

NORTH CAROLINA LIBRARIES

Fall 1993

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Cover: Students play "Earth Ball." Photo by Dick Blount courtesy of the *Fayetteville Observer-Times*.

Services to Immigrants and Migrant Workers

Craver, Kathleen W. "Bridging the Gap: Library Services for Immigrant Populations." *Journal of Youth Services in Libraries* 4 (Summer 1991): 123-30.

Describes public library services to the immigrant community.

Jones, Plummer Alston, Jr. "Cultural Oasis or Ethnic Ghetto?: The North Carolina Foreign Language Center and Statewide Multilingual Public Library Service." *North Carolina Libraries* 50 (Summer 1992): 100-105.

Describes a special public-supported library providing on a statewide basis foreign language materials for speakers of foreign languages, including immigrants and migrant workers in North Carolina.

Plessner, Joan. "The Fruits of Their Labors." *American Libraries* 23 (Mar. 1992): 256-57.

Public library services to Hispanic farmworkers.

Services to the Homeless

Lesley, J. Ingrid. "The Homeless in the Public Library." In *Libraries and Information Services Today*, 12-22. Chicago: American Library Association, 1991.

Discusses the social phenomenon of the homeless and library programs throughout the country designed to help this special population. Article quotes former North Carolina librarian Patsy Hansel, who believes it is appropriate "to designate the (public) library as a referral agent for persons with survival information needs if the library has the resources and the commitment to do the job well."

Services to Gays and Lesbians

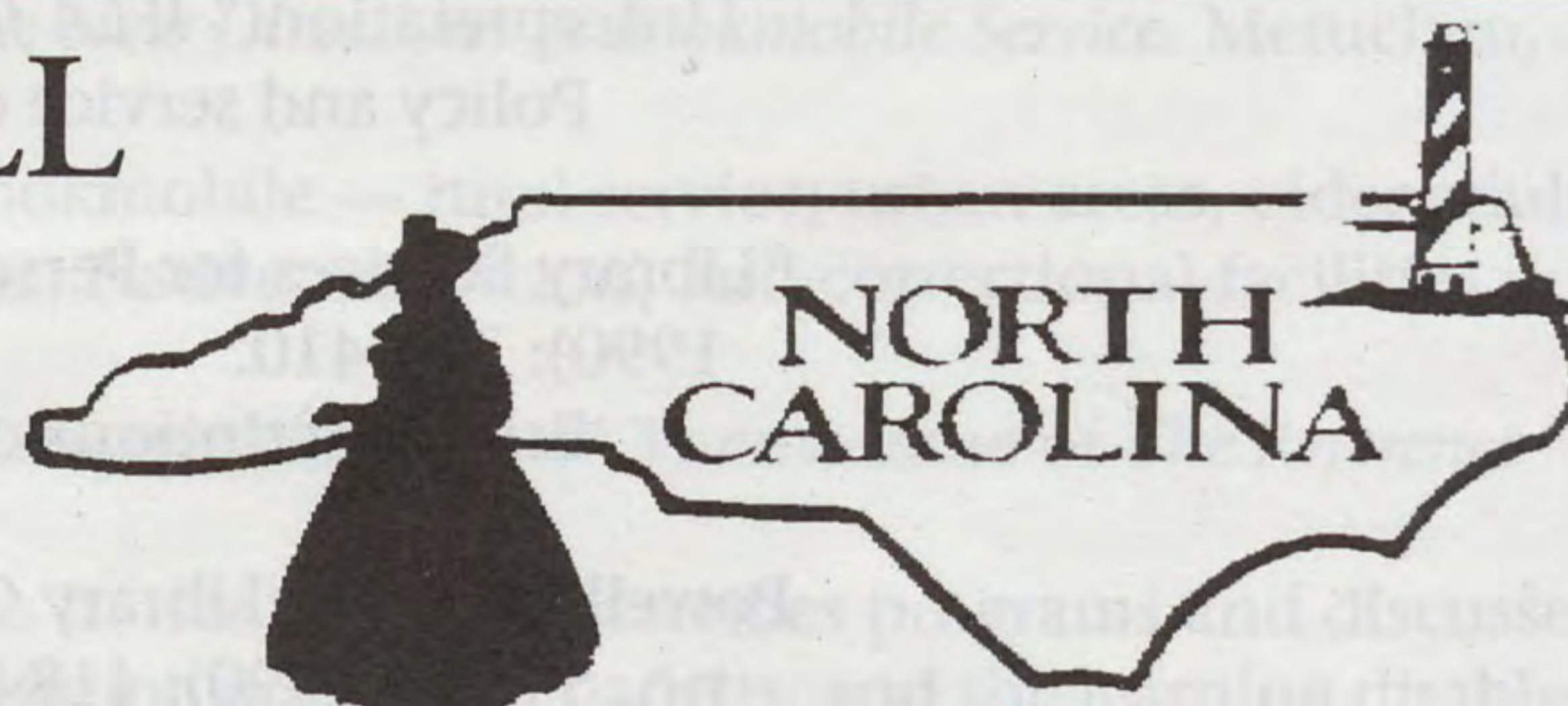
Gough, Cal, and Ellen Greenblatt. *Gay and Lesbian Library Service*. Jefferson, NC: McFarland, 1990.

While the emphasis is on collection development issues, policies for displays and meeting rooms are also discussed. Excellent appendices of core resources, publishers and bookstores, and AIDS literature. Contains ALA Policies on Sexual Orientation and the Library Bill of Rights.

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ing, and interdependence. Literature-based programs also provide an opportunity for teaching prosocial behavior. However, as Lamme and Krogh point out, "Merely reading books including moral values is not enough." They recommend "building on children's natural inclinations to identify with different aspects of stories" through "thoughtful discussion, writing, reflecting, and sharing of books"¹³

The librarian's role in developing prosocial behaviors is three-fold: initiating, encouraging, and modeling. In working with children — individually, in small groups, and in large groups — librarians can be mindful of opportunities to initiate prosocial behavior. When prosocial behavior occurs, either in designed activities or spontaneously, librarians can acknowledge and encourage the behavior. Finally, librarians can model prosocial behavior through helpfulness, kindness, and consideration.

Library media programs offer many opportunities for developing social responsibility, examining values, and encouraging prosocial behavior. However, many of the writers who deal with these topics believe that most educators act on the basis of the values that they hold. School librarians should begin by exploring, articulating, and understanding their own values; only then can they be coherently applied.

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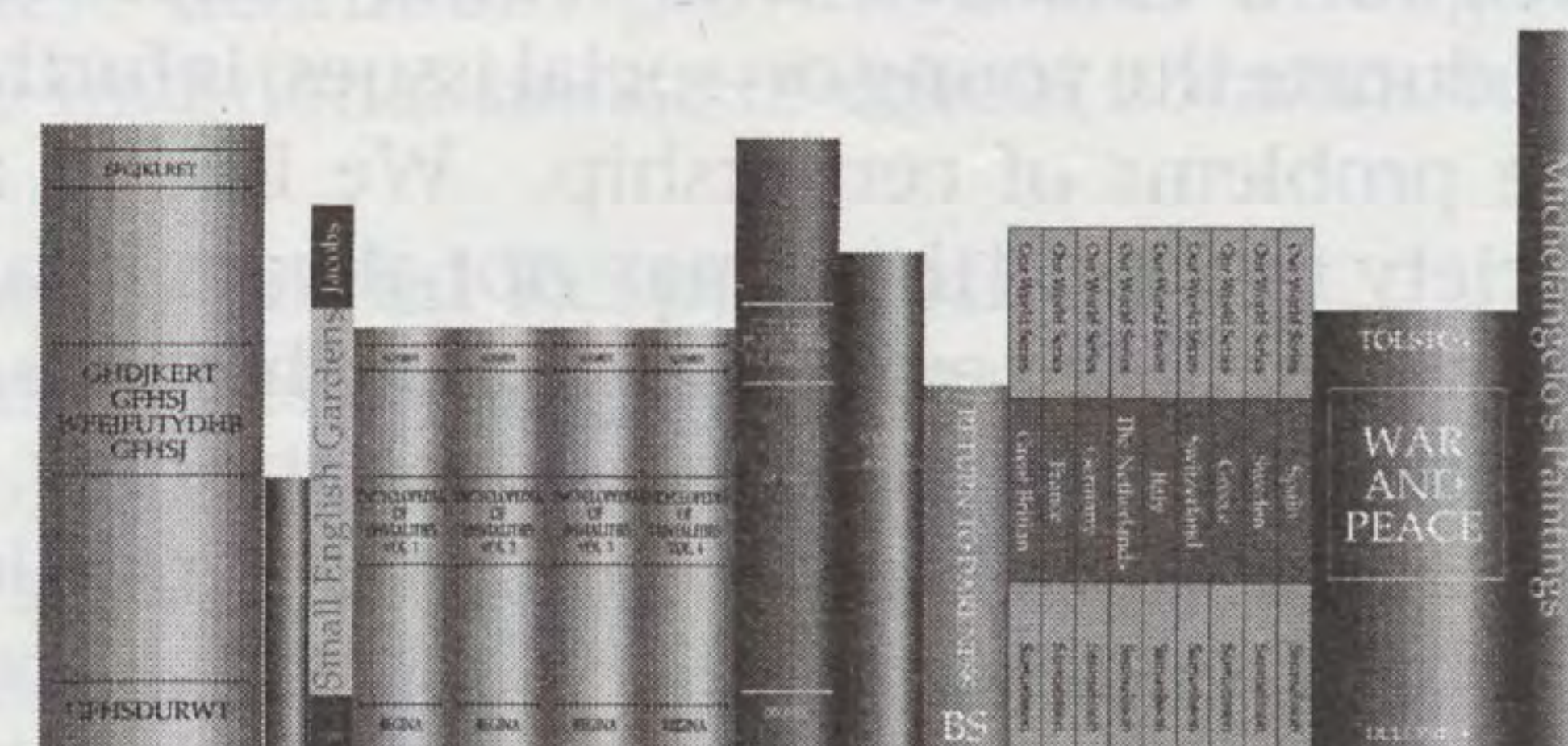
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COUNTER POINT



But It's Not What They Paid For!

by Harry Tuchmayer, Column Editor

The other day, I was approached by an individual who demanded that the library maintain a permanent display that warns citizens of the coming environmental catastrophe. In fact, this is the second time we have been approached by the same individual as he travels up and down the East Coast of the United States. You see, he and the organization he represents know that "libraries traditionally respond to public demand" so he wants to "persuade libraries ... to influence (that) public demand." Now I care about the environment, but where do I draw the line between political activism and professional responsibility?

Unfortunately, many of the serious issues facing society today — teen pregnancy, homelessness, intolerance etc. — are more than just social concerns; they are highly volatile political issues. As publicly supported institutions, many libraries increasingly will find themselves in the middle of community debates that are not cut and dried. In this environment, libraries will be expected to provide information to support, justify, and help formulate any number of possible solutions to a problem. And in order to meet community needs, libraries will be expected to perform their traditional role of information provider free of bias or interpretation. In short, libraries will become more important to the entire community, not because we made it our mission to solve a single individual's problem, but because we never wavered from our overall mission of collecting uncensored materials representing all points of view.

How can an organization which has consistently resisted all attempts to censor ideas or opinions do anything other than "stand apart from the social issues which affect (our) patrons"? If we don't, we run the risk of alienating the very people (not to mention the taxpayers) who rely on us to provide the community with the information necessary to solve all of its problems. This doesn't mean that we must turn our back on those in need, nor does it mean that libraries can't offer some sort of information and referral service. It does mean, however, that libraries must be careful in how they structure this service so as not to cross the line separating referral from endorsement.

A fully staffed, well trained, and competent reference department already serves many of the same functions as a good I & R service. The difference is that libraries traditionally shy away from endorsing or suggesting the use of one service over another. I know that referring someone to Crisis Line is not the same thing as sending a patron to one bookstore over another. Unfortunately, it's no longer that simple. When you suggest the services of a group like Planned Parenthood instead of Life Line, you might run the risk of infuriating a special interest group in your community.

Giving patrons the number of an Information and Referral service might seem like needless double work, but maintaining some distance from the issue does insure the library's autonomy.

Librarians have always been taught that good reference service does not mean serving as the patron's legal advisor, doctor, financial consultant, or contractor. Yet in order to provide effective Information and Referral services, librarians would be cast in these very roles. Basically I & R practitioners must serve their "clients" much like a good social worker handles his caseload, with a level of involvement that cannot be part of the reference transaction. Like it or not, libraries cannot and should not serve as all things to all people. When those 'things' require us to change fundamentally the nature of library services, we lose sight of our mission and ultimately run the risk of diluting our effectiveness.

It is precisely because libraries have been successful in promoting themselves as impartial institutions essential in a democracy that we must shy away from social activism. As much as it hurts, transferring that call rather than answering it is exactly what libraries were created for. ... Oh, by the way, the contact number for the Environmental Action Alert Group is

Libraries should view their connection to community resources as essential in providing thorough, accurate service to their patrons.

— Reilly

... libraries cannot and should not serve as all things to all people.

— Tuchmayer

This sampling (small based on the number of libraries included in the survey) gives evidence to the hypothesis that some state-supported academic institutions are providing some services to community users who are not university or college students and faculty. This sampling also gives evidence that some state-supported academic libraries are not providing free borrowing privileges to residential and business users. This is apparent from their mission statements and circulation policies.

It is evident that as the general economy declines and the need for information increases, there must exist among libraries the ability to extend services beyond their originally intended customers. Academic libraries are in the best position to extend services. Academic libraries, business, industry, and corporations must create alliances to share their resources; these alliances will allow each to have access to vital informational resources without stretching and snapping budgets in an attempt to acquire everything.

In so doing, taxpayers will be able to access information wherever they can find it, especially from publicly supported institutions.

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complish. Far too often we go beyond our expertise to do something simply because it seems to be a good idea without considering how it fits into the mission of the library.

