

NORTH CAROLINA LIBRARIES

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The Future of the Book

We are still very much in the middle of a revolution in book formats. Forty years ago the new fad was publishing in microforms in microfilm or microfiche. Today most microformat collections sit back in a dark corner of the library, a testament to an outdated technology. Will electronic books finally kill off the printed book or will ebooks suffer the fate of microformats? Let's take a look for a moment at why microformats fell out of favor. For one the text was hard into read inside tomblike readers. If you have ever scanned microfilm pages for four or more hours straight you know what I mean. In addition to having to look at fuzzy screens, you had to pay homage to a large expensive machine that was often broken or simply would not work for you. Fiche and film were formats that might work if you need an occasional lookup, but not for continuous reading. For close up intimate reading, the codex book is hard to beat: it's pleasing to look

at, you own it (not rent the use like with e-books), it's fairly durable, and if you drop it you just pick it up off the floor and continue reading. If you leave a book on the dash of your car it will not melt. In fact codex books have been around for 500 years with only modest care. Want to bet that a Kindle or Nook will be working in 2514? How many of you are running computers with Windows 95 operating system? Probably not many.

Recently I decided to check out some books from my local library that were on the Wall Street Journal and New York Times recommended list. All of them were the type of book that you would curl up with in front a fireplace in Asheville when the temperature is -9F. What I enjoyed most about these paper codex books was not the text, but the graphic images. Now you would think that graphic images would work well on e-readers, but for me it's not the same as looking at the printed image. Printed books are often cheaper to purchase

than e-books with many titles available for purchase at book sales and Amazon at modest prices. After you have read the book you can sell it or pass it on to a friend. You can't do that with your Kindle and Nook. In fact e-reader sales are down over last year. Some people think that everyone who wants an e-reader already has one by now and that sales will be essentially flat for readers from now on out. E-readers are also evolving with cell phones morphing with tablets in phablets (phones with a 5" or larger screen). While you might occasionally want to read a book on your cell phone I think the codex book is here to stay. The printed book still wins the design competition and works very well for its intended use. E-readers like microformat devices have specialized uses, such as travel where they are very convenient. While we don't know what fantastic things are in the pipeline, printed books still seem to be the practical choice for most users.

Letters to the editor should be addressed to the editor and sent to Joyner Library, East Fifth Street, Greenville, NC 27858, or by electronic mail (scottr@ecu.edu). We reserve the right to edit all submissions. If you are interested in writing for North Carolina Libraries or would like consideration for news and product information, please send brief information to the editor at the above address.

Submission requirements for North Carolina Libraries

Electronic articles can be submitted online at <http://www.ncl.ecu.edu>

- To submit you must login; if needed you can register using the link in the header.
- We use the *Chicago Manual of Style* (15th edition, 2003).
- We have a rolling deadline, articles are juried when received.
- Publication of approved articles is in about 3-9 months depending on space available.
- For additional information, contact Ralph Scott scottr@ecu.edu.



October 15th-18th Winston-Salem, NC



Biennium Reports

Resources & Technical Services Section

RTSS started off the year with a full slate of officers. Cindy Shirkey assumed the responsibilities of chair and Rachel Holderied was elected vice-chair. Our secretary/treasurer was Christine Fischer and our directors were Sara Levinson and Jean Moats. Our interest group chairs were as follows: collection development was Barbara Marson, serials was Netta Cox, preservation was Maegen Wilson, acquisitions was Susan Whit and cataloging was Yan Wang.

The bulk of our activities for 2012 were directed at planning and holding a one day workshop at UNC Greensboro. The workshop centered on the theme of advocacy for technical services as that seemed a timely topic. We planned to have Eleanor Cook from East Carolina University and Julie Todaro of Austin Community College give the keynote address in person. Julie was quite busy however, and felt that a virtual presentation would work just as well. Eleanor agreed to be the presenter on site and Julie's was a virtual presence. To make this work, we had a great deal of technical support from the folks at the library at UNC Greensboro. For speakers, we had Eileen Heeran (UNC-CH) and Anna Craft (UNCG) speak on how to promote technical services within the library, Linda Burr (UNCG) talked about how development offices work through the library, Anthony Chow (UNCG) gave a presentation on the public library perspective on advocating for libraries, Yan Wang (CPCC) did a session on expanding the cataloger's role with enriched ILL services, Susannah Benedetti (UNCW)

and Lisa Kushner (Forsythe Public Library) talked about the differences in how academic and public libraries deal with gifts and Stephen Brooks (UNC-CH) wrapped things up with the closing address. We had over 40 attendees. Rachel Holderied followed through with assessment on the workshop.

Activities started up again in 2013 when planning for the NCLA Conference began. We came up with ideas for five sessions. First, we have Cindy Shirkey and Lisa Barricella talking about demystifying fund formulas. Next we have Anna Craft, Beth Bernhardt, Lisa Kushner and Rich Murray discussing career options in technical services. (This event is co-sponsored with NMRT.) Susannah Benedetti and Paula Brown will discuss gifts in academic and public libraries. System migration in academic and public libraries will be the topic of discussion for Mary Jane Conger, Lisa Kushner and Catherine Wilkinson. And finally, Wanda K. Gunther, Jacquie Samples and Beth Cramer will talk about the transition from AACR2 to RDA.

As I write this, we have almost a full slate of officers for the next biennium to be voted on at the NCLA conference.

Cindy Shirkey

NCLA Archives Committee

I began my appointment as the Archives Committee Chair in July 2012. In August, I met with the former Archives Committee Chair, Jean Rick. Ms. Rick provided guidance and support for organizing

and managing the NCLA archival records. In September I visited the State Library in Raleigh where the unprocessed NCLA records are housed. During my visit I was able to survey the collection and I discovered that the collection had been neglected over time and that a great deal of attention would be needed to get the collection processed, organized and sent to the North Carolina Archives. After estimating the size of the collection to be approximately 60 unprocessed and unlabeled boxes of various sizes, I sought out help by asking colleagues to serve on the Archives Committee. The Archives Committee was formed and included the following librarians: Bob McInnes of New Life Theological Seminary, Shaunta Alvarez of Elon University, Thomas Flynn of Winston Salem State University and Rachel Stas.

Because the Archives Committee was made up of members who were not in close proximity to the location of the State Library, Raleigh, committee members found it difficult to justify and schedule time to go to the location to process the collection. This challenge led me to look for other alternatives to complete the task of processing and organizing the NCLA archival records. This alternative was to seek out help from library schools which included soliciting assistance from Chapel Hill, North Carolina State and North Carolina Central. My proposal seemed to be most appealing to North Carolina Central. Due to the interest the institution showed, I pursued a partnership with North Carolina Central University School of Library and Information Studies.

Proposal for partnership with North Carolina Central University School of Library and Information Studies.

Purpose: To process approximately 60 boxes of NCLA records currently stored at the State Library and to have the completed processed records archived and sent to the State Archives.

The Archives Committee would like to propose a working partnership with one or more library students attending North Carolina Central University School of Library and Information Sciences. The partnership would provide a student or students the opportunity to gain field experience in processing, organizing and working with archival material from the NCLA records which have been kept and preserved from 1904 until the present time. This partnership would be developed, organized and implemented under the guidelines outlined in the North Carolina Central's course, Practicum (LSIS 5620). Training and supervision would be a key component to this partnership, as the Archives Committee would provide the necessary leadership in carrying out the mission of organizing and processing the NCLA Records.

In addition to asking for permission to pursue this partnership with the School of Library and Information Sciences of North Carolina Central University, I am also requesting funds to support a stipend to pay the student(s) for working on this project as well as funding to purchase the necessary supplies to have the project completed.

My budget request is below:

Stipend—\$1,500 for student

Supplies—\$500 (archival boxes and folders)

To date: The proposal for the partnership was brought to the Executive Board during the February 15 meeting. Denelle Eads, Archives Committee Chair, was unable to attend the meeting. Priscilla Lewis, Operations Chair, brought the motion to the floor on Denelle's behalf.

After this meeting, the Executive Board had a series of questions for the Archives Chair. Those questions were answered and sent via email to the Executive Board. At the last quarterly executive board meeting, due to continued uncertainty and questions regarding the NCLA and North Carolina Central University School of Library and Information Sciences partnership, in relation to the request that a stipend be paid to students for the work of processing the collection, the Executive Board agreed to hold the proposal for further action until the next biennium.

Denelle Eads

NCLA Technology and Trends Round Table

The members of the 2011-13 TNT Executive Board were as follows:

- Chair: Kathy Shields, High Point University
- Vice Chair/Chair-Elect: Jenny Dale, UNC Greensboro
- Secretary/Treasurer: Julie Raynor, High Point Public Library
- Director: Chad Haeefe, UNC Chapel Hill
- Director: Suvanida Duangdom, Wake Tech Community College

After the position of chair of the TNT Round Table was left vacant in early 2012, NCLA President Wanda Brown put out a call to the membership for people interested in serving as Chair of this round table. Kathy

Shields (High Point University) responded and was nominated to fill the vacant seat at the July 27 NCLA Executive Board Meeting. She then chose people to fill the remaining vacancies on the TNT Board. Since that time, the Technology and Trends Round Table (TNT) has been extremely active.

The newly elected TNT Board met virtually for the first time on August 22, 2012 to discuss potential events and set meeting dates for the rest of the semester. Our primary goals were to rejuvenate and generate interest in the round table again in order to attract new members, and to provide worthwhile programming to support our membership and NCLA as a whole.

Jenny Dale and Kathy Shields (with input from the other board members) created a survey that was sent out to the membership via the Google Group for the Tech and Trends Round Table. The board used the results of this survey to plan events during the year and at the 2013 Biennial Conference.

We gained access to the Google Group that had been used previously by the past chair. We used this to compare our most recent list of current members to those in the Google Group and sent invitations to those who were members of TNT but not on the Google Group and encouraged them to join.

Chad Haeefe represented TNT at Meet NCLA Day on September 13 in Durham, where he promoted our upcoming virtual networking event and had the opportunity to speak to around 25 attendees.

The Board met in person on December 13, 2012 in High Point. Based on the results of the survey that we distributed earlier in the year, the Board discussed programming for 2013. The Board was in favor of

doing free online webinars to reach the broadest group of TNT and NCLA members. The Board also discussed programming for the NCLA Conference in October 2013.

Throughout 2012-2013, we presented several webinars:

Webinars

- October 5, 2012: Virtual Networking Event (5 attendees)
- November 18, 2012: Virtual Discussion on tech uses and trends in libraries (12 attendees)
- February 27, 2013: Ebook Training, Julie Raynor (28 attendees)
- March 30, 2013: Teach Yourself How to Program, Chad Haeefe (50 attendees)
- April 26, 2013: Free Image Editing Tools, Jenny Dale & Amanda Wilkerson (14 attendees)
- August 7, 2013: Citation Tools, Jenny Dale & Chae Haeefe (18 attendees)
- August 21, 2013: RDA, Dr. Sonia Archer-Capuzzo (47 attendees)
- September 16, 2013: Presentation Tools & Skills, Lauren Pressley (26 attendees)
- September 25, 2013: Mobile Devices in Libraries, Crystal Holland & Aislyn Denny (28 attendees)

The board met virtually on March 6 and April 2. We met in person again on June 7 in Carrboro to make some final decisions regarding the upcoming NCLA Conference. We met again virtually on July 24, August 30, and October 16.

At the conference, TNT had a table outside the exhibit hall, where we advertised our programs and also gave away TNT-branded tech-related products, including a mobile device stand and a pen/stylus. We also sponsored three programs at the conference, one of which we co-sponsored with RASS.

Conference Programs

Share Your App!

Emily King & Nathaniel King, UNC; Samantha Leonard, High Point University; Holly Mabry, NCKnows; Keeley Murray, The Chef's Academy

This flash presentation allowed presenters to demonstrate their favorite apps for smartphone or tablet. Each presenter was given approximately 10 minutes to talk about the app and its application to libraries. The featured apps covered a wide range of uses in libraries of all kinds, from those that we may use with patrons to those that we use to keep our libraries and ourselves organized. Participants had a chance to ask questions about the apps and a list of the featured apps with information on where to download them, compatibility, and key features was posted on the TNT website.

Web Design for Libraries

Emily King and Chad Haeefe, UNC-Chapel Hill; Alan Unsworth, Surry CC

Libraries around the state are using a variety of free and low-cost tools to make their websites both functional and visually appealing. In this panel presentation, librarians demonstrated their websites, talked about the software they used to create it, why they chose that software, and how they created their site.

Up with EBooks!: Best Practices for Staff (& Patron) Training

Julie Raynor, High Point; Crystal Holland, Forsyth County

*Co-sponsored with RASS

With the recent increase in demand for electronic books, libraries are trying to find the best ways to teach our community how to effectively use the library's eBook collection. Some libraries have created staff training programs to better prepare staff

to assist their patrons with eBook questions. Panelists discussed their training programs and troubleshooting techniques, which can be easily adapted to meet the needs of your library's staff and patrons.

At the conference, we held a business meeting, where we held elections for board members for the 2013-2015 biennium. Since the current board started mid-way through the biennium, we requested re-election for another term. So, the 2013-15 board remains the same as the 2011-13 board. We also had a chance to talk with current members regarding what programming they would like to see in the future.

We have additional webinars planned through February 2014 and look forward to partnering with other groups to provide programming and continue to bolster interest in NCLA and TNT.

Kathy Shields

New Members Round Table

The following individuals were members of the NMRT Executive Board for the 2011-2013 Biennium:

- Katrina Vernon, North Regional Library, Wake County Public Libraries (Chair)
- Melanie Wood, Central Piedmont Community College, Charlotte (Vice Chair/Chair Elect)
- Lorrie Russell, High Point Public Library (Secretary)
- Patrick Holt, Durham County Public Library (Treasurer -- until early 2013)
- Sarah Lyon, Wake Forest Community Library, Wake County Public Libraries (Treasurer)
- Marian Fragola, NC State University, Raleigh (Programming Director)
- Stephen Bollinger, NC A&T State University, Greensboro (Publicity Director)

- Alan Unsworth, Surry County Community College, Dobson (ALA-NMRT Affiliates Council Representative)
- Jennifer Hanft, Meredith College, Raleigh (Mentoring Committee)
- Alicia Finley, (Students to NCLA Committee)

2011 Conference Involvement

- NMRT hosted a Welcome Breakfast. We gave out 87 tickets to attend the event while conference attendees checked in.
- Although not heavily used, we received great feedback for this year's Conference Mentoring Program.

Networking Events

- NMRT hosted (or partnered with individuals who hosted) 24 networking events this biennium, reaching approximately 275 participants. We worked to offer events all across the state, and successfully hosted them in Asheville, Cary, Chapel Hill, Charlotte, Durham, Fayetteville, Greensboro, Greenville, Lexington, Raleigh, and Sylva.
- NMRT created a Best Practices for Hosting a Networking Event document that was shared with groups and individuals wanting to host events of their own.

Other Events

- NMRT hosted a table at the Paraprofessional Conference in May of 2012 to try to boost membership and talk about the benefits of joining.
- With NCLPA, NMRT offered a \$150 scholarship to the Leadership Institute.
- In August of 2012, NMRT hosted Tips and Tricks for Job Seekers to 15 attendees.
 - We videotaped this presentation and posted it to YouTube
- In August of 2012, NMRT participated in the ALA/NCLA Panel at the SCALA Kickoff at UNC to around 50 attendees/

- In September of 2012, NMRT hosted Meet NCLA Day to 23 attendees. All sections and roundtables were invited to attend and have a table to talk to new members about what NCLA does.
- In November of 2012, NMRT had a membership table at a WILR event, to talk about NCLA in general and promote upcoming NMRT events.
- In April of 2013, NMRT hosted Tips and Tricks for Job Seekers in both Charlotte and Durham, to 32 attendees.
- In August 2013, NMRT reached out the new UNCG LIS students to let them know about NCLA membership, the conference and the mentoring program.

Services

- NMRT began a quarterly newsletter, NC Citations, to promote all upcoming programs and services of NCLA. At each publication, this was sent to the listserv, posted to Facebook and LinkedIn, and brought to any networking events.
- NMRT continued our Mentoring and Resume Cover Letter and Review programs. In the summer of 2013, these services were temporarily put on hold so the incoming NMRT Executive Board can redefine the needs of our members and re-envision the services.

Board Meetings

- The board met either in-person or virtually (or a combination of the two) every other month.

Elections

NMRT hosted a successful election in the fall of 2013.

The incoming Executive Board is as follows:

- Melanie Wood, Central Piedmont Community College, Charlotte (Chair)

- Nicole Spoor, Business Librarian, UNC-Charlotte (Vice Chair/Chair Elect)*
- Sarah Lyon, Wake Forest Community Library, Wake County Public Libraries (Treasurer/Secretary)
- Marian Fragola, NC State University, Raleigh (Programming Director)
- Stephen Bollinger, NC A&T State University, Greensboro (Publicity Director)
- Terry Hobgood, Mary Duncan Public Library (ALA-NMRT Affiliates Council Representative)*
- Tracy Pizzi, Cabarrus County Public Library (Mentoring Committee)*
- Shae Cooke, UNC-Greensboro LIS Student (Students to NCLA Committee)*
- Heather Greer Klein, NC LIVE (Conference and Workshop Planning Committee)*
- Lara Luck, Forsyth County Public Library (Nominating Committee)*

*New to the board

2013 Conference Involvement

- Networking Breakfast
- Speed Interviewing (partnering with LAMs)
- Tips and Tricks for Job Seekers
- Conference Mentoring
- Breakfast with author Rebecca Lee
- Pub Crawl

All of our programs were successful. The Pub Crawl brought in over \$1500 toward the Endowment. The new board is already thinking about 2015 conference planning, while the 2013 conference is fresh.

Katrina Vernon

Strategic Initiative on Membership

The steps originally posited by this group were as follows:

Improve branding and consistency of NLCA publications:

- Create templates for all NCLA printed materials (with logo, contact info, etc.)
 - These could be housed in a members only area of the site for groups to access and use
- Improve consistency of posted information; events are often posted with incomplete/incorrect information.
- The overall goal here is to professionalize the look and feel of publications from the association.

This is in the process of being achieved by the Marketing Committee, which has created a redesign of the logo and website to be used throughout all NCLA publications.

Publicize events uniformly:

- All events should be posted to the same locations:
 - Website
 - Listserv
 - Facebook /LinkedIn/Twitter
 - Printed fliers to individual sections/round tables, as feasible
 - NC Citations
- Again, it might be best to have one group be responsible for all of this. In the past, Katrina had created a “publicity checklist” to go through whenever a group wants to promote an event. This could be fine-tuned and used.

This information has been passed on to all the sections and roundtables, but it is now up to them to use these methods effectively.

Look into e-newsletter capability and a more effective and quick way to post to the listserv:

- Subscribing to a product like Constant Contact (\$30/month) or iContact (\$29/month) would allow us to brand outgoing emails give them a cleaner look.
- Post events as they come through rather than many at a time. This clutters our members’ inboxes and

causes many of them to just delete the batch of NCLA-related emails.

The new NCLA listserv has at least created a stop-gap method for the issues that were previously being noticed.

Membership data is not yet available for the new quarter, but I believe we will see the same trends as in past biennia with a large increase around the time of conference. Perhaps it is time to again think of a two-year membership to reduce some of the non-renewals between conferences.

Katrina Vernon

New Member’s Round Table

The outgoing board consists of:

- Katrina Vernon, North Regional Library, Wake County Public Libraries (Chair)
- Melanie Wood, Central Piedmont Community College, Charlotte (Vice Chair/Chair Elect)
- Lorrie Russell, High Point Public Library (Secretary)
- Sarah Lyon, Wake Forest Community Library, Wake County Public Libraries (Treasurer)
- Marian Fragola, NC State University, Raleigh (Programming Director)
- Stephen Bollinger, NC A&T State University, Greensboro (Publicity Director)

The incoming board consists of:

- Melanie Wood, Central Piedmont Community College, Charlotte (Chair)
- Nicole Spoor, Business Librarian, UNC-Charlotte (Vice Chair/Chair Elect)*
- Sarah Lyon, Wake Forest Community Library, Wake County Public Libraries (Treasurer/Secretary)
- Marian Fragola, NC State University, Raleigh (Programming Director)

- Stephen Bollinger, NC A&T State University, Greensboro (Publicity Director)
- Terry Hobgood, Mary Duncan Public Library (ALA-NMRT Affiliates Council Representative)*

*New to the board

Over the past quarter, NMRT has prepared for conference events. We hosted:

- Networking Breakfast
- Speed Interviewing (partnering with LAMs)
- Tips and Tricks for Job Seekers
- Conference Mentoring
- Breakfast with author Rebecca Lee
- Pub Crawl

All of our programs were successful. The Pub Crawl brought in over \$1500 toward the Endowment. The new board is already thinking about 2015 conference planning, while the 2013 conference is fresh.

The new board will be working to re-envision the Mentoring Committee to offer the best services to our members.

The board had a business meeting at the conference to begin to discuss the upcoming year. Another meeting will be planned soon.

Katrina Vernon

Scholarship Committee

During this biennium the Scholarship Committee explored its history. A brief timeline (created from information published in *North Carolina Libraries* from 1942-1975) is attached to this report. If anyone would like to add/correct any information on the timeline, please let the scholarship committee know. This biennium the committee created electronic scholarship application forms and recommendation forms. These forms

are available on the NCLA web site and all applicants used these forms to submit their paperwork electronically.

The Scholarship Committee received 15 complete applications for scholarships. The committee voted to award the scholarships as follows

- NCLA MEMORIAL SCHOLARSHIP, \$1000: Julianne Clark Moore, Appalachian State University
- MCLENDON SCHOLARSHIP, \$400: Stefanie Rae Keller, Appalachian State University
- QUERY – LONG SCHOLARSHIP, \$1000: Lisa Williams Hartzell, UNC Greensboro
- APPALACHIAN SCHOLARSHIP, \$1000: Melanie Ross Sherrill, Appalachian State University

The winners have been notified of their awards and all have received their checks from NCLA.

The Scholarship Committee welcomes Libby Stone of Gaston College as the new committee chair and will need to replace outgoing committee member (past chair) Christy Earp after the 2013 NCLA conference.

