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professions.*

— Howard McGinn, 1991



CONFERENCE ISSUE



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NORTH CAROLINA LibRARIES

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Cover: Howard McGinn "The Mo[j]rning After," *North Carolina Libraries* 49 (Winter 1991): page 220.

Cover Photos: Photos courtesy of Rose Simon, Dale H. Gramley Library, Salem College, Winston-Salem, NC. From top left to right: The Scholastic Great American Book Fairs exhibit; Frances Bradburn presents "AIDS Materials for Children and Young Adults," sponsored by the Committee on AIDS Awareness; morning at the Registration Booth. Pictured middle: Jerry Bledsoe speaks on "True Crime in Literature" for the Public Libraries Section; David Harrington, Janet Freeman, and Mrs. Barker at the exhibits; the Swap and Shop Table. Pictured bottom: the exhibit floor overview; Lou DeVonne Saunders receives the REMCo Roadbuilders Award in public librarianship from Barbara Best-Nichols.

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From the President

Providing resource support for a highly respected women's college is a unique assignment, one to which incoming NCLA president Janet Freeman has given a great deal of thought as well as personal energy. From rotating weekends with her staff, an assignment she thoroughly enjoys because "it makes me feel like a librarian again," to the carefully planned and currently implemented decision to install an integrated on-line system not only to provide the all-female student body with the best possible resources, but to address women's well-documented computer phobia as well, this director of Meredith College's Carlyle Campbell Library has organized and developed her professional career as carefully as the collections she has overseen.

"I always knew I wanted to be a librarian, ever since I became a page," Janet says, an assignment she received as a fourth grader at Ardmore Elementary School in Winston-Salem. "Librarians were always very, very nice to me. I grew up wanting to be one of them. One of the highlights of my high school career was being allowed to file shelflist cards. I knew I was trusted when they let me drop the cards below the rod."

Even at that young age, Janet planned her professional career with care. Aware that "I needed as broad a background as I could get because librarians need to know about *everything*," she enrolled at the University of North Carolina at Greensboro, entering their teacher education program because it allowed her to study "a smattering of everything."

Realizing that she needed to broaden her experiences outside of North Carolina, and desiring to study under Frances Cheney, "the great goddess of reference," Janet began her MLS at Peabody Library School in Nashville, Tennessee. And Cheney lived up to her well-deserved reputation. "I had two courses under her. She was very human, very funny; I learned so much. 'Scope, arrangement, special features'—I never look at a reference book without hearing her voice asking about these three things."

While she was at Peabody, Janet was involved in two courses and a major project which, in retrospect, were extremely important in the development of her present career. The first was her exposure to computers through two separate courses, an introductory course and an information systems course. OCLC was just being born, and the opportunity to be introduced to this profession-changing technology as a student is not lost on Freeman today.

The other academic opportunity of significance was the writing of an acquisitions program in FORTRAN, an assignment she and her fellow students completed in spite of the fact that "none of us ever thought we'd be in a position to use this." Ah, the naiveté of the student!

Even though Janet's initial inclination was to be a public librarian — "I worked in telephone reference at the Forsyth County Public Library the summer between college and library school and I thought public libraries were just perfect" — an assistantship in the reference department at Peabody during graduate school caused her to lean toward academic libraries during her first job search, a search that culminated in her acceptance of the position as reference librarian at Georgia Southwestern College for two years. The library was the James Earl Carter Library — "Jimmy's father, the peanut farmer."

After Georgia Southwestern, Janet became a technical

services librarian at Furman University for two years. Both these positions essentially were apprenticeships, part of a bigger career picture, even though she confesses that she was not fully aware of this at the time. "I just thought I should know about technical services."

The broad-based knowledge begun as an undergraduate came full circle when she was appointed director of the Wingate College Library. Her challenge during the nine years she was there was to move the library from resource support of a junior college curriculum to that of a four year, degree granting institution. It was an interesting, somewhat frightening, growth inspiring transition for Freeman.

"Wingate had a strong junior college library. Adding baccalaureate degrees forces you to look hard at collection development and what it means to support upper level courses. I sort of grew up professionally in Wingate."

Part of this "growing up" also involved, interestingly enough, living in a small town. "It was the smallest town I'd ever lived in. I had never worked with the same people I went to church with, went to the post office with. It was nurturing"

— not just for Janet, but for her staff as well. One learns to work with people really well in small towns — to do otherwise is professional and personal suicide.

And Janet took the best of the small town with her when she accepted the directorship of the Carlyle Campbell Library at Meredith College in Raleigh in 1984. Confessing that "I was ready to be in a bigger place," Janet also carefully evaluated her commitment to a single-sex institution before accepting the appointment. "I think there is an important place for single-sex education — women's education — in today's academic environment. I believe it is important for young women to have that opportunity *if they want it*. Women's colleges are places where women can assume leadership roles without men dominating. (Women will let men do this, you know.)"

This careful analysis and ability to consider and accept the individual are inherent in everything Janet undertakes. In discussing her immediate goals at Meredith, she quickly asserts that "a smooth transition into the world of library automation" is foremost. She believes that this transition is a major challenge to staffs who have used the same procedures for so long. "The key is to help people not try to transfer what they've done on paper all these years to the computer. It requires a lot of patience and flexibility" — a lot of consideration and acceptance of the individual and the group.

The same can be said for the individuals and the group that make up the North Carolina Library Association. Typically, Janet reveals, "I have no agenda as such for my presidency, although I am committed to people networking . . . talking to each other. NCLA and its executive board have a unique opportunity — to get different kinds of librarians together, talking to each other. I started out thinking that we ought to address the ALA Code of Ethics — and we may. But the more I think about it, the more I want the *Executive Board* to set that agenda. I see NCLA as a big team effort. If you're going to be part of a group — a team — be as much of a group as possible. I believe in the power of the group." And the group is fortunate to have such a thoughtful, dynamic leader as Janet Freeman, the next president of NCLA.

— Frances Bryant Bradburn

Editor's note: North Carolina Libraries wishes to use this column to introduce the president of NCLA for the 1991-1993 biennium to the membership. Ms. Freeman will begin her column with the next issue.

Over to You . . .

LETTERS TO THE EDITOR

To the Editor:

I just wanted to let you and the guest editor know that the Fall 1991 issue of *North Carolina Libraries* is the best I have ever seen. It certainly rivals, if not excels, the quality of many commercial journal ventures in the field. The excellent photographs complement an equally fine manuscript.

—Gary Fenton Barefoot, Librarian
Mount Olive College, Mount Olive, NC

To the Editor:

Guest Editor Phillip Barton and his group of writers should be highly commended for the Fall issue of *North Carolina Libraries* devoted to library building. This theoretical and practical assortment of articles is a true contribution to the literature.

The information and advice will indeed be an aid to persons involved in building planning or renovation. This issue will become required reading for my students in their library management class. Thank you for this outstanding contribution to the profession.

—Gene D. Lanier, Professor
East Carolina University, Greenville, NC

To the Editor:

Frances Bryant Bradburn, reviewer of my anthology/text, *Our Words, Our Ways: Reading and Writing in North Carolina*, is evidently a careful reader. She is right on target in recognizing that this book is intended to do more than merely showcase writing and writers — that it was compiled and edited, as she wrote, to "not only encourage an appreciation and love of our North Carolina heritage, but also ... help these teens understand their place in their communities, state, nation, and world." I very much appreciate her describing the text as "an example of careful content integration"; such integration was one of my prime objectives during the three and one-half years I devoted to compiling it and the extra months devoted to the Teacher's Resource Guild.

Two additional comments:

First, on the matter of multicultural selections, Bradburn accurately notes that about ten percent of selections are by and about African-Americans; to be exact, seven black authors are represented and fourteen works deal with black experience. However, the comment that "other ethnic groups are not singled out" ignores the thirteen works — dramas, fiction, poetry, legends, and non-fiction — dealing with native Americans and including their words (speeches, oral histories, transcripts of legends). So far as other cultures go, North Carolina at this point has been shaped mainly by three cultures: native American, African-American, and Euro-American (mainly English, Scotch-Irish, Scottish, and German). With more Hispanic and Asian peoples moving into the state, and with the current remarkably hospitable climate for writers here, it is only a matter of time before we have our own Amy Tan and Li-Young Lee, our Richard Rodriguez and Gabriel Garcia Marquez — but we can't claim them yet.

Secondly, I agree entirely that it is a pity that the textbook wasn't completed in time for 1991-96 state adoption, but I am happy to note that because of recent programs allowing more freedom in choosing texts, spending allocated monies, etc., a number of schools are already using *Our Words, Our Ways* — in spite of sadly diminished budgets. (I find it interesting that some of the less wealthy school systems have been among the first and the most enthusiastic in purchasing it and training both social studies and language arts teachers to use it effectively.) If teacher response is any indication, the book will indeed fulfill its objectives.

—Sally Buckner
Raleigh, NC

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

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Furnishing Knowledge Networks for the Information Future

NORTH CAROLINA LIBRARY ASSOCIATION BIENNIAL CONFERENCE
HIGH POINT, NORTH CAROLINA — NOVEMBER 12 - 15, 1991

Editor's note: The following are highlights from the 1991 North Carolina Library Association's Biennial Conference. These, as well as the awards and speeches printed elsewhere in this issue, offer the flavor and essence of this year's conference.

Information Literacy College and University Section

Barbara J. Ford, Past President of the Association of College and Research Libraries (ACRL) and the newly appointed library director at Virginia Commonwealth University, addressed the NCLA College and University Section on the concept of "information literacy." To be literate in an increasingly complex, diverse, and technologically sophisticated society, library users must be able to find, screen, analyze, and synthesize information. The challenge for librarianship in this process is to empower library users not only to recognize the need for information and to develop strategies for locating it, but also to acquire the skills to evaluate information in a wide array of formats and to use the information for problem solving.

In the delivery of information services, Ford advocated that librarians become "change masters" who anticipate new ways of packaging and retrieving information. Librarians must no longer simply react to changes from outside the library profession, but encourage and stimulate fundamental changes within the profession.

Ford's provocative remarks segued into a panel discussion moderated by Plummer Alston Jones, Jr., library director at Elon College. Responding to, reaffirming, questioning, and challenging Ford's ideas, the

panelists were Marilyn L. Miller, Chair of the Department of Information Studies at the University of North Carolina at Greensboro and President-Elect of the American Library Association, Raymond A. Frankle, library director at the University of North Carolina at Charlotte, and Gail Corrado, Assistant Vice Provost for Academic Computing at Duke University. Miller urged librarians to be more vocal about the library profession and more proactive in the delivery of services. Frankle viewed librarians as collaborators with the designers of information systems, with the publishers of information resources, and with the standard-setters of the library profession. Corrado urged librarians not only to look for new ways to provide old services, but also to have the courage to question and perhaps to abandon the services and practices of the present. Naturally, a lively question and answer period ensued.

A brief business meeting, including the election of officers for the biennium, was conducted by outgoing Chair, Martha Ransley, and Chair-Elect, Susan Squires.

Promoting Critical Thinking in the Context of Bibliographic Instruction NC Bibliographic Instruction Interest Group, College and University Section

After a brief business meeting, Chair Kathryn Moore Crowe introduced Joan Ormondroyd, retired reference librarian at Cornell University, who addressed the North Carolina Bibliographic Instruction Interest Group of the NCLA College and University Section on the topic of "Promoting Critical Thinking in the Context of Bibliographic Instruction." Ormondroyd

commented on the ironical society in which librarians find themselves today. They are constantly confronted with statistics about the high rate of illiteracy among

Americans. Meanwhile, literate Americans often experience censorship of information, as in the very limited news coverage during the Middle East war. Librarians are indeed living and practicing their profession in a society that is both informationally illiterate and informationally deprived.

After setting this very provocative context for her remarks on improving bibliographic instruction in the college and university settings, Ormondroyd challenged reference and instructional librarians to empower library users to critically examine the information available to them in various formats. Drawing on her personal experiences at Cornell, she discussed working with faculty in small and large classroom settings to teach critical thinking skills.

Rather than the traditional library orientation tours or introductory classes to library resources, Ormondroyd suggests that effective bibliographic instruction should be subject-based and integrated into courses already existing in the curriculum. Ultimately the goal of bibliographic instruction is to teach students to exercise careful selection and to evaluate judiciously information resources.

WEDNESDAY
NOVEMBER 13
1991



Beverly Gass collects registration checks at the Registration Booth.

Leadership: Strategies & Issues

Library Administration and Management Section

An audience of more than eighty people attended this program on various aspects of leadership, moderated by outgoing NCLA President, Barbara Baker. The featured speaker was Susan Jurow, director of the Association of Research Libraries Office of Management Services. Jurow pointed out that while there are many ways of defining leadership, research has identified six qualities which are common to effective leaders: A sense of vision; the ability to communicate that vision; the ability to inspire trust; the ability to gain respect; a willingness to take risks; and a willingness to empower others in the organization.

She then discussed the rapid changes taking place in both society as a whole and in the work environment, and the effects of these changes on leadership. She concluded her presentation with discussions of alternatives to leadership (in organizations where strong, effective leadership does not exist), and some methods for encouraging self-leadership.

Following Jurow's speech was a panel discussion dealing with other aspects of leadership and management. Representing school libraries was Laura Benson, chair of the North Carolina Association of School Librarians and media supervisor of the High Point Public Schools. Among other topics, Benson discussed the need for school librarians to become involved in regional cooperative ventures, to remain abreast of new developments in areas such as building design and technology, and to maintain contacts with other types of librarians through NCLA involvement and

other professional development ventures.

Nancy Bates, director of the Davidson County Public Library and chair of the Public Library Section of NCLA, spoke on the necessity of the director of a public library to identify the key political leadership within the community and establish and maintain relations with those leaders.

Dr. Benjamin Speller, dean of the School of Library and Information Science at North Carolina Central University, discussed the need for library managers to be aware of such critical issues as preservation of collections, access to collections (particularly whether to emphasize the acquisition of materials or cooperative ventures), and the effects of new technology on cost and productivity.

Doug Marlette presents
"In Your Face: A
Cartoonist Looks at the
World" at the Third
General Session.

WEDNESDAY
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Walter Anderson Discusses Literacy

North Carolina Literacy Committee

Walter Anderson, editor of *Parade Magazine*, delivered an impassioned speech at the NCLA Literacy

Committee's conference meeting on the importance of librarians to persons learning to read.

His own father, Anderson said, was an illiterate alcoholic who beat his son whenever he saw him reading. As a boy he was frequently in trouble at school but found a refuge in

whose confidence in his ability helped him overcome a severe stammer and encouraged him to continue his education.

Anderson said that librarians are in a position to express their belief in others, offering them both encouragement and opportunity, elements essential to success. The weakness inherent in the profession, as he sees it, is that the tolerance with which librarians approach their patrons undercuts them at

the political bargaining table. He accused librarians of being their own meekest advocates and prodded his audience, "Nothing is more important than what you do. Get pissed off!"

Taking issue with the commonly used line of fundraising that says illiteracy leads to crime, unemployment, and other social ills, Anderson said emphatically that illiterates are the victims of social

problems, not the cause. He told many success stories about literacy students, defining success as living with dignity. In this society which is so based on words, being newly literate empowers a person and undergirds dignity. He quoted a new literate man as saying, "You need words to dream."

In introducing Mr. Anderson, Steve Sumerford, chair of the NCLA Literacy Committee, announced that the speaker had donated his \$1000 honorarium to the committee to further their work.

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Neal Austin chats with Janet Freeman as Ariel Stephens looks on in front of the Hospitality Booth.

Facilities Planning

NCASL

A three-hour program on facilities planning covered everything from pre-planning to moving into a new school media center. The presenters were Carol Lewis with the State Department of Public Instruction; Lynda Fowler, Media Director of Durham County Schools; and Sue Spencer, Media Director, Randolph County Schools. Lewis stressed that the key words were planning, leadership, flexibility, and educational specifications. Lewis said there should be a vision for what the media program ought to be and how the space will be used. The planning committee should do their homework—read widely and visit other places, learning from the mistakes of others as well as from their successes. The committee must also take into consideration the fact that the facility will probably be in use for many years and must be flexible enough to change with the times. Educational specifications must describe and communicate exactly what goes into the facility.

Lynda Fowler discussed working with the architects and introduced Dean Spinks of High Point, and John Frank Thompson, architects with the firm of DePasquale, Thompson and Wilson in Durham. They emphasized the importance of involving the architects in the pre-specification stages, suggesting that goals be discussed with architects. They suggested that architects accompany media

coordinators and administrators to see other schools and recommended brainstorming and requesting everything you want, no matter how outrageous. Priorities can be established at a later stage in the planning and cuts can be made in areas thought to be too extravagant. Spinks and Thompson also discussed the different design phases: the programming phase when development of the design takes place, the schematic phase when the design is tightened up and furnishings and equipment are specified, and the design development phase when the facility is well into the final planning stages. Any changes should be made prior to the design development phase.

Sue Spencer discussed some of the considerations in selecting library furnishings and equipment. Library furniture representatives Roddy Seymour with Institutional Interiors, Inc., Rick Halverstadt of Interior Systems, and Joe Tregasar of Perfection Equipment, answered questions about placing and receiving orders for library furnishings.

The One Computer Classroom NCASL

Bruce Green and David O'Neil of Tom Snyder Productions provided ample proof that it is possible to involve an entire class in computer-assisted activities even if there is only one computer in the classroom. Using a computer connected to an overhead projector and to a television monitor, Green and O'Neil taught program participants how the computer can be used as an enhanced chalkboard; as a discussion generator using programs such as those from the Decisions, Decisions series; as a group activator with programs such as Our Town Meeting; and as a planner and recorder with programs such as Time Line.

A Day in the Life New Members Round Table

"These people are new, and we have to tell them the truth. That's why we're here," quipped Melanie Collins, outgoing chair of the New Members Round Table. NMRT's strategy for telling new professionals the "truth" was to invite a panel of professionals with various job titles to describe their daily responsibilities.

Cathy Van Hoy, a branch manager in the Cumberland County Public Library system (and incoming NMRT chair), reported that her duties include everything from reference services to custodian services, specifically circulation, budgeting, and personnel management. Van

Hoy recommended that new librarians learn to read library literature and apply it, but urged them to remember that "the paperwork on your desk is not as important as the people you work with."

Dale Cousins, Coordinator of Adult Services at Wake County Public Library, has a varied list of tasks, including book selection, building projects, and budgeting. As a middle manager she does not generally work directly with the public, yet she is ultimately responsible for the

carry out those directives.

Cousins's counterpart is Ron Jones, Coordinator of Children's Services in the Wake County libraries. Even though Jones does not work primarily with children, as an administrator he is convinced that the work he does will eventually trickle down and benefit them. With responsibility for budget, selection, facilities, staffing, special projects, funding, and grant-writing, Jones contends that the most important thing is to be committed to being an advocate for children's services. "Our mission," he says, "is to instill a love of reading in children."

Melanie Collins is director of the Harnett County Library. "It's nice being in charge," she admitted, but noted that the realities of being in charge mean answering to irritable patrons, justifying the budget, working with county managers, paying bills, and supporting library personnel. "Managing people is what directors do, that and spending money."

To demonstrate an alternative to traditional library jobs, David Harrington, a district manager of Britannica, discussed his career. Harrington made the change from librarianship to sales because he wanted to advance financially, yet he sees many common aspects in the two fields. "I'm selling the services of Britannica to librarians," he stated, "just like many of you are selling your library services to the public. You have to keep up with your inventory and you have to know your product" to be a successful sales representative, Harrington asserted, noting that mixed blessings of sales careers include extensive traveling and an excess of time alone in hotel rooms.

public getting what they need at the library. A challenge of middle management, reports Cousins, is that the amount of responsibility for carrying out programs mandated by higher level managers does not balance with the amount of authority available to

From Murphy to Manteo—Environmental Information

NCLA Conference Committee

Gayle Alston, formerly of Littleton, N.C., is a Health Education Specialist for the Agency for Toxic Substances and Disease Registry, U.S. Public Health Service, Atlanta, Georgia. She is also chair-elect of the environment and Resources Management Division of the Special Libraries Association.

Environmental problems, particularly those stemming from toxic and hazardous substances, ought to be of serious concern to residents of North Carolina, where the disposition of such materials has been controversial and (at times) both dangerous and illegal. For parents, teachers, workers, and general citizens, libraries are an obvious source of information relating to these issues when we ought to be pro-active. This is owing, in large part, to our environmental problems. What follows is a listing of major sources of environmental information, including special libraries (staffed with knowledgeable librarians who can help you with specific questions) in North Carolina that serve government agencies concerned with environmental and health issues.

PRINT MATERIALS

U.S. Environmental Protection Agency
Public Information Center (PIC)
401 M. Street, SW PM-211B
Washington, D.C. 20460
(202) 475-7751

The EPA PIC maintains a wide selection of publications on major environmental topics. These materials are nontechnical and, like all EPA publications, are in the public domain and may be copied without prior permission. PIC produces a monthly list of currently available publications. PIC is open weekdays between 8:00 and 5:30 EST.

Note: Technical documents are available through the National Technical Information Service, EPA libraries, or the publishing office within EPA.

Rosemary Thorn is the Head

NORTH CAROLINA LIBRARIES

Librarian of the EPA office located in North Carolina:

U.S. Environmental Protection Agency
Library Services Office MD-35
Research Triangle Park,
NC 27709
(919) 541-2777;
fax (919) 541-1405

N.C. Department of Environment, Health, and Natural Resources (DEHNR)

N.C. Office of Environmental Education
DEHNR
P.O. Box 27687
Raleigh, NC 27611-7687
(919) 733-0711

This office publishes a serial entitled *Environmental Information*, a listing of currently available documents and their sources and prices. The listing includes relevant N.C. state documents, many of which are free of charge. Contact the office to request a copy of the most recent issue of *Environmental Information*.

DEHNR also has a library that consists of over 20,000 books, government documents, journals, newsletters, fact-finding publications, directories, general statutes, indexes, and texts on such topics as sanitation, school health, nutrition, water, air, and land resources, environmental management, and parks and recreation. This library is willing to lend appropriate materials through Interlibrary Loan. Contact Jane Basnight, Librarian.

DEHNR Library
719 Archdale Building
512 N. Salisbury Street
P.O. Box 27687
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(919) 733-4984

U.S. Department of Agriculture
National Agricultural Library
10301 Baltimore Boulevard
Beltsville, MD 20705-2351

Contact the appropriate in-

formation center(s) to request lists of currently available publications (including bibliographies):

— Alternative Farming Systems Information Center
— Agricultural Trade & Marketing Information Center
— Animal Welfare Information Center
— Aquaculture Information Center
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The U.S.G.S. publishes a series of non-technical publications about geology, hydrology, topographic mapping, and related science topics.

WEDNESDAY
NOVEMBER 13
1991

Write to the above address for the "Price Availability List of U.S. Geological Survey Publications."

Single copies of the publications may be obtained free of charge. To be placed on the mailing list to receive the monthly serial "new Publications of the U.S. Geological Survey," apply in writing to U.S. Geological Survey Branch of Data Systems 582 National Center Reston, VA 22092.

OTHER LIBRARIES

N.C. Occupational Safety and Health Educational Resource Center (OSHERC) Library
UNC-CH
311 Pittsboro Street
C.B. #7410
Chapel Hill, N.C. 27599-7410
(919) 966-5001; fax (919) 966-4711

The N.C. OSHERC is one of fifteen such centers funded by NIOSH, an agency of the Centers for Disease Control, U.S. Department of Health and

Human Services. It offers graduate and continuing education and technical assistance in all aspects of occupational safety and health. The OSHERC library serves the needs of professionals in the fields of industrial/occupational hygiene, medicine, nursing, safety. It houses both a print collection and an audiovisual collection of some 125 videocassettes, 16 mm films, and slidetape kits. Most of these are worker training presentations. A catalog of audiovisual holdings is available upon request. The OSHERC Librarian and Director of Outreach Services is Mary Ellen Tucker.

U.S. Department of Health and Human Services
National Institutes of Environmental Health Sciences (NIEHS)
P. O. Box 12233
Research Triangle Park,
N.C. 27709
(919) 541-3426;
fax (919) 541-0669

Contact Larry Wright, Biomedical Sciences Librarian. Remember also that North Carolina depository libraries regularly receive large numbers of materials published by the EPA and NTIS as well as many other government agencies.

DATABASES

For a comprehensive discussion of environmental databases, consult the trilogy of articles published in *Database*:

"Part 1. General Interest Databases" (August 1991) by Frederick W. Stoss covers general periodical and reference sources, and news files for researching environmental topics.

"Part 2. Scientific and Technical Databases" (October 1991) by P. Gayle Alston covers the databases available for searching environmental data and issues.

"Part 3, a collaboration of both authors, will cover business and regulatory aspects of environmental concerns as well as bulletin board and e-mail services. (Expected in January 1991.)

Public Library Security in the 1990s

Public Library Section, Development Committee

Three speakers, with expertise in different areas of library security, appeared on a program moderated by Tom Dillard, director of the Cabarrus County Public Library. First to speak was Stuart H. McCormick, an architect with the Winston-Salem firm of Calloway, Johnson, and Moore. McCormick focused on the importance of security considerations in the planning and design of a new facility. Such factors as site selection, location of staff throughout the facility, restrooms which are in view of the staff, and location of patron work areas for high visibility can prevent many security problems from occurring.

Robert M. Eason is marketing manager of Landtronics, Inc., a Charlotte electronic security firm. Eason believes that the two most important questions to ask regarding building security are (1) "What do I have to lose?" and (2) "What do we need to protect ourselves from?" Focusing on the second question, Eason stated that materials need to be protected from the public,

employees, and professional thieves. Eason went on to discuss hardware options in materials protection and surveillance systems and completed his presentation with a brief discussion of different methods for controlling access to the building.

Rich Rosenthal, operations manager for the Public Library of Charlotte and Mecklenburg County, was the final speaker on the program. (An article on library security at the PLCMC appeared in the Spring, 1991 issue of *North Carolina Libraries*.¹) Rosenthal stressed the importance of regular testing of all security systems. He then divided security into three broad areas: personal security, building security and collection security, and discussed his library's practices and experiences in these three areas.

¹Nina N. Lyon and Warren Graham, "Library Security: One Solution," *North Carolina Libraries* 49 (Spring, 1991): 21-23.



Mary Jo Godwin, editor of the *Wilson Library Bulletin*, Jackie Beach, President of the MCPL Directors' Association, and Howard McGinn, State Librarian.

Paraprofessional Trends for the 1990s

NC Library Paraprofessional Association

John Berry III talked about professionalism in library service and how paraprofessionals can provide quality in today's libraries. He urged those who are able and desire the M.L.S. to further their education but stressed that "professionals" refers to the quality of work, not necessarily the education level attained. He also mentioned the confusion that pervades libraries today as to which tasks are professional in nature and should be done by an M.L.S. and which can be done by the paraprofessional. It behooves managers to provide inhouse and workshop training for paraprofessionals whenever possible to raise the level of

their expertise. After all, they do make up the major part of the library workforce and are highly visible to the public.

Berry also touched on certification as a topic of considerable interest as paraprofessionals look for ways to prove their proficiency. Certification implies credentials. Should a college-level L.T.A. program be required for certification or should exams be administered to ascertain proficiency? Should state and national level library associations be involved? These are just two of the issues that have emerged as paraprofessionals strive for recognition and improvement.

Mr. Berry saluted the spirit and contributions of library paraprofessionals, saying, "You do this for love."

WEDNESDAY
NOVEMBER 13
1991

Choosing a Second Generation OPAC

Resources and Technical Services

VENDOR CRITERIA

- ◆ Financially Secure, Stable Vendor
- ◆ Commitment to Library/Education Market
- ◆ Presence on Campuses
- ◆ Co-development Arrangements

TECHNICAL CRITERIA

- ◆ Standards Compliance
- ◆ Modern Software Engineering Techniques
- ◆ Access To/By Other Devices
- ◆ Interface Flexibility

FUNCTIONAL CRITERIA

- ◆ Standard Library Functions
- ◆ Integrated Access to Information
- ◆ Database Maintenance
- ◆ Comprehensive Searching Capabilities
- ◆ Flexible User Interface
- ◆ Report/Management Information

— Suzanne Striedick, NCSU

Working Together: Library Staff, Volunteers, and Patrons *Round Table on Special Collections and Public Library Section/Genealogy and Local History Committee*

In a Wednesday afternoon, November 13, talk entitled "Working Together: Library Staff, Volunteers, and Patrons," Dr. James R. Johnson, Managing Librarian at the Memphis Public Library and Information Center's History, Genealogy, and Travel Department, discussed how local history and genealogy collections can improve and expand services without spending a lot of additional money. The way to do this, he told an audience of approximately thirty-five, is through more efficient employment of permanent staff and the carefully supervised use of volunteers.

Genealogy and local history collections are extremely popular, Johnson said, and seemingly a library merely has to announce that it has such a collection, open the doors, and watch the patrons begin arriving. Usually, however, the library very quickly finds itself unable to achieve its goals for the collection while at the same time meeting all the expectations and demands of the genealogists and local historians. One major problem that frequently occurs is that requests for genealogical information by mail become so numerous that answering them overwhelms the staff. Johnson described how his Memphis collection uses form letters to minimize the time required to respond to such requests and how it charges a fee for staff research. A list of professional researchers available to conduct research in the collection is sent upon request. Some libraries, he noted, use volunteers to answer mail requests, with varying degrees of success.

Another challenge confronting local history and genealogy collections, Johnson

pointed out, is the demand on staff time by patrons wanting help when conducting research in the library. To minimize the need for basic instructions from staff on how to use the Memphis collection, the library has produced a series of videotapes for patron viewing. One seven-minute tape broadly describes the collection. Another tells how to conduct local history research. An eight-part tape for the hearing impaired is also available. A fifteen-minute tape on the history of Memphis, originally intended for elementary school children, has proven extremely popular and is frequently furnished to local clubs and organizations seeking a program on local history. This reduces the demands on the library to supply speakers.

To assist beginning genealogists, the Memphis library sponsors workshops, conducted by volunteers, that emphasize how to use the local collection. Volunteers also work one-on-one with novice genealogists who appear at the collection needing—and expecting—individual assistance, thus relieving staff for other duties. Volunteers also type cards for a biography index, write for free publications for the vertical file, and put tattle-tape in books. Twenty to twenty-five volunteers work in the Memphis collection each month, collectively contributing two hundred to two hundred and fifty hours.

Johnson stressed that an effective volunteer program requires planning and constant supervision, and he emphasized the need for a formal training program for volunteers. He reminded the audi-

... continued on page 189.

Collection Development: Policy Decisions for Local History and Genealogy Collections *Round Table on Special Collections and Public Library Section/Genealogy and Local History Committee*

An audience of approximately forty heard Dr. James R. Johnson, Managing Librarian at the Memphis Public Library and Information Center's History, Genealogy, and Travel Department, offer suggestions and advice on developing local history and genealogy collections in public libraries. Repeatedly making the point that the public logically expects its local library to be able to provide in-depth information about the immediate community and its people, Johnson contended that a

library will be able to do so only if it carefully plans and systematically builds its collection of local materials. A library seriously fails its community, he argued, if it can help a patron identify past members of U.S. Presidents' cabinets but is unable to answer a question about who has served over the years on the local city council.

