriate computer games and sources of recreation which would lead to an increase in the desirability and use of libraries at all residential facilities in North Carolina.

I wish to thank Lillian Gray, Murdoch Center Librarian, for her invaluable assistance and willingness to help throughout this project. I also appreciated the constant support of Kerry McIntosh, and the tutorial guidance of Pete Newman and Bill Fleeman.

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Supervision of the Libraries in a School System

Arabelle Fedora

It is ironic that I was asked to speak about things I wish I had known as a new supervisor. In 1980, for a course assignment, I wrote a proposal for research on the most important tasks for the new supervisor to perform the first year. Unfortunately, I never conducted that research as it was proposed. At the time I wrote the proposal, I had completed my third year as a supervisor but had not forgotten the feeling of being overwhelmed that first year.

After agreeing to do this talk, I began to scribble little notes as I remembered incidents and impressions from my first year. I sorted these thoughts into two groups, 1) "unexpectations" of the job, or, things I did not anticipate, and 2) coping strategies.

Before I begin, let me issue my disclaimers. I must say that I have yet to learn much about being effective in this job. One of the pleasures of the position is that there are endless opportunities for professional growth. Furthermore, I have only worked in large school districts, so my remarks may not be pertinent to smaller ones. Finally, I don't always practice what I preach—some suggestions are easier said than done!

Unexpectations

Different Set of Rewards

The rewards of being a district-level library supervisor are different from those of being a school librarian. Every day as an elementary school librarian I relished lots of rewarding moments helping students. Children are wonderful boosters because they are so open and expressive about their feelings. The "warm fuzzy" moments as a supervisor are present—getting a budget increase, helping a librarian solve a problem, thwarting a censorship effort, seeing the construction of a new library—but these rewards are less obvious at first and may be slower in coming.

Overwhelming Number of Responsibilities

Most school librarians are "It." They run one-person shows of acquisitions, technical services, reference, bibliographic instruction, AV, not to mention hospitality manager and back-up custodian. Similarly, the supervisor is bombarded with hundreds of tasks and must sort out which are the most important to do first. I found it more difficult than expected to keep the substantive program planning and development ahead of paper shuffling and telephone ringing.

Administrators' Knowledge of Libraries

Prepare to encounter incredible ignorance of libraries! I expected to have to explain library services to community groups, including school board members, but I did not anticipate that the level of awareness would be quite so low among some of my central office coworkers. You know the remarks—"I've always thought it would be nice to be a librarian and do nothing but work with books all day." At the district level you get these:

From a teacher—"It must be nice not to have to deal with students all day." (Little does this person know what it can be like to work with adults all day, some days.)

From a principal—"She's a great librarian; we only lost five books last year."

From an assistant superintendent—"If we had centralized processing, we wouldn't need any clerical help in the libraries."

Murphy's Law

On any given day it is safe to expect Murphy's Law to take over. Have in mind what you want to accomplish each day, but don't be surprised if a string of events comes up out of the blue to alter your plans. I learned to be wary whenever I thought I might be able to clear my desk. The next phone call would be from a librarian distraught over a censorship problem or from the boss requesting a major report in an hour, or both!

I quickly learned to expect something to go wrong every time I conducted a workshop. Examples are snow, equipment failure, and lost handouts.

Arabelle Fedora, Coordinator of Media Services, Winston-Salem/Forsyth County Schools, made this presentation at the supervisory workshop sponsored by the Round Table on the Status of Women in Librarianship in May 1985.

I now know to expect a surprise resignation during the first week of school when all the great people I interviewed have signed contracts elsewhere.

Prepare to encounter incredible ignorance of libraries.

Politics

Political gamesmanship is more of a sport to some people in a school district than it is a contructive method of achieving progress for an educational program. I did not expect the number of administrators whose style was so manipulative and covert. Most, however, are truly dedicated to the education of children. Learning to recognize each is difficult for the new supervisor, because appearances are not always what they seem to be.

Quality of Library Programs

The first year was a shock to my professional idealism and naiveté. I never dreamed that the few weak library programs would be quite as inadequate as they were. The burden of disappointment in some of my coworkers was considerable, at times. I felt as if I was knocking myself out trying to be an advocate for libraries for the sake of some people who were not in the least bit dedicated to librarianship. Even though these librarians were certainly the minority, some days I believed my energy was being drained trying to improve a few programs, leaving little time for those people who would appreciate and benefit more from my efforts. Migraines are common!

On the Positive Side . . .

Having listed some of the challenges of the job which I did not expect to find, let me hasten to emphasize that the thrills of being a supervisor are significant. I have the pleasure of association with many top-notch librarians. I also work with numerous supportive administrators who are catalysts for my efforts. It is a wonderful feeling to know that my work can potentially benefit all of the students in an entire school system and can improve the quality of worklife for all of the librarians.

Coping Strategies

Different Set of Rewards

Progress itself becomes rewarding even if a final goal has not yet been met. Learn to appreciate small steps as victories. Be delighted, for example, when a person who has been defensive and resistant to suggestions calls and asks for your help.

Setting goals for each year (and for each day, week, month) provides a mechanism for rewarding work. Accomplishing a goal is very self-satisfying.

It will not be long before you can look back on your job and see progress. The warm relationships you will build with many people also become rewarding in themselves.

Overwhelming Number of Responsibilities

Since so many of my thoughts fit into this category, I shall simply list them. I learned many of these strategies from Gertrude Coward, who was the director of libraries in Charlotte-Mecklenburg for thirty years. Working in her office for three years served as a valuable apprenticeship.

1. Get to know the people your first year. Concentrate not only on names and faces, but learn something personal about each. Look for everyone's strengths. "People" means everybody—librarians, library clerks and volunteers, principals, teachers, school secretaries, other administrators, all other central office employees, etc.

The first week on the job is not too soon to introduce yourself to other central office personnel, such as personnel directors, purchasing agent, building and maintenance directors, as well as the obvious curriculum supervisors. Stop by their offices to say hello. You may wish to ask for an appointment for a longer visit to express your philosophy and interest in working together. Getting started on a friendly basis can make life easier when differences of opinion arise later over specific issues.

I quickly learned to expect something to go wrong every time I conducted a workshop.

Be visible in the schools. When people find you familiar they are more inclined to call.

At the beginning of the school year, spend lots of time with new librarians, both "new" as librarians and "new" to the system. Helping them get started on the right foot will pay off many times over.

2. Gertrude's advice on establishing credibility was to get the *things* people want first. Fortunately, there is a honeymoon period for a new supervisor, during which reasonable requests are fulfilled. Other administrators expect you to

make changes and hate to say "no" to the new person. The first year I was able to get an increase in the budget that the elementary principals and librarians had requested for years. From then on I had their cooperation on more significant program changes.

3. Tend to glaring problems right away, but don't be afraid to take the first year to get the lay of the land and to evaluate. Building relationships with people will pave the way for changes you will want to make later.

4. Ask the librarians what they think are the needs. During the first meeting I asked small groups of librarians to identify issues (especially policies) in need of attention and staff development needs. The lists generated kept me busy for quite some time!

5. Listen to the librarians when they offer advice. This is a simplistic statement, but one I've thought much about, because I have learned plenty about supervision from the people I supervise. I believe people want the new boss to be effective, having had several new bosses myself. I want him or her to be successful, respected, and influential, because that effectiveness will bring good things eventually to libraries. So when I see weaknesses in my boss's performance, I wish I could candidly suggest changes. Thus, it stands to reason that the people I supervise would like to advise me from time to time. The challenge is twofold—to make people feel comfortable and free to express themselves, and to take any criticism as well-intended and constructive.

6. Keeping people informed from the very beginning of your tenure eliminates much wasteful worrying and misunderstanding. Rumors abound in school systems about decisions which are pending. There are those who try to keep secrets and a shroud of mystery around discussions (which leak out eventually anyway) in a feeble attempt to exercise control and power. The result is generally a lack of support. If a matter must be kept a secret from the librarians, explain why. In time they will learn that you can be trusted to keep them posted.

7. When in doubt about how to handle a personnel issue, perhaps the toughest for a new supervisor, the Golden Rule applies. Think, "How would I feel if ... ?"

8. Work hard on time management principles. A good secretary is wonderful and can often identify time-savers for you. Whenever possible, go straight to a school in the morning rather than to the office, where you may get stuck for the rest of the day. Delegate whatever you can.

9. When facing a tough decision, consult all of the appropriate people, including your peers in other school systems. *Always* ask what's best for the education of students. Holding all deliberations up to that standard has helped me many times to make a decision and to stand by that decision.

Administrators' Knowledge of Libraries

Confronting ignorance of libraries is a constant marketing job. The offensive is better than defensive. Take your boss to visit good programs. Point out what you want him or her to see, or he or she may miss what is obvious to you. Try to view this part of your job as a challenge with big payoff potential, not as a chore. Give benefit of the doubt, assuming that the administrators are interested in having strong programs but are simply unaware of the key ingredients.