The key to our programming success in Henderson County has been involving other groups, especially those with interests in the targeted populations. Very few of the programs we offer do not include the help of others in planning, if not in actual implementation. This includes our retirement community as well as the physically and emotionally handicapped of all age levels. Among the groups we use, or who use us, are Camp E-TOH-KALU (a camp for emotionally troubled youth), Something Special (a sheltered workshop), the N.C. Center for Creative Retirement, the Henderson County Better Speech and Hearing Council, the Lions Club, the Golden K, and our own Friends of the Library, which has over two thousand members and funds many of our programs. Similar organizations exist in many communities.

In the area of youth programming, more work involving special populations is done for children than for young adults. At one time a special collection of high interest/low reading level materials was maintained for young adults, but it was seldom used. Currently these materials are integrated into the regular YA collection. The adult collection continues to offer these kinds of materials as a special collection. Special lists are made available for teachers, tutors, and parents.

The library always tries to mainstream whenever possible. In children's programs the library makes no effort to tell a parent not to bring a child with special needs to any library program. If a child causes too many disruptions, we may counsel a parent to make better efforts to control the behavior of the child. We try not to label the individual, only the behavior. One mentally handicapped adult attends story hour. She sits with the parents, but colors with the children and enjoys the stories as much as anyone.

The Sheltered Workshop is a frequent user of the library. Each week at least eight to ten clients come to the library, where they receive their own cards and are treated as any library user. We recently started a separate story hour for the Workshop clients, not because of their disabilities but because of the group size. Cal Shepard from the State Library is a good resource for ideas in this area.

Some agencies are reluctant to expose their clients to the open atmosphere of the library. We will, on a limited basis, make special provisions. A local camp for

troubled youth recently hosted a Halloween program provided by the library — library personnel went to the camp. We do encourage such groups to bring their clients to the library as they become better able to handle themselves, but have had limited success.

The adult and reference areas are high-demand areas for the elderly. No programs are specifically targeted to their special needs but most offerings attract seniors. This population also has a definite effect on materials purchases as they are educated, well-travelled, have diverse interests, and bring a lifetime of experience with them. The book collection includes large print materials of all types. Subject matter in the non-fiction collection covers a wide range, including books on a variety of special needs (e.g., pregnancy for disabled women, access for handicapped travelers, etc.). The relative affluence of the retirement community requires large expenditures on retirement financial planning, investments, etc. Often there are long lines of individuals waiting to use these materials.

A popular program was presented by a local senior citizen who surveyed local retirement centers, nursing homes, and rest homes to determine the quality of life offered and costs of each. A large audience enjoyed sharing his findings. The "Let's Talk About It" reading/discussion series presented in conjunction with Duke University always has a waiting list. Once again, it is not designed specifically for seniors, but they are always heavily represented. Their academic, geographic, and temporal experiences are always valuable. The Center for Creative Retirement also has been a co-sponsor of programs that often cross generational lines. The Travel Club series is unquestionably the most well-attended program the library sponsors. Local citizens provide slides and narrations of their travels, often to most unusual locations. Programs which relate to health issues, current events, and hobbies are quite popular.

For those who cannot visit the library for whatever reason, the homebound program steps in. Some clients in this program are temporary due to relocation or hospitalization. Others are longtime users. One lady has been receiving large print mysteries for ten years and the library staff has never met her! She is bedridden and her providers leave books at the door for her. Services also are provided to local nursing homes. Delivery is often made by one of the many library volunteers who take the time to get to know the individuals and their interests.

The library also assists individuals in

filling out applications to receive services from the Library for the Blind and Physically Handicapped. We lend cassette players to patrons who are awaiting delivery from Raleigh to see if the transition from books to books-on-tape can be made by the individual. An ever-growing collection of books-on-tape is also available in the library. The library maintains a collection of hearing devices as well as including an infrared television amplification device and a telephone amplification handset. These items were provided by the Better Speech and Hearing Council to help individuals determine usefulness prior to purchase. When initially developed, the service was possibly the first of its kind and was described in a national publication on hearing impairments, *Shhhhhhh.....* For the visually impaired, the library has an Ednalite illuminated magnifying glass, a Visualtek monitor and enlarging device, and, most recently, a Kurzweil Optical Scanner that reads pages of text aloud.

Little has been said about programming to combat illiteracy because of a conscious decision that this is not an appropriate role for this library. We support literacy programs by housing and making available a collection of special materials of value to tutors and students. We also have several small study rooms where groups of two to six persons can work. These rooms are used for tutoring by our local literacy council. The library board and library staff have decided that it is the role of the library to support educational efforts but not to teach. Library resources are too limited to engage in areas outside our expertise.

In summary, when serving special populations, focus on three principles. First, decide whether or not programming is appropriate for your library and, if so, the kinds of programs you will offer. Second, don't do it alone. There are too many talented individuals and groups in the community who have the talent and knowledge to make your efforts a success. Make resources and support available. As Lee Iacocca says, "Lead, follow, or get out of the way." Sometimes it's better to lay the groundwork and get out of the way. Lastly, include your special populations in your regular programs. And be prepared to change. Technology is ever-changing and so is the law. Between what vendors produce for ADA compliance and what the courts decide must be done, libraries will face challenges for some time to come. One last thought: don't have negative thoughts about "special" populations and their "special" needs. One day any one, if not all, of us may find ourselves facing similar challenges.

involve libraries per se" or "do not obviously bear a direct relationship to librarianship."¹⁹ Librarians are only just beginning to empower themselves, but this self-empowerment is the necessary first step toward empowering others. The library profession has moved in a century and a quarter from a mindset of censorship to a defense of intellectual freedom, and, ultimately, to the beginnings of empowerment. Still, we have a long way to go.

Perhaps the public library's responsibility lurks somewhere within the question of a British librarian, Peter Jordan, who asked as early as 1975: "If libraries do not exist ultimately to improve the quality of life, what do they exist for?"²⁰ Or, to bring the matter closer to home, Marilyn Miller, a North Carolina library educator, affirms the existence of *two*, not one, social responsibilities of public libraries.

In January 1993, during her tenure as ALA President, Miller addressed and offered support and encouragement to ALA members who were demonstrating at the Midwinter Conference in Denver in protest against the anti-gay and lesbian legislation passed in Colorado. Miller proclaimed unequivocally that "ALA has a long tradition of supporting human rights and intellectual freedom."²¹

May the American library profession continue to examine and refine our tradition of social responsibility and through the American public library evolve toward the empowerment of all.

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⁴ Plummer Alston Jones, Jr., "American Public Library Service to the Immigrant Community, 1876-1948; A Biographical History of the Movement and Its Leaders: Jane Maud Campbell (1869-1947), John Foster Carr (1869-1939), Eleanor (Edwards) Ledbetter (1870-1954), and Edna Phillips (1890-1968)," PhD dissertation, University of North Carolina at Chapel Hill, 1991. See especially Chapter VI: The Librarian as Social Worker: Eleanor (Edwards) Ledbetter, 1870-1954, 361-428 passim.

⁵ Lowenthal, *Book Selection and Censorship*, quoted in Geller, "Intellectual Freedom," 1366.

⁶ Dorothy M. Broderick, "Censorship Reevaluated," *Library Journal* 96 (15 Nov. 1971): 3816-18, quoted in Geller, "Intellectual Freedom," 1367.

⁷ Michael H. Harris, "The Purpose of the American Public Library: A Revisionist Interpretation of History," *Library Journal* 98 (15 Sept. 1973): 2509-14, cited in Geller, "Intellectual Freedom," 1366-67.

⁸ As an interesting aside, Geller, a doctoral student at the time her article was published, later expounded upon her findings in her dissertation (Columbia University, 1980) and later her monograph (Greenwood Press, 1984). See, Evelyn Geller, "Ideals and Ideology: The Freedom to Read in American Public Libraries, 1876-1939," PhD dissertation, Columbia University, 1980; and *Forbidden Books in American Public Libraries, 1876-1939: A Study in Cultural Change* (Westport, CT: Greenwood Press, 1984).

⁹ R. N. Broadus, "On Librarians' Responsibilities to the Public," *Catholic Library World* 47 (Nov. 1975): 182-84, quote is on page 182.

¹⁰ Patricia Glass Schuman, "Social Responsibility: An Agenda

for the Future," in *Social Responsibilities and Libraries; A Library Journal/School Library Journal Selection*, comp. and ed. by Patricia Glass Schuman (New York: R. R. Bowker, 1976), 369-77, quote is on pages 370-71.

¹¹ H. N. Meyer, "Constitutional Responsibilities of Librarians: Neutralism Isn't Neutral," *Interracial Books for Children Bulletin* 11, no. 6 (1980): 12-13, quote is on page 13.

¹² Shirley Echelman, "The Right to Know: The Librarian's Responsibilities," in *The Right to Information*, ed. by Jana Varlejs (Jefferson City, NC: McFarland, 1984), 54-69, quote is on page 56.

¹³ Svea Gold, "Child Abuse: The Librarian's Role," *American Libraries* (Feb. 1988): 104+.

¹⁴ Sandy Berman, "Why Should Librarians Give a Damn?" *Collection Building* 9, no. 1 (1988): 41-42, quote is on page 42.

¹⁵ Zoia Horn, "Boycotting South Africa: ALA at the Crossroads," *Library Journal* 115 (15 June 1990): 38-41, quote is on page 41.

¹⁶ "Iraq Conflict Creates Library Concerns; As Desert Shield Turns to Desert Sword, Librarians Must Again Face the Wartime Issues of Free Information Flow and the Profession's Moral Stand," *Library Journal* 115 (Dec. 1990): 18-19, quote is on page 18.

¹⁷ "Progressives Meet at ALA Midwinter; New Group Embraces Socially Responsible and Ethical Perspectives," *Library Journal* 115 (15 Feb. 1990): 116.

¹⁸ Terry Link, "Do the Right Thing: Are You Putting Your Money Where Your Heart Is?" *Library Journal* 116 (1 Nov. 1991): 57-60.

¹⁹ Debra Stevens, "Social Responsibility and Librarianship: A Dilemma of Professionalism," *Canadian Library Journal* 46 (Feb. 1989): 17-22, quote is on page 17.

²⁰ Peter Jordan, "Librarians and Social Commitment," *Assistant Librarian* 68 (Apr. 1975): 62-66, quote is on page 62.

²¹ "Midwinter by the Numbers; Important Issues and Events of ALA's Denver Meeting Came with Call Numbers," *American Libraries* 24 (March 1993): 222-30, 259-65, quote is on page 222.

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S

"The barbarians aren't at the gates. We're the barbarians."

o says North Carolina Blue Ridge private investigator Randall Gatsby "Gat" Sierra as a commentary on society and on his own life. His statement is also a major theme of Richard Hill's crime/suspense novel, *What Rough Beast?*

It is September, and a high school friend whom Gat has not seen for almost twenty years calls to hire the PI. Would Gat look for her old boyfriend, talk with him, and make sure he is all right? Would he find out if a conversion from drugs and violence to Jesus and salvation is real? Gat would, and he travels back home to Florida to begin his investigation.

The case takes Gat from hurricane-lashed Sarasota, Florida, to the drought-stricken Sacramento Valley, California; from memories of his rebellious teenage years in the Sixties to confrontation with the demons of his adult decisions and mistakes. Along the way, Gat's missing person search becomes entangled with a nationwide manhunt for the Kampground Killer, an ordinary, harmless-looking psychotic on an assault and mutilation spree. It leads to the storming of a drug stronghold and ends in death in his own backyard.

Richard Hill.

What Rough Beast?

Woodstock, Vermont: The Countryman Press, Inc., 1992. 210 pp. \$20.00. ISBN 0-88150-283-3.

A transplanted Floridian like Gat Sierra himself, author Richard Hill lives in Wilmington, North Carolina, and teaches writing at the University of North Carolina. He has contributed to numerous journals and publications and is currently at work on a screenplay. *What Rough Beast?* is a welcome entry in the crime/suspense genre and to North Carolina fiction.

— Kathryn L. Bridges
Charles A. Cannon Memorial Library, Concord

D

orothy Cole Auman and her husband, Walter Auman, both descendants of North Carolina pottery-making families, died in a freak automobile accident in 1991. The accident occurred at a time when the Aumans were contemplating bringing to a close their long-time careers as owners and primary potters of the Seagrove Pottery in Randolph County, North Carolina. This book documents and honors their contribution to the continuation of pottery making in the area and the state, as well as to the preservation of the traditions and artifacts of the craft.

The Aumans' contributions were many. Their own production, which is amply described and illustrated in the book, sold widely and developed a loyal following. They promoted their own and other area potteries, participated in exhibitions, and encouraged training of young potters in traditional methods. They also acquired an extensive collection of early and contemporary North Carolina pottery, which they exhibited for many years in a museum attached to their shop and, in 1983, sold to the Mint Museum of Art.

Quincy Scarborough and Robert Armfield.

The Walter and Dorothy Auman Legacy.

Fayetteville, North Carolina: The Quincy Scarborough Companies, 1992. 104pp. Paperback. \$18.75, discounts for quantity purchases. Order direct from authors Quincy Scarborough and Robert Armfield, Post Office Box 67, Fayetteville, NC 28302 (919) 483-2040 or (919) 483-2507. No ISBN, Library of Congress cataloging is forthcoming.

Although the book is written as a personal tribute by the authors, historians and those interested in North Carolina crafts will find it a valuable resource. The authors, long-time students of North Carolina pottery, summarize the history of the craft from its origins in Colonial times. They describe the various adaptations potters made through the years to meet their clientele's changing needs and tastes, and place the Cole and Auman family potters within the context of that history. Personal reminiscences and anecdotes by and about the Aumans, supplementing references to printed materials, document the story of their life-long involvement with this important manifestation of North Carolina's artistic heritage.

There are seventy black-and-white and seventeen color illustrations; footnotes, often of personal interviews by the authors with the subjects; and a two-and-one half page bibliography. The book was privately printed in an edition of one thousand copies; it is not

without typographical errors.