Johnson spoke of the need for a written collection policy to help a local collection remain focused on its goals but also as a protection against having unwanted donations forced on the library. Such a policy should state clearly, he argued, the geographic area to be covered and the categories and formats of materials that will be purchased or accepted as gifts. He acknowledged that local collections will vary in nature because of differing levels of support, goals, and community needs and expectations, but said that successful local collections all share the characteristic of being well planned.

Drawing on his experiences with the Memphis and Shelby County collections, Johnson discussed a variety of materials that local

collections may want to consider acquiring, including city directories, telephone books, books by local authors, histories of institutions and families, maps, photographs, theses and dissertations, city and county government reports, high school and college yearbooks, sheet music with local significance, posters, and oral history recordings and transcripts. The Memphis library's newspaper clippings collection, with over 400,000 clippings, is invaluable, he reported, and provides answers to more questions than any other resource. Johnson's talk, entitled "Collection Development: Policy Decisions for Local History and Genealogy Collections," was cosponsored by the Round Table on Special Collections and the Public Library Section's Genealogy and Local History Committee.

Prior to the talk, the Round Table on Special Collections held a brief business meeting and elected officers for the 1991/1993 biennium. Elected were: Sharon Snow, Wake Forest University, Vice-Chairman/Chairman-Elect; Margaret "Nixie" Miller, Duke University, Secretary-Treasurer; Mike Shoop, Robeson County Public Library, Director; Lana Taylor, University of North Carolina at Wilmington, Director. Beverly Tetterton, New Hanover County Public Library, will serve as Chairman.

Rhythm Of The Words Community and Junior College Section

Ruth Moose of Pfeiffer College, a librarian and published author, introduced the program's speakers/performers: Bland Simpson, Stephen E. Smith and Alice Wilkins.

Bland Simpson has worked on the musical *Diamond Studs*, *Hot Grog*, *Life on the Mississippi*, *King Mackerel*, and the *Blues are Running*, *The Merry Wives of Windsor*, *Texas* and *Cool Spring*. He has contributed to the scores of *Pump Boys and Dinettes* and Sam Shepard's 1988 film *Far North*. His books include a novel of Southern music, *Heart of the Country* (Seaview/Putnam, 1983), and the nonfiction work *The Great Dismal: A Carolinian's Swamp Memoir* (University of North Carolina Press, 1990). Bland is also a member of the "Red Clay Ramblers," an internationally acclaimed string band. He lives in Chapel Hill and teaches creative writing at UNC.

Stephen E. Smith is a Maryland native who received his MFA from The University of North Carolina at Greensboro in 1971. His poems and stories have appeared in *Quarterly West*, *Poetry Northwest*, *Southern Exposure*, *Modern Short Story*, *Southern Poetry Review*, *Light Years*, the *Anthology of Magazine Verse* and *Yearbook of American Poetry*, and other publications. He has published five books: *The Bushnell Hamp Poems*, *The Great Saturday Night Swindle* (stories), *The Honeysuckle Shower and Other Parables* (a novella), and two new collections of poetry, *Loose Talk* and *Most of What We Take Is Given*. He won the Poetry Northwest Young Poet's Prize in 1981 and in 1986 received a writing fellowship from the North Carolina Arts Council and the National Endowment for the Arts. Stephen lives in Southern Pines, where he teaches at Sandhills Community College and St. Andrews

College. He also edits the *Sandhills/St. Andrews Review*.

Alice Wilkins is a New York native and has served as Head Librarian at Sandhills Community College since 1985. She received her MLS from Columbia University. Her parents were college music professors and she began music lessons at age four. Alice grew up on college campuses, working part-time after school in the libraries. She has worked at Kings College in New York, Vanderbilt University, and U.S. Steel. Alice has a music degree and teaches in the evenings. She plays five instruments and performs in Dixieland and Bluegrass groups.

Bland Simpson introduced three musical selections, and then the trio performed.

Next, Stephen read several selections from his poetry collection *Most of What We Take Is Given*. Then Bland Simpson gave readings from his nonfiction work, *The Great Dismal: A Carolinian's Swamp Memoir*. Both Simpson's and Smith's readings were largely autobiographical.

Next, the trio performed several selections.

The officers for the upcoming Biennial of the Community and Junior College Section of NCLA were announced. Alice Wilkins of Sandhills Community College is Chairman-Elect.

Afterwards, the performers were available for autographs and purchases of their books and tapes.

Dynamic Library Leadership — From Self to Service Round Table for Ethnic Minority Concerns

The Round Table for Ethnic Minority Concerns presented "Dynamic Library Leadership — From Self to Service" with Kaycee Hale, Executive Director of the Fashion Institute of Design and Merchandising. Ms. Hale challenged the attentive audience to rise to the level of dynamic leadership. She said librarians have unlimited possibilities, and should develop their underutilized potentials and passions to "up" themselves and the library profession.

Demonstrative scenarios were used to convey the importance of high expectations, quality service, self esteem, and professional poise in achieving leadership dynamics. Intricately woven candor, humor, and the sheer "Kaycee Hale presence" effectively drove home the importance of powerful library leadership.

Preceding the

speaker's presentation, the Roadbuilders Award was presented to the following librarians for their commendable contributions to librarianship: Lou DeVonne Saunders, Guilford County Public Library; Linda Simmons-Henry, Saint Augustine's College, Raleigh; Ophelia M. Irving, Retired, State Library of North Carolina, Raleigh; and Nell Wright Alford, Forsyth County Public Library, (posthumously).

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REMCo speaker Kaycee Hale spoke on "Dynamic Library Leadership — From Self to Service."



Laura Wiegand, Mary McAfee, and Patrice Ebert consult the conference program for the next events.

Getting Your Piece of the Pie:

Innovative Advocacy

*Public Library Trustees Section and the
NCLA Governmental Relations Committee*

For libraries to get their piece of an ever-shrinking pie we will have to be more assertive than we usually tend to be, says Cecil Beach, director of the Department of Public Services, Broward County Florida. This is not to say be strident, unpleasant, or irritating, but librarians do need to believe we're doing something important, and we need to act accordingly: to be movers and shakers. Things do not happen by themselves — at least not the things we WANT to happen — we have to make them happen. Decide what you want to do and work on that. Since 20% of our activity generates 80% of the important results we produce, it's important to ask what you're doing with your time. And how do you get time?

One good way to get more time is to give other people in your organization more responsibility — to push responsibility *down* in your organization. Cogs can become wheels when everyone is involved, when a team approach is used. This can be seen, for example, on an aircraft carrier like the USS Theodore Roosevelt, where everyone understands that no one's job is unimportant or insignificant to the effective operation of the ship and the safety of all aboard. There is positive reinforcement, group loyalty, a group ethic of dedication, and a network of interdependence. Libraries should also be like this in order to accommodate change, and the pressure of events makes change inevitable. This means taking chances and probably making some errors. But errors are not necessarily negative: they are a sign we are acting, learning, adapting, and coping. As Shakespeare's Hotspur observed, "I tell you, my lord, out of this nettle, danger, we pluck this flower, safety."

Once you have your time, what do you do with it? Focus on your objectives. What is your objective for this year? Prepare an annual work plan.

Know precisely what you want to accomplish for every meeting or negotiation you attend. Be prepared to negotiate effectively. Put yourself in the other person's shoes and recognize that we all communicate on two levels: the content (data, facts) level and the ego level. Did you know you make your very important first impression on someone during the first seven seconds of your acquaintance? The way to get positive results is to give positive ego messages to the other person. Support other people's fantasies of competence (you *may* be right), and in getting along with others you will find that they often achieve those fantasies. Don't forget to use third person endorsements ("Alice X says you're the best person to deal with when it comes to getting this sort of thing done") and be prepared to take risks. Be able to convince the other person that your objective is decent and honorable. And know when to stop. Talk just enough to sell the turkey — to close the deal.

How do you get your piece of the pie? By sharing someone

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The Human Connection in Library Services

Reference and Adult Services Section

A large audience heard comments by three speakers on "The Human Connection in Library Service," sponsored by the Reference and Adult Services Section. Charles Martell, Dean of Libraries at California State University-Sacramento, said that the technological changes we are undergoing are as revolutionary as the introduction of the printing press. A paradigm shift from locally owned information to information access is occurring. Libraries are becoming less a place

than an idea. Librarians must change their skills from action-oriented to intellectual and must offer value-added services. We will shift to a "use" paradigm and interact with the customer about the contents of the information needed.

The quality of worklife is based on satisfying personal needs for a happy, healthy life in the workplace. "People are the castles, people are the walls, people are the moat." Achieving excellence in library services is based on putting the customer first. People are our most important asset. Staff should train for the job and get ahead of events so that they can mold them. Emulate good mod-

els, read a lot to stay on top of change, and look outside your own setting for inspiration (business, sports, psychology, etc.)

Herbert White, Distinguished Professor of the Indiana University School of Library & Information Science and moving consultant, caught the attention of the audience with his characteristic rapid-fire delivery. He said libraries have traditionally emphasized "it"—the library. We have stressed activity as a proof of quality, as though being busy and having lots of books in the collection are indicators that we are doing a good job. We should really be stressing access and service.

Librarians are the heart of the institution, not libraries. A library is not a collection of books or a "reading nook." In libraries, collections and clerical work have always taken precedence over professional responsibilities. Librarians should refuse to do clerical work and instead use their expertise to do what customers do not know how to do.

It is a matter of turf based on knowledge. Just as no auto mechanic is going to let a customer diagnose car problems, librarians shouldn't accept the information seeker's assessment of her needs. Deal from a level of expertise. Establish credibility, which is built on a one-to-one basis.

The public perceives librarians as rule-bound bureaucrats with no service orientation. We need to publicize our service and emphasize what we can do, selling our special expertise. Create an awareness in the customer of something they don't have that they need.

Libraries tend meekly to take whatever crumbs they are given and do everything anyway, as though that were our moral imperative. We have created the perception that programs and budgets are unrelated. Libraries should use exception reporting. Don't keep telling managers how wonderful everything is going and that

... continued on page 233.



Herbert White and Charles Martell before their presentations on "The Human Connection in Library Service," sponsored by the Reference and Adult Services Section.

Breakfast with José Aruego

Children's Services Section

José Aruego claimed discomfort when presenting to librarians and teachers, but his low-keyed, reassuring comments showed no evidence of such feelings at the breakfast, sponsored by the Children's Services Section.

Aruego mingled with participants, at ease, as he prepared his audiovisual equipment. Once in the spotlight and wired to his microphone, he began his humorous one-sided conversation, sharing his early art experiences and techniques, and discussing works from favorite books. Highlights of this multimedia presentation were the examples of children's art, completed during his appearances at schools each year. Various renditions from younger points of view of his unicorn, and other familiar "friends" in his books, brought chuckles from his audience.

He explained his early vision of the "solitary life as an artist," living on the bare essentials. After his first book was published he was more than amazed at the overwhelming response from schools.

Piece of the Pie

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else's piece, and being ready to share yours. This goes beyond the tradition of sharing resources and coincides with the concept that the best way to gain power is to give it away. Librarians are among the best turf guards there are, and now we must learn to avoid turf guarding. Joint programs must be good for both parties to begin with, but their benefits increase geometrically, not just arithmetically. Examples in Florida include a project in which the public library provides a new community college or university with its library. They share the cost and the public as well as students are well served. A greater challenge lies ahead: to build a free-standing school/public library building next to a middle school. Work is also underway to build five branch

Two special insights into the illustrator's technique were shared. Listeners marveled as he showed slides of familiar scenes in his books, furnishings from his New York East Side apartment, i.e. a plant, a stuffed animal, a chair. He also revealed the practice of using examples of textures or scenes from earlier books in more recent works. Aruego detailed how he sees the picture he wants to project in his mind, not on paper. Then he draws it using basic shapes. He demonstrated how eyes play major roles in many of his drawings, as he develops pictures of different facial expressions and animal friends, just from the two dots of the eyes. "Expressions are most important," he explained, "and without the eyes you can't tell the story." A rare glimpse into the lifestyle of a popular children's author/illustrator was a treat to begin a Friday morning.

libraries with Block Grant money—obviously in cooperation with the local residents. Look everywhere for someone whose pie you can share.

At the same time, don't hesitate to undertake fund raising activities. The Broward County Library has both a Friends group and (for the last six or eight years) a Foundation for the library. The latter has a different kind of board, a group of "heavy hitters," i.e., people who either have money to give or can get it from those who do. The Foundation has hired the services of a professional director (fund raiser) and has a committee structure. Various committees sponsor special events, manage a deferred giving program, oversee special gifts, work with corporations, and conduct carefully planned membership solicitations.

In conclusion, it's all a matter of making things happen.

What's Happening for the Paraprofessional on the National Level?

NC Library Paraprofessional Association

Margaret Myers of ALA's personnel division, and the editor of *Library Personnel News*, discussed issues affecting broad categories and national interests of library paraprofessionals. She reported on the work done by ALA's Membership Initiative Group as they investigate the possibility of roundtable status for paraprofessionals.

Linking the changing role of the librarian to the changing roles of library support staff, Myers focused on new technologies and budget constraints as major contributors to the confusion surrounding the duties of paraprofessionals. The inequity in pay that results when support staff take on tasks that

used to be considered "professional duties" is only one of the concerns that have led paraprofessionals to question where they are going and how they will get there.

The ten areas being explored by the MIG are the following: Certification, basic education, continuing education, communication and respect issues, compensation, advancement, increased responsibility without authority, terminology in job classification, role definitions, and morale among paraprofessionals in school, academic, and public library positions. ALA will be looking at guidelines, possibilities in continuing education, research, and publications that deal with these issues, as work in the initiative group continues.

The NCASL Research Agenda

North Carolina Association of School Librarians

Marilyn Shontz opened the North Carolina Association of School Librarians program meeting, "The NCASL Research Agenda," with the announcement that NCASL does not yet have a research agenda. She emphasized, however, that encouraging research is a goal of both the North Carolina and national associations of school librarians. Dr. Shontz furthermore acknowledged her willingness to explore the definition of research priorities for the state. The program continued with a report from Marie Washburn of her 1990-91 NCASL Research Grant-winning project.

Ms. Washburn, the Coordinator of School Library Media for the McDowell County Schools, described a pilot study of the implementation of flexible scheduling for grades 4-6 at Old Fort Elementary School. According to the project abstract, the study was an effort to integrate the use of the resources of the library/media center more effectively into the teaching/learning process by giving students access to the resources at the appropriate time. Through administrative support, teachers' planning periods were made separate from their media periods. This enabled teachers to accompany their students to the media center and resulted in valuable team-teaching experiences. The motto of the Old Fort Elementary School is "A Love for

Learning for Life." This pilot study met its goal of "instill[ing] a love for learning in the library/media center," and it introduced issues concerning flexible scheduling that merit additional research.

The Research Grant Program is available to any member of the North Carolina Association of School Librarians who is not a library educator. Up to \$2000 may be awarded by the administering committee during the biennium for a single or several projects. Information, encouragement, and copies of the Research Grant Program Guidelines are available from Marilyn Shontz, Chairperson; NCASL Research Grants Awards committee; 4451 Ben Lane; Walkertown, NC 27051; 919-334-5100 x264.

A Friends Network Keeps Your Library Happy

Friends of North Carolina Public Libraries

The Friends of North Carolina Public Libraries met at the North Carolina Library Association's Biennial Conference in High Point on Friday, November 15, 1991. Jane Barringer, President, presided.

The Program, "A Friends Network Keeps Your Library Happy," was presented by Mike Curry and Bill Hadden. Both mentioned the importance of keeping the librarian happy.

The Reverend Bill Hadden, from the Shepard Memorial Library in Pitt County, discussed the importance of the support given by Friends in raising the consciousness of local people about their library: making the libraries and their value known to the public, raising money for special purposes and not as a tax substitute, and providing fun events for Friends members.

David Nash, from the Brown Library in Washington, described the activities of the year-old reactivated Friends and proposed that library staff should initiate cooperative efforts in providing a connecting link to the community.

Janet Gardner, from the Hope Mills Branch of Cumberland County Public Library, recognized the efforts of Dot Brower in the construction of a new library. The Friends had successfully helped the campaign for a new building by providing a strong link in the chain of groups in the community who supported the public library. They had provided a Saturday morning breakfast in

the library for members of the county commissioners and had held four book sales the year before.

Mike Curry of the Friends of the Clemmons Branch of the Forsyth County Public Library presented Dorothy Hartrick, president of a new Friends group for Forsyth County's Thruway Branch Library, who described the activities of the new organization. They had solicited memberships from all residents of a new residential section in the area and included information on library activities in a community newsletter.

In discussion, a question arose of using retired persons to work with young people. One suggestion was brown bag lunch programs, with local experts as leaders. Another idea was using the local RSVP organization to match tutors and students who need help.

Mr. Curry emphasized the importance of the leadership of the librarian in organizing and perpetuating the activities of the Friends. He offered his personal assistance in the organization of a new Friends group or in solving problems.

President Jane Barringer announced that in a reorganization, the Board of Directors of the State Friends would have ten Directors to provide geographical representation.

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Working Together ... continued from page 185.

ence that volunteers want to feel they are making a contribution with their work, but he warned that every library will eventually have to dismiss a disruptive or nonproductive volunteer. Good sources for volunteers in the Memphis collection have proved to be regular patrons skilled at research, attendees at the genealogical workshops, college interns, and Senior Center Vol-

unteers. Johnson said he has also satisfactorily used teenage workers under contract and paid for by social agencies, and individuals assigned to work in the library as a court-imposed condition of probation as additional "auxiliary staffing."

The program was co-sponsored by the Round Table on Special Collections and the Public Library Section's Genealogy and Local History Collection.

AIDS Materials for Children and Young Adults

Committee on AIDS Materials Awareness

The Committee on AIDS Awareness Materials provided a printed bibliography of books and videotapes, giving annotations and matching the resources to the problems. The audience for each item was suggested: students of various age levels or parents. It was emphasized that there is no way to present AIDS education without an explicit discussion of sex.

Led by Frances Bradburn, the committee of Pauletta Bracy, Libby Laskey, Frank Sinclair, Kathleen Wheelless, and Mary Mitchell used role-playing to demonstrate problems of AIDS education for children and young adults.

The Committee had prepared preview packages of AIDS education materials, which may be borrowed for review for two weeks by libraries in North Carolina. The materials in each of the packages consist of the following:

CHILDREN'S PREVIEW PACKAGE

(suitable for primary and elementary age groups)

Sanders/Farquhar. *Let's Talk about the Problem of AIDS*

Aiello/Shulman. *Friends for Life*

Schilling/Swain. *"My Name Is Jonathan (and I Have AIDS)"*

Thumbs up for Kids

Beginnings: You Won't Get AIDS

YOUNG ADULT PREVIEW PACKAGE

(suitable for middle school and high school age groups)

Blake. *Risky Times: How to Be AIDS-Smart and Stay Healthy*

Koertge. *Arizona Kid*

Madaras. *Lynda Madaras Talks to Kids about AIDS*

AIDS-Wise, No Lies

AIDS: Everything You Should Know

True Crime in Literature

Public Library Section

An audience in excess of two hundred crowded into the Grand Room of the Holiday Inn to hear journalist and author Jerry Bledsoe whose true crime novel *Bitter Blood* was a *New York Times* number one bestseller. Bledsoe was introduced by Public Library Section chair Nancy Bates who alluded to the fact that Bledsoe had experienced trouble with English classes in high school. Bledsoe began his talk by saying that he hadn't merely had trouble, he had flunked! He went on to state that he did not appreciate the power of writing and reading until years later, when he was in the military.

Bledsoe, who first became known for his "down home" newspaper columns, lamented the fact that he is now stereotyped as a crime writer, to the extent that his publisher pressures him to write only in the

genre. Bledsoe divided true crime books into three categories: serial killer books, innocent victim books, and family murders. His works fall into the last category.

Bledsoe said his interest in the story which he eventually wrote as *Blood Games* began while he was reading a newspaper account over a cup of coffee. Bledsoe was so captivated by the story of three teenage boys accused of murdering the stepfather of one of the boys that he immediately drove halfway across the state to attend the trial.

Following his brief remarks, Bledsoe fielded questions from the audience. Most of the questions related to *Bitter Blood*, *Blood Games* or speculation about what his next book will be. Among other choice remarks, Bledsoe said that "The problem with *Bitter Blood* is that almost all of the people involved are crazy."

NCLA

North Carolina Library Association

Conference Awards



Eunice Paige Drum received the Honorary Life Membership Award, which is awarded to a retired librarian for notable contributions to the profession in the state.



Olivia Pearce presented Augie Beasley, East Mecklenburg High School Media Coordinator, with the Carolyn Palmer School Librarians' Media Coordinator of the Year Award.



Anne Marie Elkins presented the Distinguished Professional Librarian Service Award to Elizabeth Jordan Laney for significant service or other professional contribution resulting in a regional or national impact on librarianship in general.



In-coming NCLA President Janet Freeman presents out-going NCLA President Barbara Baker with a plaque commemorating her two year tenure.



Members of the 1991 Conference Planning Committee are shown from left to right: Janet Freeman, Susan Taylor, James Jarrell, Kem Ellis, Chuck Mallas, John Via, Ariel Stephens, Beverly Gass, Dale Cousins, Barbara Baker.



North Carolina Libraries Editor Frances Bradburn presented the Ray Moore Award for the best article on public libraries to Lisa Dalton.



Public Library Trustee Irene Hairston received the NCLA Honorary Life Membership Award for outstanding contributions to the development of libraries and the library profession in the state by a lay citizen. Sylvia Sprinkle-Hamlin, Membership Committee Co-Chair, presented the award.



Dr. Benjamin Speller was presented with the Gift of Appreciation Award by Reneé Stiff.



Outgoing President Barbara Baker presents the new officers for the 1991-93 biennium. David Fergusson, SELA Representative; Barbara Baker, Past-President; Janet Freeman, President; Mike Ingram, RTSS Chair; Edward T. Shearin, Director; Joyce Orndoff, Secretary; Wanda Brown-Cason, Treasurer; Helen Tugwell, Director; Gwen Jackson, Vice President/President Elect.

The 1989-1991 NCLA Board gathered for a final photograph.

They are: (seated left to right) Frances Bradburn, Pat Langelier, Amanda Bible, Barbara Baker, Sylvia Sprinkle-Hamlin, Ann Thigpen.
2nd row: Wanda Brown-Cason, Martha Ransley, Nancy Bates, Arlene Hannerfeld, Nancy Ray, Melanie Collins, Laura Benson, Reneé Stiff, Pam Jaskot, Karen Seawell Purcell.
3rd row: Pat Siegfried, Johannah Sherrer, David Fergusson, Janet Freeman, David Harrington, Anne Berkley.



The 1991-1993 NCLA Board are shown together at Tuesday night's dinner. They are from left to right: Frances Bradburn, Pat Langelier, Janet Freeman, Gwen Jackson, Nona Pryor, Barbara Baker.

2nd row: Benjie Hester, Allen Antone, Catherine Van Hoy, Meralyn Meadows, Mike Ingram.

3rd row: Larry Alford, James Govern, Wanda Brown-Cason, Karen Seawell Purcell, David Fergusson, Steve Sumerford, Helen Tugwell, Susan Squires, Ed Shearin.

School Librarian Receives Intellectual Freedom Award

In ceremonies at the Biennial Conference of the North Carolina Library Association, Audrey Hartley, librarian at Watauga High School in Boone, was presented the NCLA/SIRS Intellectual Freedom Award for her efforts in protecting the freedom to read. The Intellectual Freedom Committee Chairman, Dr. Gene D. Lanier of East Carolina University, presented the award along with Elliot Goldstein of Social Issues Resources Series, Inc. of Boca Raton, Florida. Ms. Hartley received a plaque, a personal check for five hundred dollars and a check for the same amount designated to Hardin Park Elementary School in Boone where she was formerly librarian.

Based on a formal complaint filed to remove Rudyard Kipling's *How the Leopard Got His Spots*, the school reconsideration committee recommended the retention of the book but the committee at the administrative unit level recommended removal. Ms. Hartley appealed the decision to the Watauga County Board of Education. At the challenge hearing, ten persons elected to speak for and against the title. The Board later voted to retain the title. Dr. Lanier, in making the presentation, said that Ms. Hartley "personified the criteria for the award. Due to her strength, commitment, and courage in defending the right to read, intellectual freedom remains alive in Watauga County."



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Knowledge Network Values: Learning at Risk?

by Peter R. Young

Editor's note: Peter Young, Executive Director of the U.S. National Commission on Libraries and Information Science, presented this speech at the First General Session of the 1991 North Carolina Library Association Conference.

It is a pleasure to be with you this afternoon. The topic I'm going to talk about today concerns the impact that electronic networks are having on the values of our knowledge and learning institutions, including libraries. A few years ago, we would not be talking about knowledge, networks, learning, or values at library association conferences. Then we were talking about furnishing library services to users. Times have changed, however, and these recent changes are the subject of my talk.

Picture the following scene: I am standing on a street corner in downtown Chicago last month when a colleague, an academic librarian, turns to me and asks: "Peter, what do you mean by the phrase 'knowledge network communities?'" At

*Networks challenge our
concepts of service
with the hard reality
of commercialism
and competition.*

the time, it was a little difficult to talk about paradigm shifts, especially with Chicago's rush hour traffic roaring past in front of us. So, instead of changing subjects or launching into a lecture, I shouted a few brief comments about the role of libraries in national networks, and about our changing concepts of communications, knowledge, and community brought



on by advances in computing and communication technology. I'm going to try to answer my friend's question this afternoon by briefly exploring the impact of knowledge networks on learning and values.

The language that we use to discuss interactive networks is not the same as the language of librarianship. Actually, it is getting hard to know whether we are talking about libraries, information, or communications. For example, a recent decision by the Federal Communications Commission to allow telephone companies to deliver television programming to the home through fiber optic cable mixes the entertainment with the communication industries. Similarly, last summer's federal court action to allow the regional telephone companies to offer information services seems to mix communications with information delivery. The boundaries between various information, entertainment, and communication fields are shifting. The edges between our library systems and communication networks are becoming increasingly fuzzy. The same fuzzy edges are affecting our concepts of education, learning, and knowledge.

Perhaps the confusion some of us feel talking about libraries and knowledge networks is symptomatic of the maturing of our field; or perhaps it is a signal of advancing age and the onset of dementia. In a more positive vein, perhaps these concerns signal a shift in the social functions of our libraries and the alliance of libraries

with other information, education, and communications organizations. Perhaps our concern with knowledge network futures at library association meetings such as this reflects a paradigm shift.

Increasingly, library involvement in communication networks is changing the way we think and talk about libraries and information services. The changes are reflected in our terminology. Phrases such as "knowledge networks", "information architecture", and "communications infrastructure" reflect changes in the way we think about the information transfer functions related to learning, thinking, and knowledge, as well as our definitions of network and community.

The information future does indeed involve knowledge networks. But what are the differences between using a knowledge network and using a library? Are these knowledge networks based on the same values reflected by the library as a learning institution? What, indeed, do we mean when we speak of a knowledge community tied together by a national electronic network? Will libraries become irrelevant in the information future where knowledge networks are ubiquitous? And if they become irrelevant, why should we care about it?

The current situation reminds me of the story about the devoutly religious man whose house is threatened by a flood. With the water rising and evacuation underway, the man refuses his family's pleas to leave the area of danger, saying, "No, God will save me." As the flood waters rise to the porch, a neighbor in a rowboat offers to evacuate him. The man refuses, saying, "You go ahead, God will save me." The water rises to the second floor. A motorboat passes by the house and the driver tries to persuade the man to leave. The man waves the motorboat away saying, "No fear, God will save me."

The water continues to rise past the roof line of the house. The man climbs onto the peak of the roof, where a rescue helicopter lets down a line, but, once again, he calls to his rescuers that "God will save me, don't worry." The water rises to his

neck, and he turns his face to the sky and calls out to God, "I'm ready for you to save me now, Lord." At this point a loud voice from heaven bellows, "I've already sent you a rowboat, a motorboat, and a helicopter; what more do you want?"

Compare the man in this story to the library profession. As floods of information, new formats, and new technologies engulf our libraries, the purist in each of us tends to differentiate our calling from the functions performed by the entertainment industry, commercial information services, and the telephone companies. Over the last quarter century automation, online integrated systems, digital optical storage, and electronic networks have transformed the nature of libraries and library users. Yet much of our behavior also inhibits the spread of technology, focusing instead on maintaining the collections and preserving the concepts from our past. We also tend to over-emphasize the complications of new technologies rather than to stress the conveniences. Our orientation is towards users borrowing or copying materials, not on delivering or marketing information services. Networks challenge our concepts of service with the hard reality of commercialism and competition.

Like the man in the flood, we seem to have placed our professional faith in a higher order, rather than risking a transformation and, perhaps, a loss. Instead of viewing technology as a tool for librarians, our emphasis might better be placed on the technological potential for expanding user access in ways that are consistent with the values and ideas of librarianship.

Library Paradigm Shift to Knowledge Networks

Thomas S. Kuhn published *The Structure of Scientific Revolutions* (University of Chicago, 1970) over two decades ago. This work popularized the phrase "paradigm shift" to describe a global shift in world view or vision which occurs when an anomaly presents questions that cannot be readily explained. Lacking satisfactory answers to these critical question creates a crisis or breakdown reflected by deep professional insecurity. An emerging new paradigm presents different rules with new language and terminology that is neater and simpler in offering answers to questions which exposed the inadequacy of the previous paradigm.

My objective this afternoon is to cast doubt about the adequacy of our existing library paradigm to easily incorporate network technologies. I want to encourage a re-examination of the values and estab-

lished conventions represented by the library paradigm and learning systems. The truth is that a new knowledge network paradigm is emerging rapidly. We need to identify those structures that are absolutely essential if we are perpetuate the values of the learning community into the knowledge networks of the future. Like the man in the flood, the library profession needs to be rescued from the rising flood waters. But we also need to be very clear about what we leave behind and what we take with us when we climb into someone else's rescue vehicle.

The computer and communications industries are in transition. The computer transition involves a shift from desktop machines to networks where isolated productivity tools are integrated into networks with other client and server machines. The transition also involves the integration of multimedia, blending aspects of books, television, computers, and the human imagination. In a sense, the transition involves the convergence of technologies associated with video, telephone, and computing to produce a powerful new paradigm that allows a PC to play television quality video and stereo sound through interactive programs.