Use students, teachers, and parents as advocates for you, e.g. speaking to the school board about how important libraries are to them. Get to know the system's PTA Council.

Keeping people informed from the very beginning of your tenure eliminates much wasteful worrying and misunderstanding.

Think of the parallels to the public relations that must be carried out by the building-level librarians. They must volunteer their services, speak up, reach out to users. The same is true for the supervisor. For example, offer to assist other supervisors with curriculum revision projects.

Keep your eyes open at all times for facts and figures to help make your points. Collect them as an ongoing task, so that you will not have to scramble or get caught without when you need them on short notice. Comparison to other districts can be effective.

Murphy's Law

It really is important to plan ahead to minimize the chance of things going wrong. For example, print any handouts you will need for a meeting as far ahead as you can.

Trying to anticipate changes that are likely to occur in a school system will enable you to begin planning. By keeping my ear to the ground, so to speak, I can buy precious lead time to get my thoughts together *before* I am asked to do so by my boss.

Politics

Being aware of the politics in a school system is critical for survival. The danger, I think, is in getting so caught up in politicking that you forget how to deal with people in an honest, straightforward manner.

It is also important to try to stay neutral if you find yourself in an environment of cliques. A woman who was about to retire after many years in our system warned me not to "hitch my wagon" to a particular "star," because she predicted that he was going to "fall." She was right.

The school system grapevine is more like kudzu. Much inaccurate information circulates. If you hear a rumor that disturbs you because of its potential impact on libraries, go as high as necessary for verification. Don't lose time stewing about what you heard; check the rumor out. Also be careful what you say to whom. Confidences are violated more than you realize.

Quality of Media Programs

When you feel depressed, treat yourself to an R&R visit. Go to one of your best schools, help some students with whatever activity is taking place, and enjoy watching a wonderful librarian at work.

Tell yourself that tomorrow *will* come, that the particular task at hand *will* get done, and that someday you'll look back and marvel that you got past this particular hump.

Above all . . .

Keep your sense of humor! Much of what occurs in the supervisor's job is funny, if you can stand back and view the situation a bit objectively.

A Twenty-Five-Year-Old Dream Becomes Reality

Nancy F. Bates

The Lexington Public Library, founded in 1928 as part of the Davidson County Public Library System, had never been in a building designed and constructed for library service until June, 1985. Prior to that time, the facility had been housed in four different locations ranging from a small store to a former post office building.

As far back as 1962, efforts had been made to secure a new building but each time some other need—a new school, hospital, YMCA—superceded that of the library. When I arrived in 1974, the Lexington facility had been located in the old postal building for only four years but already space was at such a premium that my office was moved to the nearby Chamber of Commerce building. In 1974, a concentrated effort was begun to focus county commissioners' attention on the problem by emphasizing the need at each budget presentation. As a result of this action and a 1976 county space assessment, the library was placed fifth on a list of county building priorities. The more in-depth 1979 community analysis, prepared by the library staff as a requirement for receipt of state aid, was also presented to the Board of County Commissioners and generated considerable publicity for the library's space needs.

By 1981, the Library Board of Trustees had taken the initiative by commissioning Hoyt Galvin of Charlotte to do an analysis of the Lexington Library building. This report revealed the immediate space requirements to be three times that presently available in the old postal building. The Galvin report was presented to the county commissioners in April, 1981, and received favorable but cautious response. A commissioner was appointed to work with the library board on seeking potential sites for a new building; however, the

Nancy F. Bates is Director of the Davidson County Public Library.

The new Davidson County Public Library is a renovated grocery store.

trustees were advised that such a project would have to be a community effort not one funded solely with tax dollars. Further credibility was extended to the project that year when both the city and county governments appropriated $65,000 toward purchase of a site.

The search for sites continued until late 1982 when three-quarters of a city block of downtown property became available for the very reasonable price of $375,000. The site included two buildings, one containing 20,000 square feet, the other 14,000. After consultations with Mr. Galvin and architects, the decision was made to renovate the 20,000 square foot structure and retain the smaller building as an income generating property until it would be needed for future expansion. Architects were hired and schematic drawings and design work were developed to give the public an idea of the building's potential.

Prospects for immediate action on renovation were enhanced with the receipt of a $200,000 state grant in July, 1983. Thereafter, events unfolded rapidly. A feasibility study was commissioned to determine the public's support for the library building program and the very positive results enabled the board of trustees to hire a consultant to manage a $600,000 building fund campaign. The campaign's organizational phase began in September and by May, 1984, pledges in excess of $636,000 had been received.

A 25-year-old dream became a reality on June 30, 1985, with the formal opening of the Lexington Library. Over 500 people attended the ceremony which was highlighted by the dedicatory address delivered by Dr. William C. Friday, President of the University of North Carolina.

In Pursuit of State Aid

Nancy F. Bates

Lobbying for state aid has never been, to paraphrase Euclid, a royal road. In truth, history shows the way to be rocky, steep, and filled with potholes, detours, and dead ends. It took twelve years to sell the idea of state aid to the General Assembly and in the intervening forty-four years, increases have often been small and sporadic. For example, from 1941 to 1983, it was feast or famine with biennial increased fluctuating from $665 in 1959-61 to $1,316,353 in 1973-75.[1]

This hit and miss approach to funding probably can be attributed largely to the lack of an organized, grassroots lobby to speak out for a better level of support and, to the fact, according to a study by Oliver Garceau, that "librarians were not facing the realism of the political structure of which they, inevitably, were a part." He also found that "by and large, librarians did not consider themselves as employees of government or as members of a public bureaucracy. Public administration was—and is—a political process, and librarians needed to understand and appreciate clearly the political world of the public library."[2]

Political Astuteness Grows

Fortunately, in the last six or eight years public librarians have become more politically astute realizing that elected officials, whether local or state, listen to the people who put them in office. We have begun to look at the large block of voters who patronize our libraries and ask these citizens for assistance in petitioning county commissioners and legislators. The past four years have proven that public libraries are not without friends. In some cases it has been simply a matter of making supporters aware of the library's needs and problems.

Librarians have also become more cognizant of the old adage, "there is strength in numbers." In 1979 the North Carolina Public Library Directors Association was formed having as one of its aims the improvement of communications with local and state governmental officials. Along with the Governmental Relations Committee of the Public Library Section of NCLA, the association has been a catalyst in setting and carrying out legislative goals. In 1980 concerned citizens and librarians joined together in organizing the Friends of North Carolina Public Libraries. One of this group's objectives was to foster closer relations between libraries and the state's citizenry thus increasing the public's awareness of library services.

To say that the efforts of these groups were successful from the beginning would be misleading, to say the least. For the first two years, there remained considerable lack of unity and purpose as different segments pursued their own agenda with individual legislators. This lack of organization created dissension and turmoil prompting some legislators to advise, "librarians get your act together."

Groups Join Forces

Taking this message to heart, the groups joined forces with the common goal of securing a six million dollar increase in state aid for the 1983-85 biennium. The strategy consisted of personal contacts with key legislators and intense phone and letter campaigns by directors, library staff, trustees, friends, and patrons.

With limited financial resources available for lobbying, the Governmental Relations Committees of PLS and PLDA were forced to rely on their ingenuity to capture the attention of the General Assembly. The decision was made to provide each legislator with a brief informational brochure as well as a small, inexpensive but very clever favor. In 1982, the theme was carried out with a pocket of peanuts using the caption "Public libraries operate for peanuts. Here's a pocketful for you!" At General Assembly Library Day in March, 1983, each legislator was given a yellow rose and ribbon which said, "Pin a rose on you for supporting public libraries." In July when the six million dollars was appropriated for the biennium, small baskets of peaches were presented to key legislators who had made possible the passage of the measure. The tag line read, "You're a real peach! Thanks for supporting public libraries."

Nancy F. Bates is Director of the Davidson County Public Library.

Flushed with the success of the previous biennium and realizing we were on to a good thing, the lobbying effort gathered new strength. Committee members racked their brains for an innovative, showstopping way to thank members of the General Assembly for the 1983-85 appropriation and for strategy to secure another six million dollars for the 1985-87 biennium. Seizing upon a patriotic topic, library directors visited the General Assembly on February 19, 1985, giving every legislator an informational brochure along with a small apple pie topped with a miniature American flag and the slogan "Public libraries are as American as apple pie. Thanks for giving us our slice!"

A month or so later, Senator Harold Hardison and Representative Billy Watkins introduced twin bills for the sum of $3,000,000 for FY 1985-86 and $3,150,000 for FY 1986-87 to increase state aid to public libraries. Twenty senators and twenty-eight representatives signed the measures in a show of bipartisan support. John Jones, Nancy Massey, and Arial Stephens are to be commended for their persuasive efforts with Senator Hardison and Representative Watkins respectively. On July 18, 1985, Senate Bill 182 was ratified by the General Assembly. Contained in this appropriation measure for the 1985-87 biennium was $6 million dollars for state aid to public libraries.

