Spring 2001

Research and Librarianship

North Carolina Libraries

... research should be regarded not as something separate from our normal public or technical service tasks, but rather as an integral part of those duties.

— Stefanie DuBose and David Durant
page 4.

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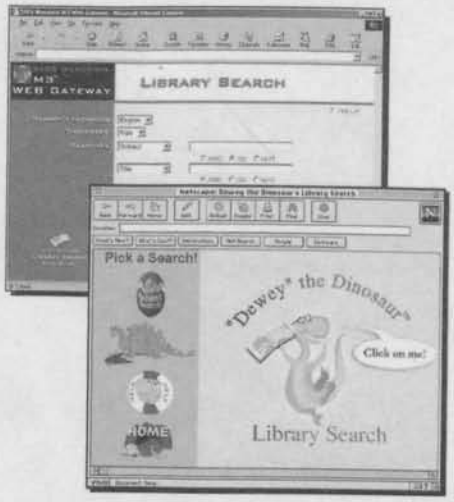

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* ***Serials librarians please note:*** North Carolina Libraries is moving to a 3 issue/year cycle in 2001: Spring 2001, Summer 2001, Fall 2001.
There were 2 issues in 2000: Spring/Summer 2000, Fall 2000.

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From the President

Plummer Alston 'Al' Jones, Jr., President

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Milestones in North Carolina Librarianship III

News of what's happening in North Carolina's libraries is impressive! Read on to find out what your colleagues are doing to bring library services to the citizens of North Carolina!

Griffin Motor Company of Monroe and the Public Library of Charlotte & Mecklenburg County have forged a unique partnership to help benefit the NOVELLO Jr. program and other PLCMC programming for youth. Griffin Motor Company has donated a 2001 Pontiac Sunfire as the prize in a raffle. Raffle tickets went on sale Tuesday, September 12th at the Main Library and the twenty-two branch libraries throughout Mecklenburg County. The winning ticket was drawn at the Main Library at 2:00 p.m. on Friday, December 15th! Sharing the belief of his grandfather and Griffin Motor Company founder, "Pop" Griffin, General Manager Macon Griffin said, "We are proud to support the efforts of the public library in promoting the importance of books and reading among children."

To celebrate the first decade of the NOVELLO Festival of Reading, one of the premiere literary festivals in the country, the Public Library of Charlotte & Mecklenburg County announced the publication of *NOVELLO: Ten Years of Great American Writing*. This literary anthology will sell at library branches and area bookstores for $16.95. All proceeds will benefit the PLCMC.

Ann Viles, Coordinator of Reference Instruction at Appalachian State University, is the new editor of "Fast Facts," a one-page factsheet feature that appears on the last page of each issue of *College & Research Libraries News*. Academic librarians, get your cool facts and figures to Ann and you, too, might find your name in print!

In fall 2000, North Carolina State University's main library began supporting the concept of "nomadic computing," in cooperation with the university's Information Technology Division. Individuals may now bring their own laptop computers into the library and gain access to the Internet and campus network. The NCSU Libraries' popular Laptop Lending service, launched in fall 1999, now offers three laptop configurations. Wireless network access is available in the main and branch libraries. All of these services are offered as a complement to the university's open-source strategy.

The Carnegie Library of Livingstone College held an open house on September 16, 2001, to introduce its new automated system from Endeavor. The Hickory Public Library and the Lenoir-Rhyne College Visiting Writers Series presented author Pat Conroy on September 21, 2000. Dr. James Billington, Librarian of Congress, will be the Reynolds Lecturer at Davidson College on April 19, 2001.

Union County plans to spend more than $4 million on new libraries and renovations to old ones over the next several years. For more expansion news, visit the Union County Public Library Web site at <http://www.union.lib.nc.us>.

Poet Ruth Moose, a lecturer in the Creative Writing Department at the University of North Carolina at Chapel Hill, donated 488 volumes of poetry, poetry criticism, anthologies, and biographies of poets to the Corriher-Linn-Black Library at Catawba College. The Catawba College Library is the depository for the works of the members of the North Carolina Poetry Council as well as the minutes of the organization. On Saturday, October 21, 2000, the library reading room of the Catawba College Library was dedicated in honor of Frances Decker Wentz on the occasion of her 95th birthday and in memory of her husband, Dr. Bruce Wentz, library retiree and current volunteer, a Catawba professor until his death in 1969.

The State Library of North Carolina has awarded over $800,000 in School Library Collection Development Grants to 153 North Carolina schools. Since these grants require matching funds from the local school, this means that these 153 school libraries will buy more than $1.6 million worth of new books for their students. The State Library also received the Citizen Involvement award from the Raleigh Mayor's Committee for Persons with Disabilities for its support of a project resulting in public access PCs with adaptive

technology that improve access to NC LIVE for North Carolina citizens with disabilities.

On a more somber note, it is my solemn duty to record for posterity the deaths on October 11, 2000, of Vernelle G. Palmer of Salisbury, NCLA President (1957-59) and school librarian in Rowan County, and Mildred S. Councill of Mount Olive, NCLA President (1967-69), Librarian Emerita of Mount Olive College, and 1985 Life Member of NCLA. Gifts to the NCLA Endowment in their honor are welcomed. Your gifts will be acknowledged and the families of Mrs. Palmer and Mrs. Councill will be informed.

The North Carolina State University Libraries *FOCUS* newsletter has been in print since 1964. On October 13th a Web-based version of *FOCUS* was launched. Check it out at <http://www.lib.ncsu.edu/administration/publications/focusonline/index.html>.

Two North Carolina universities have received gifts to strengthen their libraries. Duke University has received a $171,000 grant from the National Endowment for the Humanities to preserve and provide wider access to the archives of the John W. Hartman Center for Sales, Advertising, and Marketing History. The archives is the repository for the documents of many advertising agencies, including the official records of the Outdoor Advertising Association of America, dating from the nineteenth century, and several related collections of slide, photographs, original artwork for billboards, and correspondence. The School of Information and Library Science at the University of North Carolina at Chapel Hill received a $120,000 gift from Cisco Systems Inc. and the Cisco Systems Foundation to honor the university's late chancellor. The newly established Michael Hooker Graduate Fellowship in Applied Networking will help pay tuition and expenses for a graduate student who is studying development and management of networked information systems.

Sandra Cooper and Frannie Ashburn of the State Library of North Carolina are both contributors to *The Functions and Roles of State Library Agencies*, a new publication from the American Library Association. Ron Jones, a State Library recent retiree, was a featured participant in the Wake County Storytelling Festival held in Raleigh on September 29-30, 2000; Ron was profiled in an article in the Raleigh *News and Observer* on September 29, 2000.

The Public Library of Charlotte & Mecklenburg County has been ranked as one of the top ten American public libraries serving a population of over 500,000 in the most recent Hennen's American Public Library Rating (HAPLR) Index. The HAPLR rating is based on factors such as circulation, staffing, materials, periodicals, reference service, and funding levels. PLCMC was the only North Carolina library ranked in the top ten in any population category.

The Asheville-Buncombe Library System's West Asheville Branch Library is one of ten more public libraries selected to receive a grant of $1,000 to host the new *Let's Talk About It: The Next Generation of Reading and Discussion Programs for Libraries* series awarded by the National Endowment for the Humanities and the American Library Association's Public Programs Office.

The New Hanover County Public Library in Wilmington is one of fourteen additional libraries selected nationwide to participate in the *Prime Time Family Reading Time* reading, discussion, and storytelling series offered by the Louisiana Endowment for the Humanities in partnership with the American Library Association's Public Programs Office. The project is funded by a grant from the National Endowment for the Humanities. *Prime Time*, based on illustrated children's books, is designed specifically to help underserved families with children bond around the act of reading and learning together. The series teaches parents and children to read and discuss humanities topics, and aids them in selecting books and becoming active public library users.

In a joint press conference held on December 14, 2000, the Children's Theatre of Charlotte and the Public Library of Charlotte & Mecklenburg County announced that land has been secured for a new Children's Learning Center, which will be named in honor of Joseph B. Martin III, a longtime Charlotte civic leader. The announcement took place at the future site of the facility in the heart of Charlotte's uptown Cultural District. Groundbreaking will take place in fall 2001, with the Center scheduled to open in late 2003. The Children's Learning Center will be a 113,000-square foot interactive learning environment, combining library resources, performance spaces, and the latest in educational technology.

Keep up the good work you all are doing to put the national spotlight on North Carolina libraries and the creative services they are providing to North Carolina citizens!

Research and Practice in Academic Libraries: A Case Study

by *Stefanie DuBose* and *David Durant*

In recent decades, as academic librarians have achieved tenure-track or even special faculty status, a growing professional consensus has emerged that they should uphold this status by actively engaging in research and publication. Beginning in 1971, with the enactment of ACRL's faculty status standards for research librarians, scholarship has been officially recognized as an important duty for academic librarians. The 1992 revised version of the standards confirmed this view by stating that "librarians add to the sum of knowledge through their research into the information process and other areas of study."[1] ACRL continues to emphasize the importance of this issue to the present day. In its most recent Statement on Professional Development, approved on July 8, 2000, ACRL expresses the opinion that:

> Academic and research librarians have a responsibility to share what they have learned through writing, speaking, mentoring and modeling, in order to facilitate the learning of their colleagues and the advancement of the profession.[2]

In addition to the official position of organizations such as ACRL, a growing body of literature discusses the direct and indirect benefit to librarians of research and writing. In an article in the September 1986 issue of *College & Research Libraries*, Dale S. Montanelli and Patricia F. Stenstrom refer to three benefits that librarians derive from engaging in scholarship. The first of these is that research promotes advancement. As they put it, "study after study indicates that successful librarians, as measured by professional advancement, publish more than their less successful counterparts." The second benefit cited by Montanelli and Stenstrom is that research "provides recognition when advancement is not possible." Research provides both an alternative means of gaining recognition, and a way for librarians to exercise autonomy and creativity, pursue challenge, and engage in professional learning. Finally, research enables librarians to develop the skills and analytical abilities necessary to cope in an environment of constant change.[3]

Yet, in spite of these potential benefits, many academic librarians continue to regard research as a necessary evil at best. For a large number of librarians, the prospect of engaging in research is daunting. It requires a major commitment of time, effort, and thought, one that many librarians are reluctant to make. Possibly the biggest obstacle to persuading academic librarians of the importance of pursuing research is the way in which they perceive research relative to their other duties. It is regarded as a burden of time and effort, a distraction from their normal duty of serving their users, a distasteful necessity imposed by the demands of tenure. Yet research can be much more than a way to satisfy tenure requirements or an esoteric pursuit apart from professional practice. It can also be an excellent way to gain understanding of issues and problems that confront us on a daily basis and to further our growth and development as librarians.

For academic librarians, research should be regarded not as something separate from our normal public or technical service tasks, but rather as an integral part of those duties. In the words of William K. Black and Joan M. Leysen, "there should be a real continuity between professional practice, research, and service, and we need to appreciate the benefits inherent in this relationship."[4] Through engaging in the research process and accompanying literature search, academic librarians can gain a deeper understanding of an issue or

... research enables librarians to develop the skills and analytical abilities necessary to cope in an environment of constant change.

problem related to their work routines. As Black and Leysen put it, "scholarly projects should come ... from the daily work of the librarian who is involved in planning and developing services and programs and in making decisions related to them."[5] For example, a reference librarian doing a research study on the reference interview can use that research as a means to improve his or her ability to work with patrons at the reference desk. By having this research published as a journal article or in some other format, he or she then allows other librarians to benefit from it. As Rebecca Watson-Boone describes it, this is the model of the academic librarian as "practitioner-researcher," who is able not only to use research as a means of improving professional practice, but also to incorporate research methods into their daily work habits and problem-solving skills.[6]

Currently, the authors, who work at Joyner Library, East Carolina University, are engaged in a research project analyzing free scholarly electronic journals. We feel that this project provides a case study as to how academic librarians can integrate research into their overall professional duties, and in particular use research as a tool for gaining insights into issues of major importance for the library profession. This study arose directly from a project to create a searchable database of all e-journals available to Joyner Library's user community. As part of this project, we compiled a list of free e-journals and e-zines. During this fairly straightforward collection evaluation and development task, a number of interesting issues regarding these e-journals became apparent, issues of direct relevance to academic libraries. This realization proved the starting point for our research. By collecting a much larger sample of free scholarly e-journals and doing a detailed analysis of them, addressing questions such as who publishes these journals, what subject areas are most represented, and how many are still being actively updated, we hope to gain some understanding of the viability and duration of these journals. In particular, we wish to see if free e-journals are indeed emerging as a legitimate, alternative form of scholarly communication. Once our research is completed, therefore, we will both have collected additional free e-journals that we can make accessible to our users, and have a more thorough understanding of the above issues. Having arisen from our professional practice, this research project will hopefully enable us to improve that practice. In this way, research and professional practice are not opposites, but rather mutually reinforcing elements of a single process.

Origins of the Project

Like most academic libraries, Joyner Library has been deeply impacted by the exponential growth of electronic journals. Currently, Joyner Library provides full text, electronic access to well over 8,000 magazines, journals, and newspapers. Providing access to these titles has been a problem, as until now there has been no single place where a user can search to see if we have full text, electronic access to a particular journal, and if so, where it can be found. Therefore, in June 2000, the authors were among a project team that began work on an E-Journal Locator <http://www.lib.ecu.edu/locator/>, which would provide users with "one stop shopping" in terms of finding e-journals available through Joyner Library.

For this project, it was decided to include those publications that provide free, full-text access to most or all of their content, going back at least one year. For example, a user looking for *Time* in the E-Journal Locator would find links both to full text aggregators such as ProQuest that include *Time*, and to *time.com*, which has complete full text coverage of the magazine from January 1994 to the present, except for the current issue. We decided to include free electronic journals in this project for several reasons. For publications such as *Time*, available both for free and through subscription databases, linking to the free Web site gives users an alternate means of access. This is especially important for those users having problems with remote authentication through our proxy server. This is the only way to make our users aware of free electronic journals, unavailable through any other means, and provide them with access.

In June, one of the authors began compiling a list of electronic magazines and journals meeting these criteria. He collected seventy-six titles, which were then added to our overall e-journal database. Of these seventy-six electronic publications, fifty could be classified as scholarly e-journals. We defined free scholarly e-journals as "English language scholarly journals that make most or all of their content freely available via the World Wide Web, without requiring registration or imposing other barriers to access." These items varied greatly in terms of currency, publication schedule, formatting of articles (HTML or PDF), frequency of publication, and other factors. Thus, even a seemingly routine, mundane, task was able to spark some interesting research questions.

Background Issues

Simply analyzing a relatively small sample of scholarly e-journals raised a number of interesting issues, and the authors felt that attempting a more thorough study of these publications promised to yield some useful insights. Among the issues raised were the nature of publishing in the Web environment, the stability of that environment, the economic viability of free e-journals, the publisher, the potential for using links and multimedia content, and finally, the question of whether free e-journals can provide an alternative to the current commercially-driven scholarly publishing system.

Most of the e-journals we found, even newer electronic-only ones, conform to the traditional model of the scholarly journal. That is to say, collections of articles were published periodically as separate issues and/or volumes. There were several, however, that published articles as they came in, and did not organize their articles into issues or volumes. Even among those journals that did use the traditional model, many published new issues on an infrequent basis. This raised the question of whether, in an electronic environment, the traditional model of journal publishing is still necessary.

Closely related to this issue is that of new versus preexisting journals. Many of the e-journals we found are new, Web-only publications, such as the *Journal of Mundane Behavior*.[7] Others, however, like the *British Medical Journal*, are both published in print and made available for free via the Web.[8] Finally, a third category of journals, those that have migrated from print to free electronic-only access, was also discovered. *Essays in History*, from the University of Virginia's History Department, is an example of such a "migratory" journal.[9]

Another issue that arose while gathering free e-journals for the locator database is the question of the differences between Web-based and print content. As we all know, one of the great advantages of Web pages is that they are active documents that can be easily altered when necessary. Unfortunately, this can also be a disadvantage in terms of the consistency and reliability of the information offered. Some of the e-journals we found attempted to address this problem by presenting articles in Portable Document Format (PDF). In addi-

tion, Web-based publishing allows the use of a variety of audio, visual, and other interactive and multimedia content not available to print journals. Most of the journals we found included only text articles. Some, however, did offer links to related resources, and several even featured multimedia content. This raised the issue of how widespread the use of non-text content is among free e-journals.

The issue of archiving Web-only publications is also a concern. What if the e-journal should cease publication and stop maintaining its Web site? *History Reviews Online* is an example of a free e-journal that literally disappeared from the Web overnight. A related issue is whether free e-journals can be economically viable. As will be discussed below, these are questions we sought to pursue in our literature search on this topic.

Another interesting question that arose is who is producing free scholarly e-journals. Not surprisingly, scholarly societies or academic institutions created almost all of the ones we found. Only two or three were maintained by commercial publishers or other for-profit organizations.

The issue of the authorship of free e-journals led us to arguably the most important issue that arose during this process: the current crisis in scholarly communication and the possible role of free e-journals in helping provide a solution. Scholarly communication refers to the process by which researchers and scholars share ideas and research findings with each other. The traditional scholarly journal has been the primary vehicle for communicating such information in many academic fields, and is therefore an integral part of academic and research library collections. In the last several decades, however, two major developments have brought this system into crisis.

The first of these developments is the rapid growth in the number of scholarly journals. Since the mid-1980s, the number of journals published worldwide has approximately doubled. A major part of this proliferation of academic journals has been the entry of commercial publishers such as Elsevier into the realm of scholarly publishing, often creating "niche" and "rapid communications" journals, especially in the sciences, with high impact factors and, not surprisingly, high prices. Ironically enough, the goal of the rapid communications titles is to make research findings more readily available to researchers worldwide. The financial burden of maintaining these subscriptions, however, weighs heavily on academic libraries, as these publishers have found scholarly communication to be extremely profitable, earning profit margins of up to 40%.[10]

Unfortunately, the hope of many that electronic journals would provide a solution to the scholarly communication crisis has proven to be forlorn....

This situation has led to the second major element of the scholarly communication crisis: the dramatic increase in serials subscription costs. During the period 1986-1999, serial costs increased by an annual average of 9%, well beyond the rate of inflation. This has resulted in a situation where ARL libraries are spending 2.7 times more on serials than in 1985-86, while actually subscribing to 6% fewer titles. Thus the cruel paradox at the heart of the serials crisis: while more journals are available than ever before, libraries are subscribing to fewer and fewer.[11]

... [and] has stretched academic library acquisition budgets to the breaking point.

Unfortunately, the hope of many that electronic journals would provide a solution to the scholarly communication crisis has proven to be forlorn. Academic libraries are spending just as much money, if not more, maintaining subscriptions to both print and electronic journals. In most cases, electronic access to a fee-based title is contingent upon maintaining the print subscription; predominantly among the sciences, obtaining electronic-only access is, in fact, more expensive than maintaining the print subscription alone. Finally, acquiring access to full text article aggregators such as ProQuest or EBSCOhost has merely added to the budgetary burden. In short, the crisis in scholarly communication has stretched academic library acquisition budgets to the breaking point.

This has definitely been the case at Joyner Library. New print journal subscriptions have been frozen for several years now, with departments forced to exchange current titles for new ones on a one-to-one dollar basis. As with many other libraries, Joyner is beginning to examine critically its serials and electronic resources budget while simultaneously engaging in serious evaluation of print journal holdings and electronic databases using various quantitative methodologies. At Joyner, as at most academic libraries, the fiscal effects of the scholarly communication crisis are felt on an almost daily basis.

As we gathered free e-journals for our locator project, the issue of such journals providing an alternate form of scholarly communication, free from the control of commercial giants such as Elsevier, arose almost immediately. Several free scholarly e-journals, such as the *Electronic Journal of Sociology*, have as their explicit objective taking back control of the scholarly communication process from the commercial publishing houses.[12] By analyzing a larger sample of free e-journals to see how many have been actively maintained, and how many new ones have been started, we can hope to determine whether these publications are indeed emerging as a possible alternative means of disseminating scholarly research, or if they are merely a brief experiment destined for failure.

