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NORTH CAROLINA LibRARIES

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From the President

Beverley Cass, President

Change is not much fun for anyone, I see now. Change brings loss and, if not grieving, a sadness or nostalgia for the way things used to be. Did I really mean it all those times in the past when I said that I liked change? Or were those bold words only an attempt to reassure myself? I'm sure I meant it when I said that change is difficult. Now, however, it may be that I understand those words in a new way. Maybe the personal experience of change is the means for understanding the impact of change within the workplace or the profession.

Change is everywhere and is essential even in writing an essay. An author's ability to create smooth transitions and imaginative segues so that the reader is not consciously aware of a change in thought or having moved into the future of the essay is a good way to measure a writer's skill. The ability to move to another part of the essay comes with practice, they say. Skill in writing comes also with sitting back and letting the words and ideas flow.

Is this flow the same kind of flow that we seem to be experiencing now in NCLA? I suppose that each NCLA president wants to make a difference and wants to move the organization forward during the brief two years of the presidency. Needless to say, I want to be sure that at the next biennial conference, I can feel a sense of accomplishment. From all indications, this sense may be mine given the things that others are doing.

At the October NCLA Executive Board meeting, we heard about several workshops. They are typical of the kinds of events that keep NCLA strong and a vital source of continuing education programming during the non-conference year. The list of workshops included the Children's Service Section "Reading Renaissance Retreat", the College and University Section's, "Fulfilling the Promise of the Millennium," the Documents Section's workshop entitled "Web vs. CD-ROM: Access to Electronic Information", the NCLA Leadership Institute, RASS's "NC LIVE: Taking it to the Limit", and a TNT workshop.

Al Jones announced that the theme of the 1999 NCLA Biennial Conference is "Imagine the Future." Surely you have already noted in your calendars that that event is scheduled for Winston-Salem and the Benton Convention Center on September 21-24.

The NCLA Development Committee recommendation to establish an endowment fund through the North Carolina Community Foundation was approved by the Executive Board. Ross Holt's work as chair of this committee promises NCLA a new means for supporting the organization and meeting the needs of members.

Several other projects are underway within the association. Expect to hear more about them within the next weeks and months. Look for news from Ben Speller and the new Continuing Education Committee and Dave Fergusson's Non-Conference Year Planning Committee. Keep watch, too, for the first edition of NCLA E-News, our upcoming electronic newsletter edited by Pam Burton.

Our print journal, *North Carolina Libraries*, signed an agreement with H.W. Wilson that allows the journal to be accessed through their full-text online products. Royalties will be paid to the journal based on the number of hits. Congratulations, Frances Bradburn and Editorial Board members.

Have you seen the new tabletop exhibit for NC LIVE that NCLA funded? It is quite handsome. It is available through Janet Freeman, chair of the Publicity Advisory Committee of NC LIVE, for the use of libraries and groups across the state.

I am pleased to announce that NCLA has a new friend and advocate. We nominated Marcus Trathen, an attorney with the firm of Brooks, Pierce, McLendon, Humphrey & Leonard of Raleigh and Greensboro to attend the ALA/ABA sponsored institute "Lawyers for Libraries." Marcus attended the Chicago conference where he, along with several other attorneys, was trained in the applicability of First Amendment to library policies, procedures and problems, particularly those relating to the use of the Internet in libraries. He joins the cadre of lawyers who make themselves available to assist librarians in defending the freedom to read. He reported that he learned lots at the Institute and is willing to assist librarians in their battles in these arenas. We look forward to hearing about the institute when he attends the next Executive Board meeting. We also look forward to hearing from you. Write, call, or post it to NCLA-L!

Looking Up:

The Image of Youth Services Librarians

by Patricia E. Feehan and Jill E. Buie

"Yes?" The librarian did not bother to look up.
"Could you recommend a good book for a girl?"
"How old?"
"She is eleven."

Each week Francie made the same request and each week the librarian asked the same question. A name on a card meant nothing to her, and since she never looked up into a child's face, she never did get to know the little girl who took a book out every day and two on Saturday. A smile would have meant a lot to Francie and a friendly comment would have made her so happy. She loved the library and was anxious to worship the lady in charge. But the librarian had other things on her mind. She hated children anyhow.¹

The year was 1966 and I was 21 years old when I read this passage from *A Tree Grows in Brooklyn* by Betty Smith. It was my first foray into literature for young adults, and I was preparing myself to become a high school English teacher. As I read about Francie's visit to the library, the room began to spin around me and I had to momentarily put the book down. I was in total anguish for this little girl who was so anxious "to worship the lady in charge" who *never looked up!* It was during this dizzying and exquisitely (not to mention satisfyingly dramatic) moment that I decided to become a children's librarian.

"I would look up!" I vowed. "I would get to know all of the Francies and Frankies that walked through the door of my library! I would be worthy of their patronage and strive to be able to recommend good books to them."

And so, because of a negative portrayal of a librarian in a minor role in a well-known and beloved novel, I did become a children's librarian, and I worked against that negative image for

17 years before entering the Ph.D. program at the University of North Carolina at Chapel Hill. Today, I am a teacher of children's librarians, and I feel as strongly today about Francie's experience as I did 21 years ago.

We all know the negative physical image of the librarian — an uptight old maid with her hair in a bun and glasses perched on the end of her nose who shushes patrons.

"The stereotype may not have originated in the books that we read and the shows that we watch, but these are some of the vehicles for perpetuating it," writes Gregg Sapp in his article, "The Librarian as Main Character: A Professional Sampler."² Sapp includes a litany of negative characteristics describing the stereotypical librarian: orderliness, introversion, unattractiveness, naiveté, etc.

According to Helene Woodhams, the typical literary librarians are "of a 'certain' age, i.e., rarely young; they are single; they are conservative in dress and manner; they are obsessively tidy in practice and in appearance (physical beauty is uncommon, unexpected, and

jarring when it exists ...)"³ Also, part of the stereotype is the fact that the librarian is almost always female.⁴

I was a mature college student when I happened upon the hapless female librarian character with the bad attitude. I have no memory of literary influence preceding this incident. How often do young people come across a negative portrayal of a librarian in their literature? The question begged for some research.

The Heylman Study

Katherine M. Heylman, a school librarian, was the first to address the issue in an article for *School Library Journal* in which she posed this question, "Could (awful thought) the books we are purveying daily to the new generation be helping to perpetuate the negative image of 'librarian' we so deeply hate?"⁵ While much has been written about the portrayal of the librarian in literature and films, the image of the librarian in children's literature is an area that has gone unexplored. Heylman's study of "Librarians in Juvenile Literature" was published in 1975. She analyzed the

image of the librarian in children's fiction, both picture books and chapter books, and found an opposite stereotype of the typically negative character. Heylman makes an interesting point.

Ask anyone to describe Marian the Librarian, and see how many of these words crop up: glasses, old maid, dowdy, prim, narrow-minded, fussy. In point of fact, none of these words typify Meredith Wilson's original Marian, who is not only pretty, but has a lot of zip and is trying desperately but unsuccessfully to wake up the rest of River City to newer and broader viewpoints ... From whence comes our readiness to lay so many negative qualities on Marian? Could we have ingested any part of it with our early diet of reading?⁶

Heylman's study analyzed 22 children's books published between 1932 and 1975. These books included 25 portraits of librarians. The study scored the characteristics of age, marital status, appearance, attitude toward patrons, and the general image left by the book. Heylman found that the librarian in children's books is female (24 to 1), young (11 to 6), either married or likely to become so (10 to 5), attractive (13 to 3), has a positive attitude toward patrons (22 to 3), and presents a generally positive image (19 to 2).⁷

The Buie Study

In 1997, Jill E. Buie, a school librarian in Grover, North Carolina, conducted a study replicating, in part, the Heylman research. The scope of Buie's study⁸ covered children's books, not young adult books, published after 1975 and hypothesized that the image of the librarian in children's literature has remained the same — that is, the image has remained a positive one.

Buie consulted professional resources such as the *Subject Guide to Children's Books in Print; A to Zoo: Subject Access to Children's Picture Books; Play, Learn and Grow: An Annotated Guide to the Best Books and Materials for Very Young Children; Best Books for Children: Preschool through Grade 6; and The Best in Children's Books: The University of Chicago Guide to Children's Literature* to identify books in which a librarian appears. Eighteen titles were analyzed. Of the 18 books, 11 were picture books and 7 were chapter books. Heylman's characteristics of the librarian were considered. Again, these included age,

marital status, appearance, attitude toward patrons, and the general image left by the book. Illustrations, dialogue, and narration were analyzed.

The Findings by Category

Age

Whereas Heylman found 11 representations of a young librarian and 6 of a middle-aged to old librarian, the Buie study found 7 and 10 respectively. Characters were placed in the "young" group if they were described or appeared as youthful and fit. This seems to be a "flip flop" of what Heylman found 20 years ago.

Marital Status

Heylman found 4 single librarians, 10 married or marriageable librarians, and 5 "probable old maids." Buie found 2 single librarians, 5 married or marriageable librarians and 2 "probable old maids." This conclusion was based on placing the youthful librarians called "Miss" in the single group; the librarians called "Mrs.," or who had boyfriends or children, in the married and marriageable group; and those who were older and lived alone in the "probable old maid" group. In both studies, the majority of librarians were married or marriageable.

Appearance

Regarding appearance, Heylman found 13 cases of attractive librarians and 12 cases of average to unattractive librarians. Buie found 8 instances of attractive librarians and 8 instances of average to unattractive librarians. This was a highly subjective category. Buie placed librarians in the attractive category if they were described as physically attractive or if they seemed youthful and did not wear glasses.

Attitude toward Patrons

Heylman found 22 occurrences of the librarian possessing a positive attitude toward patrons and 3 occurrences of a librarian exhibiting a negative attitude toward patrons. The Buie study found all 19 portrayals of the librarian's attitude to be positive, and none being negative. Positive was defined as the librarian being helpful and nice, if not in the beginning, then at least by the end of the story.

General Image Left by Book

The previous category, attitude toward patrons, carried the most weight in determining the librarian character's placement in the final category. Heylman found 19 instances of a positive general image, 2 instances of a negative general image, and 1 instance of a neutral image. The Buie study found 17 occurrences of a positive general image, none that were negative, and 2 that were neutral. Buie placed two cases in the neutral group because the librarian's appearance in the story was not memorable.

Buie's observations were very similar to the Heylman study, matching in the categories of appearance, attitude toward patrons, and the general image left by the book. Buie ran chi-square tests on the categories of age and marital status. She started with the null hypothesis that time has had no effect on the portrayal of the librarian's age and marital status in children's literature. The chi-square tests did not reject the hypothesis. Thus it can be concluded that the portrayal of librarian characters in children's literature in terms of age and marital status has not changed.

Despite the fact that 27 years have passed since Heylman conducted her study of the image of the librarian in children's literature, an examination of children's literature published after 1975 to the present reveals that the positive image that Heylman found has not significantly changed, although in regard to age, the librarian more often appears to be middle-aged or older.

Heylman offered several explanations for the reversal of the usual librarian stereotype. One explanation was that editors and authors may be subconsciously "buttering up" those who buy most of the children's trade books. Another explanation was that "the preponderance of good-image librarians results from the fact that people who write books in general, and particularly those who write for children, have had more positive experiences with librarians than negative as they were growing up." And, of course, there are a number of children's authors who have been children's librarians themselves.⁹

Overall, librarians in children's literature have fared pretty well. And

... if young people have a negative impression of librarians, they are not getting it from the literature they read.

Heylman states, "while it is unlikely that children really see us as we are so flatteringly presented in the library books, it is just as possible that they have not all formed the more usual stereotype in which to place us."¹⁰

Taking Image One Step Further

A psychologist acquaintance of Heylman's pointed out that "stereotypes do not arise from a vacuum and are originally modeled to some degree on reality."¹¹ We can draw one conclusion from the two small studies discussed in this article and that is, if young people have a negative impression of librarians, they are not getting it from the literature they read.

Personally, I can take this one step further. I decided to become a librarian *because* of a negative portrayal in a book. I had decided at age 12 to become an English teacher because I loved to read literature. I was dissuaded nine years later when I read *A Tree Grows in Brooklyn*. It would be interesting to find out what drew other children's librarians to the library profession. But that's another article.

Recruitment and Training of Youth Services Librarians

I did find out, however, a little information on the status of youth services recruitment and training in schools of library and information science. In June 1998, an informal survey was sent to 179 faculty listed in the directory of the Association of Library and Information Science Education. The directory indicated faculty whose research and teaching were in the area of programming and services to children and young adults in school and public libraries. The informal survey asked ten short questions covering enrollment, coursework, the image of youth services, reasons that students choose youth services professions, and the faculty's opinion on the strength and vitality of the area of youth services in general. I discovered that the "incredible, shrinking" children's librarian written about in Mary Somerville's article "Facing the Shortage of Children's Librarians"¹² in the '80s, has not disappeared altogether.

There were only 28 respondents, but they represented half of the ALA-accredited schools of library and information science. Thirteen respondents felt that more people were entering the field of youth services. Adding my own opinion to the responses, based on ten years of working as a faculty member in

this area, I would say that the number of graduate students in youth services enrolled in the College of Library and Information Science at the University of South Carolina basically has been stable. The number of students in youth services has consistently made up half of the overall student body. More graduates are entering the school library media program, fewer in public library youth services.

Technology has had the biggest impact on libraries, library schools, and on the youth services curriculum. While some faculty feel there is not time for "necessary electives that produce well-prepared youth services librarians," others are developing and adding innovative courses that integrate electronic resources, multimedia materials, and computer applications. The coursework has definitely changed in both content and teaching methods that reflect the new technologies (e.g., distance education via telecommunications), and are in keeping with current professional issues and theories.

