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While children may be a low priority in society at large, they are our first priority.

— Cal Shepard and Satia Marshall Orange, page 67

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NORTH CAROLINA LibRARIES

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From the President

Janet Freeman, President

The Constitution of the North Carolina Library Association includes the following goals for the Association:

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

During the preparation and final approval of the 1993-94 Association budget, the Finance Committee and the Executive Board struggled with difficult decisions about the allocation of limited resources and their inability to fund important Association initiatives and programs. Both groups take seriously their responsibility to use NCLA's funds to provide meaningful, relevant programs and services to you, our members.

It became increasingly obvious that to continue to work to achieve the goals in the Constitution, the Association had to address several pressing fiscal issues.

On August 28, 1992, I asked the following people to serve on an ad hoc Long-Range Fiscal Planning Task Force: Wanda Cason, John Childers, Martha Davis, Dale Gaddis, Chuck Mallas, and Ben Speller. Carol Southerland agreed to serve as chair, and I served ex officio. These people are from the various kinds of libraries represented by our Association, and all have worked in NCLA in a variety of positions. They brought widely diverse views which provided balance and perspective to the discussion of issues.

The charge to the Task Force follows:

- Do a thorough analysis of the fiscal status of NCLA.
- Recommend basic fiscal guidelines for NCLA.
- Consider options for improving the current financial status of NCLA.
- Is a dues increase advisable? How do we compare with other state library associations' dues structure?
- What are the best long- and short-term investments for NCLA?

Their report was presented to the NCLA Executive Board for first reading on April 23, 1993. Each of the eleven recommendations brought with it the endorsement of every member of the Task Force. The recommendations fell into three categories: Association procedures, income and allocations, and committees.

Some of the recommendations can be implemented by Board action; others, if approved by the Board, will require a vote of the entire NCLA membership. You will be hearing more about this report.

You elected good people to represent you on this biennium's NCLA Executive Board. I have been impressed by their integrity, perceptiveness, open-mindedness, and willingness to make tough decisions. They do not shy away from asking the hard questions. Debate is open and honest, and when we disagree, we do it fairly and (almost always) reasonably.

We spend most of our time working to see that our libraries meet the needs of our patrons and trying to make too few dollars cover too many requests. Often we do not hear the affirmation held by those we serve.

For a recent library display, I invited the members of the faculty and staff at Meredith College to reflect on libraries and reading. The responses were overwhelming, and I would like to share some of them with you.

"Libraries and reading are a threat to the status quo."

— Don Spanton
Business and Economics Department
Head

"Libraries and reading offer me the distilled products of other people's curiosity, experience, and acquired understanding ... food for my mind and spirit."

— Rick McBane
Media Services Assistant

"Libraries and reading allow me to commune with the great scientists of the present as well as the past. How could I do this otherwise?"

— Janice Swab
Biology and Health Sciences Department
Faculty

A Riddle

As an undergraduate, I only went if I had to.

As a graduate student, I went because I needed to.

In a while, I noticed I was going because I was happy there.

Now, I can't find enough time to be there. Where is it?

answer: of course, the library

— Rhonda Zingraff

Department of Sociology and Social
Work Faculty

"The bookmobile was my salvation from those long hot summers. How fortunate that my mother made walking with us to school on 'book days' a part of her busy days."

— Anne Dahle

Director of Re-Entry Program

"I grew up believing there could be no job more delicious than being a librarian — to be constantly in the inviting and challenging company of books! It is a profession of which I am still in envy."

— Janice Odom

Education Department Faculty

"I have never been an athlete or even a jogger, but I remember in elementary school running across the parking lot from my 3rd grade classroom to the library next door. I wanted to beat the other kids to the new biographies on the shelf under the window upstairs. That race to read and to learn is one I'm still running, and my first stop is usually still the library."

— Garry Walton

English Department Faculty

"The one true tangible sign we live in a civilized world."

— Jack Huber

Psychology Department Head

"Libraries and reading fed my thirst for adventure and inspired my desire to travel and learn about the world beyond my door. I found in books the dreams to make reality."

— Diana McClung

Library Circulation Supervisor

Foreword ...

by Cal Shepard and Satia Marshall Orange
Guest Editors

A frequent observation about children's librarians is that they are passionate about their profession. This is true. We are committed to our mission with what has often been called a missionary zeal. We all enthusiastically set about to convert children to become believers in reading. Where we differ is in how we set about to achieve this goal. There are purists — whose doors will never be darkened by Nancy Drew and the like — and pimps — who will go to any lengths and use any means, including McDonalds, to get kids hooked on reading. No matter what method we choose, however, we all can benefit from occasionally stepping back to consider why we are doing what we are doing. Only by clearly articulating our mission for ourselves, can we communicate it to our administrators. Holding storyhours "because we've always had a storyhour" is no justification. Having a craft program may be fun and popular, but does it further our goal to get kids reading?

Children's librarians can't be faulted for their zeal, but our efforts can become misguided if we don't take the time to formulate a program of service that is a reasoned extension of the library's overall goals and objectives. We may sponsor a good program, but it will not achieve our goals if it is not a good library program. Too many of us simply offer storyhours without offering an explanation of how storyhours fit into our mission. Too many of us sponsor craft programs because they're fun, instead of to expand the experience of literature. Too many of us just go along day to day without having any real idea of where we are going.

One of the reasons this has happened is because it has been allowed to happen. We have not been held accountable. The profession is losing ground, and it is very easy to point fingers at someone else — or our culture — or the poor economy. Perhaps it is time to begin pointing the finger at ourselves. We must start holding ourselves accountable for the service we render. While children may be a low priority in society at large, they are our first priority. They are the reason we hold our jobs in the first place. We owe it to them to hold ourselves and our libraries accountable in order to provide the best possible service.

In order to do this, we must think about what we're doing. We should seriously consider what the library's mission is and how our services fit into the total picture. We must articulate our particular mission, and formulate written goals and objectives that are updated regularly. We need to plan programs and know why we are planning them. Furthermore, we need to be able to tell others why we are planning them. Perhaps we should consider zero-based programming. Instead of starting from the attitude of "we have always had storyhours," we could start with a clean slate, open up our minds, and determine for ourselves what activities would best meet our goals. This need not be "reinventing the wheel," but it should encompass discovering or rediscovering for ourselves why certain programs work or don't work in terms of furthering the library's mission.

I often hear children's librarians complain that they are not taken seriously within their library environments, or that their position is being downgraded, or that they don't get their share of the budget. I see this not as a problem of attitude but of education. First, we must reeducate ourselves and relearn what makes a good children's librarian and a good program of service. Secondly, we must take the time to educate our administrators, our co-workers, and our funding agencies about our mission. If you think about what they often see us doing, it isn't hard to understand why they might have this attitude.

Children do have a low priority in the United States. That doesn't mean that this status has to be mirrored in our libraries. If we deplore this situation, then it is time for us to do something about it.

This issue of *North Carolina Libraries* is a good place to start. Frances Bradburn's thought-provoking article gets right to the heart of the issue in its discussion of access for children and young adults. She stresses that we are the ones who need to become accountable for policies, procedures, and even architectural components that function as barriers to children. We are not blameless however. Readers are exhorted to examine their own attitudes toward children and especially young adults.

Mel Burton takes a look at stereotypes in "Whose Mom is a Librarian?". The tradition of librarianship, and especially children's librarianship as a female dominated profession, is well known. What effect does this have within our profession?

The role of technology in our libraries is a problematical one. Cathy Collicutt examines not only appropriate uses of technology in our libraries and media centers, but also our responses to it. While technology may be new and different to us, it is simply a fact of life for our young users. Our challenge is to find ways to incorporate technology within the framework of our missions rather than simply because it's there.

The gathering of statewide and national statistics for youth services is well documented by Robert Burgin. He observes that "it is difficult to imagine how any library service can be effectively evaluated, funded, and improved without the adequate collection of statistical information." To become truly accountable for our services, we must increase our activities in this area. Robert's article is a good place to start.

Output measures are an ideal way to use statistics to assist in planning and evaluating our programs of service. Pauletta Bracy's article amply demonstrates that the use of these measures can and should be an integral part of any thoughtful program of service for children. It is only by evaluating what we are doing that we can know if we're doing the right things in the first place.

Sylvia Sprinkle-Hamlin looks at children's librarians who have moved into administration. "Moving on Up" is an interesting title, implying as it does that a move out of children's services is a move up. On the other hand, such a move also provides a wider forum to get the youth services message across. This interesting article is a must-read.

Finally, "Carolina Picks" lists some recent North Carolina Books for children and young adults. You might want to photocopy this bibliography for your vertical files. It should come in handy for that ubiquitous "I've got to read a NC book" assignment.

It is the editors' sincere hope that you will read these articles and, more importantly, *think* about the issues they raise. If we are to hold ourselves accountable, the sooner we start, the better.




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The Policeman Within: Library Access Issues for Children and Young Adults

by Frances Bryant Bradburn

"this is still a great moral republic, and there is plainly such a thing as tempting its pious sentiment too far."

— H. L. Mencken¹

While librarians of all types are far too familiar with our moral republic's pious sentiment on a variety of issues, none appears to trigger the public's zeal and fervor more than access issues for children and young adults. Bible-toting fundamentalists rail that *Daddy's Roommate* will create homosexual six-year-olds; intimidated school boards forbid the teaching of "safer sex" in AIDS education; and terrified parents still blanch as their children search the shelves for another Judy Blume.

These scenarios and others too familiar bring a well-justified fear to all librarians — school, public, and, to a lesser extent, academic. Yet children's and young adults' access to information faces a greater danger from inside the library community than outside it. Those of us most charged with defending our young patrons' rights to information are often the ones most guilty of their sabotage. How? Through architecture and attitude, policy and procedure, and collection development.

Architecture and Attitude

It can be argued that the most subtle of the three categories, yet in many ways the most vital to access, are the architecture of the library and the attitudes of both its professionals and paraprofessionals. Children are very sensitive to nuance, and a building's interior design conveys a message which, even though difficult to verbalize, is blatant and unmistakable. Where is the children's room in relation to the other collections? Is it colorful and planned

with a young person's visual as well as intellectual stimulation in mind? (A new library outside of Atlanta uses neon signage to delineate its YA collection and area.) Are older children and teens relegated to the smaller tables where they are surrounded by young mothers with scrambling toddlers? Although space may be a problem, is there an ambiance about the entire building that says, children and young adults are welcome here?

Even the basics of architecture determine access. Take, for example, doors.² How heavy are the doors to your library? How easy are they for small hands (or elderly hands or handicapped hands or *full* hands) to open? How high or low are the shelves? Where are the computer and CD-ROM stations located? Are these resources networked to the children's room? If you are considering a new building, have you planned a second set of bathrooms within the children's area for parental peace of mind and adult patron peace?

Perhaps the most basic of architectural issues, however, is that of a separate children's room. While many would argue that a separate facility allows children to be treated as individuals with a collection keyed to their specific developmental needs and interests, Kay Vandergrift questions the practice: "If children have a separate room, is a metaphoric, as well as an actual, wall keeping children from total access?"³

The most cramped, low-budget operation can be the most inviting, however, if library staff enjoy or at

least willingly accept children and young adults within their building. Few public libraries have attitude problems with preschoolers. Most feel that service to these children and their parents is a major part of their mission. The challenge arises, however, as children get older and their developmental needs as well as their information needs become more difficult to satisfy. Homework, or at least the semblance of homework, seems to be the lightning rod issue here. Overextended public service staff often resent the 3 p.m. onslaught of young people with the same and/or impossible assignment that should have been completed in the school library. Nothing can discourage a future tax payer more than the knowledge that his or her information needs are seen as irritating or unimportant.

While many schools and public librarians will argue who is at fault here (and I personally will contend that it is the system rather than an individual), the

Nothing can discourage a future tax payer more than the knowledge that his or her information needs are seen as irritating or unimportant.

essence of the issue is access, *equal* access. Do we treat children and young adults differently from adult patrons? Do we readily answer a "trivial" adult telephone inquiry even though we suspect we're completing a crossword puzzle, while angrily responding or even refusing to respond to a fifth grader's request we assume to be homework-related? Do we give a teen a minimum of assistance, certain that part of his assignment is "to learn to use the resources," while going to the exact book, specific page, and definitive sentence for his adult counterpart? Do we encourage adults to sit where they are comfortable while frowning at a child's presence on the couch in the magazine area?

While public libraries are easy targets for the architecture and attitude issues of access, school libraries are not exempt from scrutiny. School library media centers, while built with children and young adults as their primary focus, are not necessarily inviting. Sterile, colorless environments peopled by rigid media coordinators who view the collection as theirs or who, worse yet, do not even enjoy young people, certainly limit access to their collections and to information in general. However, it is often school policies and procedures that are an additional culprit.

Policy and Procedures

In the January 1966 issue of *The Bulletin of the National Association of Secondary-School Principals*, J.L. Trump declared, "It is difficult to get to the [school] library; it is even more difficult to stay there very long."⁴ Little has changed in twenty-seven years. Flexible scheduling within the school library media center, while the norm in North Carolina high schools, is still a difficult concept to implement in the state's elementary and middle schools in spite of the State Department of Public Instruction's mandate, "A flexible schedule is imperative if students are to learn and practice information-seeking skills without the extended interruptions in time that will require re-teaching of essential skills."⁵ School library media coordinators who have classes scheduled at the same time every week regardless of assignment have little time available to assist individual students with their personal information needs. Since, under a fixed schedule, the media coordinator normally is operating as a classroom teacher, even physical access to the media center itself is limited.

School library access for older students continues to be an issue. With state

mandates for the five and one-half hour instructional day and end-of-course testing, even flexible scheduling cannot assure access to young adult information needs. Study halls or independent study courses which often allowed students the opportunity to use the media center not only for school assignments but also for personal information quests, are now practically nonexistent. Because of an ever-expanding curriculum, classroom teachers are reluctant to sacrifice valuable class time for library instruction and/or exploration. And media center before- and after-school hours are notoriously sparse. While several North Carolina high schools have experimented with late afternoon and evening hours, elementary and middle schools rarely show the commitment to access necessary to use creatively a library assistant or teacher assistant position in order to make these ten to fifteen hour

... elementary and middle schools rarely show the commitment to access necessary to use creatively a library assistant or teacher assistant position

days a possibility.

Fees are another area in which policy and procedure affect access to resources. To charge or not to charge overdue fees has long been a question open to debate. Research has proved both the overdue fee's effectiveness and lack thereof for getting materials back on time, but one thing is clear: one unpaid overdue fine has the potential to limit individual access to a library collection, particularly if that individual is a child. A large number of North Carolina schools, particularly elementary and middle schools, no longer charge overdues, with SDPI's blessing; but as an interesting public library corollary to this policy, Kay Vandergrift warns that "Youth services librarians may defeat their own purposes if they ask for special privileges for their clients. Why

should children be charged a few pennies for overdue materials when adults are required to pay considerably more?"⁶

Closely aligned with overdue fees are charges for convenience: photocopying, online searches, interlibrary loan transactions, CD-ROM printouts, and the like. If school and public libraries charge their clients, regardless of age, fees for any of the above services, have they limited patron access to information? Dr. Kenneth Marks has posed an interesting question in his article "Libraries: No Longer Free of Fee." "Does 'free' mean without cost, or is the term a replacement for the word 'equal'?"⁷ The argument here is that, as long as children (or any patron) have an equal opportunity to access specific information — the chance to take notes from a book or CD-ROM rather than photocopying or printing out, or the option of getting an ILL resource from a reciprocal agreement institution or waiting for a mailed response rather than an expensive faxed one — then access will not have been denied.

While some might take exception to this justification, few would quibble with the statement that if a parent's signature is required on a child's library card or record before that child can use *all* the resources in the collection, information access potentially will have been denied that child. Likewise, if children are asked to perform certain feats of skill such as writing their names on very small lines before they can check out books, their access to information has been curtailed. Consider also the policy requiring that a person be eighteen

... if a parent's signature is required on a child's library card or record before that child can use all the resources in the collection, information access potentially will have been denied that child.

years old to check out a video. Is it the age or the resource that matters here?

Perhaps the most chilling policy is that of Confidentiality of Library User Records. Many libraries adhere very carefully to confidentiality except in the case of the child. A library policy that states

that "Items charged on a juvenile card may be identified for a parent/guardian upon presentation of the library card or card number"⁸ denies a child's right to privacy and certainly inhibits his access to information. While justifications abound when librarians discuss policies and procedures particularly as they involve young people, it is well to remember Vandergrift's pithy statement, "The more rules, the greater the chance of access being limited; or, more simply stated, fewer rules yield greater access."⁹

Collection Development

While the fewer rules axiom may facilitate materials circulation, librarians will do well to see that collection development practices are backed by carefully thought-through selection policies in order to assure children's and young adult access to information. In a widely disseminated study of materials challenges within U.S. public high school media centers, Wisconsin-Madison library school professor Dianne McAfee Hopkins found that retention of library materials was more likely when a school board-approved district materials selection policy existed and was actively used when library media center material was challenged.¹⁰

It is generally understood that when a well-prepared selection policy is used, a written challenge to materials is necessary to initiate a review. This is important because Hopkins also found that "due process is more likely for challenges that are submitted in writing and that the result of due process is more likely to be retention of LMC materials on open shelves."¹¹ A written challenge policy is particularly important in this age of escalating teacher and principal challenges. In this same study, Hopkins found that teachers and principals "were more likely to have their challenges result in removal than parents,"¹² and that their specific challenges were more likely to be oral than those of individuals or groups outside the school.¹³

This "moral censorship"¹⁴ as Kenneth Donelson so aptly calls it, once seemingly the sole "Achilles heel" of school librarians, has filtered into the public library setting. This is particularly distressing since a young person's access to information is in grave jeopardy if both institutions select from the standpoint of fear and avoidance rather than from the determination to provide an information-rich

environment for all users.

And technology will serve only to open Pandora's box. When resources such as online services, CD-ROMs, and the Internet are introduced into a school media center or an equal-access public library in which the children's room is networked to the entire electronic collection, a world of information is available — and far less accessible to a parent's hovering eye. Consider the high school student who found a sexually-explicit e-mail address on the Internet. When his media coordinator discovered the correspondence, the punishment he meted out was for the young man to create an ethics manual for use of the Internet and the issue was dropped. But librarians are going to be forced to begin to offer more than lip service for young people's right to information, even

... a young person's access to information is in grave jeopardy if both institutions select from the standpoint of fear and avoidance rather than from the determination to provide an information-rich environment for all users.

information that makes us uncomfortable, if we are going to retain our ability to provide varied and vital resources for them. While this presumes that patrons of all ages will have complete access to all information in any format within a particular library, it also presupposes that children and young adults will have

"collections with a wide variety of materials and programming in different formats. . . Such collections must be developed and staffed by people who, through temperament, training and commitment, understand the maturation process, with all its attendant joys and frustrations. In a world shrinking to a village, and with all the pressures implied in a multi-cultural society, the young cannot be expected to

survive as mindless innocents turned out to fend for themselves at age eighteen."¹⁵

It is up to all librarians who work with children and young adults to find the commitment and courage to challenge the policemen within our profession to become facilitators — vocal advocates who respect the abilities and intelligence of our children and young adults — and make their right and access to information our first priority.

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¹ H. L. Mencken, *The New Mencken Letters* quoted in John Robotham and Gerald Shields, *Freedom of Access to Library Materials* (New York: Neal-Schuman, 1982), 51.

² Linda Lucas Walling, "Granting Each Equal Access," *School Library Media Quarterly* (Summer 1992): 217.

³ Kay E. Vandergrift, "Are Children and Teenagers Second-Class Users?" *Library Resources and Technical Services* 33 (4): 95.

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⁵ *Learning Connections* (Raleigh, NC: State Department of Public Instruction) (January 1992): 13.

⁶ Vandergrift, 398.

⁷ Kenneth Marks, "Libraries: No Longer Free of Fee," *North Carolina Libraries* 50 (Special Issue, 1992): 20.

⁸ Public Library of Charlotte Mecklenburg Policy (III) (Article II), 1.

⁹ Vandergrift, 396.

¹⁰ Dianne McAfee Hopkins, "Perspectives of Secondary Library Media Specialists about Material Challenges," *School Library Media Quarterly* (Fall 1992): 15.

¹¹ Dianne McAfee Hopkins, "Put It in Writing: What You Should Know about Challenges to School Library Materials," *School Library Journal* (January 1993): 29.

¹² Hopkins, "Put It in Writing," 28.

¹³ Ibid.

¹⁴ Kenneth L. Donelson, "Literary and Moral Censorship," in Zena Sutherland, *Children in Libraries: Patterns of Access to Materials and Services in School and Public Libraries* (Chicago: The University of Chicago Press, 1981), 4.

¹⁵ Robotham and Shields, 51.

Whose Mom Is a Librarian? or Does Gender Make a Difference in Children's Librarianship?

by Melvin K. Burton

A couple years ago as I was helping transport a group of youth back to church after activities at the YMCA, the minister's son kept calling out to people in nearby vehicles, "Excuse me, do you have any Grey Poupon?" When I referred to "the PK" in our van, I had to explain that PK stood for preacher's kid. Then I said — referring to one of my own children — that we also had an LK, a librarian's kid. Almost as a chorus, the response was, "Whose mom is a librarian?"

This gender expectation has not been uncommon in my experience. While working in St. Louis, I made a career presentation with two female architects to a sixth grade class. One of the students commented that she expected the roles to be reversed. Once when a female branch librarian and I were visiting classes at a K-8 school, the school secretary started telling me where the upper grade classes were and the branch librarian where the primary grade classes were located. As we explained to the secretary that we would be visiting the opposite grades, she mused for a moment and commented, "Oh, role reversal!"

The disparity in the number of male children's librarians versus the number of female children's librarians has not only resulted in stereotyping but also has had an adverse effect on the work that children's librarians do. That effect includes such aspects as the attitudes of children toward the quality of work of male children's librarians, our ability to lead male children to reading, and the self esteem of male librarians. Our profession needs to have a greater number of male children's librarians, not only to discourage the stereotyping that occurs, but also to achieve better our goal of leading as many children as possible to a love of reading.

Librarianship is a profession chosen most often by females. Fay Zipkowitz cites in "Placements and Salaries" that "The proportion of women graduates to men graduates (from library school) follows the traditional pattern — 22 percent men to 78 percent women for 1991."¹ A compilation of the special placements statistics from the annual *Library Journal* survey of library school graduates of the last fifteen years indicates the preponder-

ance of women employed in the area of library services to children. Of the 1,561 people indicating a preference for working in the area of children's services in the public library, 1,478 were women and 83 were men, representing 5.3 percent of the total. The total percentage of men in the special placement surveys was almost 19 percent for all areas of librarianship.²

Other sources cite similar conclusions. A survey of Illinois librarians found that "The children's librarians in the sample were almost entirely female."³ A Committee on the Status of Women in Librarianship study showed occupational segregation of women and that "the perceived 'lower' status of work with children attracts very few men."⁴ In a check of male/female first names in the 1991 *Youth Services Personnel Directory* for North Carolina, there were 222 female names and 16 male names or 6.7 percent of the total.⁵ It can be concluded that about 20 percent of the people in the profession of librarianship are men, and in children's librarianship, the number is reduced to approximately to one fourth of that, or 5 to 7 percent.

The great number of females who are librarians tends to stereotype the profession as female, and also may stereotype the males who are working as librarians. A recent study by James Carmichael, Jr., assistant professor at UNCG, delineates the male librarian stereotypes and the difference that gender has made in male librarians' work experience and self esteem. Carmichael surveyed male librarians from the membership of ALA, and 60 percent of those surveyed indicated the existence of a male librarian stereotype in the public perceptions of their image. Of those indicating a stereotype, the respondents noted "the prevalent stereotype as effeminate (probably gay) (81%)."⁶ Other stereotypes listed by over half the respondents referred to "lack of social skills, and power (59%) and lack of ambition (55%)."⁷ Some of the responses (32%) indicated a tendency for supervisors to set aside manual labor jobs for the male librarians.⁸ They referred to the necessity of doing heavy lifting, driving vans, and repairing machines.

