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PEMBROKE STATE UNIVERSITY
LIBRARY HOLDINGS - SPEECH COMMUNICATIONS

INDEPENDENT STUDY

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APPROVED:

Albert D. Dunavan

Albert D. Dunavan, Study Director

R. J. Rundus 127177 (A truly worthwhile and
impressive project.)

R. J. Rundus, Department Chairman

Richard C. Pisano, Dean of the Faculty

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As an independent study for credit toward my major in Dramatic Literature and Performance, I chose to do extensive research on the Pembroke State University Library holdings in the area of speech communication.

The first step in this research project was to get a bibliography of recommended library holdings from a reliable source. I wrote to the American Educational Theatre Association in Washington, D. C. and to the Speech Communication Association in New York and requested their lists.

The American Educational Theatre Association had no such list and sent only a list of their own publications. The Speech Communications Association, however, responded grandly with a detailed list in each area of speech: public address, theatre, interpretation, instructional development, and forensics.

The second step was to check these lists against what the Pembroke State Library had in its card catalogue. I worked each list until I had noted what books were not in our library. If the book was in our library, I noted the call numbers and checked to make sure the volume was in the stacks. I checked a total of one-hundred-eighty-two books and found ninety-seven in the stacks. This took approximately sixty hours of library work.

I then made a comprehensive list of the books now in

the Pembroke State University Library and made out request cards for those we are lacking. They are on order at this time. The bibliography with the call numbers of those works now in our library and the notation of those on order is included at the end of this paper.

My findings in this research were most exciting to me. I was pleasantly surprised at the volume of the Pembroke library holdings and it was fun and educational to discover the books that were familiar and those that were not. My findings are, I think, most enlightening.

The bibliography in public address which was my guide was compiled by Bower Aly, Goodwin Berquist, Waldo W. Braden, Laura Crowell, Wilbur Gilman, James H. McBath, Marie H. Nichols, Thomas K. K. Nilsen, John F. Wilson, Barbara Harris Ewbank, and Robert P. Friedman. All of these names are well known in this area and I list them only to show the authority of the bibliography. Of the ten works adjudged by the committee to be of priority in the study of the history and criticism of public speaking, our library had eight, a very good percentage. Of the thirty-six remaining works, we had eleven. In the area of public address, we had a total of approximately 41% of the recommended library holdings. To the credit of the Pembroke Library also is the fact that of the nineteen books we have in this area, eight are on the top ten priority list.

The book list for theatre was compiled by Jim Hooks, James Patterson and Patti Gillespie. The list did not

include plays or collections of plays, historical studies on a particular problem or period, or foreign works not available in English. The list consisted of fifty books concerned with history, criticism, theory and practice of the dramatic and theatrical arts of a general nature. This bibliography included "an irreducible minimum" of ten works. Of these books, the Pembroke Library has nine! The other work, On the Art of Poetry by Aristotle, translated by Ingram Bywater, is available to the reader within another work. Of the remaining forty books, the library has twenty-six; that means the Pembroke State University Library has 70% of the books recommended for library holdings in theatre and 90% of "the irreducible minimum." These statistics speak for themselves. The efficiency of the library in the area of theatrical study is obvious.

In the interpretation division, I found the Pembroke Library holdings to be about the same statistically as the other divisions. The list consisted of twenty-three books, of which our library had thirteen, or a percentage of 57%. However, of the ten works on the priority list, we have only four in our library at this time, much lower than the other priority lists, but a good percentage anyway.

A list of thirty basic books for speech communication instructional development was compiled from a survey of more than sixty speech educators in the Speech Communications Association. This list was submitted by the 1973 Educational Policies Committee of IDD to the SCA. This

committee was composed of Bill Brooks, Thelma Caruso, Alberta Keltner, and Harold Loy, Chairman. This list served as my bibliography in this area. The Pembroke State University Library has 53% of this list, or sixteen out of thirty books. Most of these books are in the stacks in the education section. There was no priorities list included, but the 53% for the whole list is good.

The bibliography in forensics was compiled by Grace Walsh who is Secretary of the Forensics Division of the Speech Communication Association. We have in our library ten out of a possible twenty-three books. This is a percentage rate of 44%, one of the lowest percentages of the five areas of concentration. Again, no priority list was given. As a result of my research, the books not now held by the library will soon be in the stacks. That means we will have 100% of the recommended library holding list in the area of forensics.

Taking these statistics together, the Pembroke State University Library now holds ninety-seven books of a list of one-hundred-eighty-two recommended library holdings in the area of speech communications. That means that, at the time of my study, the library held approximately 54% of the recommended books for basic study in this area.

This research project has a great deal of significance to the Communicative Arts Department, to Pembroke State University, and to me.

As a result of my independent study, the Communica-

tive Arts Department now has a comprehensive list of the works in their field now held in the Pembroke Library. This list will be increased to 100% because of this study. They can refer to this list when making reading assignments, when researching a subject, and at other times when a knowledge of the works at hand would be helpful. They now have a basis on which to request new books for the library. And with the library holding 100% of the recommended list of the Speech Communications Association, the Communicative Arts Department can boast a rather strong resource center.

Pembroke State University has gained in many ways. The knowledge that the library holds 54% of the recommended works of the Speech Communications Association should make the university very happy. That percentage does not even reflect the 90% of priority lists pointed out earlier. This percentage speaks well for the educational opportunities being offered Pembroke's students. This study has given Pembroke a gauge with which to judge the efficiency of their library in one area.

Second, as a result of my study, the library holdings in the area of speech communications will be 100% of the recommended works. Pembroke State University can boast a percentage I would venture to say not held by many schools. This, again, will be a strong point in Pembroke's efforts to offer first quality in all phases of their school.

The time I have spent on this study has great significance for me also. I became more familiar with the Pembroke State University Library and was impressed with its efficiency. I developed a working knowledge of the library system like I had not known before. I now feel much more confident about any future research I may have to do.

I now have a bibliography of resource material which will be very useful in a career in Dramatic Literature and Performance. The lists are complete enough that whatever area I go into, I can refer to them. I became familiar with unknown works, learned the publishers or other sources for books, and became familiar with how significant a certain book was in the study of speech communications. All of this knowledge will be a valuable tool in my career.

As a result of this study, I also developed a new sense of pride in the fact that I will be a graduate of Pembroke State University. As a housewife returning to college after a four year absence, I did not go through the picking and choosing of a high school senior. I chose a school on the basis of location mainly. The courses I have taken in my two years here, however, have made me aware that I was in a very good university situation. This study only fortified the fact that Pembroke is comparable to any other school and surpasses many in its effectiveness. I now realize how lucky

I was that Pembroke was the school that was nearest to me. The fact that our library has such adequate resources available in this area is just one indication that Pembroke State University is offering its students the kind of education they expect from a first-rate university.

BIBLIOGRAPHY

The bibliography which follows is a complete list of all books which were checked during the course of this research. Those in the Pembroke State University Library at the time of the study are indicated by their call numbers as listed on the card for that particular book in the card catalogue. Those books not in the library at the time of the study are indicated by an asterisk (*). This symbol also indicates books now on order.

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