In light of the issues discussed above, free e-journals were clearly a research topic worthy of further exploration. We decided, therefore, not only to continue collecting additional journals, but to expand the process from a practical, collection development project to one also incorporating a research component. Thus, we were able to successfully integrate research with practice. The next step was to decide on our research methodology and begin the actual research process.

Methodology

Our first task was to define the phrase "free e-journal." At the University of Houston's Web site, we found a very detailed set of selection criteria that described our phrase.[14] We further refined our definition after examining the Sociocite/ICAAP Journals Database and

Distribution Centre criteria.[14] Our final definition encompassed the following criteria: Most of the title in question must be offered on the Web; the journal must be peer-reviewed; the majority of the articles must be in English; the title must be published regularly rather than existing as a solitary publishing exploit; and finally, no fees or registration are required to access the articles published within. This formed the basis of our definition; however, we were to find that some of these criteria lent themselves to further investigation. We also discovered other criteria to include for further research, as discussed below.

Previously, one of the article authors had compiled a list of free e-journals falling into various subject categories for the ECU E-Journal Locator project. In order to gather a more substantial amount of data for this project, we investigated various Web sites that proved invaluable for extending our initial set of titles. Among these sites are the University of Houston's *Scholarly Journals Distributed Via the WWW*,[15] the International Consortium for Alternative Academic Publication (ICAAP),[16] the *Directory of Electronic Health Sciences Journals* at Monash University of Australia,[17] AcqWeb's *Directory of Journals, Newsletters and Electronic Discussion Archives*,[18] Internet Free-Press *Journals*,[19] and finally, titles discovered through other resources or via serendipitous Web browsing. Of these titles, we eliminated all that were described as offering free full-text access for a limited time, the logical conclusion being that the titles would then transition to a fee-based format.

Another issue of some concern was that of registration. Many medical titles are currently offered via Medscape, an online medical community that requires user registration for access to the free content within. While this does pose a barrier to access, the material within remains peer-reviewed as well as timely. It was felt that for undergraduates this would indeed become an obstacle, but the targeted community would simply take the registration in stride. This belief was confirmed through anecdotal evidence in our discussion of the topic with some residents and physicians affiliated with the nearby teaching hospital. While these titles will most likely be added to the locator database, it remains undecided whether to include these titles in our formal study.

Due to the increasing number of titles to investigate, it was necessary to divide the research process between the authors. The logical division was by broad subject categories since our titles fell within the social sciences and sciences. The subject librarian with responsibilities in the social sciences evaluated the social science and humanities titles, while the librarian with science responsibilities assessed those titles.

At this time, we engaged in a literature review to investigate various facets of our topic, including the evolving nature of scholarly communication in an increasingly digital academic society and the eventual economic impact of free e-journals upon the publishing industry. Another issue we investigated was the stability of Web-based serial publications, one related to the concern of archival access. This issue is of utmost concern to the academic community at large, for if a title offers unique and valuable information, yet provides no archival assurance and ultimately disappears, so, obviously, does the content. This issue underscores the oftentimes ephemeral nature of Web publishing, a subject that causes information professionals to proceed with caution as we move toward formally selecting free materials for our user communities.

We also searched for articles discussing the research process itself and the necessity of publishing as a form of scholarly communication among academic librarians. Our search comprised database searching (*Library Literature* and EBSCOhost's *MasterFILE Premier*), as well as browsing various Internet sites. Using the latter approach, we found a great deal of information at the Harrassowitz Web site, *Electronic Journals: A Selected Resource Guide*.[20] This site included valuable information regarding locating electronic journals, lists and directories, electronic journal providers, definitions and a history of electronic journals, usage studies of electronic journals, standards, legal and academic issues, archiving, reference linking and pre-print servers, and current awareness information on the issues surrounding electronic journals.

Another key source was the *Journal of Electronic Publishing*,[21] itself a Web-based publication, and the University of Houston's *Scholarly Electronic Publishing Bibliography*,[22] as well as various discussion threads on the *Serialst* listserv. The discussions from the listserv mostly focused on the economic impact of e-journals on the publishing industry, although a few were directed at the use of multimedia within the e-journals. All of these sources inspired a number of thought-provoking brainstorming sessions that gave our project impetus for future directions.

For the purposes of the initial project, however we decided to focus on basic quantifiable data, and thus gathered the following: number of journals by discipline; number and percentage of Web-only journals versus electronic versions of print publications; number and percentage of journals offering multimedia content (streaming audio and video); number and percentage of journals offering interactive access (allowing readers to comment on articles either as a separate component or via an interactive message board); statistical breakdown by type of publisher (university, professional society or for-profit); and a statistical breakdown by frequency and regularity of publication.

With respect to our actual research processes, the description by Rebecca Watson-Boone of "practitioner-researchers" is especially apt as "they approach projects and problems in ways that yield (1) solutions, (2) an enlarged understanding of their actual field of work — their practice — and (3) improvements in that practice."[23] The research in which we are currently engaged is action research; as Watson-Boone points out, this type of research "presupposes that something will be changed as a result of applying this method to a problem and that those affected by the problem must be involved in the research effort."[24] Our project is dynamic when viewed in these terms insofar that we are examining an issue increasingly integral to our daily professional activities as a reference librarian and a serials collection development librarian. This research will modify our understanding of free e-journals and the concomitant issues of selection, access, and impact on our fee-based serials collection. Accompanying these changes will be an enhanced knowledge of the free e-journal phenomenon and improved access to these titles.

Interestingly enough, each author had a different approach in collecting the data, based upon his or her daily experiences in public and technical services. One made general notes including the title, URL, ISSN, publisher, frequency, archive dates, whether the title was electronic only or had a pre-existing print version, extra software requirements, and any special utilization of its Web format (links, searching, etc.). As a reference librarian with a humanities/social science background, his primary concern was with end-user access. His approach to the research and evaluation process was more intuitive and less quantitative than that of his colleague.

The other librarian noted the same

information and developed an Excel file in order to track the above data and manipulate extra data. Because the second author was (1) responsible for examining the science and medical titles and (2) a technical services librarian, different issues came to the forefront of her research. These included the presence of a distinct ISSN for the electronic title; whether the title was indexed and where; the availability of TOC notification; the need for registration; the amount and type of advertisement (i.e., Java or Shockwave banners) within the journal; the availability of continuing medical education credits; and the availability of MARC records for the titles for future inclusion in the online catalog.

Our differing methodologies are a reflection of our vantage points (public services and technical services) within the library profession. This project is an excellent example of the value of collaboration between librarians in two very distinct areas of the field. The technical services librarian focused on issues particular to providing access to the materials and their resulting impact on the rest of the collection. For example, if it were decided to include these titles in the online catalog, the catalogers would profit greatly from the availability of MARC records. If MARC records were not available, then a decision would need to be made regarding original cataloging. This would, in turn, be based on the amount of time the original catalogers would have available to dedicate to this project, the cost of uploading the records to OCLC, and the potential impact such OCLC inclusion would have on the interlibrary loan workload.

Another example is analyzing the effect of free titles on the remainder of the serials collection. Again, if it were determined that stable, free e-journal titles should be considered valid materials and formally added to the collection, we must incorporate these new tools into our methodologies for collection evaluation. This brings up the question of the impact of free scholarly e-journals on the use of our fee-based serials collection, especially if these journals begin to have an impact on scholarly communication and hence, an economic impact on the publishing industry. A number of methods, in combination, could give librarians an idea of this impact, including tracking hits through the local OPAC and via any Web-based mode of access; examining the impact of the titles on scholarly publication through citation analysis; and evaluating the relevance of the titles to the institution's educational goals by assigning LC subject headings.

The public services librarian, on the other hand, approached this project from the perspective of the end-user, a view shaped by working directly with students and faculty at the reference desk, in library instruction sessions, and as a subject specialist. He emphasized, for example, the issue of whether articles were provided in HTML or PDF and the impact this would have on end-users in terms of required hardware and software. Also, the question of barriers to user access was one he approached from a different perspective than his colleague. Required registration, for example, is much more likely to deter undergraduates or general users from a Web site than the medical specialists with whom his colleague is more familiar.

This divergence of background and outlook between the two authors has not been a problem or obstacle to progress. On the contrary, it has proven to be a tremendous advantage in terms of broadening the scope and understanding of the issues associated with this project. Both librarians have been exposed to a much wider understanding of the free e-journal question and its implications than had they pursued this research on their own or with a colleague of similar background.

In spite of their different service perspectives, both librarians share an overriding concern with access. Michael Fosmire and ElizabethYoung's essay in the most recent issue of *College & Research Libraries*[25] analyzed the amount of access ARL libraries provide to free scholarly e-journals and brings to the forefront of our professional discourse the overriding issue of access. Each library must struggle with the question of how best to support the needs of its user community by providing them the means of finding information. Many libraries use multiple methods to provide this information by using both the local online catalog and the library's Web site. This raises the issue of selection and selection guidelines, however, as well as inventory control, as the URLs must be checked at all points of access on a regular basis to ensure stability of access.

The final stage of the research process will involve interpreting the data we have gathered and publishing our conclusions in an article. As we move toward the final process of analyzing our results, several trends are becoming apparent. We expect to find that the sciences are more inclined to use the Web as a method for scholarly communication. It appears that the medical sciences are particularly engaged in using the Web for communication. While medical journals are not the most expensive, with the average 2000 cost at $663.21 (in comparison with chemistry and physics titles at $1,302.79),[26] it will be interesting to see what their impact will be on serial costs and, hence, library acquisition budgets.

Many medical journals, such as the *British Medical Journal, American Family Physician, Canadian Journal of Rural Medicine*, and *Annals of Medicine*, offer free access to their electronic content while maintaining the alternative of a fee-based print subscription. Furthermore, 99% of the titles checked are indexed in Medline or EMBASE, thus increasing the potential for free scholarly and professional communication. In conjunction with the recent NLM venture into free scholarly communication via PubMed, we begin to see a change looming on the publishing horizon. With the advent of the Cross-Ref endeavor, fairly diverse types of journals will become more integrated with one another.

The evolving picture reveals the potential for both fee-based and free e-journals being indexed in major A+I resources, and linking to one another as well, taking greater advantage of the Web's unique nature and thus improving the possibility for "virtual" scholarly communication. Among the primary influences on this potential scenario will be the researchers themselves as they choose where to publish their academic contributions. If such a model of academic communication prevails, the future ramifications will be in the scientific rapid communications journals and will subsequently have a financial impact upon commercial publishers. Unfortunately, according to Fosmire and Young's recent findings, libraries are not providing access to free e-journals commensurate with the notification provided by indexing services.[27] In order to effect any change in the prevailing scheme of academic communication, libraries will need to reexamine their selection criteria to include these free titles.

Conclusion

Research can become a natural extension of daily professional activities; seemingly mundane subjects can lead to informative research topics through the research process itself. Librarians especially can take advantage of being practitioners as the burgeoning nature of information technology affects both

public and technical services. Whether teaching clients to locate and evaluate information from numerous diverse resources successfully, realigning budget expenditures, or selecting and providing controlled, standardized access to discrete bits of information in the catalog or at the Web site, all librarians must work at an almost frantic pace to maintain a working knowledge of resources, modes of access, publishing trends, and evaluation methods. It is possible, however, to realign our professional workflow to engage in scholarly communication through the research process.

The current project, which originated from selecting free e-journals for Joyner's E-Journal Locator database, contained a number of these diverse issues of interest to the library community: the economic impact of free e-journals on library budgets, the mechanisms providing access to information, the constantly evolving nature of scholarly communication, and collection evaluation methodologies. Ultimately, as Watson-Boone notes, "continuous learning is seen as a particularly attractive part of being members of a chosen profession."[28] Librarians constantly engage in continuing education by virtue of the inherently mutable nature of information structure and access. Such a profession lends itself effortlessly to the integration of research and practice.

As a result of this experience, here are some lessons learned that may be applicable to other librarians wishing to engage in research, and to integrate research into their overall professional practice:

- Pick a topic arising from daily professional practice. For example, if you are having difficulty finding a suitable research topic, you can possibly find a topic in a practical project or study currently underway or already completed. The most effective and interesting research is often that which is tied directly to daily practice.
- Collaborate with colleagues possessing a different background and/or service perspective. This will yield both a broader perspective on the topic at hand, and give insight regarding how librarians in other fields approach their work.
- Find ways to integrate research into your daily workflow. For example, by pursuing projects offering both research and practical benefits, you can successfully integrate both elements into a single workflow process.
- Remember that research is a dynamic process. During the course of the research project, some issues will fade in importance while newer ones will become apparent.

Above all, as noted at the beginning of this article, the best way to integrate research into one's overall duties is conceptually. Academic librarians must think of research and publishing as an integral part of their duties. Research and practice are best seen as two essential, synergistic elements of an overall work process, and not as polar opposites. By adopting such a view, librarians will find that their professional practice benefits, not suffers.

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The Current State of Public Library Research in Select Peer-Reviewed Journals: 1996-2000

by *Julie Hersberger* and *Christopher Demas*

The purpose of this article is to examine the current state of research regarding public libraries in the library and information studies (LIS) literature over the past five years of publication. Four characteristics were examined: (1) frequency of publication; (2) author profiles; (3) subject; and (4) methodology.

Previous researchers have studied various aspects of public library issues. Several articles comment on the lack of motivation for public library practitioners to publish. Chapman and Pike[1] note three such barriers to practitioners publishing: (1) publications are not considered as part of the librarian's performance evaluation, (2) publishing can be considered as an inappropriate use of professional time, and (3) practitioners do not have the same access to research materials that LIS faculty do (although this has changed somewhat since this article was published due to access to electronic databases such as NC LIVE). Woodrum acknowledges that "Few public librarians receive any monetary gain from writing, and there is no requirement forcing us to publish to keep our jobs or further our careers." Still she urges practitioners to conduct and publish research as a professional obligation.[2]

Other authors note a gap between the research conducted by LIS educators and what is useful to library practitioners. Van Fleet and Durrance surveyed 23 public library leaders and found that these practitioners viewed research as needed, but that existing research was "not relevant" and that "library schools don't understand what we need."[3] Practitioners need more of the practical, applied or action type of research, i.e. the "how we done it good" type of article which presents a problem and how the local library solved it. Library educators, on the other hand, are not rewarded for doing this type of research in the tenure process. Perspectives and standards of researchers often result in the perception that such localized, single shot case studies are lesser in quality due to less rigorous research standards. Greiner notes that while basic, theoretical research has its place in the public library area, "applied research as a problem-solving tool in public libraries is often overlooked."[4] The question then becomes how to bridge this gap. Van Fleet and Durrance[5] recommend the re-packaging of basic research articles for the professional literature, in such publications as *American Libraries* and *Library Journal*.

Other researchers of public library research focused on either LIS faculty or practitioners and their characteristics and publishing habits. Tjoumas[6] studied the productivity of LIS professors who appeared to specialize in public library research and found that they published in journals they considered prestigious, but that they produced less than one article per year.

Chapman and Pike[7] produced an excellent literature review of research on author characteristics (position, institution type, gender, geographic location, collaboration, and level of activity), and the reader is directed to this article for further information.

Another Van Fleet article asserts that there is evidence that LIS educators and public library practitioners share an informal communication system utilizing research and that they share elements of a "communicative and intellectual culture."[8] The bottom line would appear to be that although a gap between the needs and motivations of LIS educators and public librarians who publish exists, there are ways to improve the situation.

Methodology

Our approach to the study can best be described as quasi-scientific. The criteria for considering that which constitutes a research article was generously applied, rather than rigidly considered. The purpose of the article is to illustrate the current status of public library research to a mainly practitioner readership, so the strategy was to be more inclusive than exclusive in order to get a sense of the big picture.

The researchers used a purposeful sampling approach. We first limited the study to articles on public librarianship in the LIS literature. Although it would be very interesting to examine public library research outside the main field of library literature, time constraints did not allow for this. The strategy developed was to begin with the *Library Literature* database's peer-reviewed journals

list. Journals with a United States emphasis, as well as some national journals with articles by Canadians of interest to North Carolinians were selected. The five-year period of 1996-2000 is somewhat arbitrary as it was predicted that this strategy would yield a useful pool of data for analysis and was manageable given the time restraints of the project; however, some of the December 2000 issues may not have been included in this sample if they were not processed at the time of the data collection. Another sampling constraint is that the authors were limited to the journal holdings of Jackson Library at the University of North Carolina Greensboro. *Library Trends* is not part of the sample because even though articles are peer reviewed, they are more likely to be reports of research in a synthesized form rather than the research report itself.

Once a list had been made of the national research journals in LIS (see Appendix A) a quick review of the table of contents from 1996-2000 identified journals in which public library research was published (see also Appendix A). This strategy identified 11 journals containing some form of public library articles and two specialized public library journals (*Public Libraries* and *Public Library Quarterly*). The next phase consisted of examining the public library articles in each journal run from 1996-2000 to select those that were research-based. Articles that were simply opinion pieces were deselected, but articles addressing the philosophical and theoretical underpinnings of public libraries were included if they contained some sort of a research question that was answered. The line between research and essay may be rather murky in some of the selections, but again, the aim was to be inclusive rather than rigidly exclusive.

The review process yielded a total pool of 121 research articles from the 13 identified journals for the five-year period. The simple frequency of public library research publication was first examined. Then, articles were content analyzed in several categories using analytical frameworks that were both deductive and iterative in nature. Another category addressed is authorship—whether the authors were LIS educators, practitioners, or other—and the number of authors per article. Next, the subject of the article was analyzed using an emergent analytical framework. Research methods were examined utilizing an analytical framework developed by Powell,[9] which identified relevant LIS research methods. The study does not attempt to evaluate the quality of the research nor does the analysis differentiate between public library-based research or research which was simply applied to public libraries.

Both authors analyzed each article, which would imply some measure of inter-coder reliability. A rigorous process was not applied, with several iterations of analysis being developed, nor were outside coders used to enhance the trustworthiness of results; thus the "quasi-scientific" label has been applied to this project.

Data analysis produced some expected research findings as to frequency, authorship, subjects, and methods. Interesting issues and trends emerged from the data which should be of interest to public librarians and perhaps others as well.

Findings

The original research design proposed examining the articles to determine where they fell on the basic — applied — action continuum. This strategy was abandoned due to the difficulties in operationalizing the terms. Still, the impression left to the researchers is that the vast majority of the articles either applied theories to a large pool of public libraries, using national surveys or statewide surveys, or looked at a couple of cases or even single-shot case studies. This would seem to support the call for research that is more readable and useful to public library practitioners. We note, however, that public librarians also read research on topics not solely focused on public librarianship. Other studies in the general research literature, for example, generic studies of reference, collection management, technology use, etc. may not be as practitioner-friendly. Additionally, research conducted on reference work in academic libraries could have applicability in the public library setting, so it would be short-sighted to limit the range of topics read by public library practitioners to such a narrow, single focus.

Frequency

Readers will probably not be surprised to learn that public library research constitutes a small percentage of the total number of research articles published in all thirteen journals over the past five years. Out of an estimated 1,707 articles total, 121 or 7%, are public library oriented. Also not surprisingly, the two public library based journals, *Public Libraries* and *Public Library Quarterly*, published public library research with the most frequency. When these two journal totals are removed from the 13 journal sample, the percentage of public library to all research articles published in the remaining 11 journals (1,547 total articles to 57 public library articles) is 4%. Although we did not gather data to analyze the distribution of research articles by type of library subject, the overall impression is that academic librarians wrote the vast majority of articles about academic libraries. Many others are simply non-specific in nature. The difference in numbers may be generated by the requirement for academic librarians in tenure track positions to publish on a regular basis. Specific frequencies can be seen in Table 1.