When I interviewed for a job shortly after leaving library

The disparity in the number of male children's librarians versus the number of female children's librarians not only has resulted in stereotyping, but also has had an adverse effect on the work that children's librarians do.

school, I was told by the director that he was interested in hiring me for the job since, being male, I could also drive the bookmobile. I responded by telling the director that I didn't even have a driver's license and subsequently was not offered employment. One occurrence may not connect with the other, but the suspicion exists.

Carmichael concludes that the feminine stereotyping of library work does lower the self esteem of male librarians and that the areas of library work that most men engage in may be an attempt to shunt them away from more feminine areas of librarianship. Those feminine areas are such tasks as children's work and cataloging.⁹ If male librarians perceive themselves to be stereotyped negatively, how much more negative is the stereotype in children's services in the public library, an area of librarianship with the largest percentage of females?

It does not seem to be a matter of whether men are capable of engaging in child rearing or child nurturing occupations. I experienced single parenting for the first school year that my children were in North Carolina while my wife continued temporarily with her job in St. Louis. Other men have been effective in taking a larger part in the rearing of children. In one anthropological study by Barbara Smuts, male olive baboons were found to help care for children "even if they hadn't fathered the infants."¹⁰ If males of other animal species can take part in child rearing activities, then surely we can accept the ability of male human beings to do the same. A small percentage of men are children's librarians, but probably more men have the ability to be children's librarians.

If we accept the capability of men to function as children's librarians, we are still left with the perceptions of the general public. Most important is the perception of children, the primary patrons of children's librarians. Linda Gettys and Arnie Cann of UNCC studied the expectations of both male and female children in regard to which sex would be most likely to engage in an occupation. Male and female dolls were used, and the children were asked to point to which person does that job. Librarian was one of the occupations used in the study, and 56 percent of the two and three year olds pointed to the male doll. With the older children, the percentages dramatically changed. Only 16 percent of the four- and five-year-olds pointed to the male doll, and 3 percent of the six and seven year olds pointed to the male doll when asked the question, "Who does the job of a librarian?" Perhaps the higher percentage among the two- and three-year-olds was due to them not being as familiar with this job as with the other occupations. For other "female" jobs, this age range responded with the percentages secretary, 33 percent; teacher, 22 percent; dancer, 39 percent; and model, 33 percent. For all but the occupation of model, the percentage of children choosing the male doll also decreased in the older age groups.¹¹ Gettys and Cann reasoned that "By the time

children enter the public school system they are apparently quite skilled in responding according to adult sex stereotypes."¹² With book and television reinforcement, children "are likely to narrow considerably their professional aspirations to conform to the sex stereotypes they have learned."¹³

Not only would a child expect the librarian to be female, but also the child may expect the female to be more competent in her job than a male doing the same job. Arnie Cann and Alethea K. Garnett researched how sex role stereotypes affect the competence expectations of children. Children in kindergarten through third grade were asked to place poker chips in front of a male and female doll according to how well that person would do the job that was named. The results followed the sex role stereotypes in that, "Females were expected to be more competent in the traditionally female occupations, and males were perceived as superior in the male sex-typed roles."¹⁴

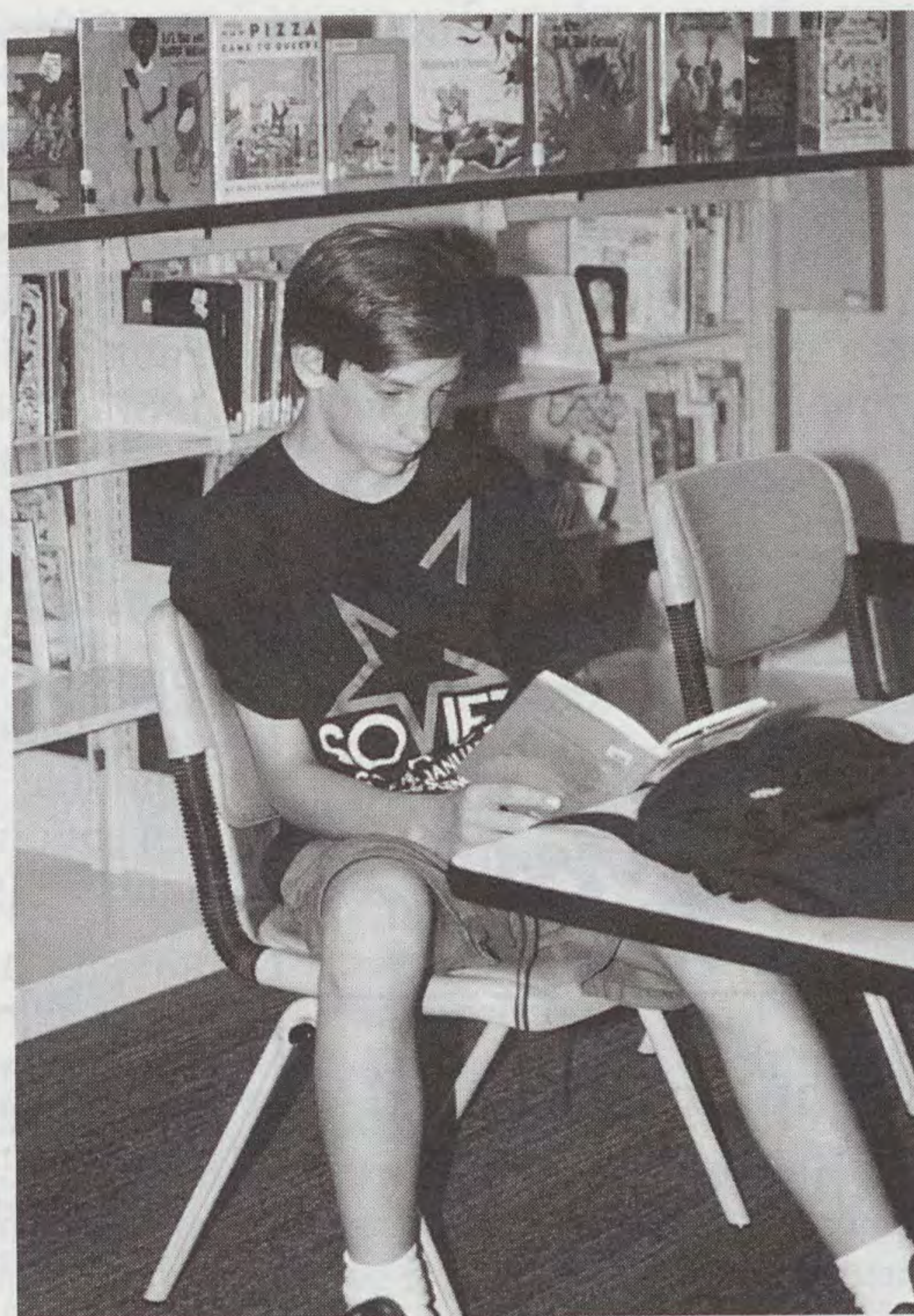
Human beings learn by observation. As a child grows up, models other than parents and siblings assume importance. Some examples of these models are peers, teachers, and recreational leaders.¹⁵ Just as children form their stereotypes by

observation, children use role models to help decide what their values will be. Reading is what we as children's librarians promote as a value to children. There is, however, a marked difference in the amount that girls read in comparison with the amount that boys read.

The results of a survey of teenagers about their reading was given in a *School Library Journal* article written by Constance Mellon, Assistant Professor in the Department of Library and Information Studies at East Carolina University. Although many teenagers answered that they did read in their spare time, 72 percent of the males responded affirmatively, as opposed to 92 percent of the females indicated that reading was one of their choices of leisure time activity.¹⁶ This difference con-

tinued in the use of the public library; 66 percent of the girls used the public library as opposed to 41 percent of the boys.¹⁷

In a report of research by R. S. Newman and H. W. Stevenson, no sex differences were found in the tenth grade as far as reading achievement is concerned, but girls outperformed boys at decoding words and reading comprehension in grades two and five.¹⁸ Another study of those children diagnosed with reading disorders reveals that in this area, the numbers are about equal for boys and girls. A team of researchers led by Sally Shaywitz of Yale University surmised that gender bias may play a part in reading disorder identification, with the suspicion being that boys are more likely to be identified as reading-disabled when the problem is really a behavioral one.¹ Gender bias may play a part in



An increase in the number of men employed in reading-related professions should make a difference in changing the gender perceptions of those reading-related occupations and in encouraging boys to become readers.

judging reading achievement since there may be different rates of learning for the sexes just as there are different rates for physical development. Whether both sexes can read equally well may not matter as much as whether they read at all.

That difference between sexes in reading versus non-reading behavior appears to increase as people go into adulthood. In June 1987, a user survey of adult patrons (age sixteen and above) in the Gaston-Lincoln Regional Library found that 77 percent of the 785 respondents were female.²⁰ Carol Hole explores this issue in her article for *American Libraries*, "Click! The Feminization of the Public Library." In it, she refers to a survey conducted by Bernard Vavrek that showed 80 percent of adult users of public libraries were women. Carol Hole contended that many public libraries' collections reflect feminine interests and since we don't have what men want, "They have simply given up on the library."²¹

Is it any wonder that vast numbers of men are non-readers when from a very young age they have perceived occupations that dealt with reading as feminine ones? We are in the midst of a cycle of perceptions affecting actions which in turn affect perceptions. The small percentage of children's librarians who are male contributes to the stereotyping of librarianship as a feminine profession. Boys are discouraged from thinking of children's librarianship as a career by their own stereotyping. Another effect may be the gender difference in the amount of reading that occurs which could be ameliorated by having more male "reading role models." The non-reading of males also appears to increase as males get older. An increase in the number of men that are employed in reading-related professions should make a difference in changing the gender perceptions of those reading-related occupations and in encouraging boys to become readers.

Librarianship is a profession composed of approximately 80 percent females and children's librarianship is about 95 percent female. Carmichael's study indicates that some male librarians

perceive some social stigma attached to their employment as librarians. Other psychological studies show that the number of females in librarianship influences children not only to expect the librarian to be a female, but also to expect the female to be more competent than the male. Finally, the small number of male children's librarians may detract from the ability of the librarianship profession to lead young male children to reading.

A more equal dispersal of sexes in the librarianship profession should have a positive impact on our relationships with each other and the patrons that we serve. Let's make sure that children's services departments have equal standing with other departments, that male children's librarians are encouraged to stay in that area of librarianship, that male librarians work in areas that are visible to young children, and that library directors and library boards understand that encouraging boys to read is too important to detract from by engaging in gender bias. If we become successful at eliminating sex stereotyping and gender bias in librarianship, then perhaps when the word librarian is mentioned to a group of young people, the response won't automatically be, "Whose mom is a librarian?"

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Technology, Young People, and the Library

by Cathy Collicutt

Why and how do we fit technology into our libraries? How do we best position ourselves to take advantage of the technological bounty that surrounds us now? These are crucial questions for those of us who work primarily with young people. No matter what kind of library we are in, we are the teachers, the guides, and the allies for our young patrons.

In *Power On! New Tools for Teaching and Learning*,¹ the report of the Office of Technology Assessment (OTA), the answer to the query "What the Technology Can Do," is a list of twelve things that "certain configurations of hardware and software, used with particular populations of children and under the supervision of competent teachers, contribute to meeting specific instructional objectives. OTA finds that the varied capabilities of the technologies are key to their power." Four of these twelve are most relevant to the library. They are manipulation of data, problem solving, development of writing skills, and record keeping.

The 90's term for manipulation of data is information literacy. As we acknowledge the reality of the deluge of data that is flooding our lives, we have to conclude that the library is one of the most appropriate settings for teaching the management of information. Any library is a big information bank, broken down in various ways into smaller, more manageable banks of data. Databases are not new to us. Teaching people how to use databases is not new. Databases organized using the latest technology are a perfect fit with existing library structures. The automated card catalog is an example. The library houses information, and helps people find what they need. Technology helps the librarian manage information more efficiently. In our role as bridge to our patrons, we need to consider what they need. "Students need to know how to access information through technologies, but they also need to learn how to do so with some judgement...Databases are useful tools to students, which they need to know how to search—a fairly complex cognitive process. Knowing how to access information from a variety of databases means that students could learn how to use a wide range of reference materials, including computer databases, CD-ROM discs, and videodiscs. Knowing how to use reference sources is the beginning of learning how to check the accuracy of information and how to discover what one does not know, both of which encourage learning on one's own."² Another author points out that "the process of information gathering and use are changing; today's student will solve information problems in new, more efficient and perhaps more scientific ways."³

Children are attracted by the wonders of technology. They

always will opt for a computerized resource over a print one. We need to take advantage of this affinity while it exists. We have all heard about adults who find it impossible to program a VCR, while the five-year olds have no problems at all. We cannot afford to let our children grow up into timid technophobes. A good education today must include a working knowledge of current technology. This is best gained through familiarity and use.

Secondly, the library/technology partnership can help young people develop their problem solving skills within the context of the search for information. Today's students "need to possess two essential skills to cope in our information society: the ability to search computer databases and the ability to use information in decision making to solve a problem. This second skill is significantly more complex, involving higher levels of cognition such as analysis and evaluation."⁴ We are confronted every day with students who get lost in the research maze. The more successful they become in learning to get from the problem to the solution, the more skills they acquire. The librarian is the guide through the maze of the various resources — the teacher of the research process.

The growth of multimedia resources is a boon to young searchers. Here they can get introductory lessons in searching for information and valuable experience in formulating relationships between subjects. Integrated resources, where users can move freely among different subjects following a single train of thought, requires even more skill. The development and availability of such sources are growing rapidly; soon they will be commonplace. We cannot afford to wait until our students reach high school to start teaching searching skills. The foundation must be laid early.

Thirdly, libraries can use technology to help students practice writing skills. Most of the time our young patrons have to produce something with the information they find — a paper, a report, a product of some sort. This step requires that they synthesize the information they've gathered and communicate it.

Word processing skills are quickly becoming a basic necessity in our society. The freedom provided by computers and their facility in manipulating text is a far cry from the old days of handwritten reports and papers. Composing a written document on a computer encompasses different skills and patterns of thinking and doing.

Libraries can offer technological support by setting up word processing centers in the youth services area. A computer equipped with a simple word processing program and a printer is the minimum requirement for such a center. Some students have access to word processors on home computers, but many do not.

School media centers and public libraries can help fill this need.

Finally, technology facilitates recordkeeping in libraries. Automated card catalogs and circulation systems do their jobs with speed and accuracy. According to *Webster's Ninth New Collegiate Dictionary*, the definition of technology is, "a scientific method of achieving a practical purpose." We have always been interested in inventions that make us more efficient in our work. Automation of the load-bearing services allows the librarian and the library user to use their energy in more productive ways. The librarian is free to work with patrons, not with cards; therefore, the user is often able to discover a wider variety of information. We are not so much at the mercy of the search or the system.

If the school library, or the public library, is to be expected to contribute to the furthering of instructional objectives, then we cannot be left out of the automation equation. We must claim our rightful places as full partners in the education process and equip ourselves to meet the needs of our patrons.

Today, we weigh the costs of technology versus materials. In schools we weigh the needs of one department against the other. We even may be asked to decide

between staff and technology. "Buy more hardware' sounds appealing, especially to advocates of computer-based instruction, until someone points out that the additional equipment is likely to come at the expense of other materials or programs. Difficult questions inevitably follow: Will the new learning tools be more effective than books? ... Will computer-based materials bring about savings on traditional instructional materials?"⁴

Equitable distribution of resources is a continuing battle. Technological solutions are often expensive. How do we make sure that all the young people in our public libraries and school systems have what they need to educate themselves? Equitable distribution of library resources means that all our citizens have equal access to quality resources and programs, and that our young patrons get the tools they need to prepare themselves for their future.

When we combine technology and youth services we discover an ideal match. Our adolescent and teen patrons, whether in school or public libraries, have no memory of a time when technology meant simple solutions to complex problems and good old American know-how. To them technology means PCs and CDs and E-mail and lasers. It means always having lived in a world of automated teller ma-

chines and barcoded products in the grocery store. They are at home; we are the time travellers. The world is zooming toward the year 2000. Theory is flying ahead of reality, and we're barely holding on.

Our problem is how to fit current and emerging technologies into our facilities and bare-necessities budgets. Our challenge is wise selection. If we do not take the lead in confronting this problem, we stand to lose this generation of library users. We won't have them, and they won't have us.

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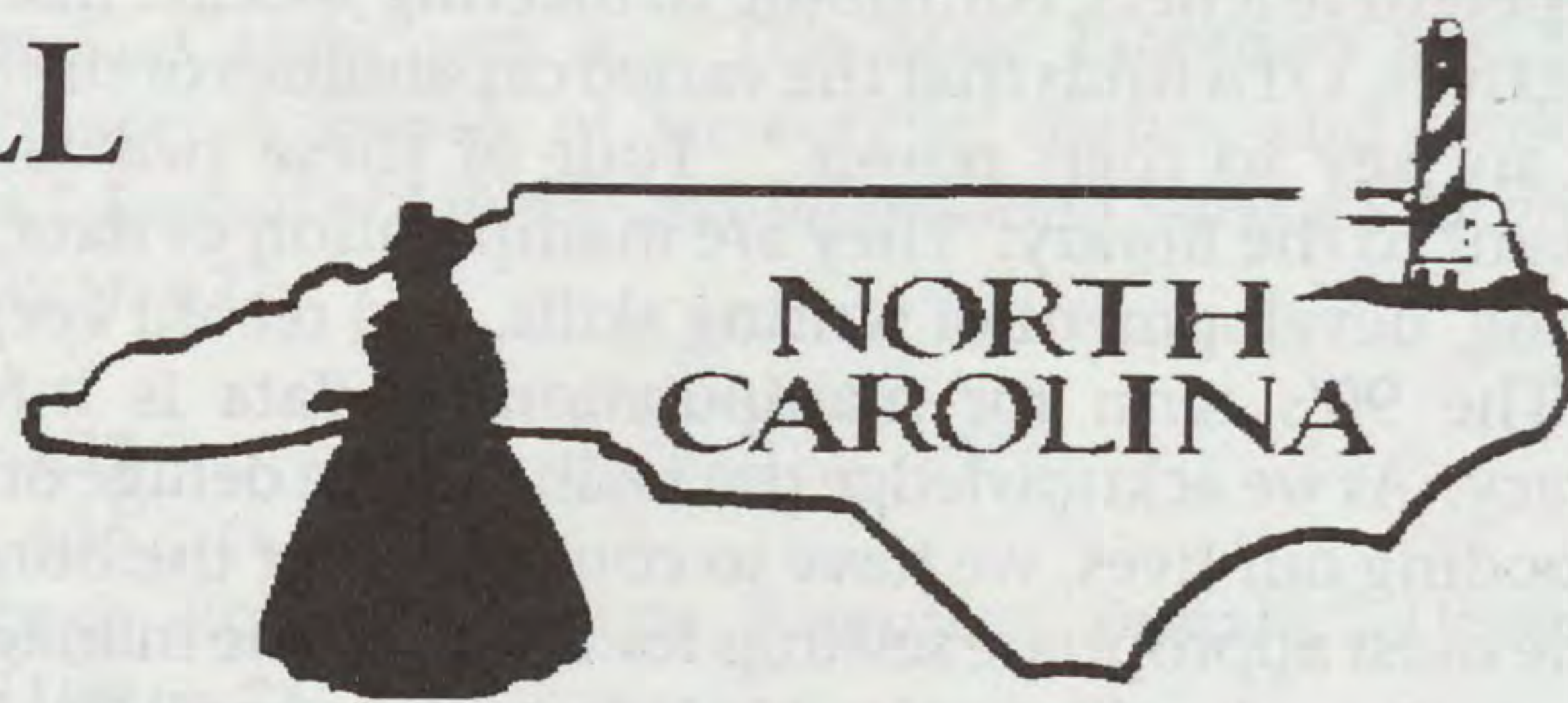
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A Statistical Overview of Children's and Youth Services

by Robert Burgin

Statistics have traditionally been used by librarians in a wide range of activities: to support local budget requests and to evaluate local services; to support requests for funding and legislation at the state and national levels; and to compare performance among libraries. With demands for accountability increasing and with funding becoming more difficult to obtain, statistics may play an even more important role in the planning, funding, and evaluation of library services. Nowhere is the need to collect and use statistics more apparent than in youth services, which have often been underfunded relative to their contribution to total library services.¹

The purpose of this article is to identify and assess efforts to collect statistics on youth services at the state and national levels and to suggest some ways in which the collection and use of these statistics might be improved. Efforts in both public libraries and school library media centers will be considered.

Public Library Statistics: State Level

The collection of annual statistics for public libraries in North Carolina is the responsibility of the Department of Cultural Resources, Division of the State Library. The State Library publishes an annual report based on these statistics, with the data also available in machine-readable form. The State Library currently collects the following statistics relating to youth services in public libraries in North Carolina: book volumes of juvenile fiction and nonfiction; number of registered juvenile users; number of juvenile users registered in the last year; book circulation of juvenile

fiction and nonfiction; number of programs held for juveniles; and number of juveniles attending programs.

North Carolina's statewide data collection efforts in this area appear to be better than those of most state agencies, according to a recent survey by Kathleen Garland.² Like North Carolina's State Library, the majority of state agencies (64.7 percent) collect juvenile circulation statistics. However, the other youth services statistics collected by the State Library of North Carolina are gathered by fewer than half of the state agencies: only 35.5 per-

North Carolina's statewide data collection efforts in this area appear to be better than those of most state agencies ...

cent collect juvenile program statistics; only 25.5 percent collect juvenile holdings statistics; and only 19.6 percent collect information on the number of registered juvenile borrowers.

Public Library Statistics: National Level

— *National Center for Education Statistics (NCES)*. The Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988 (PL 100-297) mandate that the National Center for Education Statistics of the U.S. Department of Education be responsible for collecting and disseminating statistical information on public, academic, and school libraries.

In 1990 the NCES published the results of the first national survey of

children's services and resources in public libraries in the United States. While the NCES had sporadically conducted previous surveys of public library services, these had not included statistics on services to children since the 1955-56 survey. *Services and Resources for Children in Public Libraries, 1988-89* includes data from 773 respondents to questionnaires mailed in late March 1989.³ Statistics are reported for staff characteristics (for example, the percentage of respondents with public service and children's librarians at three levels of education and the percentage having a children's coordinator or consultant available), use of services by children (for example, the percentage of users fourteen years of age and under in a typical week and the percentage of respondents with moderate or heavy use of readers advisory, book lists, summer reading programs, and story hours in the last twelve months), and group and cooperative activities.

All tables are broken down by library patrons per week, type of library (main library vs. branch library), whether the library has a children's librarian, hours open per week, the percentage of the book budget used for children's books, and the percentage of total circulation accounted for by children's materials. The survey collected data from individual library buildings as opposed to library systems, and this fact (plus its reliance on mean figures to represent averages, rather than the more appropriate median figures) should be kept in mind when using its findings.

In 1988 the NCES also published a study of young adult services in public libraries.⁴ As with the survey on children's services, data were collected from individual library buildings. The young adult

report is based on 794 respondents to a questionnaire sent out in September 1987, and includes a number of statistical tables broken down by patrons per week, type of library, whether the library has a young adult section, and whether the library has a young adult librarian. Statistics are reported for collections (for example, the percentage having a young adult collection and the composition of that collection), staff characteristics (for example, the percentage of respondents having a young adult coordinator or consultant available), use of services by young adults (for example, the percentage of respondents with moderate or heavy use of readers advisory, study space, book lists, college or career information, and personal computers), and cooperative activities.

While the statistics presented in the two NCES reports on children's and young adult services are valuable, they are also out of date, being based on 1989 and 1987 surveys, respectively. There appear to be some plans for another NCES survey on children's services, and young adult services may also be included in that study.