Current committee membership includes:

- Libby Stone 2009-2015, Gaston College, Incoming Chair
- Amy Funderburk, 2013-2019, Wake County Public Library
- Carolyn McCallum 2009-2015, Wake Forest University
- Rachel Holderied 2009-2015, GTCC
- Luba Sawczyn 2009-2015, Chapel Hill Public Library
- Christy Earp 2006-2013, Wilkes Community College, Outgoing Chair

NCLA Scholarship Committee History

1904—NCLA Founded

1929—North Carolina College for Women Department of Library Studies

1931—UNC School of Library Studies (Master's Program began 1951)

1948—NCLA executive committee voted to establish a Scholarship-Loan Fund. Charles Adams (Women's College of Greensboro librarian) was the chair.

1949—NCLA donates \$500 to the Scholarship/Loan fund in honor of Dr. Louis R. Wilson.

1953—Bentley-Christ-Ruzicka memorial donation in memory of George Bentley (UNC), Robert Christ (Duke), and Vernon Ruzicka (Ruzicka Book Bindery in Greensboro)

1959—First Ruzicka scholarship (\$1,000) awarded to Elizabeth Bias of Washington, NC, where she was an elementary school librarian.

1961—Ruzicka scholarship to Eva McArthur, attending UNC, teacher at Durham City Schools

1963—Ruzicka scholarship of \$300 awarded to William C. Sizemore

1967—NCLA Memorial Scholarship of \$300 1st recipient: Mrs. Nancy F. Cook, reference librarian at ASU in 65-66, and librarian of Juvenile Library of ASTC in 66-67

1971—NCLA board votes to accept Joyce C. McLendon leaves \$3,000 in her will to NCLA to be used as a student loan fund Loan of \$100/year, with interest rate of 1%

1972—Anonymous donor gives \$9,000 for a Query-Long Scholarship. Board decides the amount will be \$500. In honor of Mary Eunice Query, NCLA president 1967-1969

Christy Earp

Literacy Round Table

The following individuals served on the Literacy Round Table (LRT) Executive Board for the 2011-2013 Biennium:

- Donna Phillips, Wayne County Public Library, Chair
- Steve Sumerford, Greensboro Public Library, Vice Chair
- Becky Callison, Wilson County Public Library, Secretary
- Dr. Pauletta Bracy, North Carolina Central University, Director
- Jane Blackburn, Appalachian Regional Library, Director

2011 Conference Involvement

- LRT sponsored a panel discussion on the "American Dream" Literacy Initiative. The sessions was well attended.

Other Activities

- Members of the LRT Executive Board prepared and distributed a "Literacy Toolkit" to all North Carolina Public Library's. Libraries were encouraged to celebrate Family Literacy Day on November 1st and to use recommended activities in the Literacy Toolkit as a way to promote literacy in their communities. At the LRT requests Governor Beverly Perdue issued a proclamation declaring November 1st Family Literacy Day in North Carolina.

2012 Activities

- 2012 was a year of reorganization for the LRT Executive Board as we lost several members due to retirement.
- The "Literacy Toolkit" was revised and copies were distributed to all North Carolina Public Libraries. Libraries were once again encouraged to celebrate and raise awareness regarding literacy on November 1st.

2013 Conference Involvement

- The LRT sponsored a conference session, Public Libraries as Leaders in Achieving Grade-Level Reading. The conference session included a panel discussion with representatives from several NC Public Libraries who are

participants or leaders in this campaign in their communities. The session was well attended.

Elections

The incoming Executive Board is as follows:

- Molly Westmoreland, State Library of North Carolina, Chair
- Jane Blackburn, Appalachian Regional Library, Vice Chair
- Becky Callison, Wilson County Public Library, Secretary
- Donna Phillips, Wayne County Public Library, Director

Donna Phillips

Legislative and Advocacy Committee

General Business

Committee Chair Brandy Hamilton started communication with incoming chair, Dr. Anthony Chow and Assistant Chair- LaJuan Pringle. We began the transfer of files from previous years.

#MYNCLibrary Project

A subcommittee formed several months ago to review ALA's library snapshot day initiative and decide if North Carolina wanted to do a statewide event. After consideration, we decided to forgo the traditional "Library Snapshot Day" in favor of a five-day advocacy initiative called **#MyNCLibrary**. The initiative will take place during National Library week 2014. We will encourage library staff and patrons to participate. There are three major goals:

- To communicate the value of the library
- To get patrons more involved in library advocacy in a fun and meaningful way
- To produce content to be given to legislators during National Library Legislative Day

Please see <http://www.nclaonline.org/issues-advocacy/mynclibrary-advocacy-campaign> for details.

Subcommittee member Tamara Rhodes spearheaded the work on the project by creating the concept to populating the website and supporting materials. More information and PR will be coming soon.

Conference

Legislative and Advocacy set up a table highlighting advocacy projects and provide some basic information. In addition, several of us participated in a poster session entitled *"North Carolina Libraries Matter - An Exploration of NCLA Advocacy Projects" Learn about NCLA advocacy initiatives past, present and future. Discover valuable tools you can use to promote libraries and their value to North Carolina Citizens.*

We highlighted past and future projects and it was very successful. We took names and emails of interested library staff.

Brandy Hamilton

Library Administration and Management

The LAMS board set the following goals for the 2012-2013 biennium:

- Increase the programming offered for new managers, and inspire new leaders.
- Work with NCLA to offer an exciting and interesting Leadership Institute for the association.
- Increase membership in LAMS, and interest in our programming opportunities.

LAMS accomplished the following in this biennium:

- This biennium LAMS began publication of a quarterly newsletter entitled "LAMS

Letters" that was distributed by email to section members. We have had positive feedback from our membership, and intend to continue regular, and possibly more frequent, publication in the coming biennium.

- Board Chair Lorrie Russell served as a member of the Leadership Institute Planning Committee and as a Mentor for five of the thirty-seven participants. LAMS also sponsored one participant (Laurence Gavin) and offered him a full scholarship.
- LAMS offered an "Unconference" event in November 2012 with the title "Change Happens". Lois Kilkka of Charlotte-Mecklenburg presented a program about dealing with change and the effects it has on an organization. Thirty-seven people participated in the Unconference.
- LAMS hosted the spring meeting of the Leadership Institute participants and their mentors. Board members served as facilitators and assisted with helping make sure that the participants were on track with completing their projects.
- At the 2013 Biennial Conference, LAMS partnered with the Leadership Institute and presented a Pre-Conference event with guest motivational speaker Adair Cates from Atlanta, GA. There were twenty participants who signed up for the program on Emotional Intelligence in the work place and how to use it to best benefit managers and staff.
- LAMS partnered with NMRT to present a Speed Interviewing session for job seekers. Over twenty "interviewers" and eighteen "interviewees" came together. Overall feedback from the session was positive, and may be offered again in the future.
- LAMS also presented a panel of seasoned managers who addressed the topic of "What I wish I had

known when I was just starting". LAMS had over fifty-eight participants in the session, and other than a concern about not being able to hear everything, feedback was very positive.

- LAMS also prepared a basket for the raffle to raise funds for the section and the association at conference. Final numbers for this are still pending at this time.

LAMS hosted elections of new officers in September, 2013. Officers for the coming Biennium are as follows:

- Chair: Laurence Gavin, Cumberland County Public Library and Information Center
- Vice-Chair: Mark Sanders, East Carolina University
- Secretary/Treasurer: Deana Cunningham, Granville County Public Library
- Director: Ruth Ann Copley, Davidson County Public Library
- Director: Brandy Hamilton, Wake County Public Libraries
- Director: Joan Sherif, Northwest Regional Public Library
- Publicity Committee Chair: Michael Crumpton, University of North Carolina, Greensboro
- Immediate Past Chair: Lorrie Russell, High Point Public Library

Lorrie Russell

Government Resources Section

The following individuals were members of the GRS Executive Board for the 2011-2013 biennium:

- Lynda Kellam, UNCG, Chair
- David Durant, ECU, Vice-Chair/Chair-Elect
- Lisa Watson, Elon University School of Law, Secretary-Treasurer
- Jennifer Smith, Elon University, Website Administrator
- Mimi Curlee, Publi Library of Charlotte & Mecklenburg County, Past Chair

- Beth Rowe, UNC Chapel Hill, Representative of the Federal Regional Depository Library
- Jennifer Davidson, State Library of North Carolina, State Documents Clearinghouse Coordinator

2011 Conference:

We sponsored two sessions at the NCLA biennial conference in 2011:

- "Do We Really Need to Pay for this Anymore? The best free v. fee sources for statistics and country research" presented by Lynda Kellam, UNCG, and Steve Cramer, UNCG (co-sponsored with BLINC).
- "Census 2010: An Update" presented by Michele Hayslett, Data Librarian at UNC, Bob Coats, Governor's Census Liaison, and Erin Watkins, Researcher at Charlotte Chamber of Commerce.

2012 Spring Workshop and Business Meeting

We held our annual meeting on June 1, 2012 at Elon University. We had 27 people in attendance at the workshop. Jennifer Davison gave an update on programs at the State Library of North Carolina and Beth Rowe provided an update on the Federal Depository program. Bryna Coonin from East Carolina University presented on the historical development of the US Census. John Burger from ASERL and David Durant from East Carolina University gave presentations on the ASERL Collaborative Federal Depository Program. We closed the day with a business meeting.

Board Meetings:

After every quarterly NCLA Executive Board meeting we held a GRS Executive Board meeting, usually virtually, to discuss the webinars or plan for events.

Help! I'm an Accidental Government Information Librarian webinar series

Our webinar series continues to be successful and the full list is below. Since starting the series we have had 30 webinars and we have planned more through May 2014. This series has been a great promotional and educational tool not only for North Carolina librarians but for librarians nationwide. Because of this series the Chair and Vice-Chair have been invited to write an article for the FDLP newsletter and to present at the Depository Library Council Meeting in October 2012. More information about the series including recordings and slides can be found at our website: <http://www.ncla-online.org/government-resources/help-im-accidental-government-information-librarian-webinars>

2013 Conference

We sponsored three sessions at the NCLA biennial conference in 2013:

- "For the Record: The History and Development of the Congressional Record from its Inception to the Present" presented by Bryna Coonin, East Carolina University.
- "Emergency Preparedness: How Ready is Your Library?" presented by Michele Hayslett, UNC-Chapel Hill.
- "Using Government Resources to Support Small Business" presented by Beth Kaylor, UNC-Wilmington.

Elections

We held our first virtual election in September and October 2013 and confirmed the results at the business meeting on October 18, 2013. The following individuals are our 2013-2015 Executive Board:

- David Durant, ECU, Chair
- Michele Hayslett, Vice-Chair/Chair-Elect

- Anupama Pal, Elon University School of Law, Secretary-Treasurer
- Jennifer Smith, Elon University, Website Administrator
- Lynda Kellam, UNCG, Past Chair
- Beth Rowe, UNC Chapel Hill, Representative of the Federal Regional Depository Library
- Jennifer Davidson, State Library of North Carolina, State Documents Clearinghouse Coordinator

We are looking forward to the new biennium!

Lynda M. Kellam

NCLA Community & Junior College Libraries Section

February 2012

- Created a CJCLS membership bookmark that was distributed at the North Carolina Community College Learning Resources Association conference and at the North Carolina Community College System conference.

November 2012:

- Partnered with the College & University Section to co-host a mini-conference on Friday, November 2, 2012 at the Davidson County Community College Conference Center in Thomasville, NC. The theme of the conference was "Assessment beyond Statistics."

March 2013:

- Board members met in March 2013 at the NCCCLRA Conference, which was held at Cape Fear Community College in Wilmington.
- The Board voted to appoint Angela Davis, Director at Large, as Vice Chair/Chair Elect to replace Jason Setzer who resigned from that position.
- A CJCLS Google Group was created in order to facilitate communication between members.

August 2013:

- Elected officers for the new biennium via online ballot. Chair: Angela Davis, Pitt CC Vice-Chair: Catherine Tingelstad, Pitt CC Secretary/Treasurer: Deanna Lewis, Cape Fear CC Directors at Large: Keith Burkhead, Guilford CC, and Staci Wilson, Catawba Valley CC Past Chair: Penny Sermons, Beaufort CC

October 2013–NCLA Conference in Winston-Salem:

- Many community college librarians throughout the state participated in conference sessions.
- A CJCLS membership meeting was held at the conference on Thursday, Oct. 17, at 5:15 p.m. where new officers were installed.
- Discussion topics included things on which to focus for the next biennium:
 - update the CJCLS bylaws to more accurately reflect how the business of the organization is carried out
 - work closely with current NCCCLRA President Libby Stone to define the roles of each organization and make a plan for how the two organizations can complement each other
 - offer a workshop in 2014
 - be more involved as a section in the 2015 NCLA Conference

Angela Davis

Roundtable for Ethnic Minority Concerns

The following individuals were members of the REMCo Executive Board for the 2011-2013 Biennium:

- Philip Cherry III, Onslow County Public Library, Chair (Partial Term)
- Avis Jones, WCPL, Vice-Chair/Chair Elect (Acting)
- Evelyn Blount, Guilford College, Immediate Past Chair

- Shamella Cromartie, Robeson Community College, Secretary/Treasurer
- Alan Bailey, ECU, Co-Director
- Forrest Foster, Winston-Salem State University, Co-Director
- Iyanna Sims, North Carolina A&T State University, Webmaster

The 2013-2015 New Slate of Officers (election held September 2013) is below:

- Avis Jones, Wake County Public Libraries, Chair
- Shamella Cromartie, Robeson Community College, Vice-Chair/Chair Elect
- Iyanna Sims, North Carolina A&T State University, Secretary/Treasurer
- Jewel Davis, Appalachian State Univ., Co-Director
- Forrest Foster, Winston-Salem State University, Co-Director

Board Meetings

REMCo Executive Board meetings are usually held quarterly via email or teleconference.

2011 Conference:

- REMCo sponsored a pre-conference workshop–Skeleton in the Closet: Genealogical Resources and Research for Everyone, Aimed at African American Families, conducted by Jamane Yeager and Janey Deal.
- REMCo's Luncheon Program hosted author Nooma Monika Rhue, Library Director, Johnson C. Smith University, Charlotte, NC. She discussed her new book entitled, *Organizing and Preserving Family History and Religious Records*.
- The Roadbuilders Award, established in 1989, were presented to-- Annie H. Coleman, Academic Librarianship and Agnes W. Ho, Public Librarianship

60th NCLA Biennial Conference –Winston-Salem, NC – REMCo sponsored/co-sponsored the following events/activities:

- Stronger Together: Multicultural Competence - From Ideas to Action, This workshop featured library leaders and Library HR personnel in a conversation around cross cultural competence during the morning. The panel shared recommendations and answered those tough questions: How do you make sure your library has a welcoming inclusive presence? What challenges do you face recruiting talented diverse staff members, what are some of the major hurdles? And what works? In the afternoon, Shayla led us through the GATEKEEPERS series. Panelists include: Tiffany Allen, Director of Human Resources, UNC-Chapel Hill; Kathy Bradshaw, Human Resources Librarian, UNC-Greensboro; Sylvia Sprinkle Hamlin, Director, Forsyth County Public Library; Barbee Oakes, Assistant Provost for Diversity and Inclusion, Wake Forest University; and Shayla Herndon-Edmunds, Manager of Diversity Education, Wake Forest University.
- Meet the Family Relatives: 21st Century Style, Using WordPress software and other social media technologies, a family page was created. Participants created a family page from members of their family tree preferably deceased ancestors who have digital images. The goal is to push this information to younger generations using laptops, Facebook, Twitter and other social media methods. Presented by H. Jamane Yeager, Belk Library, Elon University.
- Raffle of "Relaxing with REMCo" Gift Basket
- From the Bookshelves to the Hearts and Minds of Children: Teaching and Programming with Coretta Scott King Award-Winning Books, Coretta Scott King award-winning author,

Kelly Starling Lyons and Alan R. Bailey discussed the significance of African American children's literature. Those K-12 educators, youth services librarians, and academic librarians/faculty with an interest in children's and young adult literature left this session equipped with inspirational strategies and resources necessary to integrate Coretta Scott King award-winning books into their classes and library programs.

- REMCo Luncheon, featuring guest speaker Dr. Tara Green, PHD, UNCG the Professor and Director of African American Studies at the University of North Carolina at Greensboro where she teaches literature and gender studies courses. In addition to publishing *From the Plantation to the Prison: African American Confinement Literature* and *Oprah Winfrey, Her Films, and African American Literature*, she is the author of *A Fatherless Child: Autobiographical Perspectives of African American Men*, winner of the 2011 National Council for Black Studies Outstanding Scholarship Award. Dr. Green has presented her work in Africa, England, and the Caribbean, as well as throughout the United States. She is completing a book manuscript on activist and writer, Alice Dunbar-Nelson.
- 2013 Roadbuilders Awards were presented to the following:
 - o Academic Librarianship—Alan R. Bailey, Associate Professor & Interim Head of Services, Teaching Resources Center, Joyner Library, East Carolina University.
 - o Public Librarianship—Tammy Baggett, Library Director, Durham County Public Library
 - o Special Librarianship—Tamika Barnes, Library Director, Georgia Perimeter College, Dunwoody Campus

- o Library Education—Dr. Clara M. Chu, Professor and Department Chair, Department of Library and Information Studies, UNCG

Avis Jones

Constitution, Codes, and Bylaws Committee

Committee members:

- Phil Barton
- Laura Davidson (chair)
- Suchie Mohanty
- Sandra Pinkham

During the biennium, the committee reviewed the contents of the handbook and the handbook website. The committee recommended and the Board approved these actions:

- The designation of the Handbook portion of the NCLA website as the official version of the NCLA Constitution, Codes, and Handbook. (<http://www.nclonline.org/organization/ncla-handbook>)
- The removal of non-governing sections of the handbook to other sections of the website and clean-up of handbook sections. The revised table of contents for the NCLA Handbook web site is now:
 - o The Association
 - Who we are and what we do
 - Background
 - Contact the NCLA Office
 - Frequently Asked Questions
 - Scholarships
 - Awards
 - Publications
 - o Constitution and Bylaws
 - NCLA Constitution
 - NCLA Bylaws
 - o Sections and Roundtable Bylaws
 - Sections
 - o Business Librarianship in North Carolina (BLINC)
 - o College and University Section and North Carolina Chapter of ACRL

- Community and Junior College Libraries Section
- Government Resources Section
- Library Administration and Management Section
- North Carolina Association of School Librarians
- Public Library Section
- Reference and Adult Services Section
- Resources and Technical Services Section
- Trustees, Friends, and Advocates Section
- Youth Services Section
- Roundtables
 - Literacy Roundtable
 - New Members Round Table
 - North Carolina Library Paraprofessional Association
 - Round Table for Ethnic Minority Concerns
 - Round Table on Special Collections
 - Technology and Trends Round Table
 - Women's Issues in Libraries Round Table
- Executive Board Handbook
 - Standing Rules of the Executive Board
 - Non-codified policies adopted by the Executive Board
 - Officers
 - Standing Committees
 - North Carolina Libraries Editorial Board
 - Sections and Roundtables
 - Financial Procedures
 - Archives Committee Records Retention
 - Operations
 - Forms
 - Membership application form
 - Motion form
 - Request for reimbursement of travel expenses
 - Scholarship recommendation form
 - Challenged work
 - Sample by-laws
 - Conference Handbook

In addition, sections were asked to review the bylaws posted within the Handbook portion of the website to ensure that those were up-to-date. Sections were also asked to refer to the Handbook rather than reposting their bylaws in other parts of the NCLA website.

Several sections and roundtables updated or revised bylaws during the biennium, including GRS, NCLPA, RASS, and TNT.

In collaboration with the NCLA Secretary and NCLA Webmaster, we began exploring online forms for posting section and roundtable reports and filing motions for Board meetings.

Laura Davidson

Finance Committee

Committee Members for 2012-3

- Mary Sizemore, Treasurer
- MJ Wilkerson, Treasurer-Elect
- Christy Earp, Scholarship Comm. Chair
- Priscilla Lewis, Operations Comm. Chair
- Andrea Tullos, At-Large
- Carol Cramer, Chair
- Kim Parrott, *ex officio*

Following a highly profitable conference in 2011, the 59th biennium for NCLA was relatively prosperous financially. The Finance Committee proposed a spending plan for the 2011 conference profits. This plan set some funds aside for the 2013 conference, some funds for general

operations in 2012 and 2013, and designated \$25,000 for unrestricted reserves. The goal of the unrestricted reserves was to break out of the boom-and-bust cycle in which the financial health of NCLA is largely dependent on the financial success (or lack thereof) of the most recent conference. The Executive Board adopted the 2012 and 2013 budgets, which were largely informed by this plan.

The Finance Committee encouraged (and the Board adopted) the continued use of Endowment returns for the Legislative Day project.

The Committee also instituted a new policy that the Treasurer-Elect would perform an audit of the organization's finances during their second year in office. The 2013 audit, compiled by MJ Wilkerson, is appended to this report.

Carol Cramer,

Leadership Institute 2012 Planning Committee

The Planning Committee for the 2012 Leadership Institute was formed in January 2012, following the NCLA Executive Board Retreat and consisted of the following members:

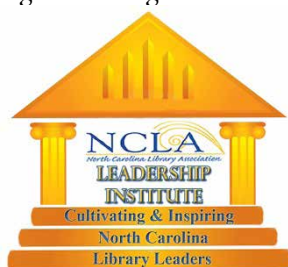
- Mike Crumpton – UNC-Greensboro, chair, macrumpt@uncg.edu
- Raye Oldham – State Library of North Carolina, raye.oldham@ncdcr.gov
- Dale Cousins – Wake County Public Libraries, NCLA VP, dale.cousins@wakegov.com
- Lorrie Russell – High Point Public Library, lorrie.russell@highpointnc.gov
- Marilyn Carney – Wake Tech Community College, mmcarney@waketech.edu
- Rita Van Duinen – Central

Carolina Community College LIS program, rvanduinen@ccccc.edu

- Tamika Barnes, EPA Library, Past-pres, NCSLA, barnes.tamika@epa.gov
- Linda Haynes - Mary Duncan Library- Benson, NC, lindagato@yahoo.com

The goal was to re-envision and restructure the Leadership Institute after missing a biennial and losing the rhythm of expectation. Early tasks addressed and accomplished by the Planning Committee included:

- Mission statement was created:
 - "The mission of the North Carolina Library Association (NCLA) Leadership Institute is to create opportunities for learning and skill building in leadership and mentoring. The Institute will cultivate an improved understanding of self and others, while inspiring participants to serve in leadership roles within the profession at local, state and national levels.
- A logo was designed:



- A site visit was conducted on the site planned from a previous commitment and logistics discussed of menu options, accommodations, conference center restrictions and features of the center for execution of program and content presentation.
- An assessment was conducted with previous Leadership Institute attendees in order to establish a baseline for program development and content.
- An application process, FAQ and media plan was developed and executed with applications for the

2012 Leadership Institute due on July 2nd. This included expectations for participants who are accepted as well as institutions supporting candidates.