Benefits

Perhaps the greatest benefit to be derived from the lobbying effort, in addition to the increased funding, has been establishing visibility, rapport, and credibility with the General Assembly. Legislators now know what services libraries perform, how many citizens use libraries, and how libraries contribute to their communities. They are very much aware that state aid reaches every county and has the potential of touching the lives of every citizen in North Carolina.

Librarians also have gained much from this experience as, we hope, we have lost some of our political naivete. Alice Ihrig has said, "Perhaps the job description for any librarian should read, in part ... 'has knowledge of the political process, and is willing and eager to be involved as an individual in making the process work for the good of the people served by this library.'"[3]

Many people deserve credit for the twelve million dollar (125%) increase in state aid over the past four years. As Chairman of the PLS Governmental Relations Committee and President of NCPLDA, I want to express my sincerest appreciation to librarians, trustees, friends, and users for their time and effort. Without the continuous flow of letters and phone calls, the endeavor would not have succeeded. There are those, however, as there are in any venture, who went above and beyond the call of duty. These individuals are best described in the words of James Bryant Conant: "Each honest calling, each walk of life, has its own elite, its own aristocracy based on excellence of performance."[4]

Special Thanks

In alphabetical order, our aristocracy includes *Members of the General Assembly*: Former Representative Allen Adams, Representative Bobby Etheridge, Representative Joe Mavretic, Senator Harold Hardison, Senator Aaron Plyler, Senator Tony Rand, and Representative Billy Watkins; *Trustees*: Jake Killian and Perry White. *Librarians*: Louise Boone, Bill Bridgman, Martha Davis, Mary Jo Godwin, Henry Hall, Barbara Johnson, John Jones, Nancy Massey, Wayne Modlin, Doug Perry, Margaret Randall, Arial Stephens, Judith Sutton, and Jerry Thrasher. A special note of thanks to David McKay and the State Library staff for their support and hard work especially on General Assembly Library Day.

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New North Carolina Books

Alice R. Cotten, Compiler

Fred Chappell. ***I Am One of You Forever.*** Baton Rouge: Louisiana State University Press, 1985. 184 pp. $14.95. ISBN 0-8071-1216-X.

I Am One of You Forever, Fred Chappell's fifth novel and his first since 1973, is testimony to the immense talent of this native North Carolina writer.

Set in the hill country of western North Carolina during the years just before the outbreak of World War II, and covering about a two-year period, the story is narrated by young Jess, an amiable ten-year-old boy. Jess lives with his mother, father, grandmother, foster brother, and, occasionally, an assortment of unusual relatives whose memorable eccentricities leave an indelible impression on the boy's mind. It is a novel about growing up and coming of age in a less complicated era, told with insight and understanding.

Born in Canton in 1936, Fred Chappell grew up in Haywood County. He graduated from Duke University in 1961 and remained at Duke until 1964, when he joined the English faculty at the University of North Carolina at Greensboro. He has been a full professor there since 1971. Chappell has long been recognized as one of the preeminent authors of this region. His literary yield is marked by consistently high quality. Published works to his credit include several volumes of poetry, a collection of short stories, and five novels. This year he and John Ashberry were co-recipients of the prestigious Bollingen Prize in Poetry. Though Chappell's fiction contains a distinctive North Carolina flavor, with identifiable settings, thematically it is universal in scope.

I Am One of You Forever brings to the fore the author's cumulative gifts as skilled poet and storyteller. Written in the rich vernacular dialect of the mountains and interspersed with descriptive narrative of great lyrical beauty, the novel brings together individual vignettes richly crafted and often infused with humor. We meet Uncle Luden, who at age sixteen left the family farm to seek his fortune in California; his visit home upsets almost the entire community. His debonair approach toward romance leads him into trouble with the husbands and boyfriends of the women he calls upon. This flair for the ladies later causes him to become the object of a cruel practical joke played by Jess's father and Johnson Gibbs, his foster brother.

Other relatives that follow Uncle Luden on visits include mysterious Uncle Gurton with his long, flowing beard tucked inside his overalls, who disappears and reappears without notice. Seer-like Uncle Zeno, the storyteller of the family, lives, according to Jess, "in a different but contiguous sphere that touched our world only by means of a sort of metaphysical courtesy." Uncle Runkin carries about with him his bed, a hand-carved coffin already twenty-five years in production, in his search for an appropriate epigram to engrave on the unfinished lid. Aunt Sam, the well-known country singer, bawdy in speech, is, nevertheless, a woman of honesty and strong character who returns to recapture the essence of family she lost to tragedy, and to repair the broken friendship between herself and Jess's grandmother.

Though Chappell imbues each of the above character sketches with humor, sometimes bordering on the hilarious, he is quite capable of evoking moments of poignancy, such as in relating the death of Johnson Gibbs, the orphan, whose life has enriched Jess's otherwise lonely existence on the farm. Early in the novel we learn that Johnson has enlisted in the army, where he is ultimately to meet his death. A telegram reaches the family informing them that Johnson Gibbs died in a training accident at Fort Bragg before he could make good his intention of killing Hitler. The telegram repulses the family to the extent that no one will touch it, so death-like has it become. It next becomes the object of ritual that the family must confront in order to be released from its stranglehold. As Jess describes in his encounter and subsequent emergence: "I don't know how long I sat looking ... At last the telegram began to change shape ... I watched it go away and my heart lightened then and I was able to rise, shaken and confused, and walk from the room without shame, not looking back, finding my way confidently in the dark."

Jess's willingness to face the reality and harshness of death enables him to continue participating in the lives of those who touch his existence; one example is his vision, at the conclusion of the novel, of being with Johnson Gibbs again. For Jess will be one of them forever.

This novel is highly recommended for all adult fiction collections. Many young adults should also find this readable.

Jim Chapman, Public Library of Charlotte and Mecklenburg County

Mary Jane McCrary. ***Transylvania Beginnings: A History.*** Brevard: Transylvania County Historic Properties Commission, 1984. 321 pp. $27.50 plus $1.95 shipping and handling (Order from Southern Historical Press, PO Box 738, Easley, SC 29641-0738.) ISBN 0-89308-415-8.

Mary Jane McCrary has inspired an attractively printed, well-bound book that will interest genealogists and local historians in western North Carolina. A fifth-generation native of Transylvania County, Mrs. McCrary strove to "honor the families of the pioneers and to give grateful recognition to the institutions they have bequeathed to us—the churches, the schools, and government by the people." She and other contributors accomplished that goal.

The Transylvania County Historic Properties Commission chose to divide *Transylvania Beginnings* into four parts that focus on the period prior to 1865. Part I, Mrs. McCrary's overview, titled "Transylvania Beginnings," includes thirteen short chapters. Utilizing secondary references and a sprinkling of primary sources, including court minutes and published papers, the author weaves a folksy (and occasionally unobjective) account of Transylvania County's physical characteristics, Indians and the period of white settlement, the division of counties and the creation of Transylvania County in 1861 from Henderson County, frontier commerce and industry, schools and education, the development of postal service, churches and preachers, roads and bridges, and the county's role in the Civil War. In many cases Mrs. McCrary places these topics in a broader historical context. Western Carolina University Professor of History Gordon B. McKinney verified the accuracy of many statements and provided many of the footnotes for Mrs. McCrary's essay, but was unable to document all of it. Readers will appreciate the 3½-page bibliography that follows the end notes of Part I.

A sixteen-page section of photographs of historic buildings, tombstones, and notable residents, printed on slick paper for greater clarity, is followed by Part II of the book. This portion includes a well-documented discussion of the "Walton War" during the early nineteenth century. Robert Scott Davis Jr. intersperses his narrative with transcribed documents to explain the conflict that arose over disputed land along the borders of North Carolina and Georgia. Also of interest in Part II are a list of Transylvania County cemeteries, abstracts of marriage bonds (1861-1868), and a list of county officials (1861-1867).

Nathaniel B. Hall's contribution, Part III of the book, traces the history of blacks. Covering the century after 1861, Hall uses primary and secondary sources to discuss slaves' transition to freedom, religion, socio-economic aspects of black life, service of blacks in various wars, and politics.

The compilers devote the final portion of the book to family history. This 113-page group of genealogies, essays, and document transcriptions should be of interest to genealogists. Unfortunately, these contributions lack sources.

Transylvania Beginnings, which includes an index of names, resembles in format the series of county heritage books published by Hunter Publishing Company of Winston-Salem. Its pleasing physical characteristics and impressive content, however, set Mrs. McCrary's book above similar county histories. It deserves a place in academic and public libraries in western North Carolina, high school libraries in the immediate area, and other institutions that collect material pertaining to western North Carolina.

Maurice C. York, Edgecombe County Memorial Library

Nannie M. Tilley. ***The R. J. Reynolds Tobacco Company.*** Chapel Hill: University of North Carolina Press, 1985. 706 pp. $35.00. ISBN 0-8078-1642-6.