While the majority of respondents said that there was no longer an emphasis on traditional storytelling and programming, many new areas were being addressed in youth services courses. These areas include administration and management, strategic planning, advocacy for youth, assessment information, multiculturalism in literature, a focus on family services, and collaborative program planning among others. The image of the youth services librarian ten years ago may have been someone sharing a picture book with a group of preschoolers or booktalking to a high school class. Today's image includes that of a technically skilled cybrarian drafting budgets, facilitating focus groups, and learning to assess not only materials collections, but also community needs, both internally and externally.

The majority of respondents feel that the image of youth services has stayed the same in the past 15 years. As

one respondent put it, "naturally being a feminized area and more devoted to children diminishes its status but it is still well regarded in a minor status." There is a critical need for children's librarians, especially in school library media centers, and they are doing well by the communities they serve. Other respondents feel the image has been strengthened by technology while remaining true to concerns with literature, reading, and literacy. If there have been changes in recruitment at all, it is because once students enter a graduate program, they are exposed to what some call the "automation glitz," which becomes a stronger calling. The increase in corporate or special libraries is also a factor.

Graduate students in youth services are practical as well as philosophical. They love children and children's literature, and they want to make a difference. They enjoy public service and are interested in advancing literacy. They are choosing school libraries because of (1) the pay; (2) the critical needs in schools that produce lots of job opportunities; and (3) a work schedule that leaves them time for their families and the summers off. It is a change for teachers who wish to remain in a learning environment and build on their teaching backgrounds. The application of technology also is attractive to some.

Those choosing the public library environment relish variety, autonomy, freedom, and having fewer regulations than in schools.

Respondents generally feel there is a positive and energetic feeling in the field. The image in library literature is that of the "overworked and undervalued" librarian, but in general those recruited into youth services are among the best and the brightest and the most dedicated. One respondent added a note that an ALA advisement employment center head had told her that a children's specialist could name any state and find a job there.

The image of the youth services librarian ten years ago may have been someone sharing a picture book with a group of preschoolers or booktalking to a high school class. Today's image includes that of a technically skilled cybrarian ...

My personal take on many of the responses I received was that vital youth services programs in our library schools may exist because of faculty who feel that "we need to put the kids first"; faculty who feel that "the opportunity for creative renewal and revisioning of youth services in our 'information age' is there"; faculty who "worry about the perception by today's library students that public library youth services positions are overworked and underpaid, as well as underappreciated," but who counteract that perception on a daily basis as enthusiastic and positive role models who feel that it is still a "growing, vibrant, promising aspect of the profession."

In the past ten years, six of eight presidents of the American Library Association have put a great deal of emphasis on serving youth. One respondent expressed the opinion that the area is strong and could be getting stronger.

It is a time of great opportunity to make the "image" more attractive and timely. We can start them out with the positive image of librarians in children's literature, continue to set a positive example as practitioners in our schools and in public libraries, and recruit them into a field for which there is great hope and passion.

Picture Books Analyzed in the Buie Study

- Alexander, Martha. *How My Library Grew, by Dinah*. New York: H.W. Wilson Co., 1983.
- Best, Cari. *Red Light, Green Light, Mama and Me*. New York: Orchard Books, 1995.
- Deedy, Carmen Agra. *The Library Dragon*. Atlanta: Peachtree, 1994.
- Green, John F. *Alice and the Birthday Giant*. New York: Scholastic, 1989.
- Houghton, Eric. *Walter's Magic Wand*.

- New York: Orchard Books, 1989.
- Hulbert, Jay and Sid Kantor. *Armando Asked "Why?"* Milwaukee: Raintree Publishers, 1990.
- Kimmel, Eric A. *I Took My Frog to the Library*. New York: Viking Penguin, 1990.
- Pinkwater, Daniel. *Aunt Lulu*. New York: Macmillan, 1988.
- Porte, Barbara Ann. *Harry in Trouble*. New York: Greenwillow, 1989.
- Radlauer, Ruth Shaw. *Molly at the Library*. New York: Simon & Schuster, 1988.
- West, Dan. *The Day the TV Blew Up*. Niles, Illinois: Albert Whitman & Co., 1988.

Chapter Books

- Clary, Beverly. *Dear Mr. Henshaw*. New York: Morrow, 1983.
- Clifford, Eth. *Help! I'm a Prisoner in the Library*. Boston: Houghton Mifflin, 1979.
- Dahl, Roald. *Matilda*. New York: Viking Kestrel, 1988.
- Greenwald Sheila. *The Mariah Delany Lending Library Disaster*. Boston: Houghton Mifflin, 1977.
- MacLachlan, Patricia. *Baby*. New York: Delacorte Press, 1993.
- Mahy, Margaret. *The Great Piratical Rumbustification and the Librarian and the Robbers*. Boston: David R. Godine, 1978.
- Miles, Betty. *Maudie and Me and the Dirty Book*. New York: Avon Books, 1980.

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- ¹ Betty Smith, *A Tree Grows in Brooklyn* (New York: Harper & Row, 1943, 1947; Perennial Library edition, 1968): 24-25.
- ² Gregg Sapp, "The Librarian as Main Character: A Professional Sampler" *Wilson Library Bulletin* (January 1987): 29.
- ³ Helene Woodhams, "To Know What People Think about the Public Library ... Read a Novel!" *Public Libraries* 35 (November/December 1996): 354.
- ⁴ Melvin K. Burton, "Whose Mom Is a Librarian? Or Does Gender Make a Difference in Children's Librarianship?" *North Carolina Libraries* (Summer 1993): 72-74.
- ⁵ Katherine M. Heylman, "Librarians in Juvenile Literature," *School Library Journal* (May 1975): 25.
- ⁶ *Ibid.*, 25.
- ⁷ *Ibid.*
- ⁸ Jill E. Buie, *The Image of the Librarian in Children's Literature*, Graduate Research Project, College of Library and Information Science, University of South Carolina, 1997.
- ⁹ Heylman, 25.
- ¹⁰ *Ibid.*, 25-26.
- ¹¹ *Ibid.*, 26.
- ¹² Virginia Van Vliet, "Great Expectations: the Role of the Professional Children's Librarian," *Emergency Librarian* 17 (May/June 1990): 28-31.

Errata!

At the time of the writing of Dr. Kenneth Shearer's article, "Readers' Advisory Services: New Attention to a Core Business of the Public Library," (Fall 1998), the number of items in NoveList was 62,000 not 34,000. We apologize for the error.

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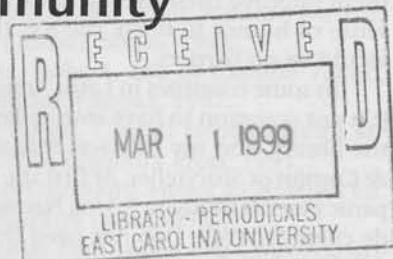
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Charlotte Public Library Speaks Español:

Approaching the Hispanic Community through Storytelling

by Irania Macías Patterson



- In 1998, 12 million Hispanic children live in America, up from 9.8 million in 1990. That compares with 50.8 million non-Hispanic whites and 11.4 million non-Hispanic blacks.
- Hispanics are the second-largest group of U.S. children.
- Hispanic children are more likely than whites or blacks to lack health insurance, more than twice as likely as whites to drop out school, and more likely than blacks or whites to live in poverty when someone in the household works, federal statistics show.
- In North Carolina, public schools struggle to cope with a steady stream of Hispanic immigrants whose children speak little or no English.
- State officials say public school enrollment of Latinos grew 285 percent from 1990-91 to 1997-98, with Mecklenburg (jumping from 740 students to 2,813), Cumberland (from 1,328 to 2,454), and Onslow (from 457 to 822), the fastest growing counties.
- The 1990 Census showed that there were 6,061 Hispanics in the Charlotte Mecklenburg area; today there are approximately 60,000 Hispanics, a figure that still probably is underestimated.
- Hispanics are arriving in Charlotte at a rate of 12 per day.
- English as a Second Language Programs have 1,478 students speaking 48 different languages in ESL classes, with Spanish as one of the most common languages.

— *The Charlotte Observer*, July 2, 1996, 1A.

The increase in the Hispanic population, as seen in the above statistics, has been an unexpected factor in the economy of Charlotte, a city that offers Hispanics a welcoming environment. Recognizing the need to improve the literacy skills and the accessibility to bilingual materials to this community, the Public Library of Charlotte and Mecklenburg County hired a bilingual children's specialist. In October 1997, the library began its Early Intervention Reading Program for Hispanic/Latino families funded in part by the Foundation of the Carolinas through their new Building A Better Future grant program. The library's Early Intervention program primarily provides low-income Hispanic children

(18 months through 4 years) and their families with reading readiness and language experiences in both Spanish and English. To achieve this goal, I was hired as a bilingual storyteller to serve as a liaison between the library and the Hispanic community. I worked closely with Pat Siegfried, director of Youth Services Department, in developing the program.

Objectives

I work with parents to achieve the following objectives:

- Provide strategies for sharing literature with their children and expand their children's pre-reading skills.
- Expose these parents to library

services and help them become self-sufficient.

- Teach adult family members computer search strategies as well as facilitate word processing, basic computer techniques, and Internet skills.
- Listen to family needs and refer the families to appropriate community services (Health Department, Charlotte Mecklenburg Schools, Spanish language media, etc).
- Provide workshops for teachers and library staff to overcome the language barrier and help Latinos access resources.

The Program

My first question was how to begin. Al-

though we had searched for program models, our particular approach seemed to be unique. First, it was very important to understand the characteristics of the Hispanic population in Charlotte, which is composed primarily of new immigrants. I knew the majority of the community was Mexican and I thought that being a Venezuelan could be a barrier; however, I quickly learned that if I showed them my true desire to help them improve their lives, and used my sense of humor to break the ice, there would be no barriers.

In some countries in Latin America, it is not common to have storytellers in the library, and my title was *Narradora de Cuentos* or Storyteller. At first the Hispanic parents thought: "¿Una Narradora de cuentos? Well, I do not need that. I need a job first, or health assistance." They did not see the purpose of having a storyteller until I explained to them what it meant. For some low income families, education is not a need. For them, health services or job opportunities are their priorities. My job was to open their eyes and make them understand that education should be a *big* need in their lives.

I had to make parents and preschoolers fall in love with reading, but storytelling was a concept they did not understand. These parents were never read to before as children, so why are they going to read to their children now? It was like telling someone who has never tried a mango to eat one just because it tastes good! I knew that until they understood what I was talking about, they would neither get involved in the program nor come to the library. I took hundreds of flyers advertising the program to health fairs, festivals, schools, churches, and organizations that target Hispanics. I went on radio programs and wrote several articles in *La Noticia*, a local Hispanic newspaper. I found that personal contact was the best way to reach the population.

I contacted three mothers who lived in the most concentrated Hispanic areas of the county. They were assigned to be the leaders of their apartment complex and spread the word, and they became known as the "Mom Leaders." We started in their homes with three children in each, and after a month, we had approximately eight per home. Then one mother told another mother in a different area of the city, and the phone began to ring. More and more parents were wondering what was going on in their friends' homes and were inviting me to start a new group in their

neighborhoods. I never said "No;" instead, I went to their houses and gathered the people in the surrounding homes to form bigger groups. Three months later, I had five regular programs being conducted in homes and two programs in libraries.

By the time I had 13 children in one of the Mom Leaders' homes and only three parents with transportation, I knew it was time to move them into the library. The home was small and did not offer the quality setting that a story time required—the telephone rang, a child wanted to pick up his toy under the sofa, the room was too cold or hot, a mother needed to cook because her husband was coming home soon. These were all problems I needed to resolve soon, but I was not sure how. Finally, I suggested that we all take the bus to the library and we did.

It was and still is very hard to tell a mother who does not speak English, depends on her husband for everything, and who has two or three babies to take a bus. It was an educational campaign that required a lot of psychology. Gradually, the mothers understood the significance of their children's educations and the little sacrifices they needed to make.

To help the communication between the staff and the Hispanic community, I translated into Spanish some library forms such as the application card, the library procedures and policies, the children's program listings, and other brochures. This still was not enough, so I prepared two workshops for the librarians titled "Excellence to Hispanics." This workshop covered some cultural issues as well as vocabulary necessary to use with Hispanic patrons in a library environment.

Evaluation

We developed several forms to evaluate children's progress, tours, and workshops. We also created a log to track requests from the public, referrals made, and sources of information about the program. Every three months we met with the families at their homes where we discussed their children's development in such areas as book and print awareness, word recognition, language comprehension in both languages, responses to text, social and personal skills, and knowledge of general concepts.

Computer Skills

In addition to storytelling, we began a program to help Hispanic families use computers to search for materials for themselves. I had found that many organizations that assist low income His-

panics are resolving their emergency problems, but forget that they also need to become self-sufficient. I taught them how to use library computers to find books of interest to them and gave them a bibliography of bilingual and Spanish books. I also recruited four volunteers to teach Microsoft Word and the Internet in Spanish to this community. At first we offered the computer classes to the families already involved in story time. In less than a month, however, demand was so great that we extended the classes to the community in general. After attending four consecutive classes, participants received a "diploma of participation" which gave them a sense of accomplishment. We also created a Spanish computer guide for this course.

Some Problems

Some English speaking parents want their children to learn Spanish through storytelling, but this is not our current objective. Also some Hispanic parents want their school-age children to attend the storytelling session and, although the program is designed for preschoolers, we have made it clear that everyone is welcome.

In some home day cares, I work with Vietnamese, Cambodian, Hispanic, Russian, or Chinese children. What language am I going to use if they do not speak English or Spanish? At these moments I feel frustrated, but I am always prepared with many books, ideas, and games. It is fascinating to see children who do not speak the same language participating and listening to the storytelling.

Teaching English

I use an ESL approach as part of my storytelling sessions. Storytelling is an excellent way to teach any language, especially when the story is highly predictable, includes vocabulary from the home and school environment, is repetitive, and makes use of patterns (like those found in *Brown Bear, Brown Bear, What Do You See?*), and lends itself to the use of visuals to illustrate its content and progress. If the children do not speak English, I tell the story in Spanish first and, later, in English. Sometimes the visuals are so good that it is not necessary to use Spanish at all.