[Quincy Scarborough is also the author of *North Carolina Decorated Stoneware: The Webster School of Folk Potters*, published in 1986. Copies are available from the author for \$20, plus \$2 postage. N.C. residents please add 6% sales tax.]

— Gay Mahaffy Hertzman
North Carolina Museum of Art (retired)



Legends and tales of pirates and buried treasure of all types abound throughout the United States and are especially prevalent in the Southeast. This probably is true because this area of the country was the headquarters for a large number of pirates, it served as the battlefield for most of the Civil War action, and Southerners always enjoy a good story. Southerners' fascination with lost gold mines, pirate treasure, and other lost or buried fortunes continues even now. Both of these books focus on a wide range of stories concerning treasure and pirates, and concentrate on the southeastern United States.

W.C. Jameson.

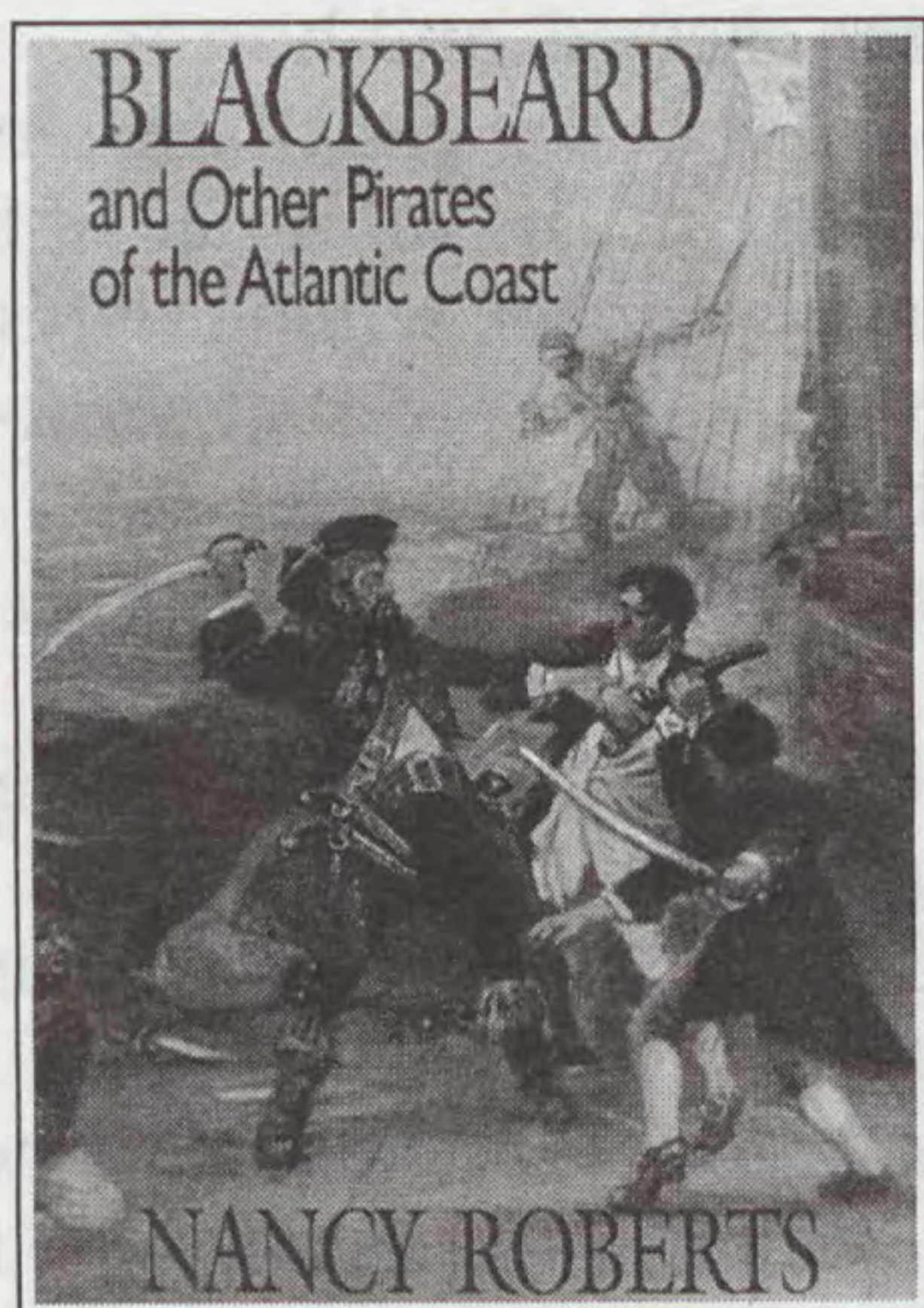
Buried Treasures of the South.

Little Rock, Arkansas: August House Publishers, 1993. 224pp. Paper. \$9.95. ISBN 0-87483-286-1.

Nancy Roberts.

Blackbeard and Other Pirates of the Atlantic Coast.

Winston-Salem: John F. Blair, 1993. 204pp. ISBN 0-89587-098-3.



W. C. Jameson's *Buried Treasures of the South* is the fifth volume in the Buried Treasure Series. Each book concentrates on a different area of the United States (the American Southwest, Texas, etc).

Buried Treasures of the South, is arranged alphabetically by state from Alabama to Virginia. At the beginning of each state section, a map illustrates where the four or five legends about that state took place. In the section about North Carolina five tales range from lost Spanish treasure ships off the Outer Banks to Blackbeard's treasure to a lost Cherokee silver mine.

Nancy Roberts, on the other hand, concentrates exclusively on pirates, giving a little biographical background and then relating several stories about each one. She has included eighteen pirates from Blackbeard to Anne Bonny to William Fly.

Both books focus on popular subjects and contain short, readable segments. The books are recommended for middle and high school collections as well as public libraries where these topics are of interest. Their use as reference books, however, will be limited as both books have bibliographies but no index.

— Diane Kessler
Riverside High School, Durham



This book is not a typical hiking guide. Rather, it is a literary, historical, and geographic exploration of eighteen trails in North Carolina. Having subjectively chosen these trails as a representative sample of four regions in the state, Manning describes three aspects of each trail. First, he includes a map, a brief route description, total mileage, and a ranking for the hike's level of difficulty. Second, he discusses the natural and cultural history of the area. Finally, Manning includes facts such as where to write or call for additional information, accommodations and/or campgrounds, and a selected bibliography.

It is within Manning's narrative that the charm of this book lies. His language is captivating and his descriptions draw upon various fields of interest. For example, in the section on the Mount Mitchell Trail, Manning relates a historical tale about Elisha Mitchell and his quest to measure the mountain range accurately. This story is interspersed with a naturalist's observations about the trail, done in a conversational manner, as if one were walking along with the author. The diversity of Manning's knowledge is amazing, and this diversity is also reflected in the brief bibliographies at the end of each section. Manning seems just as much at home discussing history as geology or botany. He has previously written for *Field and Stream* and the *Washington Post*, and has edited the newsletter, *Walker's World*.

Phillip Manning.

Afoot in the South: Walks in the Natural Areas of North Carolina.

Winston-Salem: John F. Blair, 1993. 256 pp. \$12.95 ISBN 0-89587-099-1.

Undoubtedly, there are more comprehensive and detailed books on North Carolina hiking trails. The maps and directions could include more road details. However, it is difficult to imagine a guide that both the hiker and non-hiker alike could enjoy more. Buy the book for its trail information, but more importantly, because it is a joy to read. It would be an appropriate purchase for both public and academic libraries.

— Barbara Miller
Fayetteville Technical Community College

Signs of the Moon, by Jack R. Pyle and Taylor Reese, will help the astrology enthusiast (almanac in hand) to schedule all stages of gardening, fishing trips, haircuts, dental work, and other tasks. This is not a comprehensive introduction for newcomers to the subject. (1993; Down Home Press, P.O. Box 4126, Asheboro, NC 27204; xii, 147 pp; paper, \$13.95; ISBN 1-878086-18-9.)

In *Lift Up Your Head, Tom Dooley: The True Story of the Appalachian Murder that Inspired One of America's Most Popular Ballads*, John Foster West re-examines the legal documentation about the famous question of who killed Laura Foster, and doubts that Tom Dula did it. (1993; Down Home Press, P.O. Box 4126, Asheboro, NC 27204; xix, 134 pp; \$13.95 plus \$1.50 postage and \$.70 North Carolina tax if bought in the state; ISBN 1-878086-20-0.)

Two new editions of guides to areas of state law have been published by the Institute of Government. The fifth edition of Ben F. Loeb, Jr.'s *Fire Protection in North Carolina*, originally published in 1966 and last updated in 1985, is a reference to municipal, county, rural, and volunteer fire protection law. (1993; Institute of Government, CB# 3330 Knapp Building, UNCCH, Chapel Hill, NC 27599-3330; v, 216 pp; cloth, \$12.00; ISBN 1-56011-255-7; paper, \$8.50; ISBN 1-56011-251-4; North Carolina residents add 6% sales tax.) *Arrest, Search, and Investigation in North Carolina*, by Robert L. Farb, was originally published in 1986, with a 1989 supplement. The second edition reflects changes in statutes and case law, and includes a new chapter on the rules of evidence in criminal cases. (1993; Institute of Government, CB# 3330 Knapp Building, UNCCH, Chapel Hill, NC 27599-3330; vii, 443 pp; cloth, \$25.00; ISBN 1-56011-222-0; paper, \$15.00; ISBN 1-56011-221-2; North Carolina residents add 6% sales tax.)

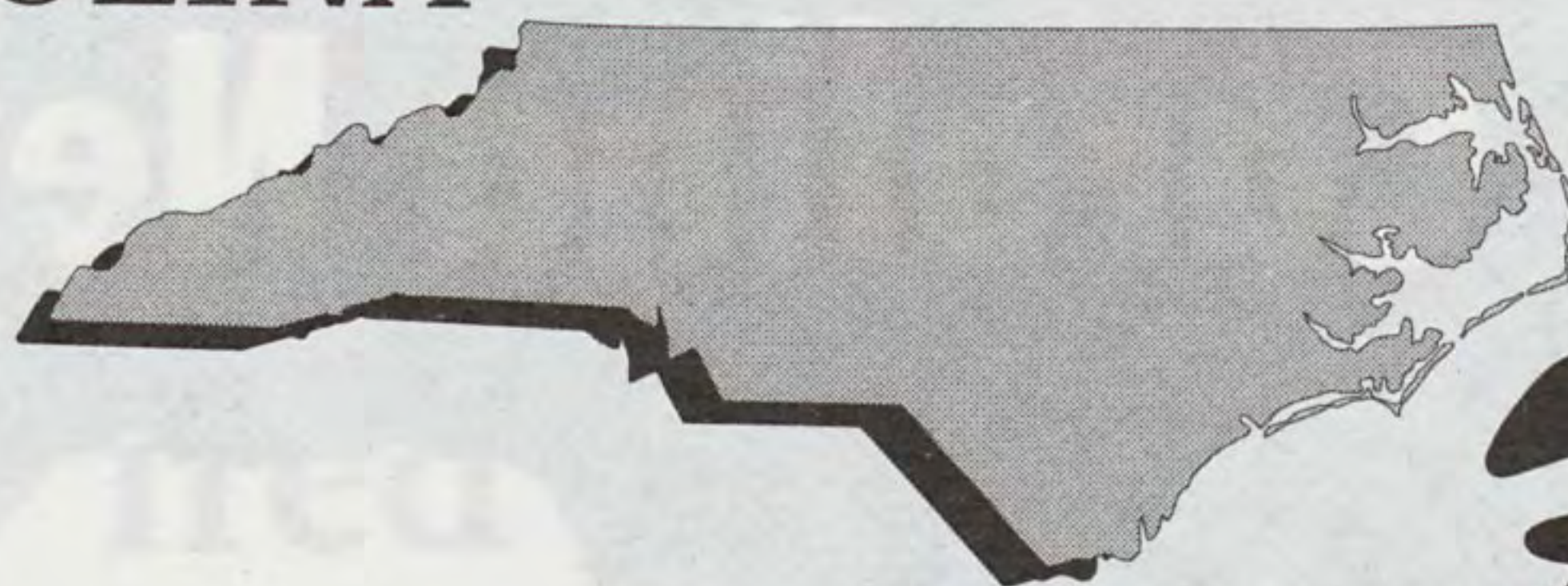
In *The Impact of Historic Preservation on New Bern, North Carolina: From Tryon Palace to the Coor-Cook House*, Colin W. Barnett details the history of preservation in New Bern and its economic impact on the city. This should be of interest in any city with an historic district. Illustrated. (1993; Bandit Books, Inc., P.O. Box 11721, Winston-Salem, NC 27611-1721; 137 pp; paper, \$12.95; ISBN 1-878177-04-4.)

Available in paperback: Tim McLaurin's novel *Woodrow's Trumpet*, a tragedy about the suburbification of Piedmont North Carolina's farm country (first published in 1989 by W.W. Norton, but no longer available in hardcover) (1993; Down Home Press, P.O. Box 4126, Asheboro, NC 27204; 256 pp; paper, \$11.95; ISBN 1-878086-25-1.) William J. Walsh's *Speak So I Shall Know Thee: Interviews with Southern Writers*, was originally published in 1990 by McFarland & Co. and is still available from them. Walsh is a Georgian, as are many of the authors he selected, but nine with North Carolina ties are included out of the total thirty-one. Interviews average ten pages in length. This should be a useful source for students writing about contemporary authors. (1993; Down Home Press, P.O. Box 4126, Asheboro, NC 27204; xi, 316 pp; paper, \$14.95; ISBN 1-878086-21-9.) Last, but not least, *The Prehistory of North Carolina*, edited by Mark A. Mathis and Jeffrey J. Crow, has been reprinted by the North Carolina Division of Archives and History. Originally published in 1983, the book contains expanded versions of papers about North Carolina's past before the introduction of written history, which were presented by archaeologists at a 1980 symposium in Raleigh. (1993; Historical Publications Section, Division of Archives and History, 109 East Jones Street, Raleigh, NC 27601-2807; 206 pp; paper, \$10.00 plus \$2.00 for postage; ISBN 0-86526225X.)