In 1958 the R. J. Reynolds Tobacco Company commissioned Nannie May Tilley to prepare a company history. Tilley, whose previous work on the bright leaf tobacco industry had become a standard, enjoyed an ideal relationship with Reynolds. She had access to company records and personnel, a salary that allowed her to devote full time to her work, and freedom from control and censorship. The result is a detailed account of the origins and growth of R. J. Reynolds Tobacco from

its creation in 1875 to its absorption by R. J. Reynolds Industries in the early 1960s.

Tilley devotes substantial attention to the role of the company's founder, Richard Joshua Reynolds, arguing persuasively that Reynolds was crucial to the early development of the business. He combined a talent for marketing and sales with a family background in the growing and processing of tobacco when he formed R. J. Reynolds Tobacco Company in Winston-Salem, North Carolina. He oversaw the early growth of the company and, more importantly, guided the concern into an arrangement with James B. Duke and his great monopoly, the American Tobacco Company. Reynolds became Duke's lieutenant for the organization of the bright leaf plug division of the tobacco industry, buying out numerous smaller companies in the process and emerging from the break-up of Duke's monopoly in 1912 as one of the four great tobacco manufacturers in the United States.

Tilley clearly sympathizes with R. J. Reynolds and his successors at Reynolds Tobacco, but she deals evenhandedly both with the company's successes—the introduction of Prince Albert smoking tobacco, the creation of Camel cigarettes and later Winston cigarettes, and the company's sense of community responsibility—and also with its failures and darker side—union-busting activities in the 1920s and 1930s, the failure of Cavalier cigarettes in the early 1950s, and the conviction of Reynolds executives for violation of anti-trust laws in 1941.

The history of the R. J. Reynolds Tobacco Company reads better at the beginning, where the author's historical perspective is clear and she confidently sets out an organizational theme, than at the end, where historical perspective inevitably clouds and her writing tends to become a chronology of people and events. It also appears that the author understands the R. J. Reynolds Company much better before its involvement with Duke's tobacco trust than after. Duke's monopoly was dissolved by court order in 1911, but Reynolds and the other successors to the trust formed an odd industrial group. In part they behaved as if they were an oligopoly, in part as if they were fiercely competing adversaries. Tilley is certainly not alone in being unsure of exactly the sort of creature with which she deals. The long delay between the completion of Tilley's manuscript in 1964 and its publication in 1985 means that questions of great interest to many readers are dealt with in passing if at all. There is almost no discussion of the controversy over smoking and health which has dramatically affected the cigarette industry in the last twenty years, and there is nothing on the movement away from tobacco by Reynolds and other manufacturers in the last decade. Tilley's style is, as always, clear, clean, and to the point. She has, however, the historian's love of detail and shares the historian's uncertainty as to where essential detail ends and historical trivia begins.

Overall, Nannie Tilley has produced a thorough, balanced, and lucid history of the R. J. Reynolds Tobacco Company, which will serve as an important account of industrialization in the New South and as a model for business history.

Harry McKown, University of North Carolina at Chapel Hill

Robert Martin Fales, M.D. ***Wilmington Yesteryear.*** Edited by Diane C. Cashman. Wilmington: Lower Cape Fear Historical Society, Inc., 1984. 158 pp. (P.O. Box 813, Wilmington 28402).

It is amazing that a city the size of Wilmington could be the subject of four pictorial volumes within the last four years. *Wilmington Yesteryear* by Dr. Robert Fales is the most recently published Wilmington history.

An effective pictorial history must be well-designed, with crisp unique visuals. Captions should be clearly written and concise. If a book is attempting to be a city history, text should place the city within an urban history framework. *Wilmington Yesteryear* fails to meet these criteria.

The most disturbing problem of the volume is uneven picture quality. Some excellent previously unpublished photographs appear alongside fuzzy visuals. The author acknowledges that many visuals for the volume were made from his slide collection. This is generally unacceptable practice for production of quality historical photographs. Also, in a few cases duplication of previously published illustrations might have been avoided.

The design and layout of the book frustrated the reviewer. Text is followed by photographs rather than placing photographs with the appropriate text. Photo captions often repeat large quantities of the text, rather than enhancing the narrative.

Dr. Fales, a physician, notes in his preface that he is neither a scholar nor a writer. The text is a personal memoir about life in Wilmington during the twentieth century. The author has captured the life of a bustling seaport and vividly describes growing up in a commercial fishing family. His reminiscences of recreational, commercial, and educational activities of early Wilmington are

recorded with clarity and a sense of humor. The narrative sometimes lacks continuity, however, and transitions are often missing.

Libraries with limited funds might want to consider more general pictorial histories such as *Cape Fear Adventure* by Diane Cobb Cashman, published in 1982, or *A Pictorial History of Wilmington* by Anne Russell, published in 1981. For those interested in architecture, Tony P. Wrenn's *Wilmington North Carolina: An Architectural and Historical Portrait* should be given careful consideration. Wrenn's 1984 publication is an excellent detailed architectural inventory of historic buildings accompanied by beautiful illustrations.

Morgan J. Barclay, East Carolina University

Michael T. Southern, ed. ***Historic Montford, Asheville, North Carolina.*** Asheville: Graves Printing Company, 1985. 64 pp. $10.20 (includes postage). Order from The Preservation Society of Asheville & Buncombe County, Inc., P.O. Box 2806, Asheville, N.C. 28802.

This slim paperback volume, elegantly designed and lavishly illustrated, briefly tells the history of the Asheville neighborhood of Montford. Laid out in 1889, incorporated in 1893, and annexed by Asheville in 1905, Montford developed into a large neighborhood of handsome Victorian and Colonial Revival residences largely occupied by Asheville's middle-class professionals, including lawyer Locke Craig, who was elected governor in 1912. His house still stands.

The text, based on the Montford Historic District Nomination to the National Register of Historic Places, includes a brief history of Montford as well as a short architectural essay. The captions to the excellent black-and-white photographs give equal treatment to both the architectural characteristics of the houses and to their history of occupants. The text and photographs combine successfully to describe Montford as a community in terms of families and personalities as well as a collection of attractive homes.

Published by The Preservation Society of Asheville & Buncombe County, *Historic Montford* provides an excellent model for any neighborhood or historic district wishing to publish its history, and will be a welcome addition to any library for its local history, historic preservation, or urban planning collection.

Marshall Bullock, University of North Carolina at Chapel Hill

Harry R. Phillips. ***Growing and Propagating Wild Flowers.*** With Contributions by Rob Gardner and Charlotte A. Jones-Roe in Collaboration with the Staff of the North Carolina Botanical Garden. Edited by C. Ritchie Bell and Ken Moore. Illustrations by Dorothy S. Wilbur. Chapel Hill: University of North Carolina Press, 1985. 331 pp. $24.75 cloth (ISBN 0-8078-1648-5), $14.95 paper (ISBN 0-8078-4131-5).

Harry Phillips and his colleagues at the North Carolina Botanical Garden put ten years of work into *Growing and Propagating Wild Flowers*, and it shows. The product of those ten years of experimentation is 331 pages of instruction and encouragement for those who want to grow successfully the native plants of the eastern United States.

According to the author's introduction, the book was designed to give the reader a thorough understanding of the fundamentals of wild flower gardening and to provide specific information on the propagation and cultivation of about one hundred species. Parts 1 and 2 of the book fulfill the first purpose, with discussions of soil preparation, cultivation, garden planning and maintenance, and explanations of seed collection and propagation techniques. There are also sample garden designs and a timetable of gardening activities for each season.

The great part of the book, though, is given over to detailed instruction for growing—from seed, by division, or by root or stem cuttings—seventy-five wild flowers, about a dozen carnivorous plants, and fifteen native ferns. It is in this section that the North Carolina Botanical Garden's experimentation truly benefits the reader, for here are revealed the peculiarities and particularities of each species, many of them important for successful cultivation.

The writing is clear and concise. Though the subject requires scientific terminology, Phillips has successfully blended the scientific and the literary. His description of the nodding onion (*allium cernuum*), for example, is precise and authoritative, but not dry: "There is a sharp downward arch at the top of the scape causing the inflorescence to nod, prompting the specific epithet *cernuum*, from the Latin *cernuss*—'with the head facing toward the earth.'"

Dorothy S. Wilbur's excellent line drawings appear throughout the book to illustrate techniques and to aid the reader in plant identification. Her drawings of the ferns are especially useful.

Appendixes provide information on plant

rescue, calendars of blooming dates, and an extensive bibliography. Appendix 4 is a production timetable intended for use by commercial growers and nurserymen. A glossary and an index end the book.

Wild flowers are abundant in the Southeast—nearly three thousand species of flowering plants occur in North Carolina alone. Many are so common that we forget their beauty—Queen Anne's Lace, Black-Eyed Susan, Goldenrod. Others are not so well known—the crimson Bee-balm, a favorite with the hummingbirds. As Phillips writes in his introduction, these flowers are all around, and we "just need to take a closer look" to recognize their ornamental potential.