— **Federal State Cooperative System for Public Library Data (FSCS).** In addition to the mandate that the NCES collect library statistics, the 1988 Hawkins-Stafford amendments also note the need for a nationwide cooperative system to collect public library data. Consequently, the Federal State Cooperative System for Public Library Data was established to allow state agencies to submit public library data to the NCES. The first report of the FSCS, based on data from all fifty states and the District of Columbia, was published in April 1991, and subsequent annual reports have been released.⁵ These reports provide summary data from all public libraries in the United States (over 8900 libraries); state breakdowns and breakdowns by population served are included in statistics on public library collections, services, staffing, income, and expenditures. Data are also available in machine-readable form. In North Carolina, for example, they are accessible via the State Library's North Carolina Information Network.

In spite of the value of its reports, the FSCS failed to collect statistics related to youth services in its first two surveys. However, the FSCS did collect two specific children's statistics (circulation of children's materials and attendance at children's programs) in its most recently completed survey and will report on these in its 1993 report.

— **Public Library Data Service (PLDS).** The Public Library Association's Public

Library Data Service collects data from public libraries that volunteer to participate in an annual survey. These data are then published in annual reports. In 1991 the PLDS survey included a series of questions related to children's services: juvenile holdings; juvenile materials budget; juvenile population served (under five years of age, five years through fourteen years of age) juvenile materials circulation; and juvenile program attendance. The report of the survey, *Public Library Data Service Statistical Report '91*, lists these statistics and statistics derived from them (for example, turnover for juvenile collections) for 562 respondents. Tables include lists of individual libraries in order by population served and summary tables based on service population, which present mean figures as well as ranges and quartile figures.⁶

The value of the PLDS report lies in its focus on output measures, which encourage libraries to measure their performance in terms of services (outputs) rather than resources (inputs). Output measures are an important component in the Public Library Association's Public Library Development Program, an attempt to assist public libraries in planning and evaluation, and their collection and use should be encouraged. However, when using the data, one must remember that coverage for the PLDS surveys is more comprehensive for larger libraries: over 80 percent of public libraries serving populations of 100,000 or more participated in the 1991 survey. Consequently, while the 1991 PLDS report provides a valuable picture of children's services in public libraries and is especially commendable for its use of output measures, its failure to provide more thorough coverage of smaller libraries skews its portrayal of these services. As Douglas Zweizig points out in a forthcoming article, "Since the great majority of libraries serve smaller communities, our understanding of those libraries and their services would be aided if more of the smaller libraries would participate in the PLDS data collection."⁷

It is also important to note that, except for the 1991 survey, the PLDS has done little to gather data related to children's services. Its 1990 report is typical in reporting only three data elements in this area: the percentage of the library's service population that is under five years of age; the percentage of the population that is five to seventeen years of age; and an indication of which libraries view their primary or secondary role as that of the "preschoolers' door to learning."⁸

— **Output Measures.** While not a source

of data as such, the recently published output measures for children deserve mention here as an important tool in guiding the collection of statistics for youth services at the local, state, and national levels.⁹ As noted earlier, output measures represent a component of the Public Library Association's attempt to assist public libraries in planning and evaluation and differ from traditional library standards in encouraging libraries to measure their performance in terms of services (outputs) rather than resources (inputs). While input measures like juvenile volumes per capita reflect the resources that a library has, output measures like juvenile circulation per capita reflect what a library is doing with what it has.

Output Measures for Public Library Service to Children should be viewed as a companion volume to the earlier *Output Measures for Public Libraries* and includes the following measures: children's library visits per child; building use by children; furniture/equipment use by children; circulation of children's materials per child; in-library use of children's materials per child; turnover rate of children's materials; children's fill rate; homework fill rate; picture book fill rate; children's information transactions per child; children's information transaction completion rate; children's program attendance per child; class visit rate; child care center contact rate; and annual number of community contacts. For each measure, instructions are given for collecting the data, computing the measure, and using and interpreting the results.

School Library Media Center Statistics: State Level

According to an official in the Division of Media and Technical Services of the State Department of Public Instruction, that department does not collect data on school library media centers in North Carolina on a regular basis. The decision to discontinue such data collection efforts was apparently made in the mid-1980s in response to the government's Paperwork Reduction Act. The department does, however, gather statistics on specific areas from time to time. At the present time, for example, the department is attempting to collect data on the number of professional librarians in media centers in the state. Many local school library media centers and school systems collect statistics on an individual basis, primarily for budget justification, and there is also some local collection of statistics for accreditation reports. Nevertheless, regular statewide efforts to collect data on school library media centers in North Carolina are non-

existent.

Unfortunately, it appears that North Carolina's failure to collect statistics on school library media centers regularly is not atypical. Kathleen Garland's recent survey of forty-nine state education agencies found that almost half (twenty-four states) did not regularly collect school library media centers data.¹⁰

School Library Media Center Statistics: National Level

— *National Center for Education Statistics (NCES)*. As noted above, the National Center for Education Statistics is responsible for the collection and dissemination of statistical information on public, academic, and school libraries. The most recently completed government survey of school library media centers nationwide was conducted by the NCES in 1985 and 1986 using a nationally representative sample of 4500 public and 1700 private schools.¹¹ Responses were received from 92 percent of the public schools surveyed and 86 percent of the private schools surveyed. The report includes data on staff, collections, facilities, equipment, and expenditures. In addition, the survey included descriptions of twenty-two different services (ranging from the traditional, such as assisting students in locating information, to newer ones, such as coordinating video production activities in the school) that might be offered by media centers, and asked respondents to state how frequently each service was provided — routinely, occasionally, or not at all.

The NCES report of the 1985-1986 survey presents statistics for public schools by school level and size; public schools by state; and private schools by level, orientation, and size. The report also includes a number of historical comparisons between that study and earlier surveys in 1958, 1962, 1974, and 1978, thus providing a record of the change in school library media center characteristics. In spite of the fact that its statistics are badly out-of-date and in spite of its reliance on mean figures rather than median figures, the study does represent the last comprehensive national survey of school library media centers conducted by the federal government.

In 1991 the NCES collected a small amount of data on school library media centers from a sample of schools taking part in their 1990-1991 Schools and Staffing Survey. The data collected focused primarily on staff, but the results have yet to be released. In 1991 the NCES also field-tested two more comprehensive survey instruments for school library media centers. These will be used as part of the 1994

Schools and Staffing Survey, and the data should be ready in 1995 or 1996. The survey is intended to be repeated every four years and should provide a nationwide profile of school library media specialists, collections, expenditures, technology, and service.¹²

— *Information Power*. The results of the 1985-1986 NCES survey were used to define the guidelines for school library media centers reported in Appendix A of *Information Power: Guidelines for School Library Media Programs*, where the characteristics of high service programs are listed.¹³ "High service programs" are defined as those providing a high level of service based on the 22 services listed on the 1985-1986 survey instrument, and separate tables are provided for different school levels and student body size: elementary schools under 500; elementary schools over 500; middle/junior high schools under 500; middle/junior high schools over 500; high schools under 500; high schools between 500 and 1000; and high schools over 1000. Finally, the characteristics of high service programs in the areas of staff, collection, facilities and equipment, and budget are listed for each school level and student body size at 3 different percentile levels: 75th, 90th, and 95th. For example, for high service programs in elementary schools with fewer than 500 students, the approximate collection size was 9,227 volumes at the 75th percentile level; 11,117 volumes at the 90th percentile level; and 12,809 volumes at the 95th percentile level.

These characteristics are included "so that individual school library media specialists may compare their program resources and activities with those of schools identified as high-service providers."¹⁴ While these quantitative guidelines may be useful, three concerns should be kept in mind when consulting them. First, as the authors of *Information Power* point out, "the tables show only the characteristics of programs that deliver high levels of service and not

the whole range of current practice."¹⁵ The data represent the highest levels achieved by the top school library media centers and may therefore be of little realistic use to the average or less than average school library media centers.¹⁶ Second, the guidelines reported in Appendix A of *Information Power* are based on input measures only: number of staff, size of collections, and the like. There are no output measures even though, as we saw above with public libraries, such measures encourage libraries to focus on services rather than on resources. Finally, the information is now over seven years old; the guidelines are based on public school data gathered in the fall of 1985 that badly needs updating.

— *Miller and Schontz*. The most up-to-date national statistics on school library media centers are provided by the biennial reports of Marilyn Miller and Marilyn Schontz in *School Library Journal*. The most recently published report covers fiscal year 1989-1990, and is based on over eight hundred responses to a survey mailed to a systematic random sample of school-based subscribers to *School Library Journal*.¹⁷ Two dozen tables outline data on collections, expenditures, technology, and network participation. Both medians and means are provided for each data element, and breakdowns by school level, geographic region, and school enrollment are included.

Miller and Schontz, like *Information Power*, provide data primarily on input measures such as size of collections and expenditures and largely ignore output measures that reflect the extent of collection use. However, they do furnish a wide range of information about the use of resource sharing networks and other external information sources by library media specialists and the role of library media specialists in decision making and curriculum planning.

Likewise, while the sample used by Miller and Schontz tends to skew the statistics somewhat because poorer schools that are unable to afford a subscription to

Youth services librarians should know the levels of support being provided in their libraries and should be able to compare their local support with typical levels of support in comparable libraries, both statewide and nationally.

School Library Journal are left out, their data still represent the most up-to-date picture of school library media centers available at this time. In addition, since the reports have been published biennially since 1983, they provide a valuable picture of school library media center development over the past ten years.

Using the Statistics

How, then, can local youth services librarians best make use of state and national statistics on youth services? As the introduction to this article noted, statistics in general have been used by librarians in a wide range of activities: to support local budget requests and to evaluate local services; to support requests for funding and legislation at the state and national levels; and to compare performance among libraries. The youth services statistics discussed above can be used to support the same set of activities.

Such statistics are useful in support of local budget requests, for example, because budget requests require that a library or a service within a library establish its needs.¹⁸ Youth services librarians should know the levels of support being provided in their libraries and should be able to compare their local support with typical levels of support in comparable libraries, both statewide and nationally. As Garland notes, the interest in statistics for youth services "is the result, at least in part, of the lack of funds to adequately support budgets for children's services at a time when demographics show that the preschool and school-age population is increasing."¹⁹

State and national statistics also provide an "external yardstick" against which to measure local performance. This aspect may be especially important as demands for accountability increase and as local funding becomes more difficult to obtain. Local school boards in California, for example, are being required to prepare school accountability "report cards" that include information assessing the schools' media centers.²⁰ Again, youth services librarians need to know the levels of service being provided in their libraries and need to be able to compare their local service with typical levels of service in comparable libraries, both statewide and nationally. As noted above, where shortcomings are detected, needs can be established and budgetary support can be sought.

State and national statistics also serve to support requests for funding at the state and national levels. As Garland again points out, "Factual information about

programs and services are needed to guide policymakers at the state and national levels. Without such data, these decision makers can only guess about the condition of library media centers and the support they provide to instructional programs in American schools ... Library media specialists must make policymakers aware of the contributions of library media programs to the schools they support, and they must have supporting data."²¹

... regular, even annual, nationwide surveys are needed if statistics for this valuable aspect of library service are truly to be useful.

As with local budget requests, needs must be established in order to support funding requests at the state and national levels.

Finally, the state and national statistics discussed in this article can be used to improve youth services. In many cases, the data presented in the reports discussed above serve as performance targets for local public libraries and school library media centers. The clearest example is *Information Power*, whose guidelines represent the top levels of achievement by programs that provide high levels of service and are "intended to provide assistance in striving for excellence."²²

Conclusions

The efforts to collect youth statistics described above reveal an inconsistent pattern. At the state level, collection efforts for public libraries appear to be better than those of most states, but there is no regular collection of data for school library media centers. At the national level, the only regular effort has been the series of reports by Marilyn Miller and Marilyn Schontz. The last NCES survey of youth services in public libraries was published in 1990, and the last NCES survey of school library media centers was published in 1987. Plans for future surveys by the NCES in both areas are promising, as is the inclusion of specific children's data elements in the FSCS statistics for public libraries, but regu-

lar, even annual, nationwide surveys are needed if statistics for this valuable aspect of library service are to be truly useful.

Local youth services librarians should become involved as advocates for such data collection efforts at the state and national levels. Interested librarians should become involved in the appropriate sections of the North Carolina Library Association (the Children's Services Section; the North Carolina Association of School Librarians; and the Public Library Section) and the American Library Association (the American Association of School Librarians, the Association for Library Service to Children, the Public Library Association, and the Young Adult Library Services Association).

On the state level, the collection of youth statistics for public libraries by the State Library appears to be better than efforts in most states, but more could be done to focus on the new output measures for youth services. The State Library could begin by including in its annual report those statistics that can be derived from the data currently being collected (turnover rate, for example) and then begin to

It is difficult to imagine how any library service can be evaluated, funded, and improved effectively without the adequate collection of statistical information.

collect data for those measures that are not collected at present (fill rates, for example). In addition, the State Library should adopt the PLDS standard definition of a child as age fourteen and under.²³ At present, public libraries in North Carolina use no standard definition, and age requirements for juvenile library card registration vary widely (although "age fourteen and under" is the most commonly used range). Without such a standard definition, a number of the output measures cannot be usefully derived.

Much work obviously is needed to encourage the collection of school library media statistics in North Carolina. While the Department of Public Instruction is not alone among state education agencies in its failure to gather statewide data, over half (twenty-five) of the forty-nine state

education agencies surveyed by Kathleen Garland did collect statistics in this area. In addition, as Garland points out, local school media specialists tend to collect statistics anyway; 53 percent of school library media center respondents collected circulation data, for example, while only 12 percent of state agencies did so.²⁴ Consequently, much of the data may exist at the local level, but an effort to collect these statistics statewide is desperately needed.

Local youth services librarians should acquaint themselves with statewide and nationwide efforts to collect statistics in these areas, and they should collect, share, and use local statistics in evaluating and planning their own services. Library schools should familiarize students with the use of statistics in all areas, including youth services. Continuing education providers should also consider training needs in this area. As an example, the youth services agenda adopted recently by Illinois librarians includes the following priority: "Develop workshops for youth services librarians on the importance and effective use of statistics."²⁵

It is difficult to imagine how any library service can be evaluated, funded, and improved effectively without the adequate collection of statistical information. Given the fact that youth make up nearly 40 percent of all public library users²⁶ and given the recent emphasis on educational reform that should include some focus on the impact of school library media centers on the educational process, it is unfortunate that efforts to collect statewide and nationwide library statistics in the area of youth services have been so sporadic and incomplete.

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The Planning Process in Youth Services:

Using Output Measures in Evaluating Services

by Pauletta Brown Bracy

Discussion of planning theory and descriptions of the planning process can be found in the professional literatures of business management, public administration, and social psychology. Librarianship has borrowed generously from these disciplines in applying the theory to library operations. Another perspective about professional origins is presented by Molz who cites foundation "in two spheres of national life: the socio-economic planning engendered by government and the planning which has its origins in management and theory techniques used in the private sector."¹

A landmark work that exemplifies the merger of theory and applications for library environments is *Planning and Role Setting for Public Libraries: A Manual of Options and Procedures*, which was prepared by a group of experts for the Public Library Development Project (PLDP) and published by the American Library Association in 1987.² PLDP was organized by the Public Library Association for the purpose of assisting public libraries in planning, measurement and evaluation.

Any viable planning process recognizes the value of a measurement phase. Baker and Lancaster state that evaluation is not an isolated, sporadic event, but rather an integral part of the planning cycle.³ In a very rudimentary description of the process linking the two activities, I submit a preliminary model called PIE which is composed of three primary components: Planning, Implementation, Evaluation. (See Figure 1.) Planning is undertaken to provide a foundation for making choices.⁴ Options are explored and executed in the second phase of Implementation. In the final phase of Evaluation, determination and assessment of levels of success are confirmed. Based on the results of evaluative activity, the planning

process is initiated and continues in its cyclic mode. The presentation for the model at this stage of development is most basic and does not reflect the distinctive activities which comprise each of the phases.

A companion to the *Planning* manual, *Output Measures for Public Libraries*, was published in 1987 and delineated expected library services to be measured.⁵ The impetus for the approach of this guide was to provide libraries with assistance in measuring performance in terms of library services or outputs instead of library resources or inputs. Of the eight public library roles identified in the *Planning* manual, only one specifically addressed children's services. It immediately was apparent that the documents' (including the companion volume, *Output Measures*) pertinence to children's librarianship was negligible at best.

In an attempt to establish some relevance, Robin Gault and the Public Library Association Committee on Service to Children published suggestions on how the manual and its attendant output measures guide could be used to provide direction for measuring children's services. The authors emphasized the need for data collection and analysis in categories of Community Profile, Library Statistics, Survey Data, and Relationships with Other Agencies.⁶ Each category of data is accompanied by questions recommended to facilitate the process of information gathering. Eventually, in 1992, the definitive planning document for children's services, *Output Measures for Public Library Service to Children: A Manual of Standardized Procedures*, was published as a part of PLDP.⁷

Planning and Measurement in School Library Media Programs

Planning is a well-established and fundamental activity which permeates all as-

pects of librarianship. What is especially important to remember is that those in youth library services are committed to a group of users who are the same in both the school and public library settings. What does distinguish professional approaches to meeting user needs is the nature of the environment. The child or young adult is also a student: the constant variable in this scenario who visits the public library to complete homework is the same person who received the assignment earlier in the day from the classroom teacher. Barriers among professional ranks which evolve because of distinctive and intractable "role ownership" only serve to minimize and erode the more powerful collective impact (public) youth librarians and school media coordinators can have in meeting the needs of the youthful client base.

The field of school media librarianship has likewise embraced the subject of planning with a vigor comparable to that of public librarians. It is written in *Information Power: Guidelines for School Library Media Programs* that planning is central to every facet of program development and implementation ... and is subject to ongoing evaluation and revision.⁸ Measurement is linked to planning and is an enumeration of the process components which include Preparation for Planning; Defining Program Mission, Goals and Objectives; Data Collection; Implementation; and Evaluation of the Library Media Program.⁹

Loertscher, in reiterating the importance of evaluating school library media programs, has identified four general areas which can be measured:

Area 1: Goals and Objectives (Are the goals worthy ones?)

Area 2: Resources (Are they sufficient enough to operate an effective program?)

Area 3: Operations (Do routines run smoothly and efficiently?)

Area 4: Worth/Results/Impact (does the program make a difference in the way teachers teach and students learn?)¹⁰

He urges school library media program directors to carefully consider criteria for selecting instruments and identifying concordant measures to provide a comprehensive evaluative overview of the program.

With background constituted, the focus of this article is the examination and recapitulation of *Output Measures for Public Library Service to Children*. Although the intended audience for this publication is public youth librarians, most measures are applicable for school library media programs. They can be adapted as needed. One interesting article about children's services published in 1990, pre-dating *Output Measures*, details a public library's use of selected measures to provide insight into library service to middle school students, an area of service that previously had been considered a problem.¹¹ This article about Bethlehem (Pennsylvania) Area Library not only illustrates a connection of the two library environments through the student-patron, but also describes an approach to modifying and using measures that were not specifically designed for children's services.

Using the Output Measures

In the formative document, *Planning and Role Setting*, phases of the planning process are listed:

- Planning to Plan
- Looking Around
- Developing Roles and Missions
- Writing Goals and Objectives
- Taking Action
- Writing the Planning Document
- Reviewing Results.

Walter in *Output Measures for Children's Services* notes that the measures are designed to be used at several steps of the planning process, and suggests that the measures are most useful when combined with a planning process.¹²

Significant factors to consider in preparation for managing the measurement process are (1) the library as an organization — its current practice of evaluation; (2) the organizational structure, including how children's services relate to other departments; (3) resources, including staff time; (4) organizational culture, including prevailing management styles; and (5) the community, including any contextual trends and conditions that have potential to impact delivery of services.¹³

It is critical to determine *which* of the output measures will be implemented. No library is expected to use all of the measures. Walter proposes that a starting point for deliberations is the planning and role-setting process if the library has undertaken such. An alternative is consideration of mission, goals, and objectives followed by identification of the measures that will produce data to help monitor the progress toward the objective.¹⁴

Children's Population of Legal Service Area is the basic element and is used to calculate per capita figures. Parameters of the element set the definition of "child" as fourteen years and under who lives in the *Legal Service Area* of a public library. The fifteen measures are organized in six categories and will be defined and explained here as presented in the manual. Precise directions for data collection and interpretative uses accompany discussion of each measure. Readers are advised to consult the manual for special needs.

Category 1: Library Use Measures

- A) **Children's Library Visits per Child** — Number of visits by people age fourteen and under during the

year in the community served. *Count people age fourteen and under entering the building one summer week and one winter week to project for the year.*

- B) **Building Use by Children** — Average number of people age fourteen and under in any part of the library at any one time. *Calculate means from sample tallies of number of people age fourteen and under in the library.*
- C) **Furniture/Equipment Use by Children** — Proportion of average time that a particular type of furniture or equipment anywhere in the library is being used by a person age fourteen and under. *Divide the number of items in use by the number of items available in two sample periods (summer and winter weeks) to project for the year.*

Category 2: Materials Use Measures

- A) **Circulation of Children's Materials per Child** — Average circulation of materials per person age fourteen and under in the community served. *Determine the annual circulation of children's materials and divide by children's population of the service area in automated system or by tally.*
- B) **In-Library Use of Children's Materials per Child** — Number of children's materials used in the library per person age fourteen and under in the community served. *Determine use in two sample periods of summer and school year with no reshelving and divide by children's population of legal service area.*
- C) **Turnover Rate** — Average circulation per children's volumes owned. *Determine annual circulation of children's materials and divide by entire children's holdings.*

Category 3: Materials Availability Measures

- A) **Children's Fill Rate** — Percentage of successful searches for materials in any part of the library collection by users age fourteen and under and adults acting on behalf of children. *Calculate the number of successful searches in two sample periods and divide by all searches.*
- B) **Homework Fill Rate** — Proportion of searches for information and/or library materials to assist with homework by users age fourteen and under and adults acting on their behalf that are successful in a sample period. *Divide the number of successful searches for materials by all searches.*
- C) **Picture Book Fill Rate** - Percentage of successful searches for picture books by all library users in a sample period. *Divide the number of successful searches by all searches.*

Category 4 - Information Services

- A) **Children's Information Transaction per Child** — Number of transactions per person age fourteen and under or adults acting on their behalf in the community served. *Divide the annual number of transactions based on two one-week sample periods (projected) by the children's population of the legal service area.*
- B) **Children's Information Transaction Completion Rate** — Percentage of information transaction by persons age fourteen and under or by adults acting on their behalf that are completed successfully on the same day that the question is asked, in the judgment of the librarian. *Divide the number of transactions*

completed by the total number of transactions based on two one-week sample periods.