Libraries serving businesses who do business with the federal government may find a need for the *1993 Directory of Certified 8(a) Contractors*, which lists firms certified by the Small Business Administration as "small and disadvantaged" and eligible to compete for certain contracts in seven Southern states including North Carolina. (1993; Tennessee Center for Research and Development, 830 Corridor Park Blvd, Suite 200, Knoxville, TN 37932; 742 pp; paper, \$90.00; ISBN 0-9636853-0-9.)

A new North Carolina publisher is Sverdlik Press, based in Durham. Their first book is a collection by Henry Yuko titled *The Triumph and Other Stories*. For more information write to Lenora Sverdlik at Sverdlik Press, PO Box 52084, Durham, NC, 27717.

Correction: *Class of the Carolinas*, listed in this space in the Summer 1993 issue, ISBN is 0-9634240-0-9. When ordering, add \$2.50 in postage and handling for the first copy, and .25 for each additional copy.



Books

Dorothy Hodder, Compiler

What particular features set Anne Tyler apart from other writers? Is it her preoccupation with eccentric characters who lead apparently ordinary lives? Her sharp eye for detail? Her ear for the unspoken, which speaks to the reader unable to put into words those very same feelings? These abilities as well as others are delineated by Elizabeth Evans, who examines Tyler's fiction in her recent critical work, *Anne Tyler*.

Evans is the author of books about Eudora Welty (an important influence on Tyler), Thomas Wolfe, and May Sarton, so she is experienced and adept at presenting themes and motifs that are well substantiated by textual examples. When appropriate, she bolsters her findings with quotations from Tyler that further elucidate the significance of specific themes. Although Evans carefully examines Tyler's use of humor and the importance of family life in most of the author's works, she is most adroit in her emphasis on the qualities of endurance and everyday courage that pervade Tyler's "primary emphasis in fiction," presenting further evidence from Tyler herself who would like readers "to get lost in my characters' lives for a while."

Overall, Evans is a conscientious, meticulous scholar, integrating the views of other knowledgeable reviewers of Tyler's work. Focusing her research on the family image she believes to dominate Tyler's fiction, Evans considers a multitude of relationships: mothers and daughters, husbands and wives, parents and children, and even "relatives from afar." As Evans accurately notes, despite the eccentricities of numerous characters, relationships are portrayed realistically as people face conflicts and problems.

On only one point does it seem necessary to question Evans' juxtaposition of conclusion with textual example, primarily because Evans herself scrutinizes Tyler's female characters. "The Company of Women" is the longest chapter in her book, within which she studies the Tyler midlife viewpoint, the Tyler perspective on marriage, and the essential Tyler philosophy that quiet endurance constitutes not compromise, but realistic courage. Many of Tyler's women provide justification for Evans' assertions, but not all. Thus it is disconcerting to see her include in this group Mary Tell (*Celestial Navigation*) whose personal transformation is surely a testament to Tyler's own belief that not every woman is powerless to assume responsibility for her life. Evans' statement that "one has to assume ...the pattern of a woman dependent on a man for financial security will repeat itself" (in reference to Mary's situation) is weakened by Mary's own words: "You know, Jeremy...I'm managing on my own now. I'm not depending on a soul. I'm doing it on my own."

Yet Evans' book will not leave the Tyler fan disappointed. She carefully answers the question regarding Anne Tyler's unique qualities by providing us with refreshing views on those brilliant vignettes (family dinners, church services, relative visits) that already captured our loyalty upon first reading the stories and novels. The book is a valuable addition to any library that collects Tyler's works. With a brief chronology of the author's life to date, extensive notes and references, and a helpful, annotated bibliography, Evans' offering provides useful information for the teacher, student, or enthusiastic reader of Anne Tyler. Tyler's association with North Carolina during her student days will make this book of interest to large North Carolina collections.

Elizabeth Evans.

Anne Tyler.

New York: Twayne Publishers, 1993. 173pp. \$22.95.
ISBN 0-8057-3985-8.

— Betsy Eubanks
Durham Academy Middle School Library

Examining the Role of the School Librarian in Developing Social Responsibility

by Constance A. Mellon

The library field has a long history of concern with the topic of social responsibility. For over twenty years, the ALA Round Table on Social Responsibility has discussed and debated the role libraries should play in relation to current social issues. National, regional, and local library groups consistently take an active stand on a wide variety of social issues directly and indirectly related to the functioning of a library in a free society. School librarians have an especially important role to play in the area of social responsibility. Not only is it our professional heritage, but as educators we constantly interact with and influence the citizens of tomorrow. Because this is so, we must define our role and its parameters carefully.

The issue of social responsibility in the context of the school library is extremely complex. Schools, unlike other settings in which libraries are found, separate the young from their parents. This allows school librarians, along with teachers, an unparalleled opportunity to influence the thinking of the next generation, and society is well aware of that fact. Schools are constantly scrutinized and consistently criticized; regardless of what decisions educators make, someone will be loudly and publicly unhappy. Furthermore, the question of *accepting* social responsibility, as an individual and as a profession, is very different from *developing* social responsibility in the young.

This essay explores the role of school librarians in developing social responsibility. It begins by examining the traditional stance of school librarians and how that stance relates to social responsibility; it then raises some questions about the conflict between philosophy and reality. The focus then moves to a discussion of values education and its newer corollary, prosocial behavior. The final part of the essay suggests that librarians, by incorporating prosocial concepts into school media programs, can become active partners in developing social responsibility.

To explore this topic effectively, we must begin with a definition for the term, "social responsibility." Social responsibility, as used in the literature of librarianship, is closely connected to a second term, "social issues." The original petition to establish an ALA Round Table on Social Responsibilities of Libraries defined social issues as "the major issues of our times — war and peace, race, inequality of opportunity and justice, civil rights, violence ..." and social responsibility as "the responsibilities of

libraries in relation to these issues."¹ From the field of psychology comes a definition that broadens the concept of social responsibility: "assist[ing] others who depend on us and need help."² These definitions provide a lens through which to examine the traditional stance of school librarianship.

A Tradition of Social Responsibility

Since the first set of school library standards was published in 1920, school librarians have followed agreed-upon guidelines into which social responsibility was deeply woven: maximum access for all users; materials that cover appropriate topics and present diverse viewpoints; user guidance and instruction. These guidelines, separately analyzed, provide a forum for most of the points that arise when librarians discuss social responsibility. However, as I began to examine these guidelines through the lens of social responsibility, I was forced to acknowledge the problems school librarians face as reality conflicts with philosophy.

Maximum access for all users is part of the American ideal of equal opportunity. It implies the need to provide physical access to the disabled and intellectual access to those for whom language, format, or conceptual approach may prove a barrier. It also includes networking to access materials beyond the limitations of an individual school collection. Most school librarians readily accept the ideal of maximum access; however, its daily application is far from simple. Consider, for example, the task a single librarian might face as she attempts to help the learning different identify information in a format they can understand, to guide those who read and comprehend well below grade level, to excite and stimulate the intellectually gifted, to translate or provide materials for children from homes whose language is not English, and to assist the physically disabled to retrieve and use the materials they need. Social responsibility implies that all groups deserve equal attention. School librarians recognize and acknowledge this fact. The difficulty lies in the reality of the situation; maximum access presents problems of time and money — both of which are in short supply in school libraries. The obvious question is this: how can priorities be set? Setting priorities when there is insufficient time and money may itself have implications that relate to social responsibility.

Developing a collection of materials that covers appropriate top-

... the profession of teaching calls on us to try to produce not merely good learners but good people.

NORTH CAROLINA LIBRARY ASSOCIATION

Minutes of the Executive Board

April 23, 1993

The Executive Board of the North Carolina Library Association met on April 23, 1993, at 9:30 a.m. in Founders Hall on the campus of Guilford College.

The meeting was called to order by President Janet Freeman and the Board was welcomed by Dr. Herbert Poole, Director of the Library. Dr. Poole provided an interesting history of Guilford College and suggested a tour of the library and the campus.

Executive Board Members and Committee Chairs present at the meeting included:

Allen Antone, David Fergusson, Cheryl McLean, Nancy Bates, Martha Fonville, Meralyn Meadows, Frances Bradburn, Janet Freeman, Sandy Neerman, Doris Anne Bradley, Beverley Gass, Nona Pryor, Waltrene M. Canada, Jim Govern, Vanessa Ramseur, Wanda Cason, Benjie Hester, Susan Squires, John Childers, Gwen Jackson, Steve Sumerford, Eleanor Cook, Pat Langelier, Catherine Van Hoy, Anne Marie Elkins, Gene Lanier, Alice Wilkins, Sally Ensor, Cristina Yu.

Also in attendance were Jane Barringer, Immediate Past President of the North Carolina Friends of Public Libraries; John Welch, Acting State Librarian; Al Jones, Conference Program Chair and Chair-elect of the College and University Section; Elinor Swaim, former Chair of the State Library Commission; Augie Beasley, Chair-elect of NCASL; and Carol Southerland, Martha Davis, Dale Gaddis, and Chuck Mallas of the Long-Range Fiscal Planning Task Force.

President Freeman called for the approval of the minutes of the last meeting. It was moved by Pat Langelier and seconded by Gwen Jackson that the minutes be approved as circulated. The motion carried.

Treasurer Wanda Cason presented the treasurer's report reflecting the first quarter of 1993 including expenditures and remaining balances. It was moved by Pat Langelier and seconded by Anne Marie Elkins that the report be accepted. The motion carried.

Martha Fonville, Administrative Assistant, distributed a report that revealed NCLA membership at 1,989. She noted that persons who had not renewed their membership that expired December 31, 1992 had been dropped from the count. She also announced receiving the first contributing membership of \$100.00.

President Freeman introduced Carol Southerland, Chair of the Long-Range Fiscal Planning Task Force, and other members of the Task Force and thanked them for their diligence in completing the report. She informed the Board that the report would be introduced at this meeting as a first reading for clarity and understanding, but not for debate or Board action. She asked the Board members to discuss the report and recommendations with their constituencies and be prepared to deliberate and vote at the July meeting. After some discussion, this plan of action was agreed upon with the recommendation for an extended July meeting.

Carol Southerland presented the report of the Task Force which consisted of eleven recommendations, with rationales, pertaining to Association procedures, income and allocations, and committees. The report included such recommendations as adopting a clearer format for reporting the financial status of the Association; adopting more stringent fiscal procedures to keep the Association in compliance with IRS regula-

tions; expanding orientation of NCLA Board members; purchasing a laptop/notebook microcomputer and software for use by the NCLA Treasurer; maintaining an unrestricted reserve fund equal to at least 10% of biennial operating expenses; and collecting dues annually and adjusting dues structure accordingly.

Discussion ensued as each recommendation was presented and the Board was advised to get input from their membership and submit additional recommendations to Martha Fonville prior to the July meeting.

SECTION AND ROUND TABLE REPORTS

Children's Services Section Chair Benjie Hester reported that 60 people attended their recent output measures workshop and that the Section had three representatives at the ALA Legislative Day.

Susan Squires of the College and University Section solicited responses to the previously distributed survey of its membership. Information received will be used to plan the biennial conference program. She introduced Al Jones, Chair-elect of the Section.

Community and Junior College Libraries Section Chair Alice Wilkins announced the program entitled "Collection Development Media for Community and Junior College Libraries," to be held at the biennial conference. She also announced that Nancy Rountree represented the Section at ALA Legislative Day.

Sally Ensor, Chair of the Documents Section, distributed a report that detailed the upcoming spring workshop focusing on federal and state depository issues. Additionally, plans are underway for a program on access to government information during the biennial conference.

There was no report for the Library Administration and Management Section in the absence of Chair Larry Alford.

Nona Pryor, Chair of the North Carolina Association of School Librarians, noted in her report that combined efforts of the NC Association for Educational Communications and Technology (NC-AECT) and NCASL continue. The Association conference plans include a leadership preconference and a grant writing workshop. She introduced NCASL Chair-elect Augie Beasley.

North Carolina Public Library Trustees Association Chair John Childers did not have a report.

James Govern, Chair of the Public Library Section, noted that the Section's Executive Board had not met since his last report and thus he had no new information. He reminded the Board about the upcoming workshop on services to older adults and the Section's conference programs.

Reference and Adult Services Section Chair Allen Antone had no report.

There was no report for the Resources and Technical Services Section in the absence of Chair Michael Ingram.

New Members Round Table Chair Cathy Van Hoy had no report.

North Carolina Library Paraprofessional Association Chair Meralyn Meadows noted conference plans and national and regional news in her report. She announced that SELA unanimously approved the request for the formation of a paraprofessional round table.

Vanessa Ramseur, Chair of the Round Table for Ethnic Minority Concerns, noted that their last meeting was held February 24, 1993, in Winston-Salem. Plans are being made for the biennial conference

Quit Smoking, A Resource Guide

[pamphlet]. Raleigh, NC: ASSIST Wake to Health/COMMIT to a Healthier Raleigh, [1992]. 8 sides. Telephone: (919) 250-4555 (Wake County Department of Health).

Although the smoking issue is still quite controversial, this pamphlet describes numerous agencies that are prepared to help you quit smoking. This four-part pamphlet gives the agency locations, program descriptions, and cost for services provided in the first three sections. The fourth section details the benefits of giving up smoking. As an added incentive, the pamphlet tells how to secure other self-help materials and how to contact private practitioners for individualized consultation. The locally based organization responsible for this informative pamphlet is Project ASSIST (Americans Stop Smoking Intervention Study), a seven-year prevention project, formed in partnership with the Wake County Health Department, to study and prevent tobacco use. One of the Project's staff members had contacted the administrative office of the Wake County Public Libraries to request permission to place the pamphlets in branches throughout Wake County.

Services That Strengthen Families and Their Members [pamphlet].

Raleigh, NC: Family Services Center, [1993]. 6 sides. Contact: Family Services Center, 401 Hillsborough St., Raleigh, NC 27603. Telephone: (919) 821-0790.