Becky Kornegay, Western Carolina University

Ellie M. Andrews. ***Ellie's Book: The Journal Kept by Ellie M. Andrews from January 1862 through May 1865.*** Transcribed and Annotated by Ann Campbell MacBryde. Davidson: Briarpatch Press, 1984. 147 pp. $15.00.

"Their zeal and energy will go far to sustain the South in the forthcoming struggle," wrote William Howard Russell in 1861, "and nowhere is the influence of women greater than in America." The eminent British journalist was entirely correct. Women were indeed the staunchest Rebels, and their contributions were integral to the Confederate war effort. The one Southern woman whose experience is depicted in this diary symbolizes all the wives, mothers, and sisters who devoted their lives to the Lost Cause, and in many cases were consumed by it.

Ellie M. Butz, a native of Easton, Pennsylvania, married a young Carolinian named Clinton M. Andrews in 1856. The Andrews family, which settled in the Piedmont during the Scotch-Irish migration of the mid-18th century, had extensive connections throughout Iredell and Rowan counties. The couple moved to Statesville, where Andrews operated a small military academy. When the war began, he volunteered in the 2nd North Carolina Regiment of Cavalry, which he eventually commanded.

Like thousands of other Southern women, Ellie Andrews made the painful adjustment to total war and detailed the process in her personal journal. During the first part of the conflict her morale remained high despite separation, family bereavements, and steadily increasing economic hardships. The diary reflects a complete identification with the Confederate cause, combined with a keen interest in family gatherings, local conditions, and the military events which affected everyone. Helping to maintain her spirits, as well as those of the community around her, were parties, charitable affairs, and the seemingly endless round of social visits that occupied so much of the Southern matron's time.

Sadly, Mrs. Andrews' situation worsened abruptly after her husband's death in action in June 1864. Her home was sold and the estate divided; she and her nine-year-old son were forced to board with a friend. For some time she tried, unsuccessfully, to keep school in Statesville, then moved to Raleigh to accept a position as a tutor. Her diary for this latter period is intermittent, occasionally skipping entire months, and deeply tinged with sorrow and depression. "Grant unto us Oh Lord, strength and comfort from on high," reads one of the final entries. "To my precious little boy, my only one, do I bequeath this book, that as he grows to riper years, he may read with a loving tenderness, a small portion of his Mother's happiness and his Mother's grief." When the fighting ended, Mrs. Andrews and her son moved back to Pennsylvania. She died in 1876 at age forty-one, perhaps as much a victim of the war as her husband.

Ann Campbell MacBryde, the author's great-granddaughter, has edited this journal with evident affection. Her prologue, epilogue, and explanatory notes concentrate on disentangling the complicated Andrews family background, and on identifying the numerous individuals mentioned in the text. There is also a detailed index. Libraries specializing in local history, Civil War history, or women's studies will want to acquire this volume.

Everard H. Smith, University of North Carolina at Chapel Hill

Sue Ellen Bridgers. ***Sara Will.*** New York: Harper & Row Publishers, 1985. 307 pp. $15.95. ISBN 0-06-015385-7.

Sue Ellen Bridgers is familiar to many readers as the award-winning author of *Home Before Dark*, *All Together Now*, and *Notes for Another Life*. The native North Carolinian's most recent novel is *Sara Will*, a moving and tender story of a woman who confronts and overcomes the fears that have insulated her from her feelings and learns to love.

Life holds few surprises and little joy for Sara Will Burney. Over her fifty-odd years Sara Will has become a rigid, solitary woman who cares more

for the dead than for the living and more for things than for human relationships. Her world is orderly, routine, and controlled with little human contact. Then one autumn day a mud-caked truck arrives at her door, bringing three strangers into her life and eventually into her heart.

Here are Fate Jessop; his unmarried sixteen-year-old niece, Eva; and her baby, Rachel. Trapped by circumstances with no other place to go, they ask to stay with Sara Will temporarily. The unwelcome presence of these visitors in her home poses a threat to Sara Will's well-ordered and well-protected existence. Gradually, though, her resentment and hostility begin to give way as she responds to the life they bring with them. Feelings of love, tenderness, and caring that have lain dormant for years slowly awaken in Sara Will, encouraged by the understanding and love offered by Fate.

The characters dominate the novel, making the plot seem secondary in importance. Portraits of the characters emerge through skillfully written descriptions, dialogue, and reminiscences which provide information about past events and offer insights into the thoughts and feelings of the characters. These are believable, lovable people who grow and change as the story unfolds. There's Fate Jessop whose life has been scarred by the losses of an arm, a wife, and the career he'd dreamed of, but whose humor, devotion, and love support and sustain the people in his life. There's the irrepressible Swanee Hope, Sara Will's widowed sister, whose spirit, romanticism, and occasional foolishness provoke her sister but give her some balance. And there are the determined but struggling teenagers, Eva Jessop and her persistent suitor, Michael. From this assortment of loosely connected individuals emerges a family of varied personalities, occasionally at odds, but loving and dependent on one another. One becomes so fond of these people that it's difficult to leave them at the end of the book.

Sara Will is set in the present in the small fictional North Carolina town of Tyler Mills and nearby Sparrow Creek. All of the action takes place during one year, beginning in the autumn and ending the following spring. The seasons give structure to the novel and parallel the development of plot and characters.

Sara Will is a warm, wonderful book with broad appeal. Public, academic, and high school libraries will most certainly want to include it in their collections.

Gloria Colvin, Herald-Sun Newspaper Library

Catherine W. Bishir and Lawrence S. Earley, eds. ***Early Twentieth-Century Suburbs in North Carolina: Essays on History, Architecture, and Planning.*** Raleigh: Archaeology and Historic Preservation Section, Division of Archives and History, North Carolina Department of Cultural Resources, 1985. 105 pp. $8.00 paper (plus $1.00 first copy and $.25 each additional copy for postage). ISBN 0-86526-229-2.

First presented at a 1983 conference, "Early 20th Century Neighborhoods in North Carolina," the essays included in this volume reflect the concentration of the conference on white, middle-class neighborhoods in five of the state's largest cities: Raleigh, Durham, Greensboro, Winston-Salem, and Charlotte.

The collection explores the history and architecture of the neighborhoods, the planning that led to their establishment, and efforts in recent years to preserve them.

In his overview article on urbanizing the South, David Goldfield observes that North Carolina, as well as the rest of the nation, experienced a major population shift at the turn of the century as citizens in greater numbers left the farm to seek employment in industries and businesses that were booming in urban areas. Though North Carolina lacked the large metropolitan hubs that appeared in many other states, the housing patterns that developed here were similar to those in the rest of the nation as the availability of automobile and streetcar transportation made outlying neighborhoods both convenient and attractive.

Nothwithstanding the absence in this state of the spectacular skyscrapers and grand mansions that graced America's major cities, the less dramatic, more conservative style of North Carolina's suburban dwellings are nonetheless important because their hallmark was simplicity.

In her article on landscape and architecture, Margaret Supplee Smith notes that the Colonial Revival and the bungalow were predominant architectural styles in a mix of variations on Tudor, Spanish and Dutch revivals, the Queen Anne Cottage, and the Amercian Foresquare, all of which were more often planned by local building contractors or adapted from plans ordered from Sears than designed by architects.

In separate chapters on each of the cities, these North Carolina historians and city planners acknowledge that the desire to separate the white middle-class from the black population and others of lower economic condition was the primary motivator of the suburban neighborhood movement.

We are introduced to some of the leading city designers and planners of the day as we read how the creation of new attractive neighborhoods was promoted by businessmen who could profit from large real estate transactions while diluting the political strength of the poor who remained in the inner city as the economically more fortunate moved toward an alluring suburbia of curving, tree-lined streets and parks.

Throughout these highly interesting accounts, the text is relieved by a generous collection of photographs and maps that document the studies and provide some moments of nostalgic reflection for the reader who may have lived in one of these cities in an earlier time.

The work culminates in several short articles that are concerned with "Planning in Today's Cities: Strategies for Protecting and Enhancing Early Twentieth Century Suburbs." Though the protection of these neighborhoods has been too long neglected to preserve them intact, recent years have seen a surge of active interest on the part of city dwellers in using the legal means at hand to protect their neighborhoods from encroachment of high density housing and commercial uses of single family dwellings.

The Survey and Planning Branch of the Division of Archives and History is undertaking similar surveys of the major cities in the state and some of the smaller cities as well. We can look forward to the publication of these studies and hope that yet another series of surveys will concentrate on some of the less affluent neighborhoods, for they, too, are an important part of our history.

This attractive, very readable volume is recommended reading for any person who has an interest in early twentieth century North Carolina, epecially those who are involved in city planning and historic preservation. Libraries that collect North Caroliniana or items on city planning and preservation should consider this title.