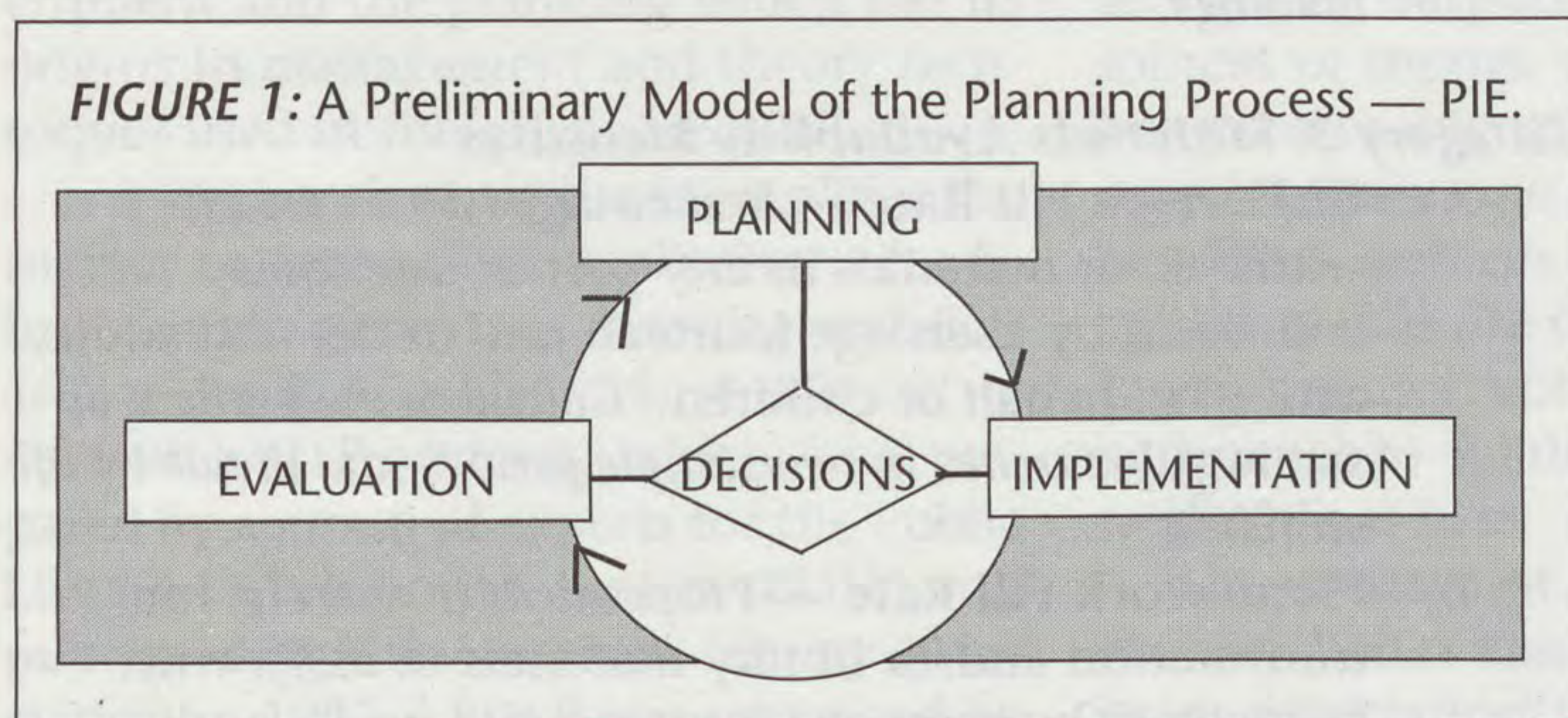
Category 5: Programming

- A) **Children's Program Attendance** — Attendance by all ages at children's programs per person age fourteen and under in the population served. *Count the audience at all programs to determine annual program attendance and then divide by the children's population in the legal service area.*

Category 6: Community Relations

- A) **Class Visit Rate** — Number of visits by school classes to the library relative to the number of school classes in the community. *Count all class visits to the library and divide by the number of classes in the legal service area (based on a census of the school level classes in the community).*
- B) **Child Care Center Contact Rate** — Number of contacts between the library and child care centers relative to the number of centers in the community. *The number of all annual contacts is divided by the number of centers in the community.*
- C) **Annual Number of Community Contacts** — Annual number of community contacts made by library staff responsible for service to children. *Keep a record of all contacts and total.*

Output measures should not exist in isolation. They must be bound explicitly to goals and objectives which emanate from the planning process. For an illustration of this connection, (See Figure 1.)



Planning is decision-based. That is, at every juncture, decisions are made and serve as a means to facilitate the process. During the **Planning** phase, staff must clarify purposes for planning and determine expected outcomes. Next, an assessment of community needs is conducted in light of trends and conditions which may affect provision of library services. Following data collection and analysis, identified library roles become the basis for a mission statement. Goals and objectives further define each library role. Any goals and/or objectives of children's services must be consistent with the library mission.

Example: Your children's department has selected Popular Materials Center as a role. Your goal is to insure availability of popular materials to all members of your community. One of your objectives might be to increase the availability of requested picture books by fifty percent.

Implementation begins as the library staff decides how best to meet the goals/objectives. At this point, the output measures are developed based on information discerned in the planning phase.

Example: To meet your objective to increase the availability of requested picture books by fifty percent, you decide to make

the purchase of popular picture books a budget priority this year. You also might increase the number of retrospective titles purchased. Before doing anything, you decide to measure Picture Book Fill Rate to see how many of your patrons are getting the picture books they want when they want them.

In **Evaluation**, results of the data collection are analyzed to determine the level of progress toward meeting the goals/objectives upon which the output measures are based. Roles and goals and objectives are reconsidered for their relevance to the mission, and the process of planning is begun again.

Example: After prioritizing the purchase of picture books for one year, you again measure picture book fill rate. Compare your results to the results of the year before. Has the fill rate increased, decreased, or stayed the same? Did you meet your objective of increasing the availability of requested picture books by fifty percent? Using this information, reconsider your goals and objectives and start making plans for the coming year.

Ultimately, the purpose of using output measures is to provide some indication of what the library gives to its community. They evolve as the result of assiduous consideration of mission, goals, and objectives which serve to address the information needs of the community. It is the professional responsibility of the youth librarian in assuming the administrative and managerial roles as defined in *Competencies for Librarians Serving Children in Public Libraries* to participate in all aspects of the library's planning process, to represent and support children's services, and to set long- and short-range goals, objectives, and priorities.¹⁵

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Moving on Up:

The Transition from Children's Librarian to Library Administrator

by Sylvia Sprinkle-Hamlin

The transition from children's librarian to administrator offers challenges and frustrations. Although this career path often has been seen as non-traditional, many children's librarians who have taken advantage of management opportunities now find themselves involved in decision-making roles. What should one consider in pursuing this career path? What experiences determine that this is the route to pursue? What new perspectives can a children's librarian bring to management? These and many other questions will be explored and answered as former children's librarians including myself who have taken the plunge into administration share their views on what is becoming an accepted career path to the top.

I had the opportunity to meet Diana Young when I returned to the public library as head of Forsyth County Public Library's Children's Outreach Department. Diana was the children's consultant for the State of North Carolina. I admired her enthusiasm for youth services and the wealth of knowledge and resources she shared. Of course, I was pleasantly surprised when she was appointed Director of Network Operations and Special Projects for the State Library in 1989. Diana felt that she was technically able to make the move due to the computer skills she gained as a children's librarian. She developed NCKIDS which was the first electronic bulletin board for children's librarians in the country. Rather than give up the youth services loose-leaf service because of budget restraints, she sought the opportunity to take a print loose-leaf service and translate it into the computer-based product for which funds were available. This initiative saved staff time as well as postage and printing funds and most importantly, it gave children's librarians an opportunity to take a leadership role in the new technological age. She affirms that the ability to use effectively the technology would determine the place that children's librarians would occupy in the high technology of the future. "I actively sought a way to prepare children's librarians for tomorrow by having them use the new technology not only to gain a new skill, but to use that skill to gain information vital to their relationship with the State Library." Diana attributes her successful transition from children's librarian to Director of Network Operations to two things: her willingness to seek new opportunities and, when she has excelled, a desire to foster them in others.

Young believes that her greatest obstacles have been convincing herself to accept a new role and convincing others that she could do the work required by the new discipline. She explains that being a children's librarian means having the skills

and ability to evaluate, plan, and forecast — and the willingness to evaluate and plan all over again. These skills and abilities have been transferrable to her new position.

Her impact on youth services continues to be astounding. As editor of *Tar Heel Libraries*, she makes sure that youth services librarians' voices are heard. She has served on the ALA Council, ALSC committee and currently serves on the ALSC Legislation Committee. Her latest challenge as a member of the ALSC Legislation Committee is to further the implementation and passage of legislation for the Omnibus Bill on Youth Services passed at the 1991 White House Conference on Library and Information Services. Diana emphasizes that while the implementation of NREN is essential for the telecommunications industry and something she ardently strives for, it is *equally* important to her that the Omnibus Bill on Youth Services provide the very best for the next generation of adults who will need to travel the Internet daily.

Helen Miller and I were children's librarians at the Free Library of Philadelphia. Miller has worked in children's services for twenty-six years. She asserts that when she was asked to assume the job as regional librarian for the Free Library's second regional library, she had reservations. "Children had been my therapy, my friends, and my soul mates. The idea of becoming an administrator left me with mixed emotions." She accepted the challenge and in less than one year was appointed to the position of Area Administrator where she was responsible for the management and supervision of eleven branches and one regional library in the western part of the city. Helen was Area Administrator for thirteen years until, 1990, when she was appointed Chief of the Extensions Division with the responsibility for the provision of library services for forty-nine branch libraries and three regional libraries.

Miller feels that she has been fortunate to progress up the administrative ladder with few obstacles. Since all promotions in the Free Library's system are through civil service examinations, she has been promoted directly from these promotional lists. As an administrator, Helen has had input into the Free Library's five-year plan which was adopted in 1990. This plan defines one of its primary goals as library services to preschoolers. Helen's philosophy has always been that the public library is essential to every child, and she feels that the library's mission reinforces her perspective of the importance of library services to children. Her position guarantees that services to children will continue to be a priority for the Free Library of Philadelphia.

Ron Jones has seen his career at Wake County Public Library

soar. He began his career in a temporary position in the library's shipping department. One day while observing a children's program, Ron asked the children's librarian if he could assist her since he had experience touring with children's theater companies. This experience led Ron to apply for another temporary position within the system which allowed him to develop and present programs that would encourage children to visit the public library. Within a year, Jones decided to pursue a degree in Library Science. Upon completing his degree, he was employed as a full-time children's librarian. After eight years as a children's librarian, he was promoted to Children's Coordinator. Ron ascribes his success to his assertiveness in being involved in all aspects of library services. "I participated in statewide committees and worked on projects that were broad-based to serve the library as a whole, not just children's services. I was very fortunate and I guess I have been in the right place at the right time at Wake County. I became the Coordinator of Children's Services just as the library system began a period of rapid growth." Ron has seen his job responsibilities increase, offering challenge and growth. He states that he has not had any major obstacles in his career. He points out that there aren't many males involved in children's services especially at the administrative level. Ron feels that the same kind of energy and confidence required for work with children is necessary for successful work in all aspects of library services. By example, Ron hopes to inspire youth services librarians and staff throughout the state to work for excellence.

services to a multicultural and international clientele in the 9th largest public library system in the United States. During the 1992 hurricane disaster in Miami, library administration had to make a decision about which areas of the collection to save first. With her input, the children's and reference collections took top priority. She feels that children can be saved with early literacy programs provided by the public library. Mary states, "I am happy to see that President Clinton's Administration emphasizes the importance of children". Having served on the ALA Council since 1991, Mary was recently elected to the American Library Association Executive Board. Her promotion of library services through marketing campaigns, customer relations, and fund raising has contributed to Mary's success as a highly respected library leader.



Indeed, my career path has been somewhat similar to the preceding ones. I began my professional career in children's services at the Free Library in Philadelphia. In this position, I had the opportunity to work with a multicultural population and was recognized for my community outreach programs. As a result of my ability to relate to special populations

and my record of innovative programming, I was loaned to the Benjamin Banneker Urban Center as a special young adult librarian to work with teenage gang members. To this group of young people, I served as the librarian, reading teacher, and mentor. When that program ended, I took a position as an elementary school librarian with the Philadelphia School system.

After spending ten years in Philadelphia. I returned to North Carolina to serve as Assistant Director/Public Services at Winston-Salem State University. Within a year, I accepted the position as Head of Forsyth County Public Library's Children's Outreach Department. As the Head of Children's Outreach, I had the opportunity to

and my record of innovative programming, I was loaned to the Benjamin Banneker Urban Center as a special young adult librarian to work with teenage gang members. To this group of young people, I served as the librarian, reading teacher, and mentor. When that program ended, I took a position as an elementary school librarian with the Philadelphia School system.

Mary R. Somerville's career encompasses eighteen years in children's services in Nebraska, Kentucky, and Florida. Her first job as a library clerk in children's services inspired her to pursue a degree in library science. Mary relates that her friends and family were upset about her choice because she had previously been a doctoral candidate in English. Later as children's librarian at the Louisville Public Library, Mary gradually took on extra duties such as project director for automation, grant writing, and personnel management. When she was project director for automation, a consultant/vendor expressed concern that a children's librarian would not understand the technology. Even though this was the perception of the consultant/vendor, library administration had the confidence that Mary could do the job and demanded that he be removed from the project.

In her present position, Mary has the distinction of being the only woman on the top management team of the Miami-Dade Public Library in Florida. As Assistant Director of Branches and Special Services, her responsibilities include overseeing the overall public



Pictured Top: Helen Miller, Chief of Extensions, Free Library of Philadelphia.

Middle: Mary R. Somerville, Assistant Director of Branches & Special Services, Miami-Dade Public Library.

Bottom: Sylvia Sprinkle-Hamlin, Deputy Library Director, Forsyth County Public Library, Winston-Salem.

restructure the department so that it functioned more efficiently. Staff productivity increased and its outreach services to the community broadened. I was promoted to Head of the Extensions Division nine months later where my responsibilities were expanded to include the management of the branches and outreach departments. After working four years as Extensions Head, I was appointed Deputy Library Director.

Having been a children's librarian, my expertise and knowledge are valued in decisions related to children's services. In the planning of new facilities, my advice is sought in the physical layout of the children's area and the size and makeup of the collection. I also play a key role in developing the philosophy of children's services in the Forsyth County Public Library system.

The obstacles I experienced in these career moves have been minimal. My willingness to explore other career options has helped to pave the way for advancement in my career. When I encounter situations which require more expertise, I seek out mentor support, attend workshops and network with my peers. My involvement in state and national library organizations has helped me in developing a vast network of references.

From the collective experiences of five librarians, one can draw some valuable insights on career development.

Be prepared when opportunities arise. Miller stresses that children's librarians should be prepared and cognizant of trends in the library field. One should seek out workshops, training sessions, and presentations on supervision and management.

Don't be one dimensional. Be knowledgeable of all aspects

of library services. Somerville's successes in automation, grant writing, and personnel management can be attributed to her being multifaceted.

Keep abreast of the latest technology and develop skills that are necessary to use it. Diana Young underscores the importance of the technological leaps libraries and librarians must make in order to remain current.

Be willing to accept new challenges and additional responsibilities. Mary and Ron have seen their assets as administrators grow as they sought new challenges and volunteered for additional responsibilities.

Aspire to be the best in whatever position you are in, using that position as a stepping stone to the next level. My effectiveness in the Children's Outreach Department influenced administration to consider my potential in upper management.

All agree that a **mentor is an asset** in career advancement.

Networking has served each one of them well in their development as administrators. Being involved or affiliated with professional organizations on a local, state, and national level has helped three of us to be elected to ALA Council and appointed to other national committees.

Armed with these insights, children's librarianship is an excellent path for a librarian to gain valuable experiences offer transfer to more comprehensive library administration.

