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LIBRARY - PERIODICALS
EAST CAROLINA UNIVERSITY

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Libraries . . . Spread the News

NORTH CAROLINA LIBRARY ASSOCIATION

From the President

NCLA's biennial work has begun. The sections and round tables are geared up for action and twenty-one NCLA-wide committees are getting themselves organized. Of these, one was moribund and is being revived (Goals & Objectives) and six are new. Since creating six brand-new committees might seem excessive to some of you, let me explain how they came about.

Management and Administration, or something similar, was suggested by several people on their NCLA interest forms distributed with the conference publicity, and I could not resist the acronym possibilities (NCLA-MaD). Also, management is one of my own special interests and something I think most of us librarians could do better. Judith Sutton, Associate Director of the Public Library of Charlotte and Mecklenburg County, and one of our profession's most professional administrators, has agreed to chair this committee.

NCLA has had publicity committees in the past, but lately librarians have begun to realize that they need to go beyond publicizing what they have to finding out what new markets there might be for additional services librarians offer. Marketing is something Assistant State Librarian Howard McGinn can get positively passionate about, so I am pleased that he has agreed to chair a committee on **Marketing and PR**.

Publications is a committee that was recommended by the Futures Committee last year, and I concur in their belief that publications is a fertile field that NCLA has only begun to explore. The Publications Committee will review NCLA-wide publications (as opposed to those created by sections or roundtables) to determine whether those we have are meeting our needs. They will also investigate the possibility of publishing as a source of income for the association. Mary McAfee, Head of Humanities Reference at Forsyth County Public Library and a veteran of editorial boards ranging from *Down East* to *NCL*, will chair Publications.

Those of us responsible for filling librarian positions know that we don't get as many as we

used to. We're not sure why this is happening, since low salaries and a questionable image didn't prevent the glut of the seventies; but maybe NCLA's new **Recruitment** Committee will be able to find out. The chair is Sylvia Sprinkle-Hamlin, Associate Director of the Forsyth County Public Library and one who has written on this topic for *NCL*.

The Committee on **Service to Special Populations** will be charged with making all of us more aware of the problems that non-traditional library patrons may have in using our libraries, and with helping us learn how to make their access to our libraries easier. Nelda Caddell, Media and Technology Consultant at the South Regional Education Center in Carthage, has agreed to spearhead this effort.

I am excited about the possibilities for all of these committees, but none more than the Committee on **Paraprofessional Participation**. Anne Thigpen, Assistant Director of the Sampson-Clinton Public Library, is the chair of this committee, which is charged with advising NCLA on what it can do to benefit the large contingent of paraprofessionals who form the backbone of libraries in this state. This committee has met once and is already surveying paraprofessionals in the state to determine whether there is an interest in organizing a roundtable on paraprofessional concerns within NCLA. This committee may become the shortest-lived in NCLA history.

In addition to the new committees, I have established one task force—on ethical issues. Duke's Dr. Jerry Campbell has agreed to lead this group to investigate what ethical issues librarians face in this state, and whether there is a need for a structure within NCLA for dealing with these issues.

On the next page is a list of all the committees and their chairs. If there is something that you would like one of them to consider, pass the information along to the chair. That is one more way for you to participate in the work of this organization.

Patsy J. Hansel, President

**NCLA COMMITTEE CHAIRS,
1987-89**

Archives

MAURY YORK
Edgecombe County Memorial
Library
909 Main Street
Tarboro, NC 27886
919/823-1141

Conference

BARBARA BAKER
Durham Technical Community
College
1637 Lawson Street
Durham, NC 27703
919/598-9218

**Constitution, Codes and Hand-
book**

DORIS ANNE BRADLEY
J. Murrey Atkins Library
UNC at Charlotte
Charlotte, NC 28223
704/547-2365

Education for Librarianship

KEN CRYSEL
Anson Technical Community
College
Box 68
Ansonville, NC 28007
919/272-7635

Finance

REBECCA TAYLOR
New Hanover County Public
Library
201 Chestnut Street
Wilmington, NC 28401
919/763-3303

Goals and Objectives

NANCY MASSEY
Hyconeechee Regional Library
P.O. Drawer E
Yanceyville, NC 27379
919/694-6241

Governmental Relations

NANCY BATES
Davidson County Public Library
602 South Main Street
Lexington, NC 27292
704/246-2520

**Honorary and Life Member-
ships**

WALTRENE CANADA
F. D. Bluford Library
North Carolina A&T State Uni-
versity
1601 E. Market Street
Greensboro, NC 27411
919/334-7782

Intellectual Freedom

GENE D. LANIER
Department of Library and
Information Studies
ECU
Greenville, NC 27834
919/757-6211

Library Resources

SUSAN JANNEY
LRC, Charlotte AHEC
c/o 7608-10 Antlers Lane
Charlotte, NC 28210
704/331-3129

Literacy

CAROLYN OAKLEY
LRC
Vance-Granville Community Col-
lege
P.O. Box 917
Henderson, NC 27536
919/492-2061

**Management and Administra-
tion**

JUDITH SUTTON
Public Library of Charlotte &
Mecklenburg County
310 North Tryon St.
Charlotte, NC 28202
704/336-2660

Marketing and Public Relations

HOWARD MCGINN
Division of State Library
109 E. Jones Street
Raleigh, NC 27611
919/733-2570

Media and Technology

SUSAN S. TURNER
Ragsdale High School
2636 Walker Ave.
Greensboro, NC 27403

Membership

RAY FRANKLE
J. Murrey Atkins Library
UNC at Charlotte
Charlotte, NC 28223
704/547-2221

Nominating

LELAND PARK
Davidson College Library
Davidson, NC 28036
704/892-2000

Paraprofessional Participation

ANN THIGPEN
Sampson-Clinton Public Library
217 Graham Street
Clinton, NC 28328
919/592-4153

Publications

MARY McAFEE
Forsyth County Public Library
660 West Fifth Street
Winston-Salem, NC 27101
919/727-2264

Recruitment

SYLVIA SPRINKLE-HAMLIN
Forsyth County Public Library
660 West Fifth Street
Winston-Salem, NC 27101
919/727-2556

Scholarships

SHEILA CORE
Surry Community College
P.O. Box 304
Dobson, NC 27017
919/386-8121

Service to Special Populations

NELDA CADDELL
South Regional Education Cen-
ter
P.O. Box 786
Carthage, NC 28327
919/947-5871

National Library Week
April 17-23

The School Media Coordinator: More Than a Librarian

Katherine R. Cagle, Guest Editor

Any library, in order to be effective and gain the support of its patrons and community, must know the needs of that community and provide service that meets those needs. The school library media center's community is the school itself, its students and faculty, and the curriculum which the school has adopted. Ruth Ann Davies said it well when she wrote:

The [school] library program and the educational program are interdependent, one and inseparable It is the educational program—its philosophy, goals, purpose and objectives—which gives purpose and direction, scope and dimension, form and substance, significance and value to the school library media center.¹

To make the library media program and the educational program of the school merge and become "one and inseparable" is our highest priority. This is where our mission differs from that of most other types of libraries. This is also where our identity crisis begins. We often find ourselves in the position of being neither librarian nor teacher, but a combination of the two with the role of teacher predominant.

In today's age of specialization the school librarian is more than ever expected to be a generalist. We are expected to fulfill the roles of library administrator, acquisitions librarian, cataloger, reference librarian, audiovisual specialist, computer specialist, and public relations director, in addition to our most important role—that of educator.

In our role as educator, we must be more than vaguely familiar with the entire curriculum of the school and plan with our faculty the best ways to give service within that framework. The planning process can range from informal planning with an individual teacher to curriculum development with an entire department. The combined expertise of the teacher in the subject areas and the media coordinator in the areas of materials selection, audiovisual technology, and computers can elevate the educational program of the school to new heights of effectiveness.

While emphasis on the instructional role in the curricular and technological areas is a top priority, we must not neglect our role as promoter of leisure reading—from fiction to special interest non-fiction books and periodicals. Much of our students' reading is assigned, but there should be an effort to interest them in reading books and periodicals of their own choice. If the aim of education is a literate society, students need to develop the habit of choosing to read. A reading guidance program with such components as storytelling, booktalks, and book displays gives impetus to students developing interest in reading.

Is the job of school librarian an impossible task? Sometimes it does appear to be so; but our jobs are never boring! And there are many rewards. We have the privilege of knowing our patrons on a personal basis, of seeing them develop projects from beginning to end, of watching their eyes light up over new discoveries, and of often being personally involved in their discoveries. There is a spirit of camaraderie among librarians, teachers, and students—of learning from the students as they are learning from us. Everyone benefits from the merging of the library media program and the educational program.

This issue of *North Carolina Libraries* focuses on the expanded mission of school libraries, where we are at the present time and what we are trying to accomplish. Carol Lewis discusses the present status of school librarianship, concerns for the future, and recent efforts to address those concerns. Beth Rountree explores the perceptions school administrators have of the library media center and makes some specific suggestions for improving our image through public relations. Frances Bradburn describes some possible variations for involving faculty members in the library selection process through the school media advisory committee. Augie Beasley and Carolyn Palmer tell how they make the teaching role of the school librarian the focus of their library media program, while Carol Raney illustrates the use of effective time management to accomplish the impossible. Ken Rollins describes the role of computers for both instruction and

Katherine R. Cagle is media coordinator at Reynolds High School, Winston-Salem.

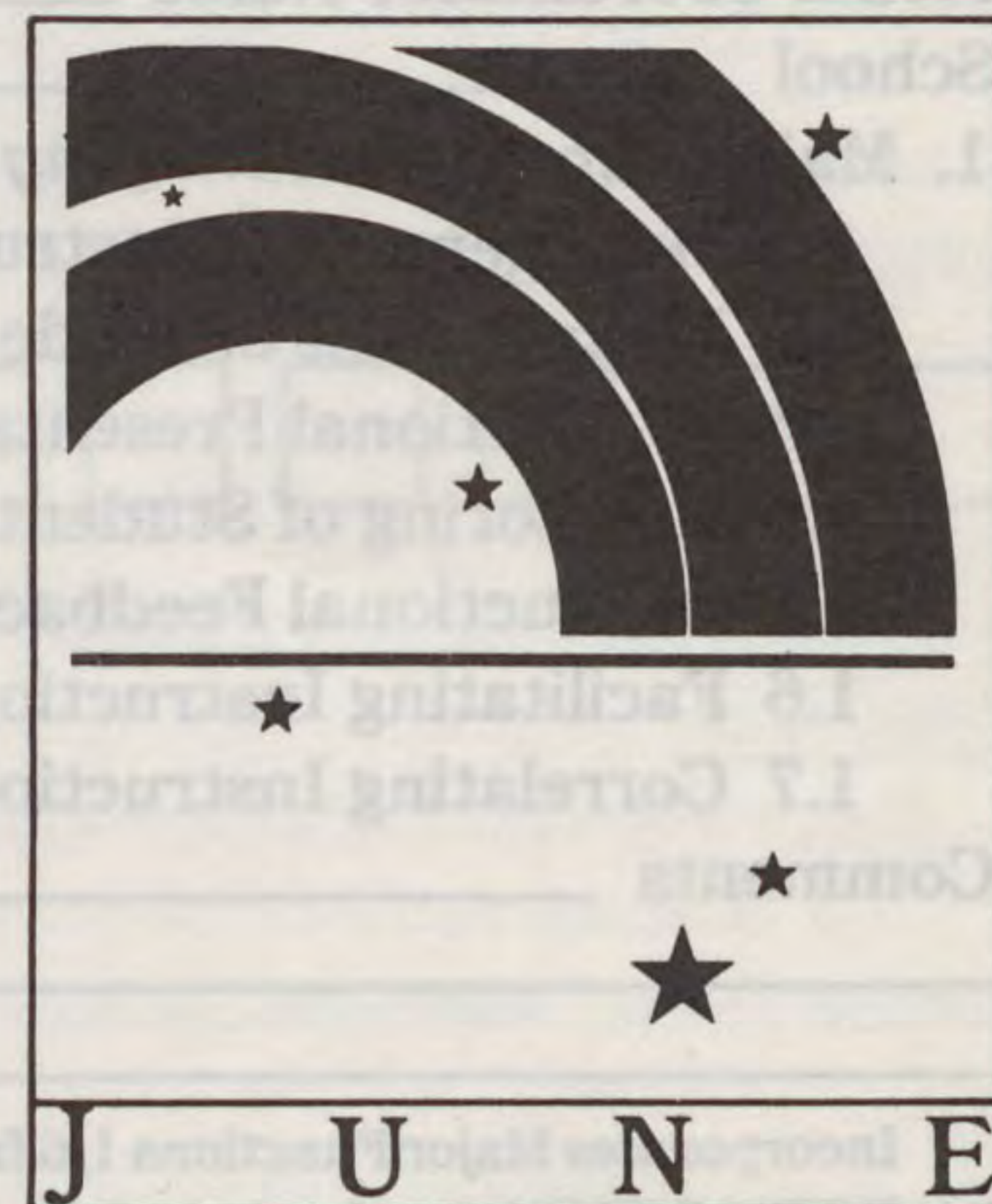
management in the school library. Duncan Smith, Lynda Fowler, and Alan Teasley describe a process for coordinating school and public library cooperation in working with student homework assignments. Donna Seymour shares her research dealing with use of public documents in the school library, and Eileen McGrath provides an annotated bibliography of state documents appropriate for school libraries.

While this issue of *North Carolina Libraries*

will not provide answers to all the problems of school librarians, it does address some of our most pressing concerns. I hope this issue will provide you with ideas that will help you toward your goal of making the library media program and the educational program "one and inseparable."

Reference

1. Ruth Ann Davies. *The School Library Media Center: A Force for Educational Excellence*. 2nd ed. (New York: R.R. Bowker, 1974), 3.



Job Description of Media Coordinator

Reports To: Principal

Supervises: Coordinates and directs the activities of library/media aide(s), student assistants, and/or volunteers.

Purpose: To provide the leadership and resources for implementation of a school library/media program that serves as an integral part of the instructional process.

Duties and Responsibilities:

1. Major Function: *Manages Instruction*
Adhering to the *Teacher Performance Appraisal Instrument* criteria, the media coordinator instructs students and faculty in using and/or producing media to integrate into the curriculum and facilitate the teaching/learning process.
2. Major Function: *Manages Public Relations*
The media coordinator initiates interaction with students, staff, administration, and the general public for purposes of integrating, promoting, and expanding the media program.

3. Major Function: *Plans for the Media Program*
The media coordinator designs and implements short- and long-range plans which allow a balance among integrated skills instruction, literature appreciation, planning with teachers, and collection management and development.

4. Major Function: *Manages Resources*
The media coordinator establishes and carries out procedures for effective and efficient selection, acquisition, cataloging, processing, accessing, and maintaining materials and equipment.

5. Major Function: *Manages the Facility*
The media coordinator organizes the facility and resources in such a way that they reflect the philosophy and goals of the school and its media program.

6. Major Function: *Carries Out Professional Responsibilities*
The media coordinator provides opportunities for personal and professional growth for him/herself as well as for the school's staff and students. S/he also carries out assigned non-instructional duties; adheres to established laws, policies, rules and regulations; and submits accurate reports promptly.

Media Coordinator Performance Appraisal Instrument

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory
----------	---------------------	----------------	-------------	----------------	----------------

Rating Scale
(Please Check)

Media Coordinator Name _____
School _____

1. Major Function: *Managing Instruction**

- 1.1 Management of Instruction Time
- 1.2 Management of Student Behavior
- 1.3 Instructional Presentation
- 1.4 Monitoring of Student Performance
- 1.5 Instructional Feedback
- 1.6 Facilitating Instruction
- 1.7 Correlating Instruction

Comments _____

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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* Incorporates Major Functions 1-6 from TEACHER PERFORMANCE APPRAISAL INSTRUMENT in evaluation of *direct teaching activities*.

2. Major Function: *Managing Public Relations*

- 2.1 Promotes positive staff relationships.
- 2.2 Promotes positive student relationships.
- 2.3 Maintains a good relationship between school and community.

Comments _____

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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3. Major Function: *Planning for the Media Program*

- 3.1 Develops annual and long-range plans for the media program based on periodic assessment.
- 3.2 Plans with teachers to integrate media skills into the curriculum.
- 3.3 Designs motivational activities to promote reading.
- 3.4 Plans a schedule that allows for both instruction and collection development within administrative guidelines.

Comments _____

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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4. Major Function: *Managing Resources*

- 4.1 Provides leadership for the Media Advisory Committee.
- 4.2 Analyzes the collection to determine needs.
- 4.3 Uses standard selection tools and practices to evaluate and select all instructional materials.
- 4.4 Coordinates the acquisitions process.
- 4.5 Insures accessibility to resources
- 4.6 Offers a variety of instructional resources to meet curriculum objectives and learning styles.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory
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- 4.7 Administers the media program budget.
- 4.8 Promotes the use of current technologies.
- 4.9 Maintains media resources.

Comments _____

5. Major Function: *Managing the Facility*

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

- 5.1 Has organized media center so that areas are identifiable.
- 5.2 Support areas are organized.
- 5.3 Provides an environment that reflects the multiple goals of the media program.
- 5.4 Considers health and safety regulations when arranging facility.
- 5.5 Facility organized for efficient circulation.

Comments _____

6. Major Function: *Professional Responsibilities*

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

- 6.1 Upgrades professional knowledge and skills.
- 6.2 Provides growth opportunities for staff and students.
- 6.3 Carries out non-instructional duties as assigned and/or as need is perceived.
- 6.4 Adheres to established laws, policies, rules, and regulations.
- 6.5 Submits accurate reports promptly.

Comments _____

Evaluator's Summary Comments _____

Media Coordinator's Reactions to Evaluation _____

 Evaluator's signature and date

 Media Coordinator's signature and date

Signature indicates that the written evaluation has been seen and discussed.

Sample Evidences for Media Coordinator Performance Appraisal Instrument

This document is intended as a guide for persons using the North Carolina Performance Appraisal Instrument for Media Coordinators. It presents the major functions entailed in the job of media coordinator. The major functions are responsibilities that apply to all media coordinators.

Below each major function, indicators of the practices submitted by that function are identified by two digit numbers.

An unnumbered list of sample evidence accompanies each practice. This list is intended to assist observers by identifying some potential evidences for each practice. The activities on this list comprise a mix of possible tasks which may or may not be the responsibility of a given media coordinator. They should not be construed to be mandated.

1. Major Function: *Managing Instruction*

*1.1 Management of Instructional Time

- has materials, supplies and equipment ready at the start of the lesson or instructional activity.
- gets the class started quickly.
- gets students on task quickly at the beginning of each lesson or instructional activity.
- maintains a high level of student time-on-task.

*1.2 Management of Student Behavior

- has established a set of rules and procedures that govern the handling of routine administrative matters, student verbal participation, and movement.
- frequently monitors the behavior of all students during whole-class, small group, and seat work activities and during transitions between instructional activities.
- stops inappropriate behavior promptly and consistently, yet maintains the dignity of the student.

*1.3 Instructional Presentation

- begins lesson or instructional activity with a review of previous material.
- introduces the lesson or instructional activity and specifies learning objectives when appropriate.
- speaks fluently and precisely.

- presents the lesson or instructional activity using concepts and language understandable to the students.
- provides relevant examples and demonstrations to illustrate concepts and skills.
- assigns tasks that students handle with a high rate of success.
- asks appropriate levels of questions that students handle with a high rate of success.
- conducts lesson or instructional activity at a brisk pace, slowing presentations when necessary for student understanding but avoiding unnecessary slow-downs.
- makes transitions between lessons and instructional activities within lessons efficiently and smoothly.
- makes sure that the assignment is clear.
- summarizes the main point(s) of the lesson at the end of the lesson or instructional activity.

*1.4 Instructional Monitoring of Student Performance

- maintains clear, firm and reasonable work standards and due dates.
- circulates during class to check all students' performance.
- routinely uses oral, written, and other work products to check student progress.
- poses questions clearly and one at a time.

*1.5 Instructional Feedback

- provides feedback on the correctness or incorrectness of work to encourage student growth.
- provides sustaining feedback after an incorrect response or no response by probing, repeating the question, giving a clue, or allowing more time.

*1.6 Facilitating Instruction

- has an instructional plan which is compatible with the school and system-wide curricular goals.
- uses diagnostic information obtained from tests and other assessment procedures to develop and revise objectives and/or tasks.
- maintains accurate records to document student performance.
- has instructional plan that matches/aligns objectives, learning strategies, assessment and student needs at the appropriate level of difficulty.

**Indicators are Practices from Teacher Performance Appraisal Instrument*

- uses available human and material resources to support the instructional program.
- 1.7 Correlating Instruction
- correlates presentation with an area of the classroom curriculum.
 - relates Library Media and Computer Skills to other content areas and student experiences.
 - provides activities that enable students to use information to complete classroom assignments.
2. Major Function: *Managing Public Relations*
- 2.1 Promotes positive staff relationships
- cooperates with the total operation of the school.
 - is an effective member of teacher teams.
 - encourages optimum use of media center staff and resources.
- 2.2 Promotes positive student relationships
- encourages optimum use of media center staff and resources.
 - provides incentives for students to use resources for personal information needs.
- 2.3 Maintains a good relationship between school and community
- issues newsletters.
 - recruits and trains volunteers and resources from the school and community.
 - submits news articles to school, community, and professional organizations.
 - plans programs in the media center and invites community participation.
 - cooperates with other organizations (e.g., parent organizations, public and other libraries).
 - conducts book fairs.
3. Major Function *Planning for the Media Program*
- 3.1 Develops annual and long-range plans for the media program based on periodic assessment
- participates on curriculum planning committee.
 - frequently requests input from a variety of sources, such as surveys and suggestion box.
 - uses local, regional, state, and national guidelines (list out titles).
 - uses input from Media Advisory Committee.
- 3.2 Plans with teachers to integrate media skills into the curriculum
- attends grade level and departmental meetings.
 - consults textbook and curriculum guides.
 - plans, informally and formally, with teachers.
 - develops integrated units.
- 3.3 Designs motivational activities to promote reading
- book fairs
 - literature festivals
 - media fairs, contests
 - book talking
 - provides tangible incentives, i.e., bookmarks, buttons, certificates
 - storytelling
- 3.4 Plans a schedule that allows for both instruction and collection development within administrative guidelines
- has a daily/weekly/monthly schedule that shows planning and instructional activities, as well as management tasks.
 - encourages flexibility for teacher/student use.
 - schedule is displayed and easily accessible.
4. Major Function: *Managing Resources*
- 4.1 Provides leadership for the Media Advisory Committee
- schedules meetings when appropriate (agendas and minutes available).
 - routes appropriate information to committee members.
 - interprets selection policy for members of the committee.
 - uses the committee to help interpret the selection policy to the faculty.
 - participates in the re-evaluation of challenged materials.
- 4.2 Analyzes the collection to determine needs
- uses Media Advisory Committee and faculty to identify curriculum needs.
 - uses teacher handbooks to identify curriculum content.
 - has suggestion box to determine personal interests of students and teachers.
- 4.3 Uses standard selection tools and practices such as, (list out), to evaluate and select all instructional materials
- follows the selection policy approved by the local school board.
 - maintains a consideration file with selection sources indicated.
 - consults a variety of professional review-

ing sources such as the ADVISORY LISTS from Media Evaluation Services, professional journals and publications.

- uses first-hand evaluation when possible, i.e., attends book exhibits, orders materials for preview, visits other libraries, consults other resources.

4.4 Coordinates the acquisitions process

- makes selections.
- prepares orders.
- receives and inspects orders.
- processes materials and places on shelves.
- files catalog and shelflist cards.
- cooperates with centralized processing staff, if available.

4.5 Insures accessibility to resources

- uses standard Dewey classification.
- maintains card catalog or online catalog.
- maintains regular school hours.
- remains open all day.
- provides flexible scheduling to accommodate various groups simultaneously.

4.6 Offers a variety of instructional resources to meet curriculum objectives and learning styles

- equipment is available in sufficient quantities and types to meet needs.
- maintains a Community Resource File.
- print and non-print formats are available to meet instructional needs.
- maintains Information File.

4.7 Administers the media program budget

- develops annual and long-range budget goals.
- uses sample budget planning sheet from MEDIA PROGRAM RECOMMENDATIONS.
- works with the Media Advisory Committee to set budget priorities.
- works with the Media Advisory Committee to set priorities for Federal projects, as appropriate.
- records indicate that budget allocation was spent.

4.8 Promotes use of current technologies

- uses newer technologies.
- creates awareness of STV series and materials for the effective use of programs.
- orders STV catalogs, planning books, and teacher's guides.
- publicizes and distributes STV materials.
- creates an awareness and facilitates

the use of new technologies.

- stays current on newer technologies through reading professional journals, staff development, etc.
- encourages the use of microcomputers for management.
- encourages the use of microcomputers for instruction.

4.9 Maintains media resources

- coordinates equipment repair.
- updates information file.
- develops the collection through weeding.
- withdraws catalog and shelflist cards for resources that are weeded.
- makes simple repairs to resources, i.e., spine labels, torn pages, lamp replacement.
- back issues (3-5 years) of periodicals are organized for access.