The communications transition involves a shift from electronic voice communication to high-speed, high-capacity digital data transmission that integrates the concerns of the cable television industry with the phone companies and the newspaper publishing industry. The converging interests of these various industries is evident in recent federal court decisions, but evidence of the concern about these public policy questions surfaced at the White House Conference on Library and Information Services this past summer. Two top priority recommendations received attention. One concerns the role of libraries in supporting children and youth literacy services, the other focuses on the role of libraries in the national electronic information network. Libraries have crucial roles to play in the emerging networks which serve the educational, informational, and communication needs of the nation. Identifying these roles involves a careful look at the cultural and behavioral changes associated with the emerging knowledge network community.

Knowledge Network Communities

Networked organizations are now emerging which present new models that challenge our older concepts of time and place. Networks have the potential for changing the nature of the overall work and educa-

tional environments, and of changing the conventional patterns and expectations of who talks to whom and who has access to what knowledge.

Marilyn Ferguson, in her 1980 book, *The Aquarian Conspiracy: Personal and Social Transformation in the 1980's* (p. 213), describes the "network" as

... the institution of our time: an open system, a dissipative structure so richly coherent that it is in constant flux, poised for reordering, capable of endless transformation. This organic mode of social organization is more biologically adaptive, more efficient, and more "conscious" than the hierarchical structures of modern civilization. The network is plastic, flexible. In effect, each member is the center of the network. Networks are cooperative, not competitive. They are true grassroots: self-generating, self-organizing, sometimes even self-destructing. They represent a process, a journey, not a frozen structure.

Our library orientation for organizing information and structuring learning environments is challenged by the fluid and dynamic nature of networks. Old static, closed systems for ordering knowledge in a hierarchical paradigm are disappearing under the rising flood waters of a networked global community.

Our notions of community as a body of individuals with common interests living in a defined physical space or a specific geographical area is no longer consistent with reality. A community is becoming place independent. Communities are, by definition, social constructs built upon common interests and participation. As a result of forming a community, structures, customs, and shared expectations arise to satisfy a human need for order, consistency, fairness, and effectiveness. Community members are distinguished from those not a part of the group by access to information and knowledge, not by where they reside.

Communication of information and knowledge among the members of a community is an essential defining aspect of any community. In a networked community, however, communication takes on a heightened level of importance. Interaction among network members may be the only outward evidence of community activity. Communication, however, involves more than messages. It entails status and hierarchy relationships. Communication

involves an alignment or a frame for messages between parties. Just like traffic rules changed when interstate highways were introduced to motorists in the 1960's, so also the "rules of the road" for governing traffic and determining "right of way" in knowledge networks require a reorientation of our priorities and status relationships. Questions relating to quality, productivity, privacy, and access need to be balanced against the open, adaptive, organic, and flexible nature of networks.

Learning Community Values

The impact of electronic networks and multimedia technologies on the learning community affects not only the nature of educational resources, but also the nature of the community's social structures which maintain the identity and viability of the group. Computer laboratories and electronic classrooms provide students with the ability to interact with instructional resources in ways that are not possible through printed textual sources. But these same communities of learning, which depend upon the network's interactions and links to maintain the values and quality of scholarship, are also constrained by the limits to access imposed by current property ownership and subscription pricing policies of owners and creators.

The electronic environment of computer networks is marked by versatility, complexity, diversity, and intangibility. Most of our society's traditional rights, customs, and freedoms result from a social, legal, and political environment that is defined by constraints of physical space and temporal proximity. Just the problem of talking about the nature of information on a network presents problems. The fluidity of the network makes it difficult to

know which version of a document we are talking about, whether it is the draft, a review copy, or a "published" copy. The diversity of different environments makes it difficult to identify who is the author, the reviewer, the editor, the publisher, the distributor, the teacher, the learner, the librarian, or the archivist.

Not only do networks stretch our print-bound delineation of roles, they also expose the limits of our old paradigms. Intellectual property law, social equity policy, information economics, and regulation of communications are all under siege from the emerging new knowledge network paradigm. Our social laws and customs result from an industrial era with different priorities and cultures than those common to the emerging knowledge network community.

The protection of free speech and assurance of privacy in electronic network use are both critical to our society. Individual rights and liberties are especially critical to our entry into the networking age since we are on the eve of celebrating the bicentennial of the Bill of Rights ratification on December 15, 1991. Greater freedoms of access are possible with electronic networks, but greater restraints are also possible. The ease with which electronic impulses can be manipulated, modified, distorted, transmitted, and erased requires a careful balancing of competing needs. The situation is made more complex by international aspects of network access involving questions of different legal and regulatory structures.

The values of our knowledge network communities must reflect those freedoms and principles which both inspired and

troubled past generations of teachers and librarians. In addition, the new knowledge communities require legal and economic structures, as well as electronic network infrastructures to perpetuate those value structures which are basic to our democratic way of life.

Our society's freedoms must surely be translated to function within the bound-

Networks have the potential for changing the nature of the overall work and educational environments, and of changing the conventional patterns and expectations of who talks to whom and who has access to what knowledge.

aries of the new knowledge network communities, just as these freedoms must be redeveloped to form the basis for newly emerging national governments in Eastern Europe and the Soviet Union. The changes occurring in these knowledge network and community domains are not simply economic and political in nature. The changes involve fundamental decisions about how communications must function among individuals in order to respond to new definitions of productivity, accountability, and responsiveness in creating a caring, humane, and civilized world society in the future.

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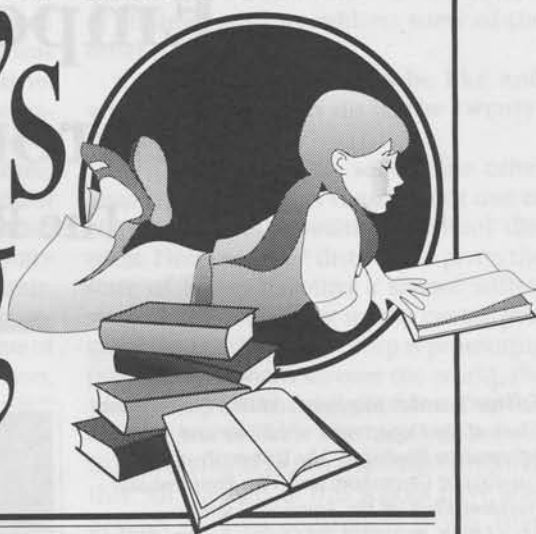
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Empowering People through Libraries: The Role of the Profession

by Marilyn L. Miller

Editor's note: Marilyn L. Miller, Professor and Chair of the Department of Library and Information Studies at The University of North Carolina at Greensboro and Vice President and President-Elect of the American Library Association, presented the Ogilvie Lecture at the Second General Session of the NCLA Biennial Conference. The Ogilvie Lecture was created in 1977 in memory of Philip S. Ogilvie, State Librarian of North Carolina from 1965 to 1976.



My first official function for ALA as President-Elect was to lead a delegation of seventeen very competent American librarians to Romania to deliver a seminar to about one hundred Romanian librarians. The purpose of the seminar was to describe how we deliver library service in the United States. Library service in Romania is at ground level after the Ceceascu regime and, as efforts are made to build a new library system, it was deemed an opportunity to provide an alternative to the European model. So we talked about organization, service, library education, automation, and intellectual freedom. The week there provided heart and mind-wrenching experiences with people, history, and social conditions. Each trip across Bucharest, a shabby, tired, and discouraged city, took us by the bullet-spattered, burned-out hulk of the university library. The secret service had taken refuge on the roof with guns, but the people were not to be denied on those December days of fury, and the library lost in that furious tug of war.

Ceceascu did not close the tiny nation's libraries. Throughout his reign, staff still received small salaries, but few materials were purchased. He closed library education programs, so librarians today are holders of college degrees with-

out professional preparation for their positions. Indeed, they are well-educated, cultured people with earned degrees in the liberal arts. They have taught themselves English. They run the libraries as they were run by the professionals fifty years before them. Libraries are operated as warehouses, but the Romanian warehouses of today little represent the information needed by a nation trying to understand what it will take to move into the late twentieth century. Indeed, Romanians must leapfrog the last forty-six years and move directly into the twenty-first century.

When we talked in the seminar, and individually to the librarians and to the many city and national officials we met, we talked about the way libraries can and should empower people. We talked about our belief in the library as intrinsic to a democratic way of life. As the leader of the delegation, I was the one who had to prepare those little speeches for our city, provincial, and national hosts at city hall and the provincial and national ministries — and deliver them — usually on the spur of the moment.

Our library hosts were not always careful about giving us a detailed glimpse of their plans, and before we knew it we were in a town hall, a mountain village, or at the State Ministry of Culture toasting and being toasted with brandy, wine, or

some other local vintage of noteworthy power to persuade the tongue. Spur of the moment speeches tended to get easier to deliver as the day progressed.

I also had the opportunity to speak with library staffs on a couple of occasions. I took those occasions to discuss the importance of the professional association in developing high quality library services to communities.

It was easy to talk to Romanians about the potential of empowering people through libraries. You and I believe this. Many of us were recruited by the attractiveness of joining our love of books with the potential for being of service to our fellow men, women, and children. Once we were recruited, prepared, and on the job we have seen ourselves over and over in an empowerment role. Because of what we do, we enable people to be something other than they were before they used the resources, information, and services we help provide. The little child who reads for the first time all by herself a book checked out from the library; the adult who completes a literacy program in a public library; the high school student who writes successfully a paper with the help of the reference librarian; the businessman who can make a decision because of the information received in the library. And so it goes: researchers, parents, students, recreational readers, the discouraged — all are somehow enabled because of us.

Empowerment of people through libraries is the theme I have selected for my presidential year. While I intend to keep us thinking next year about our role as agents of empowerment for residents and citizens of our nation, I hope to encourage the profession to continue to examine new paradigms of delivering information services to the nation. I am also urging us, beginning now, to empower ourselves as members of a professional association.

Today, in my presentation, I am going to concentrate on two areas of professional

empowerment. First is the critical need for the profession to embark on a serious discussion and debate on library education. Second is our need to take a thoughtful look at the way we organize ourselves into a national profession.

It is absolutely time for the American Library Association to shift from reactive to proactive in its discussion and actions relative to library education. A profession that looks neither to its history nor to the education/continuation of its future is in a sad way. I would propose to you that we fail somewhat on both fronts, and the failure in the library education arena could do us in.

I'd like to identify some of the issues that must be addressed by state and regional associations, as well as ALA, if we are going to sustain and maintain viable library education programs and improved relationships between the field and the library education community.

The present role of ALA in library education is a topic on which we need common knowledge. The most dedicated, sustained, and well-financed library education effort by ALA is in the area of program accreditation. In this process, association members develop standards for accreditation that are approved by the ALA Council. The process for applying those standards to individual programs is developed by the Committee on Accreditation. That process is not approved by any ALA body, but it is approved by COPA, the Council on Postsecondary Accreditation, the regulatory body that monitors the accreditation processes of all professional societies and organizations involved in accreditation.

An ad hoc committee of ALA members is now finalizing a draft of new standards to be brought to the council for approval at the San Francisco meeting. At its regular fall meeting at the end of October, the ALA Executive Board asked the Committee on Accreditation to address the issues of concern surrounding the accreditation process being raised by university administrators and deans and directors of library education programs.

For several years ALA had a unit called the Library Education Division. When ALA implemented a new financing structure that required all divisions to be self-supporting, under the direction of its esteemed president at the time, Ed Holley, LED was one of the small divisions quickly in trouble. It was abolished — or as someone said, “just let go.” The substitute was a council committee, SCOLE. SCOLE was born of necessity, and in hindsight — and remember that hindsight is always 20/20 — this move has been a disastrous mistake

if one looks now at the range of problems we face in deciding what we should do about library education and how we should do it.

I don't remember the options discussed at the time of the abolition of LED. It was sincerely felt at the time that SCOLE with its Library Assembly composed of representatives from each division would be a viable substitute. SCOLE, a council committee, would have the attention of the Council and thus the membership. A Committee could direct attention to various library education concerns through a subcommittee and task force structure, besides addressing major concerns themselves. As is true of all committees, SCOLE has a staff liaison, one of the very finest of the ALA staff members in my opinion, in Margaret Myers, who directs the Office of Library Personnel Resources. The library assembly would and does meet at each conference and reports on unit library education activities, responds to various association-wide library education concerns, and exchanges information among units.

Having just finished two terms on SCOLE myself, including a year as chair, I can say with some confidence that our present system does not work to our advantage in dealing with the concentration of library education issues. Regular committee turnover and members with uneven backgrounds in library education and experience make continuity and attention to major issues difficult. Library assembly members represent units that have disparate library education interests and goals and objectives. Some divisions have devoted time and energy to the development of competency statements and to discussions and development of output measures in terms of position descriptions, while others have lesser interest in library education concerns. I should

note for those of you who may not know that there is an organization for library educators outside of ALA called the Association of Library and Information Science Educators (ALISE). ALISE meets once a year prior to the ALA Midwinter meeting. I believe strongly that the problems we must deal with cannot be solved by the faculty of library schools alone. The profession must live up to its responsibility to be concerned about these issues in a productive way.

Now let me indicate a few of the library education-related issues this association must address. I am not listing my concerns in priority or any kind of sequen-

tial order although I am going to leave the closing of library schools to the last, although it is first on many of our minds. I am not sure we can work to stem the flow of closings until we address some of the other issues.

1. What will libraries be like and what will librarians do in the twenty-first century?

I was in a middle school the other evening in Randolph County, not one of North Carolina's wealthiest school districts. However, that district has given the state of North Carolina a school with a state of the art library media center program. Just as the silicon chip is promoting political upheavals all over the world, the silicon chip is fomenting upheavals in our educational system. This new school out in a rural area of North Carolina is proof of this. All teachers in this school have telephones in their classrooms (fewer than fifty percent of the school librarians in the country have telephones in their media centers, much less a dedicated line for communications technology). With these phones, teachers easily control their instructional use of the school's large and growing video collection. Students can access the library media center catalog from any computer in the school; electronic mail keeps students, faculty, and administrators in communication; CD-ROM is used by sixth graders with ease and

It is absolutely time for the American Library Association to shift from reactive to proactive in its discussion and actions relative to library education.

sophistication. Teachers in the school are overhauling curriculum and teaching strategies in directions only a few would have guessed at when the new school started. The library media center, the technological switching station for much of what is going on in the school, is delivering information. The development of the smart school will continue to define the role of the school library media specialist into that of information access manager.

A recent Lou Harris poll reported the upswing in the use of the public library and reported impressive gains in the numbers of books being circulated. Even more impressive was the number of people who said they would use home computers, if

they had them, to access the library. Thus the public library becomes even more caught up in the delivery of information.

2. What is the world of work going to be like for Americans?

Thoughtful United States businessmen, university presidents, and other intellectual leaders are trying to alert the American public to the fact that the era of the smokestack is over in the United States and that the smokestack syndrome prevalent in American education must be replaced and schools restructured and reformed. The worker of the twenty-first century will not be a blue collar worker. So illiteracy must be abolished.

Not only will the workers of the twenty-first century work differently, the work force of the twenty-first century will be drastically changed. Almost ninety percent of the new entrants into our work force during this decade will be people of color, non-minority women, or immigrants. The twenty-first century will be the first post-European century in American history in the sense that an absolute majority of young people born in this century will be born of parents of other than European background — Asian, African, and Hispanic. Workers will work in an "age of knowledge."

3. What should library school curriculum be like?

Are library schools caught up also in the smokestack syndrome? Should we be experimenting with new models of library education based on problem solving, team work, specialization, and increased use of technology and a new curriculum?

I must add that I frankly do not think that library educators alone should be making the curriculum decisions. The profession has a right and a responsibility to enter this dialogue beyond the development of new accreditation standards.

4. How many librarians do we need?

We have not the foggiest idea of how many professionally educated librarians we need. We do not have the foggiest idea of how many we have if all those who have left the field would return. A month ago I asked state librarians to communicate with me the results of any needs assessments they have conducted. So far I have heard from two. A corollary question is: Is it only the M.L.S. graduate we need in libraries?

5. What about distance education and quality control?

We have had distance education for a long time in library education programs. We have called it extension or off-campus programs. Instructors have driven across the state; adjuncts have been hired in off-campus locations; instructors have flown to other cities. Now we are using technology. There are several interesting models in operation. The University of South Carolina has been delivering televised courses for several years. Emporia State University (Kansas) is offering off-campus programs in states without established library education programs or in states with established library education programs but no interest in off-campus programs. Emporia faculty and on-site liaisons and adjunct faculty are delivering courses, and those students participating are extremely grateful for the opportunity to prepare themselves for new careers or to continue to hold the jobs they have. My own Department of Library and Information Studies at UNC-G has been given permission to offer our entire degree program via the state's microwave concert transmission system (MCNC). To my knowledge we are the first program in the entire university system to be granted the opportunity to use this very

versatile, totally interactive series of electronic classrooms to deliver a degree. We are now transmitting a program to Charlotte, and we hope to add the Asheville campus before long.

With increasing sophistication of technology and the development of LISDEC, a consortium of library schools and other agencies interested in the delivery of library education and devoted to the delivery of courses via satellite, we come to the next question. How many library schools will we need in the twenty-first century?

I should note that distance education programs are not without problems. Resources off-campus do not typically match resources on campus in libraries, learning centers, and oftentimes in available libraries for demonstration and field trips. Socialization is still a challenge as is guaranteed equity of instruction unless the university exercise of quality control extends forcefully to adjunct faculty appointments. Which leads to the next question.

Should we implement the only still unimplemented recommendation of the Williamson report of the 1920s? Should we move to the certification of librarians? Should we develop licensing examinations?

—Next question: How are we going to re-educate the present work force to work with a changing multicultural society and the relentless development of technology and its applications? How are we going to

recruit? Whose responsibility is it to recruit? How much effort should we be making now to recruit in a period of economic uncertainty? Who role models the excitement of the profession? So far we are not being totally successful in recruiting the kinds of people we say we want. We still are recruiting some people in their early twenties, many in their late twenties, many more in their thirties, quite a few in their forties, and even some in their fifties. Over the past several years we have gradually seen undergraduate declarations for library science move upwards, until we now find that the concentration of those declaring for careers as librarians or information specialists are in the senior year of their college career.

—We are not recruiting minorities. We are getting people who are not committed to the profession as an early first choice; we are getting people who cannot use the degree or major of their first choice and are finding us as a second choice. We are getting women re-entering the work force after childrearing or making lateral moves out of the classroom or a variety of other occupations and professions. Many, many of our graduates do not look forward to long, sustained years of contribution to a profession. Where will we get our library faculty?

I recommend that you read the Futas/Lipowitz article in the September 1, *Library Journal* for an up-to-date report on faculty projections for library schools. We are aging, and if we can, many of us will opt out of higher education early for a variety of reasons some of which are not discussed in the Futas report. Our preponderant faculty expertise is not in the areas that should be in most demand to help libraries change: the areas of technology or telecommunications. Several of the library education programs that have closed had doctoral programs. Thereby opportunities are lessened for students who do wish to go into teaching.

I must note that pressure applied by ALA and the field have secured five million dollars in federally funded fellowship money for the preparation of master's and doctoral students. This is more federal money than we have ever had for scholarships from the federal government. Eighty-five proposals have been received for

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funding under this program.

Can we stem the tide of library school closings? We will have to try — and I mean we. This is a profession-wide job.

ALA and the profession should have become concerned when the first university, the University of Oregon, announced that its program would be phased out. Remember hindsight? Most of you are familiar with the work of Marian Paris who tackled the subject of library school closings in her dissertation. Paris concluded that schools were closing because they had become a financial burden to the university; they were isolated within the university; they had unresponsive and complacent library school leadership who could not provide credible justification for the school's existence; and they were not a part of the redefinition of the university's mission. Turf battles with other departments and divisions such as computer science and business, poor program quality as determined by evaluations (including, I might infer, those from our COA), too little and poor quality of research of faculty, and lack of a pressuring alumni group were also cited.

A second article I highly recommend for your reading is one that appeared in the July *Library Quarterly* by Margaret Steig. This article: "The Closing of the Library Schools: Darwinism at the University" is an extremely well written explanation of what is happening in universities. This includes the shift to an emphasis on research and grantsmanship — the concern with the bottom line. Small programs, and many library education programs are small by comparison, are disappearing from the curriculum in universities. Library education programs are not the only ones fighting for their lives in some universities. Most of those programs that have closed have been in private institutions, have had relatively small enrollments that did not recoup their program costs with tuition and fee income, and did not, perhaps, fit the changed mission of the university.

The bottom line syndrome brought on by decreasing state support in the case of state universities is prevalent. Universities are in hot pursuit of grant money. There is little grant money out there for many library education programs; and I might add that one reason is our isolation in the university. We have been told on our campus that the university is demanding that each campus show evidence of organized contribution to the public good through service to communities, especially the public schools. More emphasis on providing for the public good can only help us defend and describe the value of library education.

Lest you think that I will be sitting back during my year in the ALA Presidency and dealing only with issues of implementation of the White House Conference and heightening the dialog on library education, I should tell you, I am working on a charge to a special committee that will involve itself in a multi-year self study of the association. In my opinion, we need to look at the way the Association is managed. We are managing this Association of fifty-three thousand members the same way we did when we had ten thousand members with a remarkably arcane governance system — some would say archaic as well as arcane, but that is for the self-study to clarify. We need to ask ourselves some tough questions.

First, what should be the business of a national association in the twenty-first century? Is it primarily to deliver continuing education through conferences? Is it to affect legislation? Is it to develop partnerships or alliances with other organizations? Is it to communicate to the nation the needs and successes of the

nation's libraries? Is it to be the intellectual freedom watchdog? Should we look at ways to strengthen state and regional associations and identify a different role for the national organization? I have no answers (I have some opinions), but I want to prod us to identify the questions that should be asked, do some back-

ground reading and research, analyze ourselves, look at the future, and come up with some recommendations. If we recommend the very same goals, objectives, and priorities, and structure and management process, it is o.k. At least we will be coming from an intelligent self-

examination.

I am not seeking restructuring of ALA in my proposal for a self-study. I am seeking for us to examine the way we do business just as we are asking librarians to examine the way they will do business in the twenty-first century. If we need new paradigms of information delivery in the twenty-first century, maybe we need new paradigms for empowering our profession to be more than it is now.

I have been elected to serve as president of the largest and oldest library profession in the world. And I thank you for the opportunity to speak "at home" and I thank you for your continued interest and support as I move through the next year and a half in what is proving to be for me a very interesting adventure and opportunity to be of service to you and to what we believe in: empowering people through libraries.

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Challenges to Intellectual Freedom: Implications for the Twenty-First Century

by Judith F. Krug

Editor's note: Judith F. Krug, director of the American Library Association's Office of Intellectual Freedom, presented this address at a luncheon sponsored by NCLA's Intellectual Freedom Committee, the Reference and Adult Services Section, and the NCLA Conference.



On December 15, the first ten amendments to the United States Constitution — the Bill of Rights — will celebrate their two hundredth birthday. There's something to be said for having survived two hundred years — I just wish the "something" were a little more positive! For in truth, the Bill of Rights — particularly the First Amendment — is not in very good shape. Challenges are being laid down on a rapid fire basis, resulting in a continuing whittling away of our most basic freedoms. I'm not a seer, but given the current state of the First Amendment, it probably doesn't take a seer to anticipate that things will probably get worse — and possibly a lot worse — before they get any better.

Before going further, however, I want to identify exactly what we're talking about. In librarians' jargon, intellectual freedom means the right of every person to hold any belief on any subject, and the right of a person to express her beliefs or ideas in whatever way she considers appropriate. The ability to express an idea or a belief, however, is not very meaningful without an audience on the other end to hear, read, or view that expression. Intellectual freedom, then, is the right to express your ideas and the right of others to be able to hear them.

The next question, of course, is — why are librarians concerned about intellectual freedom? The answer is simple — librarians' basic role is to make ideas and information, in whatever form they appear, available and accessible to anyone who needs them or wants them. That's our role — but is it really important? In my opinion, it's vital. We live in a constitutional republic — a government of the people, by the people, and for the people. But this form of government does not function effectively unless its electorate is enlightened. The electorate must have information available and accessible. And it does — in our nation's libraries.

Our concept of intellectual freedom finds its roots in the First Amendment to the U.S. Constitution:

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

That's it — forty-five little words. In my opinion, they go a long way toward making the United States of America unique among the nations of the world. Of course, you may know that

when the Bill of Rights was sent to the states for ratification, there were actually twelve amendments. What is now known as the First Amendment was originally amendment number three. The original First Amendment dealt with how to determine the number of Representatives in the House, and the second dealt with the compensation of Congresspeople. The people, however, in their early — and allegedly continuing — wisdom, declined to ratify the proposed first two amendments. Number three, therefore, became one — and the center of the constitutional constellation was established.

The uniqueness of the First Amendment lies not only in its guarantees, but also in its lack of proscriptions. For instance, the First Amendment guarantees freedom of speech — and does not mandate that the speech be truthful, honest, equal, sensitive, tasteful, showing good judgment, respectful, or anything else. If you want to lie through your teeth, the First Amendment gives you the right to do so. Of course, you also have to live with the consequences of your speech — but that is another issue, and it is part of what makes the First Amendment so fascinating.

The importance of the First Amendment is that it is the mechanism which allows us to be a nation of self-governors — a government of the people, by the people, and for the people. It provides for our access to ideas and information across the spectrum of social and political thought — and also gives us the right to respond to those ideas and that information in whatever way we deem appropriate.

It is within this context, then, that I want to look at the challenges to the First Amendment that are now facing us and will continue to face us through this decade to the year 2000 — and perhaps beyond.

The first area of challenge is "sponsorship." "Sponsorship" goes to the question of what cultural or intellectual activities the public will fund — and who decides? The issue, of course, is not new. It became very visible — in other words, front

page news! — as a result of two traveling exhibitions of photographs — Robert Mapplethorpe's homoerotic photos, and the so-called "Piss-Christ" of Andres Serrano — or, as Senator Jesse Helms

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referred to them on the floor of the Senate, Mapplethorpe's "filth" and Serrano's "blasphemy." Such filth and blasphemy became the focus of public scrutiny because the National Endowment for the Arts helped with the funding of both exhibitions. The Mapplethorpe exhibit, of course, led to a trial in Cincinnati, and together, the exhibitions caused the National Endowment for the Arts to be subjected to two rounds of Congressional scrutiny. The end result was some restrictive language that turns out to be rather benign. A year ago, however, the amendment that Helms initially proposed was anything but benign. It would have prohibited use of NEA funds "to promote, disseminate, or produce obscene or indecent materials . . . material which denigrates the objects or beliefs of the adherents of a particular religion or non-religion, or material which denigrates, debases or reviles a person, group, or class of citizens on the basis of race, creed, sex, handicap, age or national origin."

First Amendment devotees had a real fight on their hands. And every time someone said to Jesse Helms, "You're violating the First Amendment, you're allowing for censorship," Helms would say, "What are you talking about? The First Amendment does not apply to a restriction that is imposed on a grant to an artist. The First Amendment is about keeping the police from knocking on dissidents' doors in the middle of the night. The First Amendment is about censorship. My bill," said Helms, "is about sponsorship. Sponsorship, not censorship." In the recently completed debate on the NEA, Helms reiterated this theme.

"Censorship has not now nor has it ever been the issue," he said. "Sponsorship is the issue . . . Why are taxpayers constitutionally obliged to finance a decadent artistic elite? . . . If some guy wants to scrawl dirty words on a men's room wall, let him, as long as he supplies the crayon and the wall."

That's a powerful argument. It says, and not too subtly, that "those who pay the piper, call the tune." In other words, when the government acts as patron, rather than policeman, the taxpayers who pay the tab may exercise a kind of aesthetic veto, may express their preferences, their whims, their ideologies, their tastes — just as a private patron might. Private art patrons, as we

all know, can be a lot of things — including sensitive, intelligent, whimsical, empirical, and so on. I am reminded, in fact, of the little scene from *Amadeus*, where the Emperor told Mozart that his opera had, well, too many

... librarians' basic role is to make ideas and information, in whatever form they appear, available and accessible to anyone who needs them or wants them.

notes. The bottom line of Helms' argument was and is that the government can ignore artists who don't write, or dance, or play, or paint to the government's tune; that if the government is to sponsor art, it can tell the artists what to write, what to paint, how to dance, or what to play. In the end, it seems to me that the government is trying to use the power of the purse to buy orthodoxy. To my way of thinking, this is violative of the First Amendment.

The problem is that while it might seem that way to me, it apparently does not seem that way to the United States Supreme

Court. On May 23, the High Court handed down the decision in *Rust v. Sullivan*, which upheld Department of Health and Human Services regulations prohibiting recipients of Title X family planning funds from providing any type of abortion counseling. For the first time, the Supreme Court sanctioned, in the words of Justice Blackmun's dissent in *Rust*, "viewpoint-based suppression of speech solely because it is imposed upon those dependent upon the Government for economic support." Justice Blackmun went on to say that the decision is "an intrusive, ideologically based regulation of speech . . ."

The *Rust* decision could well have an effect on libraries, the one place in our society where information concerning all points of view on all issues facing us is freely available and accessible to anyone who needs it or wants it. Libraries, of course, do not counsel; nor do libraries express opinions. They do, however, without favoritism, make available books, magazines and other materials that do counsel, that do express opinions, often in very strong terms. Thus, a library would not advocate or counsel abortion. But if asked by a pregnant woman wanting information about abortion about the options available to her, or about places where she might obtain an abortion, a library would provide her the materials she seeks. Such materials might well 'counsel' or advocate abortion; they might also counsel against or discourage abortion. The fact is, if doctors and other health care professionals can be constitutionally prohibited from providing abortion counseling, abortion referrals, and all information about abortion in subsidized (read "sponsored") family planning clinics — then government may also prohibit libraries and other institutions dependent upon public funding from making that same information available in material maintained on library shelves.

This concern is not far-fetched. In fact, while the majority decision in *Rust* specifically exempted universities from ideologically based restrictions attached to federal funding, this was the *only* concession to the fundamental First Amendment concerns raised by the case. Furthermore, at least one trial balloon has been raised in a private conversation by Office of Management and Budget personnel to the effect that OMB may consider advising federal agencies that the rule in *Rust* could apply broadly, if not universally, to federally funded programs, so as to permit viewpoint discrimination in the administration of those programs.

As a matter of fact, there is a case pending before the U. S. Court of Appeals for the Ninth Circuit, called *Bullfrog Films v. Wick*. This case challenges regulations issued by the U. S. Information Agency governing the certification of films as educational for export purposes. The United States Government has sent a supplemental letter to the 9th Circuit contending that the *Rust* decision permits the government to attach ideological strings to the granting of a certificate attesting to the educational value of films.

Another gravely disturbing feature of the *Rust* decision is the Supreme Court's seemingly cavalier attitude toward the First Amendment rights of poor people to receive information. Justice Rehnquist's majority opinion states that indigent Title X clients "are in no worse position than if Congress had never enacted Title X." The financial constraints that restrict an indigent woman's ability to enjoy the full range of constitutionally protected freedom of choice are the product not of governmental restrictions on access to abortion, but rather of her indigency."