This publication is produced by a local Family Services Center, a private, non-profit United Way agency serving the Raleigh/Wake County area. Domestic, educational, and economic assistance providers are highlighted in succinct, but informative paragraphs which denote the purpose of each organization, the rationale for its existence, and fee-based services it provides. The services of this organization can be beneficial to every family member in both crisis and non-crisis situations. Copies of this pamphlet are distributed routinely to public agencies, including libraries, in the service area.

African Americans Saving African Americans [pamphlet].

Minneapolis, MN: National Marrow Donor Program, [1992]. 6 sides. Contact: National Marrow Donor Program, 3433 Broadway St. NE, Suite 400, Minneapolis, MN 55413. Telephone: 1-800-654-1247.

This nationally distributed pamphlet is informative and very openly addresses a critical need—the need for more African Americans to become marrow donors. It is well written and timely, detailing the who, why, what, and how of the National Marrow Donor Program. Other special pamphlets are published for Spanish-, Chinese-, and Korean-speaking patrons. To receive these pamphlets, libraries must contact the National Program office. Libraries usually base their orders on the demand for this type of information in their particular locales.

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Social Issues in Libraries:

A Bibliographic Guide to Programs and Policies of the 1990s

by Suzanne Wise

American society is changing. American libraries have a long and distinguished history of adapting to societal changes by providing not only traditional services to empower the general public, but also outreach services to the underserved and special populations. American librarians of the 1990s also must be part social worker, part educator, and part guidance counselor as they help library users cope with societal changes. Librarians must continue to be proactive, to reach out to the community and convince citizens that they need library services, and, then, to "deliver the goods."

The following annotated, categorized bibliography serves as a guide to programs and policies of the 1990s from libraries of all types. It does not purport to be exhaustive, but rather representative and extremely practical. It includes essays, articles, monographs, and government documents. North Carolina librarians should be cheered to know that libraries across the country are successfully meeting the challenges posed in serving a diverse and expanded public in an ever changing society.

General Overview of Services to Special Populations

Alloway, Catherine Suyak, ed. *The Book Stops Here: New Directions in Bookmobile Service*. Metuchen, NJ: Scarecrow Press, 1990.

Includes a section on special uses of the bookmobile — rural service, urban areas, older adults, children and schools, migrant farm workers, Native Americans, and correctional facilities.

Katz, Bill, ed. "The Reference Library User: Problems and Solutions." Theme issue of *The Reference Librarian* 31 (1990): 1-151.

Section II of this issue, "Special Populations in the Library," describes programs and discusses policies for meeting the needs of the deinstitutionalized, older adults, and the learning disabled.

Lesley, J. Ingrid. "Library Services for Special User Groups." In *The Bowker Annual Library and Book Trade Almanac*, 25-37. 37th ed. New Providence, NJ: R. R. Bowker, 1992.

Innovative services to immigrants, latchkey children, the unemployed, the homeless, and the disabled.

Services to Preschool Children and Their Caregivers

Jones, Trudy, and Sally Schwarzlose. "The Changing Preschool World: One Library's Efforts to Work with Local Agencies to Serve the Preschool Community." *Illinois Libraries* 72 (Feb. 1990): 176-78.
Roving readers and materials delivery to day-care homes.

Krell, Denise, and Connie Pottle. "Services for Adult Caregivers of the Very Young Child." *Journal of Youth Services in Libraries* 3 (Winter 1990): 134-38.

Program ideas and service models for adults who live or work with children aged birth to five.

Marino, Jane, and Dorothy F. Houlihan. *Mother Goose Time: Library Programs for Babies and Their Caregivers*. New York: H. W. Wilson, 1992.

Practical guide to infant programming.

Services to Latchkey and Daycare Children

Adamec, Janet. "Homework Helpers: Making Study Time Quality Time." *Wilson Library Bulletin* 65 (Sept. 1990): 31-32.

Library volunteers help latchkey children with homework after school.

Editor's Note: NORTH CAROLINA LIBRARIES presents this feature in recognition of the increase in excellent unsolicited manuscripts that merit publication, but are not necessarily related to each issue's specific theme.

What Our Children Are Dying To Know: AIDS Information Dissemination and the Library

by Jim Zola

"At a hearing last week, book opponents argued that [two controversial books] promote a lifestyle against God's teachings and that *innocent* children should be protected from reading them."

— "Kids Books On Homosexuals Will Remain on Library Shelf," *News and Record*, Oct. 24, 1992.

"I don't want to die because I don't know ... I don't think it's fair to us for adults to hide all this from us."

— Melissa Roberts, a seventh grader quoted from "Children Seek More Education On AIDS," *News and Record*, Oct. 25 1992.

One only needs to go as far as the morning newspaper to realize that Acquired Immunity Deficiency Syndrome (from hereon AIDS) is a major issue in the world today. Naturally, major world issues have a way of filtering into every aspect of society. The dissemination of accurate current information on AIDS is a monumental task. Just to stay ahead of the rumors and misinformation is beyond the scope of the layperson. What sources can we trust? Dr. Stephen Gluckman of Cooper Hospital in Camden, N.J. recently conducted a survey of thirty-three AIDS hotlines and found that the hotlines "often give out information that's misleading, oversimplified, or just plain wrong."¹ If librarians are the gatekeepers to the world of information, they must be able to gather the most current and accurate information available in order to inform the public. But is this enough?

One of the most common misconceptions about AIDS is that it is a problem confined to large urban areas. Guilford County, North Carolina accounts for only five percent of the state's population, yet twelve percent of the state's AIDS cases occur here. That means twelve cases per 100,000 people.² But the statistics just reveal the surface of the problem. Despite hope, the realistic chances for a cure in the near future are slim. Therefore, the only viable weapon in the war on AIDS is the dissemination of information on ways to avoid contracting the disease. This being the case, libraries must become the major battlefield in the war on AIDS.³

Few people would disagree with the concept that the key to minimizing the spread of AIDS is through public awareness and access to accurate information. And yet, when the issue is focused on the teaching of AIDS education to children, the pots begin to boil. Why? Perhaps the overall problem stems from an image of

children as the innocent lambs and the adults as the shepherds. There is a pairing of the concepts of innocence and ignorance that has followed children through history. The problem with the concept of safeguarding the innocence of children is that it is virtually an impossible task because they live in the modern global village where information bombards them from every angle.

For libraries, the issue of AIDS information dissemination for children needs to be broken down into several categories. First of all, there are two primary areas of access for children's books, the school and the public library. Although the materials available and the patrons served in the two localities may be the same, circumstances determining the collection policies of school libraries and children's collections in public libraries are vastly different. The second consideration in a discussion of AIDS information dissemination for children is the ages of the children being informed. The distinguishing milestone in an examination of access to AIDS information in children's departments of public libraries is the child's ability or inability to read. Most AIDS education in public schools begins in the seventh grade. The issues involved with older children (those more likely to be involved with high-risk behavior in terms of exposure to AIDS) are quite different from those of the younger children. In fact, the

very notion that younger children are not getting information in the classroom makes the availability of information in the library that much more important. It is imperative to examine the information needs of those children who are able to read on their own, but are not yet receiving classroom AIDS education.

During the Reagan administration, U.S. Surgeon General C. Everett Koop mandated the teaching of AIDS education in Public schools. In July 1988, the North Carolina General Assembly enacted a law requiring AIDS prevention

*... the key to minimizing
the spread of AIDS is
through public awareness
and access to accurate
information.*

Self-Help for North Carolinians: The Right Pamphlet

by *Barbara S. Akinwole*

As information providers, we are acutely aware that many of our library users rely heavily on pamphlets and other ephemera offering timely advice and assistance on a wide range of social issues. In many cases, the right self-help pamphlet, with the right address and telephone number, just might be the answer to a plea for help. Some of these pamphlets are made available via agencies that voluntarily send them to libraries; others have to be requested. Six such pamphlets were randomly selected for review from a display in a Wake County Public Libraries branch. Five of the six are locally published and represent Raleigh-and Wake County-based organizations, one of which is affiliated with an international organization. The sixth is produced by a national organization. All are helpful and relevant for North Carolinians.

Librarians should obtain and preserve self-help materials produced in their own particular locales. Library patrons need self-help pamphlets in the present, but keep in mind also that today's ephemera will serve a need in the future; the information they contain will be of interest to local historians. Self-help pamphlets document the responses of North Carolina communities and libraries to social issues.

La Leche League [pamphlet]. [Raleigh, NC]: La Leche League of Wake County, 1993. 6 sides.

The cover of this pamphlet depicts the silhouette of a mother tenderly caressing her newborn infant. Background information is given first to acquaint the reader with the La Leche League, an international organization of volunteers who support breast-feeding mothers. League volunteers visit libraries, pediatricians' and other doctors' offices, and places that women frequent, where they leave twenty or more pamphlets. Follow-up visits are made periodically to determine the quantity needed to satisfy the demands at each location. Specific topics addressed by the League are listed in the pamphlet in addition to the announcement of conferences. Meeting dates, places, and times for League meetings all reflect the sensitivity of the planners to the hectic schedules of working parents and parents-to-be. Prominently displayed on the back cover of the pamphlet is an advertisement for the company that provided funding for its printing — what else, but a diaper

service! For more information about the League, individuals can telephone one of several Wake County numbers listed on the back cover of the pamphlet.

Nursing Mothers of Raleigh: Mothers Sharing With Others

[pamphlet]. Raleigh, NC: Nursing Mothers of Raleigh, [1993]. 6 sides.

Like the La Leche League, Nursing Mothers of Raleigh offers support and assistance to women who want to nurse their babies. This is a Raleigh-based group made up of former members of the La Leche League, who formed a separate group because of philosophical differences. While the League is more diversified in the services it offers, Nursing Mothers is just that, a group of experienced mothers who share a mission to educate new mothers. The purpose and meeting times and dates of Nursing Mothers are included, along with a list of experienced mothers with their telephone numbers. A special feature of this pamphlet is a chart of "signs to look for." Pamphlets are mailed to library information and referral departments after permission is

received from library administrators.

Successful Stepfamilies, A Support Group for Stepfamilies

[pamphlet]. Raleigh, NC: Successful Stepfamilies, [1993]. 6 sides. Contact: Successful Stepfamilies, P. O. Box 97171, Raleigh, NC 27614. Telephone: (919) 676-7768.

This is a very timely brochure, especially considering the increase in the number of stepfamilies in America as documented within the last ten years. Members of stepfamilies meet at a local church in the Raleigh/Wake County area on the first and third Tuesdays of each month to talk among and about themselves. The group was formed by a husband and wife team with special needs — needs that were not being met through conventional family support group activities. The goals of this organization are explained carefully in the pamphlet, which also includes a list of additional resources for stepfamilies with telephone numbers of local contacts. The pamphlets are placed in libraries only after permission is granted by library administrators.

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

Community Use of Tax-Supported Academic Libraries in North Carolina: Is Unlimited Access a Right?

by Barbara Best-Nichols

In 1979, I was employed as Head Librarian at a major company located in the Research Triangle Park (RTP). This company's library and staff had access to the facilities of the research libraries in the area, two of which are supported by the North Carolina General Assembly and one of which is a private institution. The Research Triangle Foundation had negotiated with these libraries to provide free access to their collections and services by RTP companies' employees.

In 1989, I was employed as Library Supervisor at a company located adjacent to Research Triangle Park in Wake County. This company was in the process of developing a research library collection. Thus, its resources were not complete enough to provide all the materials necessary for the research being conducted. During the 1977-81 and 1981-85 terms of Governor Jim Hunt, corporate recruitment for the state was at an all-time high. Part of the recruitment strategy emphasized the availability of area university resources that included laboratory, faculty, and library resources. Before relocating, the company in question held conversations with the chancellor of a local tax-supported university who promised free use of the facilities when the relocation was complete. Efforts to capitalize on the use of library facilities of this tax-supported university were unsuccessful. In order for the research staff to borrow materials for home or office use without going through the interlibrary loan process, a contribution to the Corporate Patrons Program of the Friends was required. An annual contribution of \$600 or a life membership of \$5,000 "allows all employees of the company to enjoy the benefits of membership — including library borrowing privileges — without paying the \$25 individual rate."¹

The preceding paragraphs illustrate the lack of consistent service to the research community's use of public academic libraries. What, then, is the responsibility of the tax-supported academic library to the community user? In 1967, E. J. Josey paraphrased a similar question raised by Eric Moon in 1966, which was, "could not residents of the community argue that they had a right of free access to college and university libraries receiving generous support from state and federal funds to which their taxes have contributed?"² Although this issue has been debated throughout the years, it is not presently resolved.

This issue is germane to both the individual and commercial residents. Because business establishments are paying higher tax rates than individuals and contribute greatly to the overall

economy of the state, are their requests for services any more legitimate than those of the individual requester's? This is not to say that the individual resident is any less important or has a need that is any less valid. In fact, the taxpayer sees a significant portion of income being withheld for state and federal taxes. These tax withholdings are given back to the community in many forms, including entitlement programs, block grants, educational programs, library funding, and many other programs and services too numerous to name. "Academic libraries are accepting federal assistance, not only for building construction but also for books, materials, and equipment. The question of whether or not to deny a taxpayer the right to use his tax dollar in a given academic library may no longer be moot."³ Area meetings in preparation for the Governor's and White House Conferences have presented the opportunity to address this issue on a state and national level.

In the fall of 1990, a series of regional Governor's Conferences on Library and Information Services was held. These conferences were a prelude to the second White House Conference on Library and Information Sciences. Several resolutions addressing the use of all libraries by community members were made at these regional conferences. One resolution specifically addressed the use of university libraries by members of the community with specific reference to professionals in businesses, companies, and corporations.

The following are actual resolutions made at the various regional Governor's Conferences on Library and Information Services throughout the state in the fall of 1990.