5. Major Function: *Managing the Facility*

5.1 Has organized media center so that areas are identifiable.

- Look for these general areas:
 - circulation.
 - card catalog.
 - leisure reading.
 - reference.
 - listening/viewing/computing.
 - storytelling.
 - professional collection.
 - display/exhibit.

5.2 Support areas are organized.

- administrative and planning area is evident.
- production/workroom is organized to meet work needs.
- periodical back issues are organized in storage containers.
- equipment is stored in a place that is adequate and easily accessible.
- conference/small group activity area is available.

5.3 Provides an environment that reflects the multiple goals of the media program

- display of student work.
- promotional displays.
- bulletin boards.
- plants, pictures, posters.
- cleanliness.

5.4 Considers health and safety regulations when arranging facility

- free access to exits.
- extension cords appropriately used.
- AV carts with safety straps.

Instructions for the Preparation of Manuscripts

for North Carolina Libraries

- attempts to correct safety problems.
- 5.5 Facility organized for efficient circulation
- check out station near exit and away from stack area.
 - outside drop for return of materials.
 - access to equipment without disrupting other areas.
 - resources are clearly labeled.
 - physical access (handicapped).
6. Major Function: *Professional Responsibilities*
- 6.1 Upgrades professional knowledge and skills
- attends professional meetings, keeps abreast of current literature.
 - attends workshops, seminars and/or enrolls in advanced courses at institutions of higher learning.
 - visits other schools.
 - develops a written professional growth plan.
- 6.2 Provides growth opportunities for staff and students
- trains and supervises student assistants.
 - trains and supervises media aides.
 - develops orientation sessions.
 - conducts staff development activities.
 - assembles new materials displays.
 - produces newsletters.
 - disseminates information at faculty meetings.
- 6.3 Carries out non-instructional duties as assigned and/or as need is perceived
- club sponsorship.
 - committee involvement.
 - school duties (e.g., sports, social events, PTSA).
 - contributes to development of annual objectives of school.
- 6.4 Adheres to established laws, policies, rules, and regulations
- school and district policies.
 - copyright.
 - selection policies.
 - inventories.
 - state contract.
 - school purchase requirements.
- 6.5 Submits accurate reports promptly
- inventories of furniture, equipment, and collection.
 - annual reports (e.g., financial, SDPI reports).
 - budget.
 - fines.

1. *North Carolina Libraries* seeks to publish articles, book reviews, and news of professional interest to librarians in North Carolina. Articles need not be of a scholarly nature, but they should address professional concerns of the library community in the state.
2. Manuscripts should be directed to Frances B. Bradburn, Editor, *North Carolina Libraries*, Central Regional Education Center, Gateway Plaza, 2431 Crabtree Boulevard, Raleigh, N.C. 27604.
3. Manuscripts should be submitted in triplicate on plain white paper measuring 8½" x 11".
4. Manuscripts must be double-spaced (text, references, and footnotes). Manuscripts should be typed on sixty-space lines, twenty-five lines to a page. The beginnings of paragraphs should be indented eight spaces. Lengthy quotes should be avoided. When used, they should be indented on both margins.
5. The name, position, and professional address of the author should appear in the bottom left-hand corner of a separate title page.
6. Each page after the first should be numbered consecutively at the top right-hand corner and carry the author's last name at the upper left-hand corner.
7. Footnotes should appear at the end of the manuscript. The editors will refer to *The Chicago Manual of Style*, 13th edition. The basic forms for books and journals are as follows:
Keyes Metcalf, *Planning Academic and Research Library Buildings*. (New York: McGraw, 1965), 416.
Susan K. Martin, "The Care and Feeding of the MARC Format," *American Libraries* 10 (September 1979): 498.
8. Photographs will be accepted for consideration but cannot be returned.
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School Media Programs: ... Where Are We? ... Where Are We Going?

Carol G. Lewis

A recent study showing a strong correlation between school system expenditures on library media services and pupil performance on scholarship examinations has stirred a great deal of attention and prompted library professionals to bombard the independent Ohio organization¹ that conducted the study with requests for the supporting data. We in the profession have been convinced for years that good school libraries can and do make a difference in student achievement, but convincing school leaders to support school media programs from scarce resources has been an uphill battle. We all have seen the possibility of using data from this recent study to heighten interest in support of school library media programs; however, getting adequate funding remains a challenge for school media coordinators.

So where do we stand nationally, locally? Do we have the instructional resources in our school libraries to support the curriculum? Put these or any similar questions to several individuals, and you are likely to get widely different answers. Each person's perceptions affect her or his point of view and interactions with others. Perception could be the biggest roadblock to our success in gaining adequate support for strong school media programs.

Major Concerns: A National Perspective

A review of the major areas of concern for school library media professionals in the next ten years, which have been defined by the National Association of State Educational Media Professionals (NASTEMP)² will put our efforts in North Carolina into a broader, national perspective. The identified areas of critical concern were: 1) the changing role of the public school library media specialist; 2) the assessment of the impact of technology on curriculum and instruction; 3) the

critical shortages of qualified personnel in the library media field; 4) evaluation of library media personnel; 5) the need for demonstration schools in each state; and 6) library media learner outcomes.

These concerns are the result of a Think Tank held in Minneapolis, Minnesota in September 1986 which was attended by state-level media professionals from across the United States. The major areas of concern were identified and submitted to the membership for input. Members ranked their priorities and the results were published in November 1987.

North Carolina has already taken action to address the major concerns and has initiated programs to provide leadership for newer technologies within the school community.

Recent Efforts: A State Perspective

Leadership for school media programs in North Carolina has come from two primary sources—the Department of Public Instruction and the North Carolina Association of School Librarians. NCASL initiatives may be more evident to its active members, while efforts of SDPI may be more apparent statewide. Several organizational changes at the Department of Public Instruction reflect attempts to keep abreast of newer technologies, as well as to address areas of critical concern. A Division of Computer Services has been added, School Television has been expanded to become the Division of Telecommunications, and a telecommunications specialist position has been created to provide leadership in satellite installations and programming. The Division of School Media Programs expanded its services to school systems by assigning a media and technology coordinator to each of the state's eight regional education centers.

Within the last five years, Department initiatives have resulted in:

1. A Library Media and Computer Skills program defined as an integral part of the overall

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curriculum presented in the *Teacher Handbook*.³

2. Revised state guidelines for school media programs. *Media Program Recommendations*.⁴

3. A unique job description and performance appraisal instrument for media coordinators that embraces the expanded role of the media professional, assuring a fairer and more realistic evaluation.

4. Studies to determine the extent of need for school media coordinators by 1992 and involvement in initiatives to recruit potential candidates into the profession.

5. Legislative initiatives resulting in \$28.4 million for computer equipment, software, and staff development, and \$3 million for satellite technology.

6. An additional certification for Media Supervisor (078) and Instructional Technology Specialist—Computers (077).

Individual Effort Necessary for Success

It is clear that North Carolina has made progress toward developing strong school media programs and addressing the concerns identified by NASTEMP. We are leaders nationally. However, we continue to be frustrated by the apparent apathy of many North Carolina teachers and school leaders. There is a general lack of understanding and enthusiasm for the valuable contribution an effective school media program can make in strengthening the school's instructional program.

This apathy can be attributed partly to the absence of a formal introduction in higher education's teacher/administrator training programs to the role of the media program in the instructional process. But a large portion of the responsibility rests with media professionals alone. That technological advancements have continually redefined the role of the school media coordinator over the years has not been self-evident to other educators. Media coordinators have failed to communicate these changes effectively. One of the most effective ways to change perceptions is for the media coordinator to establish collegial relationships with teachers and administrators, opening the door to successful interaction. As stated in *Media Program Recommendations*, "The image of the media program and staff can exert positive influence and gain support from the school board, superintendent, principal, school patrons, and the community."⁵

Two major areas where perceptions need to be changed are acceptance of the media coordinator as "teacher," and recognition of the need for additional allocations for collection development.

To be able to contribute to the improvement of the instructional program, media coordinators must be familiar with the school's curriculum and contemporary teaching techniques. Strategies include: attending grade-level and departmental meetings; becoming familiar with textbooks used in the school; discussing classroom assignments with teachers; and planning related, correlated, or integrated skills lessons for students.

To assure serious consideration of larger budget requests—necessary because of inflation, expensive new technology resources and aging collections—establish a collection development plan, involve teachers and students in the selection process, and support budget requests with data understood by administrators.

... good school libraries can and do make a difference in student achievement.

Conclusion

The future looks bright. Many school media coordinators have established themselves as valuable members of the teaching team and, through active Media Advisory Committees, have heightened the awareness of teachers and principals regarding the need for strong media collections that reflect the curriculum of the school. These bright spots serve as models for those reluctant to broaden their horizons. The new Media Coordinator Performance Appraisal Instrument will serve as a guide to administrators who are unsure of reasonable expectations for the school media coordinator. State Instructional Materials and Supplies funding was increased by the legislature this year. If media professionals document budget needs, there is a greater likelihood that this funding will be directed to the media programs.

The challenge to all of us remains one of *individual* commitment to communicating our redefined role and to providing the vision so that other educators recognize the value of the school media program for what it can be.

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The School Media Advisory Committee: Key to Quality

Frances Bryant Bradburn

The media advisory committee has long been an assumed component in the selection of materials in North Carolina's public schools. While one would be hard-pressed to find any school in the state which did not have a list of its media advisory committee members on paper, one also would be hard-pressed to find many schools in which the MAC is working to its fullest potential. And yet in schools with superior budgets and program, the media advisory committee is oftentimes the key.

The make-up of the media advisory committee is standard. Usually appointed by the principal who serves on the committee as well, the MAC generally is composed of a representative from each grade level in an elementary school or the department head or his representative in a junior or senior high. Ideally, the committee should also have student and parent representation. The media coordinator chairs the committee, any other media staff are members, and the system-level media supervisor or contact person serves as a resource person.

Selecting Materials

The basic role of the media advisory committee is to help the school media coordinator in the selection of materials for that specific school's media center. Implicit in this is the assumption that everyone on the MAC knows what the selection policy is in his particular school system. Yet this is not always the case.

Media advisory committees should meet at scheduled intervals throughout the year, ideally at least once every four to six weeks. At the first meeting of the school year, each MAC member should be given a copy of the system-wide selection policy. At the same time, each member should also receive a copy of the *Library Bill of Rights* and *Access To Resources and Services in the School Library Media Program: An Interpretation of the Library Bill of Rights*. What should

then ensue is a careful reading and discussion of all three documents. The selection policy should be examined in the light of both Library Bill of Rights documents, and the media advisory committee's philosophy thus begins to take shape. Be aware, however, that this process forces committee members to come to grips with their own beliefs about children's rights to information. Inevitably, there will be differences of opinion, but it is vitally important that the entire committee at least wrestle with the issue of how materials should be selected for this particular school and why they should be included in the first place. Complete unanimity may be impossible, but at least the dialogue has begun. Any assumptions under which the committee will function will have a consensus base, and those areas of disagreement will be out in the open for everyone to consider.

... it is vitally important that the entire committee at least wrestle with the issue of how materials should be selected for this particular school ...

The second meeting should follow soon after the first. It is in this meeting that committee members are introduced to the selection tools available. All schools in North Carolina have copies of the state Materials Advisory Lists, in-depth annotations of books, AV, and computer software published by the Division of Media Evaluation Services in the State Department of Public Instruction. Hopefully, additional selection tools such as *The Elementary School Library Collection*, *Booklist*, *School Library Journal*, *Science Books and Films* and other subject area and educational journals will be accessible as well. Pointing out the difference between the information offered in these reviews and the hype, propaganda, and oftentimes complete lack of specifics in a publisher's catalog will focus the committee on the process of responsible selection. At this

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same meeting, the school's curriculum, its educational goals, and the selection policy should be emphasized. These are the basis for the inclusion of *any* material in the school's media center no matter how glowing the review. They cannot be overlooked.

The actual selection of individual titles can be both formal and informal. Ideally, it is a continual process, unrestricted as to meeting date or advisory position. Many media coordinators keep selection tools and individual reviews circulating among the committee or the entire faculty, with subject area or grade-level teachers often asked specifically, "Do you need this?", "Can you use this?", or "What do you think?" Every teacher and student in the school is encouraged to make suggestions for the purchase of materials, bringing reviews, information, or curriculum justification to either the media coordinator or to her representative on the MAC. As this process continues throughout the year, the media coordinator keeps a "wish list" of everything suggested, with reviewing source and/or requesting teacher or department noted. Then, when actual ordering takes place, the librarian can choose individual titles with the complete assurance that faculty members in general and the media advisory committee in particular have had clear-cut input in the choice of materials.

Determining Budget Priorities

The inevitable problem with the selection process is that there are always more materials requested than there is money to pay for them. Thus the second basic role of the media advisory committee—and the most powerful one—is the setting of budget priorities. Sometimes this involves making decisions about how to spend a small, pre-determined portion of an overall school budget; other times it necessitates the allocating of an entire instructional budget.

One example of this complete budget process can be found in several schools in Durham County. In these schools, the media advisory committee and the building's budget committee are one and the same. The media coordinator either co-chairs the committee with the principal or chairs it herself. The make-up of the committee is standard, but its influence is far-reaching—it determines how the entire instructional budget is spent. Thus, in schools which use this system, the MAC may decide such important issues as: how much money will we spend on consumables as opposed to materials of lasting value available to every student?; do we replace the microscopes in the biology lab this year or buy enough overheads

so that each teacher has one?; and do we buy the new set of science encyclopedias or order the filmstrips and computer software to support the new unit on Vietnam? The advantage to this process is that the entire school program is analyzed carefully. Not only is it difficult to "play favorites" by consensus, it is equally difficult to get approval for a poorly justified request. Peer review is a formidable obstacle to shoddy work.

But there are also disadvantages. Some media coordinators in various North Carolina schools have felt that they would have received more money to spend on library-specific materials had they been given a set budget rather than their program becoming a part of the negotiating process. It is a rude awakening to find that other teachers don't view the media center as the hub of the school! And the paperwork can be overwhelming. If the media coordinator is chair of the committee, she is usually purchasing agent and at least informal keeper of the books as well. This is a monumental task, particularly in larger schools. But when asked specifically whether or not she would prefer to return to the "set library budget" of before, every Durham County media coordinator involved on the school-wide budget committee said "no." Each would do the extra work to give her program a financial place in the school's instructional budget and to allow her to have an input in the entire school's budgetary process. She who controls the purse-strings controls the program!

Although the school-wide budget committee aspect of the MAC is being seen more frequently, the most common budget process available to media centers today is still the "set amount." Generally principals or central office staffs allot a specific amount of money to be used for the purchase of materials for the media center. From this money, the media advisory committee is asked to determine what materials can be purchased to best fill the needs of the school's children and teachers.

... ideally the MAC is more than the sum of its roles.

In order to do this intelligently, each media advisory committee should develop a five-year plan based on the school's educational goals and priorities. Again, the burden of work will fall on the school's media coordinator, for she must carefully analyze the entire media collection to determine whether or not it can support the school's curriculum and the needs of its students and faculty. After she has done so, she should report

her findings to the MAC. Are there areas of the curriculum where there are no supporting materials? If so, these areas should be immediate priorities. Are there instructional areas where the book collection is adequate, but for which there are no audiovisual materials or computer software? Are there specific subjects that are the focal point for reports and papers which need more and varied materials? Are there areas of the collection which are outdated or which have not kept up with new and breaking information? All these are questions which must be considered by the media advisory committee before decisions can be made. It should be the committee's responsibility to determine the areas of priority and the time table for addressing them. The media coordinator should take care, however, in guiding the MAC to understand that some resources must remain to continue purchase of new and necessary materials throughout the collection. Priorities cannot so overwhelm the planning process that we force the same problems to creep into other areas of the collection because we have not been able to maintain them. A five-year plan should provide a solution to correcting weaknesses, not create new ones in its wake.

Often, a single media coordinator is a voice crying in the wilderness; the media advisory committee can offer a concert of concern.

Weeding the Collection

One of the ways a media advisory committee can be most helpful to a media coordinator is by helping to weed the collection. But weeding the collection is a two-way street; it also allows the MAC to become familiar with the collection and consequently aids it in making more intelligent overall collection decisions. While many high school media coordinators will ask the MAC to weed their specific departmental areas of the collection, elementary librarians are more apt to divide the collection into equal parts and ask the entire MAC to weed a specific portion.

It quickly becomes apparent that the media advisory committee is being asked to take on many time-consuming tasks which, while vital to the optimum functioning of a school's media program, may not fairly go uncompensated. One school system in North Carolina is addressing just this concern this year.

Granville County Schools has, for the past

two years, operated under a performance-based supplement for its system's teachers. Kindergarten through twelfth grade teachers are offered the opportunity to earn up to four percent of their annual salary based upon the achievement of goals and objectives they have drawn up for themselves with the approval of their principals and supervisors. Goals and objectives can involve activities requiring work outside the parameters of the specific school day. This school year, two individual schools have adopted membership on their media advisory committee as a "one percent supplement" activity.

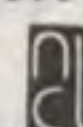
In order for this to be successful, guidelines have been drawn up to include bimonthly meeting dates and committee expectations. The schedule stipulates one monthly meeting for decision-making responsibilities such as materials selection and five-year plan formulation. The other meeting is specifically for weeding. Because of the monetary stimulus, a high degree of quality input has been achieved.

Public Relations

While the selection of materials, allocation of the media center budget, and weeding of the collection are the traditional roles of the media advisory committee, ideally the MAC is more than the sum of its roles.

Any media advisory committee worth its name is a public relations tool for the school's media program. Since its members work so closely with the materials housed within its doors, they also realize the potential for increased instructional enrichment and enhancement when they are used. Because, by nature of their positions, they are usually the instructional leaders within their schools, media advisory committee members can model the effective use of the exciting books, AV, and computer software available in their library to supplement the textbooks. They can also make media center needs known to the principal and other teachers. Often, a single media coordinator is a voice crying in the wilderness; the media advisory committee can offer a concert of concern. The MAC can, in turn, be a wealth of information, conveying new curriculum offerings, program ideas, and educational trends to the media coordinator. In short, the media advisory committee can be the eyes, ears, and mouthpiece for the media center and its program. It is the key to quality.

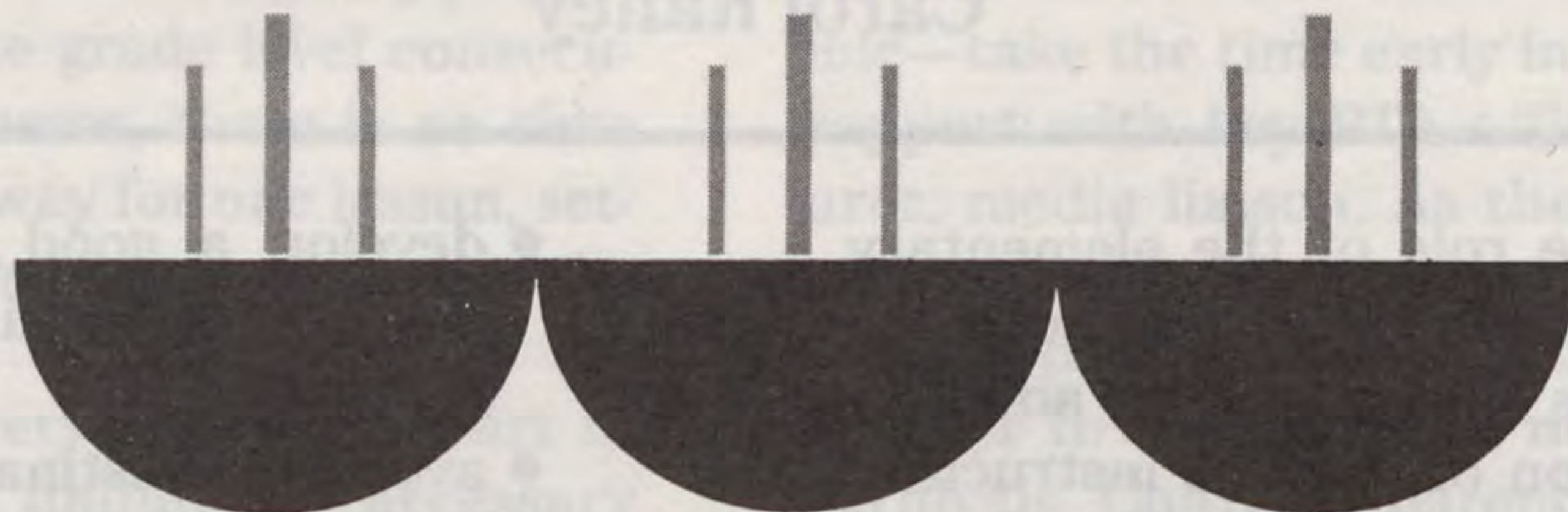
Editor's Note: For more information about the performance-based supplement, contact Dr. G. Thomas Houlihan, Superintendent; Granville County Schools; Oxford, N.C. 27565.



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Time Management in the Elementary School Media Center

Carol Raney

In recent years the role of the elementary school media coordinator has expanded to include many new areas of expertise. In addition to the long-time function of student instruction and management of the media collection, the elementary media coordinator is now facing the new technologies of computers and video in education. The elementary school media coordinator is often working in a situation with no clerical assistance (or, at the most, half-time assistance), and often these schools have no assistant principal. As a result the media coordinator is often asked to help in a wide variety of school administrative needs. To fulfill this expanded role, the elementary media coordinator is faced with finding some means to handle the ever-increasing work load given the same number of hours in a day—not an easy task!

The only way to cope with this situation is to make the most of the time that is available. Much has been written in the past few years about the importance of time management in general, but very little has been directed at school libraries. Some of the techniques suggested would be quite difficult for the elementary school media coordinator to implement, but there are many suggestions that would help make the most of the available time. This article reviews some of the general suggestions for good time management and gives specific suggestions for each of the six major functions of the media coordinator, as described in the Job Description of Media Coordinator adopted by the North Carolina State Board of Education in July, 1987.

The general premise of time management is to allocate the time available in the most efficient manner. Listed below are some of the suggestions that appear in general time management articles and books:

- establish a quiet hour for planning and project work;
- develop the ability to concentrate and focus on a project;

- develop a good work area (clean desk, place for everything, supplies at hand, project files);
- avoid procrastination—take action;
- assign priority to tasks (long- and short-run);
- start day productively (plan a day ahead to get right to work);
- delegate effectively (using assistants and volunteers, both student and adult);
- avoid wasting time;
- establish effective “to do” lists;
- conduct and attend effective meetings;
- develop better communication skills;
- batch activities where appropriate;
- learn to say “no” when necessary;
- know yourself (are you a morning or night person?);
- keep accurate calendars (desk and pocket);
- avoid perfectionism;
- establish and keep to deadlines for work;

Several of these time management techniques would help maximize the available time to accomplish the six major functions of the Job Description of the Media Coordinator. The first major function is **Manages Instruction**. *Adhering to the Teacher Performance Appraisal Instrument criteria, the media coordinator instructs students and faculty in using and/or producing media to integrate into the curriculum and facilitate the teaching/learning process.*

The type of daily schedule you develop can have a big impact on your use of time. A flexible schedule combining some regularly scheduled class times along with open scheduling for classes, small groups, center activities or individual work gives the media coordinator greater efficiency. The times when no classes are scheduled can be used for some of the collection maintenance and circulation activities. These activities need to be structured so that all of the materials are available and ten minute blocks of time can be immediately put to use. For example, having overdue form letters ready to fill in, or having the cards for the card catalog presorted (perhaps by a volun-

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teer) and at the card catalog to be filed, will complete a job using several ten- or fifteen-minute blocks. In looking at regular class schedules, I have found that scheduling thirty-minute classes consecutively allows the completion of five classes between 8:30 and 10:30, leaving a one-hour block of time before lunch when I either work with small groups or tackle one of the ongoing project files. By grouping the same grade level consecutively when scheduling classes, there is no time lost in putting materials away for one lesson, setting up another, and then having to go back to the first set of materials.

Planning is another very important part of the instructional role, but finding the necessary time to do so is difficult. The necessity of finding a "quiet hour" when you can work uninterrupted, usually at the beginning of the day, is a wonderful idea, but the elementary media coordinator will have to be very creative to find this time (and certainly not in the morning). Because the media coordinator's main purpose is service to students and faculty, there is no way to close the door for a "quiet hour" each morning. It is essential, however, to establish a quiet time, and each media coordinator will need to experiment to find the most effective time. (I have given up trying to find time during the school day and do most of this type of work at home. I have found, though, that Friday afternoon has worked for me since very few meetings are scheduled that day, and there are fewer faculty requests for assistance. Any time that is found during the school week is considered a "bonus"!)

Try to simplify everything possible.

One other aid in managing time to facilitate instruction is to develop long-lasting teaching materials for formal classes, small groups, or centers. Media coordinators can laminate these materials and develop a filing system arranged by skill. They can gradually add to this collection each year and have lessons and materials ready to use.