Results

Our program has grown significantly in seven months. The following are some indicators of our success:

- We have accumulated approximately 165 volunteers hours.

- Ninety percent of the families who were in the program for at least three months have library cards.
- At this point, 80% of the children who were in the program for 6 months showed improvement.
- Five groups of families have deposit collections of at least ten books in both languages.
- More than 18 library promotional and informational materials have been translated into Spanish.
- Fifteen percent of the families are using library materials and the computer system independently.
- At least ten families involved in the program have registered their children in the new preschool program, and they are ready to start school.
- Each week the library receives calls requesting programs for older children, not just Hispanics, but children in general.

A Final Thought: Who Am I?

I often ask myself: am I a librarian or a social worker? Am I a storyteller or a teacher? Am I a Venezuelan or a Hispanic in the US? Am I an executive or an actress? Am I a referral agency or a translator? In order to be successful in this exciting and challenging role, I have had to be prepared for every contingency. This program is a result of collaborative work between Pat Siegfried and me. Our communication about the progress and limitations of the program, as well as our genuine desire to serve this community, have been important factors for this project as it continues to grow and challenge us.

Favorite books to build English vocabulary:

(In general Tana Hoban books are good to teach concepts).

Carle, Eric. *Do You Want To Be My Friend?*

Crowell, 1971
 Carle, Eric. *The Very Hungry Caterpillar*. Philomel Books, 1987
 Charles, N.N. *What Am I?* Blue Sky Press, 1994.
 Ehler, Lois. *Color Farm*. Lippincott, 1990.
 Fox, Men. *Hattie and the Fox*. Bradbury Press, 1987.
 Martin, Bill. *Brown Bear, Brown Bear What Do You See?* Holt, Rinehart, Winston, 1983.
 Morgan, Pier. *The Turnip*. Philomel Books, 1990.
 Shaw, Charles. *It Looked Like Spilt Milk*. Harper Row, 1947.
 Walter, Virginia. *Hi, Pizza Man!* Goemmel, Ponder, 1995.
 Wise Brown, Margaret. *Good Night, Moon*. Harper Trophy, 1947/1997.

Some Spanish and bilingual books parents like to use for pre-school children:

Ada, Alma Flor. *The Christmas Tree*. Hyperion Books For Children, 1997.
 Bang, Molly. *Diez Nueve, Ocho*. Greenwillow Books, 1997.

Barbot, Daniel. *Rosaura En Bicicleta*. Ediciones Ekare, 1997.
 Carlson, Nancy. *Me Gusto Como Soy*. Viking, 1997.
 Freeman, Don. *Corduroy*. Puffin Books, 1990.
 González/Delacre. *The Bossy Gallito/El Gallo de Bodas*. Scholastic, 1994.
 Guarino, Deborah. *Tu Mamá Es Una Llama*. Scholastic, 1993.
 Haggerty, Mary Elizabeth. *Una Grieta En La Pared*. Lee & Low Books, Inc, 1993.
 Kleven, Elisa. *Viva Piñata*. Dutton Children's Books, 1996.
 Kraus, Robert. *Leo El Capullo Tardío*. Windmill Books, 1997.
 Roe, Eileen. *Con Mi Hermano/With My Brother*. Bradbury Press, 1991.
 Rosen/Oxenbury. *Vamos A Cazar un Oso*. Ediciones Ekare, 1993.
 "Tortillas Para Mamá and Other Nursery Rhymes. Holt/Rinehart/Winston, 1981.
 Wells, Rosemary. *"Nora La Revoltosa*. Dial Books for Young Readers, 1997.

Note: Wordless picture books are good for parents who do not read English because they can create the words.

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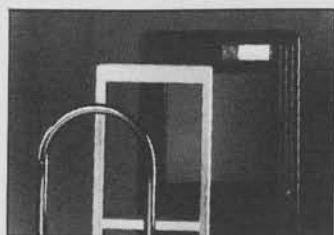
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Smart Start:

One Public Library's Experience

by Hannah Owen

In August of 1998, I attended the annual membership meeting of the Catawba County Partnership for Children (Smart Start).¹ The outgoing director of the board for this program reflected on the Partnership's accomplishments over the past four years. She pointed to many areas in which Smart Start has improved the quality of children's lives in this county. She particularly mentioned the library's Smart Start project, a cooperative venture of the Hickory Public and the Catawba County Public Library. Our "Books to Go" outreach service was well received by local childcare centers. We all had the warm feeling that you get when you feel you have done a good job and have been recognized for it.

Recently on a youth services survey, I named Smart Start as North Carolina's greatest strength in providing library service to youth. Smart Start has helped our local libraries meet the changing needs of North Carolina children and families by funding new library programs that would not exist otherwise. Smart Start has produced other, less tangible benefits, including the networking of those who provide services to young children. Four years ago, however, I certainly felt not the least bit of warmth toward that unknown and frustrating organization called Smart Start!

Catawba County was awarded funding in year two of the state's Smart Start initiative. In 1994, putting together any type of grant had been a seemingly unattainable goal. The library and other potential grantees suffered through mountains of paperwork; meetings at 7:00 a.m., noon, and 5:00

p.m., an ever-changing cast of local characters and changing application procedures; and blatant personal agendas, hidden agendas, sometimes no discernible agendas at all. For several of us, it became a joke to find out when and where meetings were being held. Some of us were positive that there were other meetings to which we were not invited where presumably the really important issues were being decided. Surely, someone somewhere had a better handle on the situation. A low point was reached when one fellow meeting junkie turned to me and asked, "What are YOU doing here? What does the PUBLIC LIBRARY have to do with little kids?" If this person, an educated parent of two small children, did not know that any random children's librarian sees more little children than any other person in any county, it was obvious that we had more problems to resolve than the issue of a Smart Start grant.

In 1998, we have a highly regarded and visible array of children's services funded by Smart Start. All of our programs are working very well. Every service we conceived and implemented is still going strong. How did we reach this point after such a disastrous beginning?

One big obstacle to success was the

shaky beginning of our local Smart Start office. The first executive director died tragically. Then the next director left quickly in a cloud of general ill will. It was difficult to get information, and often no one even answered the phone. Our local office is now very organized, helpful, and staffed by people who know their way around the non-profit business: not an oxymoron. Now you can find plenty of information including the history, services, and phone numbers from the state Smart Start Web site.² Also, in October 1997, Andrew Pates and Steve Sumerford published a manual outlining the history, current projects, and resources for implementing Smart Start library programs.³ While obviously out-of-date the minute it was published, this manual is still a valuable document and would be immensely helpful to individuals just beginning to put together a grant.

Our early difficulties were exacerbated by the fact that Catawba County is blessed with not only three public school systems, but also two public library systems with separate budgets, governing bodies, directors, and agendas as well. After many attempts to produce a single grant that would satisfy every component of the two systems,

Smart Start has helped our local libraries meet the changing needs of North Carolina children and families by funding new library programs that would not exist otherwise.

we decided to ask for separate funding. After presenting our separate, very disparate proposals, however, state officials told us we had to work together to produce one grant, regardless of politics or anyone's agenda. This required many more meetings, of course.

Throughout this process, the county system was without a youth services librarian for a year, and the city system had three different directors in a four-year period. Working with other children's librarians has always been a pleasure, and this would prove to be true when the county finally hired one. At the beginning, however, I was thrust into grant writing with no knowledge of the budget or political process or even the operations of the county youth services department, and the county director at the time was standing right beside me with no knowledge of children's services.

My library was also in the middle of automating in a 50-year-old building with two-foot thick solid brick walls. It was hard to think what life could be like with some cash when you were wearing earplugs and plaster dust was falling in your hair. Along the way we also enjoyed The Great Asbestos Scare. We came to work one day in the middle of our summer reading program and found the children's department totally sealed off. During this week-long period, not only were all of our important papers unavailable, but we anticipated that quite possibly our entire children's collection might be declared toxic. Thankfully, testing revealed no asbestos problem and life at the library and the wall-drilling went on.

Dealing with two finance depart-

ments was especially tricky. There were many false starts. Coming right down to the wire (the grant deadline), the City of Hickory agreed to be the fiscal agent for the project.

The North Carolina Department of Human Resources now mandates that the public library is to be represented on every local Smart Start partnership board. The library directors who lobbied to make this happen deserve much credit. In 1994 there was no official recognition of the library's importance to young children and families.⁴ In fact, several groups in my area proposed funding projects that duplicated services that libraries already had or could much more easily house. After all, we are already here — neighborhood-based and open 70 hours a week. We as librarians all know how wonderful libraries are and that even the most underfunded library can be a preschooler's door to learning. We have apparently failed in a big way, however, to broadcast this to many people outside the library. In our defense, often we are so busy serving the people who come in the door, we have no opportunity to figure out how to serve those who are not using the library.

There were, in fact, many benefits from this whole awful experience. We got to know our community very well; we got to know the other agencies that serve young children well; and we had the opportunity to tell everyone about the library. We particularly got to know our day care providers and consequently changed the way we met their needs.

We learned about our community by attending those official meetings

and every other gathering in the world that had anything to do with children: the day care association, the half-day association, and the home day care association. We participated in any and all events that had to do with small children: local community college training, any kind of child care provider training, family day events, and back to school days.

Along the way we learned that Catawba County is a relatively wealthy county, but that the wealth is the result of our state of full employment and two wage earners in a family. While no one seems to be able to produce the exact numbers, we often are pointed to as a county with one of the highest percentage of working mothers in the nation.⁵ As we got to know our day care providers (all those meetings), we became aware of several significant factors: the large number of small children in full-time day care,⁶ the huge barriers to quality day care, and the growing diversity of the families that all public institutions are trying to serve. It was clear from surveys that child care centers were greatly in need of books, storytimes, basic training in using books, and a way of getting these services to them during the regular work day.⁷ It was apparent that both libraries were serving the centers that came into the libraries fairly well. The county already had a book-baggers program, and the city had pre-assembled crates of books on various popular themes to loan. Both libraries had very well attended in-house storytimes. In fact, if you stood in the middle of any library, you would think we were doing a good job. After all, storytimes were packed



Smart Start coordinator, Debbie Oldenbury, at Valley Hills Mall with display.

with groups from day cares, and children's circulation was increasing yearly.

It was also clear that many centers that had no transportation would benefit greatly if we could figure out a way to deliver books and storytimes to them. Many teachers did not think of using the library as a resource or did not want to take the time after work to get books. Even if they did, neither library had enough quality picture books to serve all the centers in the area.

In order to produce an outreach program that would be acceptable to both libraries and the local Smart Start board, and would still meet the needs of children, I made many frantic phone calls to Marion Lytle in Rowan County, Peggy Carter in Caldwell County, and Erwin Byrd in Asheville-Buncombe. I am very grateful for their patient and practical suggestions. I like to think of what we came up with as the Ford model of outreach, not an expensive bookmobile or resource center, but something that works and yet would not give our conservative board members fiscal hives.

With our first grants, we assembled themed crates of books and bought two Ford Astro vans to transport books and storytimes to centers and day care homes. The milk crates contain 20-25 books, a puppet, a teacher resource book, a sheet of fingerplays and songs, and a musical tape. It took a year of intense physical and mental toil to assemble these crates. Those of you who still work under similar circumstances can imagine buying, sorting, cataloging, and distributing \$60,000 worth of picture books. The books first had to be carried up a flight of stairs to an un-airconditioned second floor of an old house that served as the children's work area. Because we were told quite adamantly that that we could not pay salaries with Smart Start money, we did not hire anyone to help implement our program. So, who carried the books up the stairs? Did we even have enough book carts? The Hickory child-

ren's staff hauled the books and materials up those stairs and piled the books in heaps (orderly heaps) on the floor because, no, we did not have enough book carts.

By 1996, however, we received approval and the money to hire three part-time storytellers. By the fall of 1997 we received money to hire a coordinator of the program because it had become impossible to run the program in two different library systems without someone to oversee it. The required quarterly report alone was enough to turn your hair gray. The coordinator was one of the original storytellers and has done an excellent job of both seeing the big picture and attending to the minutiae of our programs.

Clearly, one of our tasks was to make preschool teachers aware of what was already available in each library. We

embarked upon a systematic marketing campaign of library services. We started a regular library newspaper column, regular news releases, surveys, handouts, brochures, radio announcements, and TV spots. We responded quickly when a teacher voiced a need that we knew we could fill. We called people and offered them services they didn't know they could get. While we still find people who say, "I didn't know the library had (fill in the blank) storytime, boardbooks, teacher resources, baby storytimes," there is no doubt that the visibility of our libraries has improved.

Our outreach storytelling and book delivery program, "Books to Go," currently serves 79 facilities with a total of 3,780 children. We participate in well-regarded training for child-care workers in conjunction with the Children's Resource Center, another contractor. We

have been able to solve a constant complaint of children's departments: not enough copies of the most in-demand titles. Our staff shelves have grown to include frequently used storytime titles, puppets, big books, and bells and whistles like storytime aprons, mitts, and musical tapes. All of our bright and shiny programs that we are so proud of may seem old-hat to many of you, but for those of us who have operated in a cash-starved situation for many years, it was a bonanza.

Likewise, books and videos have enriched our Parent-Teacher Resource shelves. We have bought many titles especially for child care providers. We run a "Books for Babies" program at our two local hos-

pitals that gives every newborn a book and as well as information about resources at the public library. Another popular service is our "Books to Stay" project. We buy quality picture books and musical tapes for each child care center to keep. While no child care center could hope to own the rich diversity of titles any children's library owns, there are certain titles that every child should hear again and again. We



Smart Start Storytellers, Janet Sanders (top) and Karen Gehagen (bottom), prepare for another presentation.



currently are buying a collection of holiday titles for all the participating centers.

We also purchased computers exclusively for the use of preschool children. Each library in the county has a computer with a large screen, little chairs and tables, and developmentally appropriate software. In 1994, none of our libraries had any computers for the use of any child. While we are now awash with computers at Hickory Public Library's two new buildings (35 computers with preschool games and links to appropriate Web sites), those first computers were a much-needed introduction to quality software for many families. The publicity associated with those purchases drew many new customers to our children's departments.