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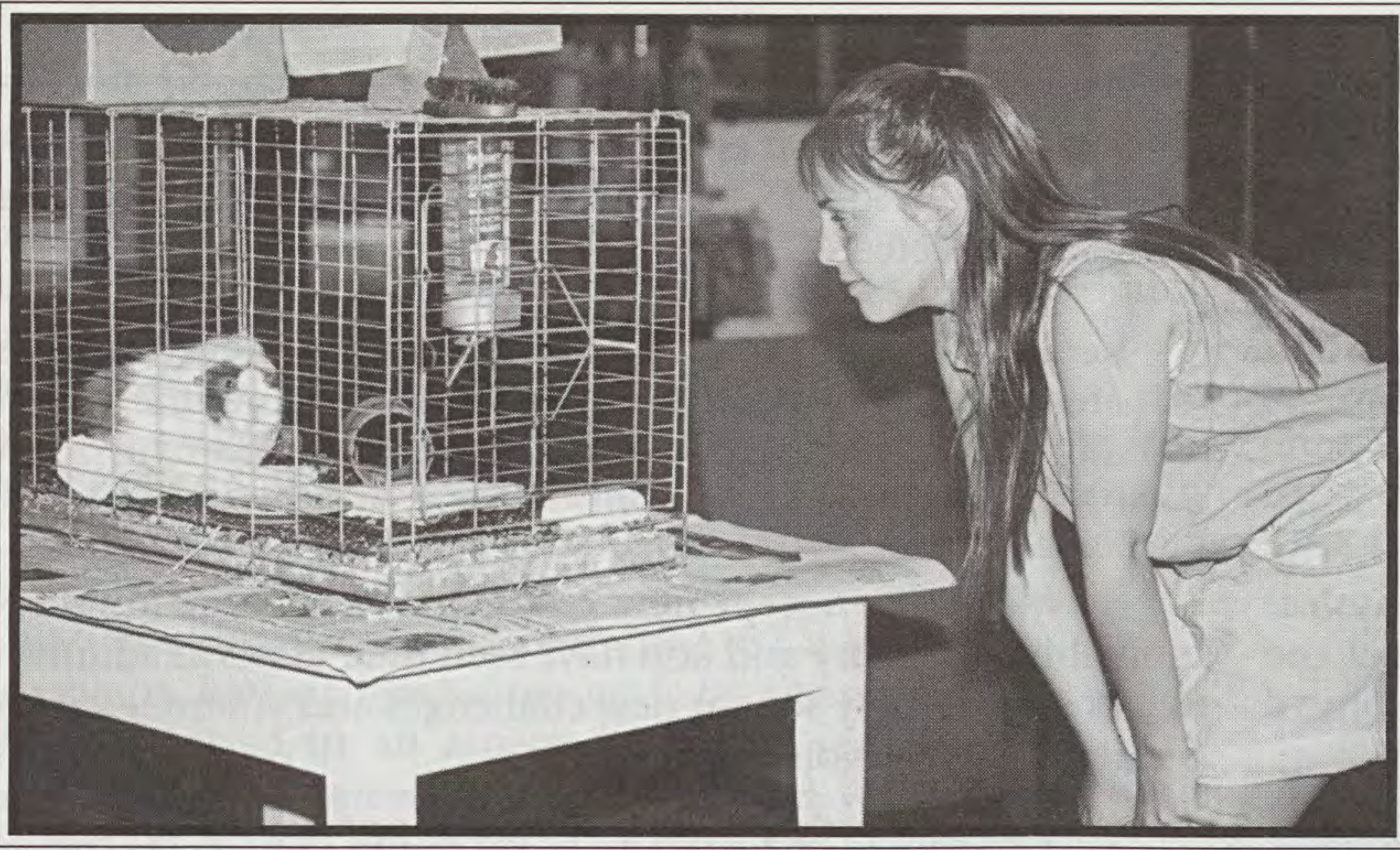
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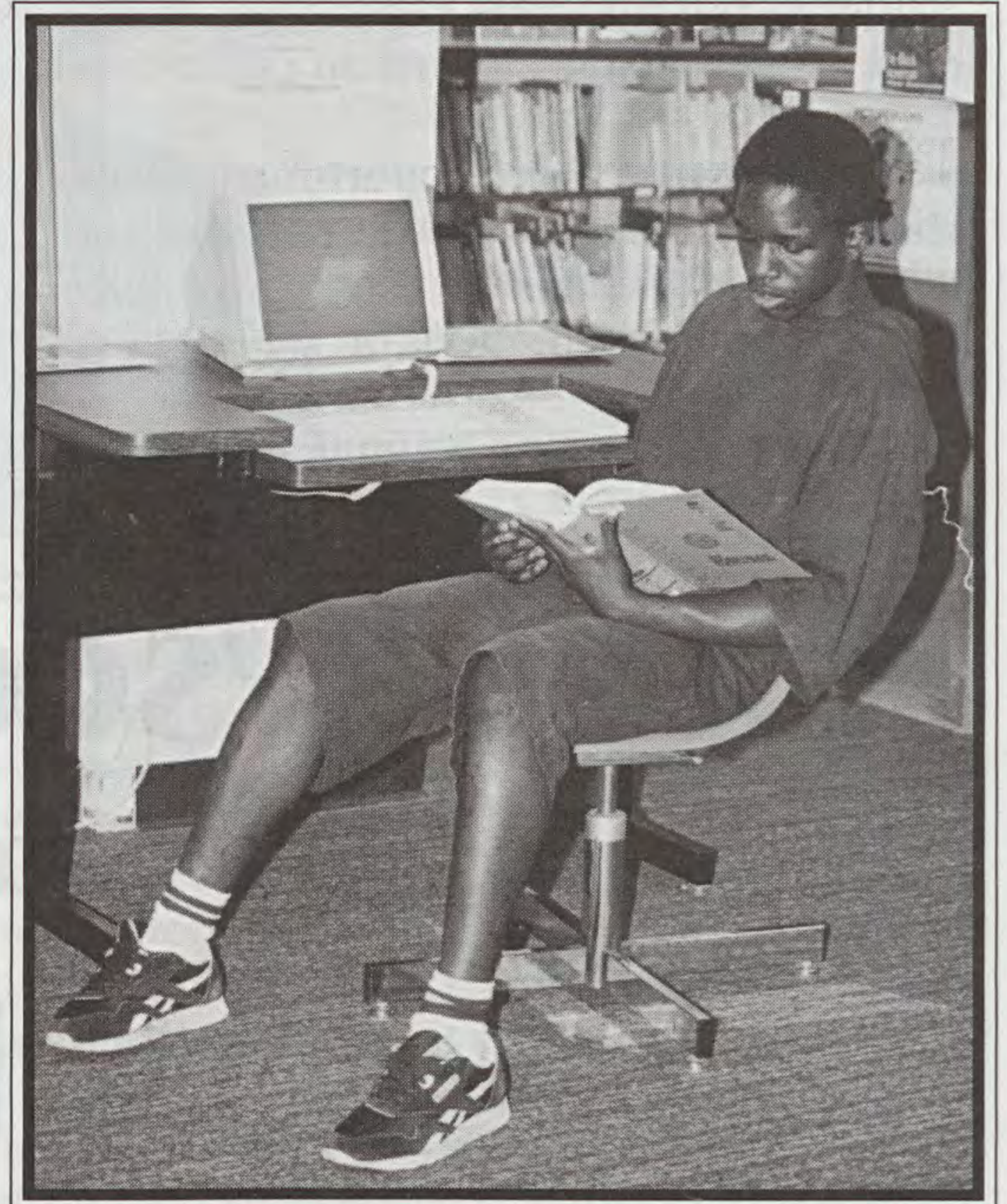
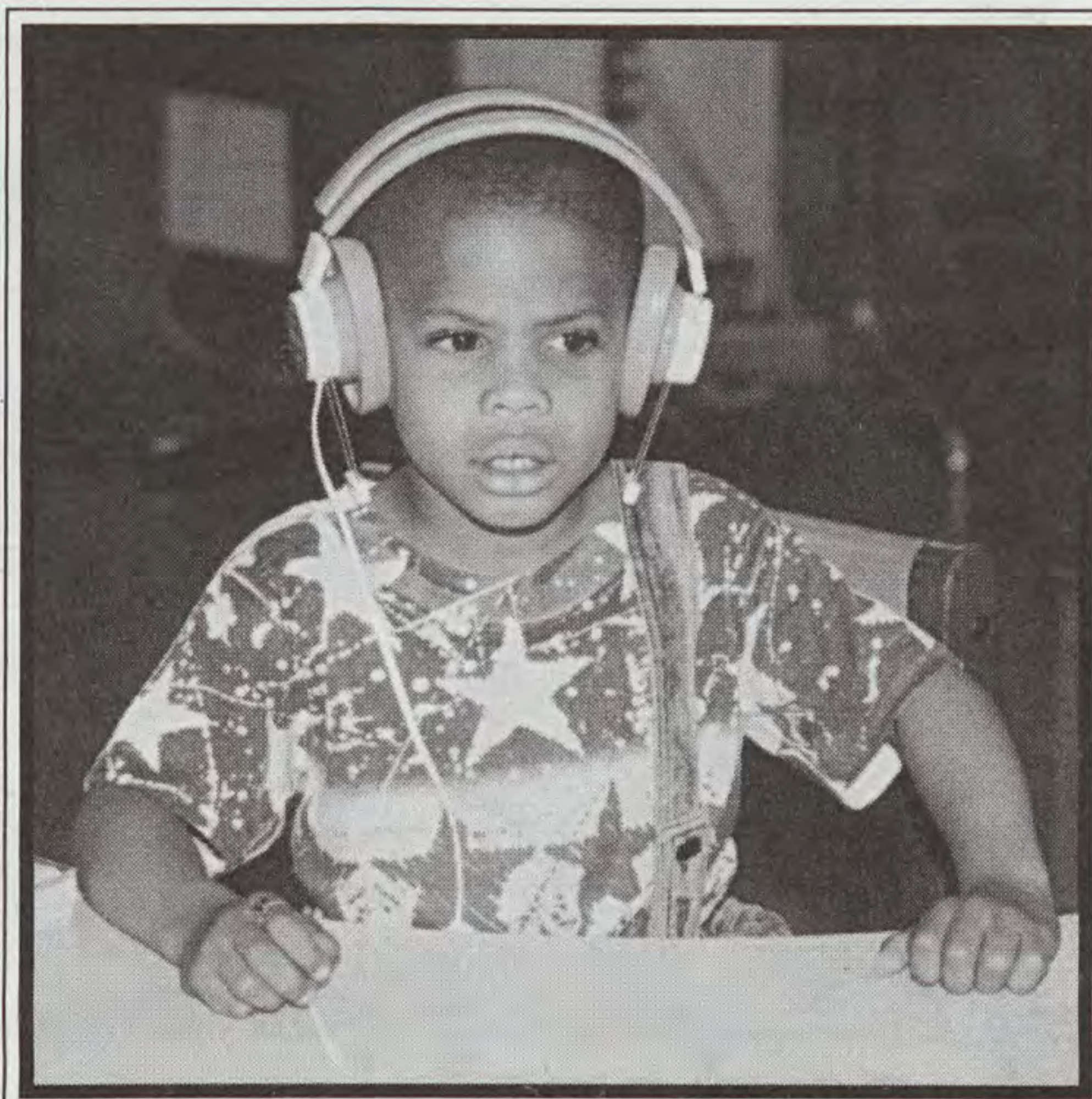
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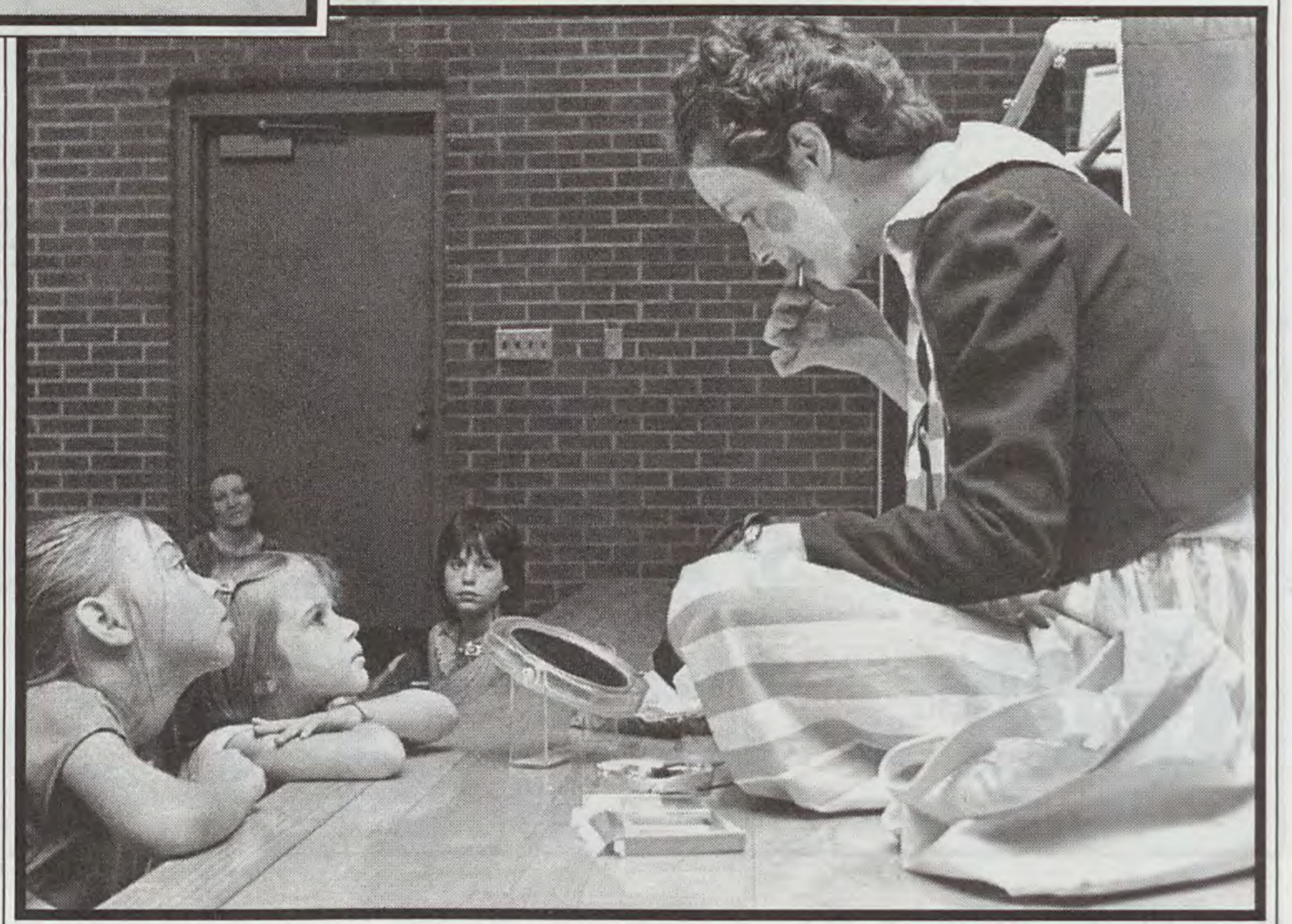
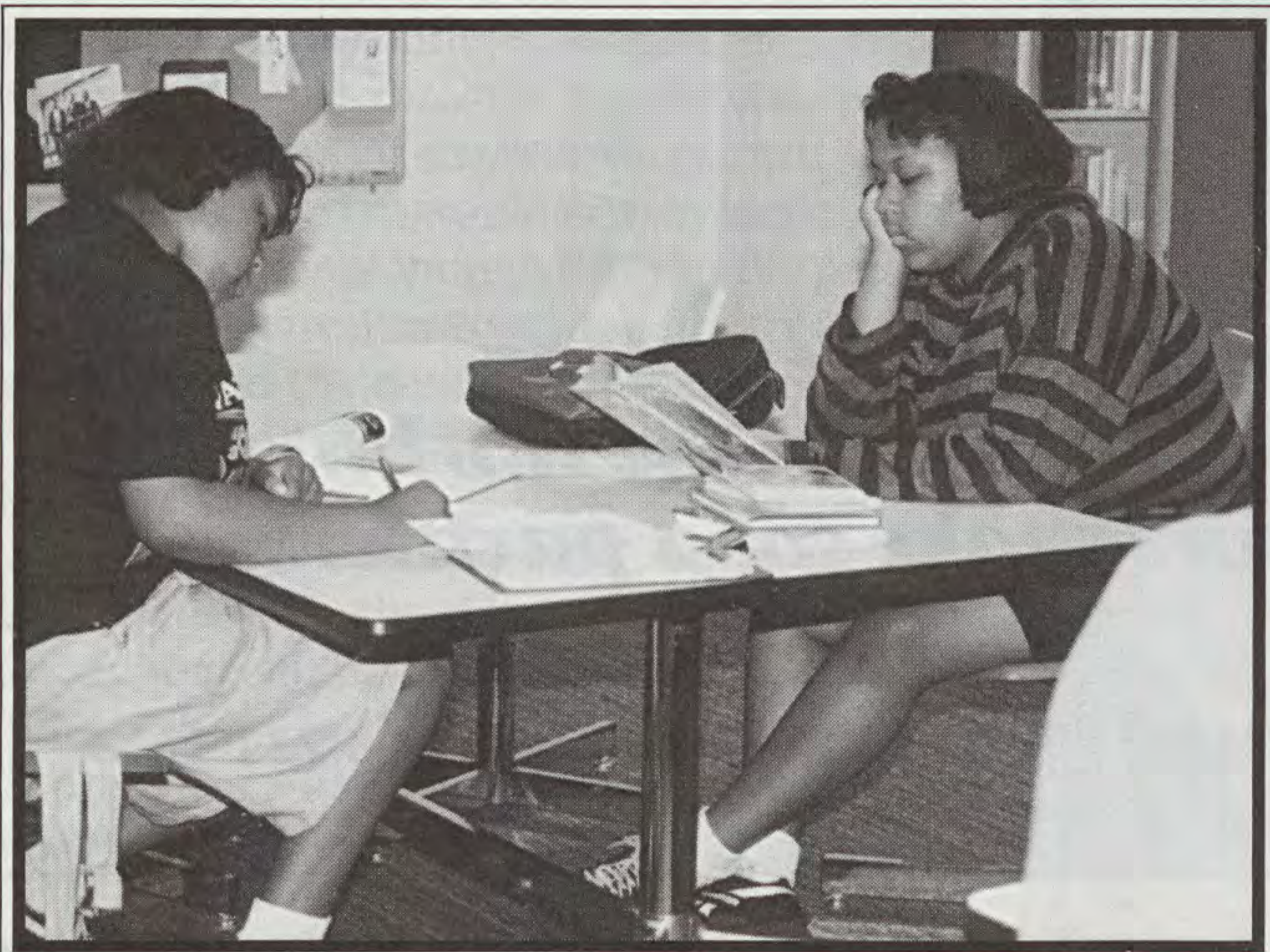
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L I B R A R I E S

Carolina Picks:

Recent North Carolina Books for Children and Young Adults

by Lisa Mitchell Blouch and Michael Frye

"My teacher told me to read a book about North Carolina."

"I need a story set in North Carolina."

"Where are your books by North Carolina authors?"

Children's and young adult librarians in North Carolina are familiar with this request in all of its variations. The assignment to "read a book about North Carolina" may come at any time during the school year, and from students in almost every grade. North Carolina is, and has been, home to many fine writers, and teachers are eager to impress this fact upon students whose only previous connection between their home state and books about it may be a state history textbook. Fortunately, many of the trade books about North Carolina discussed below are purchased by our state schools and public libraries not only because they are local but also because they have been critically reviewed and approved.

The books presented in this essay are meant to suggest a selective resource list of current North Carolina titles for children and young adults. "Current" here refers to titles published since 1987. Although there are some noteworthy books with older copyrights that otherwise fit the criteria for this discussion, this essay will not examine them. Obviously, the designation "North Carolina title" needs to be defined in more detail. For our purposes, the designation refers to titles in which either 1) North Carolina is the primary setting or 2) a North Carolina background plays an important role in a character's thoughts, actions, or the events which occur around him or her or 3) a prominent personality, either a native or a longtime resident of North Carolina, figures. Many of the authors of such titles as the ones below are

North Carolina personalities themselves. This does not ensure inclusion in this suggested list, however. Many other worthwhile titles by North Carolina authors exist in addition to the ones noted here, but this essay only focuses on those where location, rather than authorship, places a book firmly in this state. All are valuable books that make North Carolina more interesting than a study of its geography and textbook history can ever do.

Legend Has It

North Carolina has a rich heritage of oral literature, and Caldecott award winning author Gail Haley has added to that body of local folklore by gathering and retelling ten escapades of the adventurer extraordinaire, Jack. In *Mountain Jack Tales*, Haley takes us along with the hero as he tackles the likes of witches, snakes, and other unsavory creatures. At the same time she is providing readers with a rousing good adventure, Haley instills an appreciation for the unique dialect and character that are prevalent in the foothills of North Carolina. Not only is the volume of tales a collection that retains the flavor of a quickly vanishing mountain culture, but it is also enhanced by wood engravings that make it a beautiful as well as useful resource.

The Green Gourd — A North Carolina Folktale, by C.W. Hunter also combines the dialect of local mountain regions with illustrations. In his tale, an unfortunate little old woman loses her dipper while trying to scoop up some river water. To remedy her situation, she casually plucks a

green gourd from the vine even though she has been warned not to do so because it will bring bad luck. And bad luck quickly ensues. The result is a chase (made more hilarious by the bright and funny pictures) that involves the old woman, a fox, a panther, and a little boy — a little boy who ultimately catches a runaway, mischievous gourd.

If a walk on the darker side of North Carolina legend and folklore sounds appealing, children and adults alike will appreciate the ghost stories of Winston-Salem, Greensboro, High Point and their surrounding areas as collected in *Triad Hauntings* by Burt Calloway and Jennifer FitzSimons. Readers may enjoy discovering which apparition haunts the auditorium at the University of North Carolina at Greensboro, or they may tremble in terror at the thought of facing the same fate as did young Jennifer and Mary when they travelled to Greensboro several years ago.

Sentimental Journeys

Picturebooks appear in fairly substantial numbers in the overall body of North Carolina literature for children. Most of these titles, however, belong to the folklore category rather than to that of picturebook fiction. Indeed, even the three outstanding offerings described below contain more biographical elements than does true fiction. Both authors, Gloria Houston and Gloria Jean Pinkney, are North Carolina natives, and both obviously remember their home state with a great deal of affection. Moreover, both share with readers a view of a North Carolina past that is,

though often sentimental, evocative of a gentle and profound dignity.

Houston's *My Great-Aunt Arizona* features a beloved aunt who, like the author, is a native of North Carolina's Appalachian mountains and a teacher. Illustrations by Susan Condie Lamb portray the beauty and splendor of Appalachia at the turn of the century when Arizona is young. As a child, she loves to read and dream of all the faraway places she will visit when she is an adult. Her life doesn't work out quite as she has planned, however. Arizona is born, marries, and dies in the same mountain town. In between, however, she spends fifty-seven years as a teacher who shares her gift of splendid imagination with her students. What emerges from this story is a warm and engaging portrait of the author's own relative and teacher, a teacher who can answer, when asked by children if she has ever visited any of the wondrous places she describes, that she has only seen them in her mind...but she hopes someday that they will be able to go.

The Year of the Perfect Christmas Tree, another selection by Houston, also includes memories from the author's childhood. The story is based on an Appalachian tradition in which a different family each year is responsible for providing the community with a Christmas tree. Young Ruthie's family has the honor of finding the perfect tree the winter of 1918; but, with a father off fighting in World War I, the honor threatens to become a burden.

Filled with lyrical prose and a dialogue rich with mountain dialect, the story unfolds. Although Ruthie's father's return is imminent, Christmas Eve is coming even more quickly. Furthermore, her perfect tree this year is a balsam tree growing on the rocky mountain crags where only the most adventurous climb. Ruthie and her mother have had a year of hardship, but a promise is a promise, so alone they climb the mountain and bring back the tree. The Christmas is made perfect for Ruthie not only because of the special tree and a Christmas pageant in which she is a principal player, but also, and most importantly, because of her father's Christmas Eve homecoming. Barbara Cooney's warm and inviting illustrations help make this offering a special one for Christmas and any time of the year.

Gloria Jean Pinkney's *Back Home* describes another sort of homecoming. Eight-year-old Ernestine lives with her family up North. Home, though, is Lumberton, North Carolina, where her mother grew up and where she herself was born. Her visit with Uncle June, Aunt Beulah, and teasing Cousin Jack on their small farm strengthens the link between her immediate and extended

families. Ernestine sleeps in the room that was her mother's childhood bedroom; she wears faded overalls that her mother once wore for play; and she places flowers at the grave of the grandmother who died before she was born. Her African American family is a warm and a close one, and its ties to the land, strong. Pinkney, herself, was born in Lumberton and grew up in Philadelphia, Pennsylvania. Her illustrator, husband Jerry Pinkney, has conveyed in his vibrant paintings the nostalgia that she and Ernestine both must feel for that rural North Carolina of forty years ago.

Looking At It Realistically...

Young adult literature has undergone quite a metamorphosis over the last few years and North Carolina authors have kept pace with the ever changing needs and concerns of young adults. Theodore Taylor, author of *The Weirdo*, tackles familiar young adult concerns such as social acceptance and relationships in his latest novel. However, he also explores the timely and universal themes of living with physical disabilities and of fighting to restore the fragile and precious state of our environment. Chip Clewt is already little more than a "weirdo" in the eyes of the townspeople of Powhatan, but when he joins forces with environmentalists to continue the ban against bear hunting in his county, he soon learns he's in for the fight of his life. Samantha Sanders, daughter of the leader of the local hunters, also joins forces with Chip to help protect the ban on hunting. They soon discover that they are treading on very dangerous ground by challenging the enraged hunters. During their shared struggle, the two discover each other as well as self-acceptance.

In her first novel, *The Fledgling*, Sandra Markle also focuses on environmental concerns for her story of fourteen-year-old Kate, who, following the death of her parents, goes to live with her aging grandfather Tsan. Tsan, a Cherokee Indian living in the Snowbird Mountains, teaches Kate much about Indian customs and the beauty and value of taking care of nature. Together Kate and Tsan fight against the poachers, who want to hunt and destroy what is left of the mountains and of an already vanishing Cherokee heritage.

Wilmington, North Carolina is the setting for another novel of conflict and resolution, *The Moves Make the Man*, by Bruce Brooks, reprinted in 1988. Jerome Worthy is smart, talented, and an outstanding basketball player. He is also accustomed to being a leader, and he has never had any problems making friends. Suddenly African American Jerome finds himself transferred to a predominantly

white high school. He has to make new friends and to prove himself academically as well as athletically. In addition to adjusting to his new school, Jerome also must take on additional responsibilities after his mother suffers a near fatal gunshot wound. Brooks explores gender, as well as racial, roles: Jerome learns to cook thorough the aid of a Home Economics class, and he also begins to take care of his little brother. Finally, while watching a baseball game, Jerome meets Bix, a loner whose personality appears to be quite the opposite of his own. Jerome teaches him the fundamentals of basketball and, at the same time, the two boys form an unusual, but sustaining, bond.

Author Suzanne Newton addresses another common issue facing teenagers in her novel *Where Are You When I Need You?* Her heroine's dilemma is what to do and where to go after high school is over. Missy Cord is a bright student who becomes a finalist in a scholarship contest sponsored by a selective all female college. Missy is torn: she knows she wants to further her education, but her close-knit family would rather she stay home and settle down in Tucker, North Carolina. Missy's decision is complicated by the presence of a boyfriend who has already decided not to leave the area. She spends agonizing months debating, realizing that going away to college will provide undreamed of opportunities, but will also distance her from her family physically and emotionally. If she decides to leave, she knows that coming home will never be the same.

Finally, Belinda Hurmence spins a realistic tale of suspense and intrigue in *Nightwalker*. Set in coastal North Carolina, this story focuses on a string of serious crimes that are quickly destroying the livelihoods of local fishermen. Twelve year old Savannah is instantly curious about the fires that are consuming fishing shacks all along the shore. Her curiosity slowly turns to alarm, however, as she begins to wonder secretly if the arsonist could be one of the people whom she loves best — her younger brother, a victim of sleepwalking. As she struggles with her suspicions and her desire to protect her brother at all costs, she comes closer and closer to the truth, the knowledge that will solve the terrible mystery.

A View To The Past

North Carolina's past is a rich and varied, though also a painful, one; recent juvenile novels of historical fiction set in North Carolina do justice to this past by providing readers with a glimpse of history as it happened and of people as they might have been affected by it. The first of four

such novels to be discussed here, however, is a historical fantasy more steeped in folklore than in the depiction of a realistic situation and period. *The Legend of the White Doe*, by William H. Hooks, offers a tragic and romantic explanation for the mysterious disappearance of the Lost Colony at Roanoke Island over four hundred years ago.

More specifically, it is the story of young Virginia Dare, the first English child born in the colonies, and of her adoption and growth into young womanhood with the family of Chief Manteo. Hooks tells us that the story is one still told by Native Americans today, and, indeed, the voice that speaks to us from the pages is that of one of Chief Manteo's tribe.

Ulalee, the Native American name for young Virginia, grows into a beautiful and spirited young woman on the island of Croatoan, where the inhabitants of Roanoke have fled after an attack by a hostile tribe. She falls in love with a handsome young brave named Okisko and pledges herself to him forever. Tragedy, however, awaits them both in the form of a powerful medicine man who has chosen Ulalee for his own. Ulalee is transformed into an eerie white doe with violet eyes whom Okisko ultimately cannot save even with the knowledge of how to reverse the spell. Ulalee is a phantom doe hereafter in this sad, but beautiful tale — a ghost who roams North Carolina's Great Dismal Swamp, the site of both her untimely death and her last rendezvous with her beloved Okisko.

Another fictionalized account of a famous North Carolina figure is that of Harriet Jacobs in Mary E. Lyons's *Letters from a Slave Girl*. Although this title is considered a work of fiction, it is based on Jacobs's nineteenth century autobiography, *Incidents in the Life of a Slave Girl, Written by Herself*. Lyons has chosen the form of epistolary novel to tell the tale of an educated woman who endured slavery, sexual harassment, and many more cruelties to emerge a leading figure in the abolitionist movement.

Harriet's imaginary letters are written in the language of former North Carolina slaves and addressed to her grandmother, her aunt, her brother — letters that she never sends, but through which she shares her personal and tragic story. Edenton, North Carolina, is not a safe home for this woman, and most of its inhabitants offer no kindnesses to her. Yet Harriet's plight does not break her: the hatred of her own-

ers and their determination to keep her at all costs, the abuse towards her family, her seduction by a white man, the separation between herself and her two half-white children, her seven years of hiding in a cramped storage room. None of these obstacles keep Harriet from eventually fleeing to the North and to freedom.

The research that author Mary E. Lyons did for this story is evidenced by the photographs, technical drawings, glossary, genealogy chart, and bibliography included at the end of the book. And when Harriet's letters end, Lyons' last chapter fills in the details of the rest of Harriet's and her family's stories. The book is stark and realistic and a welcome addition to any bibliography of American historical fiction.

Patricia Beatty's *Who Comes with Cannons?* is set in Civil War era North Carolina

until later that they operate a station on the Underground Railroad for runaway slaves. She joins the efforts of the brave Quaker men and women, but it is not until she must travel the Railroad herself, as a slave might, that she realizes the significance of the abolitionist movement and her role in it.

The Civil War era was not a popular period for the Quakers. Religious beliefs forbade them to fight in the war, and, although illegal to press them into service, it was often done by both armies. When Truth's cousin Robert is forced into the Confederate Army, is captured, and languishes in a Union prison, it is she who must rescue him. Interviews with such historical figures as Frederick Douglass and Mary Todd Lincoln give her the means to do so. Not only does Truth prove herself to her adoptive family, but she gains the



and takes up at the point in American history at which Lyons's narrative ends. A sixteen-year-old Quaker girl named Truth is the heroine of this tale about courage and strength. The story that Truth relates describes some of the many dangers that conductors on the Underground Railroad daily and bravely faced during this period.

Truth is an orphan from Indiana, who, at age twelve, comes to live with her uncle's family in North Carolina when her own father dies. She knows that her relatives, like the majority of the Society of Friends, oppose slavery, but she does not know

respect of her courageous and dedicated Quaker community.

Another title in which strong community ties prevail is *Littlejim*, by Gloria Houston. Littlejim's story takes place in North Carolina's mountains during World War I. He is an intelligent and sensitive twelve-year-old who, above all else, wants to gain his father's respect. Unfortunately for him, however, Bigjim values physical strength and "masculine" pursuits above educational and intellectual ones. Bigjim does, however, read the newspaper laboriously each night and is proud of the fact that he is

knowledgeable about current events. In fact, it is the store that Bigjim places by the *Star* newspaper that will ultimately gain Littlejim his father's respect.