Recently, there have been rumors — and I stress that they are

The uniqueness of the First Amendment lies not only in its guarantees, but also in its lack of proscriptions.

just that — unverified rumors — of librarians being pressured, because of the Rust decision, to remove from library shelves, all materials that mention abortion. If this should ever come to pass, it would only be a matter of time before libraries are pressured to remove and, of course, not to acquire, material containing that day's unspeakable idea. The crack in the dike would rapidly widen to allow the torrent of hates to sweep away ideas and points of view with which the most powerful or the most vocal disagree.

Taken to its logical extreme, the rule announced in *Rust* — that the government may attach viewpoint-based, discriminatory, ideological restrictions to public funding — would mean libraries could keep on their shelves or acquire, only books and other library materials which express a governmentally approved point of view. Another alternative — separate funding — would be an administrative nightmare. Those who could not afford to buy books and other information would not have access to the broad spectrum of thought and ideas. Their participation in the constitutional republic would be limited. Freedom could be enjoyed only by those who could afford to purchase it. But our Constitution rejects the notions that the people's elected representatives may tell them what they may or may not think, and that they are not allowed to disagree with the government's point of view. The elected and appointed officials of the United States government serve the people of the United States. The Ninth and Tenth Amendments, in fact, say that the powers not specifically delegated in the Constitution are reserved to the states — and, more importantly, to the people. Neither the Bill of Rights — nor the Constitution — say anything about such powers being reserved for Congress — either in its aggregate or individually — or for the Government, per se.

The decision in *Rust* has brought to the fore several other issues that well could become the First Amendment challenges of the future, whether near or long term. One of those issues concerns "politically correct" or "hate" speech, and whether or not it can be restricted in order to protect the sensibilities of the persons who might be offended. The original language in the Helms' Amendment went to this point and, if it had passed, would have established a federal legislative basis for the rules and regulations being promulgated on a multitude of college cam-

puses which would protect the sensibilities — or the so-called educational rights — of students. It seems to me that whether authors, publishers, editors, artists, or mere speech makers should practice the art of self-censorship in the name of sensitivity to cultural, ethnic, racial,

But our Constitution rejects the notions that the people's elected representatives may tell them what they may or may not think, and that they are not allowed to disagree with the government's point of view.

cial, women's or other issues will become an increasingly prevalent focus of debate, as well as an increasingly volatile subject of debate.

In libraries, at this point, the debate has not centered around politically correct or hate speech, but rather around the "insensitivity" of certain materials in our collections. For instance, after the Ayatollah Khomeini placed a death threat on Salman Rushdie, Rushdie's *The Satanic Verses* was challenged in libraries because it's insensitive to the Islamic religion. As far as I am aware, none

of those complaints led to the removal or restriction of the novel.

There was somewhat more controversy over the attempts to remove the video of *The Last Temptation of Christ*. Indeed, in many parts of the country, there were organized efforts to remove this video from the public domain. The reason was its offensiveness, not only to fundamentalists, but to all Christians.

Perhaps the most notable work around which the "insensitivity" battle has swirled is Mark Twain's *Huckleberry Finn*. This book has been challenged and even banned in numerous schools and libraries throughout the country. The main characters, of course, are Huckleberry Finn and Nigger Jim. Never mind that the book was written as a racist plea; never mind that Nigger Jim, himself, displayed compassion, concern, creativity, and perhaps the only brains of any of the characters; never mind that it is a true American classic. The book does use what is considered today to be a vile epithet, and uses it as the name of one of the main characters. Because of this, the book has been charged with being "insensitive" to a large and important community of citizens; hence, the removal demands.

But if we remove *Huckleberry Finn*, should we not also remove Roald Dahl's *James and the Giant Peach* which is viewed as "insensitive" to Mexicans. There apparently is a line in the story when a peach says it would "rather be blind than be eaten by a Mexican."

To carry the insensitivity issue to its absurd extreme, we have also had demands to remove *The Lorax* by Dr. Seuss from the second grade core curriculum in Laytonville, California. You see, *The Lorax*, is a pro-environmental book — and Laytonville is a logging community — the charge being that the former is "insensitive" to the latter!

At this point, I would like to briefly discuss the Morristown case. The bare facts of the case are that Richard Kreimer, a homeless person, was removed from the Morristown (New Jersey) Public Library because of behavior that the librarians deemed

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inappropriate for a public library, and because his body odor allegedly was making it impossible for other library patrons to use the facility. Subsequently, Kreimer filed suit against the library; in response, the library asked for a summary judgment on the facial validity of the policy under which Kreimer had been removed from the library. Personally, I believe this was an ill-chosen legal maneuver. A request for summary judgment about the rules only precluded the library from bringing to the court's attention the behavior engaged in by Kreimer which led to his removal. Summary judgment is a procedural maneuver which assumes that there is no factual dispute (in this case about what the rules said), and asks for a decision based only on the law applied to undisputed facts. Had the library not moved for a summary judgment, the court might have had before it information about how Kreimer supposedly had followed women and children into the stacks, about how he had stared at both female library staff and female library users, about his extremely offensive body odor, and about other types of behavior. Since such information was not legitimately before the court, the judge could only rule on the constitutionality of the library's policy. After review, he held that the policy could be applied in a discriminatory manner, based upon the whim of individual staff members, and declared it unconstitutional for reasons of vagueness and overbreadth. The court did uphold the right of libraries to make reasonable, specific, and necessary rules which would preserve the library as a place for quiet contemplation and study, but at the same time strongly upheld the First Amendment right to receive information in a publicly funded institution.

The Morristown library appealed all points of the judge's decision, including the court's holding that libraries are public forums and that there is an established First Amendment right to receive information. Subsequently, the Freedom to Read Founda-

tion filed an amicus curiae brief, focused on those two points. The Foundation's brief laid out for the first time a newly formulated analysis of public libraries as public forums for *access* to information. Separating the public library from traditional public fora, such as parks or streets, which have always served as places for the *dissemination* of information (e.g., soapbox speeches and loud demonstrations), the Foundation's brief identified the public library as a traditional public forum for *access* to information. The brief argued that libraries have the right and responsibility to make rules governing patron behavior, but that, as a public forum for access to information, a library must meet the legal standards of reasonable time, place, and manner regulations (for example, preserving order in the library so that all may exercise their right of access). The brief also stressed the necessity for the library to make rules governing non-speech behavior.

The second crucial point argued in the Freedom to Read Foundation's brief is that there is a well established First Amendment right to receive information, essential to the preservation of First Amendment rights as a whole. Obviously, the right of a speaker to speak cannot be fully realized if there is not a corresponding right on behalf of the listener to hear what is spoken.

In addition to the legal actions carried out under the auspices of the Freedom to Read Foundation, the American Library Association has established a Task Force on Preparation of Guidelines Regarding Patron Behavior and Library Usage. The task force — composed of Intellectual Freedom Committee members as well as representatives from the Public Library Association, the ALA Office for Library Outreach Services, the New Jersey Library Association, and the New Jersey State Library — plans to have a draft set of guidelines available by the 1992 Midwinter Meeting in San Antonio. At Midwinter, the task force will hold an open hearing on these draft guidelines in order to insure that they have broad applicability and are capable of dealing realistically with the problems that librarians all over the United States are facing.

Well, there you have it — some of the real and potential challenges to First Amendment freedoms. There are a multitude of others — some which directly affect libraries, such as fees for library service, and others which only indirectly affect libraries, such as debates over the Establishment Clause, as well as the continuing attempts to consolidate control of communications media into fewer and fewer hands. Seeds for a multitude of challenges have been planted; some are already bearing fruit. The others will do so eventually. In the end, all will affect the ability of libraries and librarians to uphold intellectual freedom principles, to continue to make available and accessible ideas and information across the spectrum of social and political thought. In a nutshell, our lives will become more difficult before they become easier. We're going to be tested — as perhaps never before. Librarians will be up to the task — because if we are not, there will no longer be a First Amendment institution where all ideas and information are available and accessible to anyone who needs them or wants them. And if we fail, our society, as we know it, will cease to exist. We cannot — we must not — we will not — fail.

In libraries, at this point, the debate has not centered around politically correct or hate speech, but rather around the "insensitivity" of certain materials in our collections.

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Breakfast with Barbara Reynolds

by Barbara Reynolds

Editor's note: Barbara Reynolds, a member of the editorial board of *USA Today*, was the featured speaker at the Beta Phi Mu breakfast during the 1991 NCLA Biennial Conference.

I am very happy to be here with you. As I was telling Pauletta last night over dinner, Good librarians are better than American Express cards; journalists cannot afford to leave home without you.

First of all, we can't afford to be caught with false information. Not only would we sound stupid, but you risk a lawsuit, if your data are wrong. At *USA Today* the librarian is an equal partner with the journalists. She checks names, dates, places. If we have an idea, we ask for ways to develop. But what I think is the difference between a good librarian and an excellent librarian is that while some librarians act upon request; excellent librarians act before they are asked. They know that information is power, and that important decisions are made based upon information. Good librarians react; excellent librarians act. They become truth-tellers, based on the information they provide; they become the engines of social change by helping to fight ignorance. And a lot of times people have to have good information, even to know we are ignorant.

Journalists and librarians — information providers have the power to change, to correct, to reinvent, to help people think in new ways. We can be truth-tellers for the new world order. But what we do will not depend upon how many computers we own, or how powerful our satellites are, or what is in our data base, or whether we use Nexus or Lexus, but on how much we love each other. And it depends upon our courage. Do we have the courage to ask the right questions, to speak out when it is safer to keep quiet, to see a wrong and correct it?

What good is it to be in the middle of a technological explosion that will take us to Mars, to space colonies millions of miles away, when we can't see the homeless people we are walking over on earth. When

we see them, we ask questions of why we allow five hundred thousand children to be homeless in America. That means asking the next question... what can I do about it? And that's when things get difficult, because when we ask the right questions long enough, pretty soon we will demand right answers, or better yet start providing some answers ourselves.

When the public has poor information, this helps to create myths, superstitions and biases. Sometimes the most powerful act only means raising the right questions, at the right time, and at the right place. For example, why did the nation have to wait nearly 500 years until 1991 to find out that in 1492 Christopher Columbus did much more than sail the ocean blue... that those first encounters of Columbus quickly led to last encounters. The Indians of the Caribbean were destroyed within two generations by the Spanish discoverers. This terrible saga raises the questions of who were the real savages? The original people who showed their Spanish visitors love and sharing? They were hanged; they had their hands cut off when they did not bring in their quarterly quota of gold dust. Their chiefs were roasted on fires of green wood... and when their cries kept the Spaniards awake, they were silenced with wooden slats put over their tongues. Christopher Columbus did more than sail the ocean blue. He set into motion a sequence of greed, cruelty, slavery, and genocide that has few parallels. And that, my friends, was the old world order. But why, when this information has long been available, why did it take five hundred years for the truth to rise? Where was this information? Wasn't it in the library books? Whose job is it to set truth free? Who is holding truth hostage? Yet in a strange way, truth is therapeutic. As we set the record straight about the old world order, that is helping to shape the new world order, especially within the USA.

Cultural diversity is in. Multiculturalism is in. Black people, brown people, yellow people are fashionable. The demographics of the browning of America are pushing a revolution of cultural change. By the year 2010, blacks, Hispanics, Asians, new immigrants will account for 90 per cent of the new hires in the workforce. Brown people, black people, yellow people are the new majority...and those information providers, like yourselves, who can deliver the knowledge we need to make peace with ourselves, to be sensitive, to be understanding, will be the engines of social change.

Based on different information, people are asking different questions. Why, for example, does the USA treat Native Americans like mascots...objects...doing the Atlanta Brave "chop," and cheering, "Go, Redskins," when that word to a Native American is a dirty word? Why are we just hearing this now, when native Americans have been saying, "Enough of this" for decades? If information is power, why often do we have so little of it? Where were

*Good librarians react;
excellent librarians act.
They become truth-tellers,
based on the information
they provide; they become
the engines of social
change by helping to
fight ignorance.*

the journalists or the librarians, who should have provided the information to let the opinion makers know how ignorant we are in our relationship to the first Americans? Those who refuse to ask the right questions ensure we will never acquire the necessary answers for corrective action for healing.... And the media are the biggest culprits.

For example, of the 1,865 questions asked the president in mid-September, 1,225 were on foreign policy. The "education president" was asked a grand total of four questions about public schools... six questions about the explosive issue of health care, two questions on the state of the banking system, and no questions about the homeless.

It is not always the president who does not have the guts to answer tough

How often can we change the course of destiny just by the question we ask and the information we provide?

challenges. It's the media who haven't got the guts to ask. There is no reason at all except spineless timidity that allows the president to set the national agenda on what is important in this nation. We need to raise the right questions. Why, for example, can mothers with children be painted as welfare cheats when the taxpayers support a welfare system for savings and loan crooks? Right now the tab is seven hundred billion and growing. Who are the real welfare cheats? And why do we applaud the president for being a great peacemaker, when he is ignoring the war in our streets — twenty-three thousand died last year — murdered — more than any year in the Vietnam war. People in America are dialing 911 — no one comes.

Why are we allowing a myth to build even as we speak — that it is okay for Magic Johnson to be the messenger of safe sex. Yet, statistics right now in most libraries, will tell you that there is no such thing as safe sex... that condoms fail 14 to 20 percent of the time. So if condoms fail to protect against life, since when did condoms become a perfect prevention against death through AIDS? And isn't there anything in our moral souls raising questions like what ever happened to morality...to marriage... to commitment? As long as you have a condom, then sex is all right? Do we say to our children, "Dear, don't forget your crayons and your condoms," as they leave for school? When do we find the courage to challenge not only wrong information but also custom and social practices, when we know in our hearts they are wrong?

And while we are on the subject of AIDS, the information in our libraries will tell us that AIDS is an equal opportunity killer... not a

disease about men ... another perverted message coming from the focus on Magic Johnson. AIDS is the fifth largest killer of women ... and in New York State and New Jersey it is the number one killer of women. Then don't you think something is wrong when AIDS is hitting women at record rates...but most of the research is on men, as well as most of the drug trials? We don't even know what AIDS looks like in women. But who do you know that is raising these questions? And until the right questions are raised, and there's no credible answer, AIDS will be known by its misinformation. The public is depending upon us to set the record straight.

Some of the worst crimes, some of the most notable scandals occur when good people do nothing — when people are guilty of the crime of silence.

Some of my best stories as a journalist have come from a librarian, providing me with good information to raise the question of why.

For example, a librarian gave me information showing that 85 percent of all the drugs are consumed by people in the suburbs... yet night after night television only records the drug crimes of the inner city. Something is wrong when you can look at the data and it tells you that America is 5 percent of the world's population, yet takes 50 percent of the drugs. You can't blame all of that on the blacks, but the nation will never solve the problem, until we see it as an American problem. Whatever affects one group, eventually affects all.

As a journalist through the years, I have tried to bring to the public information and opinions that hopefully can push change. Sometimes the information we provide, the stands we take are matters of life and death. For example, when I went to Ethiopia in 1985, I saw children six years old whom you could hold in your hand. I saw children dying in the desert at night for the need of a blanket or food that we throw away. In Ethiopia during the famine, they had no dumpsters to eat out of, no Salvation Army to provide used clothes. All they had were journalists...to be their eyes and ears to tell the world they were starving.

During the Persian Gulf War, I wrote often that the war was an oil war, that it was not our oil, and not our land, and not our business. The media caved in to the Pentagon and did not provide the public good information about the war.... not on the casualties, not on the reasons. The television networks made sure that those

who were anti-war didn't get much air time. Newspapers, most of them, waved the flag. They didn't want to offend advertisers. And if ever there was a time when the nation needed to know the truth, that was the time. And still is the time.

If we invade places where there is naked aggression, there were at least two hundred other places in the world where there were acts of naked aggression. But they didn't have oil. And how many children did we kill and how many are dying right now because we have destroyed their infrastructure to provide clean water? How often can we change the course of destiny just by the questions we ask and the information we provide? Are we providing the best information to the public to trouble the soul of America? That's what we should be about.

The last point I want to make is that we should not always let our roles define us, that the only work for a librarian is in a library. No more than the only work for a journalist is in a newsroom. Some of us do our best work when we step out of our roles, out of where it is safe, or what we know, to respond in new and different ways. Rosa Parks was a seamstress, but she stepped out as an activist. Dick Gregory was a comedian, but he stepped out as an activist. Shirley Chisholm was a schoolteacher, but something in her told her she

Information is power. Misinformation leads to chaos.

could make it in Congress. Anita Hill is a law professor who stood up and has kicked off a strong revolution among women who are more determined than ever to fight sexual harassment and white male supremacy. And Carl Rowan is a journalist, but he has a scholarship program that sends scores of kids to college.

So in conclusion, I want to end by encouraging you to remain excited about your role as a truth teller. Information is power. Misinformation leads to chaos. The Bible tells us that we shall know the truth and the truth shall make us free. I believe that the opposite is also true: that if you don't know the truth, you will always be the slaves of ignorance and bigotry. We have a choice today. What will it be?

The Southern Woman Writer

by Jill McCorkle

Editor's note: Author Jill McCorkle presented this speech sponsored by the Round Table on the Status of Women in Librarianship.



Quite often I'm asked to speak as a *woman* writer or as a *southern* writer, sometimes as a *southern woman* writer and then inevitably I'm asked the question: Does it bother you to be labeled as a woman or as a southerner? Since both adjectives are accurate and will remain so, I have to say I am NOT bothered. To say otherwise is to commit myself to a lifetime of bothers. I'm not one who believes in needless suffering. As a writer, I rely on what I know, and to take away my knowledge of my own southeastern North Carolina landscape or my sex, is to rob me of a lot of valuable information. I find that with myself, with my characters, with anyone I've ever met, it is the process of

As a writer, I rely on what I know, and to take away my knowledge of my own southeastern North Carolina landscape or my sex, is to rob me of a lot of valuable information.

categorizing that ultimately gives us our own sense of identification. Certainly within fiction, it's important to make a character as believable as possible. The more believable he or she is, the more believable the situation and thus, the easier it is for the reader to identify. I think a lot of people shy away from adjectives for fear that they will be locked into a limited audience, but to say that a southern woman writer would only be of interest to southern women is absurd.

Although I have lived other places, when I sit down to write, the setting that comes to my mind is one that looks tremendously like my hometown of Lumberton. But it doesn't look like Lumberton does now. It looks like the Lumberton of my childhood, I-95 making its way through and bringing with it a Pizza Hut (before that we had to drive to Fayetteville) and motels other than those with sleazy reputations. For me, that interstate was and is symbolic; it was the bridge, the beginning of the New South, the connective device between the old and the new. I-95 finds its way into my work often.

Within my language, the southernness creeps in even when I don't invite it. For example when I received my editor's comments on my novel *July 7th*, she had circled where a character said, "I might could go" and she wrote in the margin: I don't think Kate would use poor grammar, do you?

I wrote back and said, "Well, she might would, because I am twenty-five years old and this is the first time I've been told that something is wrong with that construction."

My husband is from New York and so he's always calling little things to my attention, like he might ask me what is the difference between saying Who was there and Who *all* was there? We crack windows and cut lights and mash elevator buttons — all rather violent acts — and then we set

about *fixing* everything: hair and supper and to go out.

I suppose in the same way that southernness is an unavoidable part of my writing, so is being a female. I feel that within my experience (which encompasses what I have observed and imagined as well as what I have lived) I have seen dramatic changes in the roles of women. I do not come from a long line of literary women, but I do come from a long line of creative ones. The difference is that instead of a nice bound volume to file on a shelf, their creations were either eaten later that day or washed threadbare over the next several years. Because of this realization, I have a great respect for the domestic arts, and it shows itself in my work again and again. People are always sewing and cooking or planting or building. I believe that it's the same energy that fuels a novel and, though my grandmother and I never discussed literature, this is what she gave me: the energy and sense of how to have a vision and then to set about bringing it to life, be it with bread dough or fabric scraps or hammer and nail. And along with this, I also — thanks to my grandmother, great-aunt, mother and others — developed a method of storytelling that encompasses wide, sweeping paths of information. I used to think it was a strictly southern thing, but my mother-in-law who grew up in Brooklyn also practices the fine art of what I call the Historical Meandering Method of Storytelling. It goes something like, "I can't wait to tell you what happened to poor Betty Jane Doe, but first let me remind you that Betty Jane used to be Betty Jane Smith, her daddy owned the old hardware store which was there on the corner where the A&P is now." The hook is set. We know that sooner or later we WILL learn what happened to Betty Jane; in the meantime, just sit back and take in the sights and history lesson. This is where growing up and hanging out with the women crosses into my location and strong sense of place. I know my hometown as it was when my grandmother was a child, when my mother was a child, and when I was a child. As explored in my novel, *Tending to Virginia*, such knowledge is very

important. It is our heritage; it's what makes each and every one of us someone unique with a unique story to tell.

My grandmother was born in 1896 and I've never known anyone as self-sufficient as she was. She only went through the eighth grade. She was widowed in her mid-fifties and yet she knew how to take care of and control her world. I learned a lot by observing her. I was able to glimpse the life of another era because she lived as if we were still in the depression. By choice, I used to go spend the night with her almost every weekend and even then, I knew that I was witnessing an important contrast. On one side of town, there she was, her day controlled by the weather, neatly contained by sunrise and sunset as she set about canning and sewing and saving every scrap of twine and foil, singing old hymns and telling stories that find their way into my work, and on the other side of town was my home, my mother working a full-time job and coming home and doing everything there, too. Yet, my mother often marveled at how easy her life was: imagine what her mother had had to do to eat fried chicken: catch it, wring the neck (I once witnessed all of this and it was not a pretty sight), bleed it, scald it, pluck it, cut it, fry it. As my mother always said: "How could you possibly EAT it after all of that?" My mother also remembered my grandmother boiling clothes in the yard, and so it was with great affection and gratefulness that she used her washer and dryer. She had come a long way and yet still, people were making choices; in many cases—as it still is—it wasn't as easy as making a choice; work was necessity. I watched my mother work full-time during the height of housewifedom and just when she was getting close to retirement age, everything was spinning back and around and women were going out to work. For a long time it seems there was a pattern that you either fit or you didn't. Again I found

myself addressing all of this in my novel, *Tending to Virginia*. I keep referring to that novel because it was my attempt at understanding how much faith does go into our family stories, and it was the novel inspired by the changing roles within my family: my grandmother's failing, my mother's step into the caretaker's role, leaving me to feel as well that it was my turn to step up. It terrified me: the loss, the change.

In my novel *The Cheer Leader*, I half-jokingly have my character, Jo Spencer, write a term paper about how you can

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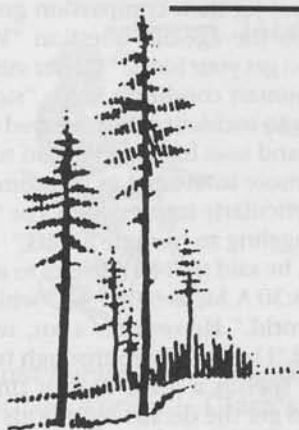
view the changing society by what's on TV. I say half-jokingly when the truth is that I made Jo Spencer spout my own personal theory of how I can summarize the changing world. There was Lucy Ricardo, spending Ricky's money and getting into trouble. They couldn't even say the word "pregnant" on television. They slept in twin beds as did Rob and Laura Petrie from "Dick Van Dyke." Laura had to slip HER money out of HIS money. Of course, by the time Mary Tyler Moore got her own show, she had come quite a long

way, the road paved by the likes of Marlo Thomas, single working girl: independent and capable all leading us to people like Murphy Brown who obviously doesn't have twin beds and is now having a baby of her own. A lot of ground has been covered and I feel I've witnessed it firsthand.

I was in college when I read *The Feminine Mystique*, and I was most impressed. It was then I realized that women had been making huge choices, that they had been forced by society to make these choices. I remember feeling grateful that I had not felt that pressure, that for whatever reason, maybe from watching too much TV, I had decided that I could try on a lot of different hats, that I could even wear more than one. This freedom is not something to be taken lightly; it's something that needs to be guarded and protected so that no step backwards is ever taken. I think that I often address women's issues in my fiction because they are important facets of my life. I don't set out to make a statement, and yet it's my way of seeking preservation and recognition of all walks and situations.

In my new short story collection, *Crash Diet*, which will be published in May, I have eleven stories, all with women protagonists. All of these characters who range in age, background, and race, share a common variable. They are all at the sink or swim point. There are decisions to be made about how they want to live. I have women going through divorces, and retirement, infidelities, single parenthood, and adolescence. I have a woman dealing with the loss of her husband and a story entitled "Departures" which was inspired by spending too much time in airports, and that is the one I'd like to read now.

Editors note: Ms. McCorkle concluded her presentation with a reading of her short story, "Departures."



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Love, Life and Potato Salad: An Interview with Alden Carter

by Katherine R. Cagle

Editor's note: Katherine R. Cagle, the North Carolina Association of School Librarians representative to the North Carolina Libraries Editorial Board, interviewed young adult author Alden Carter after he spoke at the NCASL luncheon.

Novelist Alden R. Carter was the speaker at the NCASL luncheon on November 14 during the NCLA Conference in High Point. With a mixture of humanity and humor, Carter described his efforts to write meaningful novels for young adults.

According to Carter, one of the most difficult things about being a writer is responding to the question: "What do you write about?" To this question he never had a satisfactory reply until recently, when he was alone at home enjoying leftovers from a family reunion picnic. "I saw that the answer to the question was right at the end of my fork—potato salad. I have never attended any family gathering from baptismal lunches, to wedding suppers, to funeral brunches where potato salad wasn't served, and I began to see potato salad as a unifying metaphor—something that sticks with us through the high and low points of our lives."

Carter continued, "I'd always hated potato salad before that night, but afterward I began giving it a chance. Most of it is pretty tasty stuff: wholesome potatoes from the earth, held together with an ingenious creation called mayonnaise, made just a little wild by the addition of onions and peppers, and all rendered hopelessly garish by a coating of paprika. Then one day, I read a newspaper report of a family rushed to the hospital after eating tainted potato salad. 'How can this be?' I whined to my wife. 'I mean, potato salad is such harmless, homey stuff.' She explained gently that if you leave potato salad in the sun too long, enough nasty bacteria will develop to poison even the heartiest stomach. 'Wow,' I said, 'do you mean that if you don't take care of potato salad, it can flat kill you?' 'Yep,' she replied.

"So I mused on that revelation and discovered that potato salad connects with a lot more of life than I had realized. If we don't take care of love, it can spoil and become as deadly to our happiness as potato salad spoiling in the sun. If we forget to care for our fellow human beings—particularly for our young people—then we will find our society and our democracy putrifying. And if we fail to care for the earth—that earth which gives us not only potatoes but all the other things needed for life—then we

and our fellow creatures will live impoverished lives and die without hope for the future.

"But, if we look after love, if we look out for our fellow human beings, and if we take care of our earth, then—like potato salad kept cool and shaded while the cloth is spread and the picnic dishes set out—life will be good for us and for all those who will take our places after we have enjoyed the fullness of our lives. Many times I've been asked what I write about. I've never had a satisfactory answer until recently. Now I have one: in my humble way, I write about potato salad and some of the things it holds together."

Carter went on to describe his development as a writer, the plotting of a novel, the research involved, his deep concern over the growth of censorship, and some of the messages that he hopes his stories convey to young people.

In an interview after his presentation, Carter said that he became a writer for young adults more by accident than by design. "When I set out to become a writer, it really didn't make that much difference what I wrote about as long as I was writing. I was a high school teacher at the time, and I guess it was natural for me to write for and about that age group. To my astonishment, it worked. And although I didn't exactly plan to become a writer for young adults, I've been very comfortable in that role. I find the coming-of-age process endlessly fascinating.

"The value of the young adult novel is that it provides a refuge where teens can explore empathy and let their compassion grow."

"The teen years are very difficult. Young adult readers are looking for characters who are also going through the struggle to become adults. I think teenagers are good at empathy but not so good at extending an active compassion to others. The value of the young adult novel is that it provides a refuge where teens can explore empathy and let their compassion grow."

To the age-old question "Where do you get your ideas?" Carter said that the human condition is his "stock in

trade." However, he seldom uses an incident as he observed it, but asks himself a lot of "what ifs" and uses his imagination to turn an incident into a story. He is more interested in the commonplace than the exotic, and is particularly impressed by the "great courage" of everyday teens struggling to become adults.

When asked how he works, he said that he adheres to a daily schedule, working from about 8:30 A.M. to 5:00 P.M. "while my wife and kids are out in the world." He rewrites a lot, seldom having anything published that "I haven't been through twenty to twenty-five times." He also spends a great deal of time on research: "I feel an obligation to get the details right. Kids don't need any more misinformation than they already get." He wants

a demanding editor who will give his manuscript a thorough reading: "The writer tends to lose perspective after working on a story for a long time. The editor's major function is to restore some objectivity to the process."

Carter's first four novels were named ALA Best Books for Young Adults: *Growing Season* in 1984; *Wart, Son of Toad* in 1985; *Sheila's Dying* in 1987; and *Up Country* in 1989. *RoboDad*, his fifth novel, was named Best Children's Fiction Book of 1990 by the prestigious Society of Midland Authors.

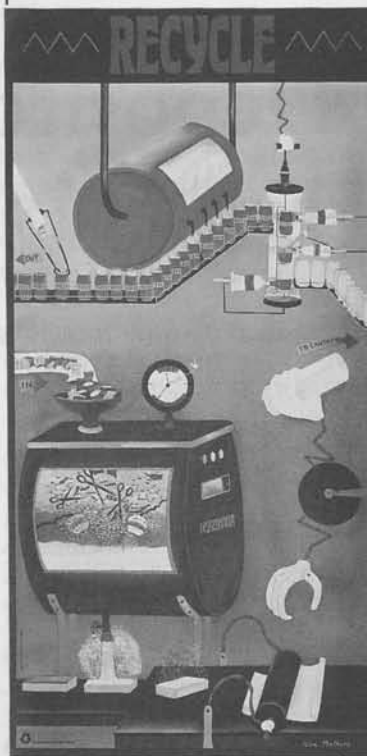
In addition to novels, Carter has written over a dozen nonfiction books for young adults on subjects as varied as the People's Republic of China, Shoshoni Indians, the history of radio, and the Battle of Gettysburg. The third of his four books on the American Revolution, *At the Forge of Liberty*, recounts Nathaniel Greene's campaign to drive the British from the Carolinas. "Greene was a brilliant tactician and an inspired leader," Carter commented. "To him should go much of the credit for setting up the final victory at Yorktown. George Washington recognized that, but history never gave Greene the fame he deserved."

Although writing occupies most of his time, Carter is also in demand as a speaker and workshop leader for both adults and young adults. In addition to his speaking engagement at the NCASL luncheon, Carter also spoke to students at High Point Central High School.

Carter is a graduate of the University of Kansas and a former naval officer and English teacher. He lives in Marshfield, Wisconsin, with his social-worker wife and their eight-year-old son and four-year-old daughter. Together they enjoy "canoeing, camping, and playgrounds."