Our latest project is "English Coming and Going." We recognize the growing diversity of our communities and want to help very young children and their families learn English, become part of our communities, and yet respect their cultural backgrounds. Our two main libraries have multicultural centers with children's books and tapes in ten languages. Both systems also have kits to loan with bilingual books, audiotapes, and electronic phonics games designed to help the whole family learn English.

Do we have any major problems now? Of course, we still have the problem of meeting the needs of two separate library systems. There is some griping and sniping with the City of Hickory who are doing the accounting, but in general it has proved to be a satisfactory arrangement. The latest traumatic problem was the Hickory Public Library's move to a much anticipated new state-of-the-art facility where there was no planning for several new functions including — guess what — the Smart Start program. There was nothing wrong that a few meetings couldn't

solve, however.

The biggest ongoing difficulty has been evaluating outcomes. The state of North Carolina is very much interested in showing ever-increasing numbers, particularly "unduplicated" numbers. One state official actually suggested that we collect and record social security numbers from each child in every storytime to determine if a child was receiving more than one service. Although we can survey childcare centers to find out if they are satisfied with our services, how do you measure the impact of services on a particular child?⁸ Also, we now have many people wanting our services, and our storytellers are stretched to their limits. We have some decisions to make. Another problem we have is finding and keeping part-time storytellers. Burnout is obviously a factor.

The best outcome for us is the increased use of the library by a variety of families. There is no doubt that the visibility of the libraries has increased. There has been increased networking with all of those who serve children. We think we are doing a good job of serving the large number of children who are in childcare in our county by connecting them with books and stories. We think we are doing a good job of training and providing resources to our childcare workers and other persons serving children. Has Smart Start been an asset to the library? Yes: I hope no one ever has the occasion again to ask, "What does the *public library* have to do with little kids?"

References

¹ The annual Board of Directors Meeting of the Catawba County Partnership for Children was held on August 17, 1998, at the Mosteller Estate. Outgoing President and former County Commissioner Gretchen Peed presided.

² The Web site of the North Carolina

Partnership for Children is <<http://www.smartstart-nc.org>>.

³ Andrew Pates and Steve Sumerford, *Smart Start In Our Libraries. A Reference Manual Based On The Experiences of Public Libraries In North Carolina's Smart Start Initiative* (Greensboro, NC: Greensboro Public Library, 1997).

⁴ The original authorizing legislation for the Smart Start initiative can be found on the state Smart Start Web site. There is no mention of library officials. No one at the state Smart Start office could find either the date or the actual legislation that required library directors to be on the local board.

⁵ According to the U.S. Census Bureau, nationally 69.2% of women with children under the age of six are in the workforce. No one seems to be able to produce this figure for either North Carolina or Catawba County. However, the Census Bureau does report that 47.4% of the total Catawba County workforce is female. According to Marta Koesling, Director of the Children's Resource Center, the Bureau does report that as of 1990 the figures for working single mothers is 63% in the U.S., 66.8% in the state, and 76.6% in Catawba County.

⁶ In 1998, according to the Children's Resource Center, there were 8,529 children ages 0-4 in Catawba County and 3,095 were in licensed full-day centers. This does not include day-care homes or unlicensed care.

⁷ Regular, early reading to children is one of the most important activities to prepare young children for school according to the National Education Goals Panel in *Special Early Childhood Report 1997* (Washington, DC, 1997).

¹⁸ On a survey mailed July 1, 1998, 100% of the childcare centers who responded were "very satisfied" with the Books to Go program and wanted it to continue.

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Children's Librarians: Management Gurus of Librarianship?

by Mel Burton

A dead-end job is how some have referred to children's librarianship because the perception is that those working in that area don't have much skill in management. Will Manley in his March 1998 column in *American Libraries* stated that there is a strong feeling that "children's services are a ticket to oblivion. This is based upon the assumption that those who choose to work with children do so because they themselves are children and simply could not deal with the stressful demands of management."¹ I experienced the lack of faith in the management skills of children's librarians when I investigated an available library director's job some years back and was told by the acting director that candidates with a strong children's services background would not be seriously considered. While, of course, the status of children's librarianship varies from one location to another, there seems to be some validity to the opinion of some library administrations that children's services staff are not the management equal of other department staffs within the library.

The irony of the less-than-impressive evaluations of the management ability of children's services staff is that fulfilling the job requirements should provide these librarians with the skills to adopt many cutting-edge management ideas. Manley states that there is no better preparation for management than serving children; "if you can manage kids, you can manage anything." Other job requirements also well prepare children's librarians for management positions. Ads for children's librarian positions request traits or abilities such as creativity, energy, exuberance, ability to work with various ages, sense of humor, capacity to plan and enact programs, written and oral communication skills, and storytelling. These abilities common to children's librarians are also sought for management positions.

Being active or energetic and communicating with other employees prepares a person to fulfill an idea proposed in *In Search of Excellence*: MBWA, or management by wandering around.² This means simply moving around and talking to people. The authors state that the value of MBWA is that you're accessible and there to listen, it helps keep

employees informed, and it's fun.

Storytelling has long been associated with the job of children's librarian. The storyteller draws the audience into an intriguing plot with well-described scenes and lively characters. Storytelling is used to lead children to books and reading and in many areas of the world to pass on the culture of the community. If storytelling has been effective in passing on mores of various peoples, then storytelling can also be effective in passing on the corporate culture. David Armstrong promotes this use of storytelling in his 1992 publication, *Managing by Storying Around*.³ Armstrong believes that storytelling is the best form of training, gives recognition by including employee names in the stories, empowers people, is more memorable, and is fun. If you want to let a new employee know the preferred conduct, tell the person a story about how another employee gave great service to a customer.

Some recent management literature has stressed empowerment or being a self starter. Children's librarians have to change what they are doing continually, often in midstream, to do what will work best. They also envision and implement new projects. Taking charge when needed and starting new programs is second nature to many children's librarians.

If the job that children's librarians do is examined thoroughly, I believe it would be concluded that children's librarians are well suited to being managers. Will those with an opposing view take the time to study the skills of children's librarians and notice that match

with what is required of managers? Only time will tell, but mistaken stereotypes die hard.

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Being active or energetic and communicating with other employees prepares a person to fulfill an idea proposed in In Search of Excellence: MBWA, or management by wandering around.

Kids Traveling Through Cyberspace: *It's a Family Affair*

by Trilby Meeks

The Internet, World Wide Web, Information Highway, and Cyberspace are all terms used to describe the most exciting learning tool of this century. Thanks to these new technologies, not only can children read about volcanoes, they can see one erupt as well. They can visit great museums and libraries around the world at the touch of the keyboard. The benefits of this new technology make it possible for families to:

- find educational resources
- get help with homework
- increase reading and cognitive skills
- improve technology and information skills
- connect with places around the world
- locate parenting information
- learn and have fun together

It is important for parents to educate themselves about this new technology and the opportunities for fun and learning that it offers. Just as you monitor and help your children make selections from the many cable channels, teaching them to make wise use of this new medium is one of the most important things a parent can do. Remember, it's not the technology but how it is used.

Working in Children's Services at the Public Library of Charlotte and Mecklenburg County, I have reviewed and evaluated appropriate Web sites for children for many years. The PLCMC does recommend interesting and useful sites and resources for children and families to explore. The library does not monitor and has no control over materials obtained on the Internet, however, and cannot be held responsible for its content. Therefore, children twelve years and under must be accompanied by a parent to access the Internet. For this reason, I have chosen to focus on this age group. The following are my recommendations of "Twenty-plus Great Cybersites" for children age three to twelve years old and their families.

For Children 3-5 Years Old

The Animal Alphabet

<<http://www.mrtc.org/~twright/animals/english/alphabet.htm>>

When you click on a picture, you will learn more about the animal while learning the alphabet.

Barney

<<http://barneyonline.com>>

Preschool children and their care giver can join Barney's fan club, visit the green and purple fun page, sing-a-long songs, and do counting activities.

The Berenstain Bears Page

<<http://www.berenstainbears.com>>

Create your own coloring book, read an interactive book, dress up the Berenstain bears, plus seasonal fun activities.

Carlos' Coloring Book

<<http://www.coloring.com/>>

Carlos' coloring page lets your preschooler become a computer artist.

Random House for Kids (includes Arthur and Friends and Seussville)

<www.randomhouse.com/kids/arthur>

This site contains games, books, and activities related to Marc Brown's popular character Arthur, plus games, information, and fun from the publisher of Dr. Seuss books.

The Sesame Street Web Site

<<http://www.sesamestreet.com>>

Explore your child's favorite street as you visit the preschool playground, and learn the Alphabet at Sesame Street Central. Parents improve their skills at the Parent Toolbox.

For Children 6-9

Ask Dr. Math

<<http://forum.swarthmore.edu/dr.math/>>

Ask Dr. Math will help when you're stumped by math problems. Good math history resource, too.

Flags of the World

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The Relationship Between Superiors' Self-Disclosure, Offers of Help, Offers of Cooperation, Frequency of Contact, Trust, and Subordinates' Job Satisfaction

by Chrystal Bartlett

Editor's Note: *The following research was based on a master's thesis at NCSU. In March of 1998, the staff of the Wake County Public Library System were surveyed as part of a graduate thesis study at North Carolina State University. The goal of the study was to determine what influence, if any, five communication behaviors that may be received from immediate superiors have on subordinate job satisfaction. The five communication behaviors tested were: self-disclosure, offers of help, offers of cooperation, frequency of contact, and trust. With the exception of self-disclosure, the communication behaviors were shown to be related to subordinates' job satisfaction levels.*

Literature Review

The past 10 to 20 years have dramatically changed the "psychological contract" between workers and their employers. After two decades of employee layoffs, workers' trust and loyalty have fallen to record low levels. Studies show today's employees are much more inclined to change jobs in the future,¹ but population changes demand that organizations must increasingly compete for their services.

The high costs of turnover, absenteeism, and lack of loyalty have led companies to experiment with signing bonuses, 401k matches, on-site daycare, and other equally high-priced programs to secure their employee assets. These programs have successfully increased satisfaction, but today's volatile market almost guarantees these programs will be cut when profits decline. The search for an alternative solution that both increases subordinate satisfaction without incurring long-term overhead costs led this researcher to the job satisfaction antecedents uncovered in 1969 by Smith, Kendall & Hulin. The antecedents are: the work itself, pay, promotions, co-workers, and supervision.²

Many jobs can not be significantly changed, and economic imperatives eliminate significant pay and promotion changes. Changing co-workers, while possible, presents a logistical nightmare. Supervisors, then, with their heavy impact

on employee's perceptions and their position as subordinates' preferred information source,³ present the greatest possibility for change. Further, supervisors' communication strongly influences employee satisfaction.⁴

This study examines five superiors' communication behaviors to examine their impact on subordinates' job satisfaction. Offers of help and offers of cooperation were chosen for their role in team structures; trust was examined because of its precipitous drop in recent years.⁵ Self-disclosure influences trust-building,⁶ and reflects Generation X communication styles. Contact frequency touches on the changes technology and telecommuting have brought to workplace communication. At the Wake County Public Library System (WCPL), contact frequency relates to shift work, which inhibits workers' contact with immediate superiors.

Methodology

The survey was pretested with 25 employees of the Forsyth County Library System in 1997. The response rate was 76 %, and the results showed reliable internal consistency levels.

The survey questions addressed the five communication behaviors with a five-point scale of responses: strongly agree, agree, undecided, disagree, and strongly disagree. Job satisfac-

tion antecedents were used to establish the dependent variable. The return rate was 53.6 with an average satisfaction score of 7.7021 on a scale ranging from five to fifteen. This finding indicates WCPL employees enjoy an overall high level of satisfaction.

Findings

Four of this study's five hypotheses were proven. The fifth, self-disclosure, yielded an interesting response pattern. Self-disclosure has been described as being two-dimensional when defined by content.⁷ Task-focused self-disclosure is limited to work and co-worker topics, but personal self-disclosure covers a wider range.⁸ Task-focused self-disclosure was found to be substantially related to subordinates' job satisfaction.

The trust questions recalled the most commonly cited aspects of trustworthy behavior: reliability, keeping promises, and truth-telling. Every trust question was found to be substantially related to subordinate job satisfaction.

Helping behavior is defined as actions that have no benefit for the aid-giver.⁹ The survey questions reflect subordinates' tension when requesting help.¹⁰ Some fear perceptions of incompetence or laziness; the inherent power imbalance between superior and subordinate creates a reluctance to ask — despite requests to do so.¹¹ Offers of help were substantially related to employee satisfaction, except where immediate superiors offered frequently. Possibly, subordinates perceived these offers as implications of incompetence.

Unlike helping behavior, cooperative behavior benefits both parties.¹² Survey questions addressed superiors' past behavior, willingness, and availability to cooperate. Every aspect tested was substantially related to subordinates' job satisfaction levels.

One contact frequency question asked whether subordinates saw their immediate superiors daily; the other measured employees' comfort level when contacting their immediate superiors. Both questions were found to be substantially related to subordinates' job satisfaction levels.

One additional statistical measure explored supervisors' general influence on subordinates' job satisfaction levels. As a multi-unit organization, WCPL offers standard work, pay and promotion. Branch hired co-workers vie for promotions system-wide, creating a similar co-worker pool. The only satisfaction antecedent that varies from branch to branch is the supervision.

Satisfaction level variations were noted in the branch-by-branch analysis. Assigning all causality solely to supervisors' is simplistic; job satisfaction does not operate in a vacuum. But given the literature, it would be negligent to dismiss the findings. They are most useful for pointing out intervention opportunities for administration.

Discussion

Organization-wide measures for satisfaction show that the WCPL staff enjoy a high satisfaction level. Recently, WCPL's hierarchical boundaries have been flattened. Reduced staff levels and upper management training in team management skills have empowered lower staff levels to make decisions formerly reserved for supervisors. Characterized by democratic problem solving and idea generation, team management structures are most effective when accompanied by cross-hierarchy efforts at helping and cooperating.