1. "Resolved: That the General Assembly mandate all state-supported universities to extend full library services to include borrowing privileges to professionals of businesses, companies, and corporations performing research or manufacturing within a 35-mile radius of said universities. That this extension of services be specifically applicable to those businesses, companies, or corporations recruited by the North Carolina Department of Commerce or other municipal Departments of Commerce who indicated that the area was conducive to their operations because of the available resources from the area universities, the premise upon which Research Triangle Park was developed. Further, that this extension of services not be predicated on membership within organized

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"Friends" or other local support groups. Be it further resolved, that the discriminatory practice of some state-supported universities of allowing full service to include borrowing privileges to professionals of business occupants of Research Triangle Park to be disallowed or discontinued."⁴

2. "That library service to business be developed and promoted in all libraries to meet the economic development needs of the community served."⁵
3. "The North Carolina General Assembly assures that library resources of all libraries in the state are listed in computer format so that the library resources of the state are known and thus available to all citizens."⁶

These resolutions were a public appeal for libraries of all types to provide information to all people.

Resolution One was an attempt to persuade tax-supported academic institutions to allow community users access to their collections, with borrowing privileges, specific requests being made for business, company, and corporate professionals. Further, that utilization of library services should be free of fees, such as Friends memberships, minimal contributions, or other financial payments. The premise is that as commercial taxpayers, businesses have already paid sufficient monies for the availability of various state-supported services, to include library use.

On many campuses where services to community users are being contemplated, the question is being raised as to "which community users to serve."⁷ Not only is the business community growing, but so are the artistic and related cultural communities. In addition, the health and legal service communities are also expanding rapidly. They generate "unassociated or extramural college library borrowers who are serious researchers who no longer pursue formal study; they are writers, artists, doctors, lawyers, scientists, and poets who live within the proximity of the college library. These persons need library materials for their professional work, their research, or for speech purposes."⁸

Former President Bush on April 18, 1991, released *America 2000: An Education Strategy*. This initiative was "to move every community in America toward the national education goals adopted by the president and the governors in 1990."⁹ In this plan, it was the aim of the former president and governors to ensure that students, parents, business, community leaders, and others become involved in learning. "The president challenged adult Americans to 'go back to school' and to make this a 'Nation of Students.' The president urged every American to continue learning throughout his or her life, using the myriad formal and informal means available to gain further knowledge and skills."¹⁰

While the America 2000 plan focused on a 'Nation of Students,' made up of all segments of occupations, many of the nation's colleges and universities have been "extending services to members of the clergy and teachers."¹¹ These individuals are "extended privileges because of the responsibility of their positions, feelings of trust and confidence and also because much of the materials required weren't housed in public libraries."¹²

In today's society, teachers and clergy are not the only individuals who have awesome responsibilities. Elected officials, private citizens, and others require access to information to perform in a judicious manner. Werner Cohn, a retired sociology professor paraphrased a quote by Justice Robert Jackson by stating, "without access to adequate information, citizens cannot exercise their civic functions; without reasonably comprehensive library facilities, there is no adequate access to information.... But citizen access to the library has dangerously corroded in recent years because the private university library has with-

drawn from public service."¹³

Though the above quote is about private university libraries, it is certainly relevant to many public university libraries. "The relationships between the library and its external users have been reexamined under present day conditions of high costs and restrictive budgets for library operations."¹⁴ Lack of adequate resources has caused many public university libraries to reduce hours, staff, and services. This withdrawal of services and staff, and this reduction of hours have created problems for its primary users, the faculty and students. Thus, it is also necessary to withdraw these services to the external user. "Funding is not usually provided to research libraries to serve the general community users."¹⁵

Resolution Two supports and further amplifies the position that library service to business should be developed and promoted in "all" libraries to meet the economic needs of the community served. The word "all" implies the inclusion of academic libraries.

Literature Review

In reviewing the literature much emphasis was placed on the use of academic libraries by high school students. At least three of the articles suggested that academic libraries could prove to be very effective recruitment tools. One in particular indicated that "the large number of community residents who visit the library, including teachers, businessmen, and high school students are all potential sources of new students for academic institutions. This is particularly true if the visitor's exposure to the institution through the library creates a favorable impression. A positive library experience can reinforce positive opinion about the entire institution."¹⁶ There also was considerable information on the use of academic libraries by business and professionals within the community.

The literature search cited several articles on the use of academic libraries as they relate to online public catalog training for the public and other end-user public access.

Research Design

Because of the lack of previous research on the topic, a survey to provide additional information about the community and its use of tax-supported academic libraries was compiled.

Data was obtained from eleven libraries. These libraries, all within the state of North Carolina and part of the University of North Carolina System, receive support from the North Carolina General Assembly. These eleven libraries represent all geographical areas of the state. The libraries also include historically black colleges and universities and a Native American university. Two of the libraries are at the same university; however, one is a professional school library.

The instrument, "Survey: Library Use by Non-Students and Faculty," was faxed to all sixteen state-supported colleges and universities. This instrument was designed to determine policies of these institutions regarding use of their libraries by the community. Further, the instrument was designed to determine if these universities actually included community use in their mission statements. It also queried the relationship of these libraries to the business community and high school students. Additionally, the instrument was designed to determine whether or not the local Chamber of Commerce cited the availability of university library resources in recruiting industry to local areas. This information was requested from the libraries and not the local chambers of commerce.

Hypotheses

The hypotheses for this investigation were:



Lumbee Indian Histories examines why Lumbee identity has occasioned so much struggle and how the Lumbee shape or produce their own history. Sider asserts, "none of the reasons ... usually given for the contestability... can withstand even a few hours of close investigation" (p.xxii). The book is a culmination of twenty-five years of effort — evident in the depth of analysis, in the bibliographic essay, "Sources and Perspectives," and in the empathy and respect for Lumbee people. Sider wrote a dissertation on Lumbee politics, worked in Robeson County as an activist in 1967-8, helped incorporate the Lumbee Regional Development Association, and consulted on the *Lumbee Petition*. He focuses on 1968-73 (a critical period), but ranges back to the Colonial period and up to an August 1, 1991 Congressional hearing. Sider provides the first extensive, scholarly analysis of the Tuscarora Movement and brings fresh interpretation to topics also covered in other works. Henry Berry Lowry, for instance, is shown as a "shape-changer."

Gerald M. Sider.

Lumbee Indian Histories; Race, Ethnicity, and Indian Identity in the Southern United States.

Port Chester, NY: Cambridge University Press, 1993. 309 pp. \$49.95. ISBN 0-521-42045-8.

Adolph L. Dial.

The Lumbee.

Indians of North America Series. New York: Chelsea House, 1993. 112 pp. \$17.95. ISBN 1-55546-713-X.

Before the Lowry Wars, the Lumbee were "mulattoes" or "free persons of color"; after, they were beginning to be viewed as Indians. Excerpts from contemporary documents skillfully reveal complexities and seeming contradictions. A substantial list of goods stolen from Hector McLean in 1865 (a period the Lumbee called "the starving times") is juxtaposed with Mary Norment's description of a "Scuffletown shanty" and its "puny" crops. Rich with facts, parallels, and analysis, this book brings Lumbee history and oppressions to life. In 1967 a farmer turned a \$25 profit for burying his sharecropper's child. In 1935, a Lumbee farmer said he worked thirty years to obtain his twenty-eight-acre farm.

Two important themes reverberate. One is the impact of economics and the politics of production. The second are episodes of Lumbee divisiveness (over Indian schools in 1888; Siouan vs. Cherokee in the 1930s; and Lumbee vs. Tuscarora in the 1970s) that stem from an underlying unity and that help them distance themselves from the domination they battle. In some passages, a convoluted writing style obscures the analysis; and several typographical errors remain. Still, *Lumbee Indian Histories* ranks, along with Blu's *The Lumbee Problem* and Dial and Eliades' *The Only Land I Know*, as a major contribution to Lumbee literature. It will undoubtedly shape future scholarship and thought to the same extent.

Adolph Dial's *The Lumbee*, meant for ages twelve to sixteen, can also serve as a thorough, up-to-date introduction for college students or general readers. Besides *The Only Land I Know*, Dial has written several articles on the Lumbee. He founded and chaired Pembroke State's American Studies program, helped establish the Lumbee Bank, served on the American Indian Policy Review Commission, and was the third Indian elected to the General Assembly. A finely crafted writing style makes this brief book readable though it is dense with information. The well-chosen photographs (some dating back to 1865) are a major asset. Historical topics covered include tribal origins (decidedly favoring the Lost Colony Theory), the effect of the state's Free Negro Code, and an exceptionally clear summary of the Lowry Wars. A view of Lumbee life emerges from accounts of struggles for separate schools; churches and church associations; beliefs about the supernatural; and community gatherings, such as the 1958 Klan routing, the Old Main controversy, the *Robesonian* hostage-taking, and the murder of Lumbee lawyer Julian Pierce. Includes a brief bibliography, a glossary, and an index.

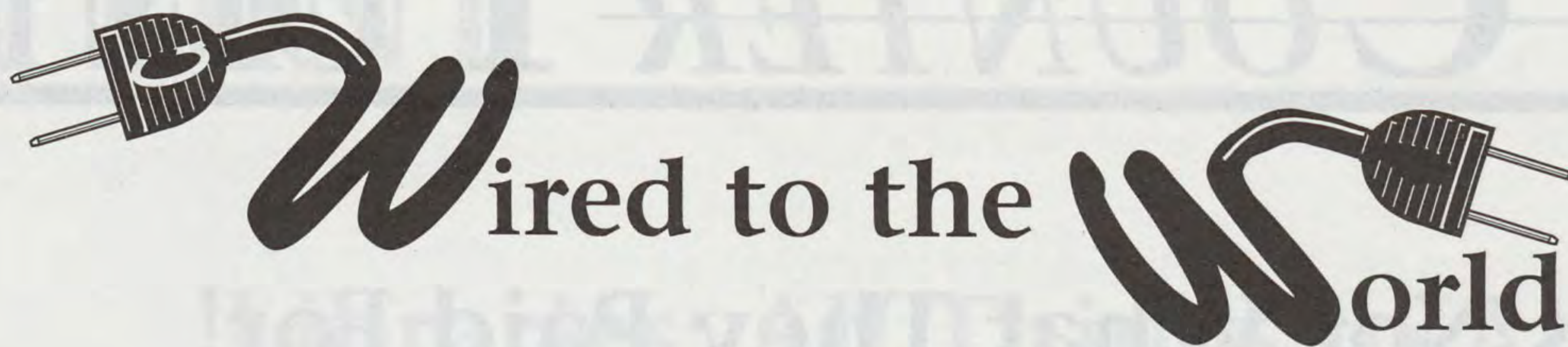
— Glenn Ellen Starr
Appalachian State University

Other Publications of Interest

Three possibilities for popular folklore collections:

Southern Mountain Folksongs: Folk Songs From the Appalachians and the Ozarks, compiled and edited by W.K. McNeil, is a collection of music and lyrics to non-narrative traditional songs, with introductions and bibliographic and discographic notes to each song. (1993; August House Publishers Inc., P.O. Box 3223, Little Rock, Arkansas 72203; 235 pp; cloth, \$24.95; ISBN 0-87483-284-5; paper, \$12.95; ISBN 0-87483-285-3.)

Raising With the Moon: The Complete Guide to Gardening — and Living — by the



Wired to the World

— by Ralph Lee Scott

Those of you who went to the UNC CAUSE Conference on the Internet in July 1993 at UNC-Greensboro, will no doubt recall the three current main uses of the Internet: intercomputer mail transfer (called e-mail or net-mail); intercomputer file transfer or remote file access (called FTPing or File Transfer Protocol); and discussion group mailings (called listserves but also referred to by some as Internet junk mail). In this column of *Wired to the World*, (or as some now call the Internet, *Weird to the World*), I will discuss how to join a listserve, more specifically the School Library Media & Network Communications Listserve (LM_NET for short). {That's LM underline (shift dash on most USA keyboards) NET.}

LM_NET

Thousands of listserves are in existence today. They cover topics from beekeeping to the latest hard rock music group. Most hobbies, as well as current exotic research activities, have a discussion forum going. Typical discussion group topics include: hurricanes, BASIC programming, biochemistry, the Grateful Dead, Japanese food, government documents, maps, public services issues in libraries, rare books, library material conservation, photography, genealogy (called ROOTS of course), Windows, Excel, rare bird alert, cats (called FELINE), African Americans, Anglican (Episcopal Church), Bill Clinton, Austin (Jane Austin), automobiles, and last but not least, the Internet. Discussion groups on Bitnet are called listserves. Other Internet systems call their discussion groups by other names, for instance CompuServe calls its groups forums. Another major group is called Usenet News. These other systems require individual accounts or Internet feeds to your computer for you to read them. Most Bitnet sites have an electronic list of current Bitnet listserves. LaUNCHpad at the University of North Carolina's Office of Instructional Technology provides free Usenet/Bitnet feeds to the world (Telnet open 152.2.22.80)

To sign on to a discussion group, you must send an e-mail subscribe message to the appropriate listserve computer requesting that your name be placed on the distribution list and that mail be sent to your Internet connected computer. Most sign ons are handled electronically by the listserve computer. This is one of the main features of the listserve system: it functions automatically without the need for human intervention. This has allowed the discussion groups to exchange mail at a very low cost per message unit, completely unattended. When you post a message to one of the discussion groups, the listserve computer sends it automatically to anyone who has signed on to the group. Again this is all done without the aid of a human being. To sign on to the LM_NET discussion group, send an Internet message to: `LISTSERV@SUVM.bitnet`, the Listserve computer at Syracuse University. In the body of the message, type the word `SUBSCRIBE LM_NET` (followed by your name) for example:

`SUBSCRIBE LM_NET Ralph Scott`. The computer will automatically add your name to the routing list and send you a confirmation message.

Some listserves require that you reply with an "ok" to the confirmation message; others do not. A few lists still have humans that cull the requests to be added to list and only allow sign ons to whomever they feel has a need to be on the list. This type of listserve, however, is rare. Most are open to all who want to join in the discussion. After you have signed on, most listserves will send you a set of instructions governing the operation of the list. How to turn your mail on and off, how to unsubscribe, how to prevent your name from displaying in the public directory of members, and how to access the list archives and index are typical instructions received.