Table 1. Publication Frequency

Journal	Total≅	PL N	%
PL*	108	41	38%
PLQ	52	23	44%
LISR	82	10	12%
L&C	98	10	10%
LQ	62	7	11%
JYSL	109	6	6%
JELIS	82	5	6%
RL	200	5	3%
RQ, RUSQ	78	5	6%
JLA	191	4	2%
NCLibs	93	3	3%
ITL	73	1	1%
JASIS	478	1	.2%
Total	1707	121	7%
Total**	1547	57	4%

* See Appendix A for abbreviations.
** Total minus PL and PLQ totals.

Conclusions as to whether public library research is sufficiently meeting the needs of consumers cannot be discerned from the frequency chart. Library educators, public library practitioners and other interested parties should conduct more research as information needs arise.

Conclusions as to whether public library research is sufficiently meeting the needs of consumers cannot be discerned from the frequency chart. Library educators, public library practitioners and other interested parties should conduct more research as information needs arise.

Authorship

Article authorship was analyzed in regard to the number of collaborative effort and as to the gender of the authors. LIS educators appear to collaborate more often than did public library practitio-

ners. Some of the articles seem to have evolved from class projects or research conducted by faculty with multiple students or graduate assistants. Other articles appear to be the written reports of master's thesis work. There were several interesting collaborative efforts between LIS educators and practitioners, and between practitioners and vendors or consultants. Such innovative collaborations would seem to heed the recommendation of Van Fleet and Durrance[10] for more cooperative efforts between all stakeholders in the interest of public libraries. Table 2. displays the distribution of collaborative efforts:

Table 2: Collaborative Efforts

1 Author	2 Authors	3 Authors	3+ Authors
77	35	6	3

Due to the cross-collaboration between LIS educators, public library practitioners, and other interested parties, we decided not to try to document the number of occurrences since the results were more confusing than edifying.

Authorship was further analyzed by gender and career position with the results shown in Table 3.

Table 3: Authorship by Gender and Career Position

LIS Educators	106 Total	46 male	60 female
LIS Practitioners	52 Total	24 male	28 female
Other	20 Total	12 male	8 female
Total	178 Total	82 male	96 female

Results show that there are more female than male authors both in the educator and practitioner categories, but marginally more males than females in the "other" category. Some names were difficult to distinguish as to gender, such as Pat, Lee, Alex, Leslie, etc., so where clues were not available, a "best guess" was made. Comparisons to the distribution of gender, for example the ratio of male to female LIS educators nationally, and the public library practitioner population would be interesting to make if this information is readily available in a usable form. We were not able to quickly locate such information for this article.

Twenty of 178 total authors (11%) were not currently employed in LIS educational programs or as public librarians. This "other" category consisted of an interesting mix of library consultants, vendors, library users, and even the Librarian of Congress. The issue of "others" conducting public library research is an interesting area that could benefit from more encouragement either as single authors or in collaboration with LIS educators and/or public librarians.

Some authors published several articles in the five-year period examined, but most contributed only one.

Subject

While there exists some evidence of patterns of subject preference by certain authors, a closer examination of the research topics of the 121 articles revealed some interesting trends and issues.

Subject categories emerged from the data in an iterative process. For some articles the journals provided keyword terms which were used for the analysis. For the rest of the articles, subjects were derived from abstracts, where provided, or from a scan of the entire article. The range of subjects addressed in the research articles is displayed in Table 4.

The fact that management studies constitute the majority of research studied is not surprising. Much of the action research represented was aimed at gathering data to resolve specific problems or to make better management decisions. Also not surprising is the fact that technology studies comprise the second most frequent subject researched. The influx of new technologies into public libraries *should* lead to studies evaluating the information technology needs of library users, how they are using these technologies and the information gathered, and how satisfied users are with this information technology. We predict many more research projects concerning information technology in the next five years.

Management studies, reference studies, and collection management studies comprise three of the four core class areas we typically require of all students in an LIS curriculum. Interestingly, there is a dearth of technical services, or cataloging, research represented in the sample. A quick review of technical services-specific journals revealed that most of these studies are either generic in terms of type of library or aimed at academic libraries.

We could conflate the two categories of children and YA services with the more generic user studies, which would then represent 23 of 133 total subjects studied, or 17%. From this result, it is difficult to report whether this represents a significant percentage, and thus we cannot tell, without comparison figures, if there is a trend towards more user-centered research or not.

Table 4. Subject Areas

Subject	Number*
Management Studies	30
Technology Studies	17
Reference Studies	14
Collection Management Studies	13
Children and Young Adult Studies	12
User Studies	11
Intellectual Freedom	7
Theory, Philosophical	7
Gay Oriented Materials Studies	4
Community Studies	3
Risk Management	3
Library/Librarian Image Studies	3
Geospatial/Geosystems Studies	2
Reader's Advisory Studies	2
Other	5

*Articles had multiple subject headings assigned to them.

The five studies included in the "other" category include one article on a 1951 reading conference, one article on McCarthyism and film, one article on library development, one examining library standards, and one gauging public opinion.

More studies need to be conducted in all of these categories, and more, innovative topics, will most likely appear in future work.

Methods

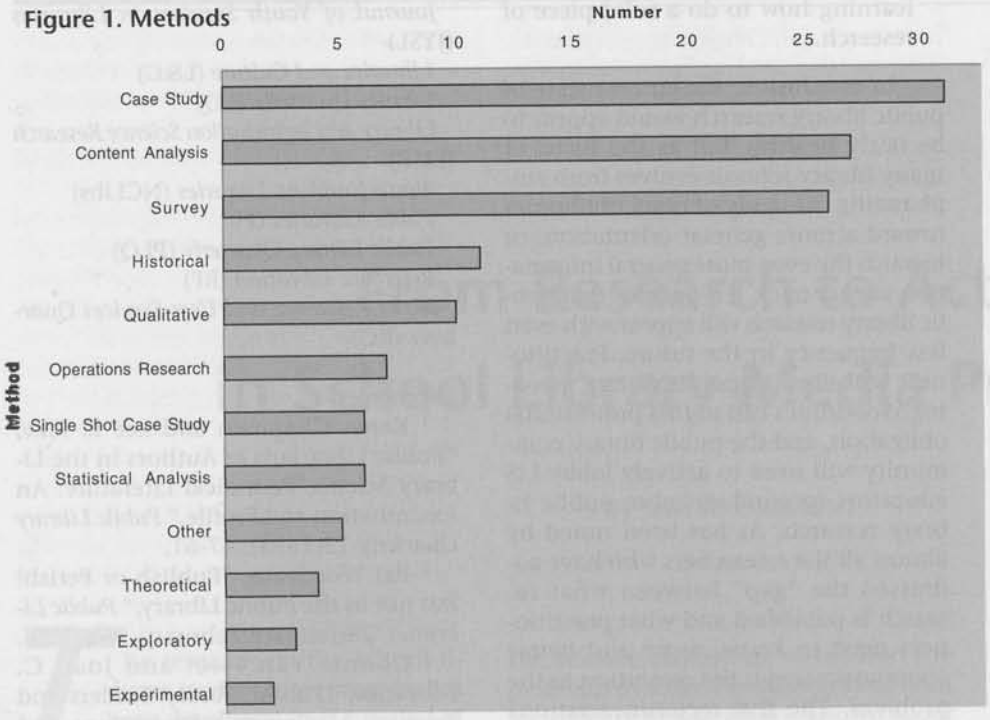
Methods used in the research articles were analyzed utilizing the framework Powell developed in his research.[11] The distribution of methods used is shown in Figure 1.

Results show the three main research methods used were case studies, content analyses, and surveys, which fits with the subjects being studied as noted previously. Management studies were generally case studies, often used in combination with other methods such as interviews and surveys. Content analysis studies were used to examine library collections, library policies, and library documents.

It is interesting to note the 11 historical studies. Understanding public library history is an important part of understanding the present and predicting the future, so we hope more such studies will be conducted in the future.

The term "operations research" was

Figure 1. Methods



co-opted and adapted somewhat from Powell's definition to include the more general library system analysis and not just pertaining to technology systems. Single-shot case studies were separated from the general case study category where multiple cases were the object of study. Some of these studies came close to edging away from research towards more journalistic efforts. Care needs to be taken to make case studies research as rigorously scientific as possible. *Library Journal*, *American Libraries*, and *Public Libraries* are good venues for these more informal reports. Statistical studies were those which analyzed data such as circulation statistics, national public library statistics, etc. Other methods used included geographic analyses, checklist use, nominal record linkage, and the development of a standard algorithm.

The more common research methods will continue to be represented in LIS research conducted by both library educators and practitioners. In addition, researchers in LIS are continually importing new methods from other fields and developing exciting new and innovative methods. Public library research will hopefully reflect these new trends, too.

Conclusion

It is clear from this review of the public library research conducted in the past five years that there is a solid, growing body of knowledge being produced by library educators, public library practitioners, and interested other parties. Public library research comprised 7% of the total research published in the 13 journals sampled. Single authors wrote the majority of these articles, but interesting collaborative efforts were noted between educators, practitioners and other interested parties. Women authors dominated in the educator and practitioner categories, but more men than women were represented in the "other" category (60% men and 40% women). None of the disparities were great. The main subjects studied in these articles were the core areas of librarianship comprising management, reference, and collection management. Case studies, content analyses, and survey research methods were the most commonly used approaches in the majority of the studies.

We conclude by analyzing the results of our study in the context of the five recommendations for improving the utility of public library research offered by Van Fleet and Durrance:[12]

1. **Make the research literature more available to librarians.**

   Publishing in popular journals, publishing review articles on specific topics and developing a "research digest" are specific recommendations made by Van Fleet and Durrance. Repackaging basic research for publication in professional journals may need to be encouraged more. Just as Woodrum[13] urges practitioners to publish as a professional obligation, library educators may need to realize that publishing for practitioners may be *their* professional obligation, even if academic administrators do not reward them for such publications. *Library Trends* seems to be publishing review articles, though not specifically for public library research. A public library research digest could be published as a service by a particular library school or might be extracted from a database and document delivery service such as *CARL UnCover*.

2. **Enhance public librarian/ researcher opportunities for interaction in library settings.**

   Specific recommendations made by Van Fleet and Durrance[14] mention involving more public libraries in the research process, developing funding for innovative collaborative efforts, and encouraging practitioners to develop research positions or agendas. We would advocate further efforts as simple as encouraging LIS educators to frequent their local public library, use local practitioners as guest speakers in classes, and to serve, when requested by public library directors, as consultants. This general interaction could lead to cooperative efforts and research collaborations. Funding for research is always an issue, but it would seem intuitive that the wider the range of researchers on a project, the wider the funding pools. Woodrum's article[15] is a good example of library administration encouraging staff development of research positions and supporting these research projects.

3. **Develop a framework for interaction through association activities.**

   More specific recommendations from Van Fleet and Durrance[16] involve encouraging more activities between the research sections of library professional organizations, encouraging research as part of the PLA action agenda, including both educators and librarians on committees, devoting more attention to collaborative continuing education efforts, and to include library administrators in the Association of Library and Information Science Education (ALISE) research activities.

   We would like to see more interaction between educators and practitioners at the state level as well, perhaps at the North Carolina Library Association (NCLA) biennial meetings. According to their Web site,[17] NCLA does not have a research section, and this may be an area of interest to pursue in the future where public, academic, and special librar-

ians share their research efforts. Public Library Association (PLA) conference programming is another area where improvements could be made to include more public library research sessions. Based on the conference program, few sessions at the 2000 Public Library Association meeting held in Charlotte[18] were research-based, most being single-shot case studies.

4. Emphasize state library and other cooperative research ventures.

Recommendations include the support of cooperative research efforts by the state library and the support of state library research efforts through consultation. Van Fleet and Durrance[19] go on to note that many M.L.I.S. students and librarians are unaware of the role that state libraries play in the research process. The State Library of North Carolina[20] takes a supportive role in the dissemination of some research. Several studies conducted by the N.C. State Library Commission, such as one on "Children, Teens, and Libraries" and another on the impact of school media centers, is available on their Web site. Better communication between the State Library, library schools in the state, and the public library practitioners, is desirable. From the Web site it appears that while funding for public library research is not readily available from the State Library, it can facilitate research efforts through the excellent statistics accessible via their Web site.

5. Develop a research perspective at the M.L.I.S. level.

Van Fleet and Durrance's[21] recommendations include integrating research literature and methodology into appropriate courses in the M.L.I.S. curriculum, encouraging independent study and research for credit, involving students at the M.L.I.S. level in faculty research, and establishing extracurricular activities such as forums and presentations with a research emphasis. All of these are very important recommendations, and some have already been integrated into the University of North Carolina at Greensboro (UNCG) M.L.I.S. curriculum. We would further like to note that this article is the collaboration of an LIS faculty member and a graduate student. Throughout the process of conducting the research, time and effort was spent in the educational process of learning how to do a solid piece of research.

In conclusion, the current state of public library research would appear to be fairly healthy. But as the focus of many library schools evolves from emphasizing the study of types of libraries toward a more general orientation, or towards the even more general information science track, it is possible that public library research will appear with even less frequency in the future. Practitioners will need to publish more, heeding Woodrum's call to this professional obligation, and the public library community will need to actively lobby LIS educators to conduct more public library research. As has been noted by almost all the researchers who have addressed the "gap" between what research is published and what practitioners need to know, more and better communication is the resolution to the problem. The five recommendations made by Van Fleet and Durrance need to be revisited and actively advanced by both LIS educators and public librarians. The public library world is an exciting one of excellent services and programs. This excellence needs to be documented and disseminated through more, not less research.

Appendix A

Peer reviewed journals that did not contain public library research, 1996-2000

Behavioral and Social Sciences Librarian
Cataloging and Classification Quarterly
Catholic Library World
Collection Building
Collection Management
Current Studies in Librarianship
Government Information Quarterly
Information Processing and Management
Journal of Education for Librarianship
Library Acquisitions
Library Hi-Tech
Library Resources and Technical Services
Online and CD Rom Review
References Services Review
Serials Librarian
Serials Review
Technical Services Quarterly

Peer Reviewed Journals Containing Public Library Research, 1996-2000 and Abbreviations Used

Information Technology and Libraries (ITL)
Journal of the Association of Information Science (JASIS)
Journal of Education in Library and Information Science (JELIS)
Journal of Library Administration (JLA)
Journal of Youth Services in Libraries (JYSL)
Libraries and Culture (L&C)
Library Quarterly (LQ)
Library and Information Science Research (LISR)
North Carolina Libraries (NCLibs)
Public Libraries (PL)
Public Library Quarterly (PLQ)
Reference Librarian (RF)
RQ or Reference and User Services Quarterly (RQ)

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[14] Van Fleet and Durrance, 148.

[15] Woodrum, 29.

[16] Van Fleet and Durrance, 148-149.

[17] <http://nclaonline.org>

[18] <http://www.pla.org>

[19] Van Fleet and Durrance,149.

[20] <http://statelibrary.dcr.state.nc.us>

[21] Van Fleet and Durrance, 149.

From Research to Action in School Library Media Programs

by *Gail K. Dickinson*

The research on the school library media center program has been developed over a period of decades. School library media researchers over the years have used different strategies to achieve the goal of creating excellence in school library media programs. The degree to which that research has changed the building-level program, however, is questionable, and the amount of time that passes between proven strategies and implementation of those strategies is frustrating.

Current research in the school library media area is combined with national guidelines built on improving academic achievement. This research on the impact of school library media programs on academic achievement does much to outline the school library media program needed for today's students, yet the field is still struggling with issues such as scheduling, limited resources, and limited staffing — issues that have been studied for decades.

The gap between the fully staffed school library media center with a wealth of technology and a neighboring school library with no technology, no budget, and minimal staffing makes one wonder what we have learned from university research. Journal articles and conference programs are filled with evidence of the value of the school library media program to the education of our children, but the research does not seem to affect a significant level of change in the way school libraries are structured, staffed, and administered.

This frustration is not unique to the library field. John Tillotson, in a recent article encouraging action research in the science classroom, noted that the problems in science education stem from an inability to take what is known about science education and implement it in the field.[1] Action research is a strategy that could turn this frustration into energetic application, and merge the gap between university-level research and building-level practice.

History of School Library Media Research

Over the decades, three basic types of research into school library media programs have emerged. Model programs research illustrates the implementation of library media center roles and tasks in real-life school settings. Research into input measures study what inputs, usually budget, materials, and staffing, are typical in a school library media center. Most recently, research into output measures focuses on the impact that school library media programs have on the educational process. Each of these three types of school library media research has had opportunities to come to the forefront. Each has lent credibility to school library media center program design; and each provides opportunities for furthering that research at the building level through action research.

Before the action research potential for each of these areas, can be discussed, the possibilities and problems of action research is necessary.

Action Research

"Yes, but," "That would never work here," "Not on our budget," are discouraging phrases that can easily squelch planned changes in schools and libraries, even promising changes in terms of achieving the mission of the school library media program. For instance, the type and amount of student reading has been positively linked to academic achievement. Stephen Krashen's book *The Power of Reading*[2] is still a powerful motivational tool for instigating change in school library media programming to encourage more reading in schools. Furthermore, school library media research is now being linked directly to school library media programs, through the work of Keith Curry Lance,[3] focusing on the links between school library media programs and academic achievement.

The question that school library media specialists may have is why this increasingly recognized research is not making a difference in their daily work with students and teachers. Flexible scheduling is another example of an issue that has been studied for years, yet school library media specialists still struggle to convince principals and teachers of the benefits to student learning that the change would bring.

The answer lies in the research literature of change, especially school change. Robert Evans, in his book *The Human Side of School Change*, notes not only the difficulties of change, but also the benefits of resistance to change. Resistance to change ensures that there is stability in the organization, and that whims and fads will pass before implementation occurs. Accepting resistance to change as a positive factor in the school setting does not mean that change cannot occur, only that there must first be a reason to change. He notes, "People must be sufficiently dissatisfied with the present state of affairs — and their role in maintaining

it — or they have no reason to endure the losses and challenges of change."[4]

The question for school library media specialists is not that others can't see why a proposed change would benefit the school, or even that others do not agree with the change. The question is how to increase the dissatisfaction of their teaching peers and school administration with the current state of affairs in their own school. Flexible scheduling is again a good example of this. It may be fairly easy to convince classroom teachers, principals, and parents of the advantages of flexible scheduling; however, awareness, and even agreement with the issues may not be enough. Many times the school librarian is the only person dissatisfied with the schedule, while teachers, principals, students, and parents are very satisfied. The plan must not only be to make these stakeholders intellectually aware of the benefits of a reform such as flexible scheduling, but must also go further to encourage the stakeholders' personal dissatisfaction with the current system, so that they are willing to go through the change process.

Action research is a strategy that can achieve this goal. Action research can turn the tide of negativity to a promising opportunity for positive change by creating a research environment in which talk of improving academic achievement is brought to a localized reality in terms of "our" students, "our" test scores, and "our" teachers.

Definition of Action Research

Action research, sometimes also called teacher-as-researcher, has been described more often than defined. Glanz described it as "applying traditional research approaches ... to real problems or issues facing the practitioner."[5] Gay[6] defines the purpose of action research as solving practical problems through the application of the scientific method. Calhoun's more formal definition of "disciplined inquiry (research) in the context of focused efforts to improve the quality of an organization and its performance (action)"[7] can be combined with the others, to achieve a definition that action research is simply practitioners using research methods to solve problems and answer questions that they see in their everyday work in their local setting.

Action research in the school library media center is a method for systematic evaluation of specific areas of the school library media program. Action research, when combined with nationally reported research, can provide local context for the data. Most researchers agree, however, that action research cannot be generalized beyond the local level, and cannot substitute for systematic study by trained researchers. The school-library-media-specialist-as-researcher, however, can add to that national body of research by providing local context and local tests of implementation strategies.

Steps in Action Research

School library media specialists conduct research all the time. We have circulation data, we keep schedules and lists, and we talk to students, teachers, and parents. This data, however, is rarely systematically collected and analyzed, and even more rarely applied to a specific problem. An action research agenda at the school or district level can use data already available to create change. The four basic steps in conducting action research are: selection of the research question, data collection, data analysis, and reporting of results.