- NCLA has received an LSTA grant for \$35K for the Leadership Institute so attendance fee was established at \$300 per attendee, sections and roundtables were encouraged to sponsor a member.
- An outline of post-LI activities has been outlined and is being planned.

The committee is now focused on content and is utilizing two outside facilitators, Cheryl Gould and Eric Gladney as well as speakers representing North Carolina library leadership; Wanda, Dale, Ross Holt, Anthony Chow and Cal Shepard.

The Planning Committee also solicited mentors to make up teams to help coach and enable participants during the process, they were selected as follows:

- Rodney Lippard – Rowan Cabarrus Community College
- Steve Cramer – UNC-Greensboro
- Gerald Holmes – UNC-Greensboro
- Lorrie Russell - High Point Public Library
- Sylvia Sprinkle - Hamlin-Forsyth County Public Library
- Alan Bailey - East Carolina University
- Pam Jaskot - Chair, Public Library Section

The Leadership Institute was marketed to the NCLA community and applications were solicited per guidelines and logistics established. 65 applications were received and have been reviewed by the planning committee. The committee determined that an additional 9 spots could be made available so invitations for 37 accepted participants were sent out. A non-acceptance letter was also sent to applicants who were not successful with a promise to include in future events and activities. The participants

selected were as follows:

- Genevieve Baillie, Wilson County Public Library
- Randall Bowman, Elon University
- Alison Bradley, UNC Charlotte
- Amy Brake, North Carolina Wesleyan College
- Kelly Brannock, State Library of North Carolina, Library Development Section
- Christain Burris, Wake Forest University
- Heidi Buchanan, Western Carolina University
- Alicia Finley, Charlotte Mecklenburg Library - University City
- Laurence Gavin, Cumberland County Public Library & Information Center
- Heather Greer Klein, NC LIVE
- Jennifer Hanft, Meredith College
- Amy Harris Houk, UNC Greensboro
- Tiffany Hayes, Cumberland County Public Library & Information Center
- Julie Humphrey, Durham Technical Community College
- Carmella Johnson, Sandhill Regional Library System - Hamlet
- Kathryn Kavanagh, East Carolina University
- Mark King, Craven Community College
- Jennifer Lohmann, Durham County Library - Southwest Regional
- Rosemary Loomis, Wayne County Public Library
- Lara Luck, Forsyth County Public Library
- Brandie Martin, Orange County Public Library
- Patti McAnally, H. Leslie Perry Memorial Library
- Sara McGough, Henderson County Public Library
- Julie Obst, Central Piedmont Community College
- Mary Elisabeth Price, Cabarrus County Public Library
- Anne Pusey, Orange County Public

- Library
- Jessica Reid, Cabarrus County Public Library - Kannapolis
- Catherine Roche, Robeson County Public Library
- Jason Rogers, Wake County Public Libraries - Cameron Village
- Lisa Shores, Rowan-Cabarrus Community College
- Debbie Shreve, Wake County Public Libraries - West Regional
- Joetta Stoner, Wilson County Public Library
- Jennifer Taft, Cumberland County Public Library & Information Center
- Catherine Tingelstad, Pitt Community College
- Dave Trudeau, Vance-Granville Community College
- Katrina Vernon, Wake County Public Library
- Cathy Wright, Alamance County Public Libraries

This became the roster for the attendees to the 2012 NCLA Leadership Institute.

The Planning Committee then created the agenda, schedule and overall program parameters for the institute, to include follow-up events and activities that bridged the institute with the biennial conference planned for October 2013. The following is the agenda for the on-site institute in 2012:

Thursday – October 25th

- 10:00 Committee members arrive
- 11:00 Mentors arrive
- 12:00 – 1:00 Committee Members and Mentors – Lunch
- 12:00 – 2:00 Attendees arrive and check in
- 2:30 Welcome/Introduction (Icebreaker/Logistics & Caraway rules/ Committee & Mentor Introductions/ Mission Statement and Goals – Wanda Brown, Dale Cousins and Mike Crumpton
- 3:15 – 3:40 Break with Snacks

- 3:45 – 4:30 Description of Facilitated Content – Cheryl Gould
- 4:30 – 5:30 Finalize Check ins
- 5:30 – 6:30 Dinner Break
- 6:30 – 7:00 NCLA Overview - Wanda Brown and Dale Cousins
- 7:00 – 9:00 Group Break Out with Mentors

Friday – October 26th

- 7:30 – 8:30 Breakfast
- 8:30 – 10:00 Role of the Leader – Cheryl Gould
- 10:00 – 10:30 Break with Snacks
- 10:30 – 12:00 Continue Role of the Leader – Cheryl Gould
- 12:00 – 1:00 Lunch – Speaker Mike Wasilick
- 1:00 – 2:30 Change Management – Cheryl Gould
- 2:30 – 3:00 Break with Snacks
- 3:00 – 4:00 Continue Change Management – Cheryl Gould
- 4:00 – 5:00 Mentor led Group Discussions
- 5:30 – 6:30 Dinner Break
- 6:30 – 8:00 Camp Fire

Saturday – October 27th

- 7:30 – 8:30 Breakfast
- 8:30 – 10:00 Emotional Intelligence – Eric Gladney
- 10:00 – 10:30 Break with Snacks
- 10:30 – 12:00 Continue Emotional Intelligence – Eric Gladney
- 12:00 – 1:00 Lunch – Speaker Anthony Chow
- 1:00 – 2:30 Organizational Capability – Eric Gladney
- 2:30 – 3:00 Break with Snacks
- 3:00 – 4:00 Continue Organizational Capability – Eric Gladney
- 4:00 – 5:00 Mentor led Group Discussions
- 5:30 – 6:30 Dinner Break
- 6:30 – 8:00 Bingo

Sunday – October 28th

- 7:30 – 8:30 Breakfast
- 8:30 – 10:00 Trends/Professional Development/Keeping Up – Cheryl Gould

- 10:00 – 11:00 What's Next? – Mike Crumpton, Wanda Brown and Dale Cousins
- 11:00 – 12:00 Mentor led Group wrap up
- 12:00 – 1:00 Lunch – Speaker Cal Shepard
- 1:00 Check out

The expectation established for each attendee was that each attendee would facilitate a project, either solo or in partnership at their home institution. Then at the 2013 Biennial Conference they would either present on their project or participate in the conference somehow. A “Bridge” meeting was established for April 25th in order to check-in and touch base with attendees and mentors. This meeting was held at High Point Public Library and included time for reflection, guest speaker (Anthony Chow) and meetings with mentors with regard to project status. Following the April 25, 2013 “Bridge” meeting with Leadership Institute participants, mentors and planning committee a survey was sent out to assess some particulars of the content and presentation, as well as request feedback on the learning outcomes related to the published learning objectives. At the 2013 NCLA Biennial Conference, Leadership Institute participants were recognized both in the conference program, with their presentations, and as a cohort with the presentation of a trophy honoring their participation. A final assessment is being sent to participants asking about their total experience with the Leadership Institute. This information will be used in several ways; most notably it will serve as a planning document for the 2014 Leadership Institute Planning Committee. A recap is expected to be included in an article for North Carolina Libraries related to the more recent activities of the Leadership Institute. The decision

has already been made to host the 2014 Leadership Institute at the same venue on October 30th thru November 2nd. After the January 2014 Executive Board retreat the new Planning Committee will meet to tweak the process and move forward with the next cohort.

Mike Crumpton

Marketing Committee Biennial Report 2011-2013

Fourth Quarter 2012

(August-October):

The committee was reestablished and renamed in September 2012. We worked on recruiting members for the committee. The committee consists of Jennifer Hanft (Chair), Lisa Shores (Membership Committee), Laura Wiegand (Webmaster), Rodney Lippard, and Dan Brooks.

First Quarter 2013

(November-January):

The committee worked on the following items:

- We created marketing pieces for the new NCLA listserv and, in conjunction with the Web Committee, addressed other issues and questions necessary for a smooth launch.
- We discussed marketing the association to NC library schools and a possible NCLA internship program.
- We began working with two classes at Meredith College on NCLA marketing efforts. One group in a marketing class in the business school worked on creating a marketing plan for NCLA as a semester project, while several students in a graphic design studio class in the art department worked on a new NCLA logo and web design.

Second Quarter 2013

(February-April):

The committee worked on the following items:

- We continued to work with Meredith College marketing students to create a marketing plan for NCLA.
- We met with Meredith graphic design students to review three logo and website concepts. The committee chose one concept and made suggestions for revision to the graphic designer.

Third Quarter 2013

(May-July):

The committee worked on the following items:

- We finalized the new NCLA logo and web design with the graphic designer and submitted a motion to the Executive Board for approval of the new design, which passed.
- We reviewed the marketing plan created by Meredith College marketing students and continued to tweak and revise the plan.

Fourth Quarter 2013

(August-October):

The committee worked on the following items:

- We finalized the new NCLA logo for unveiling at the NCLA conference at Friday's Closing Luncheon.
- We worked with the graphic designer to adjust color in the new web design to make the contrast more pronounced and easier to view.
- We discussed a plan for the redesign of the NCLA webpage, as well as roles, responsibilities, and timeline for launch in spring 2014.

Jennifer Hanft

NCLA 60th Biennial Conference Planning Committee

Beginning November 2012, the Conference Planning Committee met at approximately 6 week intervals to plan the 2013 conference. The committee (*members listed below) was expanded to include project subcommittees of 3 or more people with the hope of both being inclusive and in building succession for the future. The culmination of the committee's work was the very successful conference, *NCLA: Stronger Together*, held in Winston Salem from October 15-18, 2013.

Highlights include: 925 registrations; 77 exhibitors; 20 sponsors; 130 programs/workshops/sessions, 33 poster sessions, and 6 Tuesday preconferences. Keynote speakers were NC author, Lee Smith, ALA President Barbara Stripling and ACRL President Trevor Dawes. Greetings were offered by the Forsyth County Board of Commissioners, Secretary of Cultural Resources, Susan Kluttz, and State Librarian, Cal Shepard. The State Library provided 50 scholarships for first-time attendees via LSTA funding.

Special events included the traditional Vendor Reception, the Library School Reception, the All Conference Dinner and the Closing luncheon session. Special thanks to the Forsyth County Public Library for hosting the All Conference Dinner in the Main Library. Additional enhanced events included the President's Endowment Dinner (75 attendees) at the Salem Tavern in Old Salem and the first biennial Endowment Pub Crawl (101 attendees). Both events contributed significant amounts to the Endowment Fund.

The NCLA awards presented at the conference included; Lifetime Achievement: Ron Jones (formerly

of Wake County and the State Library) for his work in elevating the level of library service to children; Distinguished Achievement: Carol Walters (former Director of the Sandhills Regional Library) and lifelong library advocate, and Honorary Membership to Harriet Smith, Chair of the State Library Commission and library advocate (Trustee for both New Hanover County Library and the Charlotte Mecklenburg County Library), and the Ray Moore Award for the best article published by a public librarian: Winona Ramsaur.

As of December 1, 2013, the final financial statements continue to be resolved; however, it is obvious that the conference has earned revenue (approaching \$70,000) to keep the Association healthy for the next biennium, to fund special projects, and to set aside seed money for the 2015 conference.

*Committee members included: Michael Crumpton, Lorrie Russell, Mary Scanlon, Clare Bass, Harry Frank, Gerald Holmes, Debra Shreve, Steve Cramer, Elizabeth

Novicki, Mary McAfee, Elizabeth Skinner, Carol Cramer, Amy Harris Houk, Lynda Kellam, Lynn Sack, Kathy Shields, Susan Wolf Neilson, Harry Cooke, David Trudeau, Iyanna Sims, Jill Wagy, Tammy Baggett, Rodney Lippard, Jill Morris, Ross Holt, Katrina Vernon, Brandy Hamilton, Jen Hanft, Kathy Clapsell, Kim Parrott, Wanda Brown, Laura Wiegand, and Mary Sizemore.

Dale Cousins



Photographs by Susan Smith

Developing a Continuity of Operations Plan

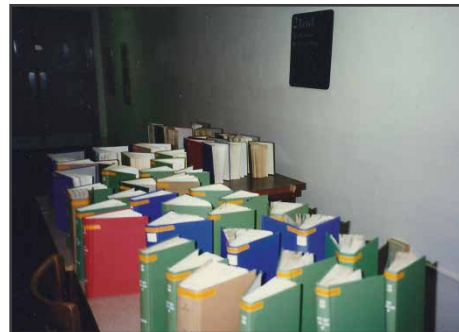
The prospect of a pandemic outbreak of H1N1 influenza in 2009 prompted the Dean of the Z. Smith Reynolds Library to charge the Disaster Preparedness Committee with developing a detailed business continuity plan. The Committee had already in past years developed concise plans for potential personal safety, water and fire-related crises. The Z. Smith Reynolds Library is the undergraduate library for Wake Forest University in Winston-Salem, NC. Wake Forest University has an undergraduate enrollment of approximately 4500 and the Z. Smith Reynolds Library holds approximately 1.7 million volumes. The Z. Smith Reynolds Library has a well-developed Disaster Plan (<http://zsr.wfu.edu/about/publications/>). This plan was hammered out over several years by members of the Library Disaster Preparedness Committee. The Disaster Plan covers emergency procedures for various problems such as water or

fire-related events, hurricanes and bomb threats. This Disaster Plan has been fine-tuned after each actual event in the library. The committee has responded to numerous disasters in and outside our library. These are primarily water-related problems such as sewage or pipe leaks.

In 1995, following a thunderstorm, the committee cut its teeth on a water disaster that resulted from a faulty pipe connection. Ironically, a smaller leak occurred shortly before the major one. For this event, we fanned the pages of the books on site (unfortunately, these same books got wet again in a few weeks when

return, the damaged books were quickly processed and returned to the shelves. A second disaster struck our library in 2003, when a water main broke in our remote storage facility. This event was unusual because it was not actually in our library building, but at our off-site storage facility. The severity of the water damage was minimal. As a group we decided to return as many of the titles as possible to remote storage. Slightly damp materials were air-dried by fanning the pages of the books and leaving them for about a week. Damp materials were frozen. Six months later, we determined the frozen materials could also be successfully air-dried, which we did. Some of these materials were slightly warped and cockled and were placed into book presses for several weeks.

Our committee is also responsible for evacuation during fire drills and an annual library safety briefing for staff. During fire drills, the committee helps clear the library and evacuate patrons and staff to safe locations. The committee also ensures no one enters the building until the all clear is given by University Police and Fire units. We have conducted fire extinguisher training with the fire department for interested library staff. This was a popular training activity and helped take the mystery off the fire extinguishers hanging on our walls. The Disaster Committee has also conducted training at intervals for library staff. This training usually involved the packaging of wet books using special boxes and stacking techniques.



a poorly repaired pipe fitting failed).

This pipe was mounted over a dropped ceiling, and resulted in water damage to an entire floor. All of the damaged materials were boxed and stored in a freezer until they could be freeze dried. Hundreds of boxes of frozen books were shipped from [name of city and state] to El Paso, Texas for freeze drying. During this time, the library evaluated the usefulness of these damaged materials and were able to weed some titles. Other damaged titles were discarded, but replaced by our sister institution who did not need them. Upon their





In addition, four library staff members have gone through the week-long CERT (Community Emergency Response Team) training. CERT training involves first aid, hazardous chemicals, disaster response and fire suppression.



For the past few years, our Library Disaster Preparedness Committee has struggled to create a new stand-alone plan in response to the latest swine flu (H1N1) outbreak. The swine flu outbreak had been characterized by some individuals at the time (2009-2010) as a pandemic or as a strong pandemic possibility. This made our library contemplate a variety of situations where our existing Disaster Plan would be insufficient. How would we, for instance, deliver services if our patrons could not actually set foot on campus for some reason, such as a quarantine. To address

this insufficiency, the Disaster Preparedness Committee embarked on the creation of a Continuity of Operations Plan (COOP). Our new COOP Plan would attempt to address situations, possibly caused by a pandemic or other disastrous event. In this situation, the library would be forced to deliver library services from off-campus or to our students abroad.

The first attempts at a COOP Plan were simply lists of who would do this or that. Although the lists were relatively complete, these initial efforts did not quite do the trick. The university had made an effort to create a COOP Plan during the bird flu scare, but did not include the library in its plan formulation. Why, the library was left out is not clear but it may have been a plan that focused more on emergency responses where people are affected, not our library materials or continuing our service operations. The Virginia Tech tragedy brought another layer of preparation to developing a plan that included personal safety elements. The Disaster Committee did finally realize that we could not create a COOP Plan alone, and would need the input from each library team. What a realization! Realizing that we needed input from each team helped the committee plot our course forward.

The Disaster Preparedness Committee next searched online for a COOP Plan we could adapt to the Z. Smith Reynolds Library. We found the plan we could adapt and use as a template at University of North Carolina at Chapel Hill Department of Environment, Health and Safety (<http://ehs.unc.edu/healthy/coop.shtml>). This plan was thorough, and we asked for and received permission to use and adapt the UNC COOP

Plan. The Disaster Preparedness Committee initially met and went through each section of the template together and essentially re-wrote it to custom-fit our institution. The template we used was sent to each library team. We asked each team to list each internal and external dependency, phone contacts, chain of command and key procedures. Each library team spent a good deal of time developing their portion of the COOP template. This work by each team was almost an abstract operation where they planned for incidents that they knew may never happen. It forced each group to think imaginatively about how they could function, even in a reduced form, if our library was experiencing reduced capabilities due to a disaster. Each team in our library has a unique mission, so these individual team submissions to the COOP Plan were all different. The Access Services Team's contribution to the COOP Plan was much different than the Special Collections contribution because each of these teams has a different responsibility to patrons and the library. Some of the library teams experienced real difficulties designing their portion of the plan while trying to answer hard questions: how would individual information be updated (people are always moving in and out of jobs); would the technology be available for say, Inter-Library Loan; would individuals have access to their university laptop computer if they were at home; and how would a phone tree actually work if one link was, for some unforeseen reason lost? When each team had completed their section of the template, our committee compiled this information into one plan. This plan was then edited and streamlined into a consistent document.

The Continuity of Operations Plan is composed of these sections:

- **Departments Objectives:** what the key function of each department consists of;
- **Emergency Communications systems:** how we communicate via phone and email;
- **Team's Essential Function:** this is a list of each function a team is responsible for and a primary and alternate contact;
- **Department's Leadership Succession:** a prioritized list of responsible people with their contact information;
- **Emergency Access to Information and Systems:** maintenance of key documents, computers and work flow;
- **Key Internal Dependencies:** a listing of departments on campus with important reliances;
- **Key External Dependencies:** listing of vendors and suppliers which are key to the function of each team;
- **Feasible Workflow Strategies:** a discussion by each individual team about how they would function in various scenarios, such as having the university campus quarantined;
- **Recovery after an Event:** managing operations with limited resources or personnel

By getting input from each team, our committee was able to put together a document that included unique information from each team. Each team had thought about and listed contingencies and which personnel would be available for their array of library services. This COOP Plan is now as comprehensive as it could be and allows for the inner-workings and individuality's of each library team. This plan does not just address the disruption of library

services during a flu pandemic. It sets up a scheme whereby our library could carry on some operations for our patrons, even if those operations are very limited. Each team has a pre-developed game plan for carrying on any operations they can in a disaster or other event preventing them from their normal duties. This COOP plan has now entered a netherworld where we hope we never have to use it, but have it available in an emergency. This plan also needs continual stewardship efforts because responsible people are constantly moving to new jobs or retiring which leaves a hole in the plan. It is a continuing challenge for the Z. Smith Reynolds Library Disaster Committee to keep a plan we have never used current. Additionally, it has been very difficult for each team to plan for an unseen and unknown event.

Resources Consulted

As the Disaster Preparedness Committee embarked on this project, a review of the professional library literature and searches of library-related and professional websites disclosed a dearth of library-specific planning resources pertinent to the possibility of a new pandemic. The few articles relevant to maintaining library functions and services during a global outbreak originated, not unexpectedly, during earlier pandemic alarms, notably the avian flu of 2006, although there also were numerous sites and articles that provided influenza information resources for library patrons, of a public service nature.

The following review of resources, ranging from library associations and professional literature, to government publications and websites, includes material the committee located and utilized in order to develop a COOP plan for the library, as well as more recent material.

Literature Review

Case studies predominate in the pandemic planning literature and when focused on library planning, the library is generally positioned, legitimately, in the context of institution-wide concerns. A 2007 article by Lisa McGuire, "Planning for a Pandemic Influenza Outbreak: Roles for Librarian Liaisons in Emergency Delivery of Educational Programs,"¹ details the search for resources that would meet needs associated not just with library services but with the educational mission of a university. Noting the relentless emergence of influenza outbreaks during the past 300 years, McGuire outlined the scenarios presented to library liaisons affiliated with the School of Public Health at the University of Minnesota Twin Cities campus. Scenarios ranged from projections of a brief interruption measured in weeks if a pandemic were to strike in the middle of a semester, to more extended institutional closure in the range of nine to eighteen months. Social distancing characterized the basic strategy as did a presumption that telephone and computer infrastructures would remain functional (McGuire, 4). The initial assumption was that librarians' contributions in such scenarios would consist of applying reference skills to provide a literature review of other institutions' approaches to pandemic planning, as well as tutorials, pathfinders, and FAQs that would address students' research needs. Digital reference services such as IM and chat also came under consideration. However, it became clear that larger issues had to be addressed, revolving around the resources and instruction needed to enable students to complete interrupted academic courses. The final report of the task force reflected needs for expertise in e-learning systems.