Rebecca Ballentine, University of North Carolina at Chapel Hill

Horace W. Raper. ***William W. Holden: North Carolina's Political Enigma.*** Chapel Hill: University of North Carolina Press, 1985. 376 pp. Bibliography, index, illustrations. $29.95. ISBN 0-8078-5060-8.

William Woods Holden, Reconstruction governor of North Carolina, has always been the focal point of controversy. He remains the state's only chief executive to have been impeached and removed from office. As Horace W. Raper writes, he is the "most reviled and maligned person" in the state's history. Raper, professor of history at Tennessee Technological University and editor of the forthcoming Holden papers for the North Carolina Division of Archives and History, takes as his mission the vindication of this unjustly slighted man.

Holden, born illegitimate in Hillsborough in 1818, assumed editorship of the *North Carolina Standard* in 1843. With the newspaper as his platform Holden became a political power broker and engineered the election of several governors. In 1860 Holden broke with the Democrats and, during the war, headed up a surprisingly strong peace movement in the state. In 1865 he was rewarded by being named provisional governor by President Andrew Johnson. Though he lost that year's general election to Jonathan Worth he was returned to office in 1868. On the whole, the goals he set for his administration were entirely progressive and commendable. He was unable to achieve them, according to Raper, due to unstable national government, harassment by his political enemies, and his weaknesses as an administrator.

Holden's greatest test as governor came when he organized the militia in 1870 to suppress the rampaging Ku Klux Klan in Alamance and Caswell counties. For his efforts he was impeached by his Democratic opponents and, by a strictly partisan vote, removed from office. Holden fled the state and sought refuge in Washington. In 1873 President Grant appointed him Raleigh's postmaster, a post he held until 1881. Until his death in 1892 Holden sought but never received official vindication and removal of the ban on his holding state office. In his last years, though in fact he was a kindly, concerned, pious man, in the eyes of many North Carolinians he was a traitorous monster.

Until now Holden has not had a competent or sympathetic biographer. The study by Edgar E. Folk and Bynum Shaw, published in 1982, concentrates on Holden's private life and his years as editor of the *Standard.* Yet their book, begun by Folk over forty years earlier and completed by Shaw after Folk's death, is deficient on several counts. For many years J.G. deRoulhac Hamilton's broader study, *Reconstruction in North Carolina*, published in 1914, has been the most consulted source on Holden's years as governor. Hamilton portrayed Holden as an irresponsible, unscrupulous demagogue.

Ironically Raper's study grew out of a dissertation prepared under Hamilton at Chapel Hill in 1951. Thus, like the Folk and Shaw volume, it has

had a long gestation. Certainly a thorough re-evaluation of Holden's role in the state's Reconstruction years is long overdue. Not surprisingly, the picture painted by Raper is altogether different from Hamilton's interpretation. Indeed, on several specific points, Raper accuses Hamilton of misrepresenting facts in the case leading to Holden's impeachment trial.

The author works hard at absolving Holden of any guilt in the railroad corruption rampant during his administration. Raper further demonstrates that Holden's use of the militia in 1870 was altogether defensible. Some readers may find the detail involved in such exercises excessive. On the whole, however, the narrative is clear and engrossing. Raper leaves the reader convinced that "in spite of his critics' accusation and his lost administrative opportunities, William W. Holden was a man of dignity and integrity."

Michael Hill, North Carolina Division of Archives and History

Clyde Edgerton. ***Raney, A Novel.*** Chapel Hill: Algonquin Books, 1985. 227 pp. $12.95. (P.O. Box 2225, Chapel Hill 27514). ISBN 0-912697-17-2.

"Music is what brought me and Charles together," explains Raney, the narrator of this wonderfully funny and believable novel. If anyone has heretofore questioned the power of music, this statement should remove all doubt. Two more unlikely marriage partners would be hard to find.

A more delightful novel would also be hard to find. Raney, a Free Will Baptist from a small town, and Charles, a Methodist from Atlanta rapidly moving up to the Episcopal Church, are drawn together by their interest in bluegrass music. Charles, the assistant librarian at Listre Community College, has "liberal" ideas about race, sex, religion, and politics but lacks Raney's sense of family and community that nurture and bind people together in small towns. Raney is sensitive to the people in her world—her family, old people, members of her church, her neighbors—yet she has difficulty in going beyond the limitations of her upbringing and broadening her world to include those different from her (blacks, members of other religions, vegetarians, her husband and his "perverted" ideas about sex).

Raney and Charles both grow and change in the two years covered in this novel (though, mercifully, they do not dissolve into that homogeneous slush often described by the phrase, "we two are one"). They are without a doubt the central characters. But those of us who grew up in small southern towns will recognize ourselves and others in the minor characters and take special delight in them. The small talk, the language used, the situations, and the ideas are as true to life as the events in any small town. *Raney* is a wonderful book to read aloud with someone who appreciates this gentle humor.

Edgerton, formerly on the faculty at Campbell University, is now at St. Andrews College. *Raney* is his first novel. Let's hope it is the first of many. This is another star in Algonquin's rapidly growing crown.

Recommended for all adult and young-adult fiction collections.

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

Library Privacy Act Passes Legislature

Legislation which will make library user records confidential has passed the North Carolina General Assembly. The act, initiated by the Intellectual Freedom Committee of the North Carolina Library Association, was ratified by the Senate on Thursday, June 27. Representative George W. Miller, Jr. (D-Durham) introduced the bill in the House. ECU Professor Gene D. Lanier, chairman of the Intellectual Freedom Committee, testified in legislative committees along with other librarians to have the bill approved.

North Carolina joins almost thirty other states that now have this statute on the books. The law says that a library shall not disclose any library record that identifies a person as having requested or obtained specific materials, information, or services, or as otherwise having used the library except in certain cases. Library records may be disclosed when necessary for the reasonable operation of the library; upon written consent of the user; or pursuant to subpoena, court order, or where otherwise required by law. The act becomes effective October 1, 1985. The law closely follows recommendations from the American Library Association for handling such library problems.

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 1985
RATIFIED BILL

CHAPTER 486
HOUSE BILL 724

AN ACT RELATING TO CONFIDENTIALITY OF LIBRARY USER RECORDS.
The General Assembly of North Carolina enacts:

Section 1. This act may be cited as the Library Privacy Act.

Section 2. Chapter 125 of the General Statutes is amended by adding a new Article to read:

"Article 3.

"Library Records.

"§ 125-18. *Definitions.*—As used in this Article, unless the context requires otherwise:

(1) 'Library' means a library established by the State; a county, city, township, village, school district, or other local unit of government or authority or combination of local units of governments and authorities; a community college or university; or any private library open to the public.

(2) 'Library record' means a document, record, or other method of storing information retained by a library that identifies a person as having requested or obtained specific information or materials from a library. 'Library record' does not include nonidentifying material that may be retained for the purpose of studying or evaluating the circulation of library materials in general.

"§ 125-19. *Confidentiality of library user records.*—(a) Disclosure. A library shall not disclose any library record that identifies a person as having requested or obtained specific materials, information, or services, or as otherwise having used the library, except as provided for in subsection (b).

(b) Exceptions. Library records may be disclosed in the following instances:

(1) When necessary for the reasonable operation of the library;

(2) Upon written consent of the user; or

(3) Pursuant to subpoena, court order, or where otherwise required by law."

Section 3. This act shall become effective October 1, 1985.

In the General Assembly read three times and ratified, this the 27th day of June, 1985.

Robert B. Jordan III
President of the Senate

Liston B. Ramsey
Speaker of the House of Representatives

Remarks by Dr. Gene D. Lanier, Chairman, Intellectual Freedom Committee, North Carolina Library Association before Senate Judiciary II, July 2, 1985

My name is Gene D. Lanier and I represent the over 2000 members of the North Carolina Library Association in the area of intellectual freedom and the freedom to read. As chairman of this committee, we have handled over 150 cases of attempted censorship of library materials in North Carolina since 1980.

In the last session of the General Assembly I was appointed by the Speaker of the House to serve on a Study Commission on Obscenity Laws. I served on this group along with representatives from both the House and the Senate, the Department of Justice, a district attorney, a state judge, and representatives from the press, television, the theater owners, and the magazine distributors. We studied the obscenity laws already on the books line-by-line over the period of a year. We heard testimony from experts both from North Carolina and from out of state. We discussed, we debated, and we did research. Based on all of this, we made recommendations to the Legislature for their consideration. I am sincerely disappointed that these recommendations were not considered in the drafting of House Bill 1171. I hate that all this hard work was for naught.

I agree that some legislation should come out of this session to strengthen our present obscenity statutes but I request that the recommendations of our Commission be considered before any new laws are passed. A number of the sections in House Bill 1171 are opposed to our findings in our deliberations. We have found as librarians that one of the main problems, as you might expect, has to do with the definition of obscenity. We feel some judicial determination of obscenity is necessary prior to any prosecution. Libraries follow due process and anyone with complaints about materials in the collection must file a written reconsideration form. On these written complaint forms, individuals have used the term "obscene" to describe their objections. As an example, individuals filed complaints about the "R" volume of *World Book Encyclopedia* due to its section on reproduction and in Durham they objected to *Little Red Riding Hood* because of the wolf eating up grandmother and the fact that in the original Grimm, she had wine and cheese in the basket she was taking to grandmother's house. Both of these were described by the complainant as being obscene. I think you can see how the definition changes as you move from one person to another. This is why my organization supports a judicial determination based on a statewide standard rather than leaving it up to a local police official when a complaint is filed.