Selection of the Problem

We may think we are surrounded by problems in the school library, but choosing an area for action research may prove difficult. Commonly heard concerns of school library media specialists may be the following:

- I wish I had flexible scheduling.
- My budget is too low (or nonexistent).
- The teachers don't have time to collaborate.

A successful action research problem (or question) is aligns with school goals, increases student learning, or positively impacts teaching strategies. A less successful action research problem is one that will only improve the efficiency of program administration within the library media center. Choose an area of greatest concern; then conduct a literature search to see what previously has been studied in that area.

Data Collection

As with scientific research, two types of action research data exist: quantitative data (numbers and statistics), and qualitative (what is read, heard, or said). Libraries have always collected quantitative data. Circulation statistics, budget reports, and attendance totals have been collected and reported for years. Ironically, with the use of automated catalogs, the availability of such data may have decreased, since circulation records may be deleted at the end of each school year.

Test data may be available for the action researcher. It may be possible to compare aggragated reading test scores with aggragated circulation records to discover the effectiveness of a reading initiative such as a book talking program for 4th graders, or to remove checkout limits for certain classes.

Qualitative data are also useful. In scientific research, qualitative data are comprised of interviews or observations. The same concepts are true in action research, except that gathering methods may be more informal. To test the value of a library orientation program for new students, a high school library media specialist may develop a student opinion survey; however, the library media specialist may also observe classes doing research in the library and make notes as to research behaviors that the students may have learned during orientation. Overheard comments and informal discussions with students may be noted in a journal. Library staff and classroom teachers can be invaluable partners in the gathering of qualitative data; the data, however, must be systematically gathered and written down for future reference.

Data Analysis

Data analysis is not always statistical, although in some cases this may be helpful. Remember that action research usually cannot be generalized, which means that it cannot be applied beyond the local school setting. Rather than being a limitation, the lack of generalizability can be a strength, and give even more meaning to the results at the local level, since statistics most meaningful to the local school setting, such as to special program area teachers or within classroom special projects, can be used.

Data can be analyzed using a simple spreadsheet chart, showing the difference in scores, numbers of items checked out, or other numeric data. Qualitative data can be analyzed using numbers as well, by dividing the comments or pieces of observations into categories, and then counting the times each category is mentioned. Use of anecdotal comments based on the qualitative data is helpful to draw a visual picture of the use of the library media center.

Reporting of Results

Usually the results of action research are used in a report directed to administration, or in a staff development program. Publication of the results in a newsletter or journal devoted to practical tips should be encouraged. By using these journals, practitioners are encouraged to try action research themselves. A com-

posite picture of a typical class using the library media center, for example, could draw from observations, student surveys, and teacher interviews to illustrate the value of the school library program in the teaching and learning processes of the school.

These four basic steps — identification of the research question, collection of data, analysis of data, and reporting of results — are repeated in a variety of action research projects. The results are applicable only to the specific school; however, if enough action research is performed at the local school setting and reported regionally and nationally through journal articles and conference presentations, the resulting change will have a resounding impact on the school library media program development.

Collaborative action research, conducted with several other partners within the school, also strengthens the meaning of the data. Since several perspectives are used at each step of the process, the results are more easily seen as fact rather than opinion. Collaborative action research also can include several schools gathering the same types of data. Although still not generalizable beyond these schools, the data tends to be seen as having more legitmacy. Collaborative action research programs also can be conducted under the auspices of a university research program. This type of research can add controls to the program to generate more general results.

Applying Action Research Strategies to National Research Initiatives

As described earlier, three types of school library research that have been conducted over the years involve the use of model program, input measures, and output measures. Action research can be applied to each of these national research trends.

Model Programs

The Knapp School Library Project,[8] in the mid-1960s is seen as the first widespread model program for school library media centers. Model elementary and secondary school libraries were developed at specific sites across the country, and grants were used to encourage visitation to these sites. Knapp funds also were used in the training of school library media specialists, and with the Library Manpower Project, to delineate the tasks and activities in the school library media center. Findings from the Knapp Project were used to determine appropriate staffing levels, collection sizes, and activities for school library programs. The Knapp project helped to change the perception of a library as a book collection to one that included a variety of formats, was staffed professionally, and could function as the heart of the school.

Library Power, from the Dewitt Wallace Reader's Digest fund, is frequently hailed as the modern version of the Knapp School Library Project. Library Power funded programs of excellence dependent on flexible scheduling, staff development to encourage collaborative teaching and learning, and money for facilities and collections. Tastad and Tallman[9] studied the impact of Library Power on two schools over a period of three years. They identified three goals of Library Power: developing a stronger curricular role for the school library media specialist, developing learner-centered libraries, and developing a school culture to sustain reform. Library Power was most successful in school settings where the school library media specialist became a partner with administrators and teachers to achieve whole-school reform. A major investment in time and money was placed in staff development activities. Authentic assessment methods were strengthened, with the library media center as a learning laboratory for authentic, student-centered learning. Teachers were encouraged to move from traditional desk-bound instruction to using a variety of instructional resources and strategies.

These two examples of model program research show how this research places the school library media center into whole school reform. The Knapp School Library Project encouraged the development of school libraries, and Library Power turned the participating school library media programs into learning laboratories for whole school reform.

Model program research takes the ideal of what a school library media program can achieve and places it into a real-life setting in an attempt to encourage replication of the structure and activities. Visitation to the sites and publication of the findings of these activities does much to encourage replication. Unfortunately, there is little in the literature to show that visitors to these sites attempt action research to duplicate reforms in their own schools. This would add to our knowledge of the importance of model programs, and strengthen the knowledge of whether money, staff development, or policy changes does most to create the model programs.

Model programs action research requires gathering a variety of data. Action researchers should first select an area of the model program for study, such as collaboration with teachers. A baseline should be established by describing the present degree and amount of collaboration. A survey to ascertain teacher attitudes toward collaboration is helpful. A review of research literature on collaboration may suggest possible strategies, including direct approach to teachers through one-on-one discussion, staff development presentations to grade levels and department chairs, and whole

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school approaches, including program advocacy techniques such as newsletters and whole school staff development.

As the collaborative effort unfolds, careful recording of observations, personal reflections, and records of conversations with teachers, parents, students, and administrators are helpful. Do not rely on your memory. A specific time period, perhaps a semester or a complete school year, must be established at the beginning of the action research project, so that the data collection period has a definite beginning and end.

Each strategy implemented needs to be documented and its success evaluated. At the end of each time period, data must be collated and categorized. The reporting of this type of action research is very appropriate for a journal article. Action research personalizes theoretical research, and the personal reflections and issues, carefully documented and observed, are helpful in replicating and implementing university research, especially in the implementation of person-to-person reforms such as collaborative instructional efforts.

Input Measures

In the 1970s, the publication of *Media Programs, District and School*[10] reflected the high point of the use of input measures for school library media programs. This publication offered qualitative goals for the school library media program and quantitative statements for the number of items in school library media collections. A specific number of books and equipment per student was used as an ideal, and although few schools reached the numeric totals outlined in *Media Programs*, the standards given were helpful to school library media specialists building an integrated collection of print and nonprint materials.

Another type of input measure is Marilyn Miller's research in conjunction with other researchers on school library budgets. The Miller studies, published in *School Library Journal* beginning in the early 1980s and continuing biennially,[11] give an overview of the budget money school library media programs were receiving, and the types and numbers of materials purchased with these funds. These studies give the budding action researcher valuable tools for assessing their local school budgets.

A more recent input measures is the National Center for Education Statistics publication on *School Library Media Centers, 1993-94.*[12] The National School and Staffing Survey (SASS) regularly gathers data on public and private schools. For the first time, the survey gathered information on school library media centers as well. This survey, available online and in print, gives information on budget, collections, and library media center activities.

The reliance on input measures is still evident in guidelines such as Southern Association of Schools and Colleges (SACS), and in state level guidelines as well. Action research can give the school library media specialist valuable information for assessing local budget, collections, and support for typical library media center activities such as serving on planning teams and working collaboratively with teachers.

Action research can easily be applied to input measures to bring national data to the school level. Using the SASS data, or the latest Miller-Shontz survey, school library media specialists can compare data such as budget, or numbers of books purchased. For comparison purposes, the same types of data about your school and your school library media center should be gathered. Typical data comparison points are the following:

- Enrollment — Use the official enrollment figure reported to the state education agency. The principal office staff should know or be able to find this figure easily.
- Budget figures — How much was spent during the previous school year, and for what? Divide the total amount spent on books by the official enrollment figure to ascertain the amount spent per pupil for each category of spending.
- Materials purchased — The number of materials purchased in each category (books, periodical subscriptions, software, etc.) should be totaled. Dividing the number of materials purchased in each category produces the average price per item, an important key to justifying the numbers of items needed.

Once these figures are obtained, the national data is reviewed to find schools of similar size, similar diversity levels, and similar levels. The data is compared, and the results reported in chart or graph form. Numbers alone are just numbers, so the stories behind the data — what it means to have an adequate collection, budget, or staff — should also be reported.

Output Measures

The more recent research into school library media programming parallels to the changing role of the school library media specialist, and general direction of education. Accountability, more than a buzzword, has become the aim unto itself, with a strong reliance on standardized testing. The impact of school library media center programs on academic achievement is the focus of more recent school library media center research.

This type of measure is the most valuable to research at the local school level. If school library media centers were widely accepted as crucial to student success, perhaps input measures and model programs research would increase as well.

Keith Curry Lance is by far the strongest advocate of this type of research. Lance began this research with a Colorado study testing links between elements of school library media programs and academic achievement, specifically student performance on a Colorado achievement test. Lance discovered that school library media center funding and instructional activities of the school library media specialist did have a positive impact on student achievement.[13] Lance has tested this research in different states, all with strong positive results.[14]

Action research applied to his studies can take the statewide results and compare them with the local results.

This type of action research is more difficult to do in the school, mainly because it involves people other than the school library media specialist. Obtaining student records, test scores, and analysis of test question items may be difficult for the school library media specialist or, in some cases, be prevented by school policy.

Still, cooperation of classroom teachers will be extremely helpful, especially in the use of in-class assessments. With output measures research, the choice of a research question is critical. What is the library media center program trying to impact? Student achievement as a broad topic must be narrowed to a specific subject area, specific grade levels, or even a specific classroom. For instance, when testing a reading encouragement program and the effect on reading scores, the library media specialist must know the average increase of reading test scores from one test period (end of year) to the next test period for the same group of students. If students in 4th grade generally improve one grade level in reading to the end of 5th grade, the library media specialist can then assess whether the implemen-

tation of a reading improvement program can improve this.

Issues in Action Research

Despite the growing popularity of action research in teacher education and training, many researchers dispute the effectiveness and the wisdom of conducting such research. Researchers claim that action research, instead of assisting in the implementation of research-based change, may slow that implementation by watering down the results with uncontrolled quasi-research efforts. Certainly there are issues with action research that the beginning library media specialist as researcher must consider.

Confidentiality

The legal ramifications of a breach of confidentiality of student records must be paramount in the action researcher's research design. Protecting the privacy of individual students and of individual teachers is an obvious need. Teacher comments must be confidential. Student comments, records, and other data should be treated with extreme care and within school district policy. Action research involving students and teachers should be approved by school district authorities or in conjunction with a university human subjects review board.

Before beginning any type of action research, the researcher should develop a proposal indicating research goals, questions to be considered, data to be collected, probability analysis, and how results will be shared.

Generalizing Results

The validity of research depends on the ability of the researcher to control the environment. Control of variables that may affect the research outcome, use of sampling techniques to identify participants, and strict adherence to qualitative research methods techniques are crucial elements in research. These same elements will probably not be used in action research. The action researcher concentrates on the local school setting. Convenience sampling is used to identify respondents, meaning that the school library media specialists may choose a grade level most likely to respond, or with whom they have a previous relationship. Finally, most school library media specialists are not trained in research techniques. For these reasons, action research usually is not easy to generalize because the results only apply in the context of one school setting.

Conclusion

Notwithstanding the above cautions, the value of action research to the school library media profession cannot be overstated. The school library field has reached a level of maturity based on sound research findings underscoring the value of the school library media program in the educational process. These findings are widely reported in the school library media field. Action research is a tool for the school library media practitioner to give local school context to those research findings, so that school- and district-level decision-makers place the school library media center at the heart of the educational process in our schools.

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Collaborative Authorship in *North Carolina Libraries*: Past, Present, and Future

by *Margaret Foote*

In popular imagination, research and creativity bring to mind the efforts of the single individual working passionately in a given field, sharing the fruits of this labor, and increasing our understanding of the world. Many examples of these individuals can be cited from many disciplines. A major revolution in physics began in 1905 with the publication of four research articles by Albert Einstein in *Annalen der Physik*. Alone on the shores of Lake Tanganyika, in Tanzania, Jane Goodall has spent decades observing chimpanzee behavior and has published several substantial books about her study of these primates. Using paper, high-quality ink for his fountain pen, and a blotter, Shelby Foote penned his 1,650,000-word history, *The Civil War: A Narrative*.

Yet we are also familiar with admirable examples of creative collaboration. Chemists Pierre and Marie Curie worked closely together in their Parisian laboratory to unravel the mysteries of radium. The teamwork of Wilbur and Orville Wright resulted in the invention of the airplane. The unlikely partnership of a British physicist, Francis Crick, and an American zoologist, Thomas Watson, led to the discovery of the molecular structure of DNA. Clearly, collaboration between two or more individuals has resulted in accomplishments of the highest degree of research and creativity.

Although practicing librarians are not seeking out the secrets of radium or of DNA, we can experience the satisfaction of working with others in pursuing research. How much collaboration takes place in library research? Do we prefer to work alone and publish our results singly, or does collaboration take place more often than we realize? As will be seen below, collaboration in library research has itself been a topic of research, but generally that study has been confined to several of the core academic journals within the field. Little attention has been given to collaborative articles in state journals.

Thus the first purpose of this study is to answer several questions about collaborative authorship within a state journal, and the journal chosen for study is *North Carolina Libraries*. First, how many articles within a selected number of volumes of *North Carolina Libraries* are of sole authorship, and how many are of multiple authorship? What percentage of the total number of articles is of sole authorship and what percentage is of multiple authorship? How do these percentages compare with the results of research about collaboration in academic journals? Second, what can we learn about the collaborators? Do academic librarians collaborate only with other academic librarians, or does collaboration exist between different types of librarians? Do any of the collaborators work at the same library, or do they work at different libraries?

This study has a second purpose as well: to inform readers of *North Carolina Libraries* about collaboration in research and publication. What are the benefits of collaboration? What are the pitfalls? Finally, should collaboration be encouraged among future authors submitting articles to *North Carolina Libraries* and, by extension, other state and regional journals?

Literature Review

Webster's Dictionary defines the verb "collaborate" to mean "to work together, especially in a joint intellectual effort."[1] Ann E. Austin and Roger G. Baldwin, who have written about the role of collaboration in research, scholarship, and teaching in higher education, state that "people who collaborate work closely together and share mutual responsibility for their joint endeavor. According to this conceptualization, collaboration not only involves cooperative action. It emerges from shared goals and leads to outcomes that benefit all partners."[2]

Alice Harrison Bahr and Mickey Zemon note that for many decades increases in coauthored and multiauthored articles "have been dramatically transforming the literature" of both the hard and the social sciences.[3] Austin and Baldwin report that "the so-called 'hard' sciences (chemistry, physics, for example) are at the high end of the collaboration spectrum, the 'soft' sciences (like sociology and political science) at the low end. Collaboration is not widespread in the humanities."[4] The authors conclude that "the nature and the frequency of collaboration vary across disciplines. Contrary to conven-

tional wisdom, however, collaboration occurs in virtually all fields of study."[5]

How is collaboration perceived in the field of librarianship? Edgar Williamson and Josephine B. Williamson are of the opinion that the idea of collaboration has had a negative connotation for librarians. "Ironically, librarianship, whose very reason for being is to communicate ideas and information, comes late to an understanding of the significance of collaboration in its own field."[6] They remark that "many librarians seem to think that collaboration is a sign of poor scholarship, that such authors are not clever enough or dedicated enough to complete a scholarly article on their own."[7] Within other disciplines, however, "many analyses of multiple authorship center on the idea that an increasing proportion of such articles in a field is a positive sign for the scholarly growth of that field."[8] Bahr and Zemon write that "library science journals are just beginning to note increases in co- and multiauthored articles."[9] They report the continuing trend towards collaboration in the scientific disciplines, and state that "the same trends are now evident in library science."[10]

Some study of collaborative efforts in library research has been made, especially as part of larger studies about authorship in general. In her study of authorship in library research, Lois Buttlar analyzed 1,725 articles from sixteen library journals; she reports that approximately 27.9% of these articles are by two or more authors.[11] Peter Hernon, Allen Smith, and Mary Bailey Croxen examined the accepted, rejected, and published papers of *College and Research Libraries* from 1980 through 1991. They found that "more than one-third (35.1%) of the accepted papers had more than one author."[12] Weller, Hurd, and Wiberley studied the publication patterns of academic librarians from the period 1993 to 1997, examining 3,624 peer-reviewed articles from thirty-two library science journals. Among the questions they asked about the publication patterns was the frequency of sole authorship and coauthorship among academic librarians.[13] Their data reveal that of the "articles by academic librarians, 869 (55%) were that of the single-authored works." The remaining 710 articles (45%) had two or more authors."[14] In another study, Peter Hernon and Candy Schwartz reviewed the contents of the first twenty volumes of *Library and Information Science Research*, and found that "of the 353 articles which have appeared in the journal, 238 (67.4%) were by one author, 82 (23.2%) by two authors, 21 (6%) by three, 10 (2.8%) by four, and 2 (.6%) had five authors."[15] The total percentage of articles by multiple authors comes to 32.6%.

Williamson and Williamson have investigated multiple authorship within state and regional journals. They examined articles from five southeastern journals: *Southeastern Librarian*, *South Carolina Librarian*, *North Carolina Libraries*, *Georgia Librarian*, and *Tennessee Librarian*. The authors chose to investigate volumes of these journals published between 1977 and 1986. The percentage of multiple authorship was relatively low within each journal: 19.4% (*South Carolina Librarian*), 19% (*Southeastern Librarian*), 14.3% (*Tennessee Librarian*), 12.6% (*Georgia Librarian*) and 10% (*North Carolina Libraries*).[16] The authors speculate that the "lower multiple authorship, especially in state journals, may be due to the fact that a greater percentage of their authors are new authors. They may not be established enough to be collaborating, getting grants or heading research efforts. At the same time, many such authors may be at small libraries, thus making the possibility of collaboration less likely."[17]

Methodology

North Carolina Libraries, the quarterly journal of the North Carolina Library Association, was selected for this study of collaborative efforts within a state library journal. This journal "seeks to publish articles, materials reviews, and bibliographies of professional interest to librarians in North Carolina. Articles need not be necessarily of a scholarly nature, but they should address professional concerns of the library community in the state."[18] Each manuscript submitted to *North Carolina Libraries* is reviewed by the editor and two jurors before a decision is made whether or not to publish the submitted manuscript.

The articles within each issue of *North Carolina Libraries* concentrate upon a topic of importance to librarians throughout the state. Themes of recent issues illustrate many aspects of the field that interest North Carolina librarians in their daily work. Such themes include leadership in libraries, young adult services, security and safety concerns, information ethics, social issues in librarianship, government information, library telecommunication, resource sharing, and outreach. Sometimes issues focus upon libraries and their roles within the state's culture, offering a closer look at the preservation of popular culture, the community of the book, and North Carolina writers. In several issues *North Carolina Libraries* has turned its attention to the profession itself, reviewing the history of libraries within the state and remembering the innovators within the state's libraries. Every other year the fourth issue within a volume presents a series of reports about the Association's biennial conference.

Ten volumes of *North Carolina Libraries* were examined for data about collaborative efforts within a state journal. The ten selected volumes (48-57) were published from 1990 through 1999. Two issues were omitted from the study. The first, volume 48, number 1 (Spring 1990), has as its theme "Library Humor," and consists of a delightful set of short, humorous articles. The other, volume 56, number 2 (Summer 1998), presents a set of oral histories of North Carolina librarianship. After excluding these two issues, a total of thirty-eight issues remain to be examined for the authorship of its articles.