The second major function is **Manages Public Relations**. *The media coordinator initiates interaction with students, staff, administration, and the general public for purposes of integrating, promoting, and expanding the media program.*

The computer has been a timesaver in this area. Using the computer for quick preparation of materials such as letters to parents, signs,

summer reading lists, publicity items and then saving these letters for future modification has been helpful. Using the computer printer to create stencils for the mimeograph machine has also saved hours of work for one who makes many typing mistakes! Another way to save time in this function is to create a "media corner" in an existing PTA newsletter. It is also important to be visible—take the time early in the year to develop a rapport with key PTA officers: president, treasurer, media liaison. As the year progresses, you can quickly build on these relationships. Be visible with all parents—again, early in the year, attend or offer to work at PTA meetings, open houses, carnivals. Cultivate parent volunteers; they can be real time savers! While volunteers no longer seem to arrive in neat bundles of two hours work, I have found it helps to encourage them to work twenty minutes or half an hour—for example, when bringing their children to school in the morning, at lunchtime, before picking up students in the afternoon; or to pair their work with another volunteer job they are doing in the classroom. In this way you can create a wider parent base of volunteers and end up with more productive total hours. Finally, it never hurts to provide a pot of coffee for the volunteers—they deserve it!

The third major function is **Plan for the Media Program**. *The media coordinator designs and implements short- and long-range plans which allow a balance among integrated skills instruction, literature appreciation, planning with teachers, and collection management and development.*

As mentioned above, it is critical to find quiet planning time. Be aware of what kind of a person you are—when you do your most creative work, morning or afternoon—and then plan accordingly. As mentioned previously, the morning person is going to have to be very creative. If you are working with a flexible schedule, you may be able to carve out a block of time during the day (your regular class is on a field trip, no class is signed up for a time-slot, etc.). Be sure to take advantage of "bonus" blocks of time and use them to the fullest. Save less time-consuming activities (filing cards, filing catalogs, handling routine circulation matters) for those ten-minute blocks of time during the day. In using these larger blocks of time, one also needs to develop the ability to concentrate. It is very easy to become distracted and jump up and tackle some other activity. Force yourself to concentrate on the task at hand and stick with it—the more you do it the easier it becomes.

Another tip is to take advantage of "a roll." If you are having a very productive streak, keep

going until you drop! Get started working quickly, develop long- and short-range "to do" lists, and complete them. Divide a big project into several smaller steps and focus on completing each step. Avoid perfectionism; spending an inordinate amount of time on unimportant details wastes valuable time. Establish deadlines for things that need to be completed, write them down on a visible calendar, and get to work.

Use the media advisory committee effectively and efficiently to help with planning for the media center. Run the meetings effectively: distribute the agenda ahead of time; let members know in advance what input they will be asked to provide at the meeting; start and end on time; focus on agenda items; stay on target; set time and purpose for next meeting, and write minutes immediately.

Communicating and planning with teachers is another area where it is possible to use your time more effectively. It is simply not possible to set aside formal planning time with every teacher on a regular basis. There are, however, several ways to maintain the lines of communication and planning without formal sessions. Plan to eat lunch in the faculty lounge every day with different groups to develop informal relationships with your faculty. Find out what they are doing in their classrooms, and suggest ways the media coordinator can be of assistance either with classes or materials. Often more can be accomplished over a sandwich than in a formal planning session after school.

Plan to attend as many meetings as possible (e.g., grade level, subject, special planning) to keep abreast of upcoming events. If you are unable to attend a meeting, be sure that you receive the minutes of the meeting. Try to be a member of the school leadership team. Know which meetings will be productive and which will not. Make use of a time line scheduling calendar for teachers to fill out. Develop schoolwide planning forms (perhaps on a quarterly basis) for teachers to complete, outlining their upcoming plans for instruction. Put a pad of paper on the media desk for teachers to note their needs or questions if you are teaching a class. Establish a suggestion box by the card catalog for teachers to jot down needed materials. Develop a regular sign-up calendar that teachers can use without having to "see you to plan," or develop a form for them to use to request small group instruction. There are many ways to communicate informally with teachers that will save time for both teachers and media coordinator.

The fourth major function is **Manages Re-**

sources. *The media coordinator establishes and carries out procedures for effective and efficient selection, acquisition, cataloging, processing, accessing, and maintaining materials and equipment.*

There are many parts of this function that need to be examined for time-saving potential. Acquisition is one of the most important. Keep up-to-date by examining new journals as they arrive (or make regular frequent trips to the library if you do not have a personal subscription). Do not procrastinate until an order is imminent. Keeping current at all times will produce a stack of orders that can be processed at a moment's notice. Try to find one or two parents who will do your typing either at home or in the media center. Have all of their materials together with a sample form of an order. For example, the media coordinator can mark personal copies of journals and have volunteers type from them. Identify and label clearly a location for them to work and to place the completed orders, journals, or preliminary order slips. It is important to have several routine jobs for volunteers besides shelving books. Set up a shelf in the office clearly labeled for books that need repair, books that need cards typed, books that are potential discards. Train one or two volunteers to handle such things as typing duplicate cards—again have all the necessary supplies available right at the typewriter.

The computer can be a big help in saving time here as well. Both the word processor and data base programs are invaluable in preparing bibliographies, teacher and student overdues, school equipment inventory, and lists of materials purchased through the PTA.

The fifth major function is **Manages the Facility.** *The media coordinator organizes the facility and resources in such a way that they reflect the philosophy and goals of the school and its media program.* There are several time management suggestions that will help in accomplishing this function. One is the necessity of developing a good work area that includes a clean desk, a place for everything, and necessary supplies at hand. Start by taking some time to totally "clean house;" start with a clean desk. Develop a specific place for everything. Keep all the supplies (stapler, paper clips, pads, pens, etc.) where you will use them. Keep your desk free of clutter and piles of papers and journals. Buy some inexpensive plastic in-boxes and place them off your desk. Label them for such things as: magazines, catalogs, materials order information, material to laminate/copy, routine work, and high priority

work. Develop the habit of not piling things on your desk; immediately assign all paperwork to one of these boxes. Develop a series of project files to keep all material regarding ongoing work such as: Media Advisory Committee, Leadership Team, PTA Purchases, and Materials Orders. Keep these files together either in your desk in hanging files or in plastic file holders near (but not on) your desk. Only place on your desk the material that you are working on at that moment. It takes some time to set up this type of work area, but it is worth coming in one Saturday or staying late one day to totally "clean house." This might be the first task to think about if you really want to make effective time management techniques work for you. Tackle both your immediate desk and work area, and then proceed to look critically at the circulation area.

The type of daily schedule you develop can have a big impact on your use of time.

Try to simplify everything possible. Develop a circulation system that allows the students to assume much of the clerical work. Have them card their own books so that they are ready for reshelving. Train selected student helpers to do some of the book check-in and reshelving. It may help to assign a special shelf for each child to reshelve; however, competent help in this area is essential to save time. Try not to have too many "special" places to shelve books—this will cut down on shelving mistakes and questions. Interfiling all audiovisual materials will save time when pulling material for a unit of study.

The sixth major function is **Carries Out Professional Responsibilities**. *The media coordinator provides opportunities for personal and professional growth for him/herself as well as for the school's staff and students. S/he also carries out assigned non-instructional duties; adheres to established laws, policies, rules and regulations; and submits accurate reports promptly.*


In order to submit accurate reports as

required, one must remember not to procrastinate. Keep information as you get it, and keep it up to date. Do not wait until the end of the year to compile information for the final report. Consider setting up a system for continuous inventory to facilitate gathering this information. Keep a special file for all new material and be sure it is filed as soon as it arrives. Duplicate material should be noted on the shelflist card immediately; do not wait until the end of the year. Develop a workable filing system for keeping records and keep it up to date.

Read professional material promptly; do not let it pile up. Keep a professional collection and place material there as you read it. Attend professional conferences and meetings. They take time, but will provide you with a full day of suggestions and updates that you cannot afford to miss.

The elementary media coordinator's schedule often seems overwhelming and impossible. There are only so many hours in a day, and there are other things in life besides your media center. Therefore it makes sense to look at some of the ways we do business and try to streamline them. Not all of the general time management techniques will work in the elementary media center; not all will work for you. But there are many things that can be done to save some precious moments and help us use our time more efficiently. I'm going to start by cleaning off my desk!

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School Library Media Day

April 20

The Teaching Role of the Secondary Media Coordinator: Making It Work

Augie E. Beasley and Carolyn G. Palmer

An exemplary media program at the secondary level requires that the media coordinator provide a unified program of services to administrators, faculty, students, and community. Good management skills are necessary to administer the program. Effective planning, organizing, and implementing of services, resources, funds, time, and records are essential in keeping the program running smoothly and efficiently.

The media coordinator must plan and implement a good public relations program which will effectively communicate to users the available services and resources. The image of the media coordinator and the media program are very important in gaining support for the center and its activities.

From video to computers to laser disc players, the media coordinator must be proficient in the use of each. Advances in technology demand that media coordinators be aware of trends, know how to operate the available hardware, encourage students and teachers to use new technology, and assist them in using it effectively.

A good production program must also be maintained. This will include supplying necessary equipment and materials, anticipating future needs, and instructing and encouraging students and teachers in the production of their own media.

Involvement in professional development is another important aspect of the media coordinator's role. Not only must s/he belong to professional organizations, but s/he also must share time and ideas with others.

An exemplary program, however, would not be complete without the instructional component. Media coordinators usually agree that management, public relations, technology, production, and professional involvement are definitely part of the program even though some media programs may not always be strong in all of these areas. The teaching role at the secondary level, however, has been a problem area. Media

coordinators readily agree that orientation and a brief reinforcement session on the *Readers' Guide* and the card catalog are part of the instructional role. We are less willing to commit to planning, developing, and teaching skills in the various curriculum areas. The advent of the career ladder programs has placed an emphasis on the teaching role of the secondary media coordinator. The result has often been frustration and anger.

The teaching role is not the only focus of a secondary media program. A unified program which considers each component of the program to be of equal importance should be the goal of media programs; however, the instructional role *must* receive equal importance.

The advent of the career ladder programs has placed an emphasis on the teaching role of the secondary media coordinator.

Where to begin and what to do next are the biggest problems in planning an instructional program which involves curriculum integration. With determination to improve the teaching component of our program at East Mecklenburg High School and to make it work, we set out to develop a skills program that taught skills within the curriculum areas rather than in isolation. We already knew that teaching skills in isolation did not work.

For anyone who feels uncomfortable with the teaching role and would like to know where to begin in improving that role, we would like to share some of our ideas and some of the things that we have learned. First of all, what does it mean to teach skills in conjunction with classroom instruction? Communication (written and oral), cooperation (teacher and media coordinator), and planning are the keys to the success of the concept. The process may begin with an individual teacher, but the goal is cooperation with all faculty members.

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Hints for Making it Work

Make the First Move. The media coordinator should make the first move. Begin with one or two teachers who appear receptive to new ideas. Have some plans and ideas on paper. It always helps to have some activities outlined ahead of time. Let teachers know what you have available and offer suggestions for integrating media skills with their instructional units.

Find Out What's Happening in the Classroom. The media coordinator must understand what is taking place in the classroom. Plan sheets can be distributed which teachers *may* use to keep you aware of their activities, projects, and units. Time must be scheduled with teachers for planning. Talk with them informally. Attend departmental or curriculum meetings. Let them know that you want to be involved in the instructional process. Visiting the classroom is another way to learn about what is happening. Look at student projects and displays of their work, but never let the teacher feel that you are spying.

Determine Student Needs. The media coordinator and the teacher need to make an assessment of student needs to determine what media skills should be taught. A media skills test which looks at general knowledge, as well as specialized resources, is an excellent way to make this assessment. It can also be used as a pretest/posttest. We developed our own media skills test which consists of three distinct sections. One section of questions concentrates on general knowledge of reference sources, the second group of questions covers knowledge of production resources and equipment, and the third set of questions looks at specialized resources. The third section of questions can be changed to cover each of the different curriculum areas. Having the media skills test on the computer makes changing the third section of questions very easy. Plenty of commercial tests are available which could also be used. The September 1985 issue of *School Library Media Activities Monthly* contains an article on commercial tests which are available for assessing student performance in media skills.

Plan! Plan! Plan! *The North Carolina Competency-Based Curriculum for Library/Media and Computer Skills*, as well as subject area curriculum guides, should be used when deciding which skills to teach in relation to classroom concepts that are being taught. It is important to make sure that faculty is aware of the State goals for Library/Media and Computer Skills.

A variety of commercial aids is available to help in planning skills lessons. *Instruction in School Library Media Center Use*, edited by Tho-

mas Hart, provides hundreds of sample activities and creative ideas for involving the media center in the instructional program. Information is available on skills tests, strategies for teaching, and materials to aid in teaching skills, both print and nonprint.

Phillip Turner's *Helping Teachers Teach: A School Library Media Specialist's Role* is an excellent source for media coordinators who are interested in becoming actively involved in curriculum planning. We found the sections on Test Design, Needs Assessment, Activities Development, and Evaluation especially helpful. The Appendix provides a sample unit complete with performance objectives, a sample lesson plan, and evaluation strategies. The emphasis in Turner's work is placed on practical ways to help teachers create, implement, and evaluate instruction and media integration.

Thomas Walker's and Kay Montgomery's *Teaching Library Media Skills* is designed for K-8 but is certainly helpful in the secondary planning process. It emphasizes the importance of integrated library media instruction and offers an excellent guide for implementing the program. Sample activities, outlines, and an extensive bibliography of materials are included.

Teaching Library Skills and *Curriculum Involvement* are two other publications which might be helpful. They are spiral-bound workbooks which are available from Linworth Publishing. *Teaching Library Skills* offers actual examples of classroom lessons and samples of materials used. *Curriculum Involvement* looks at practical, tested ideas for involving the media center in the curriculum.

Choose Best Format/Technique. When the media coordinator has decided which skills are to be taught, then he must make a decision concerning which media format or technique would work best in presenting these skills to classes—slides, videotape, transparencies, hands-on, lecture, demonstrations, learning centers, etc. The learning characteristics and level of the students in the class and the type of skills being taught will be important factors in making this decision. The teacher will certainly be able to help determine the students' learning characteristics and level.

**A successful media program . . .
needs media skills teaching
which is related to classroom
activities and integrated into
the curriculum.**

Provide for Evaluation. A method of evaluation to be used by students, as well as the media coordinator and the teacher, needs to be developed. At East Mecklenburg we often use a brief evaluation form which the students complete following special skills instruction. For those who may fear the comments from students, we have found they are much kinder to us than we are to ourselves. Comparison of results on a pretest/post test is certainly a good way for the media coordinator and the teacher to evaluate skills teaching. Actual performance of students on follow-up activities is another evaluation tool. Turner's book may also prove helpful in developing effective evaluations.

Be Persistent. Once is never enough! Remember that it takes time and effort to make it work. You may need to try different approaches. Do not get discouraged if the faculty fails to beat down your door in response to your offers. It usually takes several contacts before teachers will agree to try planning for skills teaching with you. A successful media program, however, needs media skills teaching which is related to classroom activities and integrated into the curriculum.

Examples of Skills Integration

We have used cooperative planning to integrate media skills in most curriculum areas at East Mecklenburg. Below are some specific examples which we have used successfully. The subject area, unit topic, and student concepts to be developed are highlighted in each example. If the media skills were coordinated with a specific assignment rather than the entire unit, the assignment is given.

1. **World History**—Current Events (Length—One Quarter)

Students

- learn to plan and script videotaped newscast of current events each week.
- learn to use lettering tools to design their credits for each videotape.
- learn to improve public speaking techniques and stage presence.

2. **Vocational Classes**—Job Interview Skills

Students

- study job interview techniques in the classroom.
- participate in videotaped job interview conducted by community volunteer.
- view and critique their interview.
- repeat interview.
- improve skills after viewing their first review.

3. **Science/Chemistry**—Scientific Discoveries/Achievements

Assignment—Students will research a scientist in relation to his discovery, theory, etc.

Students

- learn skills in using specialized reference sources.
- learn skills in using *Readers' Guide*.
- learn skills in using biographical sources—*Current Biography*, *McGraw-Hill Encyclopedia of World Biography*, *Dictionary of Scientists*, *Asimov's Biographical Encyclopedia of Science and Technology*, *Concise Dictionary of Scientific Biography*, etc.
- learn skills in using microfilm/microfiche.

The media coordinator must understand what is taking place in the classroom.

4. **Science/Biology**—Diseases

Assignment—Students will research a disease—the symptoms, cures, etc.

Students

- learn skills in using medical dictionaries and encyclopedias.
- use card catalog and Dewey areas, as well as vertical file and human resource file, to locate information.
- learn skills in using *Readers' Guide* for locating information on current topics—AIDS, anorexia, herpes, sickle cell, Tay Sachs, etc.
- use *SIRS* collection.
- learn skills in using microfilm/microfiche.

5. **English**—Research Paper (Seniors)

Assignment—Students will complete a research paper on the critical analysis of a British author's works.

Students

- review outlining, forms for footnotes, bibliographies, etc., in classroom.
- receive introduction to literary criticism in classroom and media center.
- receive instruction in using works containing criticism—*Contemporary Literary Criticism*, *British Writers*, *Critical Survey of Long Fiction*, *Moulton's Library of Literary Criticism*, etc.
- review skills on using *Readers' Guide* to obtain reviews of an author's works.
- receive introduction to *Horizon* index (fine arts magazine).
- receive introduction to *New York Times* microfiche series—*Great World Writers*.

6. **Competency Classes**—Unit on Reading Charts, Tables, and Maps

Students

- use locally produced and commercially produced transparencies to learn how to interpret charts, tables, and maps.
- receive skills instruction in using atlases, geographical dictionaries, and indexes.
- learn types of charts, maps, and tables (population, political, etc.).
- complete activities which reinforce skills learned in hands-on use of the sources.
- use learning center to reinforce skills for individual needs.

(Learning center, visuals, and activities prepared by media coordinator.)

7. **Fashion Merchandising**—Designers and Their Fashions

Assignment—Students will research a designer's life and complete a project which will illustrate the fashions of the designer to other class members.

Students

- receive introduction to biographical sources which include information about designers—*Current Biography*, etc.
- review use of *Readers' Guide*.
- learn skills for making transparencies.
- learn skills for using lettering tools.
- learn skills for slide/tape productions.

Lesson Design Format

The following is a sample lesson design format for introducing media skills to secondary students. It could be used with different subject matter and adapted for use at any level.

Objective(s):

- The student will use *SIRS—Science* volumes to locate information about a current subject.
- The student will locate and compare information from two different current sources.
- The student will cite these sources correctly.

Curriculum (subject area) Objective:

This activity will be used in coordination with a science unit focusing on current scientific research.

Resources:

Locally produced videotape, activity sheets, study guide folder, and *SIRS Index*, *Cross Reference Guide* and notebooks of *SIRS* articles.

Instructional Role:

The library media coordinator will introduce *SIRS* and teach the students the procedure for locating *SIRS* articles. Both the library media coordinator and the classroom teacher will cooperatively assist the students with this assignment and activity. The classroom teacher will assign and supervise follow-up activities.

... teaching skills in isolation does not work.

... teaching skills in isolation does not work.

Activity and Procedures for Completion:

The library media coordinator will provide the students with a review of the *Readers' Guide*, another source for locating current information with which the students are already familiar. The media coordinator will play the videotape and check for understanding with a frame (fill-in the blank) exercise which will be graded.

Transparencies will then be used to reinforce the students' understanding of the *SIRS Index* and *Cross Reference Guide* booklets which are not covered in detail in the video. Students will complete the activity sheets on each concept presented including an exercise on citing *SIRS* articles correctly using the information in the study guide.

Evaluation:

Students will locate two articles in *SIRS—Science* on a current subject assigned by the teacher. Students will compare the information in these two articles in a two-page paper and write footnotes and bibliographic entries for the information.

Student success in completing this assignment will be used to evaluate the lesson.

Follow-Up:

The students will use information from a *SIRS—Science* article as one source in a research paper which the teacher will assign later.

The students will locate information from a regular *SIRS* volume for an oral presentation on a related science topic (drugs, alcohol, health, etc.)

Locally Produced Materials

Locally produced transparencies, videotapes, and slides have proven most effective for our skills teaching. They allow us to control the content and selection of sources which are covered. We have developed lesson packages on several skills, including production, specialized science resources, *Readers' Guide*, and *SIRS*. Each package includes a videotape, transparencies, lesson

plan, activity sheets, and handouts. The lesson plan is a basic one which we can adapt and change for different learning situations. The handouts are usually study guides and sample pages of information from the sources. Our package on production includes procedures for designing different projects which we present during the lesson.

A good quality videotape requires much time in preparation. Slides are equally effective and allow for easier sequence changes than the videotape. Additions and deletions of material are also easier to make with slides. Our videotapes have been an effective way to present information to students who were absent during the lesson or for review of material.

Student Production of Media

Student production of media needs to be integrated into the curriculum, along with media skills for using certain print resources. In coordinating student production, supervision should be a team effort of the media coordinator and the classroom teacher. The teacher can check content accuracy while the media coordinator assists with the production techniques and project ideas. The focus of the assignment should be the content with media production as the way of expressing the information.

The media coordinator and the teacher need to plan a step-by-step process for implementing

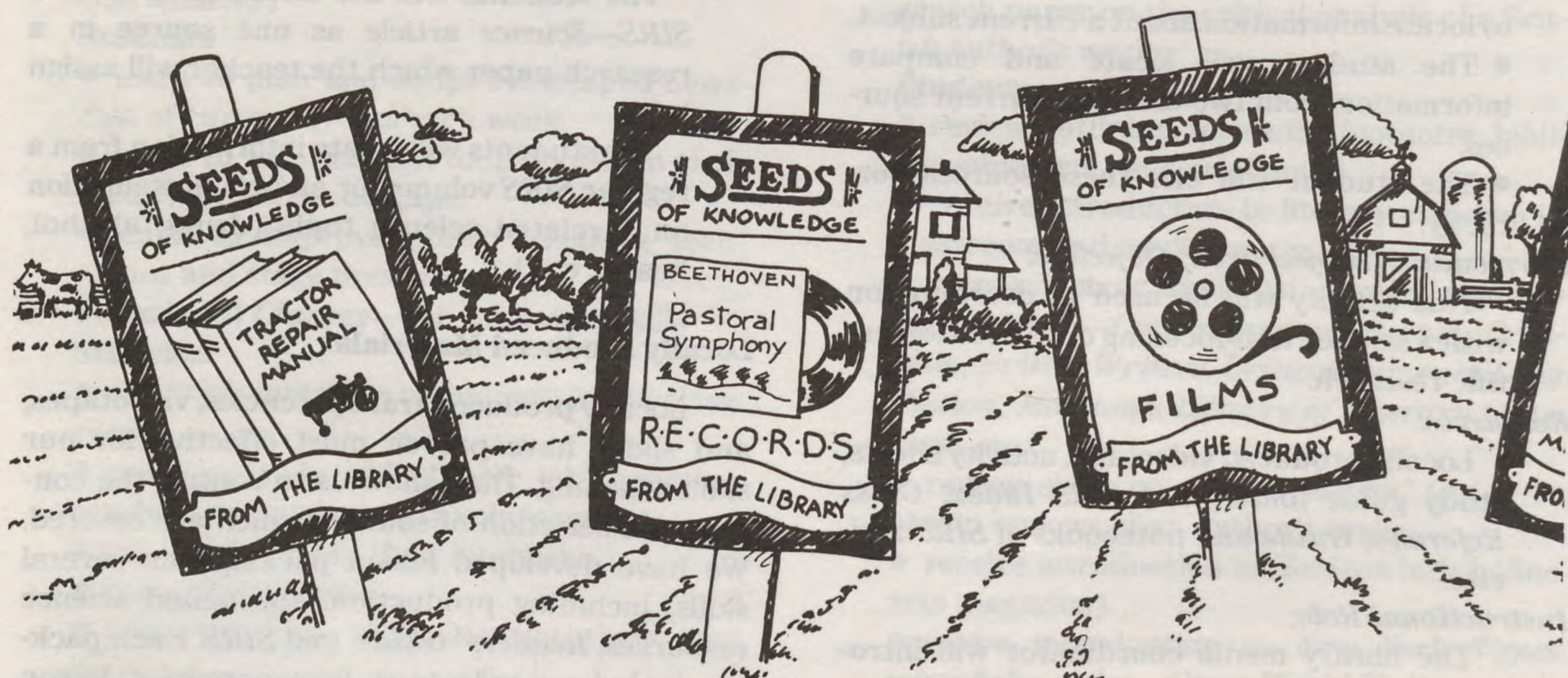
the projects including who will supervise each step. A check sheet with specific instructions for each production process should be available as a guide for the students; however, encourage student creativity.

At first, the media coordinator will probably need to take the lead in supervising student media production. Teachers may be learning with the students. As the teachers feel more comfortable with production, they will become more actively involved. Encourage them to do this.

We have found that displays of student projects in the media center turn out to be our most effective ones. They serve to encourage other students to use the production equipment, and they remind teachers to include student media production in their units throughout the year.