We all know that libraries are not the main target of this legislation. Most unsavory titles never reach the shelves of our libraries due to our professional selection policies and criteria for selection but we have faced a number of problems from potential censors who do not agree with a certain philosophy, theory, or idea found in library materials. Intimidation and the threat of padlocking libraries or librarians without a hearing sends cold chills up my spine.

Therefore, we solicit your support in studying carefully House Bill 1171, House Bill 143 which incorporates many of the recommendations of the Legislative Commission, and the thoughts I have tried to convey. Maybe a sub-committee with all factions being heard could iron out some of the differences.

Thank you for your kind attention and good luck on drafting legislation which will erase the pornography problem in the Tar Heel state.

NCLA Minutes

North Carolina Library Association
Minutes of the Executive Board
April 12, 1985

The Executive Board of the North Carolina Library Association met on April 12, 1985 in the Green Room, Greensboro Building, Greensboro College, Greensboro. Board members present were Leland Park, Pauline Myrick, Roberta Williams, Eunice Drum, Shirley McLaughlin, Mary Avery, Judie Davie, Judith Sutton, Rebecca Ballentine, Patsy Hansel, Stuart Basefsky, Larry Barr, Karen Perry, Mertys Bell, Robert Bland, Emily Boyce, Robert Burgin, Mary P. Williams, and Benjamin F. Speller, Jr. Also present were Patricia Langelier, Marjorie Lindsey, Arial Stephens, William Mott, Mae Tucker, Arabelle Fedora, and H. K. Griggs, Sr.

The meeting was called to order by President Leland Park. He recognized William R. Mott, Director of Library Services at Greensboro College, who welcomed everyone to the campus and spoke briefly about arrangements for the Spring Workshop.

President Park announced that, due to an increasingly heavy load of academic and teaching commitments, Robert Burgin had resigned as editor of *North Carolina Libraries*. After commending Mr. Burgin for the highly professional manner in which he handled his responsibilities as editor, the President informed the Board that he had accepted Burgin's resignation with regret. The President then announced that Associate Editor Patsy Hansel had agreed to accept appointment as editor, pending approval by the Board. Emily Boyce moved that the Board approve the appointment of Patsy Hansel as editor of *North Carolina Libraries*. The motion was seconded and passed unanimously.

President Park announced that the Nominating Committee would mail ballots to all NCLA members on May 1. Deadline for returning ballots is May 30. The President shared with the Board a letter from Mr. Warren W. Stumpf of Stone and Edwards Insurance Brokers and Consultants of Harrisburg, Pennsylvania. In this letter Mr. Stumpf described the liability insurance program developed by his company for the directors and officers of the Pennsylvania Library Asssociation. He offered to design a similar plan for NCLA officers and Board members. After some discussion, it was decided not to pursue Mr. Stumpf's offer, due to legal issues involved and also due to the fact that a number of Board members already have liability coverage provided by their employers. President Park also shared copies of letters from various federal and state government officials expressing their support of NCLA and library services in North Carolina.

The minutes of the January 25, 1985 Executive Board meeting were presented by Roberta Williams, Secretary. One correction was noted on page 4, paragraph 1. For clarification, the secretary was instructed to rewrite the last two sentences in this paragraph to read as follows:

> "Dr. Davie observed that a master's degree is required for state certification, but the salary schedule for media specialists is the same as for teaching faculty with a bachelor's degree."

The minutes were then approved as corrected.

Eunice Drum gave the Treasurer's report and distributed copies to all Board members. She stated that she had been asked about one-year NCLA memberships for individuals planning to retire before the end of a biennium. After some discussion, the question of dues for retirees was referred to the Futures Committee for study and recommendations.

Arabelle Fedora, Chairman of the Futures Committee, reported that her committee was still assessing priorities and gathering data. She handed out copies of a brief questionnaire which she planned to distribute to everyone attending the Spring Workshop. She stressed that the Committee needs input and information from many people in order to accomplish its goals. The Committee hopes to be able to present its recommendations to the Executive Board by Spring 1986.

Reporting for *North Carolina Libraries*, Robert Burgin announced the appointment of Julie Sanders of the Forsyth County Public Library as Advertising Manager. The Spring 1985 issue on Collection Development should be mailed by mid-April. Future issues include Summer 1985, Library History (guest editor, Maury York); Fall 1985, Library Services to Institutions (guest editor, Jim Myrick); Winter 1985, Conference Issue; and Spring 1986, Two-year and Community College Libraries (guest editor, Beverly Gass). Burgin also thanked the Board members for their support during his tenure as editor.

Pauline Myrick, President-Elect, and Arial Stephens, Conference Manager, gave an update report on plans for the 1985 Biennial Conference. They emphasized the July 1st deadline for printing the conference program and urged that vitae and glossy prints of all conference speakers be forwarded to the Conference Planning Committee as soon as possible. A tentative schedule of conference meetings and activities was distributed along with space assignments. It was noted that 44 exhibitors have already signed up and paid their fees.

The report for the Governmental Relations Committee was given by Arial Stephens for Louise Boone, Chair. A delegation headed by Louise Boone will represent NCLA in Washington, D.C. at Legislative Day on April 16. Two groups of students from the North Carolina Central University School of Library Science will accompany the delegates.

A report from the Constitution, Codes and Handbook Committee was given by Mae Tucker, Chair. The Committee has studied several problems and proposed changes which have been referred to it by the Executive Board. Chairman Tucker pointed out that the Constitution cannot be amended by mail ballot. Proposed changes and amendments may be recommended by the Executive Board to the membership, but action on the proposed amendments must be taken at a business meeting following proper prior notification. Benjamin F. Speller, Jr. moved that the Constitution, Codes and Handbook Committee send its recommendations for changes in the constitution and by-laws to members of the Executive Board for their study and approval. Board approval may be obtained by mail ballot. All recommendations approved by the Board would then be published in the Summer 1985 issue of *North Carolina Libraries* and distributed to the membership. Action on the proposed recommendations would then be taken at a business session of

the North Carolina Library Association during its biennial conference in October. This motion was seconded and passed. The President then recognized Emily Boyce, who extended congratulations on behalf of the Board to Mae Tucker on her recent retirement. Board members gave Miss Tucker a large round of applause in appreciation of her many contributions to NCLA and to the profession of librarianship.

Emily Boyce reported on recent news from the American Library Association. At the ALA Midwinter meeting in Washington, D.C. on January 5-10, Council approved the report of the ad hoc Planning Process Committee. This important document is entitled *ALA Strategic Long-Range Planning: An Outline.* Ms. Boyce asked the Board's recommendations on the minimum salary questionnaire recently sent out by ALA. After some discussion, it was decided to table this issue.

President Park recognized Marge Lindsey, editor of *Tar Heel Libraries.* He expressed the Board's congratulations and best wishes on her announced plans for retirement. He praised Mrs. Lindsey for her many professional accomplishments and for her service to NCLA. Board members accorded Mrs. Lindsey a hearty round of applause for her dedicated support and many contributions to library service in North Carolina.

Karen Perry, Chair, Children's Services Section, reported that the Section has made a profit of $90.00 thus far on the sale of notepads. Plans are being made to reprint the notepads in order to have them available to sell at the biennial conference and other events. The Section plans to have a "Notables Showcase" of books, films and filmstrips chosen from the ALA "Notables" list following its Thursday business meeting at the biennial conference. The Section will sponsor a breakfast on Friday morning with author David McPhail as guest speaker. Nominees for Section officers for the 1985-87 biennium will be listed in the Children's Services Section's August newsletter.

Robert Bland, Chair, College and University Section, reported that the Section will sponsor a workshop entitled "The Electronic Network: Sharing the Costs and the Benefits of Library Automation," on May 30-31 at Whispering Pines Country Club.