These efforts must initially come from immediate superiors. The literature is quite clear: the inherent power imbalance demands that the party with the least risk makes the first move. Reciprocity may not occur until several efforts are

made, but research shows these supervisors are subsequently held in more positive regard by their subordinates.¹³

Like cooperation and helping, trust is reciprocal in nature; the behavior must be initiated by the party taking the least risk. Keeping promises and speaking the truth are contagious — but the epidemic must begin at the top. Employees who feel trusted have higher satisfaction levels than those who do not.¹⁴ Beyond layoffs, trust also operates on the levels of performance appraisals, task assignments, and promotions. Subordinates who do not feel trusted may be more inclined to leave. All organizations experience turnover costs; boosting trust levels may positively impact turnover levels.

Self-disclosure may still have a role to play. Its division by content into task and personal matters appears significant. At WCPL, employees receiving task-related information from their immediate superiors reported higher satisfaction levels. Self-disclosure's role in trust-building should not be dismissed; superiors risking task-related self-disclosure may be investing in higher trust levels.

Frequent contact is a relatively new topic. The few telecommuter studies available show that contact frequency does impact job satisfaction, but no quantitative measures have been established to date. Anecdotal evidence points to a minimum once-weekly interval.¹⁵ Additionally, studies on exclusive e-mail contact have shown it to be insufficient and frustrating. Face-to-face contact has repeatedly been shown to be the preferred medium for most subordinates.¹⁶

In general, WCPL's satisfaction level appear enviable. Additional work may be undertaken to increase cross-shift contact, and to continue team management training. Interventions may be taken on a branch-by-branch basis, but administrators should be aware that once satisfaction programs are begun, employees are highly aware of whether or not the promised changes occur. When promised but not delivered, satisfaction levels have dropped to lower than baseline measures. Any changes considered should be planned with the full knowledge and participation of all involved. This decreases organizations' chances of moving in well-intentioned but misguided directions. It also increases the level of buy-in employees experience before, during, and after any organizational development program.

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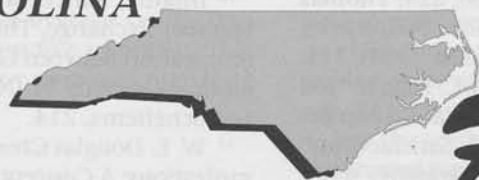
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his collection of twelve essays, which includes a foreword by noted historian John Hope Franklin, marks the centennial of the violent overthrow of local government in Wilmington in November 1898. Most of the historians who contributed these provocative essays presented their work at a symposium at the University of North Carolina at Wilmington in November 1998. Academicians and laymen alike responded eagerly to the ideas presented in the public forum. It is likely that this volume, too, will stimulate interest and discussion.

This would please the editors, who sought not only to interpret the Wilmington race riot in the context of the socioeconomic development of North Carolina during the nineteenth and twentieth centuries, but also to foster a more perfect society through frank examination of race relations.

H. Leon Prather's summary of his book about the Wilmington race riot, *We Have Taken A City* (Associated University Presses, 1984), provides a framework for the rest of the essays. Prather tells how Alex Manly, the African American editor of Wilmington's *Daily Record*, ignited smoldering racial discord by publishing an editorial stating that sexual relationships between white women and African American men often were consensual. White elites, who had long resented the relatively high economic status of many of Wilmington's African Americans and their involvement in local government, led angry mobs in destroying Manly's newspaper, killing innocent African Americans, and forcing the elected city officials to surrender their offices. The strife in Wilmington was the flash point of a calculated campaign by the Democratic Party in North Carolina to wrest control of state and local offices from the Fusionist coalition of Republicans and Populists by inciting fear and hatred of African Americans.

The remainder of the essays cover a broad span of time, but they are linked thematically. The authors focus on how racial harmony in North Carolina often depended upon the degree of civility or deference African Americans exhibited and how whites' fears of racial amalgamation colored their attitudes toward or treatment of African Americans. David Cecelski provides a backdrop for the

Wilmington affair with his analysis of the brief career of Abraham Galloway, a former slave who became an important political leader during Reconstruction. Glenda Gilmore and LeeAnn Whites explore the relationship between sexuality and race relations. Raymond Gavins and Timothy Tyson analyze the legacy of 1898 through discussions of the Jim Crow era and the impact of World War II on race relations. William Chafe's epilogue carries the book's theme forward to the civil rights movement of the 1960s in Greensboro.

Democracy Betrayed deserves a place in the state's academic, public, and high school libraries. Its flaws—factual errors in Prather's piece, inconsistencies in footnote styles, and a tendency toward preaching in some essays—are more than offset by the underpinning of in-depth research in a broad array of primary sources and the powerful writing throughout.

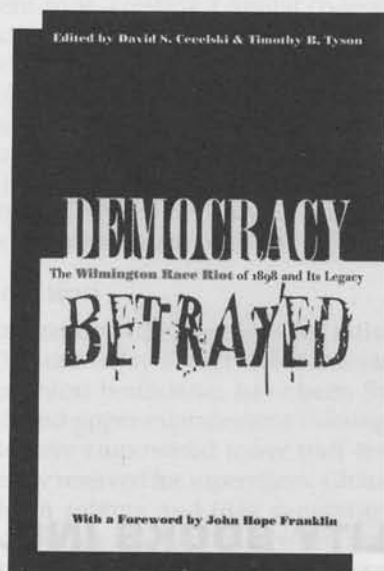
— Maurice C. York
East Carolina University

David S. Cecelski and Timothy B. Tyson, eds.

Democracy Betrayed: The Wilmington Race Riot of 1898 and Its Legacy.

Chapel Hill: University of
North Carolina Press, 1998.

301 pp. Paper, \$18.95. ISBN 0-8078-4755-0.
Cloth, \$45. ISBN 0-8078-2451-8.



D

eborah Knott fans will cheer this latest installment in the adventures of the feisty judge, originally introduced as the *Bootlegger's Daughter*. After solving crimes while circuit riding Down East (*Shooting at Loons*) and in High Point (*Killer Market*), Deborah is back home in Colleton County (somewhere near Raleigh), building a house of her own and running for re-election. As usual, family troubles distract her from these projects, as well as from her courtroom and her love life.

This time it's A.K., teenaged son of Deborah's third brother Andrew and his third wife April, who, along with a couple of ne'er-do-well friends, is in trouble for getting drunk and defacing a cemetery. The three have just been sentenced for this offense when they fall under suspicion for defacing and burning down a local Black church. Before this crime is solved, two more Black churches in the area are torched and the sexton of one of the churches dies in the blaze, turning the case into a murder investigation. As usual, it is Deborah's understanding of human nature, as well as her roots in the community, that help her crack the case.

Margaret Maron.

Home Fires Burning.

New York: Mysterious Press, 1998. 288 pp.
\$22.00. ISBN 0-89296-655-6.

Readers who have followed the whole series may feel that this episode is rather tame. Deborah does less than her usual amount of annoying law enforcement agents and terrifying her family by poking about unaccompanied in pursuit of the murderer, contenting herself with darting into a burning church to save the pulpit Bible. What they will enjoy is a relaxed visit with retired bootlegger Kezzie Knott, Aunt Zell, Maidie, and Dwight

Bryant, as well as many of Deborah's brothers, sisters-in-law, nieces and nephews, cousins, and friends and associates from earlier books. The author has included a family tree to help sort out Deborah's 11 brothers and their offspring.

In spite of all the church picnics and family barbecues that a campaigning judge has to attend, and the nephews and nieces helping build their aunt's house and frolicking in her pond, Maron, Deborah, and the reader know that this world is not as bucolic as it looks. The author takes an honest look at racism as it intrudes in the courtrooms, the politics, the churches, and the social life of the modern South, examining the problem from both White and Black perspectives. As she has before in this series, she also comments on the development that is rapidly changing her landscape.

Like all the Deborah Knott mysteries, *Home Fires Burning* is an intelligent, entertaining story about likeable people dealing with believable problems in present-day rural North Carolina. It will appeal most to those who have followed the series, which also includes *Up Jumps the Devil* and *Southern Discomfort*. Highly recommended for high school and public libraries.

— Dorothy Hodder

New Hanover County Public Library

S

tolen Russian nuclear warheads, an angry Chechen terrorist, corrupt government officials, and an ex-CIA knight-in-shining-armor outline this somewhat predictable but essentially solid thriller. Hovering off the coast of North Carolina sits a trawler with five thermonuclear warheads and a crew of

determined terrorists bent on bringing Washington to its knees. Tipped off by a friendly Mossad agent, the CIA calls on former operative Friar Clarke, now retired in North Carolina, to investigate. What follows is an adventure that brings the United States close to utter chaos.

First-time author John S. Powell has taken all the requisite characters of a modern terrorist thriller, including a very likeable and potentially reusable hero, and put them in the caverns and backwoods of North Carolina's Grandfather Mountain. There, working against the clock and an incompetent President closely controlled by a powerful and corrupt National Security Advisor, the drama unfolds. While Powell's novel does succeed at keeping the tension high and the reader anxious, those looking for more than an incidental North Carolina backdrop will have to look elsewhere. For large public libraries.

John S. Powell.

The Nostradamus Prophecy.

Burlington, N.C.: Belladonna Press, 1998.
354 pp. \$23.95. ISBN 0-9661922-5-7.

— Harry Tuchmayer

New Hanover County Public Library

It seems odd to hear the state's largest city, Charlotte, referred to as "an agricultural trading village," but that is the way it started in the 1750s. Thomas W. Hanchett traces Charlotte's roots and subsequent development in *Sorting Out the New South City: Race, Class and Urban Development in Charlotte, 1875-1975*. He attempts to answer questions such as what shapes a city, its neighborhoods and its businesses, and succeeds as he describes Charlotte in its preindustrial mode and beyond.

In the 1870s, Charlotte residents would live in neighborhoods without regard to class distinctions, and the housing patterns reflected "salt and pepper racial mixing." Over a short period of time, however, the housing patterns began to shift as the city's financially successful white men manipulated community decision making to their advantage.

Successful efforts to strip the vote from African Americans and blue-collar Whites permitted those in control to start to establish patchwork quilt types of neighborhoods. These new communities were developed to house Blacks, blue-collar Whites, and white-collar Whites separately. Hanchett refers to this process as a "sorting out of the city."

The author includes separate chapters devoted to the development of neighborhoods for each group. Each community development is identified by location and described in relation to its unique identity. Latter chapters focus on such topics as the downtown area, changing business industries, growing road and shopping expansions, long-range neighborhood planning, and the impact of federal government financial aid to the city.

The book is peppered throughout with maps, tables, and photographs of homes and prominent city buildings. A detailed bibliographic reference section is included, followed by the index. Many events from the book are retold as printed in the current mainstream newspapers of the day, including the *Charlotte Observer*, *Charlotte Democrat*, and *Charlotte News*. Also featured is the Black-oriented newspaper *Star of Zion*.

The book appears to be a condensed, edited version of the author's 1993 doctoral thesis, *Sorting out the New South City: Charlotte and its Neighborhoods*. He is revisiting Charlotte neighborhoods as a subject, having co-authored *Legacy: The Myers Park Story*, a book about the prominent Charlotte community. Hanchett is an assistant professor of history and coordinator of the historic preservation program at Youngstown State University in Ohio.

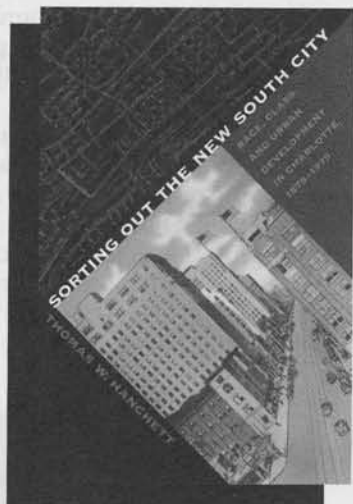
His well-researched new book is recommended for academic, public, and high school libraries.

— Lawrence D. Turner
Queens College

Thomas W. Hanchett.

***Sorting Out the New South City:
Race, Class and Urban
Development in Charlotte,
1875-1975.***

Chapel Hill: University of North Carolina Press,
1998. xv, 380 pp. Cloth, \$59.95. ISBN 0-8078-2376-7.
Paper, \$24.95. ISBN 0-8078-4677-5.



he spirit of Ellen Foster lives on in Kaye Gibbons's newest heroine, Emma Garnet Tate Lowell. Set in nineteenth-century Virginia and Raleigh, North Carolina, Emma's story is a reminiscence of her long and eventful life. Born in 1830 on a James River plantation to the monstrous self-made Samuel Tate and his well-bred wife, Emma Garnet is remarkable for her moral strength, love of learning, and human wisdom—qualities that set her apart from most other people, then and now. She is no Scarlett O'Hara. She marries a New England Lowell, a doctor; she not only assists in the local hospital during the War, she brings it into her home; and she appreciates ("loves") the Negroes as people. Her sensibilities are unmistakably Gibbons's own, translated to another time and social class. Given the value of those sensibilities, it is a worthwhile translation—like a new jewel placed in an antique setting.

Kaye Gibbons.

On the Occasion of My Last Afternoon.

New York: G. P. Putnam's Sons, 1998. 273 pp. \$22.95.
ISBN: 0-399-14299-1.

It is clear that Gibbons strove to make the details of her setting as accurate as possible, even using an occasional term now gone from common usage. We see aspects of family life as it may well have been for a woman of means in the South before, during, and following the Late Unpleasantness. This is no small achievement, but it is superseded by the creation of the three main characters: Emma, her father, and Clarice, the black freedwoman who raised them both. Sam Tate is purely dreadful in his meanness and arrogance, an imperious combination of material success and humane ignorance—the worst sort of person to have authority over (or ownership of) others. Clarice, by way of contrast, combines dignity, integrity, and strength with a keenness of mind that constitutes genuine authority. It is the Clarices of the world who hold it together and make it turn.