Within each issue the articles concerning the theme of the issue were included in the study, as were articles published under the title "And In Edition." The theme articles, as well as "And In Edition" articles, present researched information. Excluded from the study are regularly featured columns, such as "Point," "Counterpoint," "Wired to the World," and "Library Research in North Carolina," pictorial essays, bibliographic essays, book reviews, columns by NCLA presidents, letters to the editor, and conference reports.

Results

Based on the criteria presented above, a total of 227 articles appeared in *North Carolina Libraries* between 1990 and 1999. The number of these articles by single authors comes to 197; articles by multiple authors comes to 30. The percentage of articles by single authors is 86.8%, that of multiple authors, 13.2%. Data about the articles by multiple authors can be broken down further. The majority of these articles are by two authors; in fact, twenty-eight articles, or 93.4%, are coauthored. One article (3.3%) is by three authors, and one article (3.3%) is by five authors.

Who are the authors of the thirty collaborative articles found in *North Carolina Libraries*? The total number of authors comes to sixty-four, and they represent a wide range of librarians and other professionals coming together to present information to their colleagues

in North Carolina. By far the largest number of authors, twenty-six, are academic librarians, academic institutions comprising, in this case, universities, colleges, and community colleges. That the largest group of authors should be academic librarians is not surprising, given that academic librarians must often establish a record of scholarly research to achieve tenure and promotion. The next largest group of authors are public librarians, at fifteen. Seven media coordinators, five library school faculty, two corporate librarians, one state librarian, and one library science student coauthored articles. The occupation of one author was not given.

The six remaining authors are not librarians. Four of these authors are associated with a state university: an associate professor of a school of education, an assistant to a vice chancellor for academic affairs, a director of an ergonomics program, and an associate professor from a division of physical therapy. The remaining two authors are an architect and a coordinator of television programming at an educational center.

Eighteen articles, more than half the total of coauthored articles under investigation, are written by collaborative partners within the same field of librarianship. Both multiauthored articles consist of authors from academic libraries. There are six coauthored articles as well by academic librarians, and six coauthored articles by pairs of public librarians. Two articles are each written by a pair of media coordinators, and one article is by the two corporate librarians. The remaining twelve articles show a variety of pairings. One article is written by an academic librarian and a media coordinator; another article is by an academic librarian and a library science student. One public librarian and one state librarian coauthored an article. Two library science school faculty members each coauthored articles with public librarians; they also each coauthored articles with an academic librarian, a media specialist at an elementary school, and an associate professor from a school of education within a university. Some pairings of coauthors include one author as a librarian and one as a non-librarian. This includes an article written by an academic librarian and an assistant to a vice chancellor for academic affairs, an academic librarian and an architect, a media coordinator and a television coordinator. One article is coauthored by specialists in the field of ergonomics. A last article is by an academic librarian and an author of unidentified occupation.

Do the collaborators work at the same organization? Eleven articles, slightly more than one-third of the collaborative articles, are written by librarians employed at the same institution. Included in this group is the article written by five academic librarians at one university and the article written by three academic librarians at another university. Three other articles are written by coauthors at an academic library, two articles are by coauthors at the same public library, three articles are by coauthors working for a public school system, and one article is by librarians of a corporate library. Of the nineteen articles written by coauthors from different institutions, four include an author who works at a public library, academic library, or library science school from out-of-state. Two articles in *North Carolina Libraries* are co-authored by academic librarians from universities outside of the state.

Conclusions

Only one previous study has been made of multiple authorship in *North Carolina Libraries*. As noted earlier, Williamson and Williamson investigated four state periodicals and one regional journal from the southeast; *North Carolina Libraries* is one of the periodicals they chose to examine. The authors selected volumes 34-44 of *North Carolina Libraries*, published from 1977 through 1986; they excluded one issue, Summer 1982 (volume 40, number 2). Their criteria for articles selected for study were similar to the criteria for this study with one exception; they included annotated bibliographic essays in their total. According to their findings, the percentage of articles by single authors in *North Carolina Libraries* comes to 90%; the percentage of articles by multiple authors is 10%.[19] This study found that out of 227 articles published between 1990 and 1999, 13.2% are by multiple authors. Thus, the percentage of multiple authorship between 1977 and 1986, and 1990 and 1999 has risen by a very modest 3.2%.

... collaborative authorship has proven to be beneficial in research and publication.

The percentage of collaborative articles within *North Carolina Libraries* from 1990 to 1999 is lower than the average for academic journals. As noted earlier, Buttlar found that 27.9% of the set of articles she surveyed were coauthored; Hernon, Smith, and Croxen had a higher figure of 35.1%; Weller, Hurd, and Wiberley an even higher figure of 45%; and Hernon and Schwartz offer the figure of 32.6% for multiple authorship. All of these figures indicate that at least over one-fourth and even one-third of academic journals consist of collaborative authorship; in this selection of volumes from *North Carolina Libraries* the percentage is between 10% and 15%.

The authorship of the coauthored articles within the pages of *North Carolina Libraries* does illustrate a diversity of collaborative partnerships across boundaries. Although there are academic librarians who collaborate with other academic librarians, public librarians who collaborate with public librarians, and so forth, there are examples of an author collaborating with another author from a different branch of librarianship: library science faculty coauthoring with public librarians, an academic librarian collaborating with a media coordinator, librarians writing with non-librarians. In collaborative partnerships, it seems that North Carolina librarians can step out of their niche (academic, public, school, and special) to collaborate with other librarians, as well as with those outside the profession, to research a topic of value to the entire state library community.

To Collaborate or Not: That is the Question

One possible reason for the low number of collaborative articles within *North Carolina Libraries* is perhaps that some librarians have never considered writing an article with another author or authors. Collaboration may not be welcome at the library in which he or she works. Perhaps the very fear of writing an article prevents some from venturing forth into publication, much less finding someone with whom to coauthor an article. The next section of this article presents some basic information about collaboration. Although many of the sources are academic articles and monographs, the principles are applicable to anyone considering collaboration.

For many authors in any discipline, collaborative authorship has proven to be beneficial in research and publica-

tion. Joseph Moxley, in his book, *Publish, Don't Perish: The Scholar's Guide to Academic Writing and Publishing,* states that coauthorship can be a highly rewarding experience. At its very best, "we can develop ideas collectively that are much stronger than any we could develop on our own. Developing professional friendships, discussing possibilities, seeing how others write, having your manuscripts revised by a trusted colleague, learning new research techniques — these are some of the important benefits of collaboration."[20] Austin and Baldwin present additional arguments in favor of collaboration. "Elementary social psychology explains that individuals are more likely to follow through on projects that involve commitments to others than projects with no external accountability. By joining their resources and dividing labor, academics can increase their productivity and attain goals that would be unreachable if they worked independently."[21] Bahr and Zemon note another important benefit of collaboration: a greater chance at successful publication. "Because journals are publishing increasing numbers of collaborative articles, these articles have a greater chance of being accepted for publication. Studies indicate a relationship between these two factors, particularly in fields where the majority of publications are multiauthored."[22]

Nonetheless, there is a flip side to the collaborative coin. Moxley mentions several disadvantages of collaboration. "Colleagues can fail to fulfill their obligations. If they are busy working on other projects, if their professional work isn't all that significant to them, or if they are going through some sort of life crisis, they can miss deadlines or produce shoddy work, requiring extra effort on your part."[23] Within higher education, collaboration can present problems. "Fair distribution of credit for coauthored work is a significant concern on some college campuses.... Administrators and faculty colleagues often have difficulty evaluating the products of collaborative research or teaching."[24] Other problems with collaboration can arise over the order of authorship listing, assigned responsibilities, credit for ideas, and initiating projects/writing.[25] Finally, some authors simply do not work well with others, or prefer to work alone. The collaborative effort creates, rather than appeases, the anxiety that frequently accompanies the research and publication process.

If one can avoid the pitfalls, how does one author collaborate with another? Surprisingly, "despite the increase in coauthored articles, little in the literature advises prospective coauthors on ways to work together successfully."[26] In what remains one of the best articles on the process of collaboration, Mary Frank Fox and Catherine A. Faver make a number of recommendations for effective collaborative efforts. "The first step in successful collaboration is to choose collaborative partner(s) wisely."[27] Intellectually, the collaborators should match in their strong interest in the research, their "theoretical perspective and approach to the topic," and in their "skills and competencies."[28] Personal factors play a role as well in collaboration. Collaborative partners should have a similar commitment to the project, and "must assess, and find a fit between, their personal *work habits*."[29] Finally, the partners should "*consider emotional tendencies and habits*, such as levels of anxiety, persistence, and tolerance for risk."[30] The authors suggest that at the outset the collaborative partners prepare an informal contract that includes developing a reasonable timetable for completion of the work, determining the order of authors' names on the publication, and resolving similar issues that could impede reaching the goal of a successful research project.

Again, the literature on the topic of collaboration emphasizes the scholarly research conducted by university professors and, by extension, university librarians. Are there words of encouragement for collaboration from librarians who do not work in a university setting or who are not faculty in a library science program? Bahr and Zemon strongly favor collaboration for college and university librarians, but their statement could apply to all librarians. "Collaborative contributions from librarians and others at smaller institutions," they write, "would focus attention on issues of particular significance to these institutions, broaden the literature, and help to determine what, if any, difference size has on services, collections, and staffing."[31] Weller, Hurd, and Wiberley make a more succinct statement: "Practitioners can make important contributions to the scholarly publications in a practice-based discipline."[32] The authors refer here to academic librarians, but their idea could be, and should be, extended to public, school, and special librarians. Librarians have much to offer one another from their fields, and to publish these results collaboratively will benefit other librarians throughout the state and region.

For Future Study

The subject of collaboration within state journals remains a fruitful field for investigation. This study examined a small set of data concerning collaboration within *North Carolina Libraries*. An additional study should be made of collaboration within the journal since its beginnings. Do collaborative efforts within *North Carolina Libraries* show a pattern similar to academic journals, in which collaborative articles increase throughout the decades?

The study of collaboration within four state journals and one regional journal in the southeast, conducted by Williamson and Williamson, should be updated with an examination of the same five journals covering the period from 1987 through 2000. Results should be compared with the Williamson study. A major study of collaborative authorship in all state journals published in a given region, such as the southeast, over a particular period of time, would glean even more information about collaboration in state librarianship.

The gathering of data from the pages of state journals represents one approach to the study of collaboration; another would be to survey authors in North Carolina or elsewhere about the collaborative experience. What are the advantages of collaboration as seen from the eyes of those who have written collaboratively? What are the disadvantages? In this day of telephones, electronic mail, and fax machines, are collaborative efforts between librarians located at different organizations easier? Authors who have collaborated using the latest technologies could answer that last question.

A Final Word

In closing, the author, who has coauthored four articles in the last four years, suggests that librarians across the state consider the benefits of collaborative authorship for librarians from all types of libraries: academic, public, special, and school. As noted above, collaborative authorship can be an effective means to conduct research that results in an article of value. In particular, collaboration between different librarians — academic and public, public and special, or public and school — can foster a deeper understanding of the roles these librarians play. Collaborative research between librarians can inspire confidence to research and then write about particular problems and to distrib-

ute in print (or, in the future, in e-journals or e-books) the results of that research. As librarians, we all strive to serve the needs of our users. Through collaborative efforts in state publications, as well as in other publication venues, we can share our knowledge and further enhance the quality of our service to our users throughout North Carolina.

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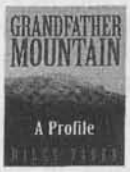

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Research

It is the glory of God to conceal a thing: but the honour of kings is to search out a matter. (Prov. 25:2)

And I gave my heart to seek and search out by wisdom concerning all things that are done under heaven: this sore travail hath God given to the sons of man to be exercised therewith. (Eccles. 1:13)

Then shalt thou inquire, and make search, and ask diligently; and, behold, if it be truth, and the thing certain, that such abomination is wrought among you. (Deut. 13:14)

They search out iniquities; they accomplish a diligent search: both the inward thought of every one of them, and the heart, is deep. (Ps. 64:6)

By number and by weight of every one: and all the weight was written at that time. (Ezra 8:34)

But the very hairs of your head are all numbered. (Matt. 10:30)

Scholarship

Ever learning, and never able to come to the knowledge of the truth. (2 Tim. 3:7)

And I have heard of thee, that thou canst make interpretations, and dissolve doubts: now if thou canst read the writing, and make known to me the interpretation thereof, thou shalt be clothed with scarlet, and have a chain of gold about thy neck, and shalt be the third ruler in the kingdom. (Dan. 5:16)

And withal they learn to be idle, wandering about from house to house; and not only idle, but tattlers also and busybodies, speaking things which they ought not. (1Tim. 5:13)

And further, by these, my son, be admonished: of making many books there is no end; and much study is a weariness of the flesh. (Eccles. 12:12)

For with what judgment ye judge, ye shall be judged: and with what measure ye mete, it shall be measured to you again. (Matt. 7:2)

Write the things which thou hast seen, and the things which are, and the things which shall be hereafter. (Rev. 1:19)

That which is crooked cannot be made straight: and that which is wanting cannot be numbered. (Eccles. 1:15)

Now the things which I write unto you, behold, before God, I lie not. (Gal. 1:20)

How knoweth this man letters, having never learned? (John 7:15)

Acknowledgements

For we write none other things unto you, than what ye read or acknowledge; and I trust ye shall acknowledge even to the end. (2 Cor. 1:13)

Editing

He shall not search whether it be good or bad, neither shall he change it: and if he change it at all, then both it and the change thereof shall be holy; it shall not be redeemed. (Lev. 27:33)

For to this end also did I write, that I might know the proof of you, whether ye be obedient in all things. (2 Cor. 2:9)

Publication

Woe unto them that decree unrighteous decrees, and that write grievousness which they have prescribed. (Isa. 10:1)

I had many things to write, but I will not with ink and pen write unto thee. (3 John 1:13)

Moreover the LORD said unto me, Take thee a great roll, and write in it with a man's pen concerning Mahershalalhashbaz. (Isa. 8:1)

Now go, write it before them in a table, and note it in a book, that it may be for the time to come for ever and ever. (Isa. 30:8)

And the rest of the trees of his forest shall be few, that a child may write them. (Isa. 10:19)

Marketing

And I wept much, because no man was found worthy to open and to read the book, neither to look thereon. (Rev. 5:4)

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North Carolina Library Association

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Associate Professor, School of Library and Information Sciences, North Carolina Central University
Education: B.A., Fisk University, Nashville; M.L.S., University of Pittsburgh; Ph.D., University of Michigan
Honors/Awards/Offices: ALA: Social Responsibilities Roundtable, Coretta Scott King Taskforce, Coretta Scott King Jury (chair); AASL: Task Force on Competencies for Library Media Specialists in the Twenty-first Century, NCATE Committee Co-chair, Nominating Committee Chair, Intellectual Freedom Committee Chair, School Library Media Educators' Section, Executive Board, and Nominating Committee Chair; Durham County Juvenile Crime Prevention Council Secretary, and Parliamentarian; Durham County Library Board of Trustees Vice President, and 1996 Planning Task Force Chair; Durham County Literacy Council; National Council for Accreditation of Teacher Education (American Library Association-Appointed Representative) Chair; National Library Power Evaluation Project (Univ. of Wisconsin-Madison) Regional Coordinator, 1994-1998; North Carolina Department of Public Instruction Information Skills Curriculum Writing Committee 1997-1999; NCLA AIDS Materials Awareness Committee 1990-1997, Literacy Committee; NCTE: Storytelling Committee of N.C. 1959–; State Library Commission, 1991–.

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Reference Librarian and Resource Specialist for Classical Studies, Medieval and Renaissance Studies, and Psychology, Duke University Library
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Education: B.S., East Carolina University; M.S.L.S., UNC-Chapel Hill
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Honors/Awards/Offices: Beta Phi Mu.

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Honors/Awards/Offices: Who's Who in American Women; Margaret Ellen Kalp Fellowship Award, UNC-CH.

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Wired to the World

by *Ralph Lee Scott*

Bluetooth

Bluetooth is a new wireless technology that will be introduced over the next year or so. It is named after the 10th century Danish Viking King, Harald Blatand, or Blue tooth in English. It seems that Harald had a special affinity for blueberries, and without the power of baking soda, the results of his eating became permanent. Harald Blue tooth was a sort of 900s Garibaldi, who unified and Christianized Denmark. A contemporary inscription reads, "Harald the King ordered this monument to be raised in honor of Gorm his father and Thyra his mother, the Harald who won all Denmark and Norway and made the Danes Christians." Current day Bluetooth technology hopes to unite a number of portable cordless devices using small, portable, microwave radio links.

The Bluetooth Consortium of companies developed this wireless connection technology for portable computers, cordless phones, headsets, PDAs, MP3 players, and digital cameras. The Bluetooth Consortium consists of Toshiba, Lucent, Microsoft, Motorola, Nokia, Ericsson, IBM, Intel, and 3COM. Using the 2.4 Ghz unlicensed radio band, Bluetooth works over about a 33-foot range at speeds up to about 721 Kbps. It is not a replacement for USB or traditional cables, but rather an additional method of communicating between devices. If you are tired of looking at cable ends trying to find which one goes where, the Bluetooth will make your life easier. Imagine walking around your library being able to connect with your local area network, answer the telephone, or update your PDA, all at the same time. A Bluetooth chip can be mounted on a number of devices, including a PCMIA LAN card, or a regular PC Ethernet card, or in a cordless phone. A small plastic antenna pokes out of the card and a light emitting diode blinks when the device is transmitting and receiving data.

The first Bluetooth PC wireless card to come out has recently been introduced by Toshiba with the other members of the consortium set to release various products using the Bluetooth system later through the year 2002. The Toshiba card is inserted into the vacant PC slot, and then one has the joy of trying to get the software to work with the device. Hopefully this part of the system will get better with time. You of course need another Bluetooth device to communicate with. In a typical installation you would place Bluetooth cards in your network server, and any other devices (printers, computers, PDAs), within a 33 feet range. Bluetooth will not work as fast as traditional fiber optic technology, but has the obvious advantage of being wireless.

A good source of information on Bluetooth technology is the "bluetooth resource center" <at www.palowireless.com>. This center has information on publications, downloads, products, a newsletter, training, tutorials, and various FAQs. Bluetooth was originally developed by Ericsson and can be identified by a symbol (which I guess sort of represents two teeth?). Manufacturers hope that the cost of the chip will go down to as low as $5, but currently available Bluetooth cards cost around $199. This technology has important implications for libraries, both for staff and patrons. Besides making cables "old fashioned," the technology will enable patron-owned devices to connect with resources in the library. Patrons could download handouts, articles, schedules, and check for information online with these devices. Bluetooth has the potential for revolutionizing the way librarians and patrons use the Internet and technology. All we need is the vision to use this new technology.

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*Lagniappe (lăn-yăp´, lăn´ yăp´) n. An extra or unexpected gift or benefit. [Louisiana French]

North Carolina Department of Public Instruction's Jolly Good Fellows

by *Angela Leeper*

Admit it. When you browse through selection tools, have you ever wanted to be one of the reviewers who gets paid to evaluate a novel or Web site? What about when you receive the North Carolina Department of Public Instruction's (NCDPI) bimonthly publication, *InfoTech*, which recommends materials for North Carolina school libraries and supplemental materials for classroom use? As you read through it carefully at your school media center, school district central office, or curriculum library, have you ever wondered who reviews the print, audiovisual materials, software programs, and Web sites for North Carolina schools?

Each year since 1997, Evaluation Services of NCDPI has hosted two training workshops for school library media specialists, classroom teachers, curriculum specialists, technology coordinators, and other educators. These workshops teach them how to evaluate print, nonprint, and technology resources. The spring training targets language arts, social studies, and art educators — called Humanities Fellows — while the summer training focuses on science and mathematics educators — called Eisenhower Fellows. After receiving training, Humanities and Eisenhower fellows may begin reviewing resources for *InfoTech*.