Stuart Basefsky, Chair, gave the report for the Documents Section. The Section plans to set up a table to display information about the need for public access to state publications at the Public Library Trustee Conference to be held May 29-30 at the Radisson Plaza Hotel in Raleigh. A similar display table will be manned by Section members during the biennial conference October 2-5. Basefsky introduced Ms. Pat Langelier, Chair of State Documents Depository System Committee, NCLA Documents Section. She spoke briefly to the Board about the work of her committee and the need to have NC General Statute ¶147-50.1 changed to establish a depository system for state documents. Basefsky and Langelier then distributed copies of the following resolution:

WHEREAS, all citizens of North Carolina have a right to information published by their state government and supported by their tax monies; and

WHEREAS, this information is not now easily available to citizens in all areas of the state; and

WHEREAS, the state of North Carolina does not have a state depository law for distribution of state publications to a network of libraries, and is one of the few states in the country without such a law; and

WHEREAS, the State and Local Documents Task Force, the Government Documents Round Table of the American Library Association, and the Association of State Library Agencies have approved suggested minimum standards for state servicing of state documents; and

WHEREAS, the state of North Carolina does not meet the approved minimum standards relating to the distribution of state publications; and

WHEREAS, there is an urgent need for action to correct the inaccessibility to state publications: Now therefore be it

RESOLVED, that the North Carolina Library Association strongly supports legislation to establish a statewide depository system for North Carolina state publications that will make these publications available to libraries and citizens throughout the state; and be it further

RESOLVED, that the North Carolina Library Association authorizes the State Documents Depository System Committee of the Documents Section of the North Carolina Library Association to continue preparation of a bill to establish such a depository library system for North Carolina state publications, to work with the Governmental Relations Committee of the North Carolina Library Association to gain legislative support, and to work to gain support of citizens throughout North Carolina.

February 21, 1985
Submitted by Pat Langelier, Chair of State Documents Depository System Committee, NCLA Documents Section

Stuart Basefsky moved that the NCLA Executive Board approve this resolution. The motion was seconded and passed.

Mary Avery, Chair, gave the report for the Community and Junior College Section. Susan Janney, Secretary of the Section, will represent the Section at Legislative Day in Washington on April 16. With input from the Board, she wrote the position paper to be distributed in Washington. The Community and Junior College Board will be investigating a possible off-year summer workshop. Definite decisions on this will be made after the October biennial conference.

Vivian Beech, Chair, Junior Members Round Table, was unable to attend the meeting due to recent surgery. She sent a written report which was shared with the Board by President Park. JMRT members are still working at becoming a more visible and viable group. Brochures and application forms for the B&T Grassroots Grants and the Young Librarians Award are now ready for distribution. The JMRT Board will meet May 17 to make additional plans for the Orientation Program and "Night on the Town" which the Section plans to sponsor during the biennial conference.

The report for NCASL was given by Dr. Judie Davie, Chair. She reported that the Executive Committee of NCASL met on Saturday, February 9 in Greensboro. Action items included: the contribution of $500.00 to AASL/AECT Standards Writing Committee; the approval of statements of support for the candidacy of Marilyn Miller for President-Elect of the American Association of School Librarians and for the candidacy of Elsie Brumback for Chair of the Supervisors Section within AASL; the establishment of $5000.00 for the NCASL Scholarship with the interest generated to be awarded as a scholarship at the NCASL Biennial Work Conference; the acknowledgement of the $5000.00 Appalachian Scholarship with the interest generated to be awarded as a scholarship at the NCLA Biennial Conference. National topics as possible resolutions for the 1985 AASL Affiliate Assembly were discussed. Judie Davie and Helen Tugwell will represent NCASL in Washington for ALA Legislative Day. Continued support for ECIA Chapter 2 Block Grants will be the focus. Former NCASL Chair Dr. Paula Short has been appointed Conference Chair for the Fourth National AASL Conference in Minneapolis, 1986. Clara Crabtree, Supervisor in Durham County Schools, has announced her retirement at the end of this academic year. She has been an outstanding advocate and example of professionalism in school librarianship in North Carolina and the nation. April 17, 1985 will be the capstone for school library events in Spring, 1985 as balloons are launched, stories are told, open houses are held, and media fairs are conducted in celebration of "A Nation of Readers."

Judith Sutton, Chair, gave the report for the Public Library Section. The Governmental Relations Committee of this Section has been extremely busy as N.C. legislative support is sought for HB/SB-301 providing an additional $3 million annually in State Aid to public libraries. The Section had six representatives in attendance at the Lobbying Workshop held in Washington, D.C. during ALA Mid-Winter. In cooperation with the North Carolina Public Library Directors' Association and N.C. Friends of Public Libraries, the Section is sponsoring General Assembly Day May 2 in Raleigh. Judith Sutton and Nancy Massey will be the Section's official delegates to Legislative Day in Washington, D.C. April 16. The Public Library Section, along with the Trustees Association of NCLA, the State Library and the Institute of Government, will sponsor the 18th Annual Public Library Trustee-Librarian Conference May 29-30 at the Radisson Plaza Hotel in Raleigh. The theme of this year's conference is "Public Libraries and the Governmental Process." In addition to these activities, the Personnel Committee led by Tina Foti produced two outstanding workshops with the joint sponsorship of the Cape Fear Library Association. "How to Improve Employee Performance: Some Essentials of Supervision" was held March 15 and 16 in Clemmons and Fayetteville and featured Dr. Mardy Grothe and Dr. Peter Wylie, nationally known for their work in personal and organizational development. In addition to the continued publication of the nationally recognized "Grassroots," The Young Adult Committee under the leadership of Patrice Ebert produced a workshop March 28 in High Point on "Tools for Term Papers." The Literacy Committee will conduct a workshop, "Learning About Literacy: How to Set Up a Literacy Program in Your Library," in Kinston and Hickory on May 3 and May 24.

Reporting for Reference and Adult Services Section was Larry Barr, Chair. The Program Committee of this Section is planning a program concerning reviewing of reference works for the biennial conference. The editorial board of the proposed quarterly newsletter has selected the title, "The Reference Desk" and plans to publish the first issue in the early summer. The workshop set for May 17 on "Microcomputers in Reference and Adult Services" is fully enrolled. Principal speakers will be Mary A. Holloway, Media Evaluation Services, State Department of Public Instruction; Elizabeth Evans, Department of Psychiatry, School of Medicine, University of North Carolina at Chapel Hill; Rosann Collins, Business and Information Support Systems, University of North Carolina at Greensboro; and Frada Mozenter, Atkins Library, University of North Carolina at Charlotte.

Benjamin F. Speller, Jr., Chair, gave the Resources and Technical Services Section report. An Evaluation Committee for the Best Article Award has been appointed. For this biennium's award, articles published in *North Carolina Libraries* since the last award was made will be considered. Guidelines for payment of RTSS members participating in RTSS events have been prepared by Joline Ezzell and approved by the RTSS Executive Board. A proposed revision of the RTSS Bylaws relating to appointment of interest group officers has been approved by the Executive Board; these revisions will be presented for membership vote at the Section's breakfast/business meeting. Activities to be sponsored by RTSS at the biennial conference include: Breakfast/Business meeting on Thursday morning; Cataloging Interest Group panel on "Cataloging Problems and Solutions"; Collection Development and Serials Interest Groups program on "Retrospective Buying"; and the RTSS General Program on "Authority Control—the Philosophy, Where We Are Going, and Update on Project at Library of Congress." Speller also distributed copies of the guidelines and application form for the RTSS grant to assist in expenses and encourage attendance at NCLA Biennial Conferences. Deadline for applications for this year's grant is July 1, 1985.

Patsy Hansel, Chair, distributed brochures on the workshop, "Upper Level Management Speaks to Supervisors, or, Everything We Wish We Had Known When We Started Out," to be sponsored by the Round Table on the Status of Women in Librarianship May 13-14 at the School of Library Science, University of North Carolina at Chapel Hill. The Round Table will sponsor a speaker and fashion show for the Thursday morning session of the Biennial Conference and is moving forward with plans for a reception Thursday evening at the North Carolina State Museum of Art.

Other reports were given by Mary P. Williams (Roundtable on Ethnic Minority Concerns) and Arial Stephens (Networking).

Treasurer Eunice Drum announced that she had official stationery and envelopes for any Board members who might need them. President Leland Park announced that he would be happy to write letters of thanks, appreciation, etc. on behalf of NCLA if Board members would let him know when such letters need to be written. He also encouraged the Board to attend the various workshops and committee meetings scheduled for Saturday, April 13 and to support these activities with their input and suggestions.

There being no further business, the meeting adjourned.

Robert S. Williams, Secretary

stand up for libraries

NORTH CAROLINA LIBRARY ASSOCIATION

EDITORIAL STAFF

North Carolina Libraries, published four times a year, is the official publication of the North Carolina Library Association. Membership dues include a subscription to *North Carolina Libraries*. Membership information may be obtained from the treasurer of NCLA.

Subscription rates for 1984 are $20.00 per year, or $5.00 per issue, for domestic subscriptions; $25.00 per year, or $7.00 per issue, for foreign subscriptions. Backfiles are maintained by the editor. Microfilm copies are available through University Microfilms International. *North Carolina Libraries* is indexed by *Library Literature* and publishes its own annual index.

Editorial correspondence should be addressed to the editor; advertisement correspondence should be addressed to the advertising manager. Articles are juried.

North Carolina Libraries is printed by Meridional Publications, Wake Forest, NC.

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

North Carolina Libraries
OFFICIAL PUBLICATION OF THE
NORTH CAROLINA LIBRARY ASSOCIATION
P.O. Box 40034
Raleigh, N.C. 27604