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Principals' Views of the School Media Coordinator

Beth M. Rountree

When school media coordinators look in their mirrors, they see professionals who, in order "to take on more and more"¹ must let something else go. When school principals stand beside those media coordinators and gaze into the same mirrors, the reflections they see resemble those of managers who are "caretakers of books, checkers in/out, runners of machines, and overseers of media."² Obviously, if the media coordinators make no move to change the angle at which principals are viewing them, and if the principals initiate no closer looks, then distortions will persist.

A former media coordinator who recently was hired as a school administrator found an interesting reception waiting from the school's media coordinator. Upon introduction, the media coordinator said that she was delighted with the new leadership of the school. She said it was "so nice to have someone who understands the school library." While that was flattering to the rookie administrator, it was disturbing to the experienced librarian. Is it still true that what school library media "service should be and whether it is being well provided seems to be of little or no concern"³ to anyone outside the field? Sadly, that is just what a survey of the literature reveals.

It would be easy for media coordinators to throw up their hands, attribute any difference in perception to "outsiders" unconcerned, uncaring ignorance, and say, "Forget it;" but it would be foolish. First, if the library is not now functioning as the hub of the educational program as professionals believe it should be, and if the media coordinator adopts the "I can't do anything about it" attitude, the program has no chance of assuming a position of strength in affecting children's learning. After all, as Ken Haycock wrote, "The school principal is the key player in seeing that a program is developed, supported, and enhanced."⁴ Secondly, the principal is charged with the evaluation of school personnel. Whatever media

coordinators can do to improve principals' understanding of media services may directly affect evaluations of their positions. Third, Elnora Portteus warned in 1978 that, if differences are not resolved, school library professionals could be in danger of losing their position in the education setting altogether.⁵

How principals see media coordinators almost a decade after Portteus' warning can furnish advice to those who want both security and support. To find out their perceptions, the writer conducted an informal survey and interviews with North Carolina principals during the fall and winter of 1987-88. (See Figure 1.) Principals, it was found, give more credit to media coordinators than the child who asks, "Do you have to go to school to be a library teacher?" However, when such comments as "Media Coordinators need whole courses on people skills" and they are "totally inflexible in the school program" are still heard today, there is little room for comfort. The Portteus warning is still viable.

In order to change the school administrators' perception of media coordinators for the good of the total school program, a majority of principals interviewed suggested a more active public relations program. When asked what advice they would give the media coordinator, they mentioned, repeatedly, reaching beyond the media center walls. This step also has been promoted by Margaret Tassia.⁶ One principal told the interviewer that "enthusiasm" and "energy" were extremely important to "show," and that the media program needs to be "sold." Ken Haycock emphatically agrees with this position, stressing that, "We must become advocates for our programs; there is no question of this."⁷ Kieth Wright, writing as a library educator, concurs: "In terms of the need to work successfully in service institutions 'marketing' their services in the public sector, human relations/communications skills are essential."⁸ He identifies a national trend of renewed emphasis on those skills in library education programs.

While principals may be pleased to learn of that trend, they are more concerned with present

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"marketing" in their own schools. In interviews and on the surveys this winter, they offered the following suggestions which practicing media coordinators may find enlightening, not because of their originality, but because of their familiarity:

1. Become involved in individual classroom activities.
2. Prepare a regular newsletter for the faculty.
3. Make a habit of communicating with teachers about curricular needs through bulletins, sign-up sheets, etc.

One principal seemed to summarize remarks by the others by recommending that the media specialist "be more assertively/actively involved in the curriculum."

Suggestions from the library field echo the principals' ideas. Tassia has compiled a series of activities for media coordinators who want to improve communication. Among them are newsletters, library bulletins, in-service activities, diaries, puzzles from book jacket covers, displays, and surveys.⁹ Barbara Stripling, similarly, recommends needs assessments for faculty and students, monthly reports, new book displays, bulletin boards, and teacher forms. Her heading for those ideas is sure to make the busy media coordinator smile (perhaps sadly): "increasing visibility" of managerial work.¹⁰ Baeckler and Larson's *GO, PEP, and POP* provides a number of very lively ideas for a public relations program sure to please principals¹¹ and to help achieve the public relations goal of creating among "various publics an understanding and appreciation ... that will result in ongoing commitment and support."¹²

Surveyed/interviewed principals perceive that the media coordinator is not focusing on instructional development.

If, then, administrators and the library profession are in agreement that public relations skills are important to the successful school library media coordinator, one might well ask, where is the problem? The public relations problem is one of degree. But there is another. Surveyed/interviewed principals perceive that the media coordinator is not focusing on instruc-

tional development. Of note is their repeated use of words like "curriculum," "classroom," "integrated learning," and "teaching," all the while recommending some of the same vehicles for achieving those ends as are found in the writing on public relations. Their accolades, without exception, went to media coordinators who in their views, made curriculum planning a major part of their responsibilities.

If school library media coordinators (SLMC) now examine themselves and see that instructional development—that is, "direct involvement by the SLMC in the curriculum at all stages, from needs assessment to evaluation"¹³—is already a major focus of their programs, then the literature on library public relations should provide more than enough suggestions to present their program and, ultimately, themselves more favorably to the school administration. If, on the other hand, media coordinators engage in self-examination and discover that the total school curriculum is not their emphasis, they have at least two choices: 1) use a public relations blitz in an effort to sell the program as is, or 2) accept an instructional leadership role as did Barbara Stripling ("All right, all right, I'm convinced.")¹⁴ and follow the recommendation of Stripling, Turner and Naumer, and others to sharpen their instructional development focus.

Turner and Naumer describe an outcomes-based model they have created which maps the way toward higher involvement in instructional development.¹⁵ They cite four levels of present involvement by media coordinators, ranging from "not involved" at the lowest to "action/education" at the highest. They note that few media coordinators will find themselves in the lowest range since they do many instructional development activities without even realizing it. Their second level is called "passive participation" ("business as usual") or as one principal described it, "a tendency to 'lay back.'" The third level of Turner and Naumer's hierarchy of participation in instructional development is labeled "reaction." It refers to the program in which it is required that someone else initiate a request for response ("I'm doing this ... Help me find ...") Their highest level, "action/education," is the one which interviewed principals would like their media coordinators to reach. According to Turner and Naumer it is a worthy goal, for only when all instructional leaders recognize the importance of instructional involvement by the media coordinator will the media center truly become the center of the instructional program, the hub of the school so often described.

Naylor and Jenkins, in their 1985 study to explore principals' perceptions of media coordinators and the sources of those perceptions, found an interesting phenomenon. They discovered that half the principals in their sample "defined climate in terms of physical facilities and attractiveness," while the other half defined it "in terms of interaction between people."¹⁶ Those who viewed the media center in human interaction terms also viewed the media coordinator as an instructional resource. Naylor and Jenkins postulate that this difference may reflect principals' perception of their own role, that is, as instructional leader. With the current national fervor toward effective schools, and its corresponding emphasis on principals as the instructional leaders of those schools, one finds one more reason for the media specialist to "assume a willingness to reach for acceptance as an instructional leader"¹⁷ in his/her own right.

With both public relations and instructional development activities, media coordinators can do much to improve their image to principals. Probably, however, some resistance will remain because media coordinators feel overworked already and may be reluctant to add one more responsibility to an already overloaded job description. Secondly, they may feel principals should initiate some changes in understanding.

To the first, the response comes from Naylor and Jenkins, who challenge the media coordinator "to stop viewing the media center as another home for 'woman's work' (no matter how much there is to keep clean and organized ...). That attitude wins less praise than performing the tasks of an instructional leader in the school."¹⁸

Figure 1. Principal Survey

Use the space below each question to respond in a word, phrase, or sentence(s).

1. How would you rate your school media coordinator in overall effectiveness?
2. What are some of the things your media coordinator is now doing that you wish him/her to continue?
3. If you could give the media coordinator some advice, what would it be?
4. List some things you believe the media coordinator should be doing that he/she is not now doing that would improve the total school program.
5. If you could change one thing about media coordinators' training or performance, what would it be?
6. Other comments.

To the second, responses can be read in Haycock, Stripling, and others; but the best may well come from the U.S. capitalist system. If a product is to be sold, the owner of the product initiates the advertising campaign. In this case, the owner, i.e., the media coordinator, has an "advertising firm" already established. Research indicates that principals' perceptions of media coordinators are formed in three major ways, but the most important of them is the reporting done by media specialists themselves.¹⁹

Although the perception principals have of media coordinators in 1988 is not overwhelmingly flattering, their vision of the ideal is obtainable. If curriculum planning is not now a major priority of the media coordinator, it can become one. If it is now at the center of activities but the principal is not aware of it, then public relations procedures, including simply giving the principal accurate information, will help the image. It appears, unmistakably, to be a win-win situation.

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Role of Computers in the School Media Center

Kenneth M. Rollins

Technology is of major concern to the modern school media coordinator. Each new technology generates new challenges and opportunities for the media professional. While computer technology is no longer new, its potential benefits to school media center patrons and staff alike have yet to be completely realized. Computers can supply information and enjoyment, and can greatly enhance the teaching process. They are becoming an integral part of the educational scene, and it seems logical that they should be present in the media center, and that the media coordinator should be responsible for facilitating their use.

This article is an attempt to describe the role of computers in the school media center. It is based on the writer's experience with school media centers in North Carolina in general and the sixteen local education agencies in the northeast Region in particular. The media program at Cape Hatteras School in Buxton, N.C., under the direction of media coordinator Nancy Cowal, is used as an example. The writer believes that the general principles expressed in this article represent good practices anywhere.

The Computer as an Instructional Resource

At Cape Hatteras School the media program for using the computer as an instructional tool is directed toward both teachers and students. The media coordinator serves on the committee which developed and oversees the school computer plan. The media center makes software packages available for preview by the faculty, and the coordinator assists in the selection and acquisition of new materials. Once materials are acquired and cataloged the role of the media coordinator is to facilitate their use. She leads grade-level information meetings which keep the classroom teachers abreast of the new software and hardware which is available, conducts new

software and hardware demonstrations, and provides mini-workshops dealing with the application of the software to particular situations. Copies of the Minnesota Educational Computing Consortium (MECC) software are available for teachers, and assistance is provided in using the packages creatively in the classroom. The scheduling of computer hardware for use in individual rooms and the compilation of appropriate software bibliographies are other services offered to the faculty by media center personnel.

Students are provided services which are more instructional in nature. Three computers are set up in the center for student use. The media coordinator provides individual assistance to students in grades eight through twelve in word processing, data base searching and graphic production. Using the objectives found in the *Teacher Handbook*, the media coordinator provides both small and large group instruction on such topics as introduction to computer use, keyboarding, and simple programming. Classroom teachers are involved in teaching computer concepts in the classroom or in the computer lab. Activities which take place in the media center are supplemental to classroom work and insure that skills presented in the *Teacher Handbook* are acquired sequentially by the students at the proper grade level.

Hardware

An important role of the school media center is to maintain and schedule the use of equipment necessary for efficient and effective classroom instruction. Computer hardware should be treated by the media center in the same way as any other classroom resource.

Cape Hatteras School uses labs as its major computer teaching tool. Instruction about the computer and courseware related to the curriculum is introduced to students individually and in groups in the lab. The media coordinator schedules and supplies the equipment for labs, as well as providing at least one computer which can be easily transported to classrooms and used by teachers with minimum setup time.

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Software

The media coordinator's responsibility for maintaining the resources necessary to support the curriculum includes a role in the selection, cataloging, processing, and scheduling of computer software. It is helpful for the center to maintain a separate software catalog as well as entering these materials in the main card catalog.

As the media coordinator strives to attain the objectives for school media programs listed in *School Media Program Recommendations*, she must develop the philosophy that computers and their accompanying software are to be managed and used just as any other medium. The media coordinator should assist the student in searching all forms of media, including computer software, in order to find the appropriate material to accomplish the task at hand, and should be prepared to give instructions in operating the necessary equipment, including computers.

While the task of teaching about computers may not be primarily a media center function, the *North Carolina Teacher Handbook* does list objectives which deal with computers in the section on Educational Media and Computers. The media coordinator should strive to ensure that all students in each grade level have a working knowledge of the skills listed. The major responsibility of the media coordinator in teaching about computers should be to fill the gaps that are discovered and to coordinate the efforts of classroom teachers so that all objectives listed in *The Teacher Handbook* are met for each student.

The Computer as a Research Tool

The Cape Hatteras School media program views the computer as a research tool. All software owned by the school is represented in the card catalog so that students may use the materials when writing papers or doing research. Computer data bases, including an information file, software file, fiction books, and some periodicals, are provided for student and teacher use. In addition to the data bases the center provides a computer which is equipped with a modem for electronic communication. The center is a member of Western Carolina University's MICRONET network. This network allows information exchange with other members as well as communication with professors at WCU. Other features include interest area conferencing and answering questions on math and science projects. Plans are being discussed to subscribe to a commercial data base service to allow online searching for research articles.

In the "real world" computer research is rapidly becoming a reality. The physical distance that once separated researchers and research materials is fast disappearing with the advent of large data bases and search systems. Since one of our responsibilities as educators is to insure that students are ready to function in the world outside of the school, it is necessary that we acquaint them with the process of online searching through the use of such agencies as DIALOG, BRS, or other commercial data bases. At a minimum, we should create an artificial environment which would simulate online searching.

The Computer as an Administrative Tool

The media center coordinator at Cape Hatteras utilizes the computer to assist in clerical and administrative tasks. Though the media center is not automated, many on-going tasks are accomplished by using various programs. Data bases and templates from such programs as PFS and APPLEWORKS are also used. Currently the word processor is being used for newsletters, memos, correspondence, and for producing materials for presentations. The media coordinator produces purchase orders, budgets, media center schedules, and catalog cards using the computer. Overdue notices and bibliographies are generated from data bases which were compiled by the center personnel. The equipment inventory is kept using a simple data base which shortens the time and effort needed to produce reports during the year. Thought is currently being given to acquiring a complete library automation package.

School media coordinators have been given more and more responsibility over the past few years. Computers must be used to accomplish the clerical tasks and the repetitive activities that are inherent in the overall program. Planning for the use of the computer as an administrative tool requires that the entire program be analyzed to determine where the computer can enhance the program and save time. It is important that one ask the following questions when determining whether to automate a center function:

1. Will it save time?
2. Will it allow me to be more effective?
3. Will it allow me to do something of importance that I cannot already do?
4. Will it be economically feasible?

If at least one of the questions cannot be answered affirmatively, the process should not be undertaken. One must recognize that time must be invested in order to save time in the future. This fact must be a basic assumption when mak-

ing decisions concerning automation and computerization.

Conclusion

Computers are a fact of life in today's schools. It is extremely important that school media coordinators understand their role in dealing with them in an effective and positive way. Looking at the center's role in the educational process is a first step in determining just how computers should be incorporated into media center activities.

One should be aware of three major functions of the computer:

1. The computer as an instructional resource
2. The computer as a research tool
3. The computer as an administrative tool

It is the professional responsibility of all educators to continue to explore ways to provide better services to students. As you analyze your individual situation keep in mind that complete automation may not be the answer to all of the problems in your school. The responsibilities which are designated to the center staff vary

greatly from school to school. The size of the student body, grade levels served, size of the collection, and the organization of the media center's staff should all influence decisions about automation.

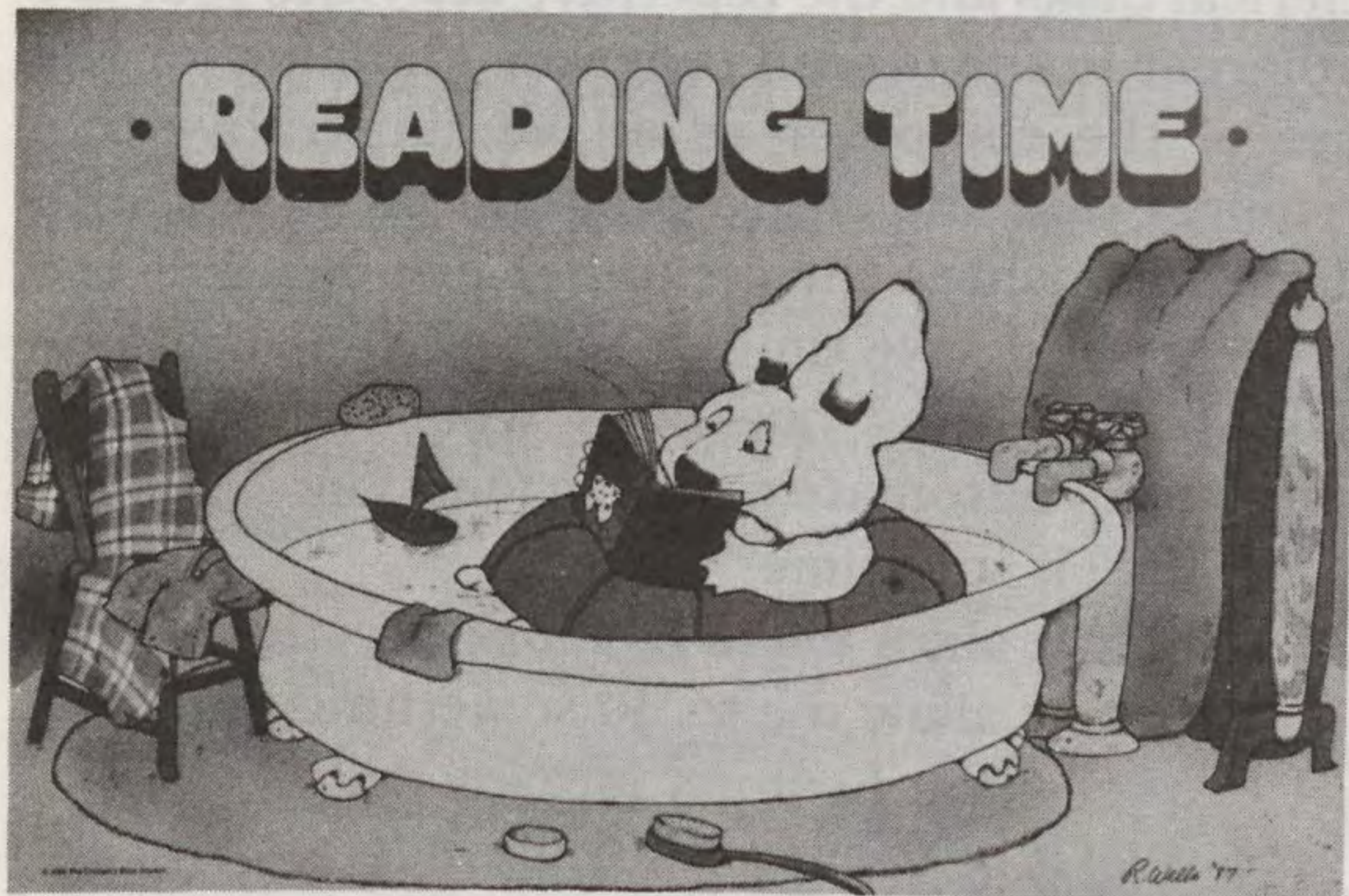
Remember, if you can't do something more efficiently, more effectively, or more economically by using the computer, then don't use the computer for that task. You must also remember that you must invest time now in order to have more time in the future. *You* must study, *You* must apply computer technology, and *You* and *Your* students will reap the rewards.

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Homework Help: Problem-Solving through Communication

Duncan Smith, Lynda Fowler, and Alan Teasley

When it happens, it isn't pleasant. The voice on the other end of the line cracks with emotion.

"Are you the social studies supervisor? We have a little problem down here at the reference desk of the public library. Mrs. Whippet at Sole-noid Junior High told her students to bring in a list of the cabinet members tomorrow, and if they didn't know them, they could call the public library to find out. Do you know how much time it takes to read that list over the phone for 122 students?"

"Hello, reference desk? My son's term paper is due tomorrow, and he needs one more magazine reference on the dark comedies of Shakespeare. Could you go over to the Reader's Guide and just give me one over the phone? As it is, we'll never get this thing typed by the morning."

"But, Susie, I know the school library has plenty of books on spiders. Maybe somebody just checked out all of them. No, I won't change the topic of the class research project. Just go down to the public library. I bet they have lots of books on spiders. And Susie, don't call me at home."

"Mr. Bloodless, I did go to the public library last night, and they said they don't have any scholarly journal articles on Thoreau. Do I still have to have three of those?"

The homework problems outlined above are really communications problems. Teachers have traditionally viewed a homework assignment as a contract between the teacher and the student. In actuality, however, several other individuals may be involved in the completion of a homework assignment, particularly when the homework requires the student to engage in library research. Research assignments can involve not only the teacher and the student but also the school media coordinator, other faculty members, the student's parents, public librarians, and other members of

the community (for example, local travel agents are often inundated with requests for pamphlets as a result of geography assignments).

This proliferation of players is only part of the problem. Each one of the individuals mentioned above deals with homework in very different ways and may have different goals in seeing the assignment through to completion. The teacher makes a homework assignment to reinforce skills or to give students practice in locating, comprehending, and internalizing information. The student may view homework from one of several perspectives—as a learning experience, as a task to be completed as soon as possible with as little effort as possible, or as a means of exacting revenge on adults by ignoring the task altogether. For school media coordinators, who often love to do reference work themselves, research assignments can be their most rewarding challenge or, if they have no advance notice of the assignment or the teacher's objectives, their worst nightmare. Parents want to help students get the best grades possible, but they may view research homework as "busy work" assigned by a lazy teacher, one more indication of the sorry state of public education. Community resource people, such as a public librarian or a travel agent, want to help students but look on in dismay as their limited materials are depleted. What may begin as a sincere effort on the part of the teacher to teach a research skill soon becomes a complicated tangle.

As long as the individuals involved in the homework tangle see only their own perspectives, the problem will recur. It helps to view homework as a system. The homework system is not only a contract between a teacher and a student, but a contract among all of the individuals affected by the assignment. These can include a variety of individuals from several different organizations, some of which may not be affiliated with a community's formal educational system. Unless each of the participants in a specific homework assignment sees the entire system, each one will continue to have unreasonable expectations of the other individuals involved. A teacher does not understand why the student cannot obtain a

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copy of a required reading, the school media coordinator does not understand why the student waited until the last minute, the student does not understand why the public library does not have the books needed to complete the assignment, and the parent does not understand why the public librarian does not know what is going on in the school system.

The result of this lack of communication among the agents in the homework system is that all parties miss opportunities to learn valuable lessons about how to find answers to questions. Instead of learning how to locate, evaluate, and assimilate information, the student learns that the system, specifically the classroom and the library parts of the system, does not work. The only thing inappropriate and ill-planned homework assignments teach students about media centers or public libraries is that these institutions do not have the help students need.

A Process for Addressing the Problem

In order to address this problem, the Durham County Schools and the North Carolina Library Staff Development Program conducted a workshop entitled "Homework Help" on Monday, May 4, 1987, at North Carolina Central University's School of Library and Information Sciences. The purpose of this workshop was to provide teachers, school media coordinators, and other area librarians with an opportunity to discuss homework and to brainstorm solutions to the problems associated with library assignments. Twenty-six individuals participated in this program, including teachers and school media coordinators from Durham County secondary schools, members of the Durham County Schools' central office staff, librarians from the Durham County Public Library, and a librarian from North Carolina Central University.

The morning portion of the workshop was devoted to brief presentations by a representative of each of the following groups: teachers, school media coordinators, and public librarians. Since a number of the participants were also parents, they were able to represent that perspective as well. Each presentation focused on that group's understanding of homework, problems or issues relating to homework, suggestions for coping with homework-related problems, and requests for information from each of the other groups in the homework system. The result of this section of the workshop was that all three groups achieved a greater understanding of how their actions affected members of the other groups. Teachers, for example, assuming that their students were

using the school media center to complete research assignments, were frequently surprised to find that their students used the public library instead. Teachers were even more amazed to discover that students frequently sent an "emissary" (usually a parent) to the library to do the assignment for the student. Public librarians learned that the major goal of many homework assignments was the search process itself, not just the information, and that by providing answers directly to the student, librarians were unwittingly circumventing the teacher's objective. School media people learned that students were having to go to the public library to complete assignments that could be done more successfully at the school, because school media centers were not open at times that were convenient to students.

The homework system is not only a contract between a teacher and a student, but a contract among all of the individuals affected by the assignment.

The second portion of the workshop focused on another major issue for libraries in the area of homework: the abuse of limited resources. Frequently an entire class is given a research assignment on the same topic, which can result in only a few students getting access to a library's resources. If one or two students manage to check out all of the circulating books on an assigned topic, they leave their classmates without resources. Another consequence of the single-topic assignment is that a library's reference materials and magazines are damaged when desperate students tear out pages containing information related to the assignment.

The afternoon portion of the workshop focused on the development of two sets of guidelines dealing with ways to make more effective use of the school media center and other community libraries in regard to homework. These guidelines were developed by group brainstorming, negotiation, and consensus. Workshop participants sought to make these guidelines practical, easy to understand, and positive in tone. The group named the resulting documents "Tips for Success (to the Teacher)"—which encourages teachers to plan their research assignments carefully—and "Tips for Success (to the Student)"—which contains helpful hints for both students and their

parents. Copies of these documents appear at the end of this article.