When asked what he regards as his most important message to teens, Carter replied, "The importance of courage and compassion in everyday life and a message of hope—that the teen years can be survived."

REFUSE, REUSE, RECYCLE: The 3 R's Of The 21st Century



The Children's Book Council has commissioned a set of three ecology-oriented posters by three well-known children's book illustrators. The artists depict everyday situations to encourage kids to make a difference.

Petra Mathers's 13' x 26" full-color poster depicts an ingenious machine that "RECYCLE's the recyclables — metals, paper, glass, plastic — in a marvelously inventive way. It is available with two other posters: Nadine Westcott's "REFUSE" and Sue Stevenson's "REUSE." A bibliography of ecologically related materials is included with the posters at no additional charge.

The set sells for \$15. To order, send check or money order to the Children's Book Council Order Center, 350 Scotland Road, Orange, NJ 07050. Schools, libraries, and other institutions may be billed on orders over \$20 when accompanied by purchase order or official letterhead.

For further information about the environmental poster set and other current reading-encouragement materials, send a business-size (#10), stamped (1 oz. first-class), self-addressed envelope and a request for our "Spring 1992 Order Brochure" to The Children's Book Council, 568 Broadway, Suite 404, New York, NY 10012. The Children's Book Council is a non-profit association of children's and young adult trade book publishers. Proceeds from the sale of materials support the Council's projects that promote literacy and encourage the reading and enjoyment of books among young people. It currently has 65 member publishers.

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GPO Depository CD-ROMs: Problems and Issues

by Suzanne Wise, Marie Clark, and Joel Sigmon

When the Government Printing Office (GPO) began distributing information to depository libraries in CD-ROM format, a whole new era in electronic data retrieval began for documents librarians. Suddenly, high-priced subscription items like the *National Trade Data Bank* were available to these depositories free of charge. Nonetheless, these materials are expensive to use because of equipment costs, staff commitment, and training responsibilities. The Documents Section sponsored a program at the 1991 North Carolina Library Association Conference called "GPO Depository CD-ROMS — Problems and Issues" in which a panel of speakers addressed a variety of concepts related not only to CD-ROM formats but also to electronic access to information in general.

The Impact of Compact Disc Products on Reference Staffing

— Suzanne Wise

I am not a computer guru. I have trouble changing a light bulb. Anyone from Appalachian State University will vouch for the fact that I demand to have all instructions relating to computers in writing, in great detail — you have to tell me to turn on the power, press the enter key, etc. I can handle the intellectual end of searching, but I am convinced that computers are just expensive boxes with magic pebbles inside. Luckily, Appalachian has staff who are true techies who love to figure out how to run electronic products. In my department, I'm like the Mikey of cereal commercial fame: let's let Suzanne try it — if it works for her, it will work for anybody!

Confessions made, I would like to discuss the impact of compact disc products on reference staffing. Most of us old timers will probably agree that the skills necessary to provide exemplary public service have changed tremendously since we first entered the profession. Even ten years ago we felt very progressive if we performed a few online searches.

In 1991 a large part of my day is consumed signing up patrons for a CD workstation (we have ten, and they are so popular that most have to be reserved ahead of time), instructing them in the basics of searching the CD, fixing balky printers, explaining how to download, etc. I feel less like a librarian than a plumber/electrician/mechanical engineer.

From the information seeker's point of view, however, compact discs are a godsend. It is easier than ever before to access more information, quicker, and to get it in a customized package. Certainly none of us prefers to search the printed volumes of the *Monthly Catalog of Government Publications* if we can use its CD version instead. Electronic products are much more appeal-

ing to the public than print versions; they actually attract people to the library. All of us have witnessed the crowds of people waiting to get to InfoTrac, for instance. No amount of persuasion will convince them to use a printed index instead. They want to use that computer.

Compact discs have affected government publications in a big way. Agencies have discovered that they can disseminate information more cheaply on compact disc than on paper. Not knowing what may be made available in electronic format in the future, Appalachian receives all the catch-all electronic product item categories. Unfortunately, we must wade through a lot of trivia to acquire the few treasures; every new box of documents from GPO contains a disc or two.

At first I felt overwhelmed. Somehow, the glitzy format of these products made them seem more important than the old tried and true paper and microfiche publications, and I agonized over the fact that they were relegated to the long queue of tasks our computer support staff had before them. Gradually I have realized that, just like print or microform, some are more valuable to our users than others, so I select those I think will be most useful for immediate loading on our compact disc workstations. The rest are languishing until we have a chance to bring them up. Given the esoteric nature of these "orphans," I doubt there will be a demand for them in this century.

Some statements from a collection of essays prepared for the 1991 LITA President's Program at ALA claim:

Citizens must have the necessary skills to gain access to and utilize electronically stored and disseminated information.¹ Government information must be interpreted and/or explained for users on request by expert agency personnel and/or other well-informed specialists.²

And we know who those "well-informed specialists" are expected to be; we have met the experts, and they are us!

The crux of our problem is that a new type of literacy is becoming essential for anyone who wants to find information. In the past, the ability to comprehend the words of a printed text was sufficient. Today, information seekers must also be electronically literate — they must be able to use the technology required to access that information.

At present most of the information seekers we work with are not electronically literate, or at best they have only marginal electronic skills. Who is to teach them? That is the problem we face.

Ideally, libraries should provide all the information needed by all their patrons. If a service or product is needed, and we do not offer it, users will find someone who does. This explains the success of commercial information brokers. It is certain that if we don't get on the electronic information train, we will be run over by it. However, we are not fueled by the profit motive. Increased

demand does not translate into more resources to satisfy that demand. The level and type of service we can offer are governed by staffing, budget, and physical space constraints. At Appalachian our seven reference librarians also handle government documents and interlibrary loan, as well as a large bibliographic instruction program, online search services, and collection development. We are open ninety-nine hours a week and answer about fifty thousand questions at the reference desk each year. The services we offer to users of compact discs must be planned so as not to damage our primary responsibility as we see it: one-on-one research consultation at the desk.

The greatest impact of compact disc technology on service is without doubt in the area of staffing. More time is required to get electronic products ready to use (you can't just set them out, like printed volumes on a shelf), more time is required to maintain them (hardware and software problems occur, new software releases must be loaded, etc.), and librarians need more training to be able to teach patrons to use them competently. We, too, must be electronically literate. The principal obstacle is that most government compact discs are not bibliographic file. They are tables of numbers, arranged higgledy-piggledy, with little or no user-friendly software or printed documentation. They are electronic relatives of those printed beasts such as *Simmons Study of Media & Markets* and *Beilsteins Handbook of Organic Chemistry*. Information is organized in a totally exotic format.

So let's address the first requirement of offering CD products to the public. We have to be knowledgeable enough about our resources to guide patrons to them and get them started. I have never claimed to be a biologist, but I can help patrons do a reasonably decent search of *Biological Abstracts*. I should be able to offer the same service to users of electronic products. What that means is committing time to staff training — not just talking about it, but doing it. Someone in the library must be formally responsible for getting a CD product running, and someone should be designated the in-house "expert," the person who trains other staff members, who writes user aids, who handles the difficult searches. It is no different from learning how to use an especially gruesome new printed reference work.

Next we come to patron instruction. Training the public in the use of electronic products forces us to make some choices in service priorities. Everyone wants to use compact discs, and we have no way to reach them all with even introductory training. However, we must remind ourselves that users don't have to do perfect searches. Their search strategies and choice of print products have often been suspect, and the same will hold true with compact discs. At first Appalachian held small group sessions every day to teach patrons the basics of using CDs, but they were not well attended, tied up a valuable workstation and a scarce librarian for an hour, and we still had to do a lot of one-on-one teaching. (You know the scenario: student comes in at 9:00 P.M. and says piteously, "I have an assignment due tomorrow and my teacher said I have to use the computer and find five articles in refereed journals on the economic and social impact of llama ranches in western North Carolina.>"). Although there are drawbacks, we have finally settled on a policy of on-demand basic instruction from the desk, fuller instruction by appointment, and brief printed user aids for the various CD products, with occasional large class demonstrations at the request of an instructor. This is essentially the same service we have traditionally offered for print products. And as has always been the case, there is a lot of peer teaching going on among users.

We have discovered an unexpected benefit of electronic products. Because they are required to sign up for a workstation and to return for their ID cards when they are finished, users have to talk to librarians. Once the ice is broken, they are much more likely to ask follow-up questions about how to use the product or how to get better results. We can then explain the importance of

verifying search terms or suggest alternative sources of information. When users of print products are unsuccessful, they often stomp off in frustration and we never have the chance to work with them.

One of the most helpful aspects of our electronic reference services at Appalachian is our use of a LAN (local area network). At present we have eight CDs loaded on the LAN, and they can be used simultaneously at any of five different workstations. We have opted to put the most heavily used discs on the LAN, reducing the need for loading and unloading discs for patrons. It was vividly brought home to us just how valuable the LAN is when it went down for repairs not long ago. We were run ragged taking discs in and out.

All of us have experienced the stress of trying to fix jammed printers while patrons wait impatiently for help. Using student workers to answer the basic needs of CD users — loading and unloading discs, attending to printer problems, etc. — can relieve desk staff of some of the clerical burden. We have tried this at Appalachian with mixed results. We are unable to staff a CD assistance desk all the hours the library is open, and so patrons sometimes become confused as to where they should go for what types of assistance. Also, students staffing a CD assistance desk should be very clear as to the limits of their duties. Even with the problems we have encountered, I believe this is an effective way to provide better electronic reference service because it deploys staff at appropriate knowledge levels.

The biggest question regarding service levels at this time is whether we will provide database management software such as dBase and Lotus in the library and, if we do, at what level of service we will support them. Many of the federal compact disc products are structured to be manipulated in this way. The real issue is not so much the cost of the software, but the staffing implications. In a specialized environment where most patrons are sophisticated computer users who can handle file manipulation themselves, this is not a problem. At Appalachian, however, most of our users are undergraduates who are not comfortable with computers generally and have no experience with such software programs. We cannot logistically free enough staff to spend an hour or more per user teaching several thousand students to use dBase, and most students would be unwilling to devote much of their time to the training. Thus we have for the moment instituted a service policy in which we do not offer database management or spreadsheet software in the library or instruction on how to use it. Patrons may download data and take it elsewhere for manipulation if they wish. We are hedging on the electronic literacy issue; we believe in it, but are unable to accept the responsibility of primary teacher due to lack of resources. This decision concerns me because it makes us CD "disc jockeys" rather than search consultants, plumbers rather than mediators. Once again, however, fiscal reality forces a compromise.

One possible solution to the handholding quandary is remote location. For example, the TIGER/Line files have caused much consternation among documents librarians. TIGER/Line is a magnificent source of information that requires considerable expertise, not to mention very expensive software, to be used effectively. At Appalachian it is being housed in the Map Library, which is operated by the Department of Geography and Planning. Geography and Planning faculty and the graduate students who staff the Map Library have experience using the software and equipment needed to make maps with TIGER/Line. This concept of remote housing of very specialized products offers several benefits. It places the information closer to the primary clientele, and it relieves reference staff of trying to manage knowledgeably yet another electronic product. Appalachian is currently talking with the local hospital about housing Epi Info, which deals with epidemiology. Of course, in instances of remote housing, a written agreement must insure that all citizens have free access to

the depository material.

Electronic products are here to stay both because of the superior way in which they make information available and because in the long run they are cheaper to produce. Libraries must be farsighted enough to realize that the methods and formats of providing information are changing; the support group for electronic products has moved beyond reference to include general library technical staff. Libraries must do what is necessary organizationally to offer and support with equipment and staff their most important priority — information access. If we don't do it and do it well, believe me, someone else will step in and fill the void, usurping resources that should be the library's.

Most importantly, we must decide what role librarians will play in bringing electronic information to the user. Will we be plumbers, or will we be able to offer consultative services? The answer to this question depends on our service orientation, our staffing levels, and most of all, our willingness to abandon our comfort zone of traditional library organization and service in favor of new ways of defining patron services.

I believe that in the very near future libraries, perhaps in cooperation with institutional computer services, will undertake the responsibility of providing the technical support demanded by the public by operating computer labs. These labs can be physically separate from the electronic reference area. Users will work with reference librarians to access pertinent information in one area, download it, and then take it to the computer lab, where trained staff will help them customize the output, print, and so forth.

The hardest time we will face regarding electronic products is the present transition period. To paraphrase Georgia Tech Dean of Libraries Miriam Drake, transition is by nature a financial undertaking.³ We are making difficult infrastructure changes while trying to do everything we did before. That takes money to accomplish and when those funds are not forthcoming, we encounter such problems as we are discussing today.

Library users are becoming more electronically sophisticated every day, as information presented in electronic format becomes more common. For the present, we must use creative organization and staffing to provide as much specialized instructional and technical support as we can without damaging other equally important services. A checklist of minimum, medium, and maximum electronic service levels is contained in an article by Linda Piele in the Summer 1991 issue of *Library Trends*.⁴

The key to keeping all this technological razzle dazzle in perspective with regard to service levels is to adhere to GPO's own requirement of comparability. Provide the same level of service for electronic products as you do for other formats, and work to raise that level as resources and technological improvements allow.

Notes

¹ *Citizen Rights and Access to Electronic Information; A Collection of Background Essays Prepared for the 1991 LITA President's Program*, ed. Dennis J. Reynolds (Chicago: Library and Information Technology Association, 1991), 28.

² *Ibid.*, 57.

³ Miriam Drake, Comments during general discussion of the Federal Depository Library Council. Fall meeting, Washington, DC, October 23, 1991.

⁴ Linda J. Piele, "Reference Services and Staff Training for Patron-Use Software," *Library Trends* 40 (Summer 1991): 97-119.

User Fees

—Marie L. Clark

On March 25, 1991, Tony Zagami, General Counsel of the Government Printing Office, issued an advisory opinion to the Public Printer of the United States. In that opinion Zagami wrote:

You have requested our opinion as to whether it is permissible under existing law for depository libraries to impose library user fees upon depository library patrons who desire to obtain government information which is available in electronic format. It is our opinion that depository libraries are prohibited under existing law from charging the public for accessing government information supplied under the aegis of the Depository Library Program.¹

That's good news for those of us who believe that the public has a right to free and open access to government information. And Zagami's opinion will remain good news as long as U.S. Code Title 44, Section 1911 remains in effect. Title 44 is, of course, the law which governs depository libraries. Section 1911 of Title 44 reads, "Depository libraries shall make government publications available for the free use of the general public." Zagami based his opinion on Section 1911, interpreting government information in electronic format to fall within the definition of "government publications." Whether government information in electronic format will continue to be protected under Section 1911, or under similar legislation, is another question. As documents librarians, we need to be vigilant advocates for the public's right to free access to government information amidst any congressional or executive branch attempts to change that.

Attorney Zagami's ruling prohibits depositories from imposing user fees on patrons to obtain access to government information in electronic format, but we need to ask ourselves if there are other user fees that we can, or should, charge. If we impose such fees, what is the effect of doing that? What is the effect of not charging user fees?

Free access to government publications in electronic format means you can look at it for free. It doesn't mean that you can print up a copy for free. But then it never meant that even when we were dealing with just paper publications. Anybody who wanted his or her own copy had to buy it — either through the Government Printing Office or through the magic of Xerox. The same is true for anyone who wants a copy printed from microfiche. Is there really any difference just because the images are on a computer screen? The real difference these days seems to be that electronic database users are printing out by the mile for free. One of the original descriptions of this part of the panel discussion was "Service fees? Should we or shouldn't we? Can we charge 'em by the tree for printing out stuff they used to copy? Should libraries invest in ink jet futures?" In other words, what are some of the economic — and environmental — realities brought home to us when we display information electronically and find that display hitched to a mechanical scribe?

At Duke University Library we go through hundred of boxes, and thousands of dollars worth, of computer paper each year. So far the library has absorbed these costs. But there are a number of libraries that do not, or cannot. Many California libraries have installed coin-op devices on their printers, charging patrons for printing out citations from both government and private vendor electronic databases as well as from the libraries' online public access catalogs (OPACs). We know that headaches involved with the care and feeding of coin- or card-operated printers may be more than any of us cares to deal with. Sometimes we spend dimes — or dollars — to collect nickels. However, with increasingly lean economic times ahead of us, it may be a choice of coin-ops for printouts or not having any paper at all. I do not believe

the print for free situation at Duke will last forever — and probably not a lot longer. In the budget "trickle-down" situation that is in process at Duke, department heads increasingly will be asked to make choices between personnel costs and equipment, materials, and service costs. Environmentally speaking, in the printout by the mile syndrome, most libraries could take a cue from the University of California at Berkeley, where they are recycling paper from the acquisitions department and not charging patrons for printouts.

With the imposition of user fees for printing out from electronic databases, other problems arise. How do you deal with a patron who needs to print out only one or two copies and doesn't need a five dollar card? Do you charge a flat fee to all library users as a way to pay for paper? Do you impose time limits on the use of the CD-ROM machine which might result in patrons saying they can use the machine as long as they want to? That situation can create real problems if the CD-ROMs are not networked and one patron ties up one product for long periods of time. I should note that we did have one patron who offered to bring in a box of computer paper because he needed to print out extensive information from the *National Trade Data Bank*. There is always the option for the patron to download to disk. Patrons can bring their own disks and download most information they need within a reasonable amount of time. At Duke we have supplied disks for patrons to borrow — but we have also come up short on getting them returned. I anticipate we will probably be selling disks over the Documents Reference desk or setting up a disk-filled vending machine as a means of expediting patrons' use of various databases.

When we talk about user fees, the point is that all user fees proposals revolve around the issue of inequities. We have already accepted certain inequities when we accepted the fact that some patrons can afford to photocopy an entire government publication while some patrons can't afford to copy one page. Paying to print out electronic files can be viewed the same way. Life just is inherently unfair in many areas and, as someone once said, "The rich are different — they have more money." But where we can — and must — try to be fair, try to preserve equality for all is in protecting the public's right to access government information, be it paper, microfilm, or electronic databases. User fees at the access level must be resisted to the fullest, now and always.

Notes

¹ *Administrative Notes*, v. 12, no. 18 (August 15, 1991), p. 16.

Public Access Bulletin Boards for Government Documents Librarians: What's Available, How to Access Them, and When They are Worth the Effort

— Joel Sigmon

Four electronic bulletin boards of interest to North Carolina government documents librarians are: (1) the Federal Depository Library Program Bulletin Board, (2) the Economic Bulletin Board produced by the U.S. Department of Commerce, (3) the North Carolina Information Network bulletin boards, and (4) the U.S. Bureau of the Census State Data Center Census-BEA Electronic Forum. The Federal Depository Library Program Bulletin is described in detail below. A brief annotation is provided for each of the other boards.

1. Federal Depository Library Program Bulletin Board (FDLP)

The FDLP began operation in June 1991. Project Hermes, a preliminary version of the bulletin board, began in February 1991 and contained the U.S. Supreme Court slip opinions. FDLP bulletin board services currently include the following:

- an Information Center which contains an overview of the system and description of services
- SIGs (Special Interest Groups) which are message databases with attached files relating to topics of interest to documents librarians
- an Account Display/Edit service which provides information about the user
- a File Library System which provides a means of file transfer
- a Registry of Users containing information about all users on the board who have completed the online registration form.

The SIGs area is a major component of the board. Currently SIGs are available for Supreme Court opinions, time sensitive news, selected articles from *Administrative Notes*, technical bulletins about the board, a list of contacts for electronic products distributed by GPO, and an issues file containing discussion of policy issues related to the GPO depository system. After choosing a SIG, the user can read or write messages, attach (upload) a file to a message, or set up a teleconference with users who are logged onto the board simultaneously.

The other major component of the FDLP is the file library. Five file libraries are available: Main, Court91a, Court91c, Court92a, and Court92c. The main library contains information about the operation of the board. The court libraries contain the slip opinions and any other file related to specific Supreme Court cases. Files containing a 'c' in the name are in self-extracting compressed format to reduce the download time. The libraries may be searched by docket number and/or date. Files may be downloaded using standard transfer protocols.

Getting on the Board.

To access the board, users will require a microcomputer, telecommunications software, and a modem. The telecommunications

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Full duplex

The telephone number for the board is (202) 512-1387 (current as of October 15, 1991). At present, access is not available via INTERNET. When logging on for the first time, the user should enter 'new' when prompted. The library's depository number should be used when asked to supply an identification number (i.e., four digits plus a letter, if needed). The user will then be prompted for a personal password. Limited access is granted on the first use of the board. After one to two days the system operator (SYSOP) will clear new users for full access.

Any questions concerning the FDLP bulletin board should be directed to Tony Ford (SYSOP) at (202) 512-1126.

2. Economic Bulletin Board.

The U.S. Dept. of Commerce's Economic Bulletin Board (EBB) consists of three major components: a bulletin board system, a file system, and a utilities system.

The bulletin board system provides general economic news releases, a calendar of release dates for upcoming economic news, contacts in economic statistical agencies, and instructions on using the EBB.

Over ninety-five percent of the information in the EBB is contained in the file system. Files are available from the following agencies: Bureau of Economic Analysis, Bureau of the Census (mostly foreign trade data), Bureau of Labor Statistics, Federal Reserve Board, Dept. of the Treasury (bond rates), and the International Trade Administration (Trade Opportunities (TOPS)

files). Files may be downloaded using standard transfer protocols. Some files are in ASCII text format, some are in ASCII comma-delimited format, and a few are in LOTUS .WK1 format.

The Utilities system allows the user to perform such housekeeping functions as defining a download protocol or changing passwords.

There is an annual subscription fee and a per minute connect charge for using the board. The board can be ordered through the National Technical Information Service.

3. North Carolina Information Network (NCIN) Bulletin Boards.

The NCIN bulletin boards are available without charge to all North Carolina libraries connected to LINCNET, the X.25 telecommunications network operated by the University of North Carolina's Educational Computing Service (ECS). The boards may also be accessed via AT&T's Easylink service. Sometime in 1992, access via Easylink will be discontinued; all current users will be switched to access via LINCNET. Plans also call for INTERNET access sometime in 1992.

Three NCIN boards, NCBUS, NCCON, and NCDOT, provide information on state contracts for general business services and equipment, construction, and highway bids.

NCADMIN lists all available state government job opportunities announced by the North Carolina Office of State Personnel. This board is updated twice a week. Professional library positions are listed in NCJOBS.

Some of the NCIN bulletin boards are being offered alternatively in an interactive database format. These files provide enhanced searching capability, including Boolean searching on selected fields. At present, NCCAL (the state calendar of events for librarians) and NCADMIN are available as searchable databases. In a cooperative project with the North Carolina Division of Archives and History, the MARS (Manuscripts and Archives Reference System) database is also available to NCIN users.

Questions should be directed to Diana Young, Director of Network Operations, (919) 733-2570.

4. Census-BEA Electronic Forum

The Census-BEA Electronic Forum provides message services and a data file library. Until recently, access to files was limited to State Data Center affiliates. Other users may now apply for full access privileges. As with the FDLP bulletin board, this board is arranged by SIGs. Users simply choose an appropriate SIG. They can then read or write messages or download files. Each SIG has its own file library. The data files include information produced by the Census Bureau and the Bureau of Economic Analysis. Typically, the files are in ASCII comma-delimited format. Those files containing no tabulated data will be in an ASCII text format. In most cases, the files are stored in self-extracting compressed format.

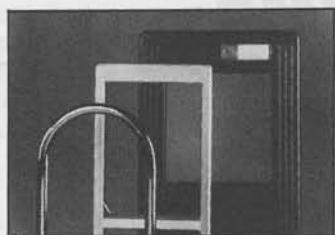
Of particular interest to government documents librarians is the SIG on CD-ROM products. This SIG provides a very active message database that addresses many of the issues and technical problems related to the use of the Census Bureau's CD-ROM products. Software and documentation produced by the Bureau are also available for downloading in the CD-ROM SIG.

In some cases, the Census Bureau's online database, CENDATA, may be a better choice for users. CENDATA is available via DIALOG and CompuServe. Press releases and general information about Bureau products are easier to retrieve in CENDATA. Also, specific queries where the user is not familiar with which data series to consult may best be answered by consulting CENDATA rather than the bulletin board.

There are no fees for using the bulletin board. At present there are no plans to make the board available via INTERNET.

State Data Center affiliates wishing to use the bulletin board may contact Joel Sigmon, State Library of North Carolina, at (919) 733-3683. Other users should contact John Rowe at the Census Bureau, (301) 763-1580.

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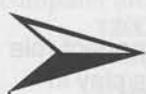
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The Morning After

by Howard McGinn

Well, it's over for another two years. We were entertained, fed by the exhibitors, and became lost in the High Point convention center corridor maze. We talked with friends we had not seen for a long time, talked with friends we see at meetings each month, attended continuing education programs, and wandered through the exhibit area. As a group we spent enough money to keep the High Point Chamber of Commerce happy, though some expense reports will cause distress to local business managers. Most of us left High Point convinced that we had a good time and that our money was well spent. But what did we accomplish?

I spend a lot of time at professional meetings and conferences in all parts of the state and country. It's one of the questionable "perks" that comes with the job. Many of these conferences are gatherings of non-librarians. They are meetings of county commissioners, data processing professionals, telecommunications directors, and business people. I have been doing this, either as a librarian or as a salesman, for over twenty years. What I have come to realize at these meetings is very frightening to me as a librarian, especially as a state librarian. I have come to realize that while librarians organize conferences to be entertained or to test their stamina at committee meetings, other professional groups gather to develop policy strategies to attain power, to strengthen their professional position in the community, to create methods to increase personal and institutional income, to survive.

Now, if I were attending conferences that were far removed from the world of library and

information sciences, I would not be too concerned about these trends. But these meetings are meetings of people who control funding or who often consider themselves to be THE information professionals of the present and future. The policies and strategies being developed by these groups center on the acquisition of power for the members of that profession and the concurrent increase in salary that power brings. And in the groups that consider themselves to be information professionals, librarians are rarely present and, in fact, are looked upon with disdain because these people feel that the time of the librarian has passed. Most of these information professionals, in reality, probably have never considered us at all, let alone as competitors.

I suppose I should not be so surprised by these trends. It fits the pattern of the death of a profession. While we eat and laugh at High Point, ALA, and other conferences, library schools are being closed, a generation of librarians is retiring, recruiting is stagnant, library budgets are being decimated, and libraries themselves are being absorbed by data processing departments, management information departments, or similar sounding operations. While we debate at our national conferences whether or not to censure the actions of President

Bush for the Persian Gulf War, other groups are setting the technical standards for the delivery of electronic information. While we attend meaningless committee meetings or "march on Washington," others are implementing strategies for increasing their share of the state and federal funding pie. While we work at trying to be important to our communities and institutions, others are becoming important to their communities and institutions because they have learned how to obtain and hold power.

The real losers in this process, however, are not the librarians. The real losers are the people librarians serve. The new self-ordained information professionals do not care about the people. They are not service oriented. They are technology or systems oriented. I sense no commitment on their part to the improvement of the lives of people; the commitment is to the improvement

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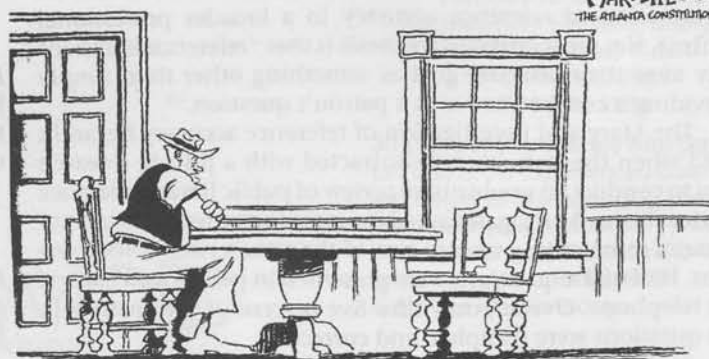
of their own lives. So we are seemingly left with a paradox. While we meet and eat, we take no actions to increase our power position in the community. Yet when we return home, we are the only information professionals serving our communities and institutions democratically. While these other groups, especially those calling themselves information professionals, meet in order to gain and keep power, they only serve themselves when they return home. Unless the library profession acts immediately, the competition will win the battle for the control of information because power produces revenue and revenue assures survival and status.

What steps can the profession take to meet this competition to the profession, to prohibit the death of a profession. Here are a few suggestions:

1. Hold the state conference every year. The information industry is moving too rapidly for NCLA to consider trends, formulate policy strategies, and respond effectively when meetings are conducted on a biennial basis.
2. Reorganize NCLA in order to deal with issues that face the entire profession. Eliminate the emphasis on special interest groups (e.g., academic libraries, school libraries, public libraries). The reorganization should be as a confederation of associations that also includes the state chapters of SLA, MLA, and others. Let the constituent members of the confederation conduct the continuing education programs. NCLA, as the umbrella organization, should concentrate on two areas: lobbying for legislation of all types to help all types of librarians and creating methods to increase the salaries of librarians. The time for NCLA to hire a full time lobbyist to support our programs in Raleigh is long past.
3. In conjunction with the reorganization, eliminate the "it's my turn to be president" system. We have been fortunate in the past to have had good presidents of the association. This system, however, does not necessarily insure that the best leader in the profession is elected, nor does it bring the unified voice necessary to rally the troops. There is the tendency for a balkanization of the profession to occur and for the segment not in power to "go underground" for six years.
4. Put real purpose and substance into the meetings. The conferences should be a time to formulate legislative plans, to create marketing programs, to build consensus.
5. Hold conferences in conjunction with important non-library associations like the North Carolina Association of County Commissioners. Meeting with the Southeastern Library Association every other year is nice, but does it gain us power?
6. Control access to membership in the association. Stop librarianship from becoming the generic profession. An organization of librarians should be exactly that — an organization of "professional" librarians. If we do not respect our own credentials, how can we expect others to respect us as a distinct profession?

The real losers in this process, however, are not the librarians. The real losers are the people librarians serve.

As I said, it's over for another two years. I hope I am more optimistic after the next NCLA conference, whenever that may be. Conferences mirror the health and nature of their sponsoring organizations and professions. The conferences will change only if NCLA and its members are willing to assess the "state of the association" and profession in North Carolina. If change occurs, progress in increasing salaries, power, and status is probable. If the status quo is maintained, then enjoy the entertainment and food while they last. When considering the deteriorating state of professional library conferences, I often think of a conference I accidentally attended in the mid-1970s. I was working for the J.B. Lippincott Publishing Company at the time as a salesperson and had been assigned to exhibit the company's publications at an African-American history convention. There was a second conference meeting in the hotel at the same time. It was the annual gathering of the Spanish-American War Veterans. I met all of the conference attendees — on the hotel elevator. The three survivors were on the elevator with their private-duty nurses. I'm sure they ate well and were entertained at their convention. May they rest in peace.