When teachers become students

The training sessions are two-day workshops that take place at the Department of Public Instruction's Evaluation Services in Raleigh. Set in the location where *InfoTech* comes to life, the participants meet the Evaluation Services staff and see all of the materials that have been recommended in the last two years, as well as recently published and produced resources waiting for keen evaluators.

Since books and videos are the most familiar resources to educators, the first day of training focuses on evaluating these formats using Evaluation Services' established criteria. Participants learn to judge an item's accuracy, appropriateness, scope, organization, and its applications to the North Carolina Standard Course of Study. Even if a resource has won numerous awards, if it does not meet the North Carolina curriculum, it is not recommended by Evaluation Services. Of course, each format has its special considerations. Participants study a video's technical aspects and documentation, for example, and take into account a book's layout and design. Especially important are picture books' text and illustrations, which work together to send a message to young readers.

After an introduction to the review process, participants begin to apply the evaluation criteria to materials that have already been reviewed favorably. They usually discover — to their surprise — that they have missed strengths and weaknesses of some materials, and turn to the next resource with sharper eyes and a more in-depth analysis. Some disagreement concerning appropriate grade levels and applications usually arises. Evaluation Services welcomes this discussion because it demonstrates that no single resource is perfect for every educator and classroom and, therefore, evaluations must show a range of grade levels and instructional uses.

Upon completion of these exercises, participants delve into the recently published items. As they review materials on their own, some participants find — again, to their surprise – that simply relying on an author's or publisher's reputation alone does not ensure a resource's success in a school media center or classroom. The need for an established evaluation process becomes clear.

The second day of training centers on evaluating Web sites, both free and subscription-based. Previous workshops have given more emphasis to software programs, but with recent technology trends showing a drop in CD-ROM production and a rise in the research and development of online subscriptions, training sessions now reflect this change. Although electronic resources vary greatly from print resources, participants learn to apply similar evaluation criteria, including accuracy, appropriateness, scope, organization, and applications to the North Carolina Standard Course of Study. As would be expected, participants give technical aspects, such as navigation and visual features, a more thorough review. After reviewing free and subscription-based Web sites as a group, participants begin to evaluate them individually.

I know how to review materials

The Humanities and Eisenhower Fellows' workshops may sound like they are more applicable to novice educators; however, participant ratings after the trainings reveal that all educators benefit from them. John Brim, Section Chief

of Evaluation Services, explains, "The format of the workshops provides even experienced teachers a unique opportunity to learn a new approach to evaluating a variety of instructional resources." Since the participants view an assortment of resources in numerous formats, they learn to integrate these various formats into the curriculum.

The training also encourages educators to rethink how they are selecting and using resources. Participants take into account different student populations, such as at-risk or gifted and talented students, as well as various curriculum uses. A book becomes more than a research tool and Web sites no longer rest alone in a computer center. Participants consider uses such as whole-class instruction, cooperative learning, remediation, enrichment, independent study, leisure reading, or a combination of these. Cindy Taylor, a former Eisenhower Fellow and a media coordinator at R.J. Reynolds High School in Winston-Salem/Forsyth County, attests, "The requirement in the review process to suggest a curriculum use for the review item is the most challenging because it requires creative thinking to imagine any and all possible ways to highlight part of or all of the material, and it has allowed me to use items in ways I would not have thought of before."

What do educators gain from the workshop?

In addition to professional development, participants receive a myriad of benefits. To allow educators to attend the workshop, Evaluation Services reimburses them for their lodging, subsistence, and even their substitutes. Upon completion of the training, participants are awarded a one-year subscription to *InfoTech* and one CEU credit in technology.

Participants, as well as Evaluation Services staff, have appreciated the networking opportunities the workshops provide. Dan Sparlin, Technology Specialist and Webmaster for Evaluation Services, facilitates the evaluation of Web-based products, and finds that the training creates an atmosphere "to establish relationships with other educators who come from different backgrounds and working environments. The interchange of ideas under these circumstances is valuable for enhancing professional development."

Educators also enjoy the opportunity to review the newest resources available. Media specialists in particular appreciate the chance to see materials — especially new fiction books — before they purchase them. Cindy Taylor finds the training a "great way to make classroom teachers aware of the well-written young adult fiction titles that are available and are of high interest to reluctant readers."

Perhaps the most rewarding part of the workshop occurs after the training. If participants successfully complete the workshop, they may continue to review resources for *InfoTech* for one year and receive payment for their evaluations. All Fellows' reviews conclude with either the designation "A Humanities Fellow Review" or "An Eisenhower Fellow Review."

After one year, many participants find they have a knack for evaluating and remain with Evaluation Services as regular contractors. While on contract, educators are encouraged to use the materials with their students to obtain a more accurate reflection of strengths and weaknesses. "I have enjoyed contracting reviews from DPI since my [Humanities] training session and am constantly amazed at the variety and timeliness of the materials I am sent," says Cindy Barlowe, Media Coordinator at Hibriten High School in Caldwell County.

What does Evaluation Services gain?

For over 30 years, Evaluation Services has maintained a rigorous set of criteria for evaluating resources. With trained evaluators who are objective and accurate, they continue to publish reviews that are consistently high-quality. *InfoTech*, therefore, remains a reliable source for collection development in North Carolina school libraries and classrooms.

Sign me up!

The 2001 Humanities Fellows training will take place March 29-30, 2001.* The 2001 Eisenhower Fellows training will be held in the summer of 2001 (dates to be determined). To be considered for a Humanities or Eisenhower Fellows Training, candidates must fill out an application form. Application forms for the Humanities training were mailed with the November 2000 *InfoTech*; applications for the Eisenhower training will be mailed with the March 2001 *InfoTech*. For the first time, online applications are available in the "Media/Technology Zone" and the "Teacher Zone" at NC WISEOWL <www.ncwiseowl.org>. To attend, participants also must have written permission from their principal, and must complete a one-page essay that explains their interest in attending the workshop.

For more information on the Humanities and Eisenhower Fellows training, contact John Brim, Section Chief of Evaluation Services, at 919-807-3288 or by e-mail at <jbrim@dpi.state.nc.us>.

**Note:* Due to state budget shortfall, NCDPI Humanities Fellows training has been postponed.

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North Carolina Books

Dorothy Hodder, Compiler

The June 1999 issue of *USBanker* magazine reported that North Carolina is at the top of the ranking of states with the most banking assets. This is a far cry from 1804, when the General Assembly of the Tar Heel state at last recognized the need to establish banks within its borders. North Carolina was the last of the original states of the Union to do so.

The Bank of Cape Fear of Wilmington, North Carolina tells the story of one of the earliest banks in North Carolina. (The Bank of Newbern was technically chartered a few days after that of Cape Fear, but was the first bank actually to do business in North Carolina. This bank did not attain the status of Cape Fear, however, and was liquidated in 1835.) The Bank of Cape Fear received its charter on December 17, 1804, and remained in business 60 years, more than twice as long as any other antebellum bank in North Carolina.

Robert S. Neale.

The Bank of Cape Fear of Wilmington, North Carolina.

Wilmington, N.C.: Lower Cape Fear Historical Society, in association with the author, 1999. 130 pp. $15.00. ISBN 0-9673815-2-5.

For his research, photographer, numismatist, and amateur historian Robert Neale relied heavily on books, manuscripts files, and documents from the North Carolina Room of New Hanover County Public Library and the files of the Lower Cape Fear Historical Society. The project is clearly an outgrowth of his interest in collecting obsolete bank notes, a fascinating subspecialty within numismatics, which informs the history in interesting ways. For example, he reports some unusual denominations such as three-, four-, six-, seven-, eight-, and nine-dollar notes. Some color plates of the currencies are included, with speculation on the reasons for their circulation.

Neale interweaves a rich sampling of local history and biography along with numismatic lore and banking matters. Devastating fires and disease played a significant role in Wilmington's history, due to the "close proximity of wooden structures, open fires, and relatively primitive medical practices." The Bank of Cape Fear was touched by these events throughout its history. Losses from an early morning fire in November 1819 approached $1 million, and included the estate of the Bank's third President, John London. In 1840 a blaze that began in a dry goods store bridged the street and "substantially damaged the bank's exterior." Epidemics of yellow fever in 1821 and 1862 took the lives of many citizens in Wilmington, affecting the local economy and many of the bank's customers. A fascinating story is that of Charles Jewkes Wright, the eldest son of the Bank's second President, Judge Joshua Grainger Wright. Charles, a twenty-nine year old attorney, contracted the fever in 1821 during a brief trip into town to retrieve some papers from his law office, and died shortly after. Nearly forty years later a "spiritualistic medium" came to Wilmington to give a series of séances, and it is reported that Charles "made contact" with his nephew during one of these.

The date of the actual closing of the Bank of Cape Fear is unclear. Some evidence suggests that regular operations ceased in 1866, with private debt settlement continuing into 1868. This would be the end of the story but for the Bank's Salem Branch, which, through a series of events recounted in this volume, ultimately became part of today's Wachovia Corporation.

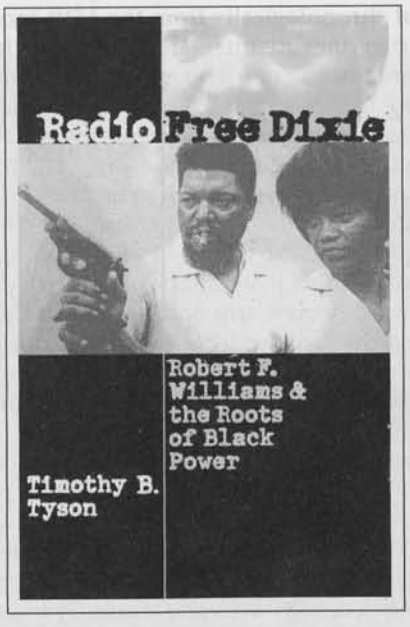
The history of this important early bank also intersects with the histories of a number of other North Carolina cities and towns. In addition to Wilmington, the Bank of Cape Fear established agencies or branches at various times in Fayetteville, Raleigh, Salisbury, Hillsboro, Salem, Washington (N.C.), Raleigh, Greensboro, and Asheville. Both the historical and numismatic content of this slim volume make it a reasonable choice for academic and larger public libraries.

— Bryna Coonin
East Carolina University

Timothy B. Tyson.

Radio Free Dixie: Robert F. Williams and the Roots of Black Power.

Chapel Hill: University of North Carolina Press, 1999.
416 pp. Cloth, $29.95. ISBN 0-8078-2502-6. Paper, $16.95.
ISBN 0-8078-4923-5.



In the midst of the Cold War crisis of the 1960s, Americans who tuned in their radios on Friday evenings expecting to catch the news or weather might instead have heard "Radio Free Dixie," a program produced in Fidel Castro's Cuba, featuring the voice of Robert F. Williams. Williams, a Black radical from North Carolina and an active member of the Fair Play for Cuba Committee, had fled the country in the midst of racial violence following attempts to carry out peaceful demonstrations in Monroe.

Tyson's compelling central thesis, that Robert Williams's "armed self defense" operated side by side and in uneasy partnership with legal efforts and nonviolent protests on behalf of civil rights, adds a fresh perspective to studies of the era. Tyson reveals the gun-wielding ex-Marine as an example of "an indigenous current of militancy" among African Americans, willing to defend home and community by force if necessary. When justice by white supremacist government failed African Americans, Williams and others like him asserted "the American tradition of armed resistance to tyranny."

In practice Williams, one of the most notorious Black militants of his time, sought to perpetuate a strategy of nonviolent protest that was little different from that of Martin Luther King, Jr. and other liberal activists, and avoided outright bloodshed where possible. His larger significance was giving hope and courage to African Americans caught up in the arduous and frequently violent process of reforming the South's Jim Crow tradition. Tyson sees this as laying the groundwork in communities like Monroe for Black Power, which altered and transformed the Black freedom movement after the mid-1960s.

Tyson attempts to get outside the standard interpretations of the civil rights movement as having been won by the nonviolent strategy of Martin Luther King, Jr. and his supporters. In spite of its strengths and the literary quality of its prose, his study does little to put the Robert Williams story into the perspective of the victories won by liberal civil rights leaders. Williams, who anticipated the approach of later Black nationalists such as Stokely Carmichael, Albert Cleage, and Louis Farrakhan, was not a black Geronimo plotting bloody guerilla raids, but an authentic American hero who asserted values consistent with the American Revolution, drawing upon "violence as a vehicle of liberation" in response to White terrorism. It is a fact, however, that mainstream figures such as King, Roy Wilkins, North Carolina's Kelly Alexander, and a host of others openly opposed the militant from Monroe and regarded him as a threat. Unfortunately, Tyson does little to explain the reasons for this or to illuminate the true political role of such figures as Jesse Helms, the state's right-wing nemesis.

Tyson's rhetoric will seem familiar to contemporary readers steeped in recent criticism of the liberalism of the 1960s. King is described as a Black "prince" out to suppress and discredit Robert Williams; Arthur M. Schlesinger, Jr. is a "court intellectual" for JFK; Governor Terry Sanford viewed Monroe as a "time bomb ticking" and called out the state patrol to protect the Klan from Williams's well-armed forces. Cold War-era liberals, says Tyson, were guilty of helping to foster an "unquestioning acceptance of U.S. foreign policy." It seems unfortunate that over 36 years after the passage of the Civil Rights Act of 1964, this book should provide so little perspective on the movement that made it possible. Tyson snipes at 1960s liberals, while suggesting that White extremism, imminent race war, Black nationalism, and Black Power became the inevitable, central, and defining developments of the civil rights age. Historians may hope for other books to complete the picture of Williams, whom J. Edgar Hoover (as Tyson briefly acknowledges) regarded as a primary tool to discredit his opponents. This book is appropriate for public and academic libraries.

—John L. Godwin
Wilmington, N.C.

Reading Lynne Hinton's debut novel is like visiting with old friends. Set in Hope Springs, North Carolina, *Friendship Cake* is a warm novel that combines women's friendships and their recipes.

The story centers on five friends who decide to undertake a church cookbook to raise funds for the Hope Springs Community Church, as well as to revive the Women's Guild, which is dwindling away. The cast of colorful characters includes Charlotte Stewart, freshman pastor, who experiences the joys and trials of a first congregation; no-nonsense widow Margaret Peele; the sometimes acerbic Louise Fisher; Jessie Jenkins, the only African American in an otherwise all-white church; and loyal but sometimes interfering Beatrice Newgarden.

Humor and touching moments run throughout the book. Each character is introduced in her own chapter, with the recipe that she contributes. The lessons learned revolve around more than the completion of the cookbook, as the women and church face contemporary issues of small town life including biracial marriages, homosexuality, and the devastation of Alzheimer's. As these women assemble their cookbook, they also come together as they make sense of their past and present. The story reflects the solace, support, and strength that they find in their faith and friendships.

Lynne Hinton.

Friendship Cake.

New York: HarperCollins, 2000.
210pp. $20.00. ISBN 0-688-17147-8.

The recipes that open each chapter add authentic flavor to the story, with delectable Southern foods, including sweet potato casserole, prune cake, pecan pie, banana pudding, and corn relish. The book ends with the true ingredients for Friendship Cake.

Author Lynne Hinton is the pastor of the First Congregational United Church of Christ in Asheboro, North Carolina. Although this is Hinton's first novel, she has written several other books about religion. A portion of the proceeds goes to Hospice of Alamance-Caswell Counties.

Recommended for all collections where books by Jan Karon are popular.

—Joan Sherif
Northwestern Regional Library

In *The Balm of Gilead Tree*, Robert Morgan has gathered together seventeen short stories, tales of people and place and circumstance that make the reader feel both kinship with and grateful distance from the central characters. Arranged chronologically from the 16th century to the present day, the ten new stories and seven earlier ones are integrated seamlessly into a whole that tells of people's relationship with those around them, friend and foe, and with their world.

"The Tracks of Chief de Soto," the opening title, is a young woman's observation of the coming of the White man to her isolated native village and of the gradual changes which followed; the "tracks" of the title refer not only to marks made on the earth. The closing story, "The Balm of Gilead Tree," is a man's observation of a terrible airplane crash and his actions and reactions among the wreckage, the dead, and the Balm of Gilead trees. In between are tales of the hopeful and the fallen, of soldiers in many wars and their families, of people's lives and deaths. "Dark Corner" is the story of a family's desperate trip home to North Carolina and the unexpected help they receive from the people of the dangerous town of Chestnut Springs. "Sleepy Gap," set during Prohibition, describes one man's crime, punishment, and rehabilitation as seen by another prisoner.

Robert Morgan.

The Balm of Gilead Tree: New and Selected Stories.

Frankfort, KY : Gnomon Press, 1999.
344 pp. Paper, $17.95. ISBN 0-917788-73-7.

Some of the stories are linked together by place, time, and character — stories building upon one another to present a fuller picture of the events taking place. "A Brightness New & Welcoming" is a soldier's story of what could be called "life" in a Civil War prison camp. Preceding it is "Little Willie," a story about the fugitive slave boy a family saves and tragically loses. Following it is "Pisgah," narrated by a boy who could be the child of the prisoner of war in "Brightness." Another trio of war stories is "Murals," "The Welcome," and "Tailgunner," which take place during World War II and show the progression of events from the draft, to the homecoming of a prisoner of war, to the reminiscences of a veteran who was the lone survivor of a plane crash.

Robert Morgan covers every imaginable scenario in this collection, writing in a way that invites you to observe his characters and their lives and leaves you hoping for them and aware of the place their story has in your own life.

—Joan Ferguson
University of North Carolina at Chapel Hill

"They'd stuck a little pink Post-it note on my head: A Born Loser. Sarah and Hannah meant it for a joke, to get the last word. But I couldn't bear for them to think that, even for a joke."

Titania Gentry believes that if she records her life story, her daughters will see her not as a "born loser" but as a person of character, adventure, and ideas. Although Titania never writes a word in the account ledger purchased for this job, her attempt stirs memories of her thirteenth year, the year she learned to twirl a fire baton. This reminiscence is the heart of Heather Ross Miller's novel *Champeen*.

Titania is the daughter of a beautiful, self-centered mother and an alcoholic, womanizing father. At age thirteen she enters adolescence and forms a crush on Sebastian McSherry, an injured war veteran living with his aging father. She also attends piano lessons insisted upon by her mother. Though Jane wants Titania to achieve the celebrity she never did, her daughter's goal is as independent as the child herself: Titania wants to become a champeen fire-baton twirler.

Heather Ross Miller.

Champeen.

Dallas: Southern Methodist University Press, 1999.
285 pp. $19.95. ISBN 0-87074-446-1.

Heather Ross Miller presents a wonderful, realistic coming-of-age novel that summons sympathy, embarrassment, and admiration for her heroine. Miller easily slips between Titania's 13-year-old voice and her 43-year-old voice. This technique allows a deeper understanding of the character and the effects her childhood had on her adult life.

Set in Miller's own hometown of Badin, North Carolina, the story reflects small-town life in the 1940s. Most of the characters in the novel, including Titania's friends Carol Jean Spence, Erskine "Sonny" Kelly, and the heroic "Sabby" McSherry, are wonderfully engaging. Titania herself is a remarkably rich character, and her determination and confidence are admirable and endearing. Titania's father Franklin, on the other hand, appears in the narrative only to have an affair or drink copious amounts of whiskey, and the deeper side of his personality is not fully explored.

Miller currently teaches at Washington and Lee University and is the author of fourteen books of poems, short stories, novels, and essays. Her experience is reflected in her elegantly constructed prose and her effective use of first person narration. The work explores issues relevant to any reader who has lived through adolescence and later reflected upon it. Though the book is aimed at older readers, it is appropriate for high school and public libraries. Because of its setting and its detailed portrait of Badin's residents, the work is also suited for libraries interested in the collection of southern literature.

— Laura Young Baxley
The University of North Carolina at Chapel Hill

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Peter F. Stevens.

Rebels in Blue: The Story of Keith and Malinda Blalock.

Dallas, TX: Taylor Publishing Co., 2000.
254 pp. $24.95. ISBN 0-87833-166-2.