The workshop received positive evaluations from its participants. All participants stated that they had a fuller understanding of homework, that they appreciated the opportunity to hear all points of view on the homework issue, and that they would try to communicate more effectively with their colleagues on future homework assignments.

Disseminating the Documents

To implement the recommendations of the Homework Help workshop, the director of media services in the Durham County school system distributed copies of "Tips for Success (to the Student)" to each school principal. Secondary school principals were asked to include this one-page document in student handbooks for the 1987-88 school year. Elementary school principals were asked to include the document in information sent home to parents at the beginning of the school year. All principals were asked to distribute copies of "Tips for Success (to the Teacher)" to all teachers and to include these guidelines in all future editions of their teacher handbooks.

Copies of the two documents were also sent to all media coordinators and to all secondary English and social studies department chairs. These teachers were asked to share the information with members of their departments and to encourage teachers to make the guidelines part of their normal procedure for giving research assignments. Teachers were urged to use the student "Tips" as part of their student orientation each year.

Future Implementation

Although the development and dissemination of the two documents are steps toward alleviating homework problems, they do not ensure meaningful, problem-free research assignments for all students. Continuous attention and reinforcement of the guidelines are necessary to accomplish the goals of the original workshop. We recommend the following additional implementation strategies:

1. Develop an attractive brochure from the "Tips for Success" handouts. Have copies available in all school media centers and public libraries to serve as a guide to students completing research assignments. Produce a poster outlining the student tips and place the poster in every classroom, media center, and library throughout the county.

2. Offer workshops or informal sessions to teachers to assist them in designing appropriate

research assignments. As Michael Marland has written, "The most important part of a resource center is neither the resources nor the staff, but the assignment set by the teachers."¹ In these workshops, emphasize the need for working closely with media coordinators and public librarians well in advance of a major research assignment.

Teachers were ... amazed to discover that students frequently sent an "emissary" (usually a parent) to the library to do the assignment ...

3. Develop a model "action sheet" for teachers to complete and give to students when they make research assignments. A good action sheet will contain the objectives and purpose of the assignment, steps to follow in the research process, resources to consult (and to avoid), the format for the final report, the preferred system for documenting sources, the criteria by which the assignment will be evaluated, and a timeline for all stages of the project. Committees of teachers could develop different action sheets for short- and long-term research assignments, for various subject areas, and for different age levels.

Conclusion

This article has outlined the steps taken by one team of concerned professionals to address some of the problems of homework. Our experience has been that no single group working in isolation can solve these problems. The success of Durham County's Homework Help workshop, however, does indicate that providing an opportunity for all parties concerned to meet together and discuss homework issues can have beneficial results. Communication and cooperation foster a greater understanding of the real issues involved in homework assignments and result in a more positive experience for the most important participants in the homework system—the students.

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Copies of articles from this publication are now available from the UMI Article Clearinghouse.

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Durham County Schools

Library Assignments: Tips for Success (To the Teacher)

In the past, some of our students have experienced frustration in using the public library and school media centers to complete research assignments. Aspects of this problem include limited media collections, unrealistic assignments, student confusion, and overworked library staffs, but the underlying source of the problem is a failure of communication among three groups: teachers, students (and their parents), and library personnel. So that you may more effectively teach your students research skills, a committee of teachers, school media coordinators, and public librarians has published these guidelines.

1. *Design Appropriate Assignments.*

A. Identify the *purpose* for each research assignment. Are you making the assignment in order to teach the *process* of research or in order for the student to collect a specific body of information? Do you want your students to learn to use a particular type of reference material or to explore several types in the pursuit of one topic?

B. Does your school media center have *adequate materials* for all of your students to complete this assignment, or will your students need

to go to the public library? Often, the most successful research assignments are those which can be done during class time in the school media center. If the students will need to go to the public library, make sure they are likely to be able to find materials there.

C. What form will the student's *final product* take? Will the student produce a paper, an oral report, or some other product? Clearly describe the assignment to the students; show them an example if at all possible.

D. Type up the assignment on a handout. Include topic possibilities, description of the final product, parameters such as length and format, type of resources they should use, a time line of intermediate deadlines, and the final due date of the project. Give a copy to each student (for younger students, you may even want to have a parent sign the sheet to indicate the parent is aware of the assignment). Also send a copy to your school media coordinator. If there is any chance your students may be using the public library, send a copy to the reference librarian at any branch the students are likely to use.

2. *Plan Ahead and Provide Time.* Stagger major research assignments with your colleagues so that students will not have more than one at a time and so that the media center resources will not be depleted. Give the students adequate time to get to the public library. (Remember that not all students have ready transportation to the library.)

3. *Consult with your School Media Coordinator During All Stages of the Process.* As you are designing your assignment, the media coordinator can tell you whether the media collection can support the assignment. The coordinator can also suggest types of reference materials that will be useful to your students. Given enough lead time, the coordinator can pull together materials on a given topic so that your students will be able to work more efficiently during the media center time. School media coordinators can also assist you in teaching media skills.

4. *Provide Opportunities for the Students to Work in the School Media Center.* Problems arise when students are required to do all of the work on a research project outside of class. Some students can't get to the library; others get there after someone else has checked out all of the materials on a particular topic. Some students will send an "emissary" (usually a parent) to do the work for the student. Students may enlist more help from a

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librarian than you would like. Students have even been known to "resubmit" someone else's previously submitted work! Remember, there is no substitute for having the students do the work in front of you!

5. *Make Effective Use of the Public Library.* If your students need to use the public library, make sure they know the rules, procedures, and hours of the branches they will use. The libraries are quite willing to send this information to you. Consider including it in the written copy of the assignment. Take time to discuss with the librarians how you would prefer them to help your students. Make sure that both students and librarians know what is "appropriate help" and what is "doing it for them." Make sure the students under-

stand exactly what their responsibility is.

6. *Stress Student Accountability During the Process.* Include intermediate deadlines throughout the period of the assignment. You might want to count these "process" assignments as a part of the final grade.

7. *Evaluate the Project.* After all of the assignments are in and graded, reflect on the entire project. What problems did the students have? Were adequate materials available? What problems did the media support people have? What problems did you have? Did the students produce the products you wanted? What will you do differently next time? Record these reflections so that you can consult them when you plan this assignment again next year.

Durham County Schools

Library Assignments: Tips for Success (To the Student)

From time to time your teachers will give you an assignment that requires you to use your school media center or the public library. So that you will succeed in your quest, some teachers and librarians have written this guide.

1. *Understand the Assignment.* Know exactly what your teacher expects you to do. Be sure you understand what your finished product will be (it's usually a written or oral report). Know what *type* of reference materials you will need (books, encyclopedias, magazine articles, for example) and have some idea of the topic you wish to explore. If your teacher has given you a written copy of the assignment, **BRING THIS SHEET WITH YOU TO THE LIBRARY.**

2. *Plan Ahead.* Know your deadline and make plans to go to the library as far in advance as you can. Don't wait until the day before your report is due!

3. *Set a Goal for Each Visit.* Don't expect to be able to do the whole assignment in one visit. Your goal might be to find three books on your topic and check them out or to find five magazine articles and take notes on them. Another goal might be to find the answer to a certain number of questions you have developed. When you set a goal, you feel much better about the amount of work you've done. Setting a goal also saves you time because you don't wander around wondering what to do next.

4. *Come Prepared.* Library research can take a lot of time, so plan to come and stay for a while (at least an hour). Be sure to bring the materials you will need:

your library card

pencil or pen

plenty of paper or notecards

money for the copier ("Xerox")

a copy of the assignment

any textbooks that will help you

5. *Know and Respect Library Rules.* The procedures may differ from one library to another but almost all libraries ask you to work quietly, respect all library staff and equipment, take care of the materials you use and return them to the designated area. If you check out materials, take care of them and return them on time so that other patrons can use them.

6. *Ask for Help.* If you are unsure about a procedure or the location of certain materials, ask one of the librarians. Each is specially trained to find information in a wide variety of sources. If you don't know how to use a particular kind of reference material, ask at the reference desk. A reference librarian will tell you how to use it. (Remember, however, that public librarians often do not have time to teach everyone to use all kinds of reference materials. If you need more instruction than just quick directions, you may need to ask your teacher or your school media coordinator.)

If at any time you run into difficulty, be sure to let your teacher or school media coordinator know. Your media coordinator may be able to help you find materials. Your teacher may be able to adapt the assignment to the materials you can find and to suggest ways to solve the problems you're having with organizing or writing the report.

The Use and Awareness of Government Publications by High School Librarians

Donna Seymour

So little has been written on the use of federal and state documents in public high schools that we set out to determine the current status of the use of documents in North Carolina's public high school libraries. The results of this study reveal an unfortunate and continuing trend, first noted by Eliza Ross Good in her 1965 study of a similar topic. The situation appears to be the same today as it was twenty years ago: public high school librarians in North Carolina do not possess sufficient knowledge of government publications to promote their effective use in the public high schools.

While professional journals, conferences, and workshops often provide information to high school librarians seeking help in media selection and use, there are formal agencies that are responsible for assisting these professionals in meeting their obligations. One such agency is the North Carolina Department of Public Instruction, which assists school librarians with media selection by encouraging them to consult the department's own bibliographies, as well as bibliographies and reviews available through commercial sources. In addition, the Department of Public Instruction provides educators and librarians with *Advisory Lists of Instructional Media*. These lists, organized by subject area, contain reviews of items evaluated and approved by North Carolina educators as appropriate for K-12 instruction. Government publications are not generally, if ever, reviewed for inclusion on the *Advisory Lists*. Thus, it appears that the North Carolina Department of Public Instruction does not support documents selection for and by high school librarians.

Another potential source of information for document selection is the GPO (Government Printing Office) and its Depository Library Program. There are thirty federal depository libraries located throughout North Carolina, and these collections hold current, historical, and statistical

information appropriate for high school use. According to the Regional Depository Librarian at UNC Chapel Hill, however, there is no effort presently in force by depository libraries in North Carolina to promote the use of documents in public high schools.

The purpose of this study was to determine both the use of documents and the awareness of documents by high school librarians, teachers, and students. This study also investigated procedures and problems with document acquisition, and the professional backgrounds and activities of the high school librarians. Finally, and perhaps most important, the librarians assessed their needs in relation to documents and indicated specific areas where assistance is necessary.

The terms "government publications," "government documents," and "documents" are used interchangeably, and generally refer to federal government material, unless otherwise specified.

Public high school librarians in North Carolina do not possess sufficient knowledge of government publications to promote their effective use in the public high schools.

Methodology

This study was conducted through a mail survey, which was sent to a random sample (110) of the total number (330) of public high schools in North Carolina (i.e., one-third of the total population). This total included any public school with a twelfth grade but excluded extended day schools. The list from which the selection of schools was made is ordered by school district (Northeast=1 to Western=8) and, within each district, alphabetically by county. The eight regional school media coordinators and the director of the Division of School Media Programs, North Carolina Department of Public Instruction, were sent surveys and cover letters explaining the research. The regional

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coordinators, the director of School Media Programs, and all survey respondents who so requested were sent summary letters of the survey results. Eighty-eight usable returns (of the 110 questionnaires sent), yielded an 80 per cent response rate. Descriptive analysis was used to present the data.

Summary of Findings

The mean number of documents held in public high school collections is 16.2, but more than half of the respondents indicate that their collections hold less than ten documents or none at all. The lack of documents represents a lack of compliance with state recommendations, as presented in *Media Program Recommendations*: "building-level professional media collection should include current, quality media such as: ... government publications" (1986, IV, 18).

While all but one respondent confirm the presence of Media Advisory Committees, more than half report that these committees do not assist with document selection. This is significant, as the stated purpose of the committee is to assist with selection (*Media Program Recommendations*, 1986, IV, 1-2).

Nearly one-third of the responding librarians are unfamiliar with document ordering and selection. Again, nearly a third do not order documents and some are unsure if they order documents. Just over half receive free documents, and most receive free documents from their congressional representatives.

When orders are placed, they are usually individual orders. Funds, in general, and the pre-paid order, in particular, present difficulties for the librarians attempting to order documents. Only nine per cent order documents from a GPO bookstore, and slightly more (twelve per cent) know the location of the nearest GPO bookstore.

Selection aids present a critical problem since most librarians are unaware of the free selection aids: *Consumer Information Catalog*, *New Books, Price List 36*, *Subject Bibliography Index*, and *U.S. Government Books*. The majority are also unaware of the *Checklist of Official North Carolina State Publications*.

The journal reviews most frequently consulted for selection decisions are found in: *School Library Journal*, *Booklist*, *Wilson Library Bulletin*, and *Library Journal*. *Government Publications Review* received no comment and *School Media Quarterly* received minimal comment, even though they, along with *Booklist* and *Wilson Library Bulletin*, are recommended in Katz's *Introduction to Reference Work*, Volume I, for

coverage of documents (1982, 365-66). Therefore, it appears that the journals most often consulted are not those containing the best coverage of documents.

Use of documents by students and teachers is infrequent, but it is notable that use by students exceeds assigned use. The subject areas that receive the most frequent document use are: economics, history, home economics, health, political science and sociology.

Most teachers do not receive announcements about documents from their respective librarians. Not surprisingly, most teachers never request that specific documents be ordered.

... there is no effort presently in force by depository libraries in North Carolina to promote the use of (government) documents in public high schools.

The professional backgrounds and related activities of high school librarians are reflected in the following data: nearly half hold ALA-accredited MLS degrees; more than one-third hold non-ALA-accredited MLS degrees; most have not completed graduate courses devoted exclusively to documents, but most have taken some graduate work in documents. A positive correlation does exist between the librarians holding the MLS degree (both ALA- and non-ALA-accredited degrees) and the degree of familiarity with document selection.

Most librarians report participation in professional conferences and meetings, and two-thirds claim membership in NCLA. Nearly half do not know the location of the nearest depository library, and most admit that they never receive inquiries about the nearest depository.

An astounding ninety seven per cent of high school librarians candidly respond that they and their colleagues are not adequately informed about documents. Thus, it may be no surprise to learn that one hundred per cent of the librarians polled request immediate assistance from the depository libraries. The specific suggestions from these librarians include: a regular newsletter, state document information, and document workshops.

Conclusion

The public high school librarians have spoken: they acknowledge their lack of awareness

State Publications for School Libraries: A Selective Bibliography

Eileen McGrath

Are you looking for attractive publications that span the curriculum? Do you want the teachers at your school to use library materials in their classes? Are you trying to convince your administrators that the library can be a resource for both students and staff? Would you like to make your modest book budget go further? Are you acquiring state publications for your library?

If you answered "yes" to the last question, then you are on your way to solving the problems posed by the earlier questions. Each year the agencies and institutions of the State of North Carolina produce thousands of publications to aid the citizens of the state. These publications cover subjects from economics to health education to natural history. Many of the publications can be used by educators for planning, professional development, and course preparation. Other publications are aimed directly at school-children and can be used either for class assignments or recreational reading. Many state publications are free, and those that are not are available at a modest cost.

The bibliography that follows contains a selection of state documents appropriate for school libraries. The first section contains publications for teachers, administrators, and guidance counselors. The second section lists titles that teachers can use in conjunction with specific courses.

This bibliography is just a small sample of the many state publications that are appropriate for school libraries. Librarians who are interested in learning about additional publications should consult the sources listed at the end of the bibliography. State publications may be obtained directly from the issuing agencies. Librarians who want to examine publications before acquiring them should consult the collections at their public libraries or request titles through interlibrary loan from the State Library.

Eileen McGrath is Cataloger of the North Carolina Collection in the Wilson Library, University of North Carolina at Chapel Hill.

Resources for Teachers, Administrators, and Counselors

Aide-ing in the Classroom: A Handbook for Teacher Aides. Raleigh, N.C.: Division of Communications Skills, Dept. of Public Instruction, 1987.

This is a guide for teacher aides working with primary grade students on communications skills. Although meant for aides in a particular setting, the guide has wider appeal because of the useful information it contains on the role of aides in the classroom and in the school system. The handbook tells aides what to expect from colleagues and students, and it also helps aides understand what will be expected of them. Includes bibliographies.

Directory, North Carolina Non-Public Schools. Raleigh, N.C.: Office of Non-Public Education. Annual.

This is a listing of the private schools in each county. Information for each school includes the following: grades, enrollment, staff size, religious affiliation (if any), makeup of the student body, accreditation status, address, phone number, and name of the principal. Also included are statistics on private school enrollment and a list of private school organizations in the state.

Directory of Certified Marital & Family Therapists. Winston-Salem, N.C.: Board of Marital & Family Therapy Examiners. Annual.

This directory contains an alphabetical listing of therapists holding North Carolina certification. The entry for each professional includes his or her name, address, and license number. A geographical index at the end can be used to locate therapists in local areas. This is a useful resource for counselors and other staff who encounter troubled families.

How North Carolina Ranks Educationally Among the Fifty States. Raleigh, N.C.: Division of Research, Dept. of Public Instruction. Annual.

This volume is a clear, well-done collection of

education-related statistics. It shows how North Carolina compares with the other states in the areas of demographics, school enrollment, attendance, faculty characteristics, general financial resources, and school revenues and expenditures. The rankings are followed by a section which uses bar graphs to display recent trends in the areas covered by the statistics. Includes a helpful glossary.

North Carolina Approved Teacher Education Programs. Raleigh, N.C.: Division of Program Approval, Dept. of Public Instruction, 1985.

This volume lists the forty-four institutions within the state that offer programs leading to initial and advanced teacher certification. Information for each school includes: enrollment and other basic information, names of the dean and the chairman of the education department, a phone number, approved programs listed by field, and other accreditation. Appendices include a list of directors of student teachers, regulations for the National Teacher Examinations, and summaries of the reciprocity plans recognized by the State of North Carolina.

North Carolina Education Directory. Raleigh, N.C.: Dept. of Public Instruction. Annual.

This is the basic education directory for the state. It lists members of the State Board of Education and staff of the Dept. of Public Instruction, the Controller's Office, and local education agencies. It also lists public schools, special schools, colleges, universities, trade schools, and statewide professional associations for educators.

Statistical Profile, North Carolina Public Schools. Raleigh, N.C.: Information Center, Controller's Office, Board of Education. Annual.

The *Statistical Profile* is a comprehensive summary of statistical data on North Carolina's educational system. It includes statistics on students, school personnel, expenditures, and courses of study. Information is presented for the state as a whole and for individual educational agencies.

Resources for Classes

Books About Christmas. Raleigh, N.C.: Division of Media Evaluation Services, Educational Media and Technology, Dept. of Public Instruction, 1986.

This brief, annotated bibliography lists books for use in grades K-8. The annotations include plot summaries and evaluations of the physical characteristics of the books. Order information is also included. This is a part of the series of "Special

Lists" put out by the Division of Media Evaluation Services on topics of current interest. The division also publishes a series of "Advisory Lists" on computer courseware, audio-visual materials and print media.

Catalogue of Spanish Paintings. Raleigh, N.C.: North Carolina Museum of Art, 1986.

This is a scholarly guide to the Museum's collection of Spanish paintings. It is one of many attractive volumes on the exhibitions and collections at the Museum. These catalogues serve as a good introduction to art appreciation and to the state's art collections. The illustrations can be used in art appreciation courses in any grade, but the textual material in some volumes requires a high school reading level.

Evans, Phillip W. The Arms and Armour of Raleigh's Roanoke Voyages. Raleigh, N.C.: America's Four Hundredth Anniversary Committee, Dept. of Cultural Resources, 1984.

This is just one of over a dozen educational brochures put out by the Committee on topics from Elizabethan religion to the animals of the New World. These brochures are attractive, informative sources of information on the early history of the state and related topics; they can be used in grades five and above.

Hessel, Mary F. Profile of a Patriot: The Story of John Wright Stanly, Revolutionary War Privateer. New Bern, N.C.: Tryon Palace Commission, 1983.

This biography of the eighteenth-century merchant John Wright Stanly is a good supplementary reading for social studies lessons about North Carolina's Revolutionary War experiences. It includes a bibliography and is appropriate for high school students. This is just one of many informative publications from the historic sites in the state.

North Carolina Calendar of Events. Raleigh, N.C.: Division of Travel and Tourism, Dept. of Commerce. Annual.

This pamphlet contains a chronologically arranged listing of cultural and recreational events in the state. The list includes civic celebrations, theatrical productions, musical programs, and sporting events. Date, place, a contact person, and a phone number to call for more information are listed for each event. The current calendar is a good source to consult when planning field trips.

North Carolina Citizen Survey. Raleigh, N.C.: Research and Planning Services, Office of State Budget and Management. Issued irregularly; publication currently suspended.

These surveys described the characteristics, conditions, and opinions of North Carolinians. Brief, annual "Overview" volumes covered a variety of health, economic, and social topics. Special surveys contained in-depth reports on topics such as education, crime, and drunken driving. These surveys can be used in social studies discussions or in preparation for public speaking assignments. Texts can be read by grades seven and above, but the technical notes require some familiarity with statistics.

North Carolina Government, 1585-1979. Raleigh, N.C.: Secretary of State, 1981.

This is the standard source for historical information on the state and state government, and as such it belongs in every school library. It includes basic facts and documents on the state's history, along with information on state government, officeholders, the counties, election results, and historical miscellanea. Much of the information in it can be brought up to date with the *North Carolina Manual*.

North Carolina in Maps. Compiled by William P. Cumming. Raleigh, N.C.: Historical Publications Section, Division of Archives and History, Dept. of Cultural Resources, 1985.

This collection reproduces historic maps. The maps range from 1585 to 1896, and they show changing geographical knowledge and patterns of settlement in the state. Useful for middle school classes and above.

North Carolina Manual. Raleigh, N.C.: Secretary of State. Biennial.

This is a handy, single-volume compendium of information on the state's history and government. It includes basic constitutional documents, the history and organization of state government, historical lists of state officers, biographical sketches of current state officials, and information on higher education, elections and political parties, and the formation of the counties. The section "Historical Miscellanea" contains the answers to such questions as "What is the state flower?" and "What is the state bird?" The *Manual* updates much of the information in *North Carolina Government, 1585-1979*.

North Carolina State Government Statistical Abstract. 5th ed. Raleigh, N.C.: State Data Center, 1984.

This is a comprehensive summary of statistical data generated or compiled by state agencies. It includes information on population, housing, births and deaths, social services, education, law enforcement, agriculture, business and industry, energy, employment, the environment, and government. Some non-North Carolina data figures are included for comparisons.

Palmer, William M. Poisonous Snakes of North Carolina. Rev. ed. Raleigh, N.C.: State Museum of Natural History, 1983.

This is a brief guide to the poisonous snakes in the state. The pamphlet begins with a general discussion of snakes and then follows with a section on each of the poisonous species. The snakes are described, and their distribution and habits are given. The volume includes maps, illustrations, and a bibliography. The text of the pamphlet can be understood by students grade five and above, but the bibliographic references are for a higher reading level.

Potter, Eloise F., and John B. Funderburg. Native Americans; The People and How They Lived. Raleigh, N.C.: North Carolina State Museum of Natural Sciences, 1986.

This is a well-illustrated introduction, written for children, on the origins, daily life, and achievements of Native Americans. Supplementary materials in the volume include a list of Native



American organizations in the state and a list of places to visit to see examples of Indian culture. Appropriate for middle school classes and above.

Profile, North Carolina Counties. 7th ed. Raleigh, N.C.: State Data Center, 1986.

This is a compilation of statistical data for counties, planning regions, and metropolitan statistical areas in the state. The information for each unit includes the following: population, economic data, crime statistics, transportation statistics, and statistics of health, education, and government. This is a good source for many student projects; statistics can be read by students in grades seven and above.

Stevenson, George. North Carolina Local History: A Select Bibliography. Rev. ed. Raleigh, N.C.: Division of Archives and History, Dept. of Cultural Resources, 1984.

This bibliography is an excellent starting point for the study of any of North Carolina's counties. It includes historical, sociological, anthropological, and architectural studies, as well as special editions of local newspapers, promotional materials, and published collections of photographs. The volume is organized by counties with a separate section for works covering more than one county. Includes some titles for middle school classes, but many of the sources require a higher reading level.

Tar Heel Junior Historian. Raleigh, N.C.: Published for the Tar Heel Junior Historian Association by the North Carolina Museum of History. Published three times during the school year.

This historical magazine is aimed at schoolchildren. Each issue focuses on a particular topic but it also includes news of the association and of historical contests and activities around the state. Some articles are by professional historians, but others are written by students. This publication is meant for middle school and junior high students.

Zug, Charles G. The Traditional Pottery of North Carolina. Chapel Hill, N.C.: Ackland Art Museum, University of North Carolina at Chapel Hill, 1981.

This exhibition catalogue shows the museum's holdings of North Carolina pottery. It includes a historical overview of this art form and a discussion of the main styles and families of potters. This is a good introduction to pottery, and it could be used in conjunction with studio work by students or class trips to local potters. This is just one of the useful publications from the galleries

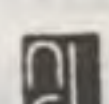
and museums at the University of North Carolina system institutions.

For additional assistance in selecting state publications see:

Checklist of Official North Carolina State Publications. Raleigh, N.C.: Division of State Library, Dept. of Cultural Resources. Bimonthly.