The LM_NET listserve has been in existence for about two years. Topics cover a wide range of material of interest to school media personnel. Recent discussions on the list include: charging faculty and students for lost materials; requests for collection development information on CD-ROMs; "Lunchtime in the Library;" a call for papers for the Rhode Island/New England Educational Media Association joint conference; someone looking for "A Connecticut [sic] Yankee in King Arthurs Court' starring Danny Kaye;" library/media grades for elementary school students; the length of messages to be submitted (some people object to reading long message — others just throw them away if they don't have the time); request for experiences with the Horace Mann Insurance Company; notice of a new North Carolina Department of Public Instruction report on "Library Automation: Impact on Students;" virtual reality in the library; the paradigm shift to "curling up in bed on a cold night with a cup of hot chocolate and a laptop upon which you read your favorite book;" Internet access to United Press International (UPI) and Associated Press (AP) dispatches; and more discussion of lunchtime in the library.

Other Internet News

Testing has begun in a limited number of areas in sending facsimile documents over the Internet. The system currently requires a local geographic "cell" for storage and distribution of the facsimile message which can be either text or graphics. The areas currently included in the test are: Washington, D.C.; Silicon Valley and parts of the San Francisco Bay area, California; and all of Japan, Australia, the Netherlands, and Ireland. At present the "cell" computers are connected to computer-controlled facsimile machines which then dial up your local facsimile machine via a local phone call, thereby eliminating long distance facsimile toll telephone charges. This same technology could be applied to digital voice transmission over the Internet. Needless to say this has interesting implications for long distance telephone carriers. Stay tuned to *Wired to the World* for more interesting and useful information on the Internet.

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Question 4. Do you believe that the general (local) taxpayer should have access to tax-supported university resources?

Yes. No. Explain either answer.

Library A. "Yes."

Library B. "Yes."

Library C. "Yes. Our primary responsibility is to provide library and information services that support the students, faculty, and staff of ... Once that responsibility can be determined to have been met, then we will attempt to assist members of the community. If there is competition between the two groups for the same resources and/or services the university community always has priority."

Library D. "Yes. I believe that community users are entitled to in-house use of materials for free. Other services may need to be fee-based."

Library E. "Yes. However, outside access to materials owned by small institutions should be restricted."

Library F. "Yes. As per our mission statement we should be a resource to the taxpayers of N. C. Though we do insist on the primacy of our immediate community's scholarly, instructional & research needs." (Mission statement was not included).

Library G. "Yes, but access is for use of materials within the Library, not for loan of materials nor for library services restricted to students, faculty, staff such as ILL, computer database searches, etc."

Library H. "Yes. I believe in open access to information."

Library I. No response.

Library J. "Yes. Prohibition of use for taxpayers would be ethically questionable and perhaps illegal if push came to shove. Generally, use by non-campus people has not been a significant drain on library resources, it is good for library/community relations, and has not created problems of any significance."

Question 5. If yes, should the services be fee-based or free? Explain.

Library A. "\$10.00 non-refundable fee for library card for community patrons."

Library B. "Free, provided they are free to primary clientele."

Library C. "If our primary clientele is charged for a service then the general public will be charged at least the same rate and, perhaps, more. In some instances, the general public will be charged because of higher loss rates or the inability to influence them to honor obligations they have made."

Library D. "Fee-based. Universities are funded by FTE student counts. Unless funding formulas are changed to take community service into the formula, some services must be fee-based."

Library E. "A small deposit would weed out the non-serious!"

Library F. "They are and should be fee-based to discourage possible misuse of our resources."

Library G. No response.

Library H. "Fee based. Students pay fees, in addition to their (or their parents') taxes to support the library, so community users should pay at least a cost-recovery fee for being able to check materials out of the library."

Library I. No response.

Library J. "We think a fee for borrowing is reasonable. It

shows the community borrower is genuine about using the resources, and perhaps lessens the chance of someone registering as a borrower, taking books, and never returning them. Any other service — copies, online searches, etc., are based on the same fees students pay. Our fees are cheap compared to many libraries. \$10.00 a year to borrow books, 5 cents per page for copies; some academic libraries charge as much as \$100.00 per year for community borrowing privileges."

Question 6. Are you aware if the businesses and industries in your area have their own libraries? Some do. Some don't. What percentage do?

Library A. "I am not aware."

Library B. "Some do."

Library C. "Some do. All of the very largest businesses appear to have libraries of some type. The medium-sized and smaller businesses seem, without exception, to not have libraries."

Library D. "Don't know."

Library E. "Some do." (Percentage) "Don't know percentage."

Library F. "Some do." (Percentage) "Not known to us."

Library G. "Some do.: (Percentage) "Do not know."

Library H. "No."

Library I. "Some do." (Percentage) "I have no idea."

Library J. "Some do." (Percentage) "Impossible to say, probably less than 1%."

Question 7. Does your local Chamber of Commerce cite the availability of your resources when recruiting industry to your area? Explain.

Library A. "No, but a good idea."

Library B. "I don't know, but I doubt it."

Library C. "The Chamber of Commerce emphasizes the presence of the university as a positive feature that offers a wide variety of collaborative opportunities for businesses considering moving to the area, but there is no specific reference to or emphasis placed on the availability of the university library."

Library D. "Don't know."

Library E. "Don't know."

Library F. "N/A."

Library G. "Don't know. Fairly sure University is cited in recruiting/publicity materials promoting the ...area."

Library H. "Do not know."

Library I. "Yes."

Library J. "No. The University as a whole is one of the notable resources, ... but as so far as industry recruitment, libraries are small change."

Question 8. Is the economy of your area affected by the "lack of" or "access to" reference information available to the community and its business leaders? Explain.

Library A. "No."

Library B. "No."

Library C. "There is no way to answer this question with any degree of confidence. There is an assumption that many business and community leaders do not know what they

remain truly neutral, supplying the information in a non-restrictive manner? Should they be expected to do more? It is far more likely that a public librarian (versus a school librarian) would be able to become an AIDS information advocate. As early as 1987, an article in *School Library Journal* called on all children's librarians to become involved to the fullest extent:

Clearly, both school and public libraries have an opportunity to play an important role in the collection of materials and the dissemination of information about AIDS. School librarians can assist administrators and other officials in collection and disseminating information. Public librarians can complete bibliographies, add information to vertical files, hold forums, show videotapes, provide pamphlets and coordinate outreach programs.¹⁵

The idea of the outreach program was taken a step further in a 1991 *American School Board Journal* article on rural areas and AIDS information dissemination in which it was proposed that bookmobiles be used to reach rural areas in order to teach children ways to prevent AIDS.¹⁶

As with most controversial issues, the essence of the problem tends to get clouded by fringe controversies. The issue in AIDS information dissemination for children is not whether we should pass out condoms, or promote one extreme or the other. The real issue is how we answer this question — if not education and open information dissemination, then what are the alternatives? Frances Bradburn writes in *The Wilson Library Bulletin*:

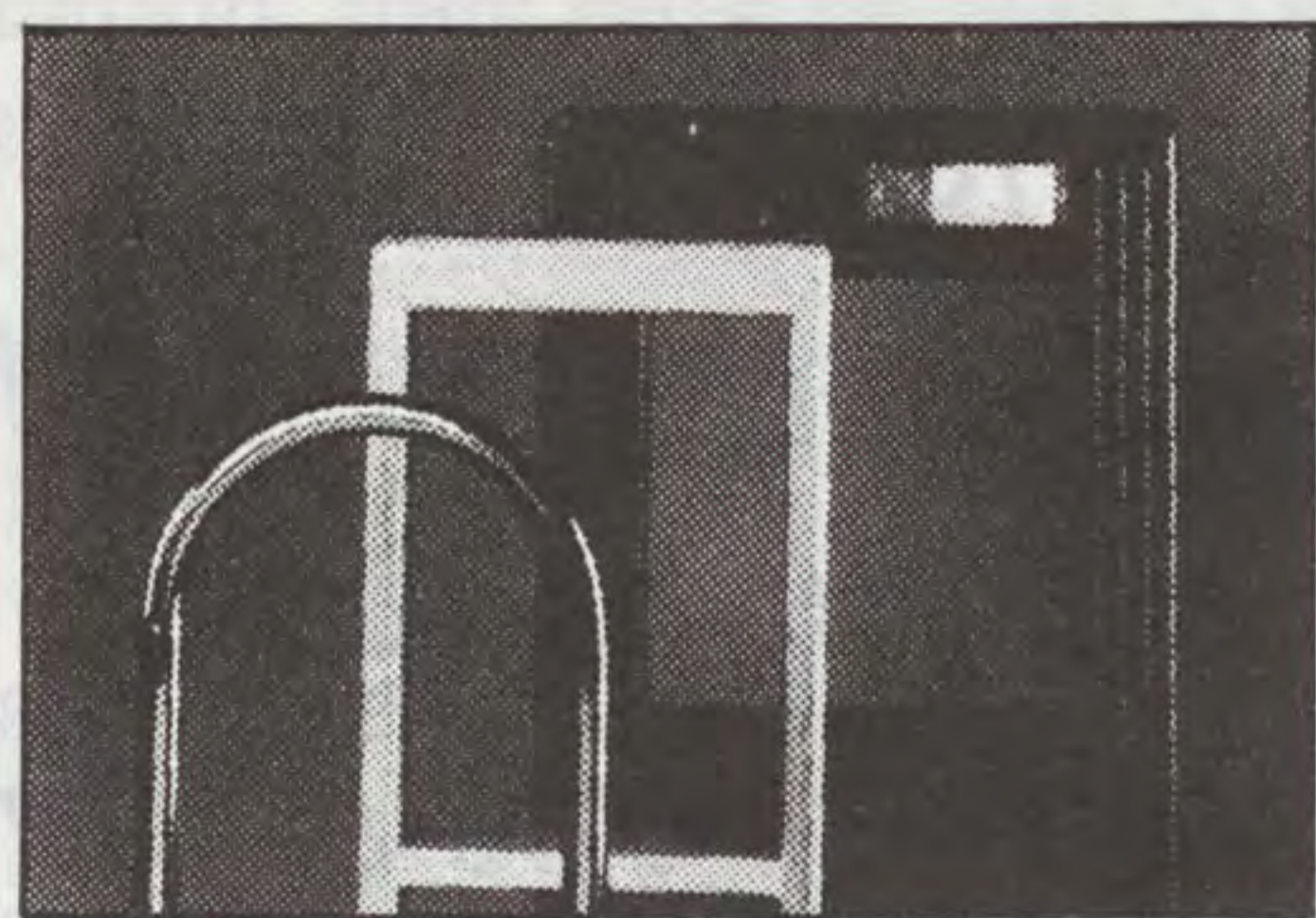
No longer can our discomfort simply confuse our children; it can kill them. No longer can we adults afford the luxury of debating whether or not we want our children sexually educated. "When" perhaps; but never again "whether." For, you see, AIDS is killing our children.¹⁷

If librarians believe that they are advocates for children, then they must continue to promote the dissemination of accurate AIDS information to the fullest extent: not only how to avoid contracting the virus, but information that will dispel the fears and prejudices about the victims of the disease, as well. Familiarity, sympathy, and understanding are the keys to battling AIDS. Children have a right to know, especially when their lives are at stake.

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Greensboro AIDS Program

The Greensboro Public Library has received a grant for \$4,000 from a coalition of the community, organizations, and institutions for the purpose of establishing a Public Library AIDS Project. The funds will be used to distribute packets of AIDS education materials at libraries in Greensboro and High Point and to establish an AIDS Resource Corner at the Chavis Lifelong Learning Library.

The Library has named an Advisory Committee composed of librarians, AIDS activists, educators, and business leaders, which will advise the library on specific activities in its AIDS education campaign. Current plans include the production and distribution of bookmarks, bibliographies, and a local resources list. An AIDS Program Kit containing books, videos, a discussion guide, and other materials will also be assembled for the use of community program developers.

Future plans include sponsoring a program featuring an author who has written on AIDS and providing software to educate youth about AIDS.

brarians, in adopting a neutral stance in the selection of materials for public libraries, broke their "covenant with the community."⁶ Supporting a similar conclusion, Harris's 1973 *Library Journal* article, "The Purpose of the American Public Library: A Revisionist Interpretation of History," posited that public librarians around the turn of the century abdicated their role as moral arbiters by adopting a "passive approach" to library service whereby in the guise of neutrality they could remain uninvolved in social concerns affecting their communities and the country at large.⁷

Geller thus found ample evidence in complementary and even conflicting sources to support her hypothesis that the social responsibility of the library was never static, but dynamic. The social responsibility of the library had evolved from censorship, which did not have a negative connotation in the early years of American librarianship, to intellectual freedom, which is the dynamic today. The Library Bill of Rights heralded not only a new social responsibility for the library but a reversal of its former role. Coincidentally, Geller noted with a tinge of irony that the ALA Intellectual Freedom Committee was founded in 1940, one year after the passage of the Library Bill of Rights, to guard against further attempts at censorship of library materials. Furthermore, Geller's conclusion, which not only proved her hypothesis but also answered the question posed in the title of her article, was that libraries assumed the social responsibility of intellectual freedom as the unanticipated consequence of becoming neutral or passive in censorship issues.⁸

The majority of subsequent library literature addressing the social responsibility of the library rests on the implicit assumption that the preservation of intellectual freedom is *the* social responsibility of the library. Along with these articles based on a conservative stance, there are also notable articles either introducing other social responsibilities of libraries or radically reinterpreting the concept of intellectual freedom to encompass not only the materials selection process, but also advocacy of social issues. More precisely, there is decided movement toward the empowerment of public library clienteles to use information to change their social conditions for the better.