For when Littlejim is offered the chance to participate in an essay contest on what it is to be an American, he knows that it could mean his father's admiration at last: the winner of the essay contest will have his paper printed on the front page of the *Star*. So Littlejim goes against his father's wishes and pursues his writing.

This coming of age story is a gentle one. Littlejim does win the contest and proves himself to be a worthwhile son to a demanding father, and his father is proud of him. But it is his family and the mountain community as a whole that show Littlejim that his talents have been recognized and admired all along. *Littlejim* is a tender book, steeped in the traditions of Appalachian dialect and culture.

Who's Who

Though a gap exists in the number of available juvenile biographies of North Carolinians, there are some titles that do merit a second glance. From the early days of the frontier to the power dunk of the National Basketball Association, North Carolina holds claim to some of America's most notable figures in history.

Seamus Caven explores the life and times of one of North Carolina's most famous explorers in *Daniel Boone and the Opening of the Ohio Country*. Caven details Boone's adventures in a simple direct text. The book includes a bibliography, illustrations, and an index. Although Caven's work can be used with young readers, a more accessible biography for beginning readers is Carol Greene's *Daniel Boone: Man of the Forest*.

The life of Andrew Jackson, the seventh president of the United States, is chronicled in Alice Osinski's *Andrew Jackson*. This biography explores Jackson's life from his childhood through his distin-

guished career as lawyer, military officer, and eventually president. Osinski's text includes an index and a brief chronology of American history.

Another political figure is profiled in *Andrew Johnson: 17th President of the United States* by Rita Stevens. Andrew Johnson became our seventeenth president following the assassination of President Abraham Lincoln. This resource traces his life before, during, and after his term as president, noting the betrayal and hardships that accompanied his presidency. It includes a bibliography, black-and-white photos, and an index.

In addition to political legends, North Carolina can boast a number of sports legends from the past twenty years. *Althea Gibson* by Tom Biracree details the struggles faced by the African American athlete as she climbed to the top in tennis and went on to win tennis's highest award, the Wimbledon trophy. Biracree includes black-and-white photos, a chronology, index, and bibliography. *A Farewell to the King* by Frank Vehorn traces the personal and professional life of race car racer Richard Petty. It contains a full set of Petty's statistics. It lacks an index or bibliography, albeit a true racing enthusiast will know his or her way around this book. Perhaps one of North Carolina's most famous sons, Michael Jordan of the Chicago Bull's basketball team, is featured in several biographies for young people. His career, beginning with the Tarheels of the University of North Carolina at Chapel Hill through his tenure with the Chicago Bulls, is chronicled in an oversized book entitled *Michael Jordan* by Jack Clary. Bright, colorful photographs make this a browser's delight, and its index makes it handy as a research tool as well.

For a good collective biography of women, note Jennifer Ravi's *Notable Women of North Carolina*. It includes over 30 brief biographies of some of the most accomplished women of North Carolina. Included are such women as Virginia Dare,

Maya Angelou, and Elizabeth "Liddy" Dole.

Adult Reflections

Young adult readers who have progressed past the juvenile or even teenage novel have a number of excellent books to choose from should they want to read North Carolina fiction. The four adult novels and short story collections described below are just a sample of the wealth of titles by talented local writers, many of whom teach and lecture at our state universities. Not only do many of the novels set in North Carolina successfully deliver the flavor of its small town life, but they also offer an adult perspective on a Southern coming of age.

Teen Angel and Other Stories of Young Love by Marianne Gingher reveals both the exuberance and the heartache of first love. The stories come from different times and from different voices, but each presents a situation that spares nothing of the bittersweet, and sometimes brutal, quality of love. From "Camouflage," where a sixteen year old unwed mother struggles for an emotional recovery, to "My Mother's Confession," in which an adult woman finally hears the story of what really happened to sever the relationship between her mother and her closest friend, the stories give readers a personal glimpse into the painful world of romance and of happily ever after.

Jill McCorkle's short story collection *Crash Diet* also contains reflections on love in many of its infinite stages. These characters come in every size, shape, and color (literally), but they come in just one sex: the female. These are eleven insightful and very funny stories about women — and highly independent women at that. Ranging in age from high school to retirement, McCorkle's characters think and talk about family, men, and the loneliness that often comes even when both are present. Titles such as "Manwatcher" and "Migration of the Love Bugs" are sure to find favor with a teenage audience, and



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the author's skill at characterization and her deftness at creating sparkling dialogue will captivate further.

McCorkle's skills are again apparent in *Ferris Beach*, her novel about a young girl growing up in the 1970s near the Carolina coast. Teenage Kate is unable to find her niche in a family tug of war between a conventional, stern mother and a carefree cousin whose unorthodox lifestyle appears wildly romantic to her young relative. But as Kate experiences her own first romance, brought about both by fearful longing and terrible secrets, she realizes that few things are what they appear to be, and few people as well. This is a story in which the most basic of human experiences is revealed through a continuous combination of the ordinary and the extraordinary. Strange and wonderful events accompany the daily lives of these characters as they move from conflict to understanding and, ultimately, to acceptance.

The folks in Clyde Edgerton's *Killer Diller* undergo a few changes, too. The fictional locale of Listre, North Carolina, is home to a Baptist College that takes a keen interest in current social phenomena, especially those of overweight Christians and juvenile delinquents, who could be taught decent Baptist values. Featuring two characters from one of Edgerton's previous novels, this story is a humorous and paradoxical reflection on both human interdependence and the desperate need for independence. Twenty-four-year-old Wesley, living in a halfway house for minor criminals, struggles with many conflicting pursuits: promoting his Christian rock band, "Noble Defenders of the World"; falling in love with one of the new patients at the Nutrition House (where one can lose weight and gain religion); working with educationally disabled Vernon; and quitting his annoying habit of "borrowing" other people's cars. How he copes with these and other dilemmas makes for a funny and remarkable

novel about a unique community. Each of the above books explores situations and territories that are often distinctly Southern while remaining universal in overall appeal. Each is also a valuable addition to an already substantial and still growing body of North Carolina literature for children and young adults. Young readers will enjoy these stories and novels about places they may already know or people they have heard about and will be most impressed that these tales are homegrown ones!

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Librarians Should Take the Lead in the Family Literacy Campaign

by Steve Sumerford

Nearly a quarter of the adults in our communities feel that libraries offer very little that is relevant to them. If these thousands of men and women were politicians or business leaders, we would rush to survey their reading interests and develop our collections appropriately. The 25 percent of citizens I'm referring to, however, are functionally illiterate. They cannot read well enough to fill out a job application, understand a doctor's prescription, or help with their child's homework assignments.

Because non-reading parents tend to raise non-reading children, educators have concluded that family-based literacy programs are the most effective way to break this self-perpetuating cycle of illiteracy. These family literacy programs teach basic reading skills to parent and child together, or use a family-oriented reading curriculum with the parent.

Librarians (particularly children's librarians) are uniquely qualified to develop such family literacy programs. Since we are trained to provide educational services to both children and adults, we already have much of the expertise that our community needs to solve the literacy crisis. Through partnerships with Head Start, social services, and the public schools, librarians around the nation have implemented family literacy programs that have successfully rescued families from the intergenerational cycle of illiteracy.

These library-based family literacy programs can also bring numerous benefits to the library including an increase in the diversity of library users, an increase in funding, greater political support, and a stronger partnership with other community groups.

Some librarians argue that these are fiscally difficult times and therefore libraries cannot afford to launch new literacy programs, but I think it is obvious that we find money for what we want to find money for. Most libraries spend more on one CD-ROM service or a *Wall Street Journal* subscription than they do on their entire adult literacy collection. Besides, for the last few years there has been a great deal of grant money available for family literacy programs, so funding has not actually been a problem for any library that wanted to implement a program.

Furthermore, long-range funding for libraries is much more secure if we can define our library as a vital educational agency in the community. Family literacy programs may provide just the opportunity your library has been looking for to enhance its public image and market itself as an educational rather than recreational institution.

Family literacy programs can certainly curry favor with business and community leaders. A 1990 study by the Ford Foundation found that most business leaders in North Carolina were very concerned about employees who did not have adequate reading skills. The shortage of Danielle Steel novels in the library does not concern our community leaders nearly as much as the fact that one out of every eight employees is estimated to read at no more than a fourth grade level, and one out of five reads at only the eighth grade level.

Your community undoubtedly has a need for library-based family literacy programs and services, even if there are already other literacy services available. Studies show that all of the literacy programs combined still reach only an estimated 8 to 9 percent of the illiterate adults. There is obviously a need for innovative programs, which not only appeal to the unreached 90 percent of adult learners, while also assisting their children so that they do not become the illiteracy statistics of the next generation.

Family literacy programs can draw in a large number of citizens who are probably not regular library users. For example, one library I know has developed a program for parents receiving AFDC payments, three-fifths of whom are not high school graduates and none of whom have library cards. Once in the library to improve their reading skills and their children's reading skills, they became regular patrons.

It is time for librarians to take our expertise and move forward to the leadership ranks of the family literacy movement. Not only will we be providing a valuable service for our communities, but we will also bring an array of benefits to our libraries.

COUNTER POINT



Beware of Faulty Logic and Noble Causes

by Harry Tuchmayer, Column Editor

I don't mean to sound heartless, nor do I wish to appear politically incorrect, but I really don't see why we should develop library-based family literacy programs. Now don't misunderstand, there certainly appears to be a need for such programs and I'm sure some librarians would even volunteer to serve as tutors in their spare time. But in the end, I can't help but think, "it's really not our job," and quite frankly it shouldn't be!

Libraries are not, nor should they be, "All Things To All People." And goodness knows librarians have a hard enough time just trying to do the job we were hired to do, without trying to teach people to read. But perhaps this is the problem. We as a profession don't know, nor apparently do we wish to clarify, what it is we are really expected to do. The fact of the matter is, libraries cannot replace schools or community colleges in their mission to educate all citizens in a controlled and structured environment. Libraries were built to be, and continue to be, supported by taxpayers who want something very different from their tax dollars than the "bottomless pit of public education." Like it or not, tying ourselves to the albatross of public education will signal the demise of taxpayer support of libraries. To be quite blunt about it, we enjoy widespread support precisely because we can distance ourselves from costly mandated social services. Libraries do enjoy a special relationship with the taxpaying public which gives us a great deal of latitude in areas of programming and public service, but to take advantage of this is to court disaster.

Beware of faulty logic and noble causes! Does it follow that because we offer story hours for preschoolers, we should operate day care centers for disadvantaged single parents; because we already distribute state job applications, purchase resume books and subscribe to various employment dailies, we should run a job service program for the unemployed; and since we already maintain a great collection of popular health and personal hygiene publications, we should start distributing condoms and flu vaccines? Libraries are successful precisely because they attempt to supplement the information and recreational reading needs of a diverse public, not because they alone can completely satisfy that need.

It's not a question of resources, it's a question of mission. Thus, when we find the money for a new CD-ROM product or other expensive services, we do so in the hopes of providing our users with better and more comprehensive information. And as much as the truth hurts, we don't spend it on literacy programs because that's not what our budgets are for. Our collections are inadequate as it is, and it's our responsibility to improve and expand them the best we can. To spend our money on anything else would be gross negligence!

Let us not confuse our personal support of literacy with a need to implement a library-based family literacy program. We can and must do our best to encourage the development of these programs in our communities, but we cannot and should not, be the ones to develop or house such programs. Libraries cannot solve all of society's ills. Illiteracy is a terrible thing, and working towards its elimination is a truly noble cause. We would be doing our part if we continued to do what we do best, provide the materials necessary to help people help themselves!

Family literacy programs may provide just the opportunity your library has been looking for to enhance its public image and market itself as an educational rather than recreational institution.


— Sumerford

... libraries cannot replace schools or community colleges in their mission to educate all citizens in a controlled and structured environment.


— Tuchmayer



Editor's Note: NORTH CAROLINA LIBRARIES introduces a new column, "Wired to the World." Edited by Ralph Lee Scott, a documents librarian at East Carolina University, this column will introduce the state's librarians to the wealth and variety of information available through Internet access. We welcome your comments.



ired to the



orld

— by Ralph Lee Scott

Community online information systems are described "as a quiet revolution"¹ sweeping the country. These systems are the microcomputer versions of National Public Radio stations. The first of these systems, the Cleveland Free-Net, was started in 1984 by Dr. Thomas Grundner, then a member of the Case Western Reserve Medical School Department of Family Medicine. Dr. Grundner hoped through the system, which was called, incidently, "St. Silicon's Hospital and Information Dispensary," to provide community health care information via a dial-up online microcomputer system. St. Silicon grew into the Cleveland Free-Net, which since 1988 has been operating out of the Case Western Reserve University Community Telecomputing Laboratory. The Cleveland Free-Net was the first of many community online information systems to spring up throughout the country. In fact, other cities and towns may lease the Cleveland Free-Net software for one dollar per year provided they agree to provide adequate support of the system. Welcome to the electronic city, as it is also called.²

To reach the Cleveland Free-Net you need to connect on the Internet to freenet-in-a.cwru.edu (using the mnemonic) or 129.22.8.38 (using the Internet Protocol address) as appropriate for your data communications system.

The Cleveland Free-Net and other nets based on its software are divided up into rooms or buildings, much like the American Memory Project. Original rooms on the Cleveland Free-Net were: the Administration Building; the Post Office; Public Square; the Courthouse and Government Center; the Arts Building; the Schoolhouse; the Community Center and Recreation Area; the Business and Industrial Park; the Library; University Circle; the Teleport; the Communications Center; and NPTN/USA TODAY HEADLINE NEWS.

"The Administration Building" functions as the control center of the system. Here you can obtain registration information, change your password, send comments to the system administrator, search the user directory and suggest proposals for new "rooms." A visitor, by the way, can use the system as a guest without registering. However, if you wish to post information or questions to a room, or to send or receive mail, you must register. For most systems there is no cost to register. These are free, public-supported systems. In the Administration Building, you can also find out about user services, Free-Net computers, What's New in the Electronic City, a list of Free-Net Sysops, and information on how to submit a proposal for a new room.

"The Government Center" consists of links to other rooms dealing with federal, state, and local government issues. This room has connections to "The Freedom Shrine" (historic documents); "The Congressional Memory Project"; information on how to contact your representatives; government toll-free hotlines;

"U.S. National Weather Service"; "Latest Economic Information: U.S. Dept. of Commerce"; City Government Information; "The County Engineer's Office"; "Safety and the Environment"; "Institute for Democracy in Education"; "OTA Teleforums"; and the 1993 Budget of the United States. System users can read general information articles and post questions and receive answers to specific questions in the individual rooms. For example, if you had a question about the county building code, you could post the question in the room run by the county engineer's office. Each of these rooms are moderated by an operator who agrees to read the messages, post answers to them and in general keep the room clean. These operators are called "Sysops."

Also in "The Government Center" is a room called The Courthouse. This includes a Lawyers Library; a Tax Office; What's New in Ohio Law; and a legal clinic. This room can have some interesting discussions, but all advice is concluded with the same answer you will find in the vet clinic: "Your pet is sick, please take it to see a doctor" (i.e., see a lawyer!).

The "University Circle" contains branches to information systems at Case Western Reserve University, the Cleveland Children's Museum, Ohio Prospect Research Network, the Cleveland State University College of Education, and the Cleveland Museum of Natural History. These rooms contain telephone book information, course listings, library catalogs, and news of campus and museum events that have been scheduled.

"The Medical Arts Building," as one might expect, is divided into clinics, each one dealing with a medical or allied health specialty. Typical clinics include Family Medicine Clinic (the original use of the system, you will recall); Dental Clinic; Handicap Center; Sports Medicine Clinic (great for minor weekend injuries!); Psychology and Mental Health Clinic; Drug and Alcohol Center; Geriatric and Home Care Center; Nursing Office; a Staff Lounge; Alzheimer's Disease Support Center; the Center for International Health; Substance Abuse Education Clinic; Safety and the Environment; the Hospital Library; and the Byte Animal Clinic. By way of example, if you had an animal health care concern, you could post a note to the Byte Animal Clinic and your request would be answered by a doctor (handles dogs, cats, birds, turtles, pigs, etc.).

"The Arts Center" is broken up into Visual, Culinary, Video, Theatre, Photographic, MIDI/Electronic Music, Music, Creative Writing, Audio, It's A Mystery (The Mystery Literature Group), and Literary Arts rooms. Each of these rooms is in turn broken down into sub-interest groups.

"The Science and Technology Center" consists of USA TODAY: Science and Technology News; The Museum of Natural History; NASA Air and Space Special Interest Group(SIG); The Computer Corner; a Skeptics SIG; an IEEE (Institute of Electrical

and Electronic Engineers) room; a Solid Waste SIG; the American Statistical Association SIG; an environmental discussion room; and a Home, Yard, and Garden interest group.

"The Public Square" is a sort of catchall for a group of generalized information rooms. There is a Podium, where you can read posted speeches; an electronic newspaper; an open chat line (where you can interact with others signed on); a Kiosk (where you can post notices); a Speakeasy (open general discussion); a Singles Party line; a special interest group on nonsexist information; and a Mensa forum. There is also a Kiosk (aka The Zone) which is an open board for adults only.

"The Post Office" is, of course, where you send and receive your electronic mail. In the system each user has a mailbox to which she can send or receive mail from other users. Some systems have Internet mail access for users, others allow only local mail drops.

"Academy One" is the building devoted to education. Rooms here are devoted to a list of Academy One Schools; a list of Academy One Projects underway; Academy One Partners Wanted; a Daily Report Card (newsletter); a Teacher/Administrator Lounge; a Student Lounge; the school library; special learning centers; a special education center; the Academy bulletin board; the National Middle School Network; a directory of users; and a Counsellor's Office. Users can post information to each of the rooms and later go back to see if, for example, a counsellor had information to share.

"The Teleport" is a packet switching building that enables users to send mail and to connect to other bulletin board systems. "The Community Center," of course, has rooms about local recreation centers and community services as well as an open discussion forum. The Business and Industrial Park has rooms devoted to USA TODAY: Headline Business News; Latest Economic Information: U.S. Dept of Commerce; the Personnel Office (job line); the Travel Agent; the Computer Room; Integral Users Group; Starting Smart (small business start-up info) and EDPA (Electronic Data Processing Auditors Association Users Group).

The Library contains the Freedom Shrine (Historical Documents); The Electronic Bookshelf (online texts); The CAMLS Library; The CWRU Libraries; The Cleveland Public Library; The Special Libraries Association; Government Documents Roundtable; and open system interconnect to "Libraries around the Nation" and the world.

"The Communications Center" provides the following: ability to chat with other users online; a directory of services; file transfer services (FTP); user services; a shortcut to the Post Office or the Teleport; a Sysop Administration information area; and a WAIS (Wide Area Information Servers) server.

The final choice on the opening Cleveland Free-Net menu provides access to the National Public Telecomputing Network and USA TODAY HEADLINE NEWS. USA TODAY provides access to the current daily USA TODAY issue through a number of subject rooms (for example, USA TODAY WEATHER). The National Public Telecomputing Network (of which Academy One is the K-12 component) is a sort of National Public Radio (NPR) Network for public free-net bulletin board users. This room will provide you with information on NPTN, including its mission, some brief facts about it, its affiliates and organizing committees (Cleveland Free-Net is a member of NPTN), a directory of its "Cybercasting services", data on the Teledemocracy Program, and the NPTN Campaign '92.

This concludes our tour of the "generic" free-net, the Cleveland Free-Net. Hope you have enjoyed the visit and will try out some of the rooms that interest you.

The Cleveland Free-Net is one of many online community

information systems to be found. Other systems are in Buffalo (Buffalo Free-Net); San Diego (Coconet); Berkeley (Community Memory — which, by the way, has coin-operated terminals in public laundromats in Berkeley, California; Santa Monica (PEN); Westchester County, NY (PALS); and Youngstown, Ohio (Youngstown Free-Net). These are just a few examples of Community Online Information Systems that are being accessed by "electronic citizens." Next month we plan to visit a school media network bulletin board. Until then, please try out some of the connects mentioned in "Wired to the World," and "Good Netting."

To enter The Cleveland Free-Net:
connect freenet-in-a.cwru.edu
To exit The Cleveland Free-Net:
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Editor's Note: Recently The Cleveland Free-Net has been very busy and is limiting logons. The Buffalo Free-Net is another public computer system that you might wish to try if the Cleveland system is busy.

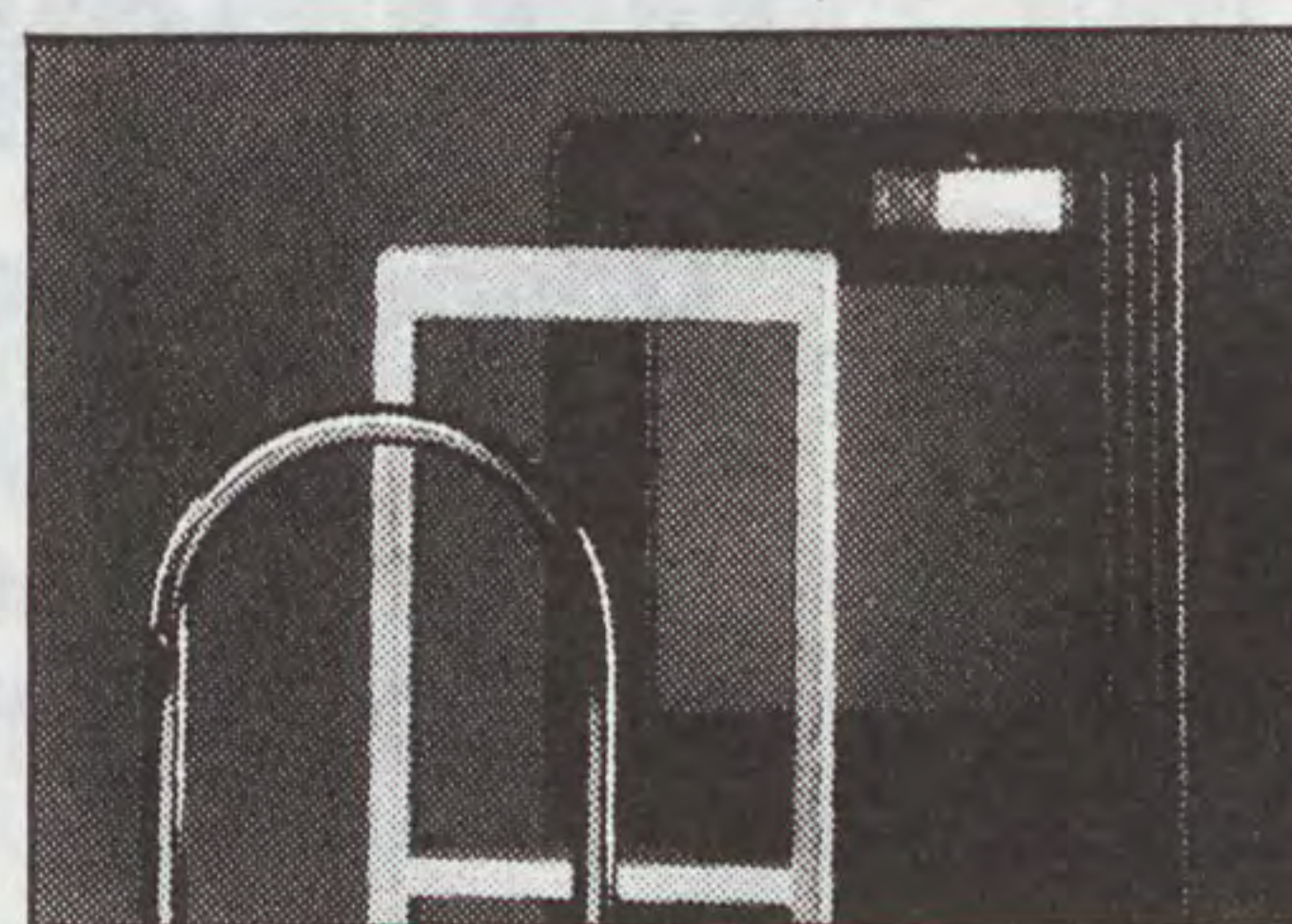
To enter The Buffalo Free-Net:
connect freenet.buffalo.edu
To exit The Buffalo Free-Net:
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¹ Kathleen L. Maciuszko, "A Quiet Revolution: Community Online Systems," *Online* (November 1990): 24-32.