This is a comprehensive listing of state publications received and cataloged by the State Library. Libraries may subscribe to the *Checklist* for free. It is *the* essential source for learning about new state publications.

Cotter, Michael. "Core Collection of North Carolina State Documents." *The Docket: Newsletter of the Documents Librarians of North Carolina*. 14 (Oct. 1987): 3-6.

This selection aid can be used by librarians who want to collect state documents with reference value. The list was not compiled specifically for school libraries, but a coding system indicates those titles that are appropriate for collections of various levels. 

Spotlight on PR - SELA 1988

Members of SELA are invited to participate in competition for awards which will be presented for 1987-1988 print media in five categories:

- Annual Reports
- Newsletters
- Fliers/brochures
- Calendars of Events
- Bookmarks/bibliographies

This competition is sponsored by the Public Relations Committee of the Southeastern Library Association. Send five copies of each entry to Judy McClendon, Richland County Public Library, 1400 Sumter Street, Columbia, South Carolina, 29201.


Entries must be received by June 1, 1988. Winners will be announced at the 1988 Biennium in Norfolk.

In addition, the spotlight on PR will continue in Norfolk with a Swap 'N Shop. Please send 50 copies each of your best promotional materials to Mary Mayer-Hennelly, Norfolk Public Library, 301 East City Hall Avenue, Norfolk, VA 23510. Mark: Hold for Swap 'n Shop. Deadline for receipt of Swap 'n Shop items is October 15.

For additional information contact:

Judy McClendon

Community Relations Librarian

(803) 799-9084 

North Carolina Books

Robert Anthony, Compiler

✓ Elizabeth Wheaton. *Codename GREENKIL: The 1979 Greensboro Killings*. Athens: University of Georgia Press, 1987. 328 pp. \$24.95. ISBN 0-8203-0935-4.

Elizabeth Wheaton has chosen a difficult task: to explain one of the most complex series of events in modern North Carolina history. On the morning of November 3, 1979, a group of Klansmen and Nazis shot to death five members of the Communist Workers Party (CWP) at an anti-Klan demonstration in Greensboro. Police failed to prevent the melee but captured the gunmen. Reporters on the scene witnessed the shootings and two photographers caught the attack on videotape. Initially it appeared that the outcome of the trial would be easily predictable; but, slightly more than a year later, an all-white jury found the defendants not guilty. In a federal trial that followed, the defendants were again found not guilty, this time of conspiracy to violate the demonstrators' civil rights. Finally, in a civil suit brought by the widows and survivors of the killings, the same verdict, not guilty of conspiracy, brought an end to years of litigation and awarded only token damages.

The widows and their supporters in the CWP maintained that they expected such outcomes from the trials because the killings were part of a conspiracy at the highest levels of government. They said the Klansmen and Nazis were hatchet men, manipulated by government agents to eliminate the leadership of the communists, while Greensboro police played their part by failing to protect the demonstrators. With national media attention focused on the Klan-Nazi-CWP clash and subsequent trials, many North Carolinians also asked themselves why such extremists should be active here and whether justice was done.

Wheaton marshals a tremendous amount of material in analyzing what happened from both a historical perspective and the perspectives of the major participants. She relies on F.B.I. files, newspaper accounts, trial transcripts, writings by participants, and her own numerous interviews to give a picture of how events unfolded. She views

the available facts "as though we were looking through a kaleidoscope and the events fell into one pattern when viewed through the CWP's perspective, another through that of the Klansmen and Nazis, and yet another through that of the police and federal agents. Each pattern has its own logic, but when they are superimposed, the image becomes a jumble of contradictions and conflict. One can only see that there are no heroes in this story; there are many, many fools."

As an expert on the subject who has followed the story for years, the author places events in historical context, introduces the participants, and analyzes their motives and roles. She follows them through the trials and draws her own conclusions about the significance of what happened for North Carolina and the nation. Wheaton succeeds in giving the reader a clear picture of how the confrontation came about and what went on during the trials that led to their surprising conclusions. The book is well-footnoted and indexed, so that one can refer easily to specific people or events and check the sources. Some of the people she interviewed, however, asked to remain anonymous. In profiling major participants, Wheaton devotes the most space to the leaders of the CWP who were killed. She gives brief biographies and attempts to explain how they became communist revolutionaries. Her sympathies would seem to lie with them as young idealists and victims, yet she is quick to point out their extremism, inconsistencies in logic, and the damage their activities did to other liberal reform efforts.

This is not Elizabeth Wheaton's first account of the Greensboro killings. She co-authored a 1981 report, "The Third of November," for the Institute for Southern Studies and has written articles for *Southern Exposure*, the *North Carolina Independent*, and the United Press International. She currently works for the North Carolina Civil Liberties Union in Greensboro. Her book would be a valuable addition to academic and public libraries, especially those interested in developing collections dealing with modern North Carolina history, political radicalism, criminal and civil law, and social history.

Linda McCurdy, Duke University Library

Jean Fagan Yellin, ed. *Incidents in the Life of a Slave Girl Written by Herself, by Harriet A. Jacobs. Edited by Maria Child [1861]*. Cambridge: Harvard University Press, 1987. 306 pp. \$37.50. ISBN 0-674-44745-X (cloth); \$9.95. 0-674-44746-8 (paper).

It would be difficult to identify a more timely book for the late twentieth century than this one. Although basically a reprint of an 1861 work whose author has only recently been identified, it was written by a slave born in Edenton in 1815. Two women editors have been involved at different times—abolitionist Lydia Maria Child in 1860 and Jean Fagan Yellin in the 1980s. The first helped prepare the manuscript of author Harriet Jacobs for publication in very minor ways, while the modern editor, with the acknowledged assistance of North Carolina librarians and archivists, has identified not only the author but also the North Carolinians and other people to whom fictitious names were applied. Her account of the detective work required to reveal these facts makes fascinating reading.

This slave narrative, unusual in several respects, holds the reader's attention. It was written by a black woman who was taught to read by her mistress, and it reveals her personal struggle against sexual oppression. The text also relates the author's personal life and opposition to slavery. She was hidden for years in the home of her grandmother in Edenton to protect her from concubinage after she had borne two children fathered by a local doctor. In 1842 she escaped and fled to the North and soon was joined by her children. There she became active with a group of reformers, particularly those led by Quaker feminist-abolitionists. It was one of the latter who insisted that Jacobs write her story in support of the abolitionist movement. Jacobs also traveled widely speaking in the cause of emancipation.

In Washington during the Civil War she nursed black troops and followed the Union army into the South where she worked among former slaves, particularly orphans and the aged. Letters which she wrote then were published in various northern newspapers. In 1868 she went to England (where her book had also been published in 1862) to seek funds for her work in the South.

In later life she lived in Washington and in Cambridge, Mass., and is buried in the latter.

Among the illustrations are some of Edenton people with whom Jacobs was associated, and there also are two maps of the town and the area which are useful in understanding the text. The format of the book is attractive, and it is printed

on acid-free paper.

William S. Powell, University of North Carolina at Chapel Hill

Sam Ragan, ed. *Weymouth: An Anthology of Poetry*. Laurinburg: St. Andrews Press, 1987. 143 pp. \$14.00. ISBN 0-932662-68-4 (cloth); \$11.00. 0-932662-71-4 (paper).

This anthology, which brings together the works of one hundred and twelve poets, thirteen artists, and a musician, celebrates the Weymouth Center for the Arts and Humanities in the Carolina Sandhills. Creative writers and artists in North Carolina have a special place to retreat to where they can work in congenial surroundings away from the demands of their everyday lives. Michael McFee's poem "A Week at Weymouth" speaks of its purpose: "I carry my Royal over the threshold,/ lay it on the spread bed, say,/ Be fruitful and multiply."

Many groups and individuals were responsible for bringing this book into being. Sam Ragan, North Carolina poet laureate and director of the writers-in-residence program at Weymouth, has promoted his dream of a Weymouth collection from the beginning of the program in 1979. Anna-Carolyn Gilbo, coordinating editor, and Marsha White Warren, consulting editor, applied their skills to writing letters, chasing down the writers, applying for grants, obtaining permissions, and selecting and shaping the book under Sam Ragan's direction into its final form, an enormous task accomplished with taste and scrupulous dedication to detail.

The volume is divided into three parts: Weymouth "The Place," "The Spirit," "And Beyond." The first part shows the physical reality of the place in its heyday or in its present incarnation as a retreat. Weymouth was originally built by author and publisher James Boyd who entertained his writer friends there. Thomas Wolfe, F. Scott Fitzgerald, and William Faulkner are just a few of the literary ghosts that haunt the premises. Betty Adcock's poem speaks of "how the articulate/ guests dropped their shoes on the Aubussons . . .," but Bobby Sidna Hart warns: "No shower here,/ Take a quart kitchen pot/ For rinsing."

The second part expresses the inspiration that can result from a stay at Weymouth. Paul Jones's lines "... the lasting/ knows no containment; abandon/ is its wild reward" evoke the spirit that follows the poet after he or she leaves. The last section of the book, "And Beyond," celebrates this enrichment that extends into space and time. Some of North Carolina's finest poets

have been Weymouth residents or served as leaders of programs there. Included here are works by James Applewhite, Fred Chappell, Guy Owen, and Reynolds Price. Here also is Clyde Edgerton telling us in original lyrics about a power plant, "where the birds don't sing, but the power lines hum." Friends of North Carolina poetry who miss Tom Walters will find "Tape Wrap" here in his unmistakable, inimitable style.

The anthology is enhanced by graphics of the mansion and its environs. The stone hounds at the gates are handsomely portrayed on the front cover of the book jacket. A portrait of James Boyd and illustrations of activities at Weymouth in the old days tell the story as vividly as the poems.

The editors have compiled "bio" material about the contributors, always a source of interest to the reader. The range of talents and backgrounds represented reinforces our strong impression that Sam Ragan's Weymouth program is a powerful force for creative productivity in "the State of the Arts." The book is recommended for school, public, college, and university libraries. There are some fine poems in this collection, and the focus on Weymouth makes it a unique addition to the state's literature and history.

Coyla Barry, *Burroughs Wellcome Company Library*

Jacquelyn Dowd Hall, James Leloudis, Robert Korstad, Mary Murphy, Lu Ann Jones, and Christopher B. Daly. ***Like a Family: The Making of a Southern Cotton Mill World***. Chapel Hill: University of North Carolina Press, 1987. 468 pp. \$34.95. ISBN 0-8078-1754-6 (cloth); \$12.95. 0-8078-4196-X (paper).

Like a Family is an ambitious, frequently compelling, study of the southern textile worker from around 1880 until 1934. Its six authors have used a variety of sources to fashion a broad examination of textile work, labor unions, community, kinship, religion, and recreation. They delineate the familiar route of the southern textile worker from the farm to the mill village in vivid detail. Thousands of disgruntled piedmont farmers, driven from the land by high costs, low prices, and tight credit, and enticed by aggressive labor recruiters, joined the textile labor force and helped build the New South. Despite low wages, long hours, poor working conditions, concerted union busting, and primitive mill villages, these workers "managed to shape a way of life beyond their employers grasp ... a distinctive mill village culture." In examining the totality of these workers' lives, the authors find the rural values

and kinship ties of the countryside transferred to the mill villages and modified into "a distinctive mill village culture."

Readers familiar with Jacquelyn Hall's distinguished tenure as head of the Southern Oral History Program at the University of North Carolina at Chapel Hill will not be surprised to find that the core of the book is composed of some 200 interviews conducted with pre-World War II textile workers, mostly in North Carolina, between 1975 and 1984. These interviews are supplemented by a variety of other sources, including a series of letters written by workers to Franklin D. Roosevelt and the National Recovery Administration in the early days of the New Deal. There are no interviews with mill owners. Their side of the story is examined largely through the pages of trade magazines, particularly the *Southern Textile Bulletin*. Although the sympathies of the authors clearly lie with the workers, they avoid the pitfall of stereotyping either mill owners or their employees, or of overly simplifying complex economic and social questions.

It was the expressed purpose of the authors to articulate the "seldom-heard voices" of the average worker. They have accomplished their task admirably. The considerable merits of ***Like a Family*** are augmented by a large number of well-chosen photographs, comprehensive footnotes, a detailed bibliography, and a useful index. Its purchase should be strongly considered not just by academic libraries but by any library with a good southern history section.

Jim L. Sumner, *North Carolina Division of Archives and History*.

T. Harry Gatton. ***Banking in North Carolina: A Narrative History***. Raleigh: North Carolina Bankers Association (NCBA Publications, P.O. Box 30609, 27622-0609), 1987. 155 pp. \$20 (libraries), \$25 (general public). ISBN 0-9617806-06 (cloth); \$12 (libraries), \$15 (general public). 0-9617806-1-4 (paper).

The author, who from 1960 to 1981 was executive vice-president of the North Carolina Bankers Association (NCBA) and who has authored two other state banking histories, fittingly begins his history of North Carolina banking with the story of the formation in 1897 of the Bankers Association. Gatton then proceeds to relate the history of Tar Heel banking from the colonial period to the present, weaving in the history of United States banking as it affected North Carolina. His approach is anecdotal. As he himself

states, "this ... history is not intended as a detailed documentary of the vast area of banking history." This approach presents its problems, as the author admits, and does not produce a smooth flowing story. The text bounces along from incident to incident in a series of short chapters, there being 43 chapters in the 111 pages of narrative history. Many of these short chapters are quite interesting. This reviewer especially enjoyed the story of Robert Potter's attempt to abolish banks in North Carolina in 1828-29 (pp. 40-42) and is considering suggesting the adoption of the 1805 N.C. law concerning penalties for counterfeiting and applying it to certain library offences (p.31).

The last thirty-five pages of text contain much information on the history of the NCBA, including lists of all officers and pictures of all the presidents. Indeed the true value of this work probably lies more in what it presents on the NCBA than in what it has to say about North Carolina banking.

The volume could have used a good editor, as the text is marred with numerous typographical errors, inconsistencies, and factual errors. On p.20, Gatton gives two dates, 1171 and 1711, for the founding of the Bank of Venice. On p.79, he gives three names, Hood, Wood, and Pope, as the first N.C. Commissioner of Banks. And on p.87, he mentions the first "100 years" of the Roosevelt administration (obviously a Democratic dream in these days of the Reagan Revolution). The author has Thomas Gresham starting a bank in 1653 (p.20), when Gresham died in 1579. On p. 47, Gatton states that five savings banks were chartered in North Carolina between 1847 and 1862. On p.

61, he says that savings banks came to North Carolina in 1887. Was there a different meaning to savings banks in 1860? Gatton does not say. The above are only samples of errors an editor could have caught. Others could be given.

Banking in North Carolina has neither notes nor bibliography, though the author mentions several other works in the body of the text. The only index is a personal name one, which has great value, but a full index would have been even more useful. Illustrations abound and fit with the text.

Any person interested in the history of North Carolina banking or of the NCBA could profit from the reading of this book. It belongs in all libraries that have a collection of North Caroliniana or a collection on banking. It is excellent in its coverage of the North Carolina Bankers Association. A definitive history of banking in North Carolina, however, awaits its author. Gatton's work can serve as a good starting point for that author.

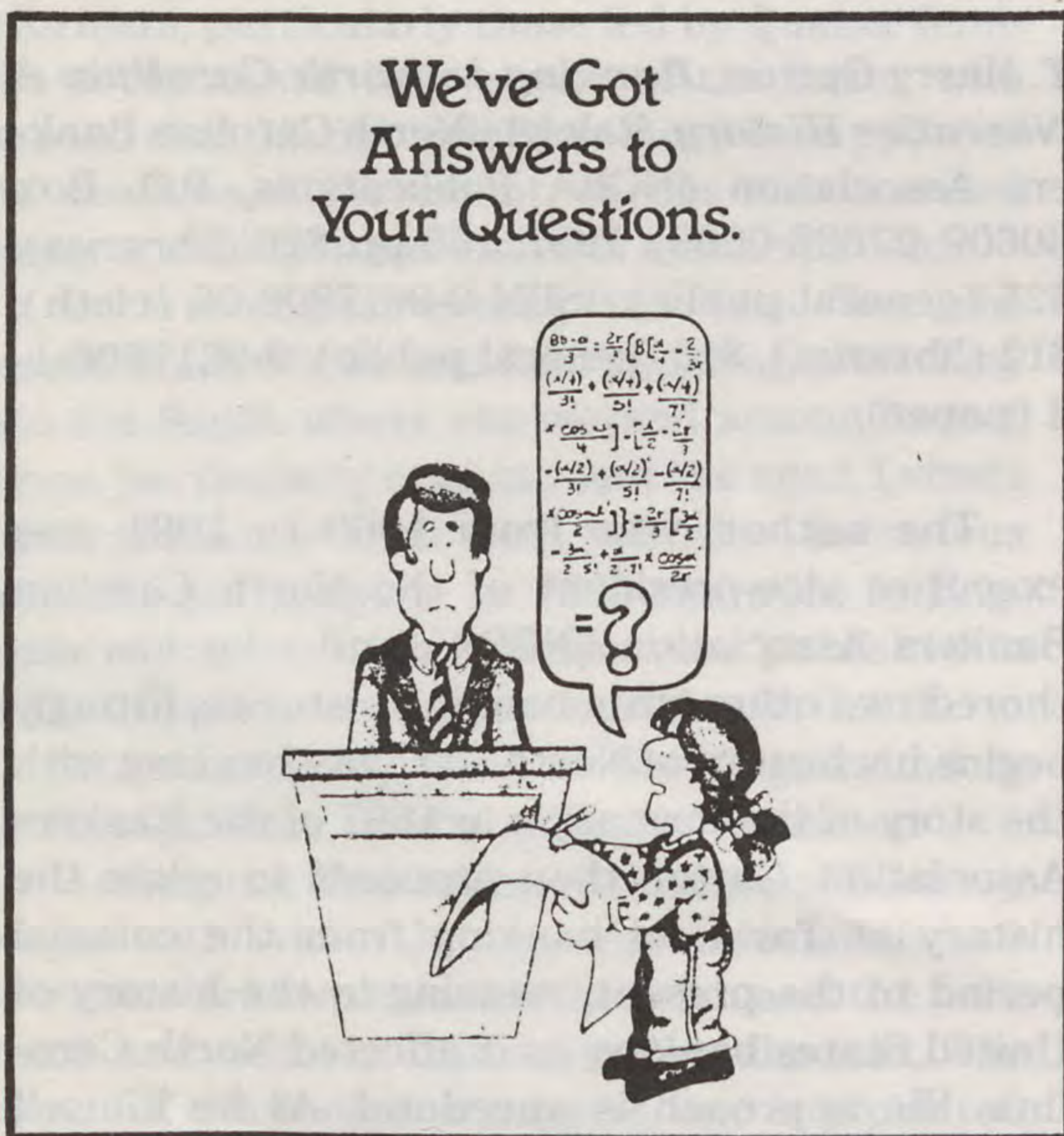
Peter R. Neal, Durham County Public Library

Jim Dean and Lawrence S. Earley, eds. *Wildlife in North Carolina*. Chapel Hill: University of North Carolina Press, 1987. 201 pp. \$24.95. ISBN 0-8078-1751-1.

Wildlife in North Carolina, the magazine, has been around now for fifty years and has gone from a modest black-and-white hunting and fishing magazine to a verging-on-slick monthly that covers the range of our state's natural history. The North Carolina Wildlife Resources Commission and the editors have every right to be proud, and it is the reader's good fortune that Jim Dean and Lawrence Earley have collected articles from the magazine and created *Wildlife in North Carolina*, the book.

A state that is 503 miles long and ranges in elevation from sea level to almost 6,000 feet cannot help but contain diverse natural resources. The people of North Carolina have responded to that diversity by developing equally diverse outdoor traditions. It must have seemed adverse diversity as the editors set to choosing the selections which would appear in the book's four sections: sporting heritage, flora and fauna, special places, and hunting and fishing. No matter. They did a beautiful job, and readers can browse happily among feature articles, personal recollections, excellent photographs, and artwork.

There truly is something here for everyone. Amateur naturalists will enjoy Jane Rohling's



"Those Incredible Hummingbirds" or Paul Koepke's look at snappers, "Willie and Me and the Two-Moon 'Turkles.'" Budding botanists can turn to Doug Elliott's "Our Wild Orchids" or Earley's "Two Days in John Green's Swamp." For hunters and fishermen, there are stories about every creature of pursuit: trout and grouse; redhead, pintail, ringneck and goldeneye; bear, bobwhite, buck and doe.

North Carolina history is here, too, in features on sporting clubs, boatbuilding, and decoy carving. People fill the pages: Johannes Plott, breeder of the fearless Plott hound, and Horace Kephart, the Cornell University librarian who in 1904 set up camp on Dick's Creek in Jackson County, came to know the mountain people, and in his later years promoted the establishment of the Great Smoky Mountains National Park. And just for fun there is "A Country Store Gourmet," a tongue-in-cheek (?) plug for rat cheese, potted meat, vienna sausages, and pickled anything.

By compiling *Wildlife in North Carolina*, Earley and Dean hope "to inspire a greater cooperative effort from all North Carolinians to appreciate, understand, and enhance the natural qualities that make this state unique." By making *Wildlife in North Carolina* available to our libraries' patrons, we can support and encourage their worthwhile effort.

Becky Kornegay, Western Carolina University

William Stephenson. *Sallie Southall Cotten: A Woman's Life in North Carolina*. Greenville, N.C.: Pamlico Press (P.O. Box 1691, 27835-1691), 1987. 208 pp. \$17.95. ISBN 0-943287-00-6 (cloth); \$11.95. 0-943287-01-4 (paper).

Sallie Southall Cotten, affectionately known as "Mother Cotten" to friends and associates, worked tirelessly for decades to develop and improve women's education, organizations, and civic responsibilities. Educated to be a school-teacher, she came to maturity during the Civil War and Reconstruction periods in North Carolina. Cotten reared a large family, primarily in the Pitt County area, and met the rigorous but sometimes monotonous duties of a country wife. Later, with experience in public affairs, she pioneered the founding of the women's club movement in North Carolina.

Graduating from the Greensboro Female College in 1863, she began teaching privately in various homes. In 1866 she married Robert Randolph Cotten, and they began farming and running general stores.

Cotten's thirst for knowledge, revealed in her diaries, scrapbooks, and letters to friends and family, never ceased during these years. She was an avid reader who craved intellectual stimulation and companionship to balance the isolation of country life. Her husband, who later styled himself Colonel Cotten of Cottendale, did not share these interests. She questioned some of the restrictions placed on women by southern society. Although Cotten never challenged male prerogatives, she believed that women should be encouraged to train themselves in professional fields and have control over their incomes.

Elias Carr, a future governor of the state, named Cotten one of North Carolina's alternate "lady managers" to the World's Columbian Exposition of 1893—the Chicago World's Fair. Appointed in 1890, she helped generate statewide interest in the fair and developed exhibits highlighting North Carolina's history and women.

Cotten excelled at the task. From rank amateur, she became a sophisticated public speaker, organizer, fund-raiser, and promoter. She received the opportunity of meeting educated women from across the nation who opened her eyes to new possibilities for women. Cotten did not agree with everything she encountered. She rejected many suffragist demands for equality with men. She preferred effecting change in areas she viewed as an extension of woman's natural maternal instincts. Better schools, teacher training, cleaner neighborhoods, libraries—these were areas where women could and should be allowed to build better futures for their children.

She also learned firsthand about the national women's club movement. North Carolina had nothing like it, and Cotten soon realized that women organized into a group could exert considerable influence. In 1899 she started one of the first women's clubs in North Carolina, and club work dominated her public life thereafter.

This book recounts the major events in Cotten's life in a simple, straightforward narrative, but many readers will be left wishing for more. The author's insufficient grounding in the state's history and in women's history has marred the biography. All too often it is unclear what Cotten thought or how she related to the events and people surrounding her. Part of this might result from gaps in primary source materials, but more often it is because of the author's nonanalytical approach to his subject. How did the Cottens' social, economic, and political connections cement their ties with the state's ruling elite? How did Sallie Cotten reflect the views of well-to-do white women in her public and private capaci-

ties? What did lower-class white and black women think of the efforts of the women's clubs? What were the major issues dividing North Carolina suffragists and North Carolina Federation of Women's Clubs? What kinds of opposition did the women's club movement encounter from men in the state? By choosing to look only at incidents in Cotten's life and not really setting her in the context of the period, the author gives readers little insight into the significance of Cotten's work.

Sallie Southall Cotten deserves more than *A Woman's Life in North Carolina* delivers. This book, a pleasant recital of events in her life from birth to death, provides much personal information about Sallie Cotten, but it does not interpret the achievements or defeats of this remarkable woman.

Terrell Amistead Crow, University of North Carolina at Chapel Hill

✓ Arnold K. King. *The Multicampus University of North Carolina Comes of Age, 1956-1986*. Chapel Hill: The University of North Carolina, 1987. 379 pp. [This volume is published by the University of North Carolina and is not available in bookstores or through dealers. Inquiries may be made to Dr. A.K. King, c/o UNC General Administration, Box 2688, Chapel Hill, N.C. 27515-2688.]