HOW SWEET IT WAS

Reference — The Right Way

For three days in August, thirty North Carolina librarians dedicated themselves to learning how to improve the accuracy of reference service. Representing public, academic, and one special library, these librarians met at the Quail Roost Conference Center near Durham with Sandy Stephan of the Maryland State Department of Education, Library Division, and Kenna Forsyth from the Baltimore County Public Library. The purpose of the workshop was to teach the participants behaviors that increase accuracy in reference transactions and, at the same time, to prepare the participants to train others in these behaviors. This three-day workshop was grounded in research-based and tested training which has been conducted in public libraries throughout Maryland.

Reference librarians react to reports of inaccuracy in reference service with emotions ranging from chagrin to skepticism to anger. We complain about "test" questions; we doubt that unobtrusive surveys can fairly measure the accuracy of our work. However, the evidence of at least six documented studies administered in various parts of the United States during the past twenty years is difficult to deny. These studies, summarized in an article by Terence Cowley,¹ have revealed an average accuracy rate in reference transactions of 56.4 percent.

Within the past several years two North Carolina librarians have published accounts of assessments of reference service. Patsy Hansel, in the Summer 1986 issue of *North Carolina Libraries*,² describes an unobtrusive survey that was conducted at all of the reference service points in the Cumberland County public library system. This project is noteworthy as a self-study undertaken for the purpose of evaluation and improvement. In the Cumberland County study, 74.7 percent of 162 questions were answered correctly.

In the Fall 1991 issue of *RQ*, Lydia Olszak's article, "Mistakes and Failures at the Reference Desk,"³ summarizes a study that was undertaken at a large university. She reviews the manner in which reference staff in one academic library "define and manage mistakes that occur while [they are] answering reference questions at the reference desk."⁴ Ms. Olszak's study is also an examination of reference accuracy in a broader professional context. Her most provocative thesis is that "reference librarians may view their ultimate goal as something other than simply providing a correct answer to a patron's question."⁵

The Maryland investigation of reference accuracy began in 1983 when the state library contracted with a private research firm to conduct an unobtrusive review of public library reference service. Trained surrogates asked the same forty questions in sixty libraries representing twenty-two of the state's twenty-four systems. Half of the questions were presented in person and half via the telephone. Overall, only fifty-five percent of the answers to the questions were complete and correct.

At the conclusion of the survey, staff from the state library assessed the data with respect to variables thought to be related to reference transaction outcomes. They looked for a correlation

between correct answers and any specific behaviors. After the significant behaviors were identified, a workshop was designed so that the behaviors related to correct answers could be taught to staff who worked at reference desks. Over two hundred staff from fourteen library systems were trained. In 1986, forty questions, almost identical to the 1983 set, were again asked in public libraries across the state. Library staff who had received training answered more than seventy-seven percent of the questions correctly; those who had not been trained responded correctly sixty percent of the time.

In addition to the information they yielded about the accuracy of reference service, the 1983 and 1986 Maryland surveys also refuted widely held beliefs

about factors thought to affect performance at the reference desk. The size of the reference collection, number of staff, degree of busyness, and duration of the reference transaction, all variables generally thought to be associated with accuracy, were not found to correlate significantly with correct answers. Furthermore, the studies demonstrated that accuracy in reference service depends primarily upon communication. Thus, accuracy is within the grasp of anyone who chooses to master the appropriate skills. According to the Maryland research, the following behaviors are most closely associated with correct answers:

MODEL REFERENCE BEHAVIORS CHECKLIST⁶

APPROACHABILITY

Smiles
Makes eye contact
Gives a friendly greeting
Is at the same level as patron

INFORMING

Speaks clearly and distinctly
Checks with patron to be sure answer is understood
Cites the source

COMFORT

Speaks in relaxed tone
Is mobile; goes with patron

LISTENING

Does not interrupt patron
Paraphrases or repeats to show understanding
Asks clarifying questions if not sure of patron's questions

INTEREST

Maintains eye contact
Makes attentive comments
Gives patron full attention

SEARCHING

Finds answer in first source
Searches in more than one source when necessary
Keeps patron informed of search progress

INQUIRING

Asks questions to probe
Verifies specific question before searching

FOLLOW-UP

Asks, "Does this completely answer your question?"

Another unobtrusive survey was conducted in Maryland in

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1990. Although a published report is not yet available, Sandy Stephan and Kenna Forsyth shared with the Quail Roost conference participants some of the preliminary findings and conclusions. Significantly, it has been learned that probing, verifying, and follow-up have been rated for the third time as the behaviors most critical to the provision of correct answers.

Attendance at the Quail Roost conference was underwritten by the North Carolina Library Association and the NCLA Reference and Adult Services Section. In return for this sponsorship, each of the participants made a commitment, with administrative backing, to offer the Maryland model training in their own library system and in at least one other system within three years. Librarians interested in learning more about Maryland model training in North Carolina should contact Allen Antone, Reference Department, Belk Library, Appalachian State University, Boone, NC 28608. In the experience of the two trainers, it is unique that a grassroots interest in reference accuracy brought the Maryland model training to North Carolina. Dedication and enthusiasm will spread this commitment to reference accuracy across the state.

References

¹Terence Crowley, "Half-Right Reference: Is It True?," RQ 25 (Fall 1985):59-67.

²Patsy Hansel, "Unobtrusive Evaluation for Improvement: the CCPL&IC Experience," *North Carolina Libraries* 44 (Summer 1986):69-75.

³Lydia Olszak, "Mistakes and Failures at the Reference Desk," RQ 31 (Fall 1991):39-49.

⁴Ibid., 40.

⁵Ibid., 41.

⁶Ralph Gers and Lillie J. Seward, "I Heard You Say..." Peer Coaching for More Effective Reference Service," *Reference Librarian* 22 (1988):245-60.

Instructions for the Preparation of Manuscripts for North Carolina Libraries

1. *North Carolina Libraries* seeks to publish articles, book reviews, and news of professional interest to librarians in North Carolina. Articles need not be of a scholarly nature, but they should address professional concerns of the library community in the state.

2. Manuscripts should be directed to Frances B. Bradburn, Editor, *North Carolina Libraries*, Joyner Library, East Carolina University, Greenville, N.C. 27858.

3. Manuscripts should be submitted in triplicate on plain white paper measuring 8 1/2" x 11".

4. Manuscripts must be double-spaced (text, references, and footnotes). Manuscripts should be typed on sixty-space lines, twenty-five lines to a page. The beginnings of paragraphs should be indented eight spaces. Lengthy quotes should be avoided. When used, they should be indented on both margins.

5. The name, position, and professional address of the author should appear in the bottom left-hand corner of a separate title page.

6. Each page after the first should be numbered consecutively at the top right-hand corner and carry the author's last name at the upper left-hand corner.

7. Footnotes should appear at the end of the manuscript. The editors will refer to *The Chicago Manual of Style*, 13th edition. The basic forms for books and journals are as follows:

Keyes Metcalf, *Planning Academic and Research Library Buildings*.

(New York: McGraw, 1965), 416.

Susan K. Martin, "The Care and Feeding of the MARC Format," *American Libraries* 10 (September 1979): 498.

8. Photographs will be accepted for consideration but cannot be returned.

9. *North Carolina Libraries* is not copyrighted. Copyright rests with the author. Upon receipt, a manuscript will be acknowledged by the editor. Following review of a manuscript by at least two jurors, a decision will be communicated to the writer. A definite publication date cannot be given since any incoming manuscript will be added to a manuscript bank from which articles are selected for each issue.

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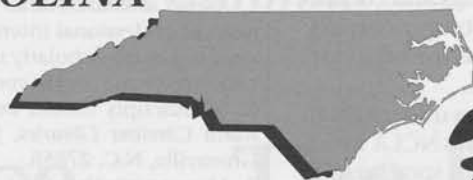
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NORTH CAROLINA



Books

Robert G. Anthony, Jr., Compiler

This is a coffee-table book with a purpose: to generate interest in, and financial support for, the North Carolina Executive Mansion on Blount Square, Raleigh. Published on the centennial anniversary of the mansion's first official occupancy, the volume was commissioned by two non-profit organizations, the Executive Mansion Fine Arts Committee (EMFAC) and the Executive Mansion Fund, Inc., whose goals are to preserve, maintain, and improve the Executive Mansion and to encourage gifts to it. Income from the sale of this commemorative book will be used to further these goals.

In keeping with this purpose, little effort has been spared to produce an informative and highly attractive volume filled with photographs and other illustrations that help to document the history of this official residence and to provide a contemporary tour of the house and gardens.

North Carolina native William Bushong was commissioned to provide the overview (based on the unpublished research of Beth Crabtree, to whose memory his work is dedicated) of the architectural, social, and political history that make up chapters 1 through

4. Beginning with a summary of the nature of executive residences since 1663, Bushong reveals the predictably uneven level of support for such residences, especially in hard times. In the years following the Civil War, for example, state governors had to rent quarters in Raleigh. The Governor's Palace built in 1816 had become too deteriorated for such use.

It was Governor Thomas J. Jarvis (1879-1885) who championed, on behalf of successors unknown, the construction of the present Executive Mansion. Architects Samuel Sloan and A. G. Bauer designed a splendid building in the new "Queen Anne cottage" style. Begun in 1883, the building project employed convict labor and received variable financial support from the state legislature. The mansion was not entirely finished in January 1891 when its first residents, Governor and Mrs. Daniel G. Fowle, moved in.

Supplementing the text with numerous black-and-white photographs, Bushong provides an unusual perspective on the governors and first ladies who followed—the perspective of their private and official lives in the Executive Mansion. The author's purpose throughout is to enhance the reader's awareness of the importance of maintaining a residence facility appropriately designed and furnished for the many social/political duties of the people's chosen top official.

Chapter 5, "A Tour of the House and Gardens," focuses on the mansion as it is today. It was prepared by three authors: Betty M. Baker, Director of Docents; Marie Sharpe Ham, Executive Mansion Curator; and Ham's assistant, Nancy O'Dowd. Their room-by-room descriptions of the areas and furnishings are meticulous and precise. Beautiful color photographs establish without question that the Executive Mansion of 1991 is a well-appointed residence — thanks to the efforts of the EMFAC since 1965. The reader is indeed inspired to support their continued efforts on behalf of this "historical treasure for all North Carolinians," one visited annually by thousands of schoolchildren and made available to various state organizations for social functions.

North Carolina's Executive Mansion is an unusually well done volume. The index is accurate and adequate in coverage. The notes are full and informative. Appendices include a chronological list of relevant legislation, and the names and terms of governors and first ladies who resided in the mansion, as well as lists of project donors and committee members. There is a good selected bibliography.

Recommended for all libraries with North Carolina collections.

— Rose Simon, Salem College.

William Bushong. *North Carolina's Executive Mansion: The First Hundred Years.*

Raleigh: Executive Mansion Fine Arts Committee and Executive Mansion Fund, Inc., 1991. 208 pp. \$35.00, plus \$5.00 postage and handling (Executive Mansion Curator's Office, 301 N. Blount St., Raleigh, N.C. 27601-1007; checks payable to Executive Mansion Fund, Inc.). ISBN is not available.



**Blood Games:
A True Account of Family Murder.**

New York: Dutton, 1991.
451 pp. \$22.95. ISBN 0-525-93369-7.

Jerry Bledsoe.

A brutal murder rocked the quiet town of Washington, North Carolina, on July 25, 1988. Lieth von Stein lay in his bed bludgeoned and stabbed to death. His wife, Bonnie, badly wounded, managed to summon help. Her son, Chris Pritchard, was eventually convicted of plotting the murder of his stepfather and the attempted murder of his mother. This book, a "true crime" thriller, examines the case, covering the background, motivation, and lifestyle of Chris and his fellow conspirators, all students at North Carolina State University.

Chris and his friends, James Bartlett Upchurch III and Neal Henderson, lured by an unrealistic plan for an early inheritance, conspired to commit murder. Chris's blood money would finance their pursuit of drugs, alcohol, fast cars, petty crime, and uninterrupted games of Dungeons and Dragons. Chris would stay on campus and establish an alibi. Neal would drive Bart to Washington to kill Chris's parents.

Affluent, intelligent, but unmotivated, these young men were flunking out of college. Their lives were so rooted in fantasy games and drug-induced highs that they had little sense of reality. They planned to "put a whole family to sleep with a few over-the-counter sleeping pills crushed into their hamburgers." Chris would not allow Bart to drive his prized Mustang to commit murder because Bart's driver's license had been suspended. Neal testified that he "didn't fully believe" that anyone would be killed, that it was all a "big joke and we would all go back and joke about it for years to come."

Asheboro author Bledsoe, a writer for the *Greensboro News & Record*, writes in a thorough and objective style. His attention to detail is exhaustive, almost distracting. The tension set in the description of the murder's aftermath is not sustained in the investigation, though this is a minor flaw. Readers will not be deterred.

Like Bledsoe's 1988 best-seller, *Bitter Blood*, this book is a story of family murder. Yet the overwhelming tragedy is not the death, but the emptiness of these young men's lives, even though it seems that life has handed them everything. *Blood Games* will be useful in popular collections at public libraries, as well as in criminology and North Carolina collections. It contains photographs, but no index, appendix, or bibliography.

— Patrice Ebert, Public Library of Charlotte and Mecklenburg County

Twelve-year-old Littlejim, the subject of Gloria Houston's novel of the same name, hungered for approval from his North Carolina Blue Ridge Mountains father, who could only see him as "not much of a man." Reading, writing, and public speaking were not deemed manly, but Littlejim was the best at these in the school and his mother encouraged him to learn all he could.

While the situations are powerful—arrival of the first horseless carriage, watching his best friend's father be killed in a sawmill accident, driving and losing control of a runaway team, receiving the comfort and support from the community, and writing about what it means to be an American for the *Kansas City Star* essay competition—the language is stilted, and the few accent examples detracting.

This reviewer could not help wondering why the *Kansas City Star* was so important to European immigrants who settled in the North Carolina mountains. The large type will make the book easy to read for seven-to-twelve-year-olds if it holds their attention. The black-and-white pencil sketches, however, are inviting and complement the text.

Houston, the author of several books for children, including *The Year of the Perfect Christmas Tree*, is originally from Spruce Pine, North Carolina, and Littlejim's story is based in part on the experiences of her father.

— Diana Young, State Library of North Carolina

Gloria Houston.

Littlejim.

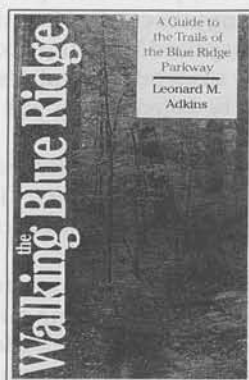
New York: Philomel Books, 1990.
172 pp. \$14.95. ISBN 0-399-22220-0.

The Blue Ridge Parkway and the Skyline Drive are marvels of engineering, roads that blend blacktop and outback to bring humans comfortably in touch with the "deep time" of the Blue Ridge Mountains. They have succeeded beyond the wildest dreams of their visionary founders; today the roads are the most heavily traveled ones in the U.S. Parks system. But in displaying the unique geological, biological, and cultural richness of the Blue Ridge, they only whet the appetite. Cars carry tourists too swiftly, and stop at too few overlooks, to satisfy the truly curious traveler.

Leonard M. Adkins.

***Walking the Blue Ridge:
A Guide to the Trails of the
Blue Ridge Parkway.***

Chapel Hill: University of North Carolina Press,
1991. 272 pp. \$11.95. ISBN 0-8078-4318-0
(paper).



Mountains to Sea Trail.

Adkins has aimed above all to produce a practical guidebook both for serious and casual hikers. He classifies trails into six categories according to their difficulty, using descriptions meaningful to car-bound sightseers: "easy leg stretcher," "easy," "moderately easy." Unlike many guidebooks, this one offers no surprises the author somehow did not catch. Adkins himself walked every one of the 120-odd trails, rolling along a measuring wheel to record accurate distance. Each trail description contains a short summary of trail features, often some history of the trail, an estimate of the length, the difficulty rating, and a detailed listing of landmarks along the trail, referenced to the trailhead by tenths of a mile. It is not unusual for an entry on a two-mile trail to cover an entire page or more, with points of interest, warnings, tips on where to park cars, items of seasonal interest, camping restrictions, and descriptions of intriguing sidetrails adding to the detailed trail narrative.

Adkins's commentary and detail make this hiker's *tour-de-force* rewarding armchair entertainment for sedentary readers. Throughout the book the reader will discover captivating summaries of trails like the Bluff Mountain Trail, a stunning walk in the Doughton Park area of the Parkway, and the Maze, a carriage trail in the Moses H. Cone Memorial Park that includes beautiful trees and dog-infested subdivisions in a single twisting two-mile walk. Adkins's detail and pacing transports the reader along the trail almost as if he or she were walking it, a travelogue in the traditional school.

The concerns of bicyclists tackling the demanding topography of the Blue Ridge are quite different from those of even the most dedicated hikers. *Bicycling the Blue Ridge* is an immensely useful book aimed squarely at serious cyclists whose alternative choice to automobiles for Blue Ridge sightseeing requires careful planning and substantial knowledge for success.

Bicycling the Blue Ridge covers both the Skyline Drive and the Blue Ridge Parkway. Like Adkins, Elizabeth and Charlie Skinner bring practical testimony to their book: they have cycled the length of the Blue Ridge Parkway and the Skyline Drive several times. The authors open with an introduction to bicycling the Blue Ridge, then chapters on weather, gear, camping, and lodging, and an inspired overview of the physical condition, terrain, and beauty of "the ultimate bicycling road." They frequently remind the reader that the Drive and Parkway are dominated by automobiles driven by tourists whose eyes often are more on the scenery than the road. Appropriate care and safety precautions (lights, helmets) are required for travel even on this most friendly of roads, where speed limits are low and trucks prohibited.

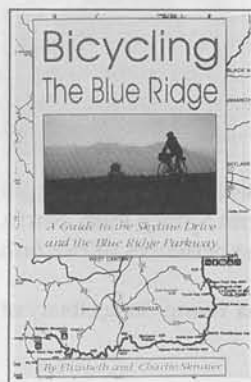
The remaining chapters break up the long road into segments of varying lengths. Each segment description includes a short summary; detailed elevation profiles; facilities for camping, lodging, bicycle repair, and other necessities (focusing on those that do not require a descent and ascent of the mountain); and rewarding sights accessible to bicyclists along the road. The descriptions begin at Milepost 0, the start of the Skyline Drive, and proceed south (descriptions accommodate northbound travelers, too). Scenic milestones, instructional sidetrips, even the olfactory rewards of bicycling certain sections in the spring and fall (apples and cabbages come to mind), receive their due.

Two natural elements dominate cycling in mountain terrain: weather and elevation.

Elizabeth Skinner and Charlie Skinner.

***Bicycling the Blue Ridge:
A Guide to the Skyline Drive
and the Blue Ridge Parkway.***

Birmingham, Ala.: Menasha Press, 1990.
173 pp. \$10.95. ISBN 0-89732-0903-X
(paper).



Flatlanders who cringe at the thought of hills and headwinds will be daunted by the Blue Ridge, a succession of taxing climbs and descents with sometimes dangerous winds rushing over the road at mountain gaps. The book is especially helpful and informative in these areas. Each section provides a thumbnail sketch of elevations, points out especially challenging ascents or particularly rewarding downslopes (what goes up must come down!), and notes where winds and weather conditions have been problematic.

These books are intended for markedly different readers. *Walking the Blue Ridge* offers more inspirational detail and better assists the casual visitor, while *Bicycling the Blue Ridge* is destined to become an invaluable aid to serious cyclists. But both will inspire even the most car-bound tourist to include a trip that uses only two feet or fewer than four wheels.

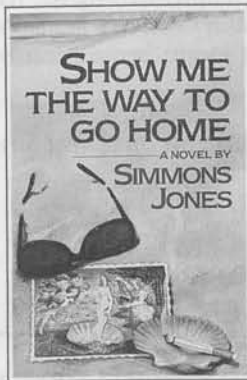
— John E. Ulmschneider, North Carolina State University

Show Me the Way to Go Home, a first novel by Simmons Jones, is a fanciful and charming narrative about the threads of lives unraveling and being rewoven in new patterns during one hectic, hilarious, and heart-rending summer in the North Carolina coastal town of Milford and neighboring Bladens Beach. Rome, Italy, also figures prominently. Strangers come to town, natives depart, marriages are terminated, new relationships and liaisons are formed, the life of the theater beckons, deaths occur, and alcohol is often "the only available means of transportation." This is a tale of a relatively short span of time in which some characters who assume their lives will proceed dependably from a known past through a known present to a predictable future are rudely jolted. Many find their lives intertwining in unexpected ways.

Simmons Jones.

Show Me the Way to Go Home.

Chapel Hill: Algonquin Books, 1991.
323 pp. \$19.95. ISBN 0-945575-41-6.



The varied cast of characters includes: Ned Trivett, confirmed bachelor and nonpracticing poet, returned to rusticate in his sleepy hometown after a youth of riotous living; his former accomplice, Graziella, Principessa di Brabant of Rome, née Grace Jamison of Mobile, running both from the wolves and with the pack; Julian Johnson Warren, also known as Mister Jukes, prominent Milford realtor and southern gentleman whose wife, younger brother, John Thomas, and protégé and partner, Skinner Bates, all have deserted him; Laura Warren, Julian's estranged wife, also called Mislark, who longs to fly away on the wings of the dramatic arts; Julian Johnson Warren, Jr., known as Jubie, their son, a lonely, loving, and loquacious child, simple, God's gift and curse; Susan Bates, Missook, Skinner's to-be-deserted wife, the Foolish Virgin wanting to be both Botticelli's Venus and a Wanton Woman, given to talking to herself at length; Skinner, a selfish, handsome bad boy grown to be a selfish and decadent man; Brother Reeves, an amiable and benignly amorous Soldier of God; and Jake Cullen, Ned Trivett's guest from California, a man with no past and Hollywood blond hair, an enigmatic hustler and visitor by profession whose role may be to save them all.

Jake and the Countess, newly arrived strangers to Milford, are the catalysts that set the plot in motion, although the circumstances in which their presence intercedes or interferes have deeper roots in the past. This is not a book that belabors the past, however. The author, our narrator, gives us enough history to put the necessary flesh on the bones of the present, but he does not overembellish. Much of what we learn about the characters comes through their current thoughts and conversations and, occasionally, their letters.

Show Me the Way to Go Home is a suggestive and intriguing narrative, rather than an obvious one. As one of the reviewers quoted on the book jacket says, the novel is "eloquent and antic, a bit like Lewis Carroll writing *Summer and Smoke*." There is some Harold Pinter here, too, by way of subtext. Jones's writing style occasionally can be a bit precious, but he makes up for it by the genuine though wry humor and the wit and pathos of his characters and their lives, eccentric though some of these may seem. We can sense his affection for them, and share it, even for the ones like Skinner and the Countess, whom we might not want to touch with a barge pole. One small complaint this reviewer has with the jacket is that it reveals a couple of facts that would have been better left to the reader's discovery.

Show Me the Way to Go Home is an entertaining and comic book, and an engaging one. Ned Trivett's disastrous and drunken luncheon at the Milford Country Club is a gem in itself, especially to anyone who knows the worst of the southern country club milieu. This book would be appropriate for public and academic libraries, especially those supporting southern fiction collections.

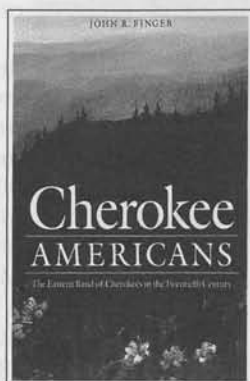
— Cynthia Adams, University of North Carolina at Chapel Hill

A great deal of historical, anthropological, and sociological scholarship has been focused on the Trail of Tears and the removal of the Cherokee Nation to present-day Oklahoma. Additionally, considerable research has been done on the tribal culture — mythology in particular — of the Eastern Band of Cherokees during the nineteenth and early twentieth centuries. Much less literature exists on more recent Eastern Cherokee history, however, and on the continuing challenge to preserve a unique Indian ethnology and tribal integrity in the face of accelerated acculturation brought about by individualism, factionalism, and a market economy.

John R. Finger.

***Cherokee Americans:
The Eastern Band of Cherokees
in the Twentieth Century.***

Lincoln: University of Nebraska Press, 1991.
247 pp. \$35.00. ISBN 0-8032-1985-7.



John R. Finger, professor of history at the University of Tennessee, has admirably redressed some of this imbalance in his latest work, *Cherokee Americans: The Eastern Band of Cherokees in the Twentieth Century*. This volume is a fine sequel to Finger's previous book (1984) titled *The Eastern Band of Cherokees, 1819-1900*.

In *Cherokee Americans*, the author's investigative approach is "both chronological and thematic." The book consists of nine chapters which open with an overview of the Eastern Band in 1900; move quickly into the effects of the Progressive Era; examine divisive and sometimes interrelated conflicts over the legal aspects of Cherokee citizenship and the potential private allotment of Qualla Boundary and other Cherokee lands; illuminate cultural and economic transition in the 1920s and early 1930s; explore the programs of the Indian New Deal; describe the significant impact of the establishment of the Great Smoky Mountains National Park on Cherokee life and livelihood; scrutinize the ever evolving legal status of the Eastern Band in terms of the federal government; and analyze how the powerful forces of self-determination, acculturation, political factionalism, and a tourist economy affect the lives of Cherokee Americans. The book also contains a section of annotated notes, as well as a bibliographic essay, which are equally useful to both the interested reader and the academic historian.

The strength of this text is Finger's balanced examination of the most pervasive and difficult issues confronting the Eastern Band: 1) how to retain an Indian identity in a country dominated by white Americans and 2) how properly to define the complex legal relationships among the Eastern Cherokees, the federal government, and the state of North Carolina. The author also covers well the continuing tribal conflict over what blood quantum constitutes a "real" Cherokee. Only one minor fault is readily discernible with this work. The book would have been improved by more illustrations and photographs complementing the narrative.

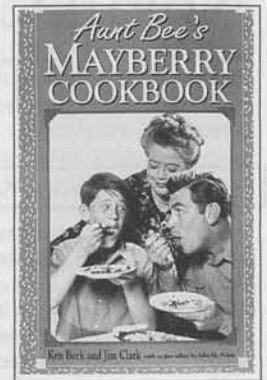
John R. Finger's *Cherokee Americans: The Eastern Band of Cherokees in the Twentieth Century* is a comprehensive and insightful Indian history that merits acquisition by larger public libraries and academic institutions.

— Jesse R. Lankford, Jr., North Carolina Division of Archives and History

OTHER PUBLICATIONS OF INTEREST

First published in 1930 and now available in a new paperback edition, *Strike!*, by Mary Heaton Vorse, was the first and is considered the best of the six novels inspired by the violent workers' strikes in 1929 at the Loray Mill in Gastonia, North Carolina. The book, written as an account of the experiences of two northern journalists, incorporates in its story many of the major people, institutions, and events at Gastonia. There is the mob destruction of strike headquarters, tolerated by the militia; the forceful breaking up by police of picketing and parades; the eviction of strikers from their homes; the killing of the police chief; and the murder of a prominent female strike leader. The conclusion draws on the real-life massacre of six strikers at Marion, North Carolina, which was also the scene of bloody conflict during the widespread labor unrest in the southern textile industry during the 1920s. Vorse's novel depicts the frustrations, hopes, anger, and determination that characterized many workers in this bitter period in southern labor history. (1991; University of Illinois Press, 54 East Gregory Drive, Champaign, IL 61820; 236 pp.; \$15.95; ISBN 0-252-06217-5; paper.)

The "good eatin'" of Mayberry, that imaginary yet very real Tar Heel town visited regularly via the small screen since 1960 by millions of Americans, is now available to all fans of "The Andy Griffith Show." In *Aunt Bee's Mayberry Cookbook*, Ken Beck and Jim Clark have collected over three hundred recipes of foods served by the residents of the fictional town, plus other "Mayberry-style" dishes contributed by lovers of the program. There are even a couple of all-time favorite—but not recommended—concoctions, such as Kerosene Cucumbers. Illustrated with photographs from the television series, the cookbook also includes sidebars of dialogue from show episodes. (1991; Rutledge Hill Press, 513 Third Ave. S., Nashville, TN 37210; 244 pp.; \$12.95; ISBN 1-55853-098-3; paper.)



In *Durham, My Hometown*, native and lifelong resident George E. Lougee, Jr., has gathered a number of his favorite columns from a forty-six-year career writing for the *Durham Morning Herald*. The result is a collection of pen pictures depicting a variety of the people, places, and events that have helped define life in the Bull City. With his stories of revered civic and business leaders, sports heroes, landmark public buildings now lost to the wrecking ball, Duke University personalities, and other highlights, plus observations about everyday life, Lougee presents an affectionate look at life in his city. (1990; Carolina Academic Press, 700 Kent Street, Durham, NC 27701; 259 pp.; \$19.95; ISBN 0-89089-435-3.)



Nature Guide to the Carolina Coast: Common Birds, Crabs, Shells, Fish, and Other Entities of the Coastal Environment by Peter Meyer is an attractive handbook of information about the wide variety of marine life along the North and South Carolina shores. Animals (and some plants) are identified by common rather than scientific names, with several descriptive paragraphs on those frequently encountered. Numerous pen and ink sketches, plus more than one hundred color photographs, supplement the text. In addition, Meyer comments briefly on the coastal environment, conservation issues, and seafood. Also included are a list of scientific names for coastal creatures, a bibliography of recommended reading, a glossary of terms used in the text, and an index. (1991; Avian-Cetacean Press, P.O. Box 4532, Wilmington, NC 28406; 148 pp.; \$13.95; ISBN 0-9628186-0-7; paper.)

A paperback edition of *Lee's Maverick General: Daniel Harvey Hill* by Hal Bridges, a book previously out of print, has recently been published by the University of Nebraska Press. Hill, a Davidson College faculty member and head of Charlotte's North Carolina Military Institute prior to the Civil War, proved to be one of the Confederacy's most controversial generals. Several military historians have argued that he was a brilliant leader, but one whose impolitic remarks about his superiors were primarily responsible for his loss of command. Bridges's book is a largely sympathetic study of the military career of Hill, who after the war authored several important southern periodicals. (1991; University of Nebraska Press, 327 Nebraska Hall, 901 N. 17th St., Lincoln, NE 68588-0520; 323 pp.; \$11.95; ISBN 0-8032-6096-2; paper.)

The beauty of Roan Mountain, a five-mile-long ridge 6,285 feet in altitude that runs along the North Carolina-Tennessee border, has attracted man for centuries. Indians frequently visited the site, fascinated by its balds, large meadow-like areas lacking the ordinary forest growth. According to one legend, battling Indians shed so much blood that the native rhododendron was turned from white to red. Spanish explorers, early European and American botanists, white settlers seeking homesites, and modern backpacking hikers have all marveled at "the Roan's" varied flora and the spectacular vistas it offers. In *Roan Mountain: A Passage of Time*, Roan Mountain State Park (Tenn.) ranger Jennifer Bauer Wilson relates both the natural history of and the story of man's fascination with this scenic wonder. (1991; John F. Blair, Publisher, 1406 Plaza Drive, Winston-Salem, NC 27103; 162 pp.; \$9.95; ISBN 0-89587-082-7; paper.)