Recommendations addressed continuation of academic courses by means of email, Blackboard, pre-recorded lectures, and live audio. Long-term efforts to implement electronic tools were emphasized and included developing incentives to motivate faculty to adopt more technology. The undertaking demonstrated that librarians can play a significant role in developing an action plan and a range of options to permit coursework to continue despite the social distancing necessary for containing the spread of pandemic infection.

The 2006 avian flu provided the impetus for an overview of essential principles for continuity planning at the University of Alberta. "Preventing Pandemonium: Pandemic Preparedness Planning and Communicable Disease Outbreak Management in a University Setting"² recounts how a Public Health Response Committee commissioned by senior university administrators carried out its mandate to develop a nexus of business continuity, human resources and communications plans, as well as a decision-making model. Notably, the strategy was to be grounded in ethical decision-making principles that would inform the protection of the university community, transparency, accountability, fairness, and safeguarding of individual rights. The public health response strategy consisted of three stages of action corresponding to the World Health Organization Pandemic Phases, i.e. "pre-pandemic, pandemic alert, pandemic period, and post pandemic/recovery" (Grundy, *et al.*, 18-19). Central to the strategy was the mandate for all departments to "complete a detailed planning tool that will enable them to identify critical services, functions, personnel and backups; consider options to continue to deliver critical services

in the event of disruption; work in partnership with other departments, faculties or external partners regarding planning for shared critical services; and identify inventory requirements such as equipment needs to deliver critical services" (Grundy, *et al.*, 19-20). Planning for emergency communication was also stipulated, as was a recovery phase of restoring normal operations and evaluating the response. An actual outbreak of norovirus in a residence center resulted in an unanticipated case study in managing a communicable illness outbreak on the campus, testing systems and processes in the university's plan. Subsequent debriefing indicated the need for further training on crisis communications and the development of comprehensive department-specific business continuity plans.

The prospect of pandemic disease in 2005 garnered attention in *The Chronicle of Higher Education*. In an article title that would still resonate several years later, "Flu Plan: Colleges Struggle with How They Would React to a Pandemic,"³ Lila Guterman projects a scenario of virulent disease spreading through unprepared ivory towers. However, she notes that most colleges are not in the position of having to commence at square one; many have emergency plans in place initiated after earlier events such as the anthrax attacks of 2001 or SARS in 2003, when, for instance, The University of North Carolina at Chapel Hill had to deal with a SARS diagnosis in a staff member. A survey of seventeen institutions by *The Chronicle* revealed that all monitor information from the Centers for Disease Control and Prevention and remain in contact with public health agencies, have response committees in place, and provide information for faculty, staff,

and students. Detailed plans have been prepared by the some institutions. For example, the University of Minnesota Emergency Operations Plan⁴ specifies that all departments essential to the University's continued operation establish formal continuity plans, to include identification of critical processes, identification of alternative worksites, backup of essential data and equipment, and procedures for recovering affected operations and responsibilities, including assisting other departments.

Professional Association Literature

Resources pertaining to pandemic planning have appeared in recent years as published guidelines and white papers by professional associations for higher education and health.

Over the course of the previous decade, the American College Health Association has issued a series of guidelines, addressing various aspects of potential pandemics as the threats emerged. In 2003, its Vaccine-Preventable Diseases Task Force issued "Guidelines for Preparing the University for SARS."⁵ Although dealing with an earlier threat of global epidemic, the document provides a succinct overview of hazards posed in a university setting, noting the potential for rapid disease transmission due to the number of faculty, students, and other individuals who may travel to and from SARS-affected locations. The outline of pre-event planning includes both internal and external alert mechanisms and university preparation working groups drawn from various academic units (omitting libraries, however). Special attention is paid to students' academic and financial concerns due to protracted class absence, and to emergency communication modes: mass email, website announcements,

telephone systems, as well as written, spokesperson, and media relations communications.

In July of 2006, the American College Health Association prepared “Guidelines for Pandemic Planning.”⁶ The publication provides summary information, specifying a potential absenteeism rate of four to twelve percent of the workforce that could be sick at any time and absent from work for anywhere from one to fourteen days, impacting all levels of human resources. Institutional closing time is projected to be eight to twelve weeks. As recourse, the plan recommends “depth charting” (p. 2) for positions of leadership, cross training, and teleconnectivity so that work may be carried out from home. After defining non-pharmaceutical interventions (social distancing, isolation, quarantine, protective sequestration, and public health education), the guidelines address business continuity issues that may lack the imperative of health and safety concerns but nonetheless must be attended to. The “Getting Started” section outlines key steps in developing a pandemic response plan, which could be adapted from an existing emergency plan. These steps include identification of key members of a pandemic planning group, essential functions and personnel, appropriate communication channels, the chain of command at various levels of functioning (including an “incident commander” who would bear primary responsibility for coordinating the response), and the role of the student health service. The guidelines also recognize the inevitability of ethical dilemmas, and recommend consultation with legal counsel regarding ethical and legal issues, particularly for highly charged concerns surrounding human resource management, safety, and resource rationing (p. 5). A separate

section is devoted to action triggers for implementing plans, emphasizing that critical decision making must be carried out in a curtailed time frame. Additional resources cited include websites, pandemic supply lists, pandemic planning committee suggested members, FAQs and sample communication drafts.

In September 2009, the next in the series of ACHA Guidelines addresses another specific pandemic threat, “Campus Response to Novel Influenza H1N1.”⁷ Noting the historical arc of pandemic planning, frequently based on the scenario of the 1918 virus which also disproportionately affected young people, the document opens by citing mitigation strategies: campus evacuation and cancellation of academic and social activities for eight to twelve weeks (none of which were deemed necessary at that point in time). Much of the document focuses on community education and isolation and care of the ill. For the former, a library can clearly serve as an information portal, utilizing national and public health organizations’ resources. Isolation of sick students is a “significant challenge” on a university campus, and the document emphasizes the importance of communicating guidelines to students and reassuring them of flexibility in dealing with their academic concerns. The document concludes by addressing human resources issues, noting that both sick employees should be encouraged to remain home by offering flexible schedules and paid time off for their periods of illness. For students, stress and anxiety are exacerbated by missing classes, falling behind with their academic work, and losing various support mechanisms. Arguably, continuity of library services constitutes a significant mode of support in addressing these significant academic concerns.

Government Sources

FEMA

The Federal Emergency Management Agency/FEMA, part of the U.S. Department of Homeland Security, offers a series interrelated documents for pandemic planning,⁸ including detailed [planning templates](#) (with sample text) prepared by the National Continuity Programs, to guide continuity planning by non-federal as well as federal organizations. The “Pandemic Influenza Continuity Annex Template” contains supplemental elements for entities that already have continuity plans in place, but need to incorporate pandemic-related considerations. The template covers operations (including risk management, budgeting, and COOP implementation phases); pandemic planning assumptions (a twenty percent illness rate among working adults, but a forty percent absenteeism rate due to illness, caregiving, and fear of infection, with a six to eight week outbreak span of time for each wave of pandemic); identification of essential functions; orders of succession and delegations of authority “at least three deep per position” to take into account absenteeism rates; continuity facilities and communications that can function without person-to-person contact; testing, training, and exercise programs; transfer of control to pre-determined parties; and finally, resumption of normal operations. The threat to human resources is starkly described as “the primary threat to maintaining essential functions and services during a pandemic outbreak” (p. 8), necessitating absence from the workplace for prolonged periods of time while physical infrastructure remains intact. The core strategy for protecting human resources and their families, emphasized throughout the template, is

implementation of practices such as social distancing, hygiene, control of infection, and employee cross-training. A “meta checklist,” entitled “[Key Elements of Departmental Pandemic Influenza Operational Plans](#),” and a “Continuity of Operations for Pandemic Influenza” brochure essentially reiterate in more succinct form these essential elements and considerations for developing a viable continuity plan.

Centers for Disease Control

The Centers for Disease Control and Prevention issued “CDC Guidance for Responses to Influenza for Institutions of Higher Education during the 2009-2010 Academic Year” in August 2009.⁹ The document, currently archived but still [accessible](#), provides broad guidelines directed both at minimizing the number of people who might succumb to influenza and reducing educational and social disruptions. Recommendations range from administrative-level policy issues to housekeeping and basic hygiene practices, and include suggested policy revisions for student absenteeism as well as sick leave policies for faculty and staff, which might otherwise make it difficult for individuals to remain at home when ill or when faced with a need to care for affected family members. Self-isolation from classes or social events evolves, in more severe scenarios, to class suspension and distance learning, possible short-term student withdrawal, and modified work responsibilities and locations of faculty and staff. The document concludes with a list of questions to prompt decision-makers to identify and to communicate objectives, policies and courses of action.

The current website, [Flu.gov](#), maintains a page for “[Pandemic Awareness](#),”¹⁰ covering the broad

topics “About Pandemics” (characteristics and challenges), “Current Situation” (in the U.S. and internationally), and “Global Activities” (multiple links for monitoring pandemic flu, monitoring H5N1 avian flu, and pandemic planning activities). This last section contains links to several WHO/World Health Organization documents and publications on pandemic preparedness, planning, and response.

Another page on [Flu.gov](#) deals with [School Planning](#), addressing pandemic as well as seasonal flu in various documents directed at schools K-12 or colleges and universities. The “[Colleges and Universities Pandemic Influenza Planning Checklist](#)” includes sections on Planning and Coordination, Continuity of Student Learning and Operations, Infection Control Policies and Procedures, and Communications Planning. Among the recommendations are the following, relevant to library planning: accountability and responsibility designations; scenarios for varying degrees of illness in the campus community and corresponding containment measures (cancelling classes and campus events, closing campus and housing); consistency with university, community, and state plans; alternate and redundant modes of emergency communications (including social media); plan testing; and a recovery plan that addresses the pandemic consequences in terms of staff and student losses, as well as operational and financial effects. The continuity of student learning and operations checklist comprises two issues: developing alternative means to provide continuity of instruction in case the university closes, and developing a continuity of operations plan for carrying out the institution’s core functions. Infection control policies

singles out hygiene practices and supplies, as well as the importance of establishing sick leave policies specific to pandemic flu, a “non-punitive, liberal leave” that ensures that those with pandemic influenza leave campus and return only when recovered from all symptoms.

Finally, “Preparing for the Flu (Including 2009 H1N1 Flu): A Communication Toolkit for Institutions of Higher Education,” from the CDC, was designed to assist in implementing the CDC’s recommendations listed in its “Guidance for Responses to Influenza for Institutions of Higher Education during the 2009-2010 Academic Year.” The toolkit includes questions and answers based on the 2009-2010 *Guidance* publication; fact sheets with “action steps” for limiting influenza contagion; and templates for posters, emails, letters and announcements pertaining to flu conditions and university class status. Reiterated throughout all of these CDC publications is the need to balance risk of illness for a vulnerable demographic group with benefits of keeping students in class; to implement liberal sick leave policies during severe flu conditions (recognizing that absence from work for seven days or more may be necessary in order to mitigate the spread of the pandemic influenza); and to devise ways of working or studying from home.

Library Association Resources

The American Library Association [online store](#) and the Association of College and Research Libraries [publications catalog](#) offer multiple books on disaster response, including Miriam B. Kahn’s *Disaster Response and Planning for Libraries*¹¹ (now in its third edition and available also as an e-book), and ACRL’s recent

Comprehensive Guide to Emergency and Disaster Preparedness and Recovery.¹² Neither of these focuses on pandemic planning, but each contains pertinent recommendations regardless of disaster type. Although the Kahn volume addresses physical disasters, such as fire, water damage, and tornadoes, the book includes relevant factors to consider in its sections on planning for disaster response (communication, responsibilities, priorities, service providers), coping with mental and emotional stress, and revising plans, couched in terms of enabling continuity of library business and provision of quality service.

ACRL's *Comprehensive Guide to Emergency Preparedness and Disaster Recovery* addresses primarily non-pandemic emergencies, but nonetheless presents relevant considerations. The authors emphasize in its first chapter that any comprehensive disaster plan must have "buy-in and support from employees from every area of the library" (p. 3), regardless of whether the impetus for developing a plan comes from a library director or from a staff librarian. In addition, support from campus officials is needed to ensure that the campus-wide plan dovetails with the library's plan; integrating a library plan into existing campus plans is a key part of the process. Periodic revision is necessary, particularly for emergency contact information, both internal and external (pp. 4, 27). The extensive range of topics covered includes disaster preparedness, writing the disaster plan, training, emergency, disaster recovery, case studies, bibliography, and appendices (a model plan; companies, societies and organizations to consult; relevant professional journals; and recovery services).

The ACRL CLIP Note #40, *Emergency Response Planning in College Libraries*,¹³ is a compilation

of planning documents grouped by categories: tables of contents and summarizing outlines of organization, communication, and priorities from sample college plans; plans' disaster response steps to emergency situations; prevention strategies; internal and external resources; and recovery (insurance, reports, and resumption of business). The publication also includes disaster response survey results and a useful bibliography of resources, both print and web-based. The situations to which the plans are oriented are non-pandemic disasters, and reflect crises of recent years: Katrina, September 11, Virginia Tech. However, the recommendations embrace all types of emergencies: commence with a phased approach to planning that addresses issues of acute concern, making use of a growing array of available templates and models; and conduct a periodic review of the literature to garner new approaches to disaster preparedness (p. 3) as part of the process of continual updating of plans. References to epidemic/pandemic health emergencies occur in a few plans, for instance that of Trinity University.

The American Library Association provides an informative "[Pandemic Preparedness](#)" page of sources,¹⁴ including lists of federal, state and local government resources; professional associations and online sites; information for updating links, RSS feeds and even widgets; background information sources on influenza; and most usefully, a concise list of topics to address in a library policy, with the caveat that they should be consistent with the parent institution's plans. Topics range from broader considerations such as criteria under which the library and its programs would be closed down and policies governing sick leave and work from home,

to hygiene issues, communications plans for both staff and users, and public education efforts.

University Continuity of Operations Plans

Although resources discussed above cite and reiterate numerous points that would merit consideration and incorporation into a continuity plan, the library's Disaster Preparedness Committee members wished to find a template with a clearly delineated structure and a significant degree of specificity, which would provide a uniform approach for the various library teams and their service functions. Some of the topics discussed in the literature, such as administrative policies for sick leave and payroll or financial issues, were determined to be beyond the purview of this library committee. Universities often have emergency preparedness websites; some have pandemic plans as well. The University of Mississippi, for example, has a fourteen page Campus Pandemic Plan outline, linked as a pdf document from the University's Emergency Information/[Pandemic Information](#) web page.¹⁵ The statement of purpose notes that the document "is not a comprehensive campus plan but one that serves as an overview with specific departments having comprehensive plans." Preliminary material includes a statement of purpose, definition of pandemic, and assumptions regarding campus consequences and availability of external resources. The outline headings include operations (mitigation via raising awareness, providing information, and response contingencies); organization and assignment of responsibilities; direction and control (by incident commander and Chancellor or designee); administration and logistics, and a tabular plan organized by broad

university administrative units, broken out by Stage 1 (confirmed cases in the U.S.), Stage 2 (suspected cases on campus or in town), and Stage 3 (confirmed cases on campus) phases of pandemic. In the latter stage, only essential personnel would be required to actually come to work on campus. No specific mention is made of campus libraries' services and staffing exigencies.

A link on the ALA website to the Department of Environment, Health, and Safety Department at the University of North Carolina at Chapel Hill proved to be the most promising, offering a comprehensive, substantive Pandemic Influenza Emergency Plan¹⁶ that includes guidelines, templates, and FAQs for creating a plan for one's own library. The specific elements in the plan are listed as follows:

- Objectives of the Department or Unit
- Essential Functions
- Identification of Communicable Disease Emergency Mandatory Employees
- Key Internal Dependencies
- Key External Dependencies
- Emergency Access to Information & Systems
- Emergency Communication Systems
- Leadership Succession
- Mitigation Strategies
- Recovery of Operations

The full template is enriched by extensive explanatory information, providing context, background, and specific options or examples, and it is prefaced by an explanation of the institution's planning assumptions, based on potential absenteeism rates and timeframes for possible disruptions of supplies. Departmental objectives are defined as the "unique mission" that encompasses research, teaching, and service. Emergency

communication systems are to include a call tree, but additional modes of communication are listed as possible options for various contingencies: instant messaging, web site, pagers, etc. The departmental essential function template reflects the need for multiple layers of contacts for each essential function: primary, alternate, and second alternative contact persons. Similarly, departmental leadership succession charts list the head and three successors. "Key internal dependencies" refers to services or products provided by units or departments within the institution; by contrast, external dependencies are providers and suppliers outside of the institution. A mitigation strategies section calls for steps that can be taken immediately to minimize the impact of a future pandemic upon departmental operations, such as developing flexible work-from-home contingency procedures. A variety of exercises (with specific dates requested) includes options for testing a department's plans; and finally, a recovery section identifies issues to be addressed, such as resumption of normal services, inventory supplies, continued absenteeism, earned time off, and emotional needs of staff.

The plan's succinct but comprehensive and flexible outline had immediate appeal, and lent itself to the development of a modified template that the Disaster Preparedness Committee could propose to the library administration for consideration as the basic rubric for developing a continuity of operations plan, modified as needed by considerations drawn from literature and other resources such as those outlined above.

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Library Continuity of Operations Plan discussed in this article.

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Designing Library Instruction for Students with Learning Disabilities

Abstract — East Carolina University is the home of an innovative program for students with learning disabilities, Project STEPP (Supporting Transition and Education through Planning Partnerships). Librarians at ECU's Joyner Library have collaborated with Project STEPP since 2010 to provide library instruction for the program's students. The researchers have considered principles of Universal Design for Learning and the special needs of students with learning disabilities in library instruction. This paper will discuss the librarians' collaboration with the STEPP program, classroom experiences and assessment with the students, and future plans for improving instruction.

Project STEPP (Supporting Transition and Education through Planning Partnerships) is an innovative program for college students with learning disabilities started at East Carolina University. The program is part of Project STAR (Supporting Transition, Access, and Retention) which is a growing program that currently has representation at two other North Carolina campuses. All the programs are aimed at helping students with learning disabilities or concerned with training faculty to design more inclusive courses.

In the decade between 2000 and 2010, the number of students with diagnosed dyslexia, ADD, and ADHD more than doubled.¹ With the growing number of students with identified learning disabilities studying at the university level, academic libraries are becoming more sensitive to the information needs of this population. Responding to the learning needs and styles of students with learning disabilities will require that libraries consider multiple methods of reference and instruction delivery. Considering that there are students with learning disabilities that are undiagnosed or not disclosed by the student, it is reasonable to expect that the additional methods will benefit a

larger group of students than solely those registered with the campus student disabilities services. Further, what librarians learn from the methods used for teaching students with learning disabilities will help better serve all patrons by improving library instruction and reference communications.

Located in Greenville, North Carolina, East Carolina University is a public, coeducational doctoral/research institution. Project STEPP is a collaborative program that partners with colleges and departments on campus and other area educational institutions. The librarians collaborated with two cohorts over the course of two years, 2011 and 2012. The program enrolls ten carefully selected freshmen with documented learning disabilities each year and offers academic, social, and life skills support. The students take a reduced course load and are scheduled to graduate in five years. Freshmen spend twenty hours per week in the STEPP offices for studying and tutoring. As they progress, they have fewer required study hours. The students take a series of five independent study electives. Three are taken early in the college experience and focus on time management, organization, study skills/strategies, and learning campus

resources. The last two come close to graduation and are designed to help the students' transition from college to the workforce.

Universal Design for Instruction calls for goals, materials, methods, and assessment that are appropriate for the maximum number of learners.² In this study, the authors used repetition, slower pace, multimedia presentations (videos and online tutorials), active learning, and individual follow-ups.

Literature Review

The impact of students with learning disabilities on academic libraries has not yet received much scholarly attention. Most of the library literature concerning learning disabilities is aimed at public libraries and school media centers. For academic libraries, Nancy Black has discussed the importance of considering invisible disabilities in the delivery of services to online students.³ Mates and Booth gave a powerful reminder of the importance of serving all academic library patrons, regardless of disability.⁴

The idea of universal design was originally proposed by Ronald Mace, an architect.⁵ Mace's focus was on barrier-free buildings that were usable to all, including those with

physical disabilities. The idea was adapted to serve the needs of diverse students in higher education by Silver, Bourke and Stehorn in 1998.⁶ The concept was further refined by Zeff who proposed that Universal Design for Learning should include multiple means of representation, multiple means of expression, and multiple means of engagement.⁷ Universal Design for Learning with a focus on learning disabilities has been discussed by Beacham and Alty⁸ and Getzel, McManus, and Briel.⁹

Much of the library literature on serving patrons with learning disabilities has come largely from the perspective of public libraries, where the research has focused mostly on physical adaptations and reference assistance.¹⁰ Weingand gives a good overview of learning disabilities and the response of a public library in New York.¹¹ For academic libraries, research has focused on serving students with learning disabilities but the universal design component has not been prominent. Black discussed the delivery of library services to students with learning disabilities.¹² O'Connor, Chodock, and Dolinger offered ideas of applying universal design to academic library services.¹³ The paucity of literature suggests that the application of universal design principles to academic library services for students with learning disabilities is an area that requires further research.

Research Methods

In the fall of 2010 the Outreach Librarian, Head of Reference, and the Project STEPP Director met to begin planning the library's instruction plans for the STEPP students. The Project STEPP Director gave the librarians an overview of the program and research needs of students with learning disabilities. Proposals for

collaboration and the scope of librarian involvement were discussed and the planning began. The authors used hands-on activity, peer teaching, repetition, pacing, multimedia instructional tools, and individual follow-ups.