North Carolina, 1860s: to fight for the Confederacy or the Union? North Carolinians felt great reluctance to secede with the other Southern states, due to strong economic ties to the North. Also, North Carolinians did not have strong class ties to the Southern plantation and slave owners—most were poor white subsistence farmers. The state provided one-fourth of the Confederacy's draftees, but because of public sentiment it saw the highest rate of desertion of all Southern states.

Reluctance to fight for the Confederacy, desertion, and even changing of loyalty to the Union side was exhibited by many North Carolinians like William McKesson Blalock, a.k.a. Keith Blalock. *Rebels in Blue*, a biographical account of Blalock's struggles to remain true to his Union feelings while protecting his family from retribution by local Confederates, is a strong portrayal of an individual who acted as a Unionist guerilla.

Blalock began the war by being forced away from his new wife, into a Confederate uniform. But as Keith was a strong person, so was his wife, Malinda Pritchard Blalock. She shaved her head and put on men's clothing to join her husband. Because of pressures from their mountaineer neighbors, they both put on Confederate uniforms against their Unionist beliefs, but at the earliest possible moment they contrived ways to get discharged. Returning to their mountain home, they began ferrying escaped Union prisoners over the mountains to safety. As the war continued, the two got further drawn into the Union cause, to the point where Keith was commanding men who were raiding Confederate strongholds in the North Carolina mountains.

Peter Stevens has done a good job of painting Keith Blalock as a man consumed with his family, their Unionist leanings, and any slight brought against them. Keith is not a hero in any sense as he seeks revenge against former neighbors and retribution for perceived slights. This work gives a sense of how cruel and personal the Civil War was to North Carolinians. The author has done much research, using letters and personal accounts from contemporary individuals. The extensive bibliography and the index are two useful resources. One drawback is in the editing — on numerous occasions, errors in the citation of a year break the reader's stride .

This work would be good for any public or academic library, or any collection interested in Civil War history and the history of North Carolina.

— Caroline Keizer
University of North Carolina at Chapel Hill

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Charles W. Wadelington and Richard F. Knapp.

Charlotte Hawkins Brown and Palmer Memorial Institute; What One Young African-American Woman Could Do.

Chapel Hill: The University of North Carolina Press, 1999. xvi, 303 pp. Cloth, $39.95. ISBN 0-8078-2514-X. Paper, $16.95. ISBN 0-8078-4794-1.

On I-85/40, just east of Greensboro, is a sign directing travelers to the exit for the Charlotte Hawkins Brown Memorial historic site. Who was she, you may wonder, and why does she rate a historic site?

Charlotte Hawkins Brown and Palmer Memorial Institute answers those questions. Both authors are well qualified on their subject. Charles Wadelington is the minority interpretations specialist for the North Carolina Historic Sites Section and the acknowledged authority on Brown. Richard Knapp, the Section's curator of research, has written several books on North Carolina history topics.

Proceeding chronologically, the book begins with the birth of Charlotte Hawkins Brown in 1883 in Henderson, NC, and ends with the closing of Palmer Memorial Institute in 1971. In 1901 the eighteen-year-old Brown arrived in Sedalia, NC, on the train from Massachusetts, to teach at Bethany Institute (soon to become Palmer Memorial Institute), run by the American Missionary Association (AMA). From that time forward she devoted her life to Palmer to such an extent that the two became synonymous. This book, then, is at once a history of Palmer and a biography of Brown.

When the AMA decided to close Bethany a year after Brown's arrival, she inaugurated a lifelong fundraising venture that enabled her to expand the school from one dilapidated classroom building to a campus of several buildings, while increasing enrollment from 50 students to more than 200. She was by all accounts outstanding at raising funds, first from wealthy white businessmen in the North and later from Greensboro residents and other Southerners, both Black and White. Her persuasiveness and persistence were the keys to her success.

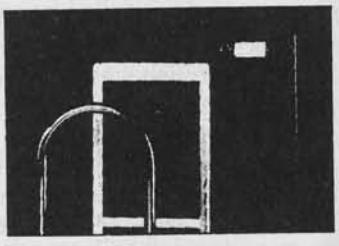
Brown held strong opinions about education for African Americans. She believed that they should be taught classical and scientific subjects, and educated spiritually, morally, and mentally. She slowly changed the focus of her school, developing one of the finest preparatory schools for African Americans in the nation amid the suspicions of Whites and African Americans alike. By the late 1940s the student body consisted of Black youth from 31 states and four foreign countries, many from the country's wealthiest families.

Wadelington and Knapp note that Brown believed God would guide her aright in realizing her dream of providing an excellent education for African Americans. Her dignified and cultured mien gained the respect of those whom she met. Frequently invited to lecture, she spoke in 47 states and Washington, D.C., on racial uplift, character, and education. She wrote two books, the most famous of which was *The Correct Thing to Do—To Say—To Wear.*

Two other full-length biographies of Brown exist. Diane Silcox-Jarrett wrote *Charlotte Hawkins Brown: One Woman's Dream* in 1995. Based on interviews with Brown's friends and former students, it is, as the author states, "a creative nonfiction piece, based on fact with the creative part coming into the development of particular scenes." *The Lengthening Shadow of a Woman*, by Constance Hill Marteena, "is for young people, especially those who may be discouraged." Written in 1977, it focuses specifically on Brown's life.

Charlotte Hawkins Brown was a remarkable woman whose accomplishments were astounding, particularly during the Jim Crow era in the South. This well-researched, comprehensive book is generously illustrated with photographs and includes a chronology, copious notes, a bibliography, and index. It will be a welcome addition to public and academic libraries, strengthening their holdings of biographies, North Carolina history, and materials on African Americans.

—Joline R. Ezzell
Duke University Library



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Other Publications of Interest ...

Works of fiction include *License My Roving Hands: Poems and Stories* by 85-year old Juanita Tobin of Blowing Rock. (2000; Parkway Publishers, Inc., PO Box 3678, Boone, NC 28607; 57 pp.; paper, $10.00; ISBN 1-887905-26-X.)

Ruth Layng has turned the love affair between her mother-in-law, a Zionville, North Carolina, mountain girl, and father-in-law, an Irishman serving in the Canadian army in World War I, into a novel called *Letters From James: A High Country Love Story.* (2000; Parkway Publishers, Inc., PO Box 3678, Boone, NC 28607; 349 pp.; paper, $19.95; ISBN 1-887905-23-5.)

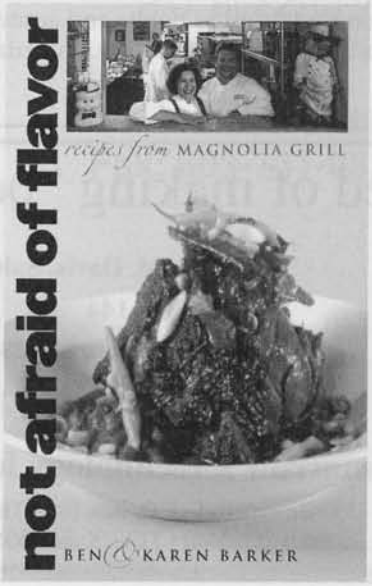
Alyson Hagy describes life along the Outer Banks in *Graveyard of the Atlantic,* a collection of short stories. (2000; Graywolf Press, 2402 University Ave, Suite 203, Saint Paul, MN 55114; 186 pp.; paper, $14.00; ISBN 1-55597-301-9.)

Michael McFee follows his fine anthology of North Carolina poetry, *The Language They Speak Is Things to Eat,* published in 1994, with *This Is Where We Live: Short Stories by 25 North Carolina Writers.* He has featured stories by a "rising generation" of Tar Heels, giving the state's libraries a number of new names to watch. (2000; The University of North Carolina Press, PO Box 2288, Chapel Hill, NC 27515-2288; 278 pp.; cloth, $29.95; ISBN 0-8078-2583-2; paper, $16.95; ISBN 0-8078-4895-6.)

A young girl watches her uncle, a Presbyterian minister, challenge old beliefs and traditions in Job's Corner, North Carolina, during the Civil Rights movement in Patricia Sprinkle's *The Remember Box.* (2000; Zondervan Publishing House, 5249 Corporate Grove, SE, Grand Rapids, MI 49512; 412 pp.; paper, $11.99; ISBN 0-310-22992-8.)

John Foster West, Emeritus Professor of English at Appalachian State University, won the Appalachian Consortium Fiction Award for his third novel, *The Summer People.* It tells the story of a young widow who spends a summer alone in Watauga County, courted by two very different men, and making the choice of a new way of life for herself. (2000; Parkway Publishers, Inc., PO Box 3678, Boone, NC 28607; 243 pp.; paper, $14.95; ISBN 1-887903-27-8.)

Sallie Bissell weaves a tale of suspense and psychological terror *In the Forest of Harm.* Mary Crow, tough young prosecutor from Atlanta, goes hiking in her native North Carolina mountains with two close women friends. A vengeful relative of one of her convicts is only one of the predators stalking the trio. Think *Deliverance.* (2001; Bantam Books, 1540 Broadway, New York, NY 10036; 305 pp.; cloth, $21.95; ISBN 0-553-80128-7.)



Amy Rogers, Robert Inman, and Frye Gaillard have edited *Novello: Ten Years of Great American Writing,* an anthology of essays and stories celebrating the 10th anniversary of Charlotte's well-known literary festival. Twenty-five authors who have read at the festival are represented, including Pat Conroy, Lee Smith, Charles Kuralt, and many other favorites. Many of the selections appear here in print for the first time. (2000; published by the Public Library of Charlotte & Mecklenburg County in association with Down Home Press, distributed by John F. Blair, Publisher, 1406 Plaza Drive, Winston-Salem, NC 27103; 348 pp.; paper, $16.95; ISBN 1-878086-87-1.)

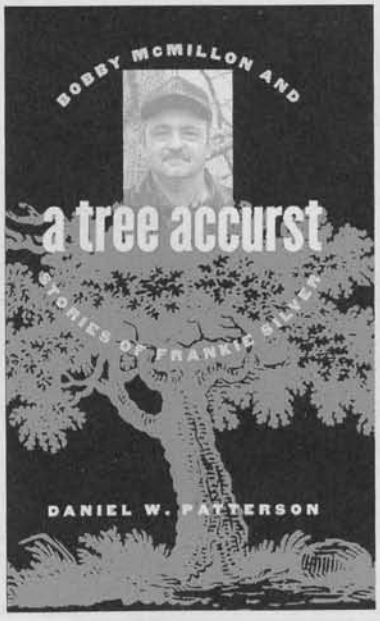
Literary historians and critics will already be aware of Thomas Wolfe's *O Lost: A Story of the Buried Life,* published under the guidance of Maxwell Perkins as *Look Homeward, Angel.* The original text has been established and restored by Arlyn and Matthew J. Bruccoli for the centenary of Wolfe's birth. (2000, University of South Carolina Press, 937 Assembly St., Carolina Plaza, 8th Floor, Columbia, SC 29208; 736 pp.; cloth, $29.95; ISBN 1-57003-369-2.)

Shedding further light on the career of Thomas Wolfe, Matthew J. Bruccoli and Park Bucker have edited *To Loot My Life Clean: The Thomas Wolfe-Maxwell Perkins Correspondence.* (2000; University of South Carolina Press, 937 Assembly St., Carolina Plaza, 8th Floor, Columbia, SC 29208; 340 pp.; cloth, $29.95; ISBN 1-57003-355-2.)

Donald Davis, prolific and well-loved North Carolina storyteller, gives us five more tales about his mountain boyhood in *Ride the Butterflies: Back to School With Donald Davis.* (2000; August House Publishers, Inc., PO Box 3223, Little Rock, AR 72203; 94 pp.; paper, $4.95; ISBN 0-87483-606-9.) Davis promotes the value of story telling as a teaching tool in *Writing As a Second Language: From Experience to Story to Prose* (2000; August House Publishers, Inc., PO Box 3223, Little Rock, AR 72203; 139 pp.; paper, $11.95; ISBN 0-87483-567-4.)

Two beautiful cookbooks: Robbin Gourley's *Sugar Pie & Jelly Roll: Sweets from a Southern Kitchen,* features 65 dessert recipes from her rural North Carolina childhood, illustrated with watercolor sketches. (2000; Algonquin Books of Chapel Hill, PO Box 2225, Chapel Hill, NC 27515-2225; 128 pp.; cloth, $18.95; ISBN 1-56512-275-5.) Ben and Karen Barker share over 125 recipes from their Durham restaurant in *Not Afraid of Flavor: Recipes from Magnolia Grill,* lavishly illustrated with color photographs of their raw materials and finished products. (2000; The University of North Carolina Press, PO Box 2288, Chapel Hill, NC 27515-2288; 253 pp.; cloth, $29.95; ISBN 0-8078-2585-9.)

Betty Leighton reviewed books for the *Winston-Salem Journal* for 30 years. She picked 160 for *Books Enough & Time: Selected Reviews 1970-2000*. The book is divided into sections on prize winners, books that can be read at a sitting, mysteries, first novels, excellence, world authors, Southern writers, biographies of writers, and favorites. While it should be a unique and useful tool for book clubs, librarians will wish for an index. (2000; Wildwood Press, 2516 Village Trail, Winston-Salem, NC 27106; 389 pp.; $25.00; ISBN 0-9670974-1-X.)

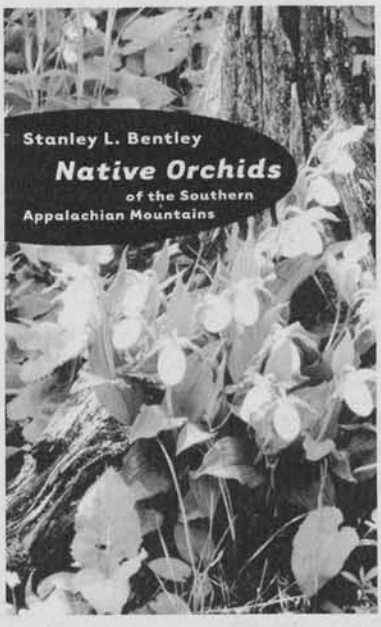


For the outdoor types, C. Franklin Goldsmith III, Shannon E. G. Hamrick, and H. James Hamrick, Jr. have picked *The Best Hikes of Pisgah National Forest*. The pocket-sized guide is indexed, and includes small maps. (2000; John F. Blair, Publisher, 1406 Plaza Drive, Winston-Salem, NC 27103; 264 pp.; paper, $14.95; ISBN 0-89587-190-4.)

Judie Lawson Wallace and Ken Putnam, Jr. have mapped 56 *Great Bike Rides In and Around Winston-Salem*, ranging from one to 70 miles in length. (2000; John F. Blair, Publisher, 1406 Plaza Drive, Winston-Salem, NC 27103; 268 pp.; paper, $12.95; ISBN 0-89587-198-X.)

Allen De Hart offers the first comprehensive guide to *Hiking North Carolina's Mountains-to-Sea Trail*, nearly 1000 miles of designated and planned hiking trails and bicycle paths connecting Clingman's Dome to Jockey's Ridge. The detailed guide includes a great deal of information about the surrounding terrain and its history, making it a little heavy for the pack. (2000; The University of North Carolina Press, PO Box 2288, Chapel Hill, NC 27515-2288; 371 pp.; paper, $18.95; ISBN 0-8078-4887-5.)

Stanley L. Bentley's beautifully photographed *Native Orchids of the Southern Appalachian Mountains* is the perfect excuse to hike the mountains. The authoritative guide includes charts on flowering periods, range maps for each flower, glossary, bibliography, and index, all reflecting the author's 25 years of studying orchids. (2000; The University of North Carolina Press, PO Box 2288, Chapel Hill, NC 27515-2288; 235 pp.; cloth, $39.95; ISBN 0-8078-2563-8; paper, $24.95; ISBN 0-8078-4872-7.)



Frank Meacham covers over 100 *Public [sic] Owned Campgrounds in North Carolina*, from the mountains to the sea. (2000; Frank Meacham, 5109 Forest Oaks Drive, Greensboro, NC 27406; 220 pp.; paper, $18.95; ISBN 0-9673362-0-1.)

The Secret Lives of Fishermen: More Outdoor Essays by Jim Dean follows *Dogs That Point, Fish That Bite*. Dean writes a column on "Our Natural Heritage" for *Wildlife in North Carolina*, where 39 of these pieces originally appeared. (2000; The University of North Carolina Press, PO Box 2288, Chapel Hill, NC 27515-2288; 163 pp.; cloth, $24.95; ISBN 0-8078-2580-8.)

Jamie Cox has answered a lot of car trip questions in *Talking Turkey: And Other Stories of North Carolina's Oddly Named Places*. They are all listed in the Table of Contents, but unfortunately for the reference librarian, the book is not indexed. (2000; Down Home Press, PO Box 4126, Asheboro, NC 27204; 183 pp.; paper, $14.95; ISBN 1-878086-82-0.)

Daniel W. Patterson digs deep into North Carolina folklore in *A Tree Accurst: Bobby McMillon and Stories of Frankie Silver*. McMillon is an Appalachian singer and storyteller, one of many who have kept the story of the Silver murder fresh for nearly 170 years. (2000; The University of North Carolina Press, PO Box 2288, Chapel Hill, NC 27515-2288; 240 pp.; cloth, $49.95; ISBN 0-8078-2564-6; paper, $18.95; ISBN 0-8078-4873-5.)

Ralph E. Lentz II is the author of *W.R. Trivett, Appalachian Pictureman: Photographs of a Bygone Time*. Trivett was a farmer and a self-taught professional photographer from Watauga County, living between 1884 and 1966. Ninety of his photographs of "the other Appalachia" are studied in this volume. (2001; McFarland & Co., Box 611, Jefferson, NC 28640; 176 pp.; paper, $35.00; ISBN 0-7864-0927-4.)

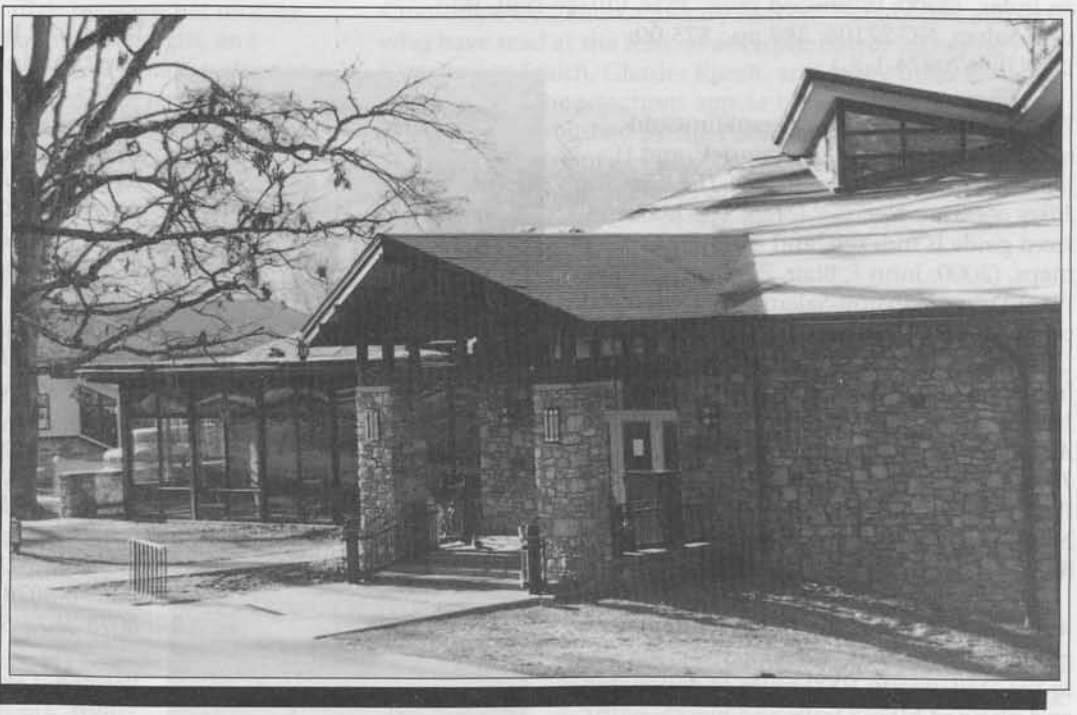
Ralph W. Johnson, a self-described Scotch-African barber in Davidson, tells his life's story in *David Played a Harp*. Now in his 90s, Johnson made headlines when Davidson College faculty and students demanded that he desegregate his shop in 1967. (2000; Blackwell Ink, PO Box 434, Davidson, NC 28036; 450 pp.; $24.95; ISBN 0-9702713-0-1.)