The core of the novel is its portrayal of the best and worst of human relationships: nurturing and horrendous parenting, fulfilling and abusive marriages, chosen and imposed bonds between people of different origins—all of these constituting either happily or miserably shared lives. Slavery is a pervasive yet subtle metaphor throughout the book, presented in terms that make it clear that even now, a century later, legality is just one aspect of the larger condition. Whether by love or hatred, we are all bound to others.

On the Occasion of My Last Afternoon is Gibbons's sixth novel, all published since 1987, and all widely acclaimed. Her first and still best known, *Ellen Foster*, won several awards, including the Sue Kaufman Award for First Fiction from the Academy of Arts and Letters. Her third, *A Cure for Dreams* (1991), won the PEN/Revson Award for the best work of fiction published by a writer under 35 and the North Carolina Sir Walter Raleigh Award. In 1996, she was the youngest person ever to receive the Chevalier de l'Ordre des Arts et des Lettres for her contribution to French literature, and just this November she received North Carolina's Governor's Award. Not at all shabby for a kid from Nash County, North Carolina.

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201 Chestnut St, Wilmington, NC 28401]
249 pp. \$28.00. ISBN 1-55750-720-1.

This book might well be regarded as a monument to the few libraries in North Carolina where the staff had the foresight years ago to collect and preserve material pertaining to their community's minority population. This book, published by the public library in Wilmington, is an outstanding example of the results of this acquisitions policy, although many of its holdings in this field came in large quantities that had been collected by individuals and presented as units. Further, it is a model of the good use of assorted sources in writing local history. A great deal of interesting and useful information has been gleaned from advertising leaflets and broadsides, vanity publications, political notices, business, religious, and social announcements, newspapers of specific rather than general interest, and other out-of-the-ordinary sources. The book is enhanced by countless photographs, pen-and-ink sketches, paintings, advertisements, and illustrations of objects. The text of the book is divided into eight chapters on such topics as social life, religion, education, community affairs, politics, agriculture, business, industry, and labor. There also are four appendixes, and a classified bibliography. Among other useful contents there are extensive biographical sketches, rosters of military units, population statistics, a list of African American sites of interest, and a detailed index.

While it is primarily designed as a work of reference, this oversized book is in large measure readable. However, it is printed on coated paper and is unusually heavy and uncomfortable to hold while reading.

— William S. Powell

University of North Carolina at Chapel Hill

To the European explorers and colonists of the sixteenth and seventeenth centuries, the American South was a strange and wondrous place, rumored to possess great treasures, with gold and silver always just over the next hill. Tales also were told of wild beasts and indescribable monsters, of wildernesses that once entered could not be departed, and of native peoples sometimes welcoming, sometimes ferocious. Even friendly natives, however, could offer only scant information — and that in oral form — about the region's geography, since cartography was an art unknown to them. Europeans, accustomed as they were to trying to define the world through print and paper, quickly began to offer up maps of the region.

William P. Cumming.

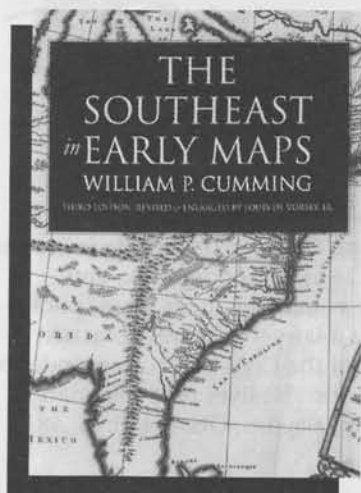
The Southeast in Early Maps.

3rd ed., revised and enlarged by
Louis De Vorsey, Jr.
Chapel Hill: University of North Carolina Press,
1998. 362 pp. \$90.00. ISBN 0-8078-2371-6.

The earliest maps were sketchy, imprecise ones, with some reasonably accurate information but also numerous errors, exaggerations, and imaginings. Explorers had not ventured far inland, so cartographers incorporated undocumented details about the region's physical characteristics. As European settlements became more widespread, however, knowledge and mapping of the region improved.

Historians can learn much about the American South by studying the evolution of its maps: the misconceptions that abounded in the earliest years of European contact, how English and Spanish settlers pushed the frontiers westward, how Native Americans shifted their territories as the newcomers took more and more land. Maps also illustrate changes in human population centers, in the location of inlets, and in the routes of rivers and streams.

Because of this centrality of maps to a full knowledge of a region's history, few reference books have been as useful for a study of the American South as William P. Cumming's *The Southeast in Early Maps*. First printed by Princeton University Press in 1958, it went out of print within a year. In 1962 the University of North Carolina Press brought out an updated, corrected edition. It too sold well and quickly. In the years since, countless scholars, maps enthusiasts, and librarians have bemoaned the unavailability of the book, except for scarce copies offered for several hundred dollars each by rare book dealers. Now, with publication by the University of North Carolina Press of a



third edition—revised and enlarged by the late Professor Cumming's longtime friend, Louis De Vorse, Jr.—a new audience can appreciate this classic work.

The heart of the book is a chronologically arranged checklist of 450 manuscript and printed maps of the Southeast, all produced prior to 1776. The annotation for each map includes dimensions and scale; facts about the cartographer, if he is known; the book or other printed source in which the map appeared, if it was published; and a discussion of unusual details, errors, geographic exaggerations, and other distinguishing characteristics. Location of the map in any of 23 major United States and Canadian libraries and archives also is indicated.

De Vorse has left most of Cumming's research intact, but he has reorganized some material and made needed corrections. He has retained Cumming's important essay on "The Early Maps of Southeastern North America," while adding his own "American Indians and the Early Mapping of the Southeast," a significant contribution to American cartographic studies. The 67 full-page black-and-white plates of maps that appeared in the first and second editions are included in the third. But 24 color plates of additional maps have been specially prepared for the latter, strengthening the visual appeal of the book. The final product is an improved edition of a reference work that should be on the shelves of every college and large public library in the American South and in major research libraries everywhere.

— Robert G. Anthony, Jr.
University of North Carolina at Chapel Hill

Jill McCorkle's second book of short stories begins in "Paradise," in which a man named Adam meets a woman named Eve at a wedding reception. Adam has been to five weddings in two years, being at the age where all of his college friends are getting married, and, in his opinion, they look "somehow old and washed out, wimped out ... subdued, professional, lobotomized." Adam and Eve start a relationship, despite the Adam-and-Eve jokes which erupt on a regular basis, and end up getting married at the same reception hall where they first met. A year later they have their first daughter, whom they name Sarah.

Throughout the nine short stories in this book, McCorkle successfully uses irony and wit to deal with real-life issues and relationships and to entertain the reader. The stories are diverse in nature and cover male-female relationships, both good and bad; career choices; and life-changing realizations.

Jill McCorkle.
Final Vinyl Days.

Chapel Hill: Algonquin Books of Chapel Hill,
1998. 212 pp. \$18.95. ISBN 1-56512-204-6.

McCorkle deals humorously with cheating husbands in "Your Husband is Cheating On Us." Mr. Big, who has been unfaithful to his wife for eight years, is now cheating on both his mistress and his wife. The mistress, or test wife, as she calls herself, because "he tries everything out on me first," confronts the wife and suggests that they "bump him off." The theme appears again in "Last Request," in which Tina's father is killed when a tornado demolishes his mistress's house. Tina's mother goes to the scene to identify the body and is interviewed by the local television station. Footage of the interview is run

over and over again that night. Tina tells us, "Just ten feet away from where she'd stood with the microphone in her face was my father's naked, sheet-draped body ... stretched out on the ground between a toaster oven and a fluffy piece of pink insulation." "A Blinking, Spinning, Breathtaking World" is a darker look at infidelity: Charlotte, whose husband has left her and their six-year-old son for other women, is having a very difficult time coping with the situation. She takes her son to visit Wonderland, an indoor theme park for children, where she realizes she is afraid that her life is spinning out of control in much the same way as an endless carnival ride.

McCorkle's female characters are often hopeless, tragic figures, although they may not realize it. Mary Edna of "Dysfunction 101" is one of these — married three times, she has two young daughters and still goes out every night of the week. The author describes people who have rather quirky personality traits, refuse to conform, or choose unusual career paths. The main character in the title story, for example, refuses to accept the extinction of the record album. He works in a record store called Any Old Way You Choose It, listens to bands from the '60s, and only plays record albums.

Final Vinyl Days is an insightful, entertaining piece of writing. Recommended for public and academic libraries.

— Geraldine Purpur
Appalachian State University

OTHER PUBLICATIONS OF INTEREST ...

The Papers of General Nathanael Greene, Volume X: December 1781 - 6 April 1782 are now available. The volume is edited by Dennis M. Conrad, and includes a glossary of military terms, a chronology, and an index. (1998; University of North Carolina Press, P.O. Box 2288, Chapel Hill, NC 27515-2288; xlvii, 663 pp.; \$85.00; ISBN 0-8078-2419-4.)

Michael W. Taylor has compiled *To Drive the Enemy from Southern Soil: The Letters of Col. Francis Marion Parker and the History of the 30th Regiment North Carolina Troops*. He traces the history of the regiment from its organization in September 1861 to Appomattox, and concludes with a brief account of Parker's postwar life. The volume includes maps, photographs, casualty list, bibliography, and index. The author is a lawyer in private practice, and previously wrote *The Cry is War, War, War*, a collection of the Civil War correspondence of two lieutenants of the 34th Regiment North Carolina troops. He lives near Albemarle, North Carolina. (1998; Morningside House, Inc., 260 Oak St., Dayton, OH 45410; xi, 481 pp.; \$29.95; ISBN 0-89029-332-5.)

Reruns include *Mayberry 101: Behind the Scenes of a TV Classic, Volume 1*, by Neal Brower of High Point, a serious Goober who has written a column for *The Andy Griffith Show Rerun Watchers Club* since 1991. Each chapter of the book focuses on an episode of the show, arranged chronologically from 1960 to 1967. Indexed. (1998; John F. Blair, Publisher, 1406 Plaza Drive, Winston-Salem, NC 27103; xvi, 507 pp.; paper, \$14.95; ISBN 0-89587-218-8.)

Recently reprinted by Zuckerman Cannon, Publisher, is *Teen Angel and Other Stories of Wayward Love*, a collection of short stories by Marianne Ginger, originally published in 1988 by Atheneum. (1998; distributed by John F. Blair, Publisher, 1406 Plaza Drive, Winston-Salem, NC 27103; 207 pp.; paper, \$14.00; ISBN 0-9664316-0-X.)

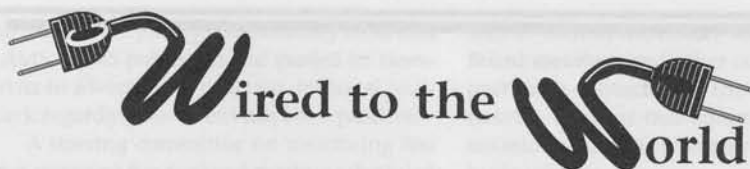
And do not miss "a distinctive book about New South and Old from a writer standing at the intersection where the dirt road of the rural South meets the Information Superhighway," poet Michael Chitwood's *Hitting Below the Bible Belt: Baptist Voodoo, Blood Kin, Grandma's Teeth and Other Stories from the South*. With a foreword by Lee Smith. (1998; Down Home Press, P.O. Box 4126, Asheboro, NC 27204; 142 pp.; paper, \$13.95; ISBN 1-878086-67-7.)

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THE LEADER IN INTEGRATED INFORMATION MANAGEMENT



Webcelerator

Have you recently become increasingly impatient with the "World Wide Wait"? Others have noticed this slowdown on the Internet and are attempting to market products to improve access to the Web. One interesting solution that surfaced recently is a program called "Webcelerator." The basic idea behind this program, developed by Acceleration Software International Corporation, is a host proxy computer that can surf the Web and update frequently used Web HTML files, while you do things more useful than watching the hourglass on your screen. "Webcelerator" can be downloaded free at <<http://www.webcelerator.com>>. There are 17 different international language versions of "Webcelerator."

Installation is very simple: click on the "Download Webcelerator" on the homepage. After downloading is complete, a Webcelerator icon will appear on your desktop. Double click on this icon and follow the installation instructions. "Webcelerator" will install a special acceleration icon in your Windows icon tray. System requirements for "Webcelerator" are: Pentium processor 75mhz or above; Windows 95/98 or NT; 32mb RAM; 20mb minimum install hard drive space; 14.4kbps modem or higher. You can turn "Webcelerator" on and off by clicking on the icon tray.

What does "Webcelerator" do for you? Other than having the most simple installation procedure I have ever experienced, the program constantly updates Web sites you have visited. You do not have to wait a lengthy time for your browser to download an HTML file because it has been previously stored on the "Webcelerator" proxy computer. You can scroll through the proxy sites in faster time because the information has been pre-cached and compressed by the folks at Acceleration Software. If you send e-mail or access other networked files, "Webcelerator" automatically stops and turns your computer over to the other task. When the file has been transferred, the "Webcelerator" resumes its loading of the compressed and pre-cached file into your system memory. In addition, you can visit Web sites repeatedly without being online. This is an important feature if you are a person or library that pays for Web information by connect hour.

My experience with this software is that it noticeably speeds up Internet downloading. It is especially useful for sites that you want to update frequently on your desktop, such as stock quotes, weather maps, or traffic cams. It is also useful for infrequently viewed sites that are not updated often. With this type of site, you do not have to waste time reloading the file; "Webcelerator" has already done it for you.

Unfortunately, this neat technology comes at a price. First of all, you now have a proxy computer that knows every place

on the Web that you have visited. You have no control over the proxy computer information or what is done with it. Secondly, "Webcelerator" pays for its computers and the free software it gives you by selling "business arrangements to get other people to pay" the cost of this system. And what is this form of "arrangement?" "Webcelerator" starts off by directing your browser when it starts up each day to a sponsor page. This means that you have to read a small ad about some service. For example, if you tried to rent a car over the Web, you might be greeted the next day with an offer from a competing car rental firm. While this might not bother some people, others are concerned about this invasion of their privacy. Advertising is becoming increasingly common on "free" Web sites that host e-mail and Web page services. It is only natural that this idea would migrate to acceleration software.