² Steve Cisler, "Micro Monitor: The Library as a Metaphor and Cleveland Free-Net," *Database* (April 1988): 97-99.

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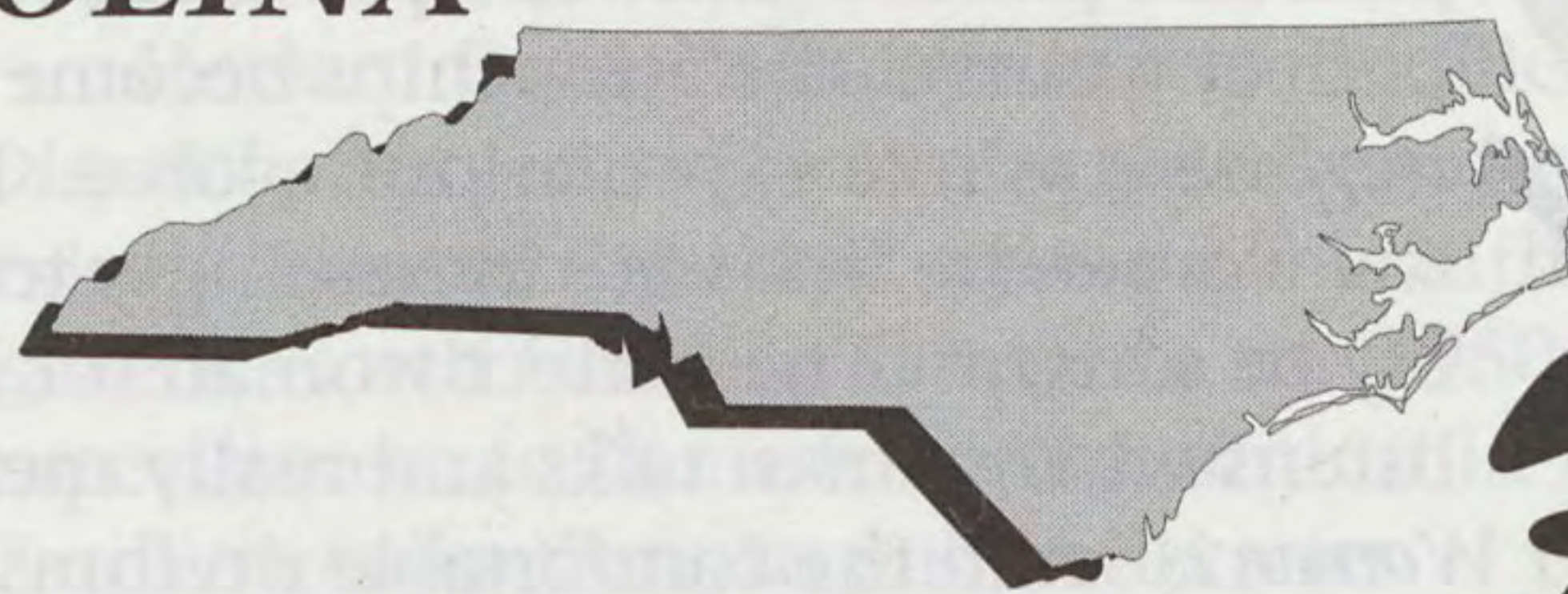
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NORTH CAROLINA



Books

Dorothy Hodder, Compiler

Lisa Cantrell's fourth novel, *Boneman*, mixes the local drug trade in Phoenix City, North Carolina, with Haitian voodoo and murder in a plot that moves briskly, but has a somewhat unsatisfying ending.

Something appears to be terrifying the drug dealers in Phoenix City, who aren't easily frightened. People begin to disappear, and there are several unexplained murders. Detective Dallas Reid, the head of the town's small Drug Task Force, can't find anyone willing to talk about what is going on.

Reid is forced to team up with Jackie Swann of the State Bureau of Investigation.

The SBI believes Haitians are trying to move in on the drug trade in North Carolina, with Phoenix City as their first target. Also involved is Reid's best friend, local reporter J. J. Spencer. J. J. has been trying to take a vacation so he can begin a fiction-writing career, but the events in town now claim all his attention as he becomes a potential victim. The investigation moves through the back alleys of town and even into the home of a wealthy dentist who has inexplicably killed his family and himself.

Lisa W. Cantrell.

Boneman.

New York: Tor, 1992. 256 pp. \$18.95.
ISBN 0-312-85307-6.

Cantrell's writing is effective in evoking a chilling atmosphere. Her blend of horror and suspense should interest readers of both genres, although mystery fans may find that the ending leaves them looking for a more logical explanation. Recommended for public libraries.

—Janet Sinder

Duke University School of Law Library

Favorite Sons, a political/family saga, centers on the forty-year friendship and rivalry of two ambitious North Carolinians. Roger Albright and Worth Patterson meet in the balmy undergraduate days of 1930s Chapel Hill. While Roger chafes to regain the fortunes of his poor but respected family, Worth exudes the self-confidence of one born to great wealth, although his money is soiled by its robber baron origins.

Both become proteges of Professor Ogden, a benevolent Machiavelli who manipulates North Carolina politics from his Institute of Progressive Studies. Through Ogden's influence, Worth and Roger become major figures in fictional 1950 and 1978 senate elections which are marked by the growing power of a New Right conservative, Joe Crain, whose tactics include racism and sexual innuendo.

John Russell.

Favorite Sons.

Chapel Hill: Algonquin Books, 1992. 318 pp.
\$19.95. ISBN 0-945575-36-X.

Although Roger becomes enormously rich and Worth becomes a respected senator, their neglected personal lives resemble soap opera scripts. The eventual alienation from their families and the retrospective emptiness of their successes turn both men toward more fulfilling futures by the conclusion of Russell's first novel.

Russell relates details of the political and private lives of his characters in a fast-paced, masculine style. His authentic election scenes will keep readers wondering if real politicians such as Frank Porter Graham or Jesse Helms are partial models for his characters.

The sense of place he conveys will appeal to North Carolinians, for his descriptions of roads lined by tobacco fields, idyllic Chapel Hill, the peaceful Outer Banks, and their inhabitants capture the essence of the state and its people.

—Christine L. Thomson
Saint Mary's College

Naumoff's *Taller Women* is a provocative portrayal of one man's search for the perfect woman. Relationships become quicksand; men and women must negotiate as role expectations evolve. For well-mannered, erudite Monroe, the women he finds are increasingly too tall, and shorter ones must inevitably be sought. The perfect woman for him is from a time past, one who listens when a man talks and really means it when she says she is his.

Taller Women is set in the comfortable rhythms of a North Carolina community where older neighborhoods reveal only glimpses of private lives. An emergency room physician in his forties, Monroe is not one given to self-analysis — not over his failure to control his wife Katy, last seen suspended in a psychiatric ward window; not over his seething ambivalence toward Lydia, jackknifed with only head, feet, and hands visible from a core of

stacked tires; and not over his fascination with a dog-barking teen escaped into a world of Roy, Dale, and old Gabby. What is clear to Monroe is that women used to let love speak for itself, but "new fangled" women now change once love is declared. He ponders over the depressing state caused by these taller, happier women as he relentlessly ignores, humiliates, and subjugates his helpmates in a quest for the soul mate he deserves.

Naumoff builds emotional intrigue within a well-paced structure of anecdotal episodes which offer droll evidence of sexual domination from another era. His irreverent humor challenges

reader sympathies and assumptions as he presents absurd family squabbles, and ultimately a sly, discomfiting scenario of zero-sum love. The writing is lean and bold with eccentric characterizations emerging from realistically drawn, everyday folks. Naumoff moves the reader with ease and wry humor into the intrinsic and intractable beliefs men have about women and women about men.

This is Naumoff's third novel, following *Rootie Kazootie* and *Night of the Weeping Women*. *Taller Women* is highly recommended for public libraries and will be of particular interest to anyone drawn to the dynamics and complexities of love, power, and the gender gap. It presents a quagmire of gender agendas that choose control over validation, while offering an irresistible perspective on the cruel, perilous, and wily interplay love can engender.

— Susan S. Turner
Greensboro, N.C.

Howard Owen's first novel, *Littlejohn*, recounts not a story about a child, as the title might seem to suggest, but the life of an eighty-two-year-old North Carolina farmer who decides that it is his time to die. He goes down to Maxwell Millpond in the Blue Sandhills to talk to his maker and negotiate his final days.

Born Littlejohn McCain, the youngest of six children, he remembers his childhood years growing up in East Geddie. He quit school without having learned to read. Upon his return from the army he found that Sara Blue, whom he remembered as the dark-haired, spoiled, adopted daughter of Mr. Hector Blue, had attended Women's College in Greensboro and returned to teach English at Geddie School. Both Littlejohn and Sara sang in the church choir and became friends in spite of their age difference, and later married. She seemed to be the perfect one to teach someone of his age to read.

Littlejohn and Sara's daughter, Georgia, who also studied English at UNC-G, narrates a segment of the novel describing her childhood and attempt at marriage. She details her husband's affair and her moment of revenge. Her failed marriage she partly attributes to the rebelliousness of her son, Justin, who also narrates his summer with his grandfather, Littlejohn. The author's use of three narrators makes the events of the novel more interesting and believable.

Reminiscing about his long life, Littlejohn is particularly mindful of killing his brother Lafe in a hunting accident, and of having to keep the secret he learned years later, that his wife Sara was in fact Lafe's daughter.

Now on a hot summer day in 1989, this eighty-two-year-old man questions his usefulness. With his parents, wife Sara, and other brothers and sisters now deceased, he has grown weary of guarding the secret and functioning within the realms of another generation. He grows more forgetful, can't find his keys to the truck or remember to turn off the

Lawrence Naumoff.

Taller Women: A Cautionary Tale

New York: Harcourt Brace Jovanovich, 1992.
289 pp. \$21.95. ISBN 0-15-187991-5.

Howard Owen.

Littlejohn.

New York: Permanent Press, 1992. 209 pp.
\$15.95 (paperback). ISBN 1-877946-37-0.

stove. He realizes that Georgia and Justin must make amends and carry on in spite of his destiny. So as he daydreams by the millpond, he asks the Lord to have His will.

Howard Owen, a native of Fayetteville and the sports editor of the Richmond *Times-Dispatch*, has written an enjoyable first novel. Littlejohn is a simple but strong man with a deep sense of right and wrong. The author has him speak in the southern dialect of the Eastern North Carolina farmer of the 1950s, adding to the character's authenticity. One expects more to come from this author in the future. Recommended for popular North Carolina collections in public libraries.

—Waltrene M. Canada
North Carolina A&T State University

An author's unfinished work intrigues because it reveals more of his inner struggle. For Thomas Wolfe, a writer noted for the descriptive intensity of his language and for his inability to bring work to publication, the throes of the creative process prove especially revealing.

Suzanne Stutman's trenchant introduction details the literary and personal difficulties Wolfe experienced in shaping *The Good Child's River*.

Wolfe made his task doubly difficult by writing about a female who was also his lover at the time. Aline Bernstein was a middle-aged Jewish set designer whom Wolfe first met during his voyage to Europe, and who provided the basis for the character Esther Jack in *Of Time and the River*. Wolfe filled three five hundred-page ledgers with preliminary sketches, yet managed to publish only parts of it as two short stories and a section of *The Web and the Rock*.

Why? Stutman feels the failure of this "magnificent digression" stemmed from Wolfe's grandiose concept and his method of writing. He usually wrote several works at once which created problems in shaping his material. In writing about Bernstein's growing up during our nation's coming of age, Wolfe sought to transcend time through creation of the eternal moment. The basis of *The Good Child's River*, however, is outside of his immediate experience. His antisemitic remarks reveal his ambivalence toward his material. Specially lacking is an understanding of women, particularly of one so independent as Bernstein. The final fragments celebrate women's sexuality, yet attribute its source to men. Modern women who define themselves on their own terms would decry such chauvinism. Fittingly, Bernstein wrote her own novel based on her childhood in *An Actor's Daughter*.

— William Fietzer
University of North Carolina at Charlotte



Thomas Wolfe. Suzanne Stutman, ed.
The Good Child's River.

Chapel Hill: University of North Carolina Press,
1991. xiv, 292 pp. \$21.95. ISBN 0-8078-2002-4.

So, too, is kinship in this hilarious yet haunting history of the Bales-McCord family of Summerlin, North Carolina. Like a patchwork quilt of many different fabrics, the novel is a series of tales told by different narrative voices. As one family member sagely observes, "Whatever you leave behind is your history, and it better be good, because you're history longer than you're fact." Throughout the novel, storytelling provides a kind of redemption from a bewildering and at times regrettable human existence.

The novel's story evolves from the failure of the marriage between Evelyn McCord and Glenn Bales, whose two sons, Faison and Tate, are raised first by Glenn's family and then by his second wife, Laura. Neither Evelyn nor Laura have a prayer of pleasing Glenn's harsh, self-righteous parents and sisters. Like most stepmothers, "Ma Laura" doesn't have a chance of success with the boys, either. She and Glenn end up dying in separate rooms of the same house, as the rest of the family is feuding. The humor of the situation lies in the intensity of, and the rationale for, all offenses given and taken.

Given the Bales's hold on righteousness, it is not surprising that both Faison and Tate would have developed an abiding appreciation for their uncle, Grove McCord, a sometime pilot, carnival worker, gambler — and the best storyteller in the family. Grove returns to Summerlin with a plan to be buried there, welcome or not. He provides some missing

Clyde Edgerton.

In Memory of Junior: A Novel.

Chapel Hill: Algonquin Books of Chapel Hill, 1992.
215 pp. \$16.95. ISBN 1-56512-010-8.

pieces of the family history while betraying his own particularly redneck shortcomings. The young heirs of this simultaneously funny and dismal family history are the "hippy" Morgan, and Faison's deceased stepson, Junior. Of the two, it was Junior who more truly fit into the Bales family. Calling the novel *In Memory of Junior* not only resolves the problem of what name to put on his tombstone, it also summarizes and commits to him the best and worst of the family which claimed him.

A must for collections of North Caroliniana.

— Rose Simon

Salem College, Winston-Salem

In his introduction to *The Rough Road Home* Robert Gingher remarks on the impossibility of making a definitive selection from among the many first-rate short story writers in or from North Carolina. It is difficult to spot any serious omission among the authors represented in this impressive collection of twenty-two stories; if anything, the editor may have been too inclusive. The collection proposes to represent North Carolina's short story writers, but the selections by Clyde Edgerton and Kaye Gibbons are sections from their novels *Walking Across Egypt* and *A Cure for Dreams*. This is a minor complaint, because these are favorite authors and favorite novels. Never having read a short story by either one, however, I wish there had been something new from them here. And if sections of novels qualify for inclusion in a short story collection, I would have added a Neely story by T. R. Pearson.

Robert Gingher, editor.

The Rough Road Home: Stories By North Carolina Writers.

Chapel Hill: The University of North Carolina Press,
1992. 332 pp \$24.95 (cloth). ISBN 0-8078-2064-4.
\$14.95 (paper). ISBN 0-8078-4397-0.

It is even harder to point out a weak story in this book.

Looking over the contents long after first reading the book, one can readily recall details of most of the stories. Stories that were not favorites the first time through grow on the reader. Doris Betts's "This is the Only Time I'll Tell It" stands out as an absolute chiller in broad daylight, the remorseless confession of an uncompromising Presbyterian to the absolutely necessary murder of a child abuser. A man bent on suicide finds the superhuman strength and craftiness to save his life when confronted by death on the river in Tim McLaurin's "Below the Last Lock." An angel

lands in an old woman's backyard in Allan Gurganus's "It Had Wings." Maya Angelou, Robert Morgan, Reynolds Price, Donald Secreast, Lee Smith, Max Steele, and others tell remarkable stories. Most of them are set in familiar North Carolina, but almost all of them explore mysterious unknown places in the minds and hearts of their characters. The rough road is worth the trip.

— Dorothy Hodder

New Hanover County Public Library

Other Publications of Interest

For history and genealogy collections, Dr. B. G. Moss has undertaken the first exhaustive research on the participants in the Revolutionary War Battle of Moores Creek Bridge, now available in two useful, straightforward rosters. One hundred fifty Loyalists and sixteen hundred Patriots are listed in dictionary form, with genealogical information and summary of military career for each, in his *Roster of the Loyalists in the Battle of Moores Creek Bridge* and *Roster of the Patriots in the Battle of Moores Creek Bridge*. All primary and some secondary sources are given for each individual. Introductory material includes maps. (1992; Scotia Hibernia Press, 519 Batchelor Drive, Blacksburg, SC 29702; xvi, 105 pp. and x, 246 pp. \$20 each, plus \$.75 and \$2 postage, respectively; ISBN 0-9626172-2-9 and 0-9626172-3-7.)

The Papers of William Alexander Graham, Volume VIII, 1869-1875 concludes the series of Graham's papers begun by J. G. de Roulhac Hamilton, who edited the first four volumes, and completed by Dr. Max Ray Williams and Mary Reynolds Peacock. Graham was an important public figure in North Carolina politics for more than four decades. This final installment of his papers touches on Conservative attempts to gain political control from the Republican party, Ku Klux Klan activities, the Kirk-Holden War, the impeachment of Governor W. W. Holden, and the development of the North Carolina

Railroad and the University of North Carolina, among other important issues faced by North Carolinians following the Civil War. (1993; Historical Publications Section, Division of Archives and History, 109 East Jones Street, Raleigh, NC 27601-2807; xxxiv, 576 pp.; \$45 plus \$3 postage; ISBN 0-86526-245-4.)

Chronicles of the Cape Fear River, 1660-1916, originally published in 1916 and long out of print, has been reprinted by Broadfoot Publishing Company with a brief essay on the author, Dr. James Sprunt (1846-1924), by Diane Cobb Cashman. (1916, 1992; Broadfoot Publishing Company, 1907 Buena Vista Circle, Wilmington, NC 28405, also distributed by New Hanover County Public Library, State and Local History Department, 201 Chestnut Street, Wilmington, NC 28401; xix, 732 pp.; \$30; ISBN 1-56837-050-4.)

In *Employment Law: A Guide for North Carolina Public Employers*, Steven Allred provides a detailed guide to sources of employment law: employment at will; civil rights statutes governing personnel functions; other statutes prohibiting age and handicap discrimination; recruitment and selection; job evaluation, compensation, and benefits; personnel policies; constitutional issues; and discipline and discharge. It includes a subject index and a case index. The book is an expanded version of the author's *Local Government Employment Law in North Carolina* (Institute of Government, 1990). It is clearly written and includes helpful examples to illustrate the laws being explained. (1992; Institute of Government, The University of North Carolina at Chapel Hill, CB#3330 Knapp Building, UNC-CH, Chapel Hill, NC 27599-3330; 340 pp.; \$20; 1-56011-198-4.)

Just in time for summer vacation is the extremely practical *North Carolina Beaches: A Guide to Coastal Access*, by Glenn Morris. Moving down the state's coast from north to south, the book lists—with addresses, phone numbers, hours of operation, and maps—not only the expected (national seashores, state parks, and historic sites), but also the essential (parking, boat ramps, wheelchair ramps, and public rest rooms). Feature articles on topics ranging from pier etiquette to lighthouses to the names of waves are informative and entertaining. (1993; The University of North Carolina Press, PO Box 2288, Chapel Hill, NC 27515-2288; approx. 400 pp.; \$16.95; ISBN 0-8078-4413-6.)

Several writers living in Wilmington have collaborated on a guide called *What Locals Know . . . About Wilmington and its Beaches*, available this June. It includes attractions, accommodations, dining, nightlife, recreation, shopping, maps, and local lore. Edited by novelist Ellyn Bache. (1993; Banks Channel Books, PO Box 4446, Wilmington, NC 28406; 256 pp.; \$9.95 plus \$2.50 shipping and 6% sales tax for North Carolina residents.)

Wild Shores: Exploring the Wilderness Areas of Eastern North Carolina is the first in a series of guide books by Walter K. Taylor, with the piedmont and mountain regions forthcoming. In this highly personal account he explores the Outer Banks, Currituck Sound, Dismal Swamp, Chowan River, Roanoke River, Albemarle and Pamlico Sounds, Neuse and White Oak Rivers, and the Cape Fear River. He mingles history, conversations with locals, and brief information about local outdoor activities for each region, with addresses and telephone numbers for more information. (1993; Down Home Press, PO Box 4126, Asheboro, NC 27204; 159 pp.; \$13.95, plus \$1.50 shipping and \$0.84 North Carolina tax; ISBN 1-878086-19-7.)

Two books for sports collections: Mike Cheatham's *Class of the Carolinas* was described in one review as "a sort of book-length personality profile of Carolina sports legends and characters." He concentrates on the "old heroes" including athletes, athletic directors, coaches, and sportscasters, few of whom are household words today. (1992; Bee Tree Books, PO Box 1684, Asheville, NC 28802; 167 pp.; \$6.95. [No ISBN]) Tom Perrin's *Atlantic Coast Conference Football: A History Through 1991* is a detailed year-by-year history and record book which would be useful for popular reference collections. (1992; McFarland & Company, Inc., Box 611, Jefferson, NC 28640; 466 pp.; \$39.95, plus \$2 postage; ISBN 0-89950-749-2.)

Finally, a collection of poems by Lenard D. Moore, Writer-in-Residence for the United Arts Council of Raleigh and Wake County, and founder of Carolina African American Writers Collective. In *Forever Home* Moore evokes the mood of rural North Carolina life, with clothes on the line and collards cooking. Themes of work, nature, and family weave a strong fabric for this collection. (1992; St. Andrews Press, 1700 Dogwood Mile, Laurinburg, NC 28352; 53 pp.; \$9.95; ISBN 1-879934-05-1.)

Teaching and Learning About African American and Native American Cultures in North Carolina

The Media Evaluation Services personnel of the North Carolina Department of Public Instruction produce a monthly *Advisory List of Instructional Media*. This timely series of annotated bibliographies of instructional media recommended for use in the public schools of North Carolina is available to public school teachers, librarians, and media coordinators throughout the state.

The following reviews of sound recordings were originally published by the Media Evaluation Services personnel in the *Advisory List* for February 1992. Although grade levels are suggested for each sound recording as a selection aid for school librarians, all of the sound recordings are appropriate and recommended for folksong collections in public, academic, and special libraries.

All of the following sound recordings were produced by the North Carolina Folklife Institute. Send orders to 2726 Croasdaile Drive, Durham, NC 27705, or call (919/733-7897).

Eight-Hand Sets and Holy Steps: Early Dance Tunes and Songs of Praise from North Carolina's Black Tradition. 1 LP disc recording with manual, \$13.50. Durham: NC Folklife Institute, 1988. Grades 6-12.

This mix of square dance and gospel tunes contains twelve secular and sacred selections which reflect the historical roots in African American music dating back to the beginnings of the nineteenth century. An informative manual contains photographs and biographies of performers, descriptions of songs, and lyrics, as well as background on the ways in which music is related to work and social patterns in the community. Selected as an Outstanding Folk Recording by the American Folklife Center of the Library of Congress, this LP disc recording gives invaluable insight into the African American musical heritage in North Carolina. The North Carolina Arts Council "gives permission to teachers, librarians, and media coordinators to duplicate [this sound recording] on cassette."

Etta Baker, One-Dime Blues: Finger-picked Blues and Traditional Tunes. 1 audiocassette, \$10.00; 1 compact disc, \$15.00. Durham: NC Folklife Institute, 1991. Grades 6-12.