Early in fall semester 2011, the students of Cohort 2011 attended three dedicated library instruction sessions. In their first session, they had a tour and introduction to general library services. Using the catalog and locating books on the shelf were subjects of the second session. Finally, they were introduced to article databases, scholarly publications, and evaluating websites. Later in the semester, the students also attended the instruction session routinely provided in their first and second semester freshman composition courses. They were also offered individual research consultations near the end of the semester when their papers were due. The library instruction mirrored that of ENGL 1100 (First Year English Composition). The assessment indicated that slowing the pace and repetition were helpful.

The assessment of student learning consisted of pre- and post-tests. The pre-test was given at the beginning of their first instruction session and the students took the post-test online after their first major English paper near the end of fall semester or beginning of spring semester. The authors now have two years of test and survey data for the STEPP students. Using a variety of assessment tools, teaching methods for incoming Project STEPP cohorts have been adapted and these methods may be applied to general freshmen English students. Thus far, the authors have administered a pre- and post-test designed for STEPP cohorts and a citation analysis of Cohort 2011's papers.

The pre- and post-test included five questions about student confidence levels in using library resources and five questions about conducting research. (See Appendix) At the time they took the pre-test, the students had no formal library instruction sessions with us. After the pre-test, they received three instruction sessions and at least one instruction session with their freshman English composition class. The authors compared the pre- and post-test results to assess the library skills gained by the students during these sessions. The authors have also done a citation analysis of Cohort 2011's second semester English composition papers. (Fig. 1)

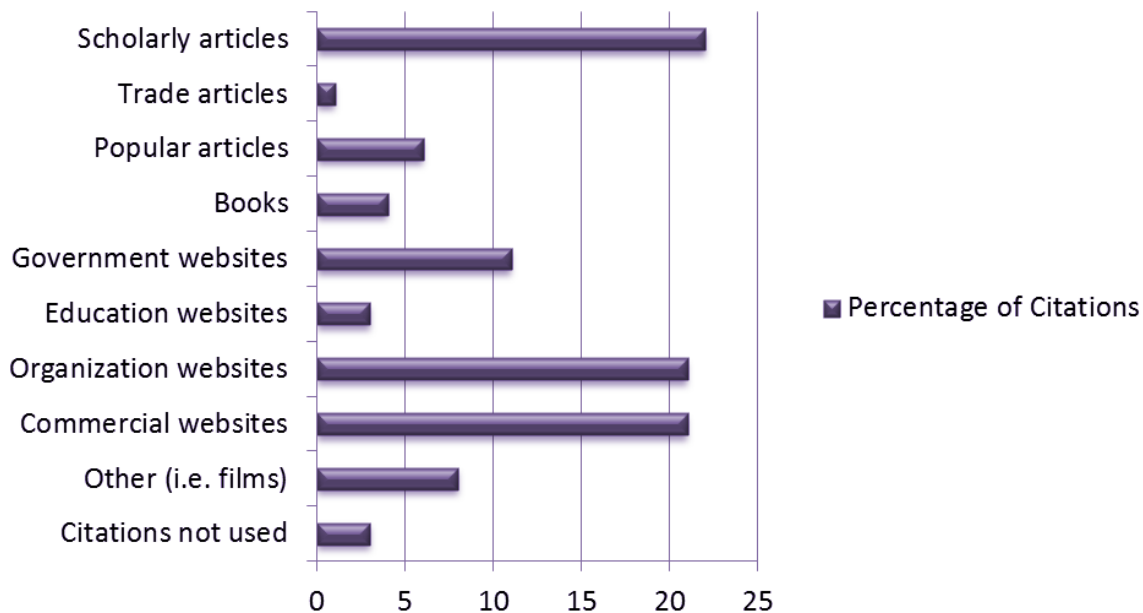
As a result of post-tests with Cohort 2011, the authors followed the same basic instruction program but added greater emphasis on reading citations, understanding call numbers, and locating books in the stacks for Cohort 2012. For example, more time was spent discussing the correct MLA format and where they can locate bibliographic information from websites, books, and electronic journal articles. In typical ENGL 1100 classes, students learn Library of Congress Classification by shelving books on a virtual book truck. This same activity was not as successful with Cohort 2011 as it took a lot of class time to complete the activity. After consulting with the STEPP staff, placing physical books in order proved to be more successful. Another unique activity included looking up the call numbers for book titles and physically pulling them from the shelves.

Results

In general, Cohort 2011 and Cohort 2012 gained more confidence in conducting library research as their freshman year progressed. However,

Table 1.

Citation Analysis of Cohort 2011



Cohort 2012 indicated a more positive response towards library research in the post-test results than Cohort 2011. Cohort 2011 either maintained or decreased their confidence level in finding books in the library. Cohort 2012 greatly increased their confidence level in locating books between the pre- and post-test. In the post-test, 100% of students in Cohort 2012 were Somewhat or Very Confident in locating books, attributing these results from the more interactive call number activities.

Seventy-five percent of Cohort 2011 were confident in locating articles on the pre-and post-test while Cohort 2012 were less confident with 28% Not Very Confident, 43% Somewhat, and 29% Not Confident on the pre-test. However, 75% of Cohort 2012 were very confident in the post-test. Both Cohorts showed improvement with avoiding plagiarism with 75% being Very Confident and 25% being Somewhat Confident in the post-test.

In reviewing the quantitative data, Cohort 2011 was more successful overall in using criteria to evaluate websites. Cohort 2011 correctly identified a webpage's layout/design, author's credentials, and date as key criteria in evaluating a website, whereas Cohort 2012 identified discovering the site through a popular/trusted search engine as a sufficient criterion for evaluating websites. One explanation for Cohort 2012's response may be that Joyner Library began using Summon, a library discovery tool that searches physical materials and various databases in spring 2012. Since Summon works like Google for library research, it may be interpreted as a search engine. Based on the student post-tests, the authors plan to incorporate a separate website evaluation learning activity in the future. The authors asked the students to identify the summary of an article in the pre- and post-test. All of Cohorts 2011 and 2012 answered that the abstract was a summary of an article.

Since Library of Congress classification often presents a challenge to students, the authors included a question about it on the test. Fifty percent of students in Cohort 2011 answered that 'books are arranged by topic' as the correct answer in the pre-test, but many answered incorrectly on the post-test. The authors reworked this portion of the instruction for Cohort 2012. As the numbers did not improve with Cohort 2012, this is still an area that needs to receive more focus in instruction sessions. This trend is also reflected in general English composition courses. Typically, the librarians instruct students to get three pieces of information to find a book: title, call number, and location. This may influence some of the students' answers on the post-test and revision of the test question or instruction may be needed.

The last question asks students to identify the type of material (journal article, book, website, book article) given only the citation of a journal

article. The majority of both Cohorts 2011 and 2012 correctly identify the citation as an article in the pre-test. However, some of the students in both cohorts answered the question incorrectly on the post-test. Again, using the assessment data from Cohort 2011, the authors focused more on citations with Cohort 2012. The problem may be that the test shows the citation in APA format and the students are more familiar with MLA, which they use in the freshmen English courses and in high school. The authors plan to change the format in the future and include an additional citation activity during the Project STEPP library program.

In addition to the pre- and post-tests, the authors conducted a citation analysis of Cohort 2011's final paper in their second semester English composition course. For the assignment, the students had to research an issue in their future career which allowed students to use

a variety of sources. Overall, 22% of citations were from scholarly articles. Additionally, 21% of papers had organization and commercial website citations. Both scholarly sources and professional organization websites were emphasized in their English class library instruction sessions.

Conclusions

The authors' experience indicates that repetition and slower pacing are useful tools for library instruction for students with learning disabilities. Reflecting the literature on universal design, the authors also emphasized group activities and multimedia presentation of concepts. The librarians used videos on plagiarism and scholarly publications to reinforce ideas. The authors greatly benefited from close contact with the Project STEPP staff who provided invaluable advice regarding teaching methods, such as repetition and slower pacing. The authors' research

shows that with the specialized instruction, STEPP students successfully met the same learning outcomes as their peers without learning disabilities. The authors believe that the lessons learned with these students are potentially helpful to all students. Students with undisclosed or undiagnosed learning disabilities in the classroom benefit from techniques gleaned from working with Cohorts 2011 and 2012. As the librarians continue to apply Universal Design for Learning principles to library instruction, more group activities are included, iPads are used to foster group activities, and video and other online tutorials are offered as a supplement to classroom instruction. The goal in using these techniques and those that will be added in the future is to close the gap between students with identified learning disabilities and their peer cohort.

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Appendix: Pre – and Post– test Questions

1. What is your Banner ID Number?
2. When I think about doing research at Joyner Library for my college classes, I feel: (Please write 2-3 sentences)
3. How confident do you feel finding books in the library on a particular research topic?
 - a. Very
 - b. Somewhat
 - c. Not Very
 - d. Not at All
4. How confident do you feel using library databases to find relevant articles on a topic?
 - a. Very
 - b. Somewhat
 - c. Not Very
 - d. Not at All
5. How comfortable do you feel asking for research assistance in a library?
 - a. Very
 - b. Somewhat
 - c. Not Very
 - d. Not at All
6. How familiar are you with avoiding plagiarism in your papers?
 - a. Very
 - b. Somewhat
 - c. Not Very
 - d. Not at All
7. If you are not familiar with a topic, where do you go to find more information? (Please write 2-3 sentences)
When you're evaluating a website, which of the following criteria should you use? (Check all that apply)
 - a. Author's Credentials
 - b. Bias
 - c. Date of Publication/Creation
 - d. Discovered through a (popular/trusted) search engine such as Google, MSN, or Yahoo!
 - e. Layout/Design
8. A summary of a journal article is called:
 - a. Bibliography
 - b. Index
 - c. Abstract
 - d. Periodical
 - e. Atlas
9. Books in the library are shelved according to Library of Congress Classification. Library of Congress Classification arranges books primarily by:
 - a. Topic
 - b. Author Name
 - c. Title
 - d. Date of Publication
10. The following citation refers to what type of material?
Sheffield, P.E., & Landrigan, P.J. (2011). Global Climate Change and Children's Health: Threats and Strategies for Prevention. *Environmental Health Perspectives*, 119(3), 291-298.
 - a. Journal Article
 - b. Book
 - c. Website
 - d. Book Article

North Carolina Library Association History from the pages of North Carolina Libraries

Resolved: The North Carolina Library Association shall hold an annual conference

Annual Sessions: Pro & Con - A Foreword

by Robert H. May, Associate
Director Forsyth County Public
Library System

During the 1973 North Carolina Library Association convention, a resolution offered by the Junior Members Round Table was passed by the membership to investigate the possibility of holding the North Carolina Library Association conventions annually rather than biennially. The resolution further specified that a committee be formed to investigate this possibility and all financial factors involved. The committee was charged further with the composition of a proposed constitutional change allowing annual sessions to be voted on at the 1975 convention.

The committee was appointed by Gene Lanier and includes Aliene Aderholdt from Lenoir Rhyne College Library, Sharron Deal from Edgecombe Technical Institute, Ruth Hodge from Havelock Senior High School Library, Nancy Wallace from the State Library, Ariel Stephens from the Charlotte Mecklenburg County Library, and Robert May from the Forsyth County Public Library.

The committee has met three times and decided on a course of action. The committee would: (1) contact leaders of neighboring southeastern state library associations for their

opinions of annual sessions; (2) poll exhibitors on willingness to support the North Carolina Library Association annually; (3) investigate financial ramifications of annual sessions; and (4) invite opinions from the North Carolina Library Association membership.

Letters of inquiry were sent to five state association presidents. Four responded favorably regarding annual sessions. Virginia, South Carolina, Tennessee, and Florida Library Association leaders were for annual sessions, and the Georgia Association president was against annual sessions. The pro and con points in these letters will be described elsewhere in this report.

Exhibitors were polled informally at the 1974 American Library Association Convention in New York City. Approximately 50% of the exhibitors who exhibit normally said they would definitely support the North Carolina Library Association on an annual basis.

Concerning financial factors, it should be observed that rental of exhibit space bears a large part of the burden for supporting the convention. If the number of exhibitors decreased because of annual sessions, it is possible that registration and perhaps membership fees would have to be increased. A fifty percent increase in exhibits might mean as much as a \$3.00 increase in the registration fee, all other factors remaining equal.

More than a dozen North Carolina Library Association members expressed their opinions concerning annual sessions to the members of the Annual Sessions Committee. The following articles embody arguments for and against annual sessions as culled from these opinions.

PRO: The Argument for Annual Sessions

by Robert H. May

Four out of five state library association leaders from southeastern states listed the following advantages of annual sessions:

(1) It is easier to sustain interest in a professional association when it meets at least annually, since often the momentum gained at convention time wanes as the year gets underway.

(2) An annual convention gives members the opportunity to meet, to keep in touch, and to exchange ideas regarding library programs across the state.

(3) A higher membership level can be obtained when the association meets more frequently than biennially. (Many new librarians in the state who start work between biennial conferences may wait as long as two years before joining the association.)

(4) It is easier to obtain officers, committee chairmen, and others to serve one year rather than two year terms.

(5) An annual convention provides the opportunity to give attention to problems, matters of current interest, and special statewide needs and concerns where there is a sense of urgency.

(6) Annual conventions provide more opportunities to participate in association activities.

(7) There is greater opportunity to see new equipment, books, and supplies.

(8) In South Carolina, where the association went from annual to biennial sessions temporarily, the belief that more people would go to Southeastern Library Association during the off year was discredited. The same number of people went to the Southeastern Library Association Conference when the South Carolina Library Association met biennially as when there were annual sessions.

The list of reasons for annual sessions may be endless, but the issue goes deeper than balancing pros and cons. The more fundamental question is whether North Carolina librarians want a strong, cohesive, vibrant library association with membership from all corners of the profession, or a loose federation of sections going their own way. The latter is what we have now.

The amount of real association business done at conventions for the last three sessions could be typed on two pages. The Executive Board meets more frequently, but spends most of its time appointing committees ad infinitum, listening to reports from these committees, and preparing for the next convention. Most of the North Carolina Library Association committees which are appointed, with the notable exception of the extremely active Intellectual Freedom Committee, make single annual efforts and which

in some instances merely duplicate the work of a section committee.

The sections are active, by comparison. The Public Library Section supports work-shops throughout the state, as does the College and University Section. The North Carolina Association of School Librarians practically stages its own off year convention.

Workshops, however, are far from a replacement for a convention. Attendance is limited, and there are usually no exhibits. Moreover, different types of librarians do not associate with one another to any extent more than once every two years. Because of the resulting loss of interest in one another's problems during the biennium, there is little communication at the convention itself.

Issues like intellectual freedom, networking, union lists, copyright, public and private funding sources for libraries, women's rights, bibliographic control of state publications, and management are good examples. Other state associations have addressed these issues squarely with a continuity and solidarity of purpose brought about by an interested membership meeting annually. The North Carolina Library Association, on the other hand, has hardly scratched the surface of these issues.

Opponents of annual sessions may argue that the financial burden to the association might increase with yearly conventions. It is equally possible that increased interest generated by annual sessions will attract more attendance and more exhibits and that the cost to the association will decrease. In either case, there would be no more than two or three dollars difference to the individual member.

The amount of volunteer time required to put on the convention is another argument. There is no reason, however, why the same persons have to be convention managers, local arrangements chairmen, exhibits chairman, and the like year after year. There is sufficient interest within the association membership to change these appointments each year.

In the final analysis, annual sessions and the proposed constitutional change appearing at the end of this article will not be decided upon by the Executive Board or a few vocal and influential members. It will be the entire membership of North Carolina Library Association who will make the decision and commitment. It will include librarians in the small towns whose budget does not include trips out of state to the Southeastern Library Association Convention, the energetic members who want to discuss current issues annually, and those who want to foster cooperative efforts between libraries in an effort to further goals common to the total library profession.

The chance for change is in the air. It is up to the membership to grasp it.

CON: Financial Considerations of Annual NCLA Conferences

by Ariel Stephens, Director
Public Library of Charlotte and
Mecklenburg County

There are several financial aspects to holding annual North Carolina Library Association conferences of which members should be aware. The Treasurer's 1973 Biennial Conference Financial Report is appended for information and study.

If exhibits, as well as meetings, are to be scheduled, space needs for the conference require at least 12,000 square feet for exhibits and an equal amount which can be broken into two large rooms for simultaneous meetings. Hotel and motel accommodations in the state severely limit available locations. When NCLA was smaller, a number of hotels could handle the conference at small cost to the Association and could provide meeting rooms and meal facilities free because we were occupying most of their sleeping rooms. Now, since no single hotel has adequate space, the Association must pay for an exhibit hall, as well as some meeting room space. Hotel ballrooms still come free, but few locations have adequate space for the several large meetings.

Traditionally, revenue from exhibitors' rental payments have exceeded the cost of mounting the exhibits and of space rental and have left a respectable surplus to help the Association operate in the "off-year." Of the recent exhibitors, about one-half of them say they would be

obligated to exhibit regardless of the frequency of the conferences. The other half say they would alternate years, thereby cutting the exhibit revenue. If the exhibit budget broke even with annual conferences, the Association would remain solvent. Should annual exhibit costs exceed revenue, the Association would be in financial difficulty and would be forced to raise membership dues.

Conference registration and ticket sales, which represent approximately 30% of the surplus income, might also be reduced to a deficit figure should there be annual meetings and a possibly consequent smaller attendance.

Another aspect, while not financial, is the amount of volunteer time invested in preparing for the conference. The Treasurer spends much time in mailings, having tickets printed, and pre-registering. The Exhibits Chairman spends about 10 to 20% of his or her time for three to four months prior to conference time with contract forms, mailings, and setting up the exhibit layout.

Local arrangements are a full-time job for several people in the host city in the months before the conference. Furthermore, various Association officers must spend hours of time contacting and confirming speakers and programs. Having been deeply involved in mounting the conference for the last fifteen years, I doubt that I, and many others so involved, could afford the time for an annual conference.

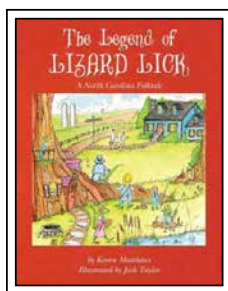
Reports from exhibitors consistently state that North Carolina has the best state conference which they attend. Should we risk one excellent biennial conference for annual conferences which would have fewer exhibitors and fewer librarians attending? Can we financially afford annual conferences? Should off-year conferences without exhibits be held, and would they remain that way? Is ALA's mid-winter conference an indication of what an off-year meeting would become?



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

North Carolina Books

Eileen McGrath, compiler



The Legend of Lizard Lick: A North Carolina Folktale

By Karen Matthews.
North Charleston, SC: CreateSpace Independent
Publishing Platform, 2013.
36 pp. \$15.00. ISBN 9781479382477.

The state of North Carolina is no stranger to uniquely named towns, but perhaps the most unusual name is that of Lizard Lick. A quick Internet search will turn up various stories relating to the origins of this name, all of which involve alcohol of dubious legality and, naturally, lizards licking said alcohol. Author Karen Matthews and illustrator Josh Taylor created this version of how the town became known as Lizard Lick as a family-friendly alternative to the original stories. Matthews is the owner of Carolina Souvenirs, the company that produced this book and on whose website the book can be purchased. Taylor's work as a graphic artist has been featured in other books and mediums.

The story's premise begins with a grandfather answering his young grandson's question about how the town of Lizard Lick got its name. The perspective then shifts to the lizards of Lizard Town, located on the shore of Sweetwater Pond, and the frogs of Frogville, located in the midst of the pond. The lizards and frogs have

always been friendly until a severe drought threatens both the pond and their friendship. The lizards begin hauling water from the dwindling pond, and the frogs fear this will damage their homes. The frogs decide to take action by chasing off the next lizards who attempt to collect water, thus outraging the lizards. The mayors of Lizard Town and Frogville meet and decide that a track and field competition of three events will decide which group will be allowed to stay at the pond and which group will be forced to leave. The lizards and frogs each claim one victory, leaving the decision for the tug-of-war where the lizards narrowly defeat the frogs. Thus, the lizards "lick" the frogs and commemorate their victory by changing the name of their town to Lizard Lick. In a gesture of friendship, the lizards allow the frogs to stay at the pond as long as the water can be shared by all, and a welcome storm ends the drought.

This book is a light-hearted story accompanied by charming illustrations full of detail. However, the lessons that can be drawn from the story are a little confused. For example, the lizards' extension of forgiveness to the frogs occurs after they have renamed their town as a perpetual reminder of their victory. This seems ungenerous at best and deliberately mean at worst. The illustrations also lack the polish of conventionally edited and published children's books. Be aware that despite the title, this is not a typical folktale since the plot originated with Matthews. The book mentions this in the "Note to

Parents" that also provides a short description of the actual town and the prevailing tales associated with its name. This book is recommended for collections with a special interest in North Carolina authors and stories.

Laura Gillis
formerly Forsyth County Public Library



North Carolina's Amazing Coast: Natural Wonders from Alligators to Zoos

By David Bryant, George Davidson, Terri Kirby Hathaway, and Kathleen Angione.
Athens: University of Georgia Press, in cooperation with
North Carolina Sea Grant Program, 2013.
1 vol., unpag. \$16.95. ISBN 978-0-8203-4510-9.

North Carolina's varied coast provides an endless supply of fascinating plants, animals, and ecosystems sure to captivate both casual beach combers and research scientists. These two audiences come together in this brief, family-friendly guide to some of the more interesting features of coastal North Carolina. Based on an earlier work that Bryant and Davidson compiled for Georgia, this book has been adapted and added to by Hathaway and Angione who are associated with the North Carolina Sea Grant, a program that seeks to educate the public about the state's coastal region. Hathaway's role as Marine Education Specialist and

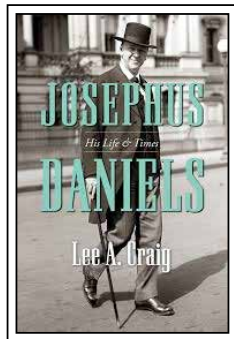
Angione's former position as part of North Carolina Sea Grant's communications team give them an excellent perspective on this goal. This book is particularly suited to educational objectives because it provides scientific facts in a fun and concise manner that not only informs but invites the reader to learn more.