C. Daniel Crews and Lisa D. Bailey are the editors of the recently published *Records of the Moravians in North Carolina*, Volume XII, 1856-1866 (2000; North Carolina Division of Archives and History, 109 E. Jones St, Raleigh, NC 27601-2807; paginated 6212-6765; cloth $40.00; ISBN 0-86526-290-X.)

Two new editions of useful legal guides are William A. Campbell's *Notary Public Guidebook for North Carolina*, 8th ed. (2000; Institute of Government, CB# 3330 Knapp Building, UNC-CH, Chapel Hill, NC 27599-3330; 106 pp.; paper, $12.00; ISBN 1-56011-382-0) and David M. Lawrence's *Local Government Property Transactions in North Carolina*, 2nd ed. (2000; Institute of Government, CB# 3330 Knapp Building, UNC-CH, Chapel Hill, NC 27599-3330; 225 pp.; paper, $26.00; ISBN 1-56011-366-9.)

in View of . . .

The ***Shelley Mueller Pew Learning Center-Martha Ellison Library*** of **Warren Wilson College** was renovated and expanded in 1999. The expansion, on the left side of the entrance, provides a late-night study area for students that is accessible through a separate door.



A computer-free loft above the book stacks serves as a quiet area for reading, reflection, and study.

The new 7,500-square foot ***Fairview Branch Library of the Asheville-Buncombe Library System*** opened in 1999. The library proper is on the left of the photo, with the main lobby in the middle, and a community room with separate entrance on the right. The cost-efficient design of the library allows for later expansion into the patio behind the building.

With the exception of the director's office, the library contains no interior walls. Changing ceiling heights provide a separate children's area, seen to the right in the photo below.

Thanks to Farrell + Hargrove, the architectural firm that designed both of these projects, for the above photographs. If you have suggestions for photographs of library buildings or activities that could be shared with others through this column, please contact Joline Ezzell at (919) 660-5925 or <joline.ezzell@duke.edu>.

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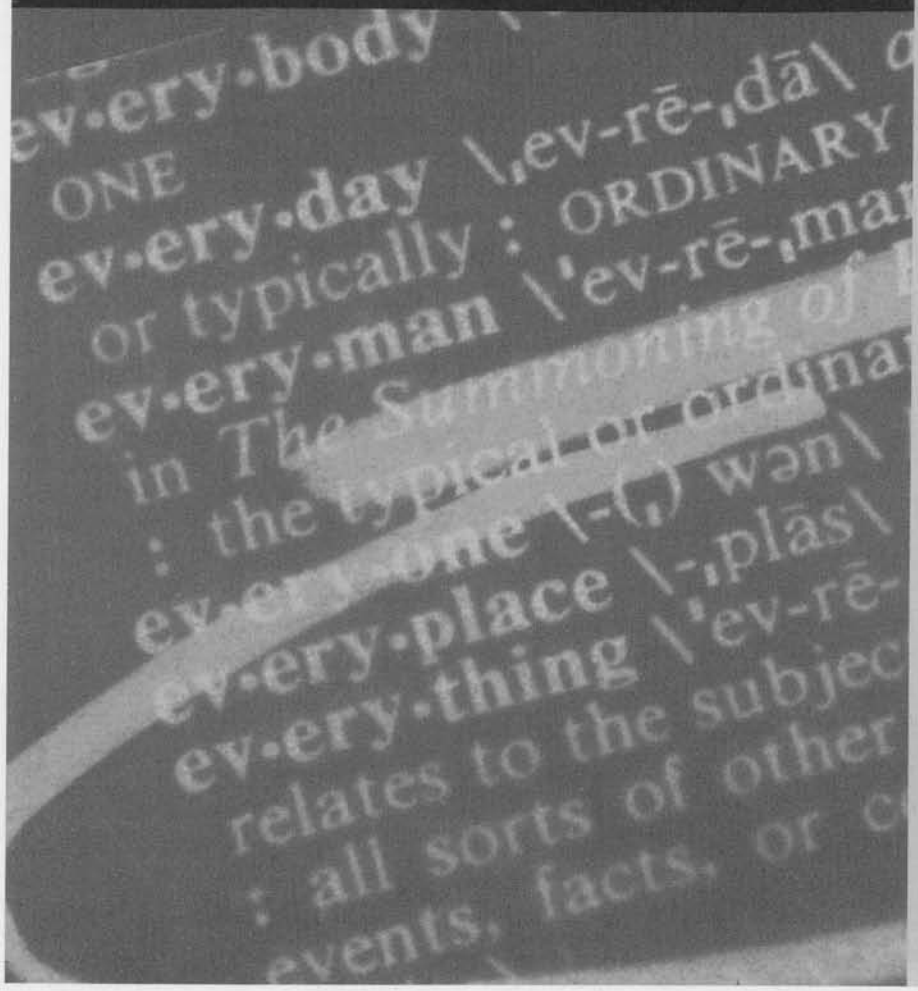

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North Carolina Library Association
Minutes of the Executive Board

January 26, 2001

Durham Public Library

Attending: Al Jones, Ross Holt, Sue Cody, Diane Kester, Philip Banks, Phil Barton, Theron Bell, Pauletta Bracy, Terry Brandsma, Ann Burlingame, Robert Canida, Bao-Chu Chang, Dale Cousins, Martha Davis, Joline Ezzell, Dave Fergusson, Carol Freeman, Paula Hinton, Elizabeth Laney, Teresa McManus, Carrie Nichols, Peggy Quinn, Patrick Valentine, Laura Weigand, Bobby Wynn, John Zika, and Maureen Costello.

Welcome and Call to Order: President Al Jones called the meeting to order at 10:15.

Approval Of Minutes: The minutes of the October 20, 2000 meeting were approved as written. The minutes can be found at <http://www.mindspring.com/~ncla/nclaoct.pdf>.

President's Report:
Full report: <http://www.mindspring.com/~ncla/jan2001/pres2001.pdf>.
Al Jones expressed his thanks for the support he received from the membership during his recent "cardiac adventure." His surgery went well, and he is recuperating slowly but surely. He reported that the revitalization of the school librarians' section has not yet come about. No one has come forward to take chair or vice chair positions, but we will wait to see if someone comes forward later. The money in the NCASL account will remain there for now. Al received a note from the officers of the new North Carolina School Library Media Association and has corresponded with Karen Gavigan and Jackie Pierson about continuing to collaborate on the North Carolina Children's Book Award. The Endowment Committee is coming together for aggressive fundraising for the endowment. Al is working to revitalize the Library Paraprofessional Association. Meralyn Meadows, the association's first chair, has agreed to work with the section, including assisting with programming for the biennial conference. Finally, Al reported that Floyd relief continues. It will take years for affected libraries to recover.

Treasurer's Report:
Computer problems prevented a printed report, but the Treasurer's Report will appear on the webpage as soon as data can be restored.

Section/Roundtable Reports

Children's Services Section:
Full report: <http:/.www.mindspring.com/~ncla/jan2001/CSS.htm>.
Chair Ann Burlingame thanked Diane Kester for assistance in preparing the section's webpage, and the online version of the Chapbook. The program, "Storytelling and Beyond, Incorporating the Arts into Programming," was a great success, with a total registration of 78.

College and University Section:
Chair Bobby Wynn reported that the section is negotiating for speakers for the biennial conference. Al Jones noted that if sections have potential speakers, but lack funds for speakers' fees, contact Vanessa Ramseur, program chair for conference. It may be possible to add the speaker to the all-conference program.

Community and Junior College Libraries Section:
Full report: <http://www.mindspring.com/~ncla/jan2001/cjcs.htm>.
Chair Carol Freeman reported on conference planning and invited other sections or roundtables to collaborate on a program. The section is also planning a workshop on webpage design for libraries at Guilford Technical College on May 18, 2001.

Documents Section:
Full report: <http://www.mindspring.com/~ncla/jan2001/doc.html>.
Paula Hinton introduced herself as the section's new chair.

Library Administration and Management Section:
Full report: <http://www.mindspring.com/~ncla/jan2001/lams.html>. Chair Martha Davis reported that the section is making plans for the conference and discussing the design of a webpage.

NC Association of School Librarians:
No report.

NC Public Library Trustee Association:
Chair Theron Bell asked for a mentor in fulfilling her responsibilities as section chair. Lib Laney, Patrick Valentine, Phil Barton and Ross Holt volunteered to help, and typically the director at the chair trustee's library also assists with program planning. Among the ideas proposed to help were to plan a day of programming at the conference to appeal to trustees and friends of the library members, recognizing trustees at the conference with a badge ribbon. The State Library should be able to supply names of trustees and presidents of friends organizations. Teresa McManus offered to assist in identifying the leadership in academic libraries' friends groups.

Public Library Section:
Full report: <http://www.mindspring.com/~ncla/jan2001/pls.htm>. Chair John Zika mentioned several authors the section is contacting to speak at the conference. He noted that working with publishers is a good way to identify authors for the programs. E-books and electronic media have also been discussed as potential conference topics.

Reference and Adult Services Section:
Full report: <http://www.mindspring.

com/~ncla/jan2001/rass.html>.
Chair Phillip Banks reported on the success of the section's "Virtual Patrons" workshop, attended by 44 registrants. The evaluations showed that the participants appreciated the half-day format.

Resources and Technical Services Section:
Full report: <http://www.mindspring.com/~ncla/jan2001/rtss.htm>. Chair Teresa McManus announced that Kathy Shropshire, Assistant Director, Greensboro Public Library has accepted appointment as Acquisitions Interest Group Chair, filling the position vacated when Rick Anderson left to accept a position in Utah.

New Members Round Table:
No report.

NC Library Paraprofessional Asso.:
No report. Al Jones noted that Meralyn Meadows will work with the association to revitalize its activities.

Round Table for Ethnic Minority Concerns:
Full report: <http://www.mindspring.com/~ncla/jan2001/remco.htm>.
Chair Robert Canida reported that the round table is planning both a spring program and conference programs.

Round Table on Special Collections:
No report.

Round Table on the Status of Women in Librarianship:
Full report: <http://www.mindspring.com/~ncla/jan2001/rtsw.html>. Chair Laura Weigand discussed efforts to revise bylaws.

Technology and Trends Round Table:
Full report: <http://www.mindspring.com/~ncla/jan2001/tnt.htm>.
Vice-chair Terry Brandsma reported on the success of the LITA Regional Institute on Database-Driven Websites in High Point with attendance of 103, including some out of state registrants.

Committee Reports

Archives:
Full report: <http://www.mindspring.com/~ncla/jan2001/archive.htm>. Chair Carrie Nichols reported that former board members of the NCASL sent in documents from the section, some dating back to the 1980s. These records will be processed for the archives.

Commission on Charter/Home Schools:
Co-chair Pauletta Bracy reported that she and Marilyn Miller are working diligently on drafts of a survey.

Commission on School Librarians:
The commission has been abolished.

Conference:
Full report: <http://www.mindspring.com/~ncla/jan2001/conference.htm>.
Chair Ross Holt announced that a program planners' meeting will be held in Asheboro on February 9. Exhibits chair Eleanor Cook attended the ALA Midwinter meeting and personally invited exhibitors to participate in the biennial conference. Ross reported on possible effects the withdrawal of the NCASL board may have on the conference and possible strategies for minimizing the loss were reviewed. Ross encouraged sections, round tables, and committees to consider offering multiple programs, and noted the popularity of author programs.

Constitution, Codes and Handbook Revision:
Chair Bao-Chu Chang reported that everyone should take one final look at the bylaws currently posted to be sure they are accurate and current. She announced that paper copies of the handbook should be available at the next meeting.

Continuing Education:
No report.

Endowment:
Chair Lib Laney reported high interest among committee members. A letter has been sent to all library directors in the state asking them as leaders to contribute $100 each to the endowment fund. Next, a similar letter will be sent to NCLA board members. The Endowment Committee will try to have presence at the conference. The fundraising goal is to have $100,000 in the endowment by 2004, NCLA's centennial.

Finance:
No report.

Governmental Relations:
No report.

Intellectual Freedom:
Full report: <http://www.mindspring.com/~ncla/jan2001/if.htm>. Ross Holt reported for Chair Jerry Thrasher. The full report provides detail about two recent book challenges and an update on the impact of the Children's Internet Protection Act. A resolution concerning the lawsuit ALA has filed to challenge the law will be introduced in New Business.

Leadership Institute:
Teresa McManus reported for Chair George Taylor. The application deadline has bee extended to February 2, 2001. Sections and round tables were encouraged to sponsor a participant. The $600 cost, which includes meals and lodging, is quite reasonable compared to other similar programs. Discussion included a suggestion to compile a report on graduates of the institute and ways to improve marketing of the institute. It has been emphasized that the goal of the institute is to develop leaders for the profession, as well as for NCLA.

Literacy:
Chair Pauletta Bracy reported on conference planning that will focus on making one day literacy day. Three sessions, including a luncheon, will be sponsored by the committee on that day. The programs will be marketed to other literacy groups as well as NCLA membership.

Membership:
Chair Peggy Quinn reported that the tabletop display is near completion. It will be displayed at the next board meeting, and will be available for use by March 1. Contact Peggy or Maureen Costello to book its use. Peggy will attend the UNC-Chapel Hill career fair on February 14 to represent NCLA. A new membership brochure is nearly ready.

Nominating:
Chair Dave Fergusson presented a draft ballot, which will be completed before being released to the membership. Dale Cousins made a motion to approve the draft ballot with the addition of another vice-president/chair-elect candidate. Ross Holt seconded the motion, which was passed unanimously. During the discussion, it was noted that there is a lack of membership and leadership from the larger academic libraries in the state. Several suggestions were made about techniques to improve involvement. The ballot as approved by the board is:

Vice President/President Elect
Pauletta Bracy • Joline Ezzell
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Diane D. Kester • Carl Keiper
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Bao-Chu Chang • Martha Davis
Director (elect 2)
Robert Canida • Mark Pumphrey
Teresa McManus • Jim Carmichael
ALA Counselor (4 year term)
Vanessa Ramseur • Sherwin Rice

Publications and Marketing:
No report.

Scholarships:
Full report: <http://www.mindspring.com/~ncla/jan2001/scholarship.htm>.
The scholarship application deadline is May 15, 2001.

Other Reports

North Carolina Libraries:
Full report: <http://www.mindspring.com/~ncla/jan2001/NCL.htm>. Al Jones re-

ported for Editor Frances Bradburn. The winter issue, on research in librarianship, is in final stages of preparation. This issue will also include profiles of the nominees. At its annual retreat, the editorial board discussed the future of *North Carolina Libraries*. Publication frequency will be reduced from four to three issues per year. NCLA minutes will continue to be published in each issue. Regular columns "Lagniappe," "Wired to the World," and "In View Of" will all be kept in their present format, but "Between Us" will be an occasional feature. There will be fewer theme-based articles. Potpourri issues will allow greater flexibility for submission of articles. The possibility of rotating responsibility for an article among sections and round tables was discussed.

ALA Councilor:
No report.

SELA Councilor:
Full report: <http://www.mindspring.com/~ncla/jan2001/sela.html>. SELA leadership will hold a workshop on the future association activities in Atlanta on April 6. An issue of the *Southeastern Librarian* will be sent to members soon. Councilor John Via is chairing an ad hoc committee on the SELA dues structure.

Old Business:
It was announced that the new Secretary of Cultural Resources, Lisbeth C. "Libba" Evans is from Winston-Salem, and has an excellent reputation for support of library services.

New Business:
Ross Holt introduced a resolution supporting ALA's legal action against the Child Internet Protection Act. After discussion and amendment, the resolution was unanimously approved as follows:

A RESOLUTION SUPPORTING ALA LEGAL ACTION AGAINST CIPA

WHEREAS the recently enacted Child Internet Protection Act (CIPA) mandates that libraries and schools install and use filtering software on public Internet computers as a prerequisite for receiving federal funds, including LSTA and E-rate funds; and

WHEREAS no filtering software successfully differentiates constitutionally protected speech from illegal speech on the Internet; and

WHEREAS the federal commission appointed to study child safety on the Internet concluded filters are not effective in blocking all content that some may find objectionable, but do block much useful and constitutionally protected information; and

WHEREAS the North Carolina Library Association does not recommend the use of Internet filters in libraries, and emphatically oppose attempts by federal and state governments to set local policy; and

WHEREAS the American Library Association has resolved to challenge CIPA in federal courts;

THEREFORE BE IT RESOLVED that the North Carolina Library Association endorses and supports this legal action by the American Library Association.

Mandates:
ALA President
ALA Washington Office
ALA Intellectual Freedom Committee
ALA Chapter Relations listserv

State Library And State Library Commission:
No report.

The meeting adjourned at 1:30 p.m.

Respectfully submitted,
— Sue Cody, Secretary

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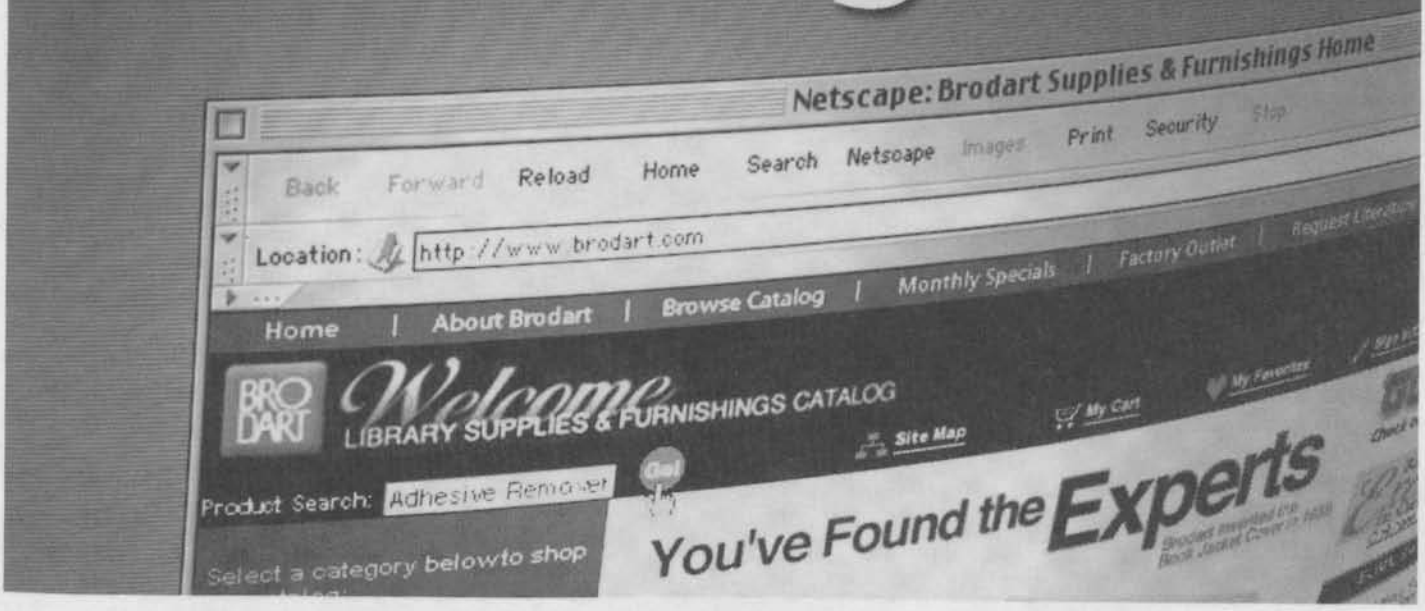

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