This remarkable sound recording is not only enjoyable listening but also a historical document. Featuring African American artist Etta Baker on guitar (in the Piedmont Blues tradition), banjo,

and vocals, this recording presents selections ranging from traditional folk songs (e.g., "John Henry") to blues, gospel, breakdown, and original compositions. Extensive liner notes contain information about many of the selections, details of Baker's life (she lives in Morganton, North Carolina), and influences on her music. This sound recording provides valuable support for studying the history and traditions of North Carolina, for African American history studies, and for music history projects.

Old Time Music from the North Carolina Piedmont: Joe and Odell Thompson. 1 audiocassette, \$10.00. Durham: NC Folklife Institute, 1989. Grades 6-12.

The eleven selections on this audiocassette are performed by African American musicians Joe and Odell Thompson, whose fiddle and banjo duo continues not only a folk, but also a family tradition passed on by their ancestors. Standard tunes ("John Henry," "Careless Love") and traditional favorites ("Georgia Buck," "Molly Put the Kettle On") are included in their repertoire. A fascinating and entertaining glimpse at folk music of the past century, this sound recording has a documentary aspect, making it a unique resource for studying uses of music, sources of present-day gospel and country styles, and rural African American folk traditions in North Carolina. Detailed liner notes provide valuable information about the historical background and content of the songs.

Where the Ravens Roost: Cherokee Traditional Songs of Walker Calhoun. 1 audiocassette, \$10.00. Durham: NC Folklife Institute 1991. Grades 4-12.

The ancient Cherokee ancestral chants preserved on this audiocassette have been passed down through performer/narrator Walker Calhoun's family for generations. His expressive rendition and lively, insightful narration create a valuable resource for studying Cherokee culture, North Carolina history, and folk music traditions. A guide contains background information and a script, which includes phonetic spelling for the song lyrics.

Won't You Help Me To Raise 'Em: The Menhaden Chanteymen. 1 audiocassette, \$10.00. Durham: NC Folklife Institute, 1990. Grades 4-12.

Performed by the Menhaden Chanteymen, of Beaufort, North Carolina, this audiocassette contains a collection of twelve "authentic net hauling songs from an African American Fishery." The extensive, well-researched documentation accompanying the audiocassette provides interesting background about the maritime work song tradition, various singing groups, and the twelve songs performed. This sound recording is an interdisciplinary resource for North Carolina studies, Black History month, and lessons on the evolution of folk music.

**La•gniappe* (län-yäp', län' yäp') n. An extra or unexpected gift or benefit. [Louisiana French]

NORTH CAROLINA LIBRARY ASSOCIATION

Minutes of the Executive Board

February 19, 1993

The Executive Board of the North Carolina Library Association met on February 19, 1993 at 9:30 a.m. in the Media Center of Riverside High School in Durham, NC.

The meeting was called to order by President Janet Freeman and the board was welcomed by Diane Kessler, Media Coordinator for Riverside High School. She introduced the principal, Dr. Gil Batchelor, who also welcomed the board and gave highlights of the new facility. The agenda was accepted as distributed.

Executive Board Members and Committee Chairpersons present at the meeting included the following: Larry Alford, Allen Antone, Barbara Baker, Nancy Bates, Frances Bradburn, Doris Anne Bradley, Waltrene M. Canada, Wanda Brown Cason, John Childers, Eleanor Cook, Anne Marie Elkins, Sally Ensor, David Fergusson, Martha Fonville, Jim Govern, Benjie Hester, Michael Ingram, Gwen Jackson, Gene Lanier, Cheryl McLean, Meralyn Meadows, Sandy Neerman, Nona Pryor, Ed Shearin, Susan Squires, Steve Sumerford, Catherine Van Hoy, Alice Wilkins.

Also in attendance were Jane Barringer, President of the North Carolina Friends of Public Libraries; John Welch, Acting State Librarian; and Al Jones, Conference Program Chair.

Jane Barringer informed the board of the upcoming annual meeting of the North Carolina Friends of Public Libraries to be held in High Point, NC, on March 27, 1993, and solicited attendance by board members.

President Freeman called for approval of minutes of the last meeting. There being no corrections or additions, Gwen Jackson moved that the minutes be approved and Barbara Baker seconded. The motion carried. President Freeman noted that the resolution for former State Librarian Howard McGinn had been distributed to the board with the minutes.

Treasurer Wanda Cason distributed the fourth quarter report and the NCLA sections and round tables report. She entertained questions from board members and indicated that the report reflected budgeted

amounts as well as actual expenditures. David Fergusson moved that the treasurer's report be accepted; Susan Squires seconded and the motion carried.

Martha Fonville, Administrative Assistant, distributed a report which reflected the change in membership by sections and round tables since the last meeting. She reported that she sent renewal notices to the 1,081 members whose membership expired December 1992. Further, she mailed a letter to 679 former members soliciting their renewal.

Section And Round Table Reports

Benjie Hester, Children's Services Section Chair, announced the output measures seminar to be held April 7-8, 1993, at the Quail Roost Conference Center.

Susan Squires of the College and University Section distributed a report that detailed the formation of a new interest group within the section entitled the "Academic Curriculum Librarians Interest Group." She announced that plans also are being formulated for the biennial conference program.

Community and Junior College Libraries Section Chair Alice Wilkins reported that the section is currently planning a program for the biennial conference that focuses on Collection Development Media for community and junior college libraries. She also indicated that a nominating committee has been appointed to nominate section officers for the 1993-95 biennium.

Sally Ensor, Chair of the Documents Section, announced the Spring Workshop to be held in May. She also mentioned the Joint Committee on Government Documents as Rare Books.

Library Administration and Management Section Chair Larry Alford discussed the success of the fall workshop.

Nona Pryor, Chair of the North Carolina Association of School Librarians, reported that she had attended the AASL affiliate assembly in Kentucky. Her report detailed the impact of the emerging technologies initiatives on the schools in the state.

John Childers of the North Carolina Public Library Trustees Association thanked

the public library directors and John Jones for assistance with the section's newsletter. He solicited joint ventures with other sections or round tables for future program planning.

Public Library Section Chair Jim Govern submitted a report that outlined the recent meeting of the section's planning council. He announced an upcoming workshop on public library services to older adults.

Allen Antone of the Reference and Adult Services Section announced that Bryna Coonin was appointed vice-chair/chair-elect of the section, replacing Anna Yount. She also indicated that plans are underway for the fall conference program focusing on exploring new paradigms for reference service.

Resources and Technical Services Section Chair Michael Ingram reported that the fall conference was a success and that videotapes would soon be available through interlibrary loan. His report detailed plans for the 1993 NCLA Biennial Conference.

New Members Round Table Chair Catherine Van Hoy indicated that the executive board had met February 11, 1993 and plans for a breakfast meeting during the conference were being discussed. The future direction of the round table is also being considered by the board.

Meralyn Meadows of the North Carolina Library Paraprofessional Association invited participation in their workshop series. She reported that efforts to study certification for paraprofessionals in North Carolina continue. She additionally solicited signatures for a petition to form a paraprofessional round table in SELA.

Vanessa Ramseur, Chair of the Round Table for Ethnic Minority Concerns, indicated that their newsletter had been published and plans were underway for the biennial conference program. She announced that REMCo's next board meeting was scheduled for February 25, 1993.

There was no report from the Round Table on Special Collections.

Anne Marie Elkins, Chair of the Round Table on the Status of Women in Librarianship, announced the next meeting of the round table's board to be held

February 25, 1993, in Winston-Salem to confirm plans for conference programming.

Committee and Other Reports

There was no report from the Aids Materials Awareness Committee.

Cheryl McLean, Chair of the Archives Committee, indicated that files were being inventoried to determine missing records. The committee hopes to issue directives that specify what will be collected.

Conference Committee Chair Gwen Jackson distributed a report that noted "Celebrate Libraries" as the theme for the 1993 Conference. She announced that speakers for the three general sessions had been confirmed. Hardy Franklin, ALA President-Elect, will address the first session; Past ALA Presidents will discuss cultural diversity at the second session; and Clyde Edgerton and Lee Smith will entertain at the third session. She further noted that currently three pre-conference sessions were planned as well as the traditional SIRS reception honoring Intellectual Freedom Award recipients.

Concluding her conference remarks Gwen Jackson moved that the conference treasurer be authorized to establish and maintain a checking account in the Southern National Bank of North Carolina; that this account be utilized solely for the purpose of handling funds associated with the 1993 Biennial Conference of North Carolina Library Association; and that it be closed upon completion of all financial transactions pertaining to the conference, with any residual funds being transferred to the NCLA account. She further moved that this authorization be retroactive to October 16, 1992. There was no discussion of the motion and upon the call for the question the motion carried.

The second motion made by Gwen Jackson proposed that rates for the 1993 NCLA Conference be set as follows:

Registration:

| | |
|----------------------------------|---------|
| Pre-registration for members | \$40.00 |
| non-members | \$55.00 |
| students | \$20.00 |
| On-site registration for members | \$50.00 |
| non-members | \$70.00 |
| students | \$20.00 |

Exhibits:

| | | |
|--------------------|-----------------|----------|
| Before May 1, 1993 | one booth | \$300.00 |
| | each additional | \$250.00 |
| After May 1, 1993 | one booth | \$350.00 |
| | each additional | \$300.00 |

Upon the call for discussion, there was a question regarding one-day attendance. Gene Lanier and Meralyn Meadows felt that elimination of the one-day registration would impact attendance. Larry Alford questioned the number of one-day registrants from the previous conference. While the Board awaited statistical data from the previous conference, Sally Ensor moved that discussion

of the motion made by Gwen Jackson be tabled until the figures were retrieved. The motion was seconded by Vanessa Ramseur and carried.

Sandy Neerman, Chair of the Marketing and Public Relations Committee, moved that \$5.00 be added to each biennial conference individual registration beginning with the 1993 Conference to fund marketing and public relations activities on behalf of all libraries in North Carolina.

During discussion John Childers questioned whether this would be considered using state funds for lobbying. John Welch said that this proposal posed no problem from his perspective. Larry Alford proposed that membership should pay for this marketing venture rather than sacrifice conference funds.

David Fergusson moved that discussion of the \$5.00 increase in registration to cover marketing be postponed until a decision is made regarding registration rates. The motion was seconded by Larry Alford and carried.

Consequently, Nona Pryor moved to take from the table the motion regarding registration rates and continue discussion with the figures from the previous conference now available. The motion was seconded by Sally Ensor and carried. Discussion indicated that a one-day registration was desired and needed.

Meralyn Meadows moved that a one-day registration be added. The motion was seconded by David Fergusson. During discussion of the motion, Gene Lanier stated that one-day attendance was significant. Jane Barringer suggested that members of Friends of Public Libraries may be more inclined to attend for one day than for the entire conference. Upon the call for the vote the motion carried.

Frances Bradburn moved that NCLA registration rates proposed by Gwen Jackson be raised \$5.00 per category across the board providing the registration figures quoted were based on 1991 rates. The motion was seconded by Barbara Baker and carried. The following rates were approved for the 1993 Conference:

| | |
|----------------------------------|---------|
| Pre-registration for members | \$45.00 |
| non-members | \$60.00 |
| students | \$25.00 |
| one day/members | \$35.00 |
| one day/non-members | \$45.00 |
| On-site registration for members | \$55.00 |
| non-members | \$75.00 |
| students | \$25.00 |
| one day/members | \$40.00 |
| one day/non-members | \$55.00 |

Frances Bradburn suggested that reconsideration be given to the motion that was previously passed in order to discuss exhibit rates. Barbara Baker and Gene Lanier were hesitant to raise exhibit rates. Nona Pryor moved to leave the exhibit rates as proposed by the Conference Committee and David Fergusson seconded. The motion carried.

The motion to add \$5.00 to conference registration rates for marketing was taken from the table, but discussion revealed

1991-93 NORTH CAROLINA PUBLIC LIBRARY DEVELOPMENT AWARD

It's never too early to plan nominations for the N.C. Public Library Development Award. The award recognizes an individual whose project, promotion, or service has made a significant and innovative contribution to the development of public libraries in North Carolina during the current biennium.

Plaque and \$500 check to be awarded at biennial NCLA Conference in Winston-Salem, October 1993.

Request additional information from:

Chris A. Bates (704) 529-0632

Development Committee, NCLA Public Library Section

various objections. The motion was defeated.

David Fergusson moved that one dollar of conference registration per registrant (if excess of revenues over expenditures exceeds \$20,000) be designated for use by the Marketing and Public Relations Committee for NCLA marketing activity only during the 1993-94 biennium. The motion was seconded by Nona Pryor and carried.

Finally Gwen Jackson moved that the Conference Committee handle pre-conference activities and the conference treasurer pay all bills associated with pre-conference activities. Additionally, she moved that profits be divided as follows: NCLA sections, committees and round tables: 25% (conference)/75% (sponsoring group) Non-NCLA affiliated groups: 50% (conference)/50% (sponsoring group). After brief discussion the motion passed.

President Freeman announced that Finance Committee Chair Judie Davie had submitted her resignation and that Beverley Gass had assumed the chair of the Committee for the remainder of the biennium.

Al Jones, Conference Program Chair, represented the Finance Committee. He read excerpts from the report prepared by Judie Davie and noted that the deadline for project grant applications is March 1.

Nancy Bates, reporting for John Jones, Chair of the Governmental Relations Committee, shared information about State Legislative Day activities.

National Library Legislative Day activities were reported by David Fergusson, coordinator. He noted that an "information" buffet luncheon is being planned for April 20, 1993. He encouraged participation by the Association. He also distributed an interest sheet to be filled out by persons planning to attend.

Gene Lanier, Chair of the Intellectual Freedom Committee, distributed a report outlining the activities of the committee over the past quarter. He urged librarians to check collection policies that may be out-dated.

Literacy Committee Chair Steve Sumerford reported that the committee meets quarterly and has several projects underway.

Nominating Committee Chair Nancy Bates moved acceptance of the following slate of candidates for NCLA office:

Vice-President/President-elect

Jackie Beach
David Fergusson

Secretary

Elizabeth Cline
Judy Le Croy

Treasurer

Etta Baldwin
Wanda Brown Cason

ALA Councilor

Martha Davis
Johannah Sherrer

Directors:

Sandy Neerman; Patricia Siegfried; John Via; Alice Wilkins

The motion carried.

Eleanor Cook, Publications Committee Chair, announced the publication of the *NCLA Newsletter*. She reminded the board to submit items for the newsletter on the designated form. A draft of an inventory of NCLA publications was distributed to the board.

There was no report from the Scholarships Committee.

In the absence of Technology and Trends Committee Chair Cristina Yu, Wanda Cason solicited a co-sponsor for a program to be presented at the biennial conference.

North Carolina Libraries editor Frances Bradburn presented a report that highlighted the activities of the NCL executive board. She introduced a new column entitled "Wired to the World" which is designed to acquaint readers with a variety of services and resources available by searching the Internet.

Patricia Langelier, ALA Councilor, sent a written report in her absence.

SELA Representative David Fergusson announced the Spring Workshop March 5-6, 1993 in Atlanta, GA.

Membership Committee Co-chair Ed Shearin distributed a

report detailing the 1992/93 membership campaign currently underway. He noted that the membership recruitment poster was sent to all public, community college and university libraries, as well as library schools and public school districts.

There was no old or new business to be brought before the board.

John Welch, Acting State Librarian, expressed the regrets of the newly appointed Secretary of Cultural Resources Betty McCain at being unable to attend the meeting.

President Freeman announced the recent death of three life members of NCLA: Paul Ballance, George Linder and Marianna Long. President Freeman also indicated that information regarding a proposal to form an executive committee of the board would be presented for consideration at the next meeting.

Reporting for Dale Gaddis of the Durham County Library, President Freeman read a statement indicating that Representative George Miller had agreed to introduced a bill regarding failure to return library materials. She conveyed appreciation to the NCLA Executive Board from Ms. Gaddis.

President Freeman also announced receipt of a thank you card from Howard McGinn for the plaque and farewell reception.

President Freeman informed the board that she had corresponded with Governor Hunt and Secretary McCain on behalf of the Association about the appointment of a new State Librarian.

There being no further business, President Freeman announced that the next meeting would be held April 23, 1993, at Guilford College. The meeting was adjourned at 12:50 p.m.

Respectfully Submitted
Waltrene M. Canada
Secretary

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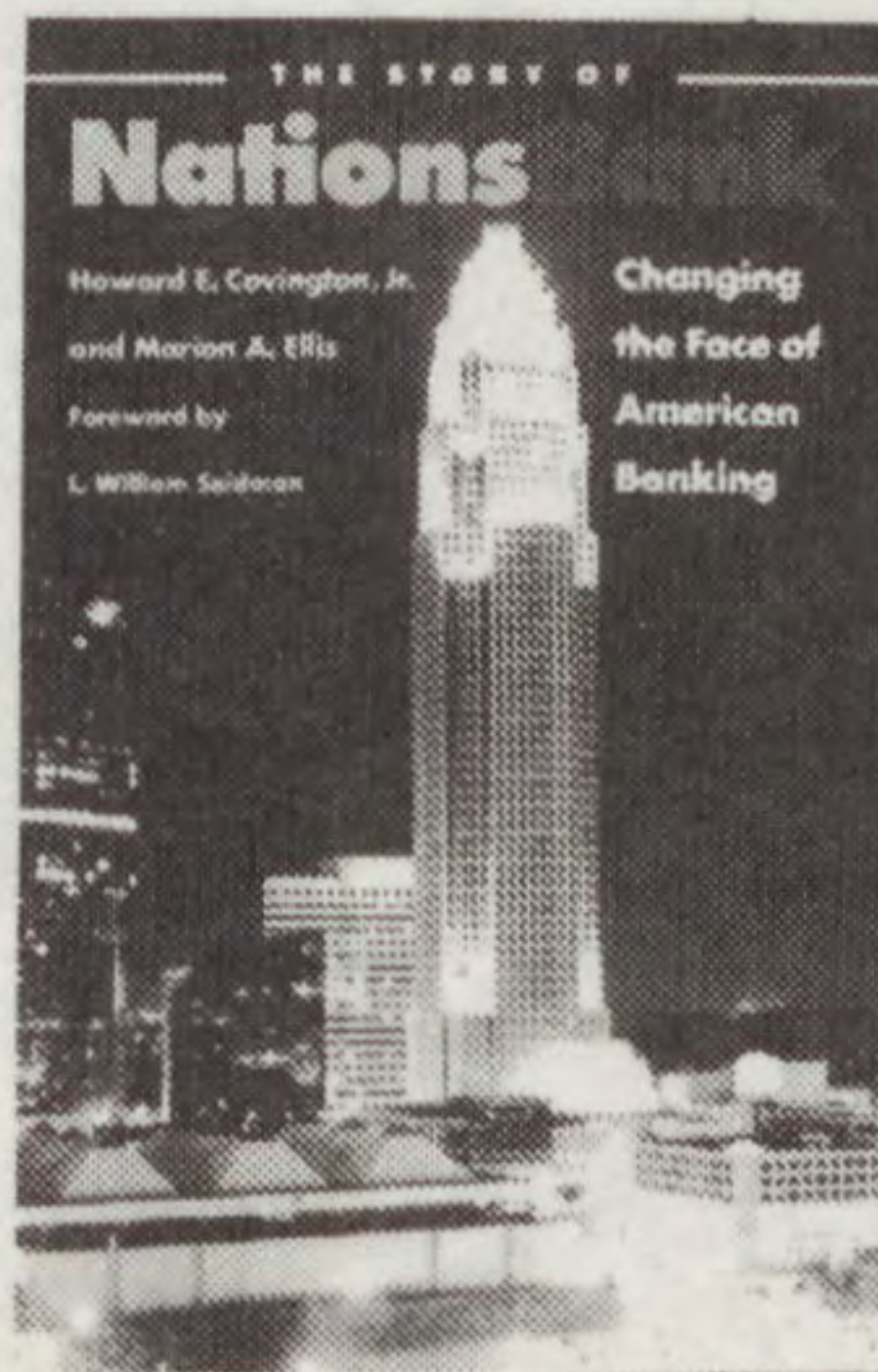
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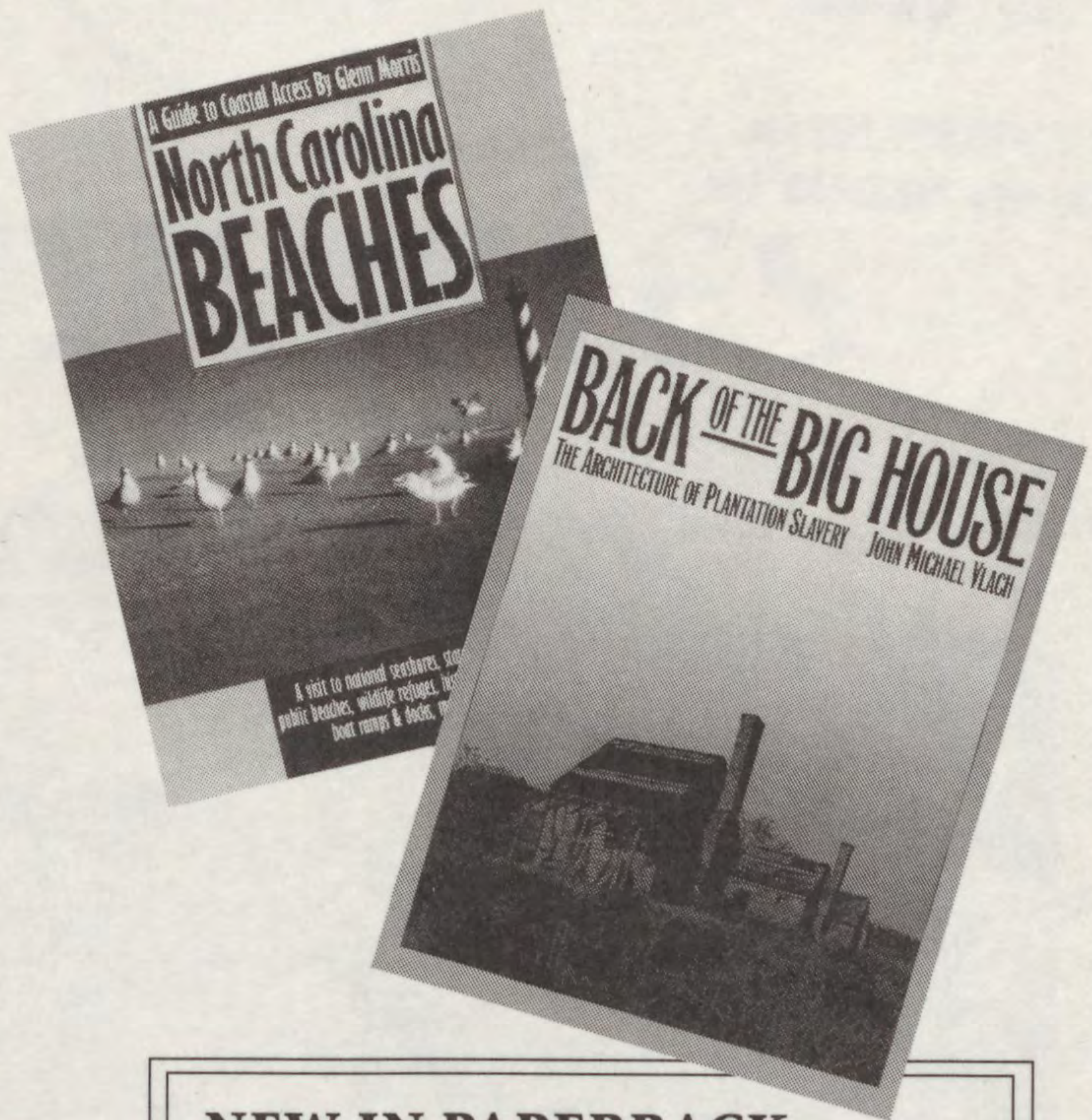


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