As the title implies, the book is an alphabetical collection of short essays about different aspects of North Carolina's coastal ecosystems. Each entry is one page in length and includes a color illustration. The text is brief but also engaging, accessible, and often humorous. Plants and animals dominate the subject matter, but entries on other topics such as tides and shrimp life cycles provide a comprehensive view of the coastal biome. The essays generally provide a description of the subject and then follow with facts that are particularly unusual or interesting. For example, the book notes that the tail of the horseshoe crab was used by Native Americans as a spear tip, and that it is the male pipefish of North Carolina's marshes that gets pregnant instead of the female. Such information evokes the "Oh wow" or "I never knew that" reaction that can inspire further learning. While the book's entries are too brief to allow them to be used as source material for school projects, the book is an excellent starting point for both classroom work and informal or even on-site exploration. The book also includes an extensive list of suggestions for further reading that may help direct further study on any of the book's topics.

This attractive book is enticing in its brevity, and it has the ability to lure both reluctant learners and dedicated coastal enthusiasts. Designed to be enjoyed by both adults and children, it is perhaps at its best when shared between the two groups in

order to open the avenues for discussion, questions, and further learning. This book is recommended as an extra purchase for elementary school libraries where it may help introduce coastal topics. It is also recommended for public libraries, perhaps with one copy each for adult and children's nonfiction.

Laura Gillis
formerly Forsyth County Public Library



**Josephus Daniels:
His Life & Times**

by Lee A. Craig.
Chapel Hill: University of North Carolina Press, 2013.
474 pp. \$35.00. ISBN 978-1-4696-0695-8.

Few, if any, North Carolinians can equal Josephus Daniels (1863-1948) in length and level of leadership in the public affairs of the state and nation. As owner and editor of the Raleigh News and Observer, he transformed a small, struggling newspaper into the most politically influential in the state. A forceful advocate of early twentieth-century Progressive causes, including public education, women's suffrage, prohibition, and anti-trust laws, he was also a no-holds-barred leader of white supremacy forces in the post-Civil War South. He served two presidents in key administrative positions in Washington and was appointed by a third to a sensitive ambassadorial post. Although a quasi-pacifist, as Secretary of the Navy during World War I he led the rapid development and deployment

of a two-ocean navy. An outspoken anti-imperialist, as Secretary he directed a numerous American military interventions in Latin America.

Such a complex, multi-faceted life, with so many prominent contradictions and inconsistencies, would give pause to any would-be biographer—and has, until now. With *Josephus Daniels: His Life & Times*, by Lee A. Craig, Alumni Professor of History and Chair of the Department of Economics at North Carolina State University, we finally have a thoroughly researched, engaging story of a man “arguably the mightiest man in North Carolina following the white supremacy campaigns of 1898 and 1900.” Daniels would remain a dominant public figure for the rest of his life.

Born in 1862 in “Little Washington” in eastern North Carolina, Daniels grew up with few economic advantages. Family connections helped his widowed mother secure appointment as postmistress in Wilson in 1866. This exposed young Josephus to the leading citizens of the community, since the front room of the Daniels family home served as the post office for the next sixteen years. Bright and inquisitive, Josephus listened to the locals argue politics and discuss public affairs and eagerly skimmed the out-of-town newspapers that arrived each morning. In 1878, he co-founded his own weekly, an ambitious first step for a sixteen-year-old. But soon his ambitions turned to Raleigh, where in 1894, he achieved his dream, ownership of the News and Observer, the capital city's leading daily.

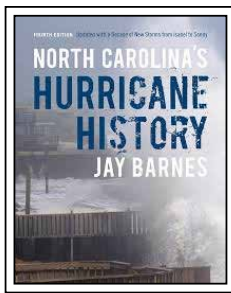
Daniels was an innovative, even transformative, figure in American journalism, Craig argues. He was among the first newspaper publishers outside a few big cities to recognize the importance of separating news

coverage from editorial content. Strong community news would draw subscribers even if they disagreed with editorial stances. As his paper's circulation figures grew, so did Daniels's wealth. By 1914, he was clearing about two million dollars a year in today's money.

Through his newspapers, Daniels became an increasingly influential figure in state politics. Determined to end Republican power, which he felt was corrupt and an impediment to economic and social progress, he and his allies targeted African American voters, nearly all of whom voted Republican. Appealing to racial prejudice in inflammatory, provocative language which at times justified violence, he led Democrats in uniting most whites behind them in the elections of 1898 and 1900. Because of the statewide influence of his *News and Observer* and his leadership of the Democratic Party, Craig believes that Daniels "more than any other individual was responsible for the disenfranchisement of the state's African American citizens." Craig also makes the case that Daniels, as Secretary of the Navy, was a key figure in the emergence of the United States as a modern naval power, successfully challenging ages-old traditions and a rigid hierarchy against strong resistance.

Josephus Daniels: His Life & Times is a story well told of an individual notable in the history of North Carolina and the nation. It would be an appropriate acquisition for academic and larger public libraries in the state.

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



North Carolina's Hurricane History, 4th ed.

By Jay Barnes.
Chapel Hill: University of North Carolina Press, 2013.
335 pp. \$35.00. ISBN 978-1-4696-0652-1.

Anyone who has lived in North Carolina for any length of time has either heard the stories of past great storms or has lived through the effects of a hurricane or its aftermath. It is simply something with which North Carolinians must cope, and for which they must prepare.

Jay Barnes's classic, *North Carolina's Hurricane History*, now in its fourth edition, is "updated with a decade of new storms from Isabel to Sandy." The first edition was published in 1995. The first and third editions were examined in preparation for this review. It does not appear that earlier editions were reviewed in *North Carolina Libraries*, although a mention of the second edition was included in "Other Publications of Interest" section in 1998.

The most recent edition builds upon what has been documented previously. This is essentially the same book with additional chapters covering the later years' storms and with minor revisions within the existing text. For all editions, the chapters covering the earlier storms remain the same. The introductory chapters and the later chapters in the fourth edition do have substantially new material.

The strength of the book is its exhaustive documentation of all major storms that have affected the state, as far back as 1524. Of course,

the earliest accounts of storms are taken from diaries and historical documents, and impressions are often sketchy and incomplete. Some of the most fascinating stories center on predicaments faced by unsuspecting citizens before the advent of sophisticated hurricane tracking technology. For example, the 1879 storm caught North Carolina Governor Jarvis and many prominent guests from inland communities at the Atlantic Hotel in Beaufort. Another fascinating story relates the freakish relocation of the Providence Methodist Church in Swan Quarter. The church's congregation wished to build a sanctuary on a piece of property near the center of town, but was refused by the land owner. After this refusal, they went ahead with construction elsewhere, and flooding during a storm in 1876 floated the structure several miles, settling it in the exact location where they had originally wanted to build.

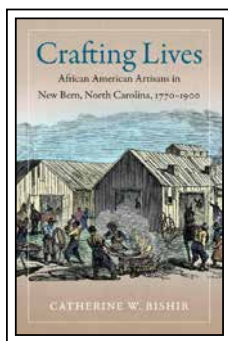
A great feature of the book is the wealth of pictures and charts. Each hurricane's path is charted simply but effectively to show the reader what part of the state was most affected. One of the most important takeaways is that hurricanes are diverse and no two are alike in the ways they cause destruction. A category 1 storm may cause more havoc than a category 5 depending on where landfall occurs and many other factors such as size, wind velocity, and rainfall amounts. No one, for example, had any reason to think that Hurricane Floyd would cause as much flood damage as what resulted. That storm's devastating flooding moved the state to update flood plain maps and to reevaluate land management practices that had exacerbated the damage. The lessons learned from each storm have been incorporated in preparedness plans for the future.

The book concludes with advice

to citizens about how to prepare for storms, and includes a good list of resources and further reading. Jay Barnes has created a successful series of editions to keep us up-to-date on the history of hurricanes as they have affected North Carolina.

Libraries of any substance in North Carolina should have at least one copy of this book, in the most recent edition. Libraries that purport to collect North Caroliniana should have all editions, especially research level collections and collections devoted to coastal or weather-related topics.

Eleanor I. Cook
East Carolina University



Crafting Lives: African American Artisans in New Bern, North Carolina, 1770-1900

By Catherine W. Bishir.
Chapel Hill: University of North Carolina Press, 2013.
380 pp. \$30.00. ISBN 978-1-4696-0875-4.

Catherine Bishir chose a title with a double meaning. The artisans whose history she details led “crafting lives,” pursuing skilled trades. At the same time they “crafted” lives in the sense of creating opportunities for autonomy, dignity, supportive family and community ties, leadership, and commercial success during a period of dramatic political, legal, and social change. A product of painstaking archival research, *Crafting Lives* traces the fortunes of New Bern’s enslaved and free people of color who engaged in carpentry, painting, masonry,

tailoring, dressmaking, shoemaking, painting, blacksmithing, coopering, and wagon- and carriage-making.

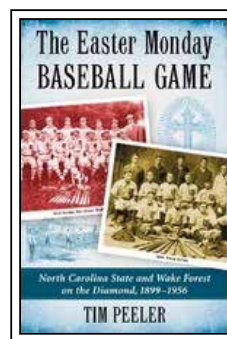
During the late eighteenth and early nineteenth centuries, New Bern, a busy port town, had an unusually large number of free blacks who were able to participate fully as citizens: own property (including their own slaves), vote if male property-holders, and assume leadership roles in civic and church life. Between 1830 and the beginning of the Civil War, changes in laws and in the attitudes of many whites caused the erosion of these rights. Many free people of color chose to move to more welcoming cities in the Midwest and Northeast. The Union occupation of New Bern, followed by Emancipation, resulted in a resurgence of power and opportunity for these skilled African Americans. During Reconstruction, artisans who were typically better educated and more sophisticated than laborers, were natural leaders in political, educational, religious, and community service organizations. Soon, however, the rise of virulent white supremacists resulted in the loss of political power and disenfranchisement. The increasing availability of cheap manufactured goods meant that many artisans could no longer earn a good living through their skilled labor and had to turn to more menial work. As in the earlier period, a number of African American artisans chose to move to more hospitable parts of the country. Many who remained continued to work for racial uplift through non-political institutions.

Catherine Bishir, Curator of Architecture Special Collections at North Carolina State University’s Special Collections Research Center, has written or co-written a number of scholarly articles and six books, primarily about North Carolina architecture, architects, and architectural

preservation. Carefully selected illustrations depict the people and places she describes in *Crafting Lives*. The lengthy bibliography (which includes extensive archival sources), numerous footnotes, and a detailed index will be tremendously valuable to future scholars. An appendix gives biographical summaries for thirty-one artisans about whom the author was able to find substantial information.

Bishir’s impeccably researched and clearly written text will be of special interest to those researching African American history or genealogy or New Bern’s past. *Crafting Lives* belongs in local and regional libraries in Craven County and in every academic and large public library in North Carolina. Institutions of any size whose collections emphasize African American or state history will also wish to acquire it.

Elizabeth Dunn
Duke University



The Easter Monday Baseball Game: North Carolina State and Wake Forest on the Diamond, 1899-1956

By Tim Peeler.
Jefferson, NC: McFarland & Company, 2013.
230 pp. \$29.95. ISBN 978-0-7864-7452-3.

For more than fifty years North Carolina celebrated the day after Easter—Easter Monday—as a state holiday. For Tar Heel baby boomers and Gen Xers the holiday meant a long weekend. And, perhaps, it raised

some questions as to why they alone among the nation's school children had the day off. But to earlier generations of North Carolinians, Easter Monday may well have occasioned a trip to Raleigh to watch the annual baseball match between the boys of Wake Forest College and North Carolina State College followed by an evening celebrating or drowning one's sorrows—depending on the team you supported—at the PiKA Ball. It's the history of this long-running baseball matchup and the annual dance that Tim Peeler documents in his well-researched work.

North Carolina Agricultural and Mechanical College (as North Carolina State University was first known) was ten years old in 1899 when its men's baseball team played the first Easter Monday ball game—on this occasion against Bingham Institute of Mebane. The contest drew 700 fans and was the first one played on N.C. A&M's new field. Over the ensuing seven years, the N.C. A&M team continued its tradition of games on Easter Monday, taking on at various times Wake Forest (then a Baptist college in Wake County), Trinity College (the pre-cursor to Duke University), and the University of North Carolina in Chapel Hill. The exclusive pairing of N.C. A&M and Wake Forest was established in 1908 with a game attended by 2,500 fans that drew front-page coverage from the *Raleigh News & Observer*. With just a few exceptions (the primary one being the years of World War II), the two teams continued their annual contest on Easter Monday through 1955. A matchup was scheduled in 1956, but rain cancelled the meeting and the game was never played.

The Easter Monday contest reached the zenith of its popularity in the 1920s, with the 1925 and 1926 contests drawing more than 8,000

spectators and fans traveling by train from other parts of the state to witness the game. Peeler suggests that some may have attended less for the action had on the field and more for the sights in the stands.

After World War I the annual contest had become a Raleigh social event, with the women of Meredith, Peace, and St. Mary's colleges "a heavy presence at the baseball games" in their colorful Easter bonnets and their white dresses. And the festive air didn't stop with the ballgame's conclusion. By the 1920s the tradition of the PiKA Ball following the game was also well established. The evening dance began in 1906 as an Easter cotillion held by the North Carolina State College chapter of Pi Kappa Alpha fraternity. Over the years men from other fraternities attended, bringing as their dates women from the Raleigh colleges and beyond. By 1928 ball organizers were sending out 2,000 invitations to the event and the invitee list would remain at that number until the annual dance ended in 1961. Such was the status of the ball that nationally known bands such as Gen Krupa's and Johnny Long's performed and three North Carolina governors served as honorary chaperones.

Oral tradition holds that the popularity of the Easter Monday ballgame sparked legislators to adopt the day as a state holiday in 1935. Peeler echoes this story. But the veracity of such a claim is in dispute since no documents have been found to show a clear relationship between the law's introduction and the ballgame. With the exception of this one disputable fact, Peeler's work is a rich record of two mostly forgotten annual events on the state calendar. In fact, Peeler's account is so chock full of detail—he quotes liberally from news accounts of the events—that, at times, his

narrative voice is lost. Peeler has included an appendix with statistics on Wake Forest and N.C. State players who had pro careers, along with a bibliography, and an index that allows readers to locate specific players in the text. This book would be a valuable resource for state and local history collections in public and academic libraries.

John Blythe

University of North Carolina at Chapel Hill



The Forgotten First: B-1 and the Integration of the Modern Navy

By Alex Albright.

Fountain, NC: R.A. Fountain, Inc., 2013.

194 pp. \$20.00. ISBN 978-0-9842-1022-0.

The history of race relations in the United States is bound up, at least in part, with the history of the military in this country. Because the military is both a closed system and a system bound by rules and obedience to those rules, it can sometimes be used as a laboratory, testing barriers and taboos in a way that society at large—unruly and undisciplined as it is—could never hope to test with any degree of certainty. As such, the various arms of the military have, over the years, sometimes been the avenue by which civilian authorities have sought to reconcile social progress with social order.

Alex Albright has chronicled one such step—in this case, one route to integration, or at least the

beginnings of social acceptance of African Americans as equal citizens—in *The Forgotten First: B-1 and the Integration of the Modern Navy*. In it, he chronicles a remarkable group of young musicians, many of them with ties to North Carolina, who played a small but significant part in the opening up of the United States Navy, and by extension the entire United States military, to the idea of African Americans as *ranked servicemen*, rather than just as service personnel such as mess attendants and stevedores.

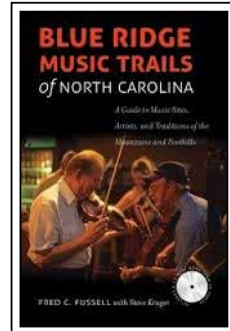
Albright begins with a capsule history of the presence of African Americans in the military, from the Revolutionary War to the start of World War II. He also provides a detailed and fascinating portrait of the pressures for change brought to bear by respected opinion makers, such as James Shepard, C. C. Spaulding, and Frank Porter Graham, who each sought in varying ways to use the crisis of the war as an avenue for social change.

The bulk of the book however, is about the formation and subsequent history of this particular unit and the men who were part of it. Fashioned from oral histories of surviving band members as well as friends and neighbors who remembered the band and its effect on their lives, along with newspaper accounts, surviving military records, and program notes, Albright builds a picture of the unit and its members. He follows the musicians from recruitment to training in Norfolk and billeting in Chapel Hill, right through to their ultimate—and somewhat unexpected—deployment to Pearl Harbor. The author skillfully pilots the reader through an intimate portrait of the band members as they negotiated their way through the complexities inherent in service to a military that treated them as second

class citizens. He also delineates how they calibrated their interactions with the larger community around them, particularly in the South, which was still profoundly segregated and deeply suspicious of authority or dignity being granted to non-whites. Concurrently, Albright also details the musical careers of many of the band members, both during and after the war, and provides an enlivening account of their many concerts and performances.

Illustrated throughout with programs, concert pictures, and—most welcome of all—pictures of each of the band members, this book is highly recommended for collections focused on North Carolina history, on military history, and on the history of race relations and integration.

Steven Case
State Library of North Carolina



Blue Ridge Music Trails of North Carolina: A Guide to Music Sites, Artists, and Traditions of the Mountains and Foothills

By Fred C. Fussell, with Steve Kruger.
Photographs by Cedric N. Chatterley.
Chapel Hill: University of North Carolina Press,
2013. 281 pp. \$20.00. ISBN 978-1-4696-0821-1.

Describing the appeal of traditional Appalachian music, banjo player Kinney Rorrer of the New North Carolina Ramblers says, “This music is so authentic, it’s so real, and it’s a true reflection of the people who worked in the mills, in

the tobacco field, in the coal mines ... There’s so much fakery now and so much plastic in our world, that it’s nice to see something, like this music, that’s real and isn’t just a veneer.”

This appreciation for the music traditions of western North Carolina infuses *Blue Ridge Music Trails of North Carolina*, a detailed guide to events and venues where visitors can hear traditional music. Much more than just a guidebook, it also features profiles of traditional musicians and sidebars on various topics related to western North Carolina culture and history.

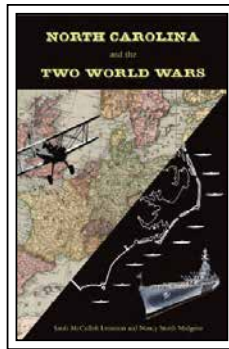
The book is divided geographically into six regions. Each section begins with an overview of the region, followed by a listing of events and venues by county. Events range from MerleFest in Wilkesboro, which draws tens of thousands, to much smaller events such as the *Christian Harmony* hymn sing in Etowah. The book also features venues that host regular musical events, such as the Maggie Valley Opry House, home of the well-known banjo player Raymond Fairchild, and a barber shop in Drexel that hosts a weekly jam session. The range of events described—from large to small, formal to informal—is remarkable. Musical styles represented include bluegrass, old-time, gospel, blues, and string band music. There is an emphasis on this music as a living tradition that continues to grow and change. Many of the events, such as jam sessions, are participatory for those who choose to join in, and there are also events where attendees can dance to live music. Detailed information is given on each event, including dates and times, location (with driving directions), admission fee, contact information, and websites with further information.

Blue Ridge Music Trails of North Carolina is an excellent travel guide

but is also enjoyable and informative to read cover to cover because of the wealth of information and stories about traditional music and other aspects of Appalachian culture. There are sixteen profiles of contemporary musicians scattered throughout the book, each of whom comes at traditional music from a different perspective. Interviewees include Uwe Krüger, who grew up in Switzerland and discovered American folk music through Folkways Records; Donna Ray Norton, who comes from a long line of ballad singers and took up the family tradition as a teenager; and Alfred and Maybelle Welch, who sing hymns in the Cherokee language. There are also sidebars on famous North Carolina musicians such as Doc Watson and Earl Scruggs, as well as the origins of well-known folk songs and other topics that enrich the reader's understanding of western North Carolina culture.

The book has a detailed index and is accompanied by a compact disc with recordings by many of the musicians featured in the book, which greatly enhances the reader's appreciation for the music being described. Fred C. Fussell is also the author of the 2003 book *Blue Ridge Music Trails: Finding a Place in the Circle*, portions of which are adapted for this book. The book is recommended for academic and public libraries that collect books on travel, music, or traditional culture.

Michelle Cronquist
University of North Carolina at
Chapel Hill



North Carolina and the Two World Wars

By Sarah McCulloh Lemmon and Nancy Smith Midgette.
Raleigh: Office of Archives and History, 2013.
245 pp. \$15.00. ISBN 978-0-86526-444-1.

Less than a month after the Pearl Harbor attack of World War II, Duke University in North Carolina hosted the Rose Bowl after the United States military had determined the risk of Japanese bombing was too great for the annual event to be held in its hometown, Pasadena, California. This and many other stories of how North Carolina and its citizens made contributions, both great and small, during the World Wars and the interwar years fill the pages of *North Carolina and the Two World Wars*. This new release from the North Carolina Office of Archives and History revises and combines two previously released works by Sarah McCulloh Lemmon of Meredith College, *North Carolina's Role in World War I* (1966) and *North Carolina's Role in World War II* (1964), with a new section on the inter-war period by Nancy Smith Midgette of Elon University.

Professors Lemmon and Midgette recount how North Carolina provided the nation with government and military leaders, including Walter Page who was an ambassador in London and Josephus Daniels who was one of the Secretaries of the Navy in World War I. The state also supplied natural resources and industrial goods, including 243 naval ships built in World War II. The authors

provide accounts of military organizations with many North Carolinian members, including the Army's "Old Hickory" and "Wildcats" divisions in World War I, and Camp Montford Point in Onslow County, where about 20,000 African-American Marines trained during World War II.

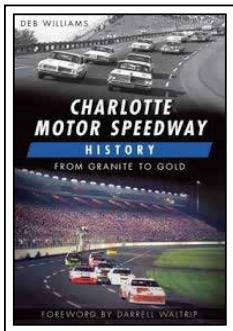
Beyond political and military leaders, those serving in combat roles, and raw production facts, Lemmon and Midgette feature the numerous notable contributions of women, students, and community and church groups to the war efforts. Besides the great support for the wars clearly presented, the authors also write about those who opposed the wars and about solely domestic issues, including school and mental health care reforms in the state.