The history of state-supported higher education in North Carolina in the last half-century is confusing because of the institutional name changes, multitude of governing arrangements, conflicting jurisdictional authority, and rapid growth. But it is significant because, in the words of University of California President Clark Kerr, North Carolina has developed a system of administration and governance that "has become one of the two or three best models for the nation as a whole, and perhaps the best of them all." Explicitly stated, this is not a history of the University of North Carolina of Tar Heel athletic fame but an administrative account of the evolution of the governance of the state system of higher education. Over the last three decades the system has grown by legislative action from the three institutions of the "Consolidated University of North Carolina" to four, then six, and finally sixteen institutions.

While growth and changing governing authority form the core of the narrative, such varied subjects are included as public television, the basketball scandals of the 1960s, the legal *Code* of the university, the Speaker-Ban Law, student demon-

strations over civil rights and the Vietnam War, the expansion of medical education including veterinary medicine, and the extended conflict with the federal government over Title Six of the Civil Rights Act of 1964. Of special reference value are chapters on the role of the standing committees of the board of governors and individual chapters identifying the personnel and their terms of office of the general administration, the board of governors, and the institutional chancellors from 1972 through 1986.

Arnold K. King is uniquely qualified to record the multicampus history. A member of the staff of the general administration for the last twenty-two years, he has been associated with the University of North Carolina for over sixty years as student, professor, graduate school administrator, head of the summer session, and active participant in numerous state, regional, and national study commissions, panels, and boards. Though encouraged by President William C. Friday, Vice-President Raymond H. Dawson, Board Chairman Philip G. Carson, and benefactor and Board member George Watts Hill, the volume is not an officially sponsored university publication. It is written by one intimately, even lovingly, involved with the University of North Carolina. The author states that "If this book breaks the trail for someone to write the definitive story in the future, I will feel greatly rewarded." Therein lies the value of the volume. As observer and chronicler of events King is superb. The bibliography reveals extensive public sources, but the prose reads like the official minutes upon which much of the book is undoubtedly based. Only the chapter on the legislative fight over restructuring sparkles with drama. The account is invaluable for the participant as a guide down memory lane and for the archivist and librarian as a reference tool. The author should definitely feel rewarded, for the future historian with the definitive account certainly will be indebted to him. The book is recommended for public and especially college and university libraries.

William E. King, Duke University

(Editor's note: The reviewer is not related to the author.)

✓ Lawrence Foushee London and Sarah McCulloh Lemmon, eds. *The Episcopal Church in North Carolina, 1701-1959*. Raleigh: The Episcopal Diocese of North Carolina, 1987. 644 pp. \$21.95 plus \$2 for postage and handling. ISBN 0-9617935-0-3. Order from Education/Library Resources, St. Stephen's Episcopal Church, 140 College Street, Oxford, N.C. 27565.

Bishops of North Carolina's two dioceses and the Missionary District of Asheville, posing in 1917 at the celebration of the founding of the Episcopal Diocese of North Carolina, peer from the dust jacket of this weighty tome. Bishop Joseph Blount Cheshire, Jr., in particular, seems to dare the reader to explore the history of his church. Those who accept the challenge, whether for pleasure or to find the answer to a question, will discover a wealth of information. This useful work helps fill a gap in our knowledge of religion in North Carolina. The book's format and the delay of its publication, however, had a negative impact on the final product.

The Episcopal Diocese of North Carolina conceived *The Episcopal Church in North Carolina* about two decades ago, during the episcopate of Bishop Thomas A. Fraser, Jr. A committee asked twelve historians to explore the fledgling Anglican Church during the periods of proprietary and royal rule, the origin and development of the Episcopal Diocese of North Carolina, and the evolution of the dioceses of East Carolina and Western Carolina. With assistance provided by the University of North Carolina Press, the editors assembled thirteen well-documented chapters, appendices listing important dates for all three dioceses, a bibliography of unpublished and published sources, and an index. Thirty-five illustrations add to the book's appeal.

Thus, the reader can come to understand broad issues pertaining to the Episcopal Church in the state as well as interesting facts about individual priests, bishops, and churches. The essays deal with such topics as Christian education, mission work, clerical morale and supply, the nature of worship services, diocesan publications, the impact of economic and political trends on church work, and church architecture. Schools, colleges, orphanages, and camps sponsored by the church also receive attention.

Although the editors have crafted a useful tool, the book suffers somewhat because most of the essays were written years ago, apparently with little attention to consistency. The editors incorporated some new research in the notes and updated many passages, but they chose not to utilize many published and manuscript sources that have been made available in recent years. The authors themselves chose very different approaches in discussing the periods or topics assigned them. Duplication of effort, partly responsible for the length of the book, crept into the final version. While several of the writers enhanced the quality of their chapters with a variety of manuscript material, others relied chiefly

on published sources.

Despite these minor shortcomings, *The Episcopal Church in North Carolina, 1701-1959* will find converts throughout the state, particularly in the larger public and academic libraries.

Maurice C. York, Edgecombe County Memorial Library

Other Publications of Interest

The Jackson County Historical Association has recently published *The History of Jackson County*, an impressive 674-page history of that southwestern North Carolina county. Among the topics covered in this comprehensive work are geography, Indian and pioneer history, municipalities, economic activities, politics, religion, education, and cultural arts. Detailed information on the 1860 census public officials and elections, educational institutions, and businesses is presented in well-organized appendices. The book is attractively illustrated and contains an index and chapter endnotes and bibliographies. (Orders to Cecil Brooks, Jackson County Historical Association, P.O. Box 173, Sylva, N.C. 28779. \$17.00, plus \$2.50 postage; cloth).

Perquimans, in the state's northeast and one of its oldest counties, is the subject of another new county history. Informative and well-written, *Perquimans County: A Brief History* by Alan D. Watson is the tenth in the North Carolina Division of Archives and History's county history series. The 122-page paperbound book includes illustrations and a bibliographical essay, although no index. (Historical Publications Section, Division of Archives and History, 109 East Jones Street, Raleigh, N.C. 27611. \$4.00, plus \$1.00 postage. ISBN 0-86526-220-9; paper).

Archives and History's Historical Publication Section has also recently released Volume XI in its popular *North Carolina Troops, 1861-1865: A Roster* series. This projected sixteen-volume series has been called "the finest state roster ever produced" and aims to provide brief military service records for each of the 120,000-plus North Carolinians who fought for the Confederate and Union armies during the Civil War. Volume XI covers the Forty-fifth through Forty-eighth Regiments North Carolina Troops, Confederate infantry. (\$27.00, plus \$2.00 postage. ISBN 0-86526-016-8; cloth).

A revised edition of *Exploring the Country Inns of North Carolina* by Faris Jane Corey is now available from Provincial Press. This new edition contains brief descriptions, addresses, and

North Carolina Books

illustrations for sixty-six inns, an increase of forty-one over the earlier (1977) edition. The author defines country inns broadly—as places that reflect a “rural, indigenous, homelike or old-time appearance.” Coverage ranges from well-known establishments like Asheville’s Grove Park Inn and Burnsville’s Nu-Wray Inn to small bed-and-breakfast operations. (Provincial Press, Box 2311, Chapel Hill, N.C. \$7.95. ISBN 0-936179-08-2; paper).

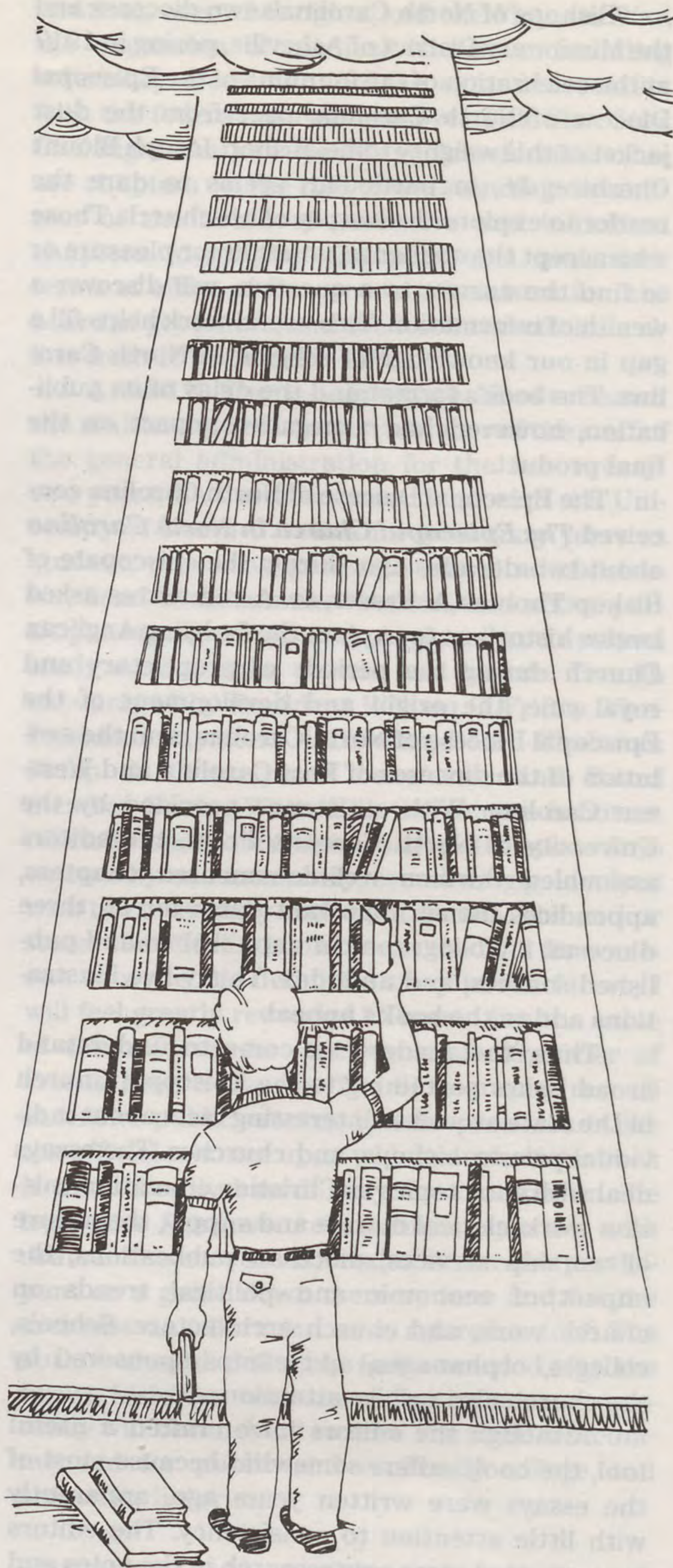
✓ The list of contributors to *The University of North Carolina at Chapel Hill: The First 200 Years* reads like a Who’s Who of Tar Heels—the Chapel Hill blue-and-white variety. Smith Barrier, Woody Durham, Sam Ervin, Phil Ford, Jr., William C. Friday, Andy Griffith, Charlie Justice, Charles Kuralt, Dean Smith, Tom Wicker, and Louis Round Wilson are among the forty-five alumni and university friends, past and present, who offer descriptions and recollections, history and humor in this 160-page coffeetable-style pictorial history. Several hundred photographs, including a number of full-page color ones, combined with the well-chosen essays, offer readers a lively and entertaining account of life at the nation’s oldest state-supported university. (Lightworks, 6005 New Chapel Hill Road, Raleigh, N.C. 27607. \$39.95, plus \$3.00 postage. ISBN 0-917631-04-8; cloth).

The April 1988 issue (vol. 65, no. 2) of the *North Carolina Historical Review* includes “North Carolina Bibliography, 1986-1987.” This bibliography of nearly 400 entries is the latest in an annual series that lists books about North Carolina subjects or by or about North Carolinians, native or current resident. The *Review* is a quarterly publication of Archives and History’s Historical Publications Section.

BI Section Proposed

There are several instruction librarians in North Carolina who are interested in forming a BI section of NCLA. At the present time, the Library Instruction Roundtable (LIRT) of ALA is very eager to assist state and regional BI groups. They realize that because many instruction librarians are unable to attend regional meetings, it is necessary to provide programs and resources closer home. First, we need to assess whether or not there is sufficient interest in the state to establish a group. If you would like to participate in such an organization, please write or call

Kathryn Moore
Reference Department
UNC Greensboro
Greensboro, N.C. 27412
(919) 334-5419



go for it!
use your library

NCLA Minutes

North Carolina Library Association Minutes of the Executive Board October 27, 1987

The Executive Board of the North Carolina Library Association met for a dinner meeting with the 1987-1989 NCLA Executive Board on October 27, 1987 at 7:00 p.m. in Ballroom II of the Hyatt-Regency Hotel in Winston-Salem, North Carolina. Persons present were: President Pauline F. Myrick, Past President Leland Park, First Vice-President/President-Elect Patsy Hansel, Rose Simon, Dorothy Campbell, Nancy Fogarty, Benjamin Speller, Ariel Stephens, Kieth Wright, Jerry Thrasher, Frances Bradburn, Barbara A. Baker, Ray A. Frankle, Gloria Miller, Janet Freeman, Howard F. McGinn and Mae Tucker. Section and committee chairpersons present were: Rebecca Taylor, Cal Shepard, Elizabeth Smith, Mary Avery, Waltrene Canada, Patricia Langelier, Helen Tugwell, Carol Southerland, Nancy Massey, David Fergusson, Jean Amelang, Barbara Anderson, Harry Tuchmayer, Sylvia Sprinkle-Hamlin, Geneva Chavis, Mary McAfee, Patrice Ebert, Doris Ann Bradley, Elizabeth Garner, Eunice P. Drum, Mell Busbin, Gene D. Lanier, Mary Alice Wicker, and Mertys W. Bell. Also present were: J.A. "Jake" Killian, Irene P. Hairston, Dale Gaddis, William H. Roberts, III, Art Weeks, Barbara Page, Ann Gehlen, David Paynter, Jane Williams, Mary Lou Cobb, Michael Wilder, Paul S. Ballance and Charles Beard.

President Myrick called the meeting to order. The minutes of the meeting of July 24, 1987 were approved as distributed by the Secretary.

Nancy Fogarty, Treasurer, presented the treasurer's report for the period July 1, 1987 - September 30, 1987 and distributed copies of the same. She distributed also an information sheet on the services provided by Business Data. Fogarty exhibited the newly designed NCLA stationery.

Eunice Drum, chair of the Finance Committee, reported that the dues structure recommended by the Finance Committee was accepted by a three to one vote of the membership. Reporting on the result of the ballot conducted by the Treasurer, Drum stated that it was determined by majority vote that the Treasurer will not accept dues paid more than one year in advance.

President Myrick called for the report of the 1987 Conference Committee. Patsy Hansel presented the report and called the committee members to the podium. She thanked them individually for service rendered and presented a gift to each of them. The recipients were: David Fergusson, Art Weeks, Ann Gehlen, Sylvia Sprinkle-Hamlin, William Roberts, Pauline Myrick, Mary Louise Cobb, Nancy Fogarty, Kieth Wright and Michael Wilder.

Frances Bradburn, editor of *North Carolina Libraries*, distributed a list of upcoming issues. She announced that Mel Schumaker and Hugh Hagaman will serve as NCL photographers during the conference.

President Myrick called for reports of sections. Brief comments were made by Rebecca Taylor, chair of the Children's Services Section and by Elizabeth Smith, chair of the College and University Section.

Waltrene Canada, chair of the Documents Section, reported on the North Carolina Documents Depository Act and thanked the Executive Board and individual board members for supporting the section's efforts. She stated the topics and speakers for the section's NCLA Conference program.

Reports of sections and round tables were continued, and major features of conference programs were mentioned by the following persons: Helen Tugwell, chair, North Carolina Association of School Librarians; Nancy Massey, chair, Public Library Section; Jean Amelang, chair, Reference and Adult Services Section; "Jake" Killian, chair, North Carolina Public Library Trustee Association; Harry Tuchmayer, incoming chair, Resources and Technical Services Section, in the absence of April Wreath, chair; Mary McAfee, chair, Round Table on the Status of Women in Librarianship; and Sylvia Sprinkle-Hamlin, chair, Round Table on Ethnic Minority Concerns.

The report of the Constitution, Codes & Handbook Revision Committee was presented by Doris Ann Bradley, chair. She announced that voting on the revised constitution will take place at the business meeting on Friday, October 30. If passed the revised statements will go into effect immediately, with the exception of the articles dealing with officers and their duties, which shall take effect with the 1989-1991 biennium.

Dr. Mell Busbin, chair of the Honorary and Life Membership Committee, announced that during the conference, a eulogy will be presented in memory of the late Past President Leonard L. Johnson.

Dr. Gene Lanier, chair of the Intellectual Freedom Committee, urged everyone to read the recent issue of *North Carolina Libraries* in its entirety. He also encouraged everyone to attend the mock community forum during the Conference.

The NCLA ALA Councilor, Dr. Kieth Wright, reminded us that he serves as a funnel through which concerns may be forwarded to ALA. President Myrick thanked Wright for the report which he sent to the Board in July.

Director Ariel Stephens announced that the next conference will be held on October 10-13, 1989, in Charlotte, North Carolina.

Jerry Thrasher, NCLA Southeastern Library Association representative, stated that Rebecca Ballentine is a nominee for the office of secretary on the SELA slate for the 1988-1990 biennium. He acknowledged the presence of Charles Beard, President of SELA. Thrasher announced that SELA is seeking nominations for the Rothrock Award and for the SELA Outstanding Authors Award.

Dr. Charles Beard, recognized by President Myrick, greeted the group and expressed the pleasure of being with NCLA.

Dr. Rose Simon, Second Vice-President and chair of the Membership Committee, reviewed the committee's recruiting activities and displayed the new membership brochure. She mentioned that the committee's request for authorization to spend \$700 for the brochure was approved by mail ballot.

Barbara Baker, incoming First Vice-President, announced that NCLA members may select books from designated titles being given away by John F. Blair, Publisher. Maps showing the location of the warehouse will be available in the registration area during the Conference, Baker stated.

President Myrick then called for new business. She recognized Past President Leland Park. Park reminded the Board that information had been sent to them concerning the ALA Standing Committee on Library Education's Celebration of Library Education Centennial, 1986-1987. He then moved that the name of Cora Paul Bomar be submitted to SCOLE as the North Carolina selection for outstanding service to library education. The motion was seconded and passed.

Patsy Hansel, First Vice-President/President-Elect announced that the 1991 NCLA Conference has been tentatively scheduled for Raleigh, North Carolina. She stated that the following dates have been tentatively set for Executive Board meetings: January 22, 1988 in Fayetteville; April 8, 1988 at North Carolina Central University; July 29, 1988 at Boone or Asheville; and October 28, 1988 in Charlotte. Hansel asked everyone to think about what NCLA as a group should be doing.

Director Ariel Stephens, speaking on behalf of the Executive Board, expressed thanks to President Myrick for her service during the 1985-1987 biennium. Everyone stood and applauded. President Myrick thanked everyone for what was done to make the association function well.

NCLA Handbooks were passed to new officers and chairpersons.

There being no further business, the meeting was adjourned at 10:00 p.m.

Dorothy W. Campbell, Secretary

Approved, January 22, 1988

**North Carolina Library Association
Forty-Seventh Biennial Conference
Business Session
October 30, 1987**

The business session of the forty-seventh biennial conference of the North Carolina Library Association was held immediately following the NCLA luncheon and the Sixth Philip S. Ogilvie Memorial Lecture on October 30, 1987, at 1:30 p.m. in the Benton Conference Center in Winston-Salem, North Carolina, with President Pauline F. Myrick presiding.

President Myrick introduced the persons seated on the platform. They were Ariel Stephens, Nancy Fogarty, Eunice Drum, Dorothy Campbell, William H. Roberts, F. William Summers, Patsy Hansel, Lee Hansel, Benjamin Speller, David Fergusson, Rose Simon and Shelia Core.

The business meeting was called to order. A quorum was declared by Directors Ariel Stephens and Dr. Benjamin Speller.

The first order of business was a memorial tribute to members who passed away during the present biennium. President Myrick read the names before a standing assembly.

A tribute to living past presidents of NCLA followed. President Myrick read the names of past presidents in the order of their terms in office. The assembly rose and applauded those present. NCLA past presidents attending the conference were Hoyt R. Galvin, Carlton P. West, Paul S. Ballance, Mrs. Mildred S. Councill, Miss Eunice Query, Dr. Gene Lanier, Mrs. Mertys W. Bell and Dr. Leland M. Park.

On being recognized by the president, Shelia Core, chair of the Scholarship Committee, introduced the recipients of NCLA scholarship awards for 1986 and 1987. She stated that the NCLA Memorial Scholarship was awarded in 1986 to Kathryn Pagles and Victor Eure and in 1987 to Gina Overcash and Lillian Brewington. The Query-Long Scholarship for Work with Children or Young Adults was awarded in 1986 to Beth Hutchinson and in 1987 to Catherine Sanford.

Eunice Drum, chair of the Finance Committee, reported on the result of the vote taken on the proposed dues structure. She

stated that the motion passed by a three to one majority vote. The new dues structure will become effective on January 1, 1988.

Doris Ann Bradley, chair of the Constitution, Codes and Handbook Revision Committee, presented the proposed constitutional amendments for the consideration of the membership. It was agreed that the revisions were to be considered as a whole. Bradley moved the adoption of the revised constitution and bylaws. The motion was seconded and passed.

Mertys Bell, chair of the Resolutions Committee, presented resolutions of appreciation.

[See Winter 1987 issue, page 176.]

Mrs. Bell then moved the adoption of the resolutions. The motion was passed.

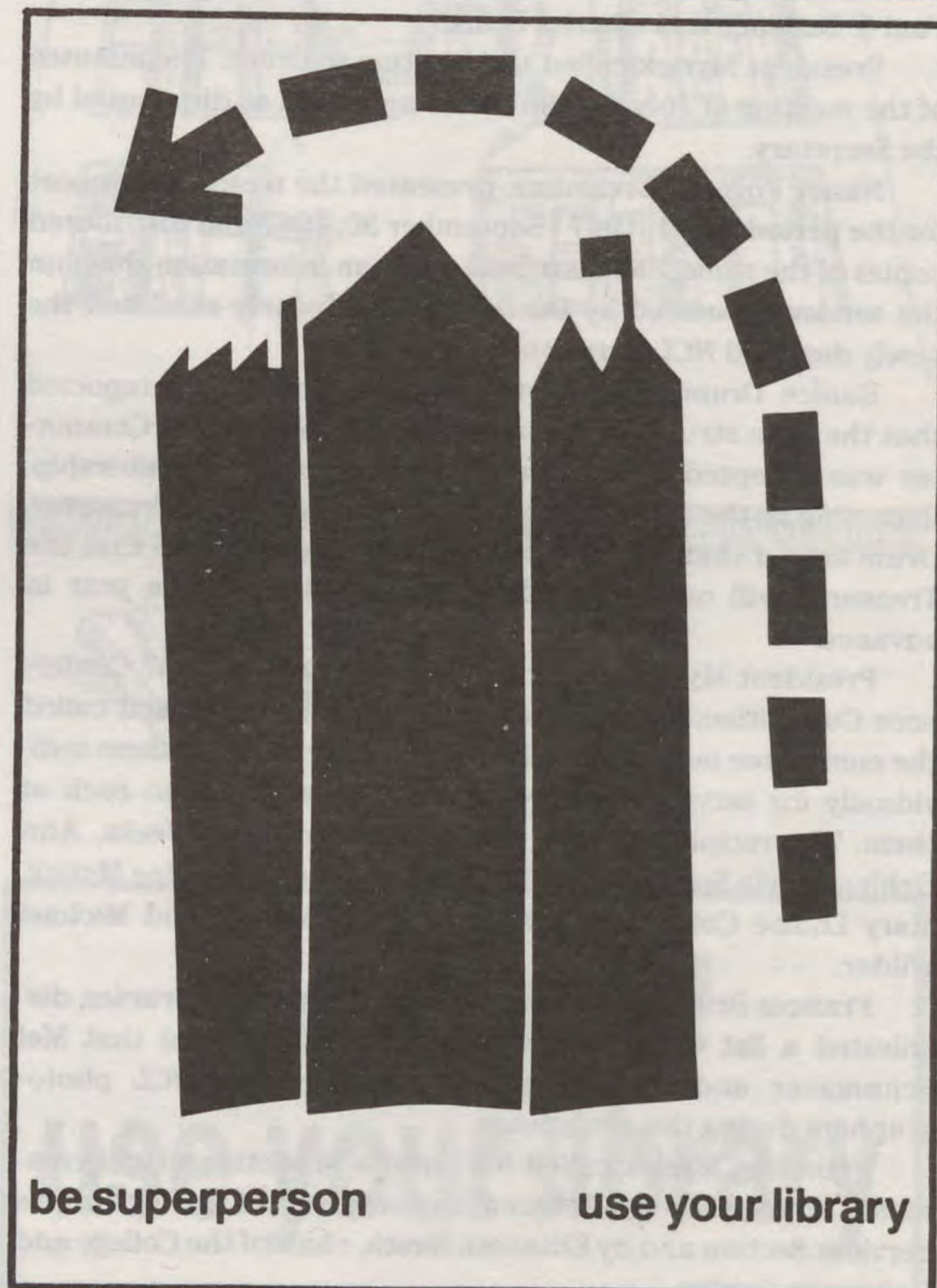
President Myrick asked the 1985-1987 Board members to stand. The 1986-1988 committee chairs and 1987 Conference Committee members were also recognized. The president then called the NCLA newly elected officers to the platform and conducted the formal installation of these persons: Patsy Hansel, President; Barbara A. Baker, First Vice-President/President-Elect; Ray A. Frankle, Second Vice-President; Gloria Miller, Secretary; Howard F. McGinn, Director; and Janet L. Freeman, Director. Finally, Mrs. Myrick passed the gavel to Patsy Hansel, the 1987-1989 NCLA President. Hansel accepted the gavel. Then, on behalf of the association, she presented to Mrs. Myrick a plaque as a token of appreciation for her service as the 1985-1987 NCLA President.