NORTH CAROLINA LIBRARY ASSOCIATION SECTION AND ROUND TABLE BIENNIAL REPORTS

CHILDREN'S SERVICES SECTION

It has been a busy and productive biennium for the Children's Services Section:

1. A portable display illustrating the range of children's services in North Carolina was created for use at the regional White House Conferences.
2. CSS took an active role at the 1990 NCASL Biennial Conference, presenting an ALA Notables Showcase that drew three hundred people.
3. *Reel Readers*, a CSS publication authored by members Rebecca Taylor, Mary Lou Rakow, and Gail Terwilliger and illustrated by Margaret Miles, has been a best seller for the section. *Reel Readers* suggests theme programs that integrate books, activities, and quality films.
4. CSS held a follow-up to last biennium's successful "Changing Needs... Changing Behaviors Part I". "Changing Needs... Changing Behaviors Part II" was held May 6-7, 1991, at the Browns Summit Camp and Conference Center. The goal was to provide a program to give professional youth services librarians the tools necessary to determine the needs of their communities and to develop specific strategies to meet these needs. Featured speakers included Julie Cummins, Coordinator of Children's Services for New York Public Library; Pat Feeham of the University of South Carolina; and North Carolina's own Pauletta

Bracy, Marilyn Miller, Rebecca Taylor, Penny Hornsby, Dave Ferguson, and Diana Young.

5. The Bylaws Committee worked on updating the section's bylaws.
6. Three events were planned for the 1991 NCLA Biennial Conference: the children's author/illustrator breakfast featuring Jose Aruego; an evening reception at the High Point Theater Gallery cosponsored with the Round Table on the Status of Women and featuring ALA Notables award-winning musician, Timmy Abell; and a booktalking program entitled "Talk Those Books Off the Shelf."
7. With NCASL, CSS has been working on establishing a North Carolina Children's Book Award. The list of twenty nominated titles will be distributed at the 1991 NCLA Biennial Conference. Children will vote in Spring 1992 for their favorite book from the list and the first award will be presented in Fall 1992.

—Patricia Siegfried

COLLEGE AND UNIVERSITY SECTION

The College and University Section has been active these past two years with several well-received workshops.

In May 1990 the spring workshop was entitled "Networking: the Challenge of Working Together." Russ Moxley, Director of Leadership Technologies at the Center for Creative Leadership, was the presenter and facilitator. In the course of the day we envisioned our ideal library (without budget, people, or staffing constraints) and how we and the users could work together to create this library. During the afternoon we focused on how to build networks with those on whom we depend, and who depend upon us if we are to make the ideal library a reality. During lunch Barbara Baker, president of NCLA, brought greetings and news from the association. Dr. Jerry Campbell, Vice-Provost for Library Affairs and University Librarian at Duke University, was the luncheon speaker.

In his inimical way he challenged us with his talk "Fillet of a Fenny Snake, in the Caldron Boil and Bake... Brewing a New Age Library."

This past April we again returned to our "favorite" meeting site, Elon College, for a workshop on "Creative Learning Designs for Librarians and Library Users." Dr. Becky Murray, Professor of Education at Meredith College, started the day by helping us look at and understand how people learn. Dr. Henry Sanoff, Professor of Architecture at NC State University, helped us look at buildings, the physical layout and design of facilities, and hindrances to user services which need to be considered. Three afternoon speakers led us to think about practical applications of creative learning designs:

In the classroom setting — Dr. Barbara Cary, Professor of Education, Mars Hill College;

In public services — Becky Kornegay, Reference Librarian, Western Carolina University;

Through computers — Rich Hines, Visiting Librarian, Duke University.

Closing out the day, Kathleen Jackson, Head of the Catalog Department at Duke University and her colleague William Slebos of Duke University Creative Learning Center, led participants through an experiential learning exercise requiring reliance upon group planning and teamwork to reach the goal.

At the 1989 NCLA Biennial Convention the Section agreed to a trial sponsorship of a bibliographic instruction interest group. A committee was formed, chaired by Kathy Crowe (Reference Librarian, UNC-G), to assess interest and to offer a workshop. A statewide workshop was planned for February 1990 and offered at two different locations. The session, "Active Teaching and Learning," was led by Cerise Oberman, well-known author and speaker on bibliographic instruction. Some sixty people participated in this interest group. Members voted by a mail ballot to change the Section's bylaws to create this interest group. A second workshop was held in early spring 1991 on "Instructional Design for Bibliographic Instruction," with over fifty participants.

The officers of the College and University Section were: Susan Squires (Meredith) Vice-Chair/Chair Elect; Wanda Cason (Wake

Forest) Secretary/Treasurer; Kathleen Jackson (Duke) and Melissa Cain (U.N.C.- Chapel Hill) Directors; John Payne (Mars Hill) Membership Committee Representative; Al Jones (Elon College) Representative to Editorial Board *North Carolina Libraries*/Publicity; Kathy Crowe (UNC-G) Chair, Bibliographic Interest Group (non-voting); and Martha Ransley (UNC-G) chair.

—Martha Ransley

DOCUMENTS SECTION

The Documents Section held three workshops during the biennium. "The United States Census Bureau and the North Carolina State Data Center: Statistical Products for the 1990's" was held on May 18, 1990 at the McKimmon Center in Raleigh. Kenneth Wright of the United States Census Bureau discussed the products that will be available from the 1990 Census. Francine Stephenson of the North Carolina State Data Center discussed her agency's role in disseminating statistical information. Evan Anderson, also from the North Carolina State Data Center, described the LINC database.

"Technical Literature Collections in North Carolina: Awareness and Access" was held on November 9, 1990 at the McKimmon Center in Raleigh. Sandra Rigby of the National Technical Information Service described her agency's publications and their distribution. Lisa Abbott from North Carolina State University discussed the technical report collections available at D. H. Hill Library. Tony Pollard of the North Carolina Science and Technology Research Center described the research and document delivery services available through his organization. Dawn Hubbs from Atkins Library at University of North Carolina at Charlotte described the Local Public Document Room Program administered by the United States Nuclear Regulatory Commission.

"GPO CD-ROMS: 1987 Economic Census, National Trade Data Bank" was held on May 10, 1991 in Chapel Hill. Kenneth Wright of the United States Census Bureau demonstrated the 1987 Economic Census CD-ROM product. Rikki Mangrum from Davis Library at the University of North Carolina



NCLA President Barbara Baker convenes the First General Session.

discussed workstation requirements and installation procedures for CD-ROM products. Laura Merchant of the United States International Trade Administration demonstrated the *National Trade Data Bank* CD-ROM.

The program planned for the Biennial Conference in High Point on November 15, 1991, is a panel discussion, "GPO Electronic Products: Promise and Problems," moderated by Ridley Kessler. Panelists include Dan Barkley from Wake Forest University, Marie Clark from Duke University, Mike Moyer from the Public Library of Charlotte and Mecklenburg County, Joel Sigmon from the State Library of North Carolina, and Suzanne Wise from Appalachian State University.

The State Library's North Carolina Depository System continued to grow during the biennium. There are currently 24 depository libraries in the state. In 1989/90 over 78,000 documents were distributed to depository libraries and in 1990/91 approximately 70,000 documents were distributed. A logo was developed by the Clearinghouse to help libraries publicize their collections. Jack McGeachy continues to serve as the Documents Section Representative on the North Carolina Depository System Advisory Board.

The Documents Section forwarded two resolutions to NCLA concerning the use of alkaline paper by publishers and for NCLA publications. The section also supported two bills which were enacted during the 1991 session of the North Carolina General Assembly. One bill mandates that designated state publications are printed on alkaline paper, and the other bill transferred the authority for state agency publication manuals from the Department of Administration to the State Library.

The Documents Section Executive Board wrote an issues paper for the North Carolina Governor's Conferences on Library and Information Services. The paper contained eight basic issues, and several members of the section attended regional meetings throughout the state. A single resolution based on some of the issues was adopted at several regional meetings.

The Docket, Newsletter of the Documents Section of the North Carolina Library Association, was published regularly during the biennium. Cheryl McLean resigned as editor in 1989 and Margaret Brill assumed her duties in 1990. The frequency of the newsletter was changed from quarterly to semi-annual with the Summer 1991 issue. The newsletter continues to be

a forum for ideas and issues relating to depository libraries.

Officers for the biennium are listed below:

1989-1990

Robert Gaines, Chair
Arlene Hanerfeld, Vice-Chair/
Chair-Elect
Lisa Abbott, Secretary/Treasurer
Lisa Dalton, North Carolina
Libraries Editorial Staff
Representative

1990-1991

Arlene Hanerfeld, Chair
Araby Greene, Vice-Chair/
Chair-Elect
Linda Frank, Secretary/Treasurer
Lisa Dalton, North Carolina
Libraries Editorial Staff
Representative

— Arlene Hanerfeld

ROUNDTABLE FOR ETHNIC MINORITY CONCERNS

During the 1989-91 biennium, REMCo focused on the theme of developing leadership skills and creating leadership opportunities for ethnic minority librarians. Projects for the biennium included (1) development of a recruiting brochure targeted at minorities, (2) sponsorship of a workshop related to our theme, and (3) observance of a regular publication schedule for the section newsletter.

Our workshop entitled, "Managing Communications and Conflict in the Workshop" was held on Friday, November 2, 1990 at Forsyth County Public Library. Dr. Susan Leonard, a psychologist with Manogian Psychological Associates, Winston-Salem; and Nita Sims, Training Officer for Forsyth County were the workshop leaders.

The workshop was free to REMCo members and time was provided for the membership to share ideas about future directions for the Roundtable. Topics suggested for future workshops included (1) building team relationships in the workplace, (2) grant proposal writing, (3) professional/paraprofessional relationships, and (4) minority recruitment for library schools and the workplace.

Kaycee Hale, Executive Director of the Resource & Center of the Fashion Institute of Design & Merchandising, Los Angeles, CA., was featured by REMCo at the NCLA Biennial Conference on Thursday, November 14, 1991 at 4:00 PM. Kaycee's topic was "Dynamic Library Leadership — From Self To Service."

The second biennial Roadbuilders Award was presented at the REMCo program. The award recognizes ethnic minority librarians who have made significant contri-

butions to librarianship and have served as role models for other practicing and/or potential ethnic minority librarians. The recipients were NELL WRIGHT ALFORD (posthumously) for her early efforts in training school librarians, increasing literacy among adults and children, and planning outreach programs on behalf of but not limited to the African-American community; OPHELIA IRVING for her achievements in the area of special librarianship specifically as it related to her activities at the North Carolina State Library; LOU DeVONNE SAUNDERS for her achievements in public librarianship and the creativity exhibited in working with at-risk groups particularly in the area of literacy; and LINDA SIMMONS-HENRY for her achievements in academic librarianship and the outstanding effort made to the continuation of African-American heritage and culture.

Ms. Hale and the Roadbuilders Award recipients were honored at a reception following the REMCo program at Top of the Mart.

Our newsletter is published twice a year, fall and spring. The recruitment brochure will remain a project of the Roundtable during the next biennium.

— Renee F. Stiff

NORTH CAROLINA ASSOCIATION OF SCHOOL LIBRARIANS

The most exciting event of the current Biennium is the creation of the North Carolina Children's Book Award. This has been achieved by the work over several years of the Children's Services Section and NCASL. Pat Siegfried of CSS and Peggy Olney of NCASL have combined ideas from the two groups of public and school librarians to come up with an exciting opportunity to promote books and reading with primary-grade students.

We have been fortunate to have a number of leading children's authors present at our conferences. In 1990, Newberry winner, Patricia MacLachlan spoke at our Author's Luncheon and Nancy Polette, author and educator, presented a one-day workshop to more than three hundred librarians and teachers. For the 1991 conference, young adult author Alden Carter is the luncheon speaker.

The theme of the 1990 biennial work conference was "Decade of Power" with conference sessions focusing on upgrading the skills of school library media coordinators for the demands of the '90s. Since technology plays a big part in the life of every school library media

coordinator, sessions on automation of circulation and card catalogs, use of CD-ROMs and laserdiscs, and how to integrate computer skills into the curriculum were popular topics.

Media coordinators throughout North Carolina celebrated School Library Media Day each April with great enthusiasm as visiting authors and storytellers greeted students, and as students became their favorite book characters for a day. Proclamations from the mayor and special treats from parents made this day one that children will long remember. The poster contest that NCASL's School Library Media Day committee initiated in 1991 brought hundreds of entries and fame across the state for the winners.

When the Battle of the Books was begun early in the eighties in Region 2 it was a good way to promote reading in the middle grades. During the biennium, this program became an official part of NCASL, and now there are battles each spring from the mountains to the coast. NCASL's Battle of the Books committee has distributed manuals to each school system and has many orders from both school and public libraries. The book list includes both new and old classics and has been a big hit with students and teachers.

During the biennium, budget problems made our jobs as school library media coordinators especially difficult. We found the pressing need to communicate more frequently and more forcefully with boards of education, legislators, and congressional members to let them know what we do to make education work and to let them know that it is school library media coordinators who make technology work. We made trips to Raleigh, to Washington, and to the local court house and the central administration office to give our message. At this time the future of budget allotments for media and technology, and for adequate staffing remains as uncertain as the economy.

Each biennium we see new faces and new ideas in NCASL, but one thing remains constant - we are getting better and better! We look forward to great programs and great conferences in the years ahead as we continue to work on our goal of supporting the school library media coordinators of North Carolina and helping them do their jobs better.

— Laura Benson

INTELLECTUAL FREEDOM COMMITTEE

Workshops, Programs, Lectures, & Related Activities:

IFC members conducted workshops and in-service training on intellectual freedom.

— IFC co-sponsored a pre-conference workshop on intellectual freedom at NCLA Biennial Conference in Charlotte.

— Chairman conducted 42 workshops and made presentations to civic and professional groups in-state as well as out-of-state sites including Washington, D.C.; Phoenix, AZ; Santa Fe, NM; Houston, TX; Rome, Jekyll Island, and Atlanta, GA; Lansing & Detroit, MI; Providence, RI; Chicago, IL (ALTA); Charleston, WV; Nashville, TN (SELA); Southern Festival of Books; Virginia Beach, VA; Lexington, KY; and New Orleans, LA.

— Chairman played roles with The Not-Quite-Ready-For-Prime-Time Players sponsored by ALA Committee on Professional Ethics in Chicago and Atlanta.

— Chairman participated in question/answer conference calls with a sixth grade class in Pearl, Mississippi.

— Chairman was interviewed on radio, television and in newspapers on topics of censorship, NEA controversy, confidentiality, Pentagon Press Corps Guidelines, investigation of Arab-Americans by FBI, ALA vs. Thornburgh, FBI Library Awareness Program.

— Chairman was guest lecturer in classes on editorial writing, broadcasting, political science, medicine, English, and education.

— In cooperation with People for the American Way in North Carolina, participated in: Re-enactment of the Greensboro Sit-Ins, 30th anniversary with symposium; An Evening with Richard Dreyfuss in Chapel Hill; Voter Education Project; Rally for Reproductive Freedoms; "Comments and Reflections on the Value of Expression," symposium on NEA controversy; luncheon with the Honorable John Buchanan, Chairman of People for the American Way; Students for Equal Justice symposium; An Evening with Kathleen Turner in Winston-Salem; maintained 800-number Censorship Hotline for reporting censorship attempts; speakers bureau; development of "Proclamation Against Discrimination"; published *School Censorship in North Carolina: Conflict in the Classroom*, survey of NC English and social studies educators; published *Censorship and Sex-Education: A Survey of North Carolina Health Educators*; dinner with Art Kropp,

President, People for the American Way.

— Chairman reported to NCLA Executive Board and at Intellectual Freedom Round Table "Roll Call of the States" in Chicago and Atlanta.

— Chairman followed state legislation (H.B. 160 which would prohibit dissemination of sadistic videos to minors; HB 473 which would add tenets of the Library Bill of Rights to public library law testified at House hearings; NC Supreme Court rulings on Channel One which made Whittle program legal in NC).

— Chairman wrote op-ed articles and letters to editor for several state newspapers.

— Chairman formulated bibliography on professional ethics for use by ALA Committee on Professional Ethics.

— Chairman contributed to educational modules developed by ALA/IFC on confidentiality of library records.

— Chairman elected as delegate to Governor's Conference on Libraries and Information Services; resolution on freedom of access to information approved and went to White House Conference as priority item.

— IFC will co-sponsor luncheon at NCLA Biennial Conference with Judith F. Krug, Director, ALA Office for Intellectual Freedom, as speaker.

— IFC in cooperation with SIRS, Inc. will present the NCLA/SIRS Intellectual Freedom award at the Biennial Conference in High Point. SIRS will provide a \$500 award to the recipient and \$500 to the library of the recipient's choice. The IFC will provide plaque to the recipient. This will be the 10th anniversary of the NCLA/SIRS Intellectual Freedom Award.

2. Intellectual Freedom Incidents Investigated/Handled/Referred:

Responded to 106 requests for information and advice in North Carolina in:

Asheboro, Asheville, Boone, Burlington, Carthage, Chapel Hill, Charlotte, Concord, Davidson, Deep Run, Durham, Eden, Elkin, Elon College, Fayetteville, Goldsboro, Graham, Grantsboro, Greensboro, Greenville, Hendersonville, Hertford, Hickory, High Point, Hillsborough, Jacksonville, Kenansville, Kernersville, Kinston, Lillington, Macon, Mount Airy, New Bern, Newton, Olin, Pembroke, Princeton, Raleigh, Rockingham, Rocky Mount, Salisbury, Sanford, Smithfield, Wake Forest, Waynesville, Whiteville, Wilkesboro, Wilmington, Windsor, Winston-Salem, Yanceyville.

Responded to 39 requests for infor-

mation and advice Out-of-State in: Ann Arbor, MI; Beaumont, TX; Bethesda, MD; Boca Raton, FL; Boston, MA; Charleston, WV; Chicago, IL; Cookeville, TN; Cranston, RI; Decatur, GA; Dekalb, IL; Detroit, MI; Enfield, CT; Espanola, NM; Hancock, MI; Houston, TX; Kingsley, MI; Kingston, RI; Larium, MI; Lexington, KY; Madison, WI; Mankato, MN; Miami, FL; Nashville, TN; New Orleans, LA; New York, NY; Orlando, FL; Pearl, MS; Plano, TX; Port Arthur, TX; Providence, RI; Salisbury, VT; Sierra Vista, AZ; St. Clair Shores, MI; South Range, MI; Urbana, IL; Virginia Beach, VA; Washington, DC.

Responded to requests for information on selection policies, censorship attempts, challenge hearings, reconsideration committees, state obscenity laws, the NEA Helms Amendment, FBI Awareness Program, banning of *Oh! Calcutta* using liquor laws, burning of Dungeons and Dragons books at private school along with other "satanic-based" games and music, local record labeling bills and ordinances, meeting room policies, Whittle Communications' "Channel One," new interpretations of the Library Bill of Rights ALA vs. Thornburgh—Child Protection & Obscenity Enforcement Act, Banned Books Week, Night of A Thousand Stars, banning of rock groups from coliseum, Freedom of Information Act, guidelines for librarians interacting with South Africa, *The Starvation of Young Black Minds*, coalition building, professional ethics, request from district attorney on whether library records might be used to compile list of possible donors to friends of library group, request by a city manager for list of persons checking out proposed city budget, requests by textbook committees selecting literature series, information on drug testing of librarians, information on "new age," removal of art exhibit in Asheville School, closing of library at Orange County Woman's Center in Chapel Hill, Bill of Rights program proposal, organized burning of records by church group, request by city police and SBI agent for library records of murder suspect, request for speakers on sex discrimination in workplace, request by reporter for copy of library meeting room application, request for aid in personnel problem where selection of videos was questioned, burning of albums, tapes, etc.. after rally by evangelist in Salisbury, destruction of rock tapes by Fellowship of Christian Athletes in Boone, boycott of Waldenbooks in High Point because of "pornographic" materials, Morristown, NJ homeless case, Los

Angeles Public Library censorship case, Child Protection Restoration and Penalties Enhancement Act, Title 44 relating to GPO, Paperwork Reduction Act, Fee vs. free library services debate, modular education program on confidentiality, Rust v. Sullivan, Bill of Rights bicentennial, resolutions on embargo imposed on Iraq and Kuwait.

Specific titles giving problems were: MOONDIAL, Kernersville; NO PLACE FOR ME, Kernersville; MAGICAL CHANGES, New Bern; THE THREE ROBBERS, Durham; EBONY, Durham; TENNESSEE: CRY OF THE HEART, Hertford; THE THREE MAJOR CULTS, Raleigh; LESS THAN ZERO, Asheville; TOP DOG, BOTTOM DOG, Rocky Mount; BIRTH OF A NATION (video), Elkin; THE ARIZONA KID, Burlington; MYSTERIES OF THE MIND, Charlotte; FOOTFALLS, Charlotte; THROUGH THE HIDDEN DOOR, Jacksonville; SPORTS ILLUSTRATED (swimsuit issue), Windsor; ABORTING AMERICA, Burlington; THE ABORTION HOLOCAUST, Burlington; ABORTION AND SLAVERY-HISTORY REPEATS, Burlington; THE ULTIMATE RESOURCE, Burlington; A PRIVATE CHOICE, Burlington; THEN AGAIN MAYBE I WON'T, Boone; HOW THE LEOPARD GOT HIS SPOTS, Boone; TEX, Macon; THE UPSTAIRS ROOM, Durham; HEALTH BIOLOGY, Raleigh; REVOLTING RHYMES, Wilkesboro; ICE-T (video), Fayetteville; CHOCOLATE TO MORPHINE: UNDERSTANDING MIND-ACTIVE DRUGS, Kenansville; THE MAMMOTH HUNTERS, Sanford; BRIDGE TO TERABITHIA, Burlington; THE BOY WHO REVERSED HIMSELF, Burlington; STRANGER WITH MY FACE, Burlington; THE THIRD EYE, Burlington; A WRINKLE IN TIME, Burlington; AS NASTY AS THEY WANNA BE (tape), Fayetteville; Titles on homosexuality, Wake Forest; SWEET SIXTEEN AND NEVER, Burlington; horror videos, Yanceyville; ANNIE ON MY MIND, Jacksonville; SEXUALITY (SIRS volume), Olin; THE UPSTAIRS ROOM, Durham.

3. Miscellaneous

Chairman of NCLA/IFC: Received first Achievement Award from NC Community College Learning Resources Association. Selected as runner-up for *Library Journal* "Librarian of the Year", 1990. Profiled in *Bookbanning in America: Who Bans Books?—and Why?* by William P. Nobel, Chapter 8, released by Paul S. Eriksson Publishers during Banned Books Week, 1990.

Completed second term on ALA Intellectual Freedom Committee;

appointed to ALA Committee on Professional Ethics, AASL Intellectual Freedom Committee; completed term on SELA Intellectual Freedom Committee and appointed to SELA Nominating Committee; completed term as Director of IFRT and appointed as IFRT Liaison to ALA/IFC; completed 11th term as NCLA/IFC Chair and appointed to Conference Program Committee; completed third term as Chairman of the Board of Advisors of People for the American Way in NC.

Honored by People for the American Way in NC with lithograph by artist Robert Rauschenberg developed in commemoration of PFAW's tenth anniversary.

Negotiated with SIRS, Inc. to provide all-conference reception at Biennial Conference in High Point.

Gene D. Lanier, Chairman

Wesley Brewer

Merrikay Brown

Vivian Burke

Nelda G. Caddell

Betty S. Clark

Timothy L. Coggins

Charlotte Darwin

Shirley T. Jones

Beth M. Rountree

Jerry W. Weaver



State Librarian Howard McGinn chats with trustee Irene Hairston.

sored program of the State Library, the N. C. Library Staff Development Program, N. C. Public Library Directors' Association, and NCLA Public Library Section. The 1990 Institute was co-sponsored with the Friends of the Library who decided to hold a separate conference in 1991.

Two successful conferences were held in May 1990 and May 1991.

Highlights of the Conferences:

1990: Theme - "Building Bridges of Communication in the 1990's" "Perspectives on Building and Renovation", William Burgin, AIA; Michael Taylor, Library Director; Carol Veitch, Library Director.

"Communication the Principles of Intellectual Freedom: A Mandate for the Trustee", Gene Lanier, ECU; Anne Marie Elkins Library Director; Charles Davis, High School Principal.

"Enhancing Library Service through Community Networking", Nancy Blood, Librarian; Carolyn Robinson, Librarian; Carl Washington, Parks and Recreation.

"Building Community Support for Adequate Funding: Traditional and Alternative Sources": Terri Union, Trustee Section; Nancy Bates, Public Library Section; Howard McGinn, State Librarian.

1991: Theme - "Getting the Message Across"

"Disaster Preparedness for Public Libraries": Sharon Bennet, Archivist and Librarian;

Harlan Greene, N.C. Preservation Consortium.

"Forecasting Economic and Technological Change in Public Libraries", Jackie Beach, Library Director; William Roberts, III, Library Director.

"How To Communicate with Your Funding Sources: A Role Playing Exercise", Jane Moore, State Library; John Welch, State Library.

"Working with the Media: How to Tell Your Story Convincingly". Janet Moore, Vice-President,

Price/McNabb; Zeta K. Smith, Director of Advertising.

"Effective Trustee Leadership in the Community", Dr. David G.

Brown, Provost, Wake Forest University.

"Creative Management in a No Growth Environment: A Librarian's Perspective", John Tyson, State Librarian, Virginia.

"Advisory and Policy Boards: Exploring the Differences". Fleming Bell, Institute of Government.

"Freedom of Speech: Libraries as a Public Forum", Douglas A. Johnston, Assistant Attorney General.

At the 1990 Conference business session Trustees adopted a resolution in support of freezing cuts in state funding for public libraries. This resolution along with an accompanying letter of explanation was mailed to top legislative representatives of the N. C. General Assembly.

The Trustee Section co-sponsored a bar-b-cue with the Public Library Section and Public Library Directors Association for State Legislators during Legislative Day in Raleigh.

The Trustee Section made a contribution to help pay for an ACC public service announcement produced through the State Library.

The Chair of the Trustee Section visited, at invitation, several libraries to speak and meet with trustees.

Three trustees were elected delegates to the White House Conference on Library and Information Services. One trustee was elected as an alternate.

— Terri Union

PUBLIC LIBRARY TRUSTEE SECTION

The major goal of the Trustee Section during the 1989-91 Biennium was to help trustees become strong advocates for public libraries. The better educated trustees become on skills pertinent to advocacy, the more trustees can accomplish for public libraries. Issues dealing with funding needs, creative resources, and legislation at local, state and federal levels are important concerns of trustees. The following efforts were made over the two year term in support of the above stated mission:

1. In March 1990, the section published its first newsletter, *Trustee Topics*. This publication contained information on the Annual Public Library Trustee Conferences scheduled for the following May; information helpful to trustees in performing the responsibilities of their office; information about Legislative Day for Libraries in Washington, D.C.; and other items to help trustees. It was our intent to publish this newsletter three times per year. However, we lacked the financial resources. A grant application was made to NCLA for funding assistance but the grant was denied.

However, we recommend that succeeding trustees officers try to continue this important link.

2. The Section continued sponsorship of the N. C. Public Library Trustee Institute as a jointly sponsored

Human Connection ... continued from page 187.

your circulation is up 20 percent even though you had a 10 percent budget cut. Tell them what is not happening and why. Hold programs hostage until you get the money needed to run them. Don't say you can't do something due to lack of resources: GET SOME! Enlist the aid of those customers who would like to use that service to help you.

Managers get credit for two things: innovation and marketing. "Doing a good job" is boring and will get you nothing.

Buck D. McGugan, Southeastern Regional District Manager of Federal Express, talked about the reasons the company won the 1990 Malcolm Baldrige National Quality Award, the only time it has been awarded to a service company. Basic assumptions of Federal Express: customer satisfaction starts with employee satisfaction; service quality can and should be measured; customer satisfaction is

everyone's job; and every employee knows the company's goals.

The company conducts constant feedback surveys. They want 100 percent customer satisfaction. Rather than being happy that 92 percent of customers are satisfied, they contact the other 8 percent to find out what went wrong. Job performance is tied to merit pay increases. There is in-depth communication, with newsletters and a company international television station. Employee training is intense and ongoing. Employees are tested monthly. A reward system for performance "above and beyond" is used for immediate positive reinforcement. It may include money, recognition, or autonomy.

Federal Express has developed twelve indicators of service quality. They have discovered that quality drives down costs. The highest quality day is the lowest in terms of service costs.

REFERENCE & ADULT SERVICES SECTION

Members of the RASS Executive Committee for 1989-1991 were Johannah Sherrer, Chair; Allen Antone, Chair-Elect; Barbara Anderson, Past Chair; Anna Donnally, Secretary/Treasurer; Duncan Smith and Bryna Coonin, Directors at Large; Cynthia Adams, College and University Libraries; Barbara Miller, Community Colleges; Joyce Throckmorton (1987-1990) and Barbara Akinwole (1990-1991), Special Libraries; Joan Sherif, Public Libraries; Ilene Nelson (1989-1990) and Suzanne Wise (1990-1991) Representative to North Carolina Libraries.

Our goal during the past biennium has been to sponsor programs that are stimulating, challenging, and relevant to reference librarians in all types and sizes of libraries. During the past two years we have sponsored programs that have featured national library figures as well as local professionals and individuals from other service professions. We have sought inspiration from library managers and front line colleagues and have strived to direct our efforts to visions of the future.

The results include the following programs and workshops.

NCLA Conference, Charlotte, NC, 1989: LIFE IN THE FAST LANE featuring Kaye Gapen and Will Manley as major speakers and discussion groups led by Donna Cornick, Melissa Cain, Mary McAfee, Bryna Coonin, Barbara Anderson, Nancy Parrish and Susan Bryson.

Fall Program, Winston-Salem, 1990: REFERENCE 2000: BLENDING ARTISTRY WITH TECHNOLOGY which featured Mick O'Leary, Ilene Nelson, and Kathleen Heim.

REFERENCE TRAINER TRAINING, August 14-16, 1991: TRAINING IN THE MARYLAND MODEL OF REFERENCE ACCURACY. Thirty participants were chosen for training in the Maryland Model and in the art of training. Each participant agreed to train staff in their library and in at least one additional library. This project is currently underway. For additional information contact Allen Antone, RASS Chair, Belk Library, Appalachian State University, Boone, NC 28608 or call 704-262-2822.

NCLA Conference, High Point, NC 1991: THE HUMAN CONNECTION IN LIBRARY SERVICE. Charles Martell, Herbert White, and Royce Simpkins addressed the importance of the individual in the organization and the priority we give to our client's needs particu-

larly in times of retrenchment.