An additional problem can sometimes occur when you use a proxy server such as "Webcelerator" to access IP domain-protected Internet services such as NC LIVE. "Webcelerator," if you are using its cached file, sets your homepage address to a different one from the one NC LIVE is expecting. For example, your IP may become 127.0.0.1:24491 instead of the one assigned by NC LIVE to your institution. Thus you will be unable to access these IP-protected services until you go in and change the IP assigned by your network browser. This can be more than just a minor annoyance as I found out when trying out this software with NC LIVE and other Internet sites such as JSTOR and Project MUSE. Everything worked fine for a while, with information downloading faster. Then the next week, I was unable to logon to NC LIVE, because I was using a different IP address assigned by "Webcelerator."

Users seem quite happy with this product's fast speed, so you might give it a try. The only additional warning I would give is to remember to turn off your virus protections software when you are downloading software. After the downloading is finished, run the virus software on the files. If you do not do this, you will have interesting times with the Windows install programs imbedded in this type of software.

One additional note about Web surfing: fans of Netscape will be glad to know that version 4.5 is now ending beta release and will no doubt be out for general release by the time you read this. I have been using it; I find that it, too, is faster and contains several new features I like, such as a tray icon that indicates when your Internet connection has failed. With this version of Netscape Navigator, you have a clear indication that you have been dropped. The new version can be downloaded from: <<http://www.netscape.com/download/sul.html>>.

NORTH CAROLINA LIBRARY ASSOCIATION

Minutes of the Executive Board

October 16, 1998, West Lake Middle School

Attending: Beverley Gass, Al Jones, Diane Kester, Karen Gavigan, Frances Bradburn, Liz Jackson, Eleanor Cook, Gayle Keresey, John Zika, Jackie Beach, Rhoda Channing, Dave Fergusson, Ross Holt, Carolyn Price, Shirley Gregory, Carol Freeman, Vanessa Ramseur, Liz Hamilton, Elizabeth Laney, Teresa McManus, Ann Miller, Ginny Gilbert, Nancy Kolenbrander, Gwen Jackson, Augie Beasley, Nancy Clark Fogarty, Martha Davis, Tracy Babiasz, Frances Lampley, Peggy Quinn, Maureen Costello.

Corrections to minutes

In the July minutes that were transmitted to the Administrative Assistant for distribution, none of the URLs reported came out correctly. The URLs were transmitted properly to Frances Bradburn for publication in North Carolina Libraries. The minutes were approved, as corrected. Corrections were noted.

Minutes for the October Executive Board meeting will be posted to the web site.

President's Report

President Gass reported that she attended the NCASL Conference in Winston-Salem on September 18th, and the NCLA Development Committee Meeting on September 22nd.

Lawyers for Libraries: Training Institute II is sponsored by the ALA Office of Intellectual Freedom and the American Bar Association Section of Individual Rights and Responsibilities and will train attorneys in the applicability of First Amendment to library policies, procedures and problems, particularly those relating to the use of the Internet in libraries. State chapters were invited to nominate local attorneys who are willing to join the cadre of lawyers who make themselves available to assist librarians in defending the freedom to read to attend this training. They will commit to being on-call to libraries and librarians. We have nominated Marcus Trathen, an attorney with the firm of Brooks, Pierce, McLendon, Humphrey & Leonard.

Dave Fergusson has agreed to chair a committee to plan a non-conference year event for NCLA, an objective developed at the Executive Board planning session. Dr. Ben Speller of NCCU has agreed to chair a new committee on continuing education.

President Gass nominated Dr. Gene Lanier, distinguished chair of the Intellectual Freedom Committee, for the ALA Office of Intellectual Freedom and Freedom to Read Foundation 30th Anniversary Honor Roll.

Treasurer's Report

Diane Kester shared the Quarterly Report, dated 30 September 1998.

Conference expenses are already being made, and Leadership Institute monies are still being received.

The distribution of the Wachovia CD was tracked as of January 1, 1998, June 30, 1998 and October 1, 1998.

The computer software being utilized will allow for tracking of monies. Diane will periodically update this information on the website.

Section/Round Table Reports

Children's Services Section

At an August 31st meeting, CSS finances were discussed. A missing deposit from the 1997 NCLA conference is being investigated and should get the CSS budget back on track.

Discussion was held regarding upcoming conference locations, with concern being shown for the single Winston-Salem location for 1999, 2001 and 2003.

Jenny Barrett will serve as the CSS co-chair of the North Carolina Children's Book Award Committee. Sue Mellott was welcomed as the new liaison to CSS from the NCL Paraprofessional Association. Frances Lampley left that position to become chair of NCLPA.

Final planning was completed for the "Reading Renaissance Retreat" on October 26 and 27 at the Brown Summit conference center. All fifty spots have been filled, and the group is looking forward to book discussions, discussions about book discussions, and learning about the ages, stages, and reading needs of preschoolers and teenagers.

College and University Section

The fall conference, "Fulfilling the Promise of the Millennium," is scheduled for Friday November 6 at the Charles W. Chesnutt Library at Fayetteville State University. Dr. Ben Speller will be the keynote speaker, present-

ing "Equity and Access in Education."

The next Executive Board meeting of CUS will be held Friday, January 8th, 1999 at Catawba College. The Community College Section Board has been invited to attend.

Community and Junior College Section

LAMS has created an interest group that will be asked to survey the library managers/directors to find out what workshops managers feel the paraprofessionals need. CJCLS will use the results to determine workshops to offer.

The CJCLS Executive Board has been invited to attend the January 8 meeting of the College and University Section to begin some discussions on the pros and cons of making CJCLS a subset of the College and University Section.

Documents Section

Nancy Kolenbrander was introduced as the new section chair and will attend the next Executive Board meeting. The new slate of officers includes Mary Horton of Wake Forest University, running for Vice-Chair/Chair-Elect, and Catherine Shreve, running for Secretary/Treasurer.

The Documents Section has been planning the fall workshop, "Web vs. CDROM: Access to Electronic Information," scheduled for Friday, October 23, 1998 at the McKimmon Center at NC State University in Raleigh.

Members of the Documents Section have been working hard lobbying for passage of Senate Bill 2288 "The Wendell H. Ford Government Publication Reform Act of 1998." The act would revise Title 44 of the US Code to provide improved public access to US government information and strengthen the Federal Depository Library Program.

Library and Management Section

Rhoda Channing reported that 76 people attended the September 24, 1998, workshop

on assessment jointly sponsored by RTSS and LAMS. LAMS published and mailed its newsletter to advertise the program. Informal feedback regarding the event has been positive.

A steering committee on mentoring has met once and has a second meeting scheduled to continue planning for the joint mentoring program of LAMS and NMRT.

LAMS contributed \$250.00 to the Leadership Institute to help underwrite its costs.

A Special Interest Group for Personnel Librarians/Librarians involved with staff development is being formed by Debbie Lambert and Louvenia Summerville.

The LAMS Board met at Elon College on October 10. The Assessment program and progress of the mentoring program were reviewed. The Board discussed possible programs to be held at the 1999 NCLA Conference and is tentatively considering a pre-conference on assessment tools and a program on mentoring. A statewide conference on cooperation is being considered focusing on educational opportunities for paraprofessionals and professionals via LAMS.

NC Association of School Librarians Section

Karen Gavigan reported that the NCASL conference was very successful, with over 800 registered. 88 vendors were present and 440 signed up for the Friday luncheon.

Membership stands at 627.

Dr. Shontz has moved leaving the Research Committee without a chair.

Jackie Pierson and Augie Beasley were chosen to attend the Interlibrary Cooperation Committee in Greensboro on October 7-8, 1998.

Claudette Weise will report back in February on some tentative reimbursement guidelines for travel and conferences.

NC Library Paraprofessional Round Table

A meeting is scheduled for November 9. Discussion will take place regarding the following concerns: replacing the director for Region 2; confirming a liaison between NCLPA and CSS. The Conference Planning Committee will also meet at this time.

NC Public Library Trustee Association

No report.

New Members Round Table

The board of the NMRT has not met since the last NCLA Executive Board meeting.

A steering committee composed of members of the NMRT board and the LAMS board has met to develop a mentoring program within NCLA. They have plans to meet again in the next couple of weeks, and at that time, will hopefully have a draft of a brochure describing the program and including an application form.

The chair of NMRT's Students to NCLA Committee has moved. Brochures have been

sent to each of the library schools. Executive Board members and other colleagues can expect to be contacted by the new, as yet, unnamed, chair of this committee regarding occasional speaking engagements at the library schools.

Tracy Babiasz is working on the mentoring program. Brochures regarding this program have gone out to library schools.

The NMRT board will meet in January to plan another workshop and a conference program.

Public Library Section

At the September 15th meeting, the section agreed to contribute \$500.00 towards the NCLA Leadership Institute.

Will Manly has agreed to speak at the biennial conference. Options are being explored for co-sponsorship with other sections, round tables and committees. Other conference topics/speakers being considered: Fred Chappel, a YA program, and a session on library services to the English as a Second Language community.

The AV Committee is sponsoring a Video Workshop in High Point on November 6th.

John Zika will be representing this section on North Carolina libraries.

Reference & Adult Services Section

The RASS Executive Committee met on August 7th and October 2nd to finalize plans for the November 20th workshop entitled "NC LIVE: Taking It to the Limit" being held at the Friday Center in Chapel Hill. Tim Bucknell of UNC-G will represent the NC LIVE Librarians' Working Group to discuss where we are and where we are headed. Crit Stuart, from Georgia Tech, will talk about GALILEO, Georgia's virtual library, and its effect on public service. Other sessions offered will include: "Full Text and Collection Development Issues"; "Designing Web Pages to incorporate NC LIVE Resources"; "Connectivity Issues with NC LIVE"; and "Database Selection — Helping Users to Get to the Right Database for Their Needs".

Resources & Technical Services

RTSS co-sponsored with Library Administration and Management Section a September 24th workshop entitled, "Moving Ahead While Honoring the Past: Assessing Our Operations." Speakers included: Ellen Altman, "Can You Tell Success If You Don't Assess?"; Robert Burgin, "Tool Time: An Assessment Toolkit"; and Lea Wells, "Chin Up: Assessments Never End!"

Teresa McManus will be assuming the Vice-chair/Chair elect position vacated by Lisa Smith.

Round Table for Ethnic Minority Concerns

No report.

Round Table on Special Collections

No report.

Round Table on the Status of Women in Librarianship

The Round Table's Executive Board met August 28th in Greensboro, voting to contribute \$100.00 to the Leadership Institute. Plans were developed for the Round Table's program at the 1999 NCLA Conference. Laura McLamb Hamilton, motivational speaker, has agreed to address the topic: "Imagine the Future—Women in Charge."

Technology & Trends Round Table

The Technology & Trends Round Table has been busy planning for its December 3rd workshop to be held at Guilford Technical Community College. Suzanne White will be conducting the morning session, which will address basic skills needed by new computer support staff, especially those in smaller libraries. The afternoon presentation will be a trends presentation by John Ulmschneider and David Stratton.

TNT approved a donation of \$250.00 to the NCLA Leadership Institute.

Committee Reports

Administrative Office and Personnel Advisory Committee

The first meeting of this committee was to be held directly following the October Executive Board meeting.

Archives Committee

Archival materials are currently being received. A reminder was given to all Executive Board members to send records to the Archives from the person *previous* to predecessors if those records have not already been sent.

Conference Committee

The 1999 NCLA Biennial Conference will be held September 21-24 at the Benton Convention Center in Winston-Salem. The 2001 and 2003 conferences will also be held in Winston-Salem.

The full Conference Committee met on September 11, 1998 to tour both the Benton Convention and Civic Center and the Adam's Mark Hotel. A tentative budget was prepared for the 1999 conference. The Executive Board voted to approve the budget.

The theme for the 1999 conference will be "Imagine the Future." This theme will give librarians in every type of library an opportunity to think about how to shape the future of librarianship in the new millennium. Program planners are urged to incorporate a futurist perspective in the planning of meetings for the 1999 conference.

Registration and exhibit booth fees will be determined at the October 23, 1998 meeting.

Bao-Chu Chang, subcommittee chair for registration, is going to set up and maintain a web page at North Carolina State University for the 1999 conference. The page will be linked to the NCLA homepage.

Any information on program planners or

questions about the program planning process can be sent directly to Phil Barton, subcommittee chair for program planning, at bartonp@co.rowan.nc.us. He needs to know the name, address, telephone number(s), and email address of the person from each section and round table responsible for program(s) at the 1999 Biennial Conference. A meeting of all program planners for all sections and round tables has been tentatively scheduled for January 22, 1999 in Winston-Salem.

For planning purposes, if there are signers for the deaf among the Board members or NCLA members at large who would like to volunteer to sign at the 1999 conference, please contact Al Jones at pajones@catawba.edu.

Constitution, Codes and Handbook Committee

Gail Keresey reported that NCLA members Rick Anderson (UNCG), Sally Ensor (State Library) and Louvenia Summerford (UNCC) have joined this committee.

The NCLA Handbook on disk has been received from the Administrative Assistant, which is expected to help with revisions. Executive Board members were requested to inform Gail of areas in the handbook which are in need of revision.

A meeting will be held on Friday October 16 with Sally Ensor to discuss past actions of the committee and determine direction for the handbook revision process.

Continuing Education Committee

Beverley Gass introduced this new committee as an outgrowth of the Executive Board planning retreat in January 1998. Ben Speller will chair the committee. A major role of the committee will be to facilitate communication and eliminate overlapping of programs among sections, round tables, and committees.

It was brought up that one of the ideas discussed at the planning retreat was to create a continuing education award that might go to a group of libraries, round table, or section for outstanding continuing education. It was suggested that this award process might be a natural responsibility of this committee.