The authors combine headlines and quotations from news stories and editorials from the state's various newspapers with excerpts from letters and diaries written by troops and others abroad and on the home front to give personal voices to the history of North Carolina's involvement in the wars and the tumultuous interwar years, which were dominated by the Great Depression and the New Deal. The numerous photographs, political cartoons, tables, and other illustrations included throughout the text further enhance this already highly readable narrative history. The detailed index and illustration list help readers quickly locate relevant material.

Lemmon and Midgette clearly impart the impressive extent of government coordination and public support for the war efforts. In this succinct book, they have well documented North Carolina's roles on the battlefield, in government, and throughout the state's rural and urban areas, school and college campuses, and households. *North Carolina and*

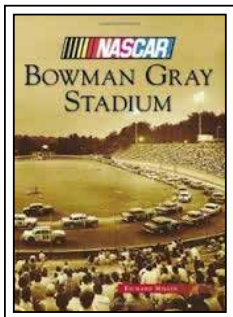
the Two World Wars is engrossing and highly informative for casual readers of history, yet it will also certainly be a boon to academic researchers for years to come. High school, public, and academic libraries are encouraged to add this title to their collections.

C. William Gee
East Carolina University



Charlotte Motor Speedway History: From Granite to Gold

By Deb Williams.
Charleston, SC: History Press, 2013.
158 pp. \$19.99. ISBN 978-1-62629-018-4.



Bowman Gray Stadium

By Richard Miller.
Charleston, SC: Arcadia Publishing, 2013.
127pp. \$21.99. ISBN 978-0-7385-9918-2.

North Carolina is the traditional center of southern stock car racing. Two recent publications showcase a pair of its historic racetracks.

Charlotte Motor Speedway (CMS) is one of the top racetracks in the country. It hosts two major NASCAR race weekends each year as well as several smaller series races, and it is a major economic force in the state. As well established as the track

is today, its beginnings were, literally, very rocky. Author Deb Williams, a veteran motorsports journalist who is the former editor of *NASCAR Scene* and a recipient of the Henry T. McLemore Award for continued outstanding motorsports journalism, has penned an inside look at the men who built and raced at CMS.

In the 1950s two men envisioned the sport of stock car racing growing beyond the local dirt tracks around the state. Stock car driver Curtis Turner and race promoter Bruton Smith each decided to build a speedway in the Charlotte area, but both ran into financial difficulties. They joined forces in 1959 to construct the Charlotte Motor Speedway. Even after combining their resources, funding was an issue, and the financial strain was exacerbated when the boulders on the site turned out to be the tip of a half-million yards of solid granite. The paving was not completed until the morning of qualifying runs for the inaugural race on June 19, 1960, and large chunks of track were gouged up all during practice and the event itself. Cars used screens over their grills and windshields to deflect the hunks of pavement. The eventual winner of stock car racing's first 600-mile race—also the first race to offer a \$100,000 purse—was Joe Lee Johnson, said by one spectator to be the slowest car in the field.

The track faced massive debt, and both Turner and Smith were jettisoned by the board of directors in June 1961. Stockholder Richard Howard stepped in to rescue the facility and slowly brought it to solvency. In the meantime, Smith began quietly buying up the seemingly worthless stock and in the 1970s returned as the majority stockholder. He quickly gained control of the board and brought in H. A. “Humpty” Wheeler to promote the

track. Over the next thirty years the two men, both products of a rural North Carolina upbringing, became legendary for being well ahead of the curve in business acumen and event promotion. Under Wheeler, called the P. T. Barnum of motorsports, the track became known for elaborate pre-race entertainment. CMS was the first to build trackside condominiums and a fine dining restaurant open year round; the first to install a mammoth HD television screen; and the first to establish a weekly racing series for children. Smith and Wheeler had a parting of the ways in 2008, and Smith brought in his son Marcus to take over Wheeler’s duties.

Deb Williams has covered the primary events in the track’s history in a very readable narrative, including topics ranging from drivers whose first win came at CMS, to a survey of the movies filmed at the Speedway. Of particular interest is the account of Curtis Turner’s alliance with the Teamsters Union, in which he agreed to help unionize the drivers in return for a loan to alleviate the Speedway’s financial crisis. The action provoked NASCAR president Bill France Sr.’s legendary response that before he would accept a union, he would “plow up Daytona International Speedway and plant corn in the infield” and that he would use a gun to enforce his banishment from all NASCAR races any driver who was a teamster member.

The volume contains many photographs from the CMS archives, including a center section of color illustrations. While the color reproductions are good, some of the black-and-white photos lack sharpness. Also included in the book are an appendix of race results of all NASCAR Cup races and All-Star races at the track, a brief bibliography and list of Internet sites, and a subject

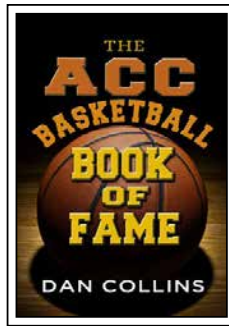
index.

Bowman Gray Stadium is a Works Progress Administration (WPA) project composed of a racetrack with a football field in the infield. Auto races were first held there in 1939, and the quarter-mile track is NASCAR's oldest weekly race track. Bowman Gray has been the site of heated competition among the stars of racing in midgets, modifieds, stocks, and more. Its Saturday night races draw as many as 15,000 fans each week. Bowman Gray attracted national attention in 2010 when the History Channel broadcasted the *Madhouse* series, featuring local racing stars Tim Brown, Junior Miller, and the Myers family.

Bowman Gray Stadium follows the usual Arcadia Publishing format. It is filled with historic black-and-white photographs, each with a brief caption. The quality of the photos, mostly from the Bowman Gray Racing Archives, is excellent. This is not a true history of the track, but it is certainly satisfying eye candy. Author Richard Miller is the chief scorer at Bowman Gray Stadium. *Charlotte Motor Speedway History: From Granite to Gold* and *Bowman Gray Stadium* are written for general readers. They help to fill the need for published material on the history of auto racing in North Carolina.

Charlotte Motor Speedway History is notable for its thorough research and historical information, while *Bowman Gray Stadium* presents an enjoyable collection of nostalgic photographs. Both books will appeal to older children, teens, and adults who are racing fans, and could be especially useful to entice reluctant readers. They are recommended for school, public, and academic libraries.

Suzanne Wise
Appalachian State University



The ACC Basketball Book of Fame

By Dan Collins.
Winston-Salem: John F. Blair, 2013. 319 pp. \$26.95. ISBN 978-0-89587-606-5.

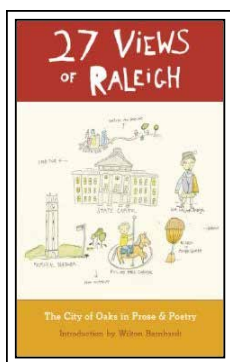
Men's basketball in the Atlantic Coast Conference, better known as the ACC, is a way of life. Fans of ACC basketball whip themselves into a frenzy cheering for their teams. A win or loss against a conference rival can make or break a season, regardless of the team's final record. This passion is what makes the ACC one of the best and most competitive conferences in men's collegiate basketball. Its long and storied history has been filled with players who will go down as some of the best that have played college basketball.

Dan Collins has covered ACC men's basketball as a sportswriter for more than forty years, first for the *Chapel Hill Newspaper* and for the last twenty years with the *Winston-Salem Journal*, and he is the author of *Tales from the Wake Forest Hardwood*. In *The ACC Basketball Book of Fame*, he details some of the greatest players in the ACC's history from the most recent back to the conference's founding in 1953. While the player profiles include stories from the court, they also touch on who these players were personally, where they came from, how they ended up playing for their schools, what became of them, and how certain events, other players, and coaches affected their playing careers and lives. In my opinion, these personal stories really make this book.

However, with over sixty years of history and so many great players to choose from, how do you go about choosing the best in an objective way? You certainly cannot expect fans whose love for their team is matched only by their hatred for their team's biggest rival to be objective. Many greatest player lists can be skewed by those who compare yesterday's players to today's players without taking into the account the changes to the game, or when people do not take a long view to history and only think of the players they remember. Because of the ACC's foresight in preserving the records of the number of votes each player received for All-ACC honors, Collins was able to develop a system that allowed him to score players based on the judgments of those who actually watched them—and their competitors—play. He confesses that to exclude such players as Tree Rollins of Clemson and Dennis Scott of Georgia Tech is crazy, but their numbers just did not add up. One thing that his system does ensure is that some of the little known ACC greats like Tom Owens of the University of South Carolina and Lou Pucillo of North Carolina State University receive their due.

This book is suitable for both public and academic libraries. ACC schools, at least those in the conference as of 2013, as well as the University of South Carolina, should purchase a copy for the information it contains on players, coaches, and important teams. Due to some coarse language and stories concerning drug use, it may not be suitable for a young audience. However, it is a must read for any fan of college basketball.

Jay Gaidmore
College of William and Mary



27 Views of Raleigh: The City of Oaks in Prose & Poetry

Introduction by Wilton Barnhardt.
Hillsborough, NC: Eno Publishers, 2013.
218 pp. \$15.95. ISBN 978-0-9832-4755-5.

North Carolina has a gracious plenty of gifted writers and their talents are on display in the 27 Views series from Eno Press. Each volume features writers who live in a particular place; the first centered on Hillsborough. Subsequent volumes focused on Asheville, Chapel Hill and Durham; the latest highlights Raleigh. The literary forms represented include articles, essays, poems, short stories, and excerpts from novels.

Many contributors to *27 View of Raleigh* are natives of the Tar Heel State, including novelist Wilton Barnhardt, who wrote the very funny introduction to the volume. Some are transplants, such as Elaine Orr, who hails from Georgia, and Juliana M. Nfah-Abbenyi, who moved to Raleigh from Cameroon. Other contributors include fiction writers Peggy Payne, June Spence and Bridgette Lacey; poets Lenard D. Moore, Betty Adcock, Dorianne Laux, David Rigsbee, and Tom Hawkins; journalists Grayson Currin and Amanda Lamb; and children's book authors Eleanor Tate and Kelly Starling Lyons.

Personal reminiscences of Raleigh are among the most compelling pieces. Jimmy Creech recounts his participation, as a local pastor, in

Raleigh's 1988 Gay Pride Parade. Tina Haver Currin recalls her first visit to Raleigh as a child to spend a fraught Christmas with her father and stepmother. Tracie Fellers pays homage to her Aunt Bunny, who sewed the dress she wore to the Alpha Kappa Alpha Debutante Ball. Rob Christensen's history of the Sir Walter Hotel provides insight into how politics were conducted once upon a time in Raleigh.

The culinary, music and art scenes are represented, in Scott Huler's reminiscences about the local musical group The Backsliders, Andrea Weigl's portrait of local chef Ashley Christensen, and Liza Robert's piece on artist Thomas Sayre. Other locales and time periods portrayed include today's Oakwood neighborhood; the flourishing black community of 1920s Hargett Street; the North Carolina State Fair as experienced over a lifetime; the natural beauty of Umstead Park; and the gritty world experienced by those who walk into the Wake County Courthouse for a variety of reasons.

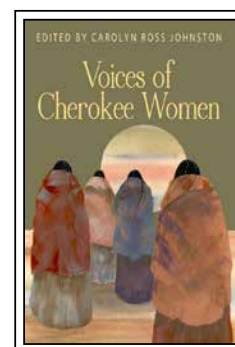
Short stories and excerpts from novels are in the final section, which showcases Raleigh in fiction. Contributors to this section are Margaret Maron, John Kessel, Angela Davis-Gardner, G. D. Gearino, Hillary Hebert and Sheila Smith McKoy.

All the pieces are grouped into themes in a detailed table of contents. A short biography of the contributing author follows each entry. There is a list of the other titles available in the series appended, but no other bibliography or index.

This is a hugely entertaining, highly readable combination of history, memoir, fiction, and essays. The result is a detailed and fascinating portrait of a specific place, as seen through the eyes of gifted writers.

27 Views of Raleigh is highly recommended for medium and larger North Carolina libraries and for smaller library systems located near Raleigh.

Janet Lockhart
Wake County Public Libraries



Voices of Cherokee Women

By Carolyn Ross Johnston, ed.
Winston-Salem: John F. Blair, 2013.
295 pp. \$12.95. ISBN 978-0-89587-599-0.

Before the arrival of Europeans in America, Cherokee women held equal status with men. To the Europeans, this gender equality was a sign that the Cherokees were "uncivilized." In an attempt to acculturate, Cherokee women were stripped of rights they'd previously enjoyed. They lost all overt political power and ultimately were robbed of the homes they owned and the land they'd cultivated.

In *Voices of Cherokee Women*, Carolyn Ross Johnston, professor of history and American studies at Eckerd College, uses first-person narratives to tell the stories of Cherokee women in their own words. She divides the book into seven sections: stories of the Cherokees, encounters with Europeans, experiences of Cherokee women with the United States government's civilization program, the Trail of Tears, the Civil War, allotment and assimilation, and Cherokee women leaders. Each section contains a brief introduction,

followed by excerpts from primary source materials, including oral histories, journals, letters, and published books.

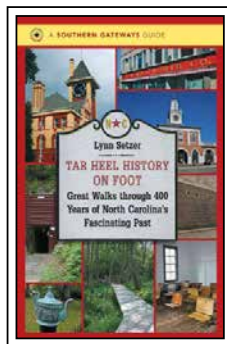
The stories are at times uplifting, and often heartbreaking. For example, excerpts from the diary of Catharine Brown, who was celebrated in her time as a triumph of the civilization program, show a woman struggling to maintain her adopted Christian lifestyle. The journal of Daniel Sabin Butrick, a minister who traveled the Trail of Tears, describes the suffering of the Cherokees, with an emphasis on women and children. In his words, "It would seem that the power, the wisdom and the funds of the whole union have been employed for the temporal and eternal ruin of this little handful of Indians."

Despite the suffering expressed throughout the book, *Voices of Cherokee Women* ends on a positive note, expressing hope for the future of Cherokee women. The final selection is an essay entitled "Womanhood" by Wilma Mankiller, who was principal chief of the Cherokee from 1987 to 1995, and was the first woman to hold that position. Mankiller initially struggled to be accepted. "It seemed the strong role of women in Cherokee life had been forgotten by some of our own people." Ultimately, she overcame the gender barrier. As she puts it, "In a way, my elections were a step forward for women and a step into the Cherokee tradition of balance between men and women."

Voices of Cherokee Women is Carolyn Ross Johnston's fifth book. Her prior publications include *Cherokee Women in Crisis: Trail of Tears, Civil War, and Allotment, 1838-1907* and *Sexual Power: Feminism and Family in America*. *Voices of Cherokee Women* is appropriate for a wide range of audiences. It takes a broad view of Cherokee history, and would serve

as a good introduction. At the same time, the focus on women and the emphasis on primary source material will appeal to readers with greater familiarity with the topic. This book is appropriate for both academic and public libraries.

Elizabeth Hobart
University of North Carolina at Chapel Hill



Tar Heel History on Foot: Great Walks through 400 Years of North Carolina's Fascinating Past

By Lynn Setzer.
Chapel Hill: University of North Carolina Press, 2013.
348 pp. ISBN 978-1-4696-0890-7 (paper) \$20.00.

Follow the footsteps of the Greensboro Four. Stroll through ghostly Oconeechee Speedway. Relive history in downtown New Bern. These are but three of the thirty-four walks presented in great detail in this lively guidebook, one of the University of North Carolina Press's *Southern Gateways Guide* series, and a must for anyone who both loves history and enjoys the outdoors.

The author, a North Carolina native currently living in Winston-Salem, personally selected and walked each entry, and her enthusiasm for this task shines through. The contents are arranged in three historical (roughly chronological) sections, with a helpful geographic table of contents as well. Unfortunately there is no index, but the entries remain

very accessible.

Each entry opens with the general historical context, followed by detailed walking directions and information about sights to see along the way. For each walk there is a map and, sometimes, a photo or two. Helpful specifics of distance, walking surface, hours, availability of restrooms, rules for pets, and even recommended footwear are included. Although occasionally it is difficult to place the small map in its larger geographic context, if you combine this book with a roadmap or GPS, you will be equipped with all you need to have a most satisfying experience. This reviewer personally has explored several of the walks and finds Setzer's entries accurate and informative. The guide would be a perfect gift for a North Carolina newcomer!

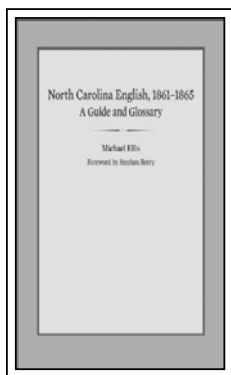
The author's infectious enthusiasm for her method of studying history makes one want to add new destinations to one's travel wish list. Setzer mixes the familiar—Kitty Hawk, Old Salem, Mount Mitchell—with the less familiar—Cooleemee Mill, Jones Lake State Park, tobacco history in Wilson. The walks may be urban, suburban, or rural; there is something for everyone. One could quibble over sites omitted, for example, historic Beaufort and my favorite, the North Carolina Zoo, but Setzer offers excellent diversity and geographic coverage.

This is a guidebook, not a historical tome, so, as the author says in her introduction, "No chapter describing any one walk could possibly tell everything that should be told along that particular route." She recommends local museums and visitor centers and includes twenty-three pages of additional sources at the end of the book. That said, this reviewer felt that each entry could stand alone as a mini-history, well and humorously

written, very informative even if the reader never leaves home.

Tar Heel History on Foot will be very popular in public libraries and is recommended for high school and academic libraries as well. Teachers will find it helpful for field trips. Once readers discover this book, however, they will want their own personal copies for annotating and stuffing into a purse or backpack as they hit the open road.

Kate Hickey
Retired from Elon University



North Carolina English, 1861-1865: A Guide and Glossary

By Michael Ellis.
Knoxville: University of Tennessee Press, 2013.
328 pp. \$95.00. ISBN 978-1-62190-002-3.

During the Civil War, there was an explosion of correspondence in America, as soldiers wrote about their experiences and family members shared news from home. *North Carolina English, 1861-1865* focuses on letters written by people with limited formal education and demonstrates the possibility of “hearing” the speech of letter-writers through variant spellings, grammatical choices, and idiomatic expressions. At its heart, it is a scholarly work that illuminates the state’s language as it was spoken in the mid-nineteenth century. However, it is also a useful tool for anyone interested in understanding original Civil War materials

from the Old North State.

Author Michael Ellis has previously written articles on Appalachian English and Southern dialects. He is also the co-founder of the Corpus of American Civil War Letters (CACWL), a project that gathers and transcribes writings documenting the way American English was spoken in the mid-nineteenth century. *North Carolina English, 1861-1865* is based upon materials in the CACWL, and it is meant to fill the scholarly gap left between Norman Eliason’s *Tarheel Talk* and the *Linguistic Atlas of the Middle and South Atlantic States*. To do this, Ellis consulted over 2300 Civil War-era letters representing geographic and demographic cross-sections of North Carolina. More than half of the letter-writers were Confederate soldiers, but women, non-soldiers, African Americans, and Union soldiers were also included.

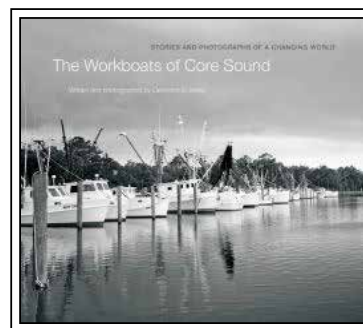
The bulk of the work is a glossary, with each entry followed by one or more real examples of the term’s use. Most of the examples are unique, but some are noticeably repeated. A number of the terms are recognizable, although their familiarity is often tempered by spelling, meaning, or grammar variations. Others will be unknown to most modern readers. The book is particularly useful for unfamiliar terms such as “see the elephant,” “candy stew,” “lag-ons,” “all right on the goose,” “take a highlow,” and “the owls have caught him.” The cross-references between different spellings and related words/phrases are handy, as are references to applicable introductory sections. Unfortunately, some cross-references are unidirectional and thus of more limited utility.

In addition to the glossary, the book contains introductory sections outlining the project and the letter-writers, a guide to reading Civil War

letters, and an overview of vocabulary, grammar, and spelling. Several maps are included, as well as an annotated “Gallery” of letters. These reproductions add context, but would be more useful if the phrases found in the glossary were marked on the accompanying transcriptions. The book’s concluding appendices list the letter-writers alphabetically and provide information about them from the 1860 census; another appendix listing the letter-writers by county of residence would have been a welcome addition. A final bibliography lists all archival and published sources.

Although the Civil War is a perennially popular topic, the recent sesquicentennial has sparked even more interest in the era. *North Carolina English, 1861-1865* is a valuable reference source for students and researchers at academic libraries, but it would also be useful for any public or special library that has Civil War-era manuscript materials written by North Carolinians.

Jenny McElroy
Minnesota Historical Society



The Workboats of Core Sound: Stories and Photographs of a Changing World

By Lawrence S. Earley.
Chapel Hill: University of North Carolina Press, 2013.
166 pp. \$35.00. ISBN 978-1-4696-1064-1.

Lawrence Earley’s *The Workboats of Core Sound* is a moving tribute in word and image to the fierce

independence and the tenacity of the people of the Down East fishing communities and of the workboats that have given them identity and connection for nearly three centuries. The book also records the author's personal journey to understanding and appreciating these communities. In the 1980s, Earley was initially drawn to photographing the austere beauty of the Core Sound area with its vast vistas of sky and water and salt marshes, and of its ever-present workboats, but he confesses "I did not appreciate then how a photograph can be a doorway into another world. Nor did I know that the act of making photographs would have such a profound effect on my own life, teaching me lessons about friendship and community, time and memory, pride and loss."

What he came to realize much later, through conversations with Core Sound boat builders and fishermen, was that these beautifully crafted, hand-built wooden fishing boats were unique and that through the generations they were the bearers of a social history binding communities and people together.