Funding for these well received programs has come from a variety of sources including the RASS treasury, LSCA funds, NCLA project funds, and contributions from private industry. The Board has written proposals and grant requests that have garnered in excess of \$7000.00 for program funding.

The RASS Executive Board encourages active participation from all of its members. We believe that one of the most positive aspects of RASS work is learning from each other. If you are interested in being more involved contact Allen Antone, RASS Chair, Belk Library, Appalachian State University, Boone, NC 28608 or call 704-262-2822.

—Johannah Sherrer

NEW MEMBERS ROUND TABLE

The activities of the New Members Round Table during the past two years include: sponsoring a program and exhibit at the 1989 Biennial Conference, presenting the Baker & Taylor Grassroots Grant award, Young Librarian Award, the Friendly Booth Award at the 1989 Biennial Conference, recruitment, and planning for the 1991 Conference.

Most of the NMRT activities have centered around the NCLA Biennial Conference program which was held in October, 1989. It was one of the most successful conference programs NMRT has experienced. The title of the programs was "Significant Others: Mentors and Role Models in the Library Profession." Approximately 58-60 people attended the program. The program's panel included Dr. Barbara Moran, Dr. Robert Burgin, and Ms. Patsy Hansel.

The 1989 Grassroots Grant award went to Sandra Lyles, student at UNC-CH. The Young Librarian Award was presented to Sheila Johnson, Forsyth County Public Library. The by-laws were changed to redefine eligibility requirements, and the organization's name was changed to New Members Round Table. The new slate of officers was also presented to the membership. Quality Books won the Friendly Booth Award.

The Round Table made contact with the deans of the library schools requesting that they share membership information with their students.

Much of 1991 was spent planning for the next conference.

—Melanie Collins

NORTH CAROLINA LIBRARY PARAPROFESSIONAL ASSOCIATION

One highlight of this biennium was a workshop, "Impact of the Library Paraprofessional," held at Durham Public Library, June 13, 1991. Dorothy Ware, Group Services Director, Charlotte-Mecklenburg Public Library was the presenter. There was an outstanding attendance of 150 paraprofessionals from public and academic libraries.

Meralyn Meadows of Stanly County Public Library, chair-elect of this round table, and Virginia Gerster of the Miami-Dade Public Library in Florida, are serving as Advisory Liaisons to the ALA/World Book Goal Award Project Staff. During the past year, the two researched all fifty states and the District of Columbia to identify states with paraprofessional groups; to provide an overview of the status and activities of these groups; to investigate the mechanics of the organization; to recognize general concerns of the organization; and to learn about the successes the organizations have had and the obstacles that they face. The results of this research will be a chapter in a "casebook" to be printed by ALA. The "casebook" will characterize the status of library support staff issues. A direct result of the research was the publication of a National Directory of Paraprofessional Organizations, compiled by Meadows and Gerster, which is being distributed by ALA to all state library organizations. Meadows and Gerster presented the results of the research at a Poster Session at the Summer ALA Conference in Atlanta.

Meadows is also a member of the steering committee for the Membership Initiative Group for paraprofessionals through ALA and is currently serving as acting secretary of the group. The Membership Initiative Group (MIG) is a means for paraprofessionals to have a home in ALA for three years while they determine if they want to petition for section status.

This round table has also received national recognition in LIBRARY MOSAICS, which is a magazine for library support staff published in California. In the March/April issue, Meadows was interviewed about significant developments of support staff activities in North Carolina; in the May/June issue, a full page spread headlining, "North Carolina Library Paraprofessional Association Takes Position On White House Conference" and followed with a position paper identifying five major areas of concern

for paraprofessionals by our round table; and in the September/October 1991 issue Judie Stoddard (Onslow County Public Library) wrote a three page article on the history of the round table.

Ann Thigpen (Sampson-Clinton Public Library) represented North Carolina Library Paraprofessional Association in March 1990 at the Librarians Association at the University of North Carolina at Chapel Hill by being part of a panel which addressed the changes in the role of the paraprofessional caused by the introduction of automation and how relations between paraprofessionals and professionals have been altered.

Our newsletter was given a new name and a new look by Editor, Lori Buse, and her assistant, Lois Mouw of Cumberland County Public Library. VISIONS, has been published quarterly this biennium.

NCLPA's Conference Committee has engaged John Berry III, Editor in Chief, Library Journal, and Margaret Meyers, Director, ALA Office of Personnel Resources as our guest speakers at this year's biennial conference. We are also sponsoring five table talks and six networking sessions.

The nominating committee has presented the following slate to serve as officers for the next biennium, 1991-1993:

Chair: Maralyn Meadows,
Stanly County Public Library
(having served as chair-elect)
Chair-Elect: Joan Carrothers,
Public Library of Charlotte/
Mecklenburg County
Secretary: Lori Buse,
Cumberland County Public Library
Treasurer: Janie Shipman,
Public Library of Charlotte/
Mecklenburg County
Directors: Renee Pridgen,
Cumberland County Public Library
Linda Reid,
Public Library of Charlotte/
Mecklenburg County
Sylvia Buckner,
Davis Library UNC, Chapel Hill

— Ann H. Thigpen

NCLA COMMUNITY AND JUNIOR COLLEGE SECTION

The Community and Junior College Section was active on several fronts during the 1989-1991 biennium. Following are highlights of the most notable events and accomplishments of the section:

1. Initiating the publication of a semi-annual newsletter for members
2. Forming an ad-hoc Public Re-

lations Committee to promote section membership through mailings and displays

3. Representing the section on the North Carolina State Library Commission, 1989-1991

4. Sending a delegate to represent community and junior colleges at National Library Legislative Day, 1990 and 1991

5. Participating in the Governor's Conferences on Library and Information Services (with regional delegates, a resolution, a display and brochures).

6. Sponsoring a workshop on CD-ROM for reference services at the annual North Carolina Community College Learning Resources Association (LRA) conference in High Point, March 1990. The program featured Johanna Sherrer, Head of Reference at Duke University's Perkins Library, along with Alice Wilkins, Library Director, and Nancy Rountree, Assistant Librarian, at Sandhills Community College. Barbara Baker, NCLA President, made opening remarks. A hands-on session was held afterwards, with representatives of several leading CD-ROM producers. A membership/information table was also available.

7. Sponsoring a program at NCLA's biennial conference in High Point, November 1991, featuring Tar Heel writers/musicians Bland Simpson and Stephen Smith. Alice Wilkins accompanied them. Writer Ruth Moose served as moderator. Officers for the coming biennium were installed: Alice Wilkins, Chairman; Sheila Bailey, Vice-Chairman/Chairman-Elect; Sheila Core, Secretary/Treasurer; Martha Davis and David Stewart, Directors.

— Susan Janney

LIBRARY ADMINISTRATION AND MANAGEMENT SECTION

The Library and Administration Section of NCLA in its first full biennium moved steadily forward in development of a workable structure and in fulfillment of stated goals. The resolution to form the Library Administration and Management Section was passed at the organization meeting on October 12, 1989, in Charlotte.

As stated in its bylaws adopted that day, LAMS "provides an organizational framework for improving the practice of administration in libraries and for identifying and fostering administrative skill. Areas of interest may include organizational structure, financial administration, personnel management and training, buildings and equipment, public relations, and relations with governing bodies."

Officers were elected for the first biennium as follows: Nancy Ray, President; Larry Alford, Vice-President/President Elect; John Lubans, Secretary; and Betsy Cadieu, Treasurer. Over 150 people attended this meeting and heard an outstanding address by Dr. Jerry Campbell of Duke University: "Management Style: At Least Once, Ride a Wild Horse into the Sun."

Interest Group leaders were recruited to become members of the executive committee of LAMS. These leaders included John Lubans, Organizational Structure; Chuck Mallas, Financial Administration; Kitty Smith, Personnel Management and Training; John Welch, Buildings and Equipment; and Nancy Bates, Relations with Governing Bodies.

The fall 1990 seminar, "To Make Necessity a Virtue," focused on effective management of people in an era of increasing expectations and decreasing resources. The

keynote speaker and "Challenger" for the morning session was William Slebos, fellow of the Center for Creative Leadership, and training-development officer at Duke University. Mr. Slebos actively involved the audience in examining management styles, and his dynamic presentation stimulated creative thinking from all participants. The afternoon session consisted of a panel discussion moderated by Patsy Hansel; panel members included Elsie Brumback, Bob Cannon, Janet Flowers, and Barbara Baker.

In spring 1991 LAMS sponsored a novel and exciting workshop, "On the Ropes: an Outdoor Adventure in Group Interaction, Self-Discovery, and Confidence." Under the guidance of an experienced rope course instructor, participants faced the challenge of going beyond ordinary limits to complete a ropes course thirty-five feet above ground. The experience encouraged teamwork, trust, and techniques for building better relationships in defining and meeting goals.

At the 1991 biennial conference LAMS sponsored a conference program called "Leadership: Strategies and Issues," with Susan Jurow of the Association of Research Libraries as keynote speaker. Emphasis was placed on identifying generic leadership qualities and developing latent talents through networking, preliminary training, and other such strategies. The issues, defined specifically by leaders in NCLA, were explored by a panel led by NCLA President Barbara Baker. Panel members were Nancy Bates, Laura Benson, and Ben Speller. All participants were invited to attend a reception in the president's suite honoring guest speakers and members of the NCLA Executive Board.

Officers were installed for the 1991-1993 biennium as follows: Larry Alford, President; Dale Gaddis, Vice-President/President-Elect; Denise Peterson, Secretary; and Chuck Mallas, Treasurer. Interest Group "talk tables," held after the business meeting, gave opportunity for exchange of many ideas and provided a forum for specific questions and answers.

During the biennium LAMS distributed two issues of its newsletter, *On the LAM(S)*, compiled under the capable editorship of Joline Ezzell. Alice Wilkins reports that membership in LAMS now numbers approximately 150 and growing.

— Nancy Ray

RESOURCES AND TECHNICAL SERVICES SECTION

The work of the Resources and Technical Services Section during 1989/1991 was characterized by a mixture of tradition and innovation.

In the fall of 1990, RTSS funded its first monographic publication, *Directory of Curriculum Materials Centers Serving North Carolina Teacher Education Programs*. The directory was compiled by Joanna Wright, Head of Special Services at UNC-Wilmington's Randall Library and a member of the RTSS Executive Committee.

The traditional RTSS mini-conference finally outgrew its diminutive in October 1990. There was nothing "mini" about it, since the Durham conference on menu-driven libraries featured a LS/2000 pre-conference, five speakers, two discussion groups, and CD-ROM exhibits by six vendors—the latter another first for the Section. Over 100 librarians attended the two-day event.

In October 1991, RTSS published the second issue of its newsletter, *NCLA/RTSS Update*, which focused on the Section's programs during the NCLA Biennial Conference. True to the spirit of the 1990 Durham conference, these offerings were the most extensive ever attempted by RTSS. Highlights included programs on second-generation OPACs, OCLC quality control in the 1990s, and electronic journals and databases.

Also during the NCLA Conference, the Section saluted two North Carolina leaders in resources and technical services and one potential leader. Bil Stahl, Associate Director at UNC-Charlotte's Atkins Library, won the Doralyn J. Hickey Best Article Award; Melanie Collins, Director of the Harnett County Public Library, won the Significant Contribution Award; and Beth Liebman, a student at the UNC-CH School of Information and Library Science, won the Student Award.

The Section's ambitious goals for the past two years would never have been reached without hard work and money. For the enthusiastic support, RTSS thanks its many committee members. For the financial support, RTSS acknowledges the NCLA Executive Board and LSCA Title III program of the North Carolina Division of the State Library

— David Gleim



STATUS OF WOMEN IN LIBRARIANSHIP

During 1989-1991, the Roundtable celebrated the tenth anniversary of its organization with a special issue of *MSMANAGEMENT* which included excerpts from the previous ten years of the newsletter. Anne Thrower and Rex Klett served as the editors of the Roundtable publication. Other officers were Karen Seawell Purcell—President, Nancy Massey—Vice President, Julie Coleman—Secretary, Patrice Ebert—Past Vice President, Anne Marie Elkins—Membership Committee Chair, Elizabeth Laney—*North Carolina Libraries* Representative, and Mary McAfee and Dr. Marilyn Miller as Directors. Julie Coleman resigned and was replaced by Rebecca Vargha as Secretary. Nancy Massey also resigned.

Other activities of the Roundtable included a workshop held in Winston-Salem, August 1990, entitled "Plateauing, How to Tread Water Without Going Under, A Life Saving Workshop." The Board also invited Jill McCorkle, an NC author to speak at the NCLA Biennial Conference in High Point. Her appearance was partially underwritten by a NCLA project grant. Ms. McCorkle also was scheduled to appear at an evening reception at the conference cosponsored by the Children's Section.

— Karen Seawell

PUBLIC LIBRARY SECTION

The second largest section of NCLA has enjoyed another outstanding biennium of activity sponsoring workshops, conducting surveys, and providing valuable information, programs, and data to benefit its membership as follows:

ADULT SERVICES: Sponsored its third annual Bookmobile conference in the spring of 1990 and 1991 with over 240 participants from 28 states, including Washington and California, in attendance. Evaluations and comments indicated "this conference gets better every year!"

AUDIO-VISUAL: Conducted two video repair workshops which attracted persons from 48 percent of the state's 100 counties, compiled the *Directory of Audio-Visual Services in N.C. Public Libraries* and co-sponsored an outstanding program "Shakespeare: From Page to Stage" at the November conference.

DEVELOPMENT: Continued the North Carolina Public Library Development Award initiated in the 1987-89 biennium. The \$500 cash award presented at the NCLA con-

ference recognizes an individual who has made a significant and innovative contribution to the development of public librarianship in North Carolina. Developed a conference program which is of vital concern: "Security Issues Confronting N.C. Public Libraries in the 1990's."

GENEALOGY & HISTORY: Surveyed libraries to determine availability of local history and genealogy materials throughout the state. Results of the study were used as a guide and bibliography which was made available at the conference and by mail. Co-sponsored two conference programs on developing and staffing special collections.

GOVERNMENT RELATIONS: Co-sponsored a luncheon for members of the General Assembly. Over 350 persons attended the function which focused on maintaining state aid to public libraries. Sent two representatives to Legislative Day in Washington in April 1990 and 1991 to seek federal support for library programs.

PERSONNEL: Conducted a survey of all North Carolina library schools to investigate student attitudes toward public librarianship and shared the findings with library school deans. Also conducted a survey of all states regarding procedures on certification and re-certification. Formed a Recruitment Committee to work with library schools to inform students of career opportunities in public libraries.

PUBLIC RELATIONS: Developed and held a Public Relations Conference which offered hands-on experience in layout and design and covered such topics as desk-top publishing, writing public service announcements, news releases and feature articles. Initiated "Round Robin Rip-Off," an on-going PR idea exchange program.

STANDARDS AND MEASURES: Worked with the State Library in surveying public libraries on ways to enhance and improve the format of the *Statistics & Directory of North Carolina Public Libraries*.

TRUSTEES/FRIENDS: Assisted with annual Library/Trustees/Friends Conference held in Durham and

Winston-Salem in 1990 and 1991 respectively.

YOUNG ADULT: Through an NCLA Project Grant developed a new, efficient format for *Grassroots* to include advertisements for increasing subscriptions; also updated the mailing list and implemented a more efficient bulk mail system. Co-sponsored conference program featuring Jane Pratt, senior editor of *Sassy*, a magazine for teens.

Many thanks to Public Library Section Committees for their dedication, enthusiasm and hard work which made for a most successful biennium. A special thanks to the sections' executive; Past Chairman, David Fergusson; Vice Chairman/Chairman-Elect, Jim Govern; Secretary, Darla Johnson; Directors, Carol Myers and David Paynter.

— Nancy F. Bates



Kathleen Wheelless and speaker Jane Pratt of *Sassy* Magazine.



Janet Freeman prepares for the announcements at the end of the Second General Session.

ROUND TABLE ON SPECIAL COLLECTIONS

A hard-working, enthusiastic executive committee accomplished a great deal of meaningful work during the 1989-1991 biennium. At our business meeting held during the 1989 NCLA biennial conference in Charlotte, members of the Round Table on Special Collections made a variety of suggestions for future activities. Eileen McGrath, Beverly Tetterton, Christine Thomson, and Pam Toms responded by sponsoring two programs, and preparations for these events consumed most of the committee's time and energy.

In May, 1990, the organization sponsored a workshop on the management of photographic collections. Speakers discussed the history of photography, collection development issues, manual and automated approaches to access, and preservation techniques.

A year later, over seventy librarians, archivists, and museum professionals met in Chapel Hill for a two-day symposium, "Who Collects What?: Cooperative Collection Development of Local History Materials in North Carolina." William S. Powell, H. G. Jones, and other speakers urged those present to work toward insuring that localities throughout North Carolina will take responsibility for collecting, preserving, and making available library materials pertaining to their area. The lively discussion that permeated all sessions revealed a great deal of concern about this issue. Many of the participants offered to assist the round table in working with local libraries to establish and professionally manage collections of municipal documents, books, pamphlets, micro-

forms, photographs, maps, and other materials. The executive committee hopes that the round table will continue to pursue this goal.

Late in the biennium, Beverly Tetterton developed a newsletter designed to keep the membership abreast of round table work. It also reflects the desire of the executive committee to involve all members in efforts to promote and improve special collections librarianship in North Carolina. Future issues will, no doubt, chronicle a long succession of worthwhile activities.

— Maury York

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ARTICLE I. NAME

This organization shall be called the North Carolina Library Association.

ARTICLE II. PURPOSE

The purpose of the North Carolina Library Association shall be to promote libraries, library and information services, and librarianship; and to champion intellectual freedom and literacy programs.

ARTICLE III. GOALS

The Association shall pursue the following goals:

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

ARTICLE IV. MEMBERSHIP

1. Membership in the North Carolina Library Association shall consist of five classes: individual membership, institutional membership, contributing membership, honorary membership, and life membership. Only individual and life members shall have voting privileges.

2. **Individual.** Any person who is or has been officially connected with any library in a professional, nonprofessional, or clerical capacity, or any member of a library's governing or advisory body, or any student in a school of library science may, upon payment of dues, be entitled to individual membership as stated by the Bylaws and will have the right to vote.

3. **Institutional.** Any institution may become an institutional member upon payment of dues.

4. **Contributing.** Any individual, firm or organization may, upon payment of dues, be entitled to contributing membership as stated in the Bylaws.

5. **Honorary.** The Membership Committee may recommend to the Executive Board for honorary, non-voting membership non-librarians who have made unusual contributions to library services. Such nominees may be elected by the Executive Board.

6. **Life.** The Membership Committee may recommend to the Executive Board for life membership, with voting privileges, persons who are no longer actively engaged in library work. Such nominees may be elected by the Executive Board.

ARTICLE V. OFFICERS

The officers of the Association shall be a President; a Vice-President, who shall be the President-Elect; a Secretary; a Treasurer; and two Directors-at-Large.

ARTICLE VI. EXECUTIVE BOARD

1. The officers of the Association, the past President, the representative of the Association to the American Library Association Council, the North Carolina member of the Executive Board of the Southeastern Library Association, the editor of *North Carolina Libraries*, and the chair of each section and round table shall constitute the Executive Board. A parliamentarian may be appointed by the President as a non-voting member. The Administrative Assistant shall serve as a non-voting ex officio member.

2. Members of the Executive Board shall serve until their successors take office.

3. The President of the Association shall be the chair of the Executive Board.

4. The Executive Board shall have the following powers and duties:

- a. To consider and develop plans for the general work of the Association;
- b. To appoint in case of a vacancy in any office a member from the Association to fill the unexpired term until the next regular election;
- c. To transact the business of the Association within the limits of a budget system.

5. Business of the Association may also be transacted by the Executive Board through correspondence, provided that the proposed action be submitted in writing by the President to the members of the Executive Board, and that it be approved by a quorum of the Board.

6. The Executive Board shall act for the Association in intervals between meetings, make arrangements for the biennial meeting, and authorize the organization of sections or round tables by specialized interests within the Association.

7. The Executive Board shall have the authority to appoint an Administrative Assistant and to determine the responsibilities and remuneration of the position.

8. The Executive Board shall direct and provide for the publications of the Association and may have power to contract for such publications as may seem desirable for furthering the interests of the Association.

9. The Executive Board shall nominate an individual who has been selected by the Public Library Section to be named by the Governor to serve, with the chair of the Public Library Section and the chair of the North Carolina Public Library Trustees Association, as a member of the Public Librarian Certification Commission as required by the General Statutes of North Carolina (G.S.143B-68).

10. A majority of the voting members of the Executive Board shall constitute a quorum.

ARTICLE VII. FINANCES

1. The Executive Board shall approve all encumbrances (any claims on property) and expenditures of Association funds, but may delegate to the President authority to approve encumbrances and expenditures.

2. The Executive Board shall administer the business affairs of the Association, and it shall have power in the intervals between meetings of the Association to act on all matters on which a majority of the members reach agreement.

3. The finances of the Association shall be handled under a budget system.

4. Funds shall be available to the President or the President's representative toward attending meetings to represent the Association. These funds must be included in the budget and approved by the Executive Board.

5. Funds shall be available to the Executive Board to administer the affairs of the Association.

6. No officer, committee, or member of the Association shall receive any funds or incur any expense for the Association not provided for in the Constitution unless authorized in writing by the President; nor shall the Treasurer or other authorized person make any payment except for expenditures which have been so approved.

7. There shall be an annual audit of all accounts.

ARTICLE VIII. AFFILIATIONS

1. The North Carolina Library Association shall hold chapter membership in the American Library Association and shall elect a representative to the ALA Council as provided in the ALA Constitution and Bylaws.

2. The North Carolina Library Association shall be a contributing member of the Southeastern Library Association and shall elect its representative to the SELA Executive Board as provided in the Constitution of the Southeastern Library Association.

3. The Executive Board of the North Carolina Library Association shall be empowered to enter into other affiliations as deemed beneficial to the Association.

ARTICLE IX.

SECTIONS AND ROUND TABLES

1. Sections and round tables of the Association may be organized by application, signed by 100 voting members of the Association, and approved by the Executive Board.

2. Each section shall represent a type of library or field of activity clearly distinct from that of other sections.

3. A round table shall represent a field of librarianship not within the scope of any single section.

4. The officers of the sections and round tables shall be elected by the membership of the section or round table. They shall be responsible for the program meetings and any other business of the section or round table.

5. The President of the Association may appoint officers if the section or round table fails to elect officers.

6. With the permission of the Executive Board, sections and round tables may charge fees for their purposes. Funds received will be earmarked and used at the discretion of the officers of the section or round table.

7. The Executive Board may discontinue a section or round table when in its opinion the usefulness of that section or round table has ceased, except that in the case of a section or round table that is still active the affirmative vote of a majority of members is required prior to the Executive Board's action.

ARTICLE X. COMMITTEES

1. The President, with the advice of the Executive Board, shall appoint committee chairs and suggest other members except as otherwise provided. The President shall be an ex officio member of each committee with the exception of the Committee on Nominations.

2. **Standing Committees.** The Executive Board may establish standing committees to perform the continuing functions of the Association.

- a. Standing committees shall include the following:
- Archives
 - Governmental Relations
 - Conference
 - Intellectual Freedom
 - Constitution, Codes, and Handbook Revision
 - Membership
 - Publications
 - Finance
 - Scholarships

b. Standing committees shall report to the Executive Board.

3. **Special Committees.** Special committees for specific purposes may be appointed at any time.

- a. The Committee on Nominations, to be appointed by the President each biennium, shall be considered a special committee.
- b. Special committees shall function until their purposes have been fulfilled.

ARTICLE XI. MEETINGS

1. There shall be a biennial meeting of the Association at such place and time as shall have been decided upon by the Executive Board.

2. Special meetings of the Association may be called by the President, by a quorum of the Executive Board, or on request of 50 members of the Association.

3. At least 30 days' notice shall be

given for special meetings, and only business mentioned in the call shall be transacted.

4. Meetings of the Executive Board shall be held upon the call of the President, or at the request of a quorum of the members of the Executive Board.

5. There shall be a minimum of four meetings of the Executive Board during the biennium.

6. One hundred voting members, representing at least 10 institutions, shall constitute a quorum of the North Carolina Library Association.

ARTICLE XII. AMENDMENTS

1. Amendments to the Constitution may be voted on only when a quorum of the Association is present, and shall require a two-thirds vote of the members present.

2. Notice of the proposed changes in the Constitution shall be mailed to the membership at least 30 days prior to the meeting at which a vote is to be taken on the proposed changes.

Revised October 30, 1987

Amended October 13, 1989

Amended November 15, 1991

ARTICLE I. ELECTIONS

1. The President, with the approval of the Executive Board, shall appoint a Committee on Nominations, which shall include representatives of the various types of libraries in the North Carolina Library Association, insofar as is practical.

2. **Officers.** The Committee on Nominations shall present, by November 1 of the year preceding the election, the names of two candidates for each office to be filled: Vice-President, Secretary, Treasurer (every four years) and two Directors-at-Large. In case the previously elected Vice-President is unable to assume the presidency, the Committee on Nominations shall present the names of two candidates for the office of President.

3. **American Library Association Council Member.** The NCLA representative to the ALA Council shall be elected for a four-year term as provided in the ALA Constitution and Bylaws. The Committee on Nominations shall present for this office the names of two candidates who are members of ALA and shall send to the American Library Association the name of the duly elected representative.

4. **Southeastern Library Association Executive Board Member.** The NCLA member of the Southeastern Library Association Executive Board shall be elected for a four-year term as provided in the Constitution of the Southeastern Library Association. The Committee on Nominations shall present for this office the names of two candidates who are members of SELA and shall send to the Southeastern Library Association the name of the duly elected representative.

5. The list of nominees shall be published in *North Carolina Libraries*.

6. A member wishing to be placed on the ballot for any office shall obtain a minimum of 50 signatures of NCLA members and submit them to the chair of the Committee on Nominations by April 1 of the year of election. The Treasurer will verify the 50 signatures and notify the member that his or her name will be placed on the ballot.

7. Consent of nominees shall be obtained.

8. A ballot containing spaces for write-in candidates shall be mailed to voting members of the Association by May 1 prior to the biennial meeting.

9. Ballots shall be marked and returned by June 1.

10. Candidates receiving the majority of votes shall be declared elected and shall take office at the close of the biennial meeting.

11. In case of a tie vote the successful candidate shall be determined by lot.

12. Election results shall be announced in *North Carolina Libraries*.

13. The term of office of all officers except the Treasurer shall commence at the adjournment of the biennial meeting following their election, or if the biennial meeting cannot be held, upon their election. The term of office of the Treasurer shall commence at the end of the fiscal year following his election.

ARTICLE II. DUTIES OF OFFICERS

1. **President.** The President shall preside at all meetings of the Association and of the Executive Board. The President shall, with the advice of the Executive Board, appoint the editor of *North Carolina Libraries* and all committee chairs and suggest other committee members. Committees shall be appointed for special purposes and shall serve until the purposes are achieved. The President may execute mortgages, bonds, contracts, or other instruments which the Executive Board has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Executive Board or by the Constitution, Bylaws, or by statute, to some other officer or agent of the Association. In general the President shall perform all duties as may be prescribed by the Executive Board. The President is an ex officio member of all committees except the Committee on Nominations.

2. **Vice-President/President-Elect.** The Vice-President serves as President-Elect and presides in the absence of the President. If it becomes necessary for the Vice-President to complete the unexpired term of the President, the Vice-President shall also serve his or her own term as

President. In the event of the Vice-President becoming President during the unexpired term of the elected President, the Executive Board shall appoint a Vice-President to serve until the next regular election is held.

3. **Secretary.** The Secretary shall keep a record of the meetings of the Executive Board, the biennial meetings, and any special meetings of the Association. The Secretary shall be responsible for receipt and deposit in the Association archives all correspondence, records, and archives not needed for current use. In case of a vacancy, the Executive Board shall appoint a Secretary to serve until the next regular election is held.

4. **Treasurer.** The Treasurer shall assist in the preparation of the budget and keep whatever records of the Association the President and the Executive Board deem necessary. The Treasurer will collect and disburse all funds of the Association under the instructions of the Executive Board and keep regular accounts, which at all times shall be open to the inspection of all members of the Executive Board. The Treasurer shall execute a bond in such sum as shall be set by the Executive Board, and shall contract annually for an audit of all accounts. The Treasurer shall be responsible for all membership records, shall serve as a member of the Finance Committee and shall perform such other duties and functions as may be prescribed by the Executive Board. The term of office shall be four years. In case of a vacancy, the Executive Board shall appoint a Treasurer to serve until the next regular election is held.

5. **Directors-at-Large.** The Directors shall serve as co-chairs of the Membership Committee and shall assume such other duties as are assigned by the President. In case of a vacancy, the Executive Board shall appoint a Director to serve until the next regular election is held.

ARTICLE III. MEMBERSHIP

1. Dues shall be collected on a biennial basis according to a schedule recommended by the Executive Board. Categories of membership shall include individual, institutional, contributing, honorary, and life. Honorary and life members are not assessed dues.

2. Each member is entitled to the choice of one section or round table at no additional cost.

3. Association members may be members of more than one section or round table by paying additional dues

for each additional section or round table.

4. The fiscal year and the membership year shall be the calendar year.

5. Members whose dues are in arrears after April 1 of the last year of the biennium shall be dropped from the membership roll.

6. New memberships paid during the last quarter of the fiscal year shall be credited to the following year.

7. **Publications.** All members of the North Carolina Library Association shall receive the official periodical publication of the Association and any other publications that may be so designated. Subscriptions to *North Carolina Libraries* and single issues are available to non-members at a rate recommended by the Editorial Board and approved by the Executive Board.

8. No changes in the dues structure or policies regarding membership shall be made without approval of the membership by mail vote. A majority of the votes cast shall be required to make any such change. The Executive Board or the membership at any duly constituted meeting may initiate such procedure.

ARTICLE IV. SECTIONS AND ROUND TABLES

1. Sections and round tables must secure the approval of the Executive Board before making any declaration of policy which involves the Association as a whole, before soliciting or receiving funds, or before incurring any expense on behalf of the Association.

2. The secretaries of the sections and round tables shall submit copies of their important papers and reports to the Association archives located in the North Carolina State Library.

3. Sections and round tables shall adopt bylaws which meet the approval of the Executive Board of the Association.

4. The chairs of the sections and round tables shall submit all bills to the Treasurer for payment from their allocated funds. Bills in excess of allocated funds must have the prior approval of the Executive Board.

ARTICLE V. AMENDMENTS

1. Amendments to the Bylaws may be voted on only when a quorum is present and shall receive a majority vote of the members present.

2. Notice of the proposed change in the Bylaws shall be mailed to the membership at least 30 days prior to the meeting at which a vote is taken on the proposed change.

ARTICLE VI.

PARLIAMENTARY AUTHORITY

Robert's Rules of Order, latest edition, shall be the governing authority in any matter not specifically covered by the Constitution and Bylaws of the Association.

Revised October 30, 1987

Amended November 15, 1991

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