A question arose about the recommendation that each section and round table have a representative on this committee leading to a suggestion that Executive Board members examine the document submitted by the committee chair before the January 1999 Executive Board meeting.

Development Committee

The NCLA Development Committee met on September 22. The purpose of this meeting was to learn about the money management services provided by the North Carolina Community Foundation (NCCF) and the Foundation for the Carolinas to non-profit organizations that wish to establish endowments.

A motion was presented and passed that the Executive Board grant the Development Committee and President Gass the authority

to negotiate an agreement with the North Carolina Community Foundation for the investment of endowment funds, and to create an endowment when the minimum necessary amount of money (\$5,000) is raised. NCCF has established local chapters that distribute grants in their communities and manage endowment funds that support statewide organizations. These include both funds created by the organizations, and funds created by outside benefactors for the support of the organizations. NCCF can accept donations of any kind — cash, real estate, bequests, stocks, and even credit card transactions.

An organization that sets up an endowment with the NCCF receives a variety of services from the foundation. The organization is included in all NCF publicity and fundraising efforts as a potential target for donors. The NCCF staff will broker complicated transactions such as real estate, stocks and bequests. The NCCF also provides a vehicle for outside donors to set up endowments for organizations such as NCLA, above and beyond any endowment the organization might set up itself.

The committee also recognized the potential for future creation of additional endowment, such as scholarship funds, with NCCF.

Finance Committee

Diane Kester presented an interim 1999 budget for approval. The figures will be adjusted and submitted as a final budget proposal once the books are closed on 1998 and better information regarding actual revenue and expenditures for the most recent fiscal year is available. The interim budget is based on the Association's history of revenues and expenditures since 1994. A more realistic approach with regard to anticipated operating expenses indicates that they will exceed the anticipated revenues. As a result, a transfer of monies from reserves and/or 1997 Conference profits is indicated. The Finance Committee has cautioned NCLA from using this practice as the Association moves into the new millennium.

A figure from the 1997 Conference profits was included to be used for Project Grants, an expenditure which last appeared in the 1996 budget. The purpose is to utilize a portion of the 1997 Conference profits to implement the vision of the Association and to support its goals and objectives.

As the actual line item structure of past years is undergoing revisions, the Committee elected to present revenue and expenditures in broad categories, rather than in the more itemized detail of the past.

Explanations of revenue and expenditure items were presented to clarify how figures were determined.

In the past, postage reimbursement has been a line item in the budget. This has been dropped from the budget. Sections pay for mass mailings. The Administrative Assistant pays for other mailings.

The line item for the Treasurer includes a

financial audit and travel.

The Committee will start investing some of the reserves and conference profits back to the sections and round tables.

Governmental Relations Committee

This committee has not met yet, but letters will be sent to committee members asking who would like to attend the May meeting with legislators. If there are representatives from sections, round tables, or committees, or members at large from various congressional districts that would like to go, they should contact Augie Beasley.

Intellectual Freedom Committee

Although there was no committee report, "Ann Symons' Presidential Intellectual Freedom Statement: Libraries: An American Value" was included in the packet mailed to Executive Board members before the October meeting for examination. A motion was made and passed unanimously that the North Carolina Library Association endorses this statement.

Leadership Institute

Everything is on track for the 1998 Leadership Institute, scheduled for October 28 – November 1. Barbara Baker had to withdraw as a mentor.

\$6100.00 was raised from sections, round tables, and corporate sponsors, allowing scholarships to be awarded for the Institute.

A report will be compiled for *North Carolina Libraries*, as well as an electronic newsletter documenting the Institute. The Leadership Institute committee will meet in November to evaluate the Institute and make recommendations to the next committee.

Literacy Committee

At its last meeting, the Literacy Committee identified three goals to pursue during the current biennium. Goal 1: To prepare the position statement approved by the Executive Board during the last biennium for distribution. Goal 2: To establish a formal relationship with the North Carolina Literacy Center for purposes of awareness and avoidance of duplicative services. Consideration will also be given to disseminating information of interest to the profession from the Center. Goal 3: To plan and sponsor a program at the 1999 NCLA Biennial Conference.

Membership Committee

Peggy Quinn reported that all sections and round tables have gained members. Totals are still lower than last year, but gaining. The New Members Round Table was commended for their work in this effort.

The Membership Committee was asked to look back at the past membership totals for a decade. During Executive Board examination of the chart, it was felt that the number of personal memberships was incorrect. It was decided to check the integrity of the database

and revisit this information at the January 1999 Executive Board meeting.

The Membership Committee was charged by the Executive Board during its January 1998 Planning Retreat with creating, in writing, a document that could be followed by the organization to help increase membership. A draft was presented. The 1st section offers current benefits of membership. The 2nd section breaks down the 3R's — Recruitment, Retention, and Recognition — into specific proposed actions. Board members were asked to peruse the document and offer feedback.

Creating student chapters at library schools continues to be a topic of discussion. Some feel that a new section is not necessary since library students join the section of their professional interest.

An additional strategy suggestion made in the area of Recruitment was to identify one person at each library system to serve as a North Carolina Library Association information source.

It was also suggested that Association help with Intellectual Freedom challenges should be noted as a benefit of membership.

Discussion was held about joining costs and renewals costs, and having membership be renewed on the calendar anniversary of the joining date or by conference period, the current practice. Karen Gavigan noted that some frustration over this policy was seen at the September NCASL Conference. Those who joined in September have their membership expire within 2 months because of the current dues structure. It was also noted that this discussion has been held numerous times over the years, and that possibly the new technology and databases may provide a deciding factor in the ability of the Association to maintain a calendar-based system. A change in this policy would entail a by-laws change. It was noted that a listserv discussion from the membership at large regarding this topic could be beneficial.

It was moved that the Executive Board accept the report of the Membership Committee, post it to the listserv and place this issue on the agenda for the January 1999 meeting. Motion carried.

A motion was made and passed that the Constitution, Codes, and Handbook Committee review and make a recommendation regarding a change of membership dues structure. Gail Keresey will bring this information to the January 1999 Executive Board meeting.

The Administrative Office and Personnel Advisory Committee will determine if the computer software currently being used can support a change in the dues structure. The point was made that the Executive Board needs to determine whether a change in the dues structure itself would benefit the Association; then, the software issue can be addressed.

A final suggestion was made that each

section and roundtable consider placing a representative on the Membership Committee.

Nominating Committee

Gwen Jackson reported that the Nominating Committee, composed of past chairs, has been meeting for one month. The slate of officers is incomplete, but will be submitted to Beverley Gass in the very near future.

Janet Freeman brought the NC LIVE exhibit that was funded by the Association. Specifics for borrowing the exhibit will be on the listserv.

Non-Conference Year Event Planning Committee

Dave Fergusson reported that this committee does not want to interfere with workshops that are already being planned by other sections and round tables, but it plans to fulfill the objective outlined at the NCLA Executive Board Retreat in January 1998 for a non-conference year celebration event.

Publications and Marketing Committee

The Marketing Group has contacted Tracy Casorso, the new staff person for communications and evaluation at the State Library. Tracy will be developing radio public service announcements, to be jointly sponsored by NCLA and the State Library. Possible content ideas for the spots include: "Ask your local librarian"; "We're not just books anymore"; "Freedom of information"; "History of libraries/librarians"; and "Reasons to become a librarian." The Marketing Group is also exploring the possibility of sponsoring a conference program on "Marketing Your Next Program/Workshop."

The Web site Group met July 31. It was decided that the website would remain on

the Rockingham Public Library server for the time being. Access to the server has been given to three members of this group for updating and making additions to the website. Goals for this group include: set up standardized links to the NCLA home page from currently existing NCLA-related web pages; set up relevant links from the NCLA home page; make decisions about archiving the electronic newsletter, including how to display it; explore modernization of the current membership database, especially with a view to include members' e-mail addresses as a field; eventually, offer help to other sections, committees, and round tables of NCLA in setting up web pages.

A workshop was held August 14 to launch the new electronic newsletter, NCLA E-News. The editor of the newsletter is Pam Burton; assistant editors are Margaret Foote and Marilyn Schuster. A sample newsletter can be viewed at: <<http://www.lib.ecu.edu/NCLAnews/e-newssam.htm>>.

The entire committee met on September 11. The suggestion that a print newsletter is needed was discussed. There is a possibility of coordination with the State Library in a newsletter — perhaps along the lines of the much-missed "Tar Heel Libraries."

A letter to the membership of NCLA asking for members' e-mail addresses and announcing the new newsletter will be mailed soon.

Scholarship Committee

The following scholarships and loans were awarded: NCLA Memorial Scholarship to Carrie McLean, NC Central University; Query-Long Scholarship for Work with Children or Young Adults to Lynda H. Stewart, Appalachian State University; and McClendon Student Loan to Charles P.

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A recommendation was made that applications roll over from year to year to expand the pool of applicants. A question was raised regarding the number of loans to be awarded each year. Beverley Gass checked the NCLA handbook, which does not specify a number. Thus, it is determined to be at the discretion of the Scholarship Committee.

Folders have been created by the Treasurer and Administrative Assistant on each outstanding loan, and are monitored to ensure repayment.

Special Projects

Project Grants Committee

A chair is still needed for this committee, but a first review of its budget was unveiled. Approval of this budget will be requested at the January meeting. Beverley Gass will explain the budget proposal at section and round table meetings before the next Executive Board meeting.

A focus of the special project money is to use it to further the new NCLA objectives. A question arose regarding use of project grants for the Conference. It was felt that instead of using funding to subsidize sections' workshops, we should work towards collaboration with other sections, round tables, or committees instead.

Other Reports

North Carolina Libraries

The Fall issue, Advise and Consult addressing reference services, has been sent to the printer with a projected mailing date of November 15.

North Carolina Libraries has signed an agreement with H.W. Wilson that allows the journal to be accessed through their full-text online products. Royalties will be paid to the journal based on the number of hits. The journal retains copyright, but gives H.W. Wilson permission to re-enter all text and mount it on as many sites as they choose. *North Carolina Libraries* reserves the right to exit from the agreement at any time. Since it is full text, it can be accessed through *Reader's Guide*.

The editorial board will hold its annual retreat on November 13 and 14.

ALA Councilor

ALA Council met three times during the 1998 Annual Conference. During those meetings, the Council took the following actions. Council adopted a resolution to support the "Universal Provisions of the Telecommunications Act", including telecommunications discounts (e-rates) for libraries and schools. Council adopted a "Resolution in Support of the Vitality of Fair Use in the Digital Age," which urges Congress to pass legislation that maintains a balance of copyright owners' rights in cyberspace with continued fair use by consumers in the digital

environment.

Council defeated a "Resolution on the Reduction of the Quorum for ALA Membership Meetings" to no more than one-half of one percent of the total membership.

Wording was amended on various ALA policies regarding disabilities and discriminations.

A motion was defeated to adopt the Internal Review Policy.

SELA Councilor

SELA held its biennial conference in partnership with the Arkansas Library Association's annual conference on September 30 - October 3 in Little Rock, Arkansas. Ann Symons and Gerald Hodges from ALA attended. SELA currently has 630 members, 67 from North Carolina.

Nancy Fogarty reported that this report completes her four-year term of office. During this time SELA has reorganized its administration and changed the format of its journal.

Discussion regarding benefits of continued membership ensued.

A motion was made and passed that nominees for the new SELA Councilor be informed that continued membership in SELA will be discussed at the January 1999 Executive Board meeting. A Point-Counterpoint discussion to be held on NCLA E-News was suggested. Dave Fergusson will represent the cons. The Constitution, Codes and Handbook Committee was instructed to put together a proposed by-law amendment which could be sent to the membership if necessary.

North Carolina State Library Commission

The Interlibrary Cooperation Committee had a two-day gathering of nearly 10 librarians from college and university libraries, public schools, independent schools, community colleges, public libraries, and special libraries to discuss interlibrary cooperation. What is it and what should it be for the future? It is hoped that this will lead to cooperative ventures.

A suggestion was made to formally invite a representative from the State Library to make a personal report at each Executive Board meeting.

A question arose regarding North Carolina schools receiving funding for NC LIVE. Issues still to be tackled are infrastructure and funding, but discussions are being held on this topic.

Old Business

Discussion was held regarding authorization of a raise for Maureen Costello, the Association's Administrative Assistant since August 1997. Her contract stated that she would be eligible for a pay raise after the first six months. An increase is based on the cost of living and performance. A motion was

made and passed to raise Maureen's salary by 4%, retroactive to her six-month anniversary date and to refer the question of a bonus to the Administrative Office and Personnel Advisory Committee.

New Business

1998-99 objectives for NCLA were examined, determining the ownership of each objective. Changes to the draft were made as follows:

- 1.1 - Bi-weekly was changed to read bi-monthly.
- 1.3.2 - This objective will be the responsibility of the Membership Committee.
- 1.3.3 - Creating a section for library school students was stricken.
- 2.1 - Advise librarians on the development and revision of policies on materials selection, collection development, and Internet use.
- 2.2 - Advise librarians on existing collection/selection policies to include new technologies.
- 2.3 - Conduct presentations on Intellectual Freedom at conferences across the state.
- 2.4 - Maintain contact with other professional associations with similar interests.
- 2.5 - Forward communications from Intellectual Freedom Listserv to members of NCLA via NCLA-L.

Objective 3 was stricken in its entirety.

- 4.1 The wording was changed to read: Strengthen organizational focus on continuing education

Ben Speller, chair of the Continuing Education Committee, was charged with reviewing the entire 4th objective and presenting recommendations at the January meeting of the Executive Board.

- 5.1 - New Members Round Table was assigned responsibility.
- 5.2 - The Administrative Assistant was assigned responsibility.
- 5.4 - ***The Publications and Marketing Committee was assigned responsibility.

Frances Bradburn was recognized as having received the Mary Douglas Peacock Award.

The meeting was adjourned at 1:30.

Respectfully submitted,
Liz Jackson
Secretary

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