The older a boat, the wider its network of connections. In the aggregate, these layers of detailed information sometimes enabled me to assemble a boat's "family tree," a genealogical web of connections and memories with the boat at the center. Indeed, a workboat plays another role in the community besides the practical purposes for which it was built. The stories and memories associated with a boat are like family tales told around the dinner table and passed down from one generation to another. They are as important to community life as family stories are to family life. Stories exist at large in these communities, and in a sense they draw people together. Workboats link

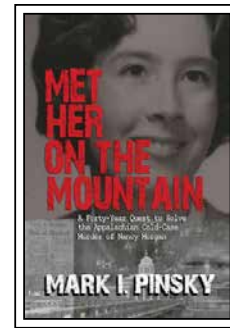
people, families, and communities.

Beginning around 2004, Earley spent several years photographing Core Sound workboats and interviewing people from the Down East fishing villages, getting to know them and their lives. The result is this book of elegant prose, colorful stories, and stunningly beautiful, fine-grained black-and-white photographs documenting a way of life that may well be passing. He traces the geography of the region and its villages, the history of the varied styles of boatbuilding, the hard work of fishing itself, and the changing world that is engulfing these communities.

At the heart of the book is the Core Sound workboat that connects community and individual. "Though made of perishable wood, the old workboats of Core Sound are surely one of the glories of the Down East Region," Earley writes. "They are monuments to some of the best of all human impulses: to hard work, to wrest elegant designs out of stubborn materials, and to craft things of utility and beauty. They strengthen the web of community bonds that would inevitably weaken without them, and thus they preserve an essential part of Down East culture. They are the history keepers, the memory keepers in a region that is looking to the future. They are compass points for communities seeking a new direction."

This is a welcome book and is recommended for public and academic libraries.

Tommy Nixon
University of North Carolina at
Chapel Hill



Met Her on the Mountain: A Forty-Year Quest to Solve the Appalachian Cold-Case Murder of Nancy Morgan

By Mark I. Pinsky.
 Winston-Salem, NC: John F. Blair, 2013.
 280 pp. \$24.95. ISBN 978-0-8958-7611-9.

In the late 1960s Lyndon Johnson's War on Poverty saw thousands of young Americans flooding rural and underserved areas to work on projects to uplift the local populace. This was especially true in Appalachia. One of these groups was VISTA (Volunteers in Service to America) which served as a domestic Peace Corps. Although the work of these young idealists had positive effects in the regions that they served, they were not always welcome by the local people. Former Los Angeles Times reporter and Duke University graduate Mark Pinsky's book *Met Her on the Mountain: A Forty-Year Quest to Solve the Appalachian Cold-Case Murder of Nancy Morgan* tells the story of how one of these conflicts went terribly wrong. This well-researched book focuses on the murder of twenty-four-year-old VISTA member Nancy Morgan, who was raped and murdered in 1970 in Madison County, North Carolina. Her partially clothed and hog-tied body was found in the back of her government-issued car on a muddy back road.

The book is sectioned into three parts: The Murder, The Trial, and The Reinvestigation. It begins with an examination of the region itself, including its topography and

sociopolitical climate. In the first part, Pinsky focuses on the nature of rural power, especially the prevalence of family-controlled political machines and how those organizations can exert control over both the local people and law enforcement. Also included is a brief history of VISTA's activities in the region. Once the stage is set, he details Nancy Morgan's last weeks before her death. He covers the initial investigation of the murder, muddled by shoddy police work and territorial conflicts among the FBI, the North Carolina State Bureau of Investigation, and the Madison County sheriff's office. Although some suspects were identified, the case eventually went cold, haunting the region for over a decade.

The second part focuses on the reinvigorated investigation and the 1982 trial of Ed Walker, a VISTA coworker of Morgan's who was also the prime suspect during the initial investigation. Pinsky vividly recounts Walker's arrest and trial, building genuine tension in the reader. The conflict between the local sheriff E. Y. Ponder (a brother of the leader of the local political machine) and Walker's folksy, yet skilled, defense lawyer Joe Huff is particularly compelling. The state's flimsy case, based largely on the testimony of a convicted felon, soon fell apart and led to Walker's acquittal. After the trial there were still more questions than answers about the horrific events of 1970.

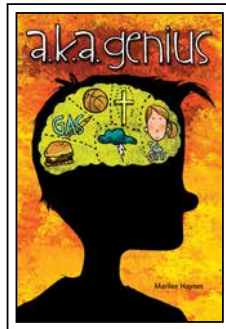
The final part of the book focuses on Pinsky's own efforts to solve the case. His personal research includes interviews with persons of interest and review of information gleaned from police files. He eventually finds evidence pointing to a group of local ruffians as the most likely culprits. He even gets a confession from one of his suspects, who was serving life

in prison for the poisoning of his own daughter. Throughout this part of the book, Pinsky describes his unsuccessful attempts to get the investigation fully reopened. The murder remains unsolved.

This well-written book contains only one flaw. Although it provides the reader with an incredibly deep account of the murder, trial, and investigation, it does not include any footnotes or a bibliography to indicate where much of the information was gleaned. This surely would have strengthened the book as a whole. Despite this, Pinsky provides interested readers with an engaging, if morbid, story.

This book is suitable for advanced readers and both public and academic libraries.

Matthew Reynolds
East Carolina University



A.K.A. Genius

By Marilee Haynes.
Boston: Pauline Books & Media, 2013.
208 pp. \$9.95. ISBN 978-0-8198-0830-1.

“**R**eally? Could you help a guy out once in a while? If I’m not a lost cause right now, who is?” That’s Gabe asking the statue of St. Jude, the patron saint of lost causes, for help with his numerous dilemmas: one of his best friends, Maya, now hates him because he usurped her as the smartest kid in their grade; his dad wants a jock for a son and picks a cousin for his basketball team instead of

Gabe; his sister hates him and makes him feel like a dorky shrimp; and, oh yeah, Gabe gets gassy when he’s nervous and he gets nervous every time he’s around his dream girl, Becka. And, don’t even get him started on his locker.

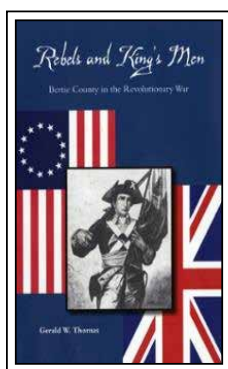
In *Gabe*, first-time North Carolina novelist Marilee Haynes offers up a rare juvenile literary character—a male protagonist who deals with the type of emotional conflicts mainly addressed in juvenile fiction written for girls. Instead of facing down magical creatures in a fantastical land, Gabe battles his self-doubt and insecurity in his Catholic middle school in North Carolina. Tweens will identify with Gabe’s bewilderment at how to navigate new perspectives on family, friends, romantic love, and the world in general.

Gabe’s teacher tells the class “Robert Frost said that poetry is the result of feelings finding thoughts, and thoughts expressing themselves in words.” Making those connections between physical sensations, the emotions that cause those physical sensations, and discussing those feelings is new territory for tweens and Gabe. Kids will identify with Gabe when his “stomach clenches,” when his ears “feel like they’re on fire,” when “hearing my mom say the word puberty was excruciating,” and when he pushes his feelings back down “somewhere near my liver.” Haynes is good at connecting the physical sensations that bombard tweens (“the top of my head starts tingling, and my stomach goes queasy”) back to their emotional causes, and then allowing the reader to see the light, or hope, at the end of the tunnel. Tween readers may agree with Gabe when he sees his middle school days as “so far, so weird.” But they will also come away with a sense of community in their suffering and be able to identify the

causes of these visceral onslaughts, armed with the vocabulary to talk about them.

The religious references are very subtle considering the Catholic publisher; however, those references make this title more suitable for a public library rather than school library collection. Although the protagonist is in seventh grade and the book is marketed as a young adult book, the lack of any sexual references and the violence being limited to a couple punches would allow this title to fit nicely into a juvenile fiction collection.

Linda Winkler
Wake County Public Libraries



Rebels and King's Men: Bertie County in the Revolutionary War

By Gerald W. Thomas.
Raleigh: North Carolina Department of Cultural Resources, Office of Archives and History, 2013.
221 pp. \$15.00. ISBN 978-0-86526-451-9.

Gerald W. Thomas, a native of Bertie County and retired federal executive, has produced a thoroughly documented and well-written account of his home county's role in the Revolutionary War. Most counties in North Carolina are fortunate if they have one professionally crafted history. *Rebels and King's Men* is Thomas's third local history title, having published similar works on Bertie County during the War of 1812 and the Civil War. Together

with Alan D. Watson's *Bertie County: A Brief History*, also published by the Office of Archives and History, Thomas's books make an outstanding contribution to knowledge of Bertie County's past.

One of the strengths of the book is the degree to which it places local history in the context of state and national events. Thomas carefully explains the causes of the Revolution, the unrest in the colony that preceded the war, and the trials and tribulations of both the American and British troops during years of conflict. He provides key information about the strategies employed by the opposing forces and explains how troops from Bertie County, both Continental volunteers and drafted militia, were raised and deployed. Of particular interest are the diligent efforts of the state of North Carolina's first governor, Richard Caswell, to carry out legislative mandates to obtain fresh recruits—an increasingly difficult task. Bertie County men served with General George Washington in the Middle Atlantic States and saw action also in South Carolina, North Carolina, and Virginia as the war wound to a conclusion. Thomas provides surprisingly detailed information about the involvement of Bertie County troops in specific battles as well as their sufferings and casualties.

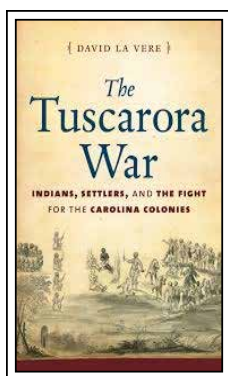
The book provides insights into the activities of Loyalists during the Revolution. In particular, Thomas describes the conspiracy led by John Llewelyn of Martin County to undermine the Whig cause. In several northeastern counties, including Bertie, the conspirators initially sought to protect the Anglican Church; they also vowed to protect those who suffered because of their loyalty to the British crown. Later they developed a plan to resist taking

required oaths of allegiance to North Carolina's fledgling government. Llewelyn even considered the possibility of inciting slaves to rebel and of capturing Governor Caswell. Whig leaders discovered the conspiracy, however, and put it down. Some of the leaders were arrested and tried, but none was executed. Most left the state.

The story of Bertie County during the Revolution comes to life as a result of the author's meticulous research in primary and secondary sources. The extensive bibliography reveals Thomas's use not only of such published sources as *The Colonial Records of North Carolina*, but also of county and state records at the State Archives of North Carolina and record groups at the National Archives. Many records concerning the service of North Carolina troops have been lost, but Thomas made a serious effort to compile rosters of Bertie men who fought in different capacities. The appendices listing these men are a valuable addition to the book.

Rebels and King's Men: Bertie County in the Revolutionary War, which contains a useful index and thirty illustrations (including portraits of military leaders and maps of battles in which Bertie County men participated), is a model local history. It is recommended for academic libraries. Public and high school libraries in northeastern North Carolina may wish to acquire this important book.

Maurice C. York
Louisburg College



The Tuscarora War: Indians, Settlers, and the Fight for the Carolina Colonies

By David La Vere.

Chapel Hill: University of North Carolina Press, 2013.
262 pp. \$30.00. ISBN 978-1-4696-1090-0.

On the morning of September 22, 1711, several Native American tribes, including the Tuscarora, Core, Neuse, Pamlico, Weetock, Machapunga, and Bear River Indians, attacked settlements along the Neuse River in an event known as the Tuscarora War. David La Vere opens his book on this important historical event by laying out some of the contributing causes of the war. These included the weakened defense systems in place to protect the European settlements; conflicts over hunting grounds; the utilization of Indian slaves by wealthy plantation owners; and mutual distrust between Native American tribes and European settlers. Readers are also introduced to individuals who would eventually play a key role in the conflict such as Christopher de

Graffenried, John Lawson, Colonel John Barnwell, Tuscarora chief King Hancock, and Colonel James Moore. The story of de Graffenried's capture and Lawson's murder is part of the narrative. Christopher de Graffenried, a wealthy Swiss baron, John Lawson, North Carolina Surveyor General, and several slaves were captured by Tuscarora warriors on September 11-12, 1711 and taken before Tuscarora Chief King Hancock. Ultimately, de Graffenried was able to negotiate his release from captivity, but John Lawson was killed. Later, the military campaigns of both Colonel John Barnwell (December 1711-July 1712) and Colonel James Moore (December 1712-August 1713) were begun to defeat the entrenched Tuscarora Indian warriors. By the time hostilities ceased, these expeditions had produced numerous casualties on both sides. Despite their early military successes against the Europeans, the Tuscarora Indians and their allies would succumb as factors such as disease and power struggles between competing factions led to their eventual decline. The royal colony of North Carolina also faced challenges, namely government officials with competing political agendas and a lack of usable deep-water ports.

This book was written to depict the series of events leading up to one of the biggest skirmishes between Native American tribes, led by the

Tuscarora, and the European settlers in North Carolina during the eighteenth-century. It is divided into seven chapters, each centered on one or more of the major actors: de Graffenried, King Hancock and Core Tom, William Brice, Col. John Barnwell, Thomas Pollock, King Tom Blount, and Col. James Moore. The book contains a modest number of illustrations as well as detailed maps and an extensive bibliography of both primary and secondary sources.

David La Vere is a faculty member in the History Department at the University of North Carolina at Wilmington. Besides *The Tuscarora War*, he has written other published works, including *Contrary Neighbors: Southern Plains and Removed Indians in Indian Territory* (2000), and *The Lost Rocks: The Dare Stones and the Unsolved Mystery of Sir Walter Raleigh's Lost Colony* (2010).

This book provides valuable insights into the complex and strained relationship between Native American tribes and settlers in North Carolina in the early eighteenth-century. Because of its specific scope and subject matter, this work would be suitable for inclusion in a public, academic, or any special library with a Native American history focus.

David W. Young

University of North Carolina at Pembroke



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



Chromecast

Are you tired of lugging a video projector and your laptop to your presentations? Chromecast is a low cost method of sending your talk via Wi-Fi to any monitor or television that has a HDMI input. All you need now is your laptop or other wireless device such as a tablet or phone, a wireless network and the small thumb drive sized Chromecast device that plugs in your television or monitor. With Chromecast you can send anything you can see on your portable device to the television screen. You can stream videos and webpages along with their associated audios to the television from your laptop.

Basically what you have to do to set up Chromecast is to register the device with your network. This is done by plugging the device into

a HDMI port on your television and downloading the app on your mobile device here: <https://cast.google.com/chromecast/setup>, and then following the instructions on your television screen. After you have done this your television screen will look like the image below.

At this point any web page that is displayed on your mobile device screen will be sent by the wireless network to the Chromecast device and displayed on the television or monitor. This can be PowerPoint presentations, web pages, Netflix movies, YouTube videos, Word documents or spreadsheets. In short anything that you can see on your mobile device you can transit (or project to use the old term) on to the television/monitor. Chromecast works at 1080p HDMI resolution

so it sends a considerably better signal than say a Wii box or a non-HDMI DVD player. Chromecast works with Android 2.3 or higher, iOS6 or higher, Windows 7 or 8, Mac OS 10.7 (Lion) or higher and Chrome OS. To use Chromecast you must use the Chrome browser to “cast” the page. In Google Chrome on the right hand side you will see a sign similar to the one in blue to the right of the words “ready to cast” in below illustration. You must click on that image in the Chrome browser to select the device you wish to “cast” to. Libraries will find many uses for Chromecast. Bibliographic instruction presentations, plasma information screens, and “casting” of movies to groups are just a few of the possible uses of this device.



William Joseph Thomas

The Stimson Studio Photograph Collection, Iredell County Public Library

—Thanks to Joel Reese, Local History Librarian, Iredell County Public Library

This is a digitization success story—the generation and rapid growth of a local history photograph collection at the Iredell County Public Library, in Statesville, North Carolina. In 2002 the Iredell County Public Library received an NC ECHO Digitization Starter grant of \$6,000 for the purchase of equipment.¹ At that time, according to Local History Librarian Joel Reese, the library's photograph collection consisted of eighteen photos in a shoe box. Since then, Iredell County Public Library has acquired the image collections of well-known Iredell County photographers William Jasper Stimson and his son Benjamin. The Library's Friends group has provided significant support in the digitization of the Stimson Collection, enabling its preservation, digitization, and sharing online. A decade after their initial grant, the Iredell County Public Library was able to mount a large online collection to Flickr from their Stimson Studio Photograph Collection, garnering more than 600,000 site visits in the first nine months online. It is that Stimson Studio Photograph Collection that is at the heart of this success story.

According to the Iredell County Public Library's website, William Jasper Stimson moved to Statesville

from Lenoir to open the Stimson Photography Studio in 1890.² William Stimson (Nov. 27, 1860–Oct. 26, 1929) had studied photography at the Van Ness Studio in Charlotte before opening his own studio in a gallery space that had been occupied by another early Statesville photographer, Rockwell L. Steele. Stimson moved his studio to the Lewis Building on East Broad Street (near his home), and when his son



Detail from Ben Stimson Pictorials 19, available online at <http://www.flickr.com/photos/icplphotos/8739861150/in/set-72157638796968105>

Ben began working with his father in 1923, the studio was moved to its final home at 113 ½ West Broad Street (around the corner from the current Iredell Museums, Inc.).³ Ben

Stimson learned photography from his father and studied further at the Eastman School of Photography in Rochester, New York. After returning from service in France during World War I, Ben began working with his father, taking on the studio himself after his father's death in 1929. The Stimson Photography Studio served Iredell County until Ben's death in 1969.⁴

Now, fast forward to 2002, the same year that the Iredell County Public Library received an EZ-LSTA NC ECHO Digitization Starter Grant for \$5,850. A man named Jimmy Alley came in the Local History Room to show Local History Librarian Joel Reese a CD with black and white photographs that had been taken by the local Stimson Photography Studio.⁵ Mr. Alley, a local historian who had written a book on the history of Troutman, North Carolina, was interested in trying to identify some of the people in the photographs. He told Mr. Reese that he had thousands of photographs like these at his house. Mr. Reese thought about how the library's collection of eighteen photographs was so puny by comparison, and wished that his library had such a collection.⁶

Mr. Alley's story of how he procured the photographs began some years earlier, when he visited Lester's



Images from Adams, C. M., Iredell County Public Library, <http://www.flickr.com/photos/icpl/photos/sets/72157631097479400>

Bookstore in the bottom part of a building at 118 W. Broad Street, under what had been the Stimson Photography Studio. Bookstore owner Lester Chambers showed him a stack of oversize photographs that someone had set out to be picked up with the trash. Mr. Chambers had brought them into his store to save them and ended up brokering their sale to the Library through Mr. Alley. Together, the two men discovered that

it was Ben Stimson's widow Elizabeth who had begun throwing out the images after a leak damaged some of them. On February 21, 1995, Jimmy Alley purchased the entire collection including negatives, photographs, and other paper documents in the studio for \$1,200.00. After talking with the Local History Librarian about preserving and sharing them, Mr. Alley agreed to sell the photography collection to the Library.

Librarian Joel Reese conducted the purchase in May 2008 and secured the rights to the images.⁷ Over the last few years, library staff have worked at separating, identifying, indexing, and preserving the images digitally. Each photograph and negative is placed in archival grade sleeves and envelopes and housed in metal filing cabinets. Originally, staff made 600-dpi TIFF masters, 300-dpi access copies, and 72-dpi thumbnails of all images, but

the library has since changed its procedures to make only the 600-dpi masters. The Friends of the Iredell County Public Library has made significant contributions to this project, with donations of more than \$10,000 going to equipment and supplies.⁸

To share the photographs with the public, Iredell Public Library created a Flickr account and now have close to 40,000 of the Stimson Photos scanned and available for viewing at <http://www.flickr.com/photos/icplphotos/collections/72157631320621564/>.⁹ They were able to stop making the lower-resolution copies since Flickr will ingest the 600-dpi TIFF, convert it to JPEG, and display at appropriate sizes. Iredell County Public Library's Flickr collections went live in March of 2013, and quickly gained an audience. As of December 19, 2013, the Stimson Studio Photograph Collection had garnered 606,522 views. The Library will continue to expand its online photograph collections, too: by early February 2014, they plan to upload some 31,000 photographs from another prominent Iredell County photographer, Max Tharpe.

The Stimson Collection at ICPL is complemented by the William

Jasper Stimson and Benjamin Alston Stimson photographic collection at the University of North Carolina at Chapel Hill, including some of Stimson's famous photos of the Bostian Bridge Train Wreck.¹⁰

Opportunities to see loved ones throughout their lives are wonderful indeed. For instance, Mr. C. M. Adams is the subject of forty-two photos, ranging from a smiling young man in a letter sweater, to his days in uniform, and from photos some years later with his wife and young son, to pictures of a distinguished older Mr. Adams in suit. See some examples of Mr. C. M. Adams' photographs accompanying this article. There remain, however, many other images of people who are not identified. Please contact Joel Reese at the Iredell County Public Library (jreese@iredell.lib.nc.us) to help identify any of these people or provide background on the subjects in the photos.

References

- ¹ "Local History Happenings Fall 2013," Iredell County Public Library. <http://iredell.lib.nc.us/history/happenings/fall2013/localhistoryhappeningsfall2013.html> (accessed December 20, 2013).

- ² "The Stimson Collection," Iredell County Public Library. <http://www.iredell.lib.nc.us/history/archives/stimson/stimson.htm> (accessed December 20, 2013).

- ³ *Ibid.*

- ⁴ *Ibid.*

- ⁵ Joel Reese, email to author, December 19, 2013.

- ⁶ *Ibid.*

- ⁷ Joel Reese, email to author, December 19, 2013.

- ⁸ *Ibid.*

- ⁹ Iredell County Public Library, "Stimson Studio Photograph Collection," Flickr. <http://www.flickr.com/photos/icplphotos/collections/72157631320621564/> (accessed January 6, 2014).

- ¹⁰ William Jasper Stimson and Benjamin Alston Stimson Photographic Collection, circa 1890s-1960s, Collection Number: P0049, North Carolina Collection Photographic Archives, University of North Carolina, Chapel Hill. <http://www2.lib.unc.edu/ncc/pcoll/inv/P0049/P0049.html>.

Looking for help with collection development?

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

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

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