The newly installed president reported briefly some facts on the scope of the 1987 Conference.

There being no further business, the meeting was adjourned at 3:00 p.m.

Dorothy W. Campbell, Secretary

Approved, January 22, 1988



NCLA Biennial Reports

Children's Services Section—Biennial Report—1985-1987

Elected officers for the biennium included:

Chair: Rebecca Taylor, New Hanover County Public

Vice-Chair/Chair-Elect: Cal Shepard, Forsyth County Public Library

Secretary/Treasurer: Jacky Miller, Rockingham County Public

Directors: Mary Lou Rakow, Wilson County Public

Julie Walker, Central North Carolina Regional

Past Chair: Karen Perry, Archdale-Trinity Middle School

Also serving on the board were:

NC Libraries Representative: Bonnie Fowler

Membership Committee: Eileen Johnson, Sandhills Regional

Nominating Committee: Linda Hadden, Duplin County

Newsletter Editor: Margaret Miles, New Hanover

Bylaws: Sue Cottle, Wake County

Special committees appointed included: CSS History, Mary Lou Rakow, Chair; Publications, MJ Carbo, Chair; and Standards, Karen Perry, Chair.

The Board began the biennium with a retreat weekend in November of 1985. Two days of meetings were held at Kure Beach, North Carolina. The board spent the time evaluating past programs and projects and making plans for the upcoming biennium. Special committees were appointed.

Among the projects taken on by various CSS committees were:

- establishment of an award to a new children's librarian to attend his or her first NCLA. (Membership Committee)
- contact with library schools to promote CSS to their students. (Membership Committee)
- letters to new children's librarians in the state inviting them to join NCLA/CSS. (Membership Committee)
- publication of three issues and a conference sampler during the biennium. (Newsletter Committee)
- development of a biennial budget and possible fund raising activities. (Finance Committee)
- presentation of ALSC Notable Showcase at the NCASL Work Conference. (Program Committee)
- presentation of the ALSC Notable Showcase at the NCLA Biennial Conference. (Program Committee)
- scheduling and presentation of children's author Jack Prelutsky at the section's biennial breakfast at NCLA Conference. (Program Committee)
- nomination of a slate of officers for the 1987-1989 biennium and conducting the election for said officers. (Nominating Committee)
- compilation and documentation of a written history of CSS's 12 years of officers, activities, and programs. Publication and submission to the NCLA archives of this document. (CSS History Committee)
- planning and initial work on a publication of practical programming tips to be published as a money-making project. (Publications Committee)

Officers elected to serve in the 1987-1989 biennium are:

Chair: Cal Shepard, Forsyth County Public Library

Vice-Chair/Chair-Elect: Julie Walker, Central North Caro-

lina Regional

Secretary/Treasurer: Jacky Miller, Rockingham County Public Library

Directors: Edna Jo Gambling, Hyconeechee Regional Library

Linda Hyde, Clemmons Branch, Forsyth County Public Library

Past Chair: Rebecca Taylor, New Hanover County Public Library

Documents Section—Biennial Report

October 1985 - October 1987

The major emphasis of the Documents Section for the past biennium has been the North Carolina Documents Depository Act. With awards from ALA-GODORT and NCLA, packets of information were prepared and distributed to various special interest groups and individuals throughout the state. Lobbying efforts were increased and intensified throughout the legislative session. Pat Langelier and members of the Depository System Committee worked tirelessly until the ratification of the bill on August 12, 1987.

Various workshops were presented incorporating the following topics:

October 3, 1986—How to Affect Public Policy

May 9, 1986—An Introduction to a Core Collection of North Carolina Documents and the Proposed Depository System

November 7, 1987—Unfolding Maps—New Directions in Map Collections

May 1, 1987—County Government Information

October 30, 1987—Government Information Showcase: Putting the Public into State Publications

During the 1985 and 1987 biennial conferences, the Documents Section has sponsored a table to market government information and has published a special conference edition of *The Docket*.

Ridley Kessler, Regional Depository Librarian, regularly attended the meetings of the Depository Library Council and was appointed to a seat on the council at its fall 1987 meeting in Washington, D.C.

The Documents Section officers for the 1985 - 1987 Biennium were:

October 1985 - October 1986

Janet Rowland—Chair

Waltrene Canada—Vice-Chair/Chair-Elect

Arlene Hanerfeld—Secretary/Treasurer

October 1986 - October 1987

Waltrene Canada—Chair

Pat Langelier—Vice-Chair/Chair-Elect

Arlene Hanerfeld—Secretary/Treasurer

The 1985 - 1987 biennium has been busy and profitable for the Documents Section. With preparations being made for the implementation of the documents legislation and other areas of

interest, we look ahead with anticipation to the next biennium.

Respectfully submitted,
Waltrene M. Canada,
Chair, Documents Section

Membership Committee Report

October 27, 1987

The summer and fall months have been busy ones for the Membership Committee

Our system for monitoring selected professional publications to identify new librarians in North Carolina is still functioning. Each potential recruit receives a copy of our NCLA brochure and a letter of welcome inviting him or her to join NCLA.

We contacted all five library schools in the state to ask if they would like to have a committee member come to campus to talk with the students about NCLA and participation in professional organizations. One school invited us to send someone and others explained that their curricula covered these topics.

The major accomplishment of the committee was the production of a new NCLA brochure. A preliminary batch was printed in time for the conference, and the major final printing will be run soon after the conference.

You will find many of us at the membership table in Benton Convention Center during the next three days.

Respectfully submitted,
Rose Simon, Chair

North Carolina Association of School Librarians Section Report to NCLA Executive Board

During the last quarter of the biennium, the members of NCASL have been involved in beginning a new school year, much of which focuses on professional staff development that leads to attendance at the NCLA Conference. After seeing that their house is in order with scheduling computer time, providing orientation, processing new materials and planning with classroom teachers, NCASL members have an opportunity to participate in a full day of events that Chair-Elect Carol Southerland has coordinated for Friday, October 30.

NCASL members have been encouraged to begin their day by attending the Children's Services author breakfast featuring Jack Prelutsky. Under the association's sponsorship, a session on planning new facilities will be presented by the Supervisors' Special Committee.

Following an Executive Committee luncheon/business meeting, the General Session will be held with Peggy Parish featured as the guest speaker. The Administrator of the Year, Jeff Albarty, Principal of Mocksville Elementary School, will be recognized and presented with a plaque. The Appalachian Scholarship and the Garrett Scholarship will be presented during this session. The 1985-87 and 1987-89 Executive Committees of NCASL will be introduced to the membership.

Plans for School Library Media Day 1988 are being developed. One possibility is a state-wide television program. Successful activities from 1987 are being displayed at this conference.

One of the big thrusts for the coming year is the implementation of the National Guidelines. Helen Tugwell has asked Ronda Davis of Waynesville to chair NCASL's ad hoc implementation committee. On April 12, there is planned a nationwide teleconference to introduce the Guidelines and Chair.

Judy Knight has been asked to chair an ad hoc committee to revise the NCASL Handbook. No deadline has been set for the completion of this project.

The Executive Committee is planning a retreat which will be designed to focus on plans and projects of the new biennium.

Too often, committees and association projects do not receive the true attention they deserve because of the time factor. It is anticipated that such a retreat will help the association to spend quality time in planning for the future.

Long placed on the bottom of agenda items, the NCASL logo is a reality. T-shirts with the logo are being sold, and a banner bearing the logo has been prepared to appear at all conferences.

This biennium has seen a new scholarship, proposed guidelines in place for recognizing a media coordinator of the year, an official logo, increased member participation in national committees, successful conferences and nationally recognized media programs. NCASL is reviewing ways in which it can continue the contributions of the school library media program and the school library media coordinator to excellence in education for the young people in North Carolina.

Report of the Public Library Section

October 27, 1987

The final meeting of the Planning Council of the Public Library Section was held on August 13 in Chapel Hill at the Chapel Hill Public Library. The meeting offered one last opportunity for the Chair and Vice-Chairs of the eleven committees of the Section to conclude the business of the Section for this biennium and to make final plans for the Conference.

The Adult Services, Literacy, Public Relations, and Young Adult Committees each have plans for programs and workshops to be held at the Conference. Additionally, the Public Library Section is one of the three co-sponsors of the Maya Angelou presentation.

The Trustee/Friends Committee and the Governmental Relations Committee reviewed their parts in conducting the biennial Legislative Day in Raleigh. This day provides an opportunity for public library trustees, patrons, and employees to have personal visits with legislators in Raleigh.

The Genealogy/Local History Committee has completed its manual for use in developing Local History collections in public libraries. The editorial board of *North Carolina Libraries* has agreed to publish the manual in the Summer 1988 issue.

Among the other committees producing documents this biennium have been the Personnel Committee and the Standards and Measures Committee. The Personnel Committee is completing a booklet containing copies of the performance appraisal forms used by public libraries in the state. The Standards and Measures Committee has worked very closely with a committee of the Public Library Directors Association to produce a revision of the *Standards for North Carolina Public Libraries*.

I would like to take this opportunity to express my appreciation for the excellent work of all the committees of the Public Library Section over the past two years. It has been a great pleasure to serve on this Executive Board as their representative.

Respectfully submitted,
Nancy Massey, Chair
Public Library Section

Resources and Technical Services Section Biennial Highlights: 1985-87

Fall Conference

Following the pattern established in the previous biennium, RTSS planned and held an off-year fall conference open to all NCLA members. In many ways the theme selected, "Coping with Change: Strategies for Survival," was an extension of the previous year's mini-conference on "The Changing Role of the Technical Services Librarian." The conference was held October

23-24, 1986, at the Sheraton Hotel in Southern Pines with 113 persons attending from various types of libraries. The stated objectives of the conference were: 1) to provide a general theoretical overview of the library automation revolution in progress; 2) to offer models to encourage strategic planning processes; 3) to stimulate creative thinking in determining library priorities and the best use of staff time; 4) to identify some of the major practical concerns and problems related to library automation; 5) to offer concrete examples of various approaches to solving automation problems; 6) to bring participants up-to-date on state and national events related to library automation. Nine speakers covered a wide range of topics in general sessions entitled "Rethinking Priorities and Strategic Planning for the Automated Library Environment," "Creating the New System and Training Its Users," and "Automation Update." There was also an engaging after-dinner talk given by North Carolina romance novelist Dixie Browning. A successful grant application for LSCA Title III funds assured adequate resources to invite speakers with noteworthy experience in the topics covered. Five of the nine speakers were, in fact, asked to come to North Carolina from out of state. Review of the conference evaluation forms revealed that the above stated objectives had been successfully met.

Membership

Beatrice Kovacs served as this year's Chair of the RTSS Membership Committee. Her activities included liaison work with the Board's Membership Committee and conducting an RTSS membership survey at the 1986 fall conference. Her study revealed that membership in the section ranged between 195-203 during the biennium, representing six types of libraries. Her study included a section on the geographic concentration of members throughout the state and types of positions members held in libraries. She also assisted with updating the description of RTSS in the general NCLA membership brochure and tabulated membership survey responses regarding topics for future programs and the format for their presentations.

Bylaws

The Section's Bylaws Committee, consisting of Amanda Harmon and Catherine Leonardi, worked to present RTSS Bylaws changes concerning the Conference Program Planning Committee and replacement of officers who unexpectedly cannot meet their obligations. These changes were approved at the business meeting of the 1986 RTSS Fall Conference with a copy of the changes submitted to the NCLA Bylaws Committee.

Response To Futures Committee

With the distribution of the Futures Committee Report and Recommendations in October 1986, the Resources and Technical Services Section found itself deeply involved with formulating responses for discussion at the 1987 Spring Board meeting. All six of the major points for the vote were addressed with formal reactions in writing by the Section and submitted to the Board by Chair, April Wreath. Several of the changes proposed by RTSS regarding the Association's goals and objectives were subsequently adopted by the Board.

Publishing

Two of the Section's key presentations at the 1985 Biennial Conference were on the NACO (Name Authority Co-Op) Project. These were later published in the Winter '85 conference issue. RTSS has also continued its work to encourage quality writing and publishing through its Best Article Award. This year's recipient is Donald Beagle of the Lee County Public Library System and author of "Decision Points in Small Scale Automation." (Fall

1986 NCL). This year the award also took on a new and special significance with the RTSS Executive Committee's recently naming it after the late Doralyn J. Hickey in acknowledgment of her distinguished career and close ties to North Carolina. Gene Leonardi has consented to serve another biennium as the section's editor to *North Carolina Libraries* and liaison with *Tar Heel Libraries*.

1987 Biennial Conference

The section continued its encouragement of new librarians to attend the NCLA biennial conference through offering a cash prize conference grant. Screening the several well-qualified applicants was a difficult task. Finally, both a recipient, Pamela Pittman of Western Carolina University, and a runner-up, Gail S. Neely of East Carolina University, were selected. Both were asked to report back to the Executive Committee with their evaluations of the various conference programs. The theme of the main session on October 19 was "The Impact of Automation on Libraries and Their Users," featuring the speakers Elizabeth Nichols of the Stockton San Joaquin County Public Library and Dr. Ching-chih Chen of the Graduate School of Library and Information Science at Simmons College. Each of the four RTSS Special Interest Groups also held a program Friday, October 30. The Cataloging Interest Group conducted a panel discussion on "Subject Access in the Online Catalog." The Acquisitions Interest Group featured talks on "Acquiring Software for the University and Public Library," while the Collection Development Interest Group examined the topic "Video Collection Development Policies." Mary Youmans, Chair of the Serials Interest Group, successfully applied for an LSCA Title III Grant to sponsor Norman Desmarais of Providence College as its speaker on "The Impact of Optical Information Systems on Library Operations and Services."

NCLA T-shirts were again sold at the biennial conference by RTSS.

Executive Committee 1987/89

The RTSS Nominating Committee, chaired by Sandra Dunn, presented the following slate of officers for approval at the October 29 business meeting:

Chair

Harry Tuchmayer
New Hanover County Public Library
Wilmington, NC

Vice Chair/Chair Elect

David Gleim
University of North Carolina at Chapel Hill

Immediate Past Chair

April I. Wreath
Head Catalog Librarian, Jackson Library
University of North Carolina at Greensboro

Secretary-Treasurer

Georgianna Francis
Elbert Ivey Memorial Library
Hickory, NC

Director

Elizabeth C. Meehan-Black
University of North Carolina at Chapel Hill

Director

Keith R. Stetson
Hunter Library
Western Carolina University
Cullowhee, NC

Section Editor
Gene Leonardi
N.C. Central University
Durham, NC

Chair, Acquisitions Interest Group
Ronnie A. Pitman
North Carolina State University
Raleigh, NC

Chair, Cataloging Interest Group
Bao-Chu Chang
North Carolina State University
Raleigh, NC

Chair, Collection Development Interest Group
James W. Romer
Jackson Library
University of North Carolina at Greensboro

Chair, Serials Interest Group
Evelyn Council
Fayetteville State University
Fayetteville, NC

Summary:

The Resources and Technical Services Executive Committee has had a very full and gratifying year. Its objectives of supporting the continuing education needs of its members were met through major programs sponsored in 1986 and 1987 and through encouraging quality publishing and attendance at the NCLA biennial conference. The Section has also participated actively in examining and articulating the ongoing goals of the Association through its reactions to the Report of the Futures Committee. RTSS has also done considerable self-study and has identified a growing interest by its members in automation-related topics and in the management of technical services workflow, along with the traditional concerns represented by its Special Interest Groups. The past Chairman would like to express great appreciation for the work done by members of the Executive Committee, and also to thank the NCLA Executive Board for its continued support of this section.

April I. Wreath

SELA Representative Report

The Nominating Committee of SELA has selected the following persons as the slate of officers for 1988-1990;

President-Elect

James Ward, David Lipscombe College, Tennessee
Kathleen Imhoff, Broward County Division of Libraries,
Florida

Secretary

Myra Jo Wilson, Delta State University, Mississippi
Rebecca Ballentine, Institute of Government, University
of North Carolina at Chapel Hill

Treasurer

Wanda Calhoun, East Central Georgia Regional Library,
Georgia
James Damico, University of South Alabama Library,
Alabama

SELA personal membership statistics as of August 10, 1987,
are as follows:

Alabama	139
Florida	185

Georgia	283
Kentucky	74
Louisiana	99
Mississippi	88
North Carolina	197
South Carolina	142
Tennessee	158
Virginia	93
West Virginia	22
Other	13
TOTAL	1,493

North Carolina is in second place with the most memberships, following Georgia.

A SELA membership table is being set up for the registration area of the NCLA Biennial Conference, with a special display board provided by SELA headquarters. Membership forms and SELA ribbons will be available at the table, which is coordinated by Rebecca Ballentine of the Institute of Government.

SELA President Charles E. Beard will be attending the NCLA Biennial Conference and will bring greetings.

Nominations for the 1988 Rothrock Award are being solicited. The Rothrock Award recognizes outstanding contributions to librarianship in the Southeast. This is the highest honor bestowed by SELA on leaders in the library field. Send all nominations to Dean Burgess, Chair, Rothrock Awards Committee of SELA, Portsmouth Public Library, 601 Court Street, Portsmouth, Virginia 23704.

Nominations are also being sought for the SELA Outstanding Authors Award that recognizes authors for current works of literary merit in states of the SELA. The author should be a native or bona fide resident of a SELA state at the time the work was written or published. Two awards may be made, one in fiction and one in nonfiction. In each category, works must have been published within five years prior to December 31st of the year preceding the biennial conference. Submit nominations to Diane E. Guilford, Media Specialist, Fairfax County Public, Reston, Virginia 22091, by April 1, 1988.

October 25-28, 1988—Joint Virginia Library Association and Southeastern Library Association Conference at Norfolk, Virginia. (The Creative Spirit: Writers, Words and Readers.)

Jerry A. Thrasher, SELA Representative

CAUTION!

SOME PEOPLE CONSIDER THESE BOOKS DANGEROUS

AMERICAN HERITAGE DICTIONARY • THE BIBLE • ARE YOU THERE,
GOD? IT'S ME, MARGARET • OUR BODIES, OURSELVES • TARZAN
ALICE'S ADVENTURES IN WONDERLAND • THE EXORCIST • THE
CHOCOLATE WAR • CATCH-22 • LORD OF THE FLIES • ORDINARY
PEOPLE • SOUL ON ICE • RAISIN IN THE SUN • OLIVER TWIST • A
FAREWELL TO ARMS • THE BEST SHORT STORIES OF NEGRO
WRITERS • FLOWERS FOR ALGERNON • ULYSSES • TO KILL A
MOCKINGBIRD • ROSEMARY'S BABY • THE FIXER • DEATH OF A
SALESMAN • MOTHER GOOSE • CATCHER IN THE RYE • THE
MERCHANT OF VENICE • ONE DAY IN THE LIFE OF IVAN
DENISOVICH • GRAPES OF WRATH • THE ADVENTURES OF
HUCKLEBERRY FINN • SLAUGHTERHOUSE-FIVE • GO ASK ALICE

CELEBRATING THE FREEDOM TO READ

ALA Midwinter Report

American Library Association Midwinter Conference 1988

1. The Association is healthy. There are now 45,145 members of the association whose dues pay \$1.00 out of every \$4.73 of ALA costs. Publications, rental of office space and other costed services make up the rest. Over 6000 persons attended the San Antonio meeting (in spite of the weather—if you won't tell me your travel horror story, I won't tell you mine).

2. A new ALA Federal Legislation Policy is now in place. I have copies for everyone.

3. Cora Paul Bomar was honored by being placed on the Centennial Honor Roll of Library Educators. She was nominated for that Roll by NCLA.

4. Gene Lanier was honored once again for his role in defending the right to read and the Library Bill of Rights.

5. The ALA Council paid tribute to Leonard Johnson at the final Council meeting. (attached).

6. Bill Roberts (Forsyth County) is a petition candidate for ALA Treasurer.

7. ALA continues to move to accrual budgeting from a cash flow basis, and continues to have small fund balances because of that shift. The association is *in the black* and will continue to be that way.

Look for These Coming Events

1. President Chisholm has selected leadership as her

theme. There will be grant funding for future leaders' training programs sponsored by ALA. The theme "Motivate, Inspire and Lead" will be heard a great deal in New Orleans.

2. A variety of actions to stimulate more voting in ALA elections including special sections in *American Libraries*, loan videotapes, and perhaps a move of the election time so that members can vote at annual meetings.

3. More ALA publishing ventures including CD-ROM and other media. Cost of publications for members will become an issue.

4. A new wave of censorship legislation under the banner of "Child protection acts" which will be opposed by the Freedom to Read Foundation and other library groups, but which will be very skillfully worded.

5. Freedom of Information Day will be celebrated this Spring.

6. The "let's pay our way" and "marketing" philosophy of ALA will continue to demand that committees, divisions and units take up a greater and greater part of ALA costs.

The Committee on Accreditation is now proposing increased visitation fees and fees for the review of annual reports to the committee. A "let's make sure our activities make some bucks" philosophy is very evident across the association.

7. Extensive exhibits at New Orleans in July (in spite of the heat) with over 300 program, committee, and public meetings.

Kieth C. Wright, ALA Councilor

National Library Week April 17-23

School Library Media Day April 20

JOIN NCLA

What is NCLA?

- the only statewide organization interested in the total library picture in North Carolina whose purpose is to promote libraries, library and information services, librarianship, and intellectual freedom.
- an affiliate of the American Library Association and the Southeastern Library Association, with voting representatives on each council.

What are the goals of NCLA?

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

To enroll as a member of the association or to renew your membership, check the appropriate type of membership and the sections or round tables which you wish to join. NCLA membership entitles you to membership in one of the sections or roundtables shown below at no extra cost. For each additional section, add \$7.00 to your regular dues.

Return the form below along with your check or money order made payable to North Carolina Library Association. All memberships are for two calendar years. If you enroll during the last quarter of a year, membership will cover the next two years.

NORTH CAROLINA LIBRARY ASSOCIATION

New membership Renewal Membership no.

Name _____
First Middle Last

Position _____

Business Address _____

City or Town State Zip Code

Mailing Address (if different from above) _____

CHECK TYPE OF DUES:

- FULL-TIME LIBRARY SCHOOL STUDENTS
 (one biennium only) \$15.00
- RETIRED LIBRARIANS \$20.00
- NON-LIBRARY PERSONNEL:
- (a) Trustees;
 - (b) "Friends of Libraries" members;
 - (c) Non-salaried \$25.00

LIBRARY PERSONNEL

- Earning up to \$15,000 \$25.00
- Earning \$15,001 to \$25,000 \$40.00
- Earning \$25,001 to \$35,000 \$50.00
- Earning \$35,001 and above \$60.00
- INSTITUTIONAL (Libraries and library/ education-related businesses \$75.00
- CONTRIBUTING (Individuals, associations, firms, etc. interested in the work of NCLA) \$100.00

CHECK SECTIONS: (one included in basic dues; each additional section \$7.00)

- | | |
|---|--|
| <input type="checkbox"/> Children's | <input type="checkbox"/> NCASL (School) |
| <input type="checkbox"/> College & Univ. | <input type="checkbox"/> Public |
| <input type="checkbox"/> Comm. & Jr. College | <input type="checkbox"/> Ref. & Adult |
| <input type="checkbox"/> Documents | <input type="checkbox"/> RTS (Res.-Tech.) |
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Amount Enclosed \$ _____

Mail to: Nancy Fogarty, Treasurer, NCLA,
 P.O. Box 4266, Greensboro, NC 27404

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October 30, 1987 - October 13, 1989

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Term expires 6/30/93

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Term expires 7/1/89

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Public Library Section)
Forsyth County Public Library
660 W. Fifth Street
Winston-Salem, NC 27101
(919) 727-2556

MARTI SMITH (Chair, College &
University Section)
Sarah Graham Kenan Library
Saint Mary's College
Raleigh, NC
(919) 000-0000

CAROL A. SOUTHERLAND
(Chair, NC Assoc. of School
Librarians)
Librarian, South Lenoir
High School
Deep Run, NC 28525
(919) 568-4171

Staff to the Commission:

JANE WILLIAMS
State Librarian
109 East Jones Street
Raleigh, NC 27611
(919) 733-2570



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