In 1975, one year after the appearance of Geller's article, Robert N. Broadus published an editorial entitled "On Librarians' Responsibilities to the Public" in which he reaffirmed that "a continuing problem of society and the individual is the relation of professional experts to the clienteles who finance them." Broadus stated that librarians as professionals must constantly weigh in their selection decisions the merits of demand versus value, but ultimately both should be considered.⁹

During the year of the ALA Centennial, Patricia Glass Schuman edited an anthology of essays entitled *Social Responsibilities and Libraries* (Bowker, 1976). Schuman's essay "Social Responsibility: An Agenda for the Future" was a watershed in which she espoused the view that the social responsibility of libraries included not only selection but action. Schuman saw librarians as "change agents" and lauded as well as encouraged the social-consciousness-raising efforts of the ALA Social Responsibilities Round Table (SRRT) founded seven years earlier in 1969. Schuman advocated rhetoric *and* action. For her, intellectual freedom was only part of the library's social responsibility.

Some librarians felt that intellectual freedom and social responsibility were squarely at variance to each other, without realizing that intellectual freedom is part of social responsibility. Social responsibility proponents were not espousing the suppression of access, but rather the ideal that libraries must work for equality of access for all people, not just say they do.¹⁰

From this point onward in the library literature on the

library's social responsibility, the distinctions among the concepts of censorship, intellectual freedom, and social action begin to blur. By 1980, attorney Howard N. Meyer was editorializing in the *Interracial Books for Children Bulletin* that "Neutralism Isn't Neutral." Meyer warned against the misuse of the term "censorship" when applied to the use of selection guidelines to avoid purchasing children's materials which perpetuate sexism and racism. Meyer was not advocating censorship after the fact but in the selection process. Notwithstanding his wholehearted defense of intellectual freedom, he elaborated that "the word censorship, incessantly applied as a pejorative, was the tool to arouse sentiment against change."¹¹ Meyer's article combines the value aspect of Broadus' editorial and the action aspect of Schuman's essay.

Shirley Echelman's 1982 address "The Right to Know: The Librarian's Responsibilities" given at the Twenty-first Annual Symposium sponsored by the Rutgers Graduate School of Library and Information Studies was later reprinted in a 1984 anthology entitled *The Right to Information: Legal Questions and Policy Issues* (McFarland, 1984). Echelman covered much of the same territory as Geller's 1974 article and gave an update on what had occurred in the eight-year interim. Rather than seeing intellectual freedom as the library's sole social responsibility, Echelman commented on "the dual role of libraries as agencies of social change *and* [emphasis added] intellectual freedom." Echelman's reasoning echoed Schuman's in her view that intellectual freedom without advocacy of social action and willingness to change are unacceptable.¹²

Incorporating Echelman's reasoning, articles throughout the 1980s and 1990s which addressed the library's social responsibility implied the need for the advocacy of social change — gradual, constant, and, if necessary, even radical. Svea Gold's 1988 *American Libraries* article on child abuse presented ways that librarians could help prevent this societal problem.¹³ An article published that same year by Sandy Berman asked the provocative question, "Why Should Librarians Give a Damn?" Berman's answer to his own question was in effect a no less provocative plea for librarians to support change actively by providing alternative sources of information: "If we truly give a damn and start to behave *pro-actively*, it just *could* make a difference. If we don't the trend toward stifling conformity and regimentation will only worsen."¹⁴

By the 1990s ALA had demonstrated its advocacy in the political arena as well as the social. Zoia Horn's 1990 *Library Journal* article urged fellow librarians to continue the boycott of South Africa until "the *free* flow of information is a reality."¹⁵ A *Library Journal* news item on the Iraq Conflict that same year warned that "librarians must again face the wartime issues of free information flow and the profession's moral stand."¹⁶ 1990 also saw the birth of the Progressive Librarians Guild (PLG) which seeks among several goals and initiatives "to provide a forum for the open exchange of radical views on library issues, to support activist librarians as they work to effect changes in their own libraries and communities, [and] to monitor the professional ethics of librarianship from a 'social responsibility' perspective."¹⁷

In a 1991 issue of *Library Journal* Terry Link presented a guide for "socially responsible investing" entitled "Do the Right Thing: Are You Putting Your Money Where Your Heart Is?"¹⁸ Link's article is interesting in that with it and other articles like it the profession would seem at first glance to have come full circle back to the value-laden judgmental mindset of librarians before 1939. But there is a significant twist here. The attempt is to include, not exclude, citizens in making the vital decisions which will affect in a socially responsible way the lives of all Americans.

It is apparent that librarians are beginning to lose their reluctance to get involved in social and political issues "that do not

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Keyes Metcalf, Planning Academic and Research Library Buildings (New York: McGraw, 1965), 416.

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ics and presents diverse viewpoints is a major touchstone of the library field. In school libraries, however, social responsibility may conflict with the need for neutrality and balance. School librarians, unlike public librarians, are preparing collections for use by children — children who, because of the nature of schooling, will be allowed to select materials without the intervention of a parent. Does a balanced collection imply a full representation of materials on every topic touched by the curriculum? If children are reading *The Diary of Anne Frank*, should books that present the Nazi perspective be made available? What materials do sex and AIDS education require? How many of society's problems can, and should be, reflected in the school library collection? Sexual preference, substance abuse, the sexual and physical abuse of children, gangs, the violence that is becoming a part of American life in even the smallest towns: these issues touch the lives of many students. A typical class will include children who are abused or neglected, children whose parents abuse alcohol or drugs, and children who have experienced violence in the home, on the street, or even in the halls of the school. Should all these topics be represented in the library media collection? School librarians face similar questions every day as they struggle to provide a balance of materials that will best allow children to explore and learn.

The need for a balanced and neutral collection, and for materials to educate the young on social issues, is further complicated by the problems of censorship. We live in a complex society, a society in which there may not always be a clear view of "right" or "wrong." For every social issue there are dissenters, and dissenters — like all parents — feel strongly about the education of their young. Parents object to their children being presented with ideas that contradict what they learn at home. Thus, regardless of the strength of the selection policy and the support of the media advisory committee, censorship is a recurring problem for school librarians.

Providing maximum access to a balanced collection is one aspect of developing social responsibility through library media programs. Students may become more socially responsible because they have access to materials that help them identify, examine, and understand social issues from varying perspectives. The influence of maximum access and a balanced collection can be considered as indirect. User guidance and instruction, however, offer school librarians the chance to interact directly with students. *Information Power*, the national guidelines for school library media programs, emphasizes the impact that librarians can have on developing social responsibility in students:

Students are encouraged to realize their potential as informed citizens who think critically and solve problems [and] to observe rights and responsibilities relating to the generation and flow of information and ideas ...³

The direct interaction of user guidance and instruction can create opportunities for school librarians to teach and model some of the more enduring social values suggested by the term "prosocial behavior."

Values Education and Prosocial Behavior

In the 1970s, there was a surge of interest in values education that resulted in a wide variety of publications. One problem with this early literature relates to the definition of the terms "values" and "valuing":

Throughout the values education literature, *values* has been defined as everything from eternal ideas to behavioral actions, while *valuing* has been considered the act of making value judgements, an expression of feeling, or the acquisition of and adherence to a set of principles.⁴

The problems experienced in defining the terms *values* and *valuing* reflect the problems experienced when a complex society attempts to define "right" and "wrong." An examination of these problems supports the need for balanced collections and for a careful examination of the concept of values before incorporating what might be strong personal biases into instruction.

There are some enduring social values that most people would accept as appropriate to foster in a school setting. In their recently published book *Reclaiming Our Schools*,⁵ Wynne and Ryan suggest three such values: character, academics, and discipline. *Character* is described as "engaging in conduct immediately helpful to others";⁶ *academics* as student learning based on high standards, well-defined expectations, and appropriate support and supervision;⁷ and *discipline* as "not doing wrong things."⁸

It is important to point out that Wynne and Ryan do not take a stand on specific social issues such as sex education, AIDS education, and drug education. Their reason for this is enlightening:

We are infinitely more concerned with the general prevalence of sound moral instruction in a school or classroom than with systems of problem-oriented instruction in schools that are otherwise moral vacuums. We believe moral schools will comfortably devise ways of handling immediate, topical moral issues. Conversely, schools without sound moral norms may well misapply the most wholesome problem-oriented instruction.⁹

Wynne and Ryan stress three important social values for effective schooling, yet only two of these values — academics and discipline — have consistently received emphasis in the education literature. Therefore, it seems worthwhile to delve a little more deeply into the third value, character. As Wynne and Ryan point out, a conscious effort at educating for character can be "somewhat controversial."

Prosocial Behavior: Educating for Character

The literature on values education, often confusing and conflicting, has given way to a clearer concept: educating for prosocial behavior. Prosocial behavior has been defined as "voluntary actions that are intended to help or benefit another individual or group of individuals."¹⁰ As Eisenberg and Mussen explain,

Although it may be assumed that all human beings have the *potential* for acquiring prosocial behavior, the behavior itself — the forms and frequency of prosocial actions — must be learned.¹¹

In his article, "Caring Kids: The Role of the School," Alfie Kohn equates educating for prosocial behavior with teaching children to care. He begins by quoting the philosopher, Martin Buber: "Education worthy of the name is essentially education of character." Kohn goes on to clarify this statement by claiming,

He did not mean that schools should develop a unit on values or moral reasoning and glue it onto the existing curriculum. He did not mean that problem children should be taught how to behave. He meant that the profession of teaching calls on us to try to produce not merely good learners but good people.¹²

Developing Prosocial Behavior in the School Library

The current emphasis in schools on cooperative learning provides an excellent environment for encouraging prosocial behavior. School librarians can design cooperative library activities that draw on a variety of cognitive styles: linguistic, spatial, interpersonal, analytic, global. Properly structured, these activities decrease competition and give children an opportunity to engage in such basic prosocial behaviors as sharing, collaborat-

district and public library system in west central Illinois.⁵ The acquisition policies of the libraries complement one another. They share cataloging of new materials, and their computer hardware is compatible. Both systems have access to the Illinois Library and Information Network, a statewide computer network similar to NCIN.

The quality of resources and services provided in this rural Illinois area could be accomplished only with constant communication between librarians and their boards, according to Lovekamp. "It is vital that this communication and cooperation continue if the citizens of this rural community are to continue to receive quality library service in the future," she adds.

The North Carolina Rural Economic Development Center also reports that rural counties in the state have 45 percent fewer college graduates and a 60 percent increase in poverty.⁶ Less educated, yes, but those in rural areas have as many, if not more, legitimate information needs. To meet these needs, a library must be more than a storage space for books.

It is significant to note that the census data counts only the years of schooling when determining educational levels. Many people, particularly the older population, have educated themselves through various informal methods including agri-

Rural libraries in North Carolina serve fewer than half of the state's population in an area that covers three quarters of the state's land mass.

cultural extension, literacy programs, and other noncredit community education programs. These are all situations in which the public library may play a vital role.

Rural areas traditionally have claimed an exemption to problems that plague urban areas, such as infant mortality and crime. According to the North Carolina Rural Economic Development Center, the infant mortality rate is highest in the Coastal Plain of the state, which, with the exception of Cumberland County, is defined as rural by the Center. In that same Coastal Plain, the North Carolina Department of Justice reports a crime rate as high

as that of some urban counties in the state.⁷

Don Dillman, a professor of rural sociology at Washington State University, asks, "Isn't it time that we stopped thinking of libraries as repositories of information and began to think of them as access points to the world?"⁸ Rural libraries faced with the above demographics, geographic isolation, smaller budgets, and smaller collections always have had a clear understanding of the necessity of going outside the library building to meet a patron's information needs. Rural libraries always have been access points for their patrons, whether by furnishing local job listings and resumé writing information, or by providing space for Women, Infants and Children (WIC) nutrition sites or local anti-poverty agency programs.

While technology and cooperation are the conveyances of successful library services, the public librarian still has the task of letting people know what services exist for them. Marketing is a major responsibility of any public library, rural or urban, if the library is to become a true access point and meet patron needs.

Using the traditional kinds of media such as radio, television, and newspapers can be effective. However, in rural areas, other information outlets such as putting material in grocery stores, churches, or post offices, along with sending fliers home with school children, may prove beneficial. It is a presumption to think that people in rural areas get their information only from traditional media sources.

In addition to media marketing, the rural librarian must also become what Leah Griffith refers to as a "political marketer."⁹ Making a case for the rural public library to local government and the library's own funding unit is a never-ending task that is essential for financial survival, and the development of community status and appreciation for the public library.

Marketing the library's wares to other local government departments in competition for local funds can demonstrate the library's importance. This process also provides an informational function as well. It answers the questions: can the library serve other information needs; and do these agencies have services to which the library can refer patrons? Working as a team, local government agencies, including the library, can create a better service arena and promote each

other for the common good of serving the taxpayer.

Halifax County, the state's fourteenth largest in geographic size, offers a twofold approach to the delivery of library services. The Halifax County Library System is headquartered in the town of Halifax, the county seat, with a population of 327. The system operates three affiliate libraries and a bookmobile. The Roanoke Rapids Public Library is a separate municipal library located in Roanoke Rapids, the county's only city with approximately 16,000 residents. Both library systems offer library privileges free of charge to all county and city residents.

Turning first to the county system, perhaps the biggest challenge in meeting user demand is providing necessary widespread geographic library access. The most obvious approach to this service requirement is the bookmobile. It is useful in its flexibility of where and who it serves and what type of service it provides. Its primary clientele are the elderly and the disabled. It also serves children in four of the county's low-income housing units. The county library system, via the bookmobile, also provides small book collections to six elementary schools. Halifax County cannot afford to have a degreed reference librarian as part of the bookmobile staff, but this does not mean that information needs of bookmobile patrons are not met. The staff forwards requests to the main library where reference assistance is available.

Technology and outreach services offer rural public library patrons access points

Making a case for the rural public library to local government and the library's own funding unit is a never-ending task that is essential for financial survival, and the development of community status and appreciation for the public library.

men in the community. The project is a joint program of the library and the Office of Minority Student Affairs at Emporia State University. The programs will be held two nights each week in June and July and will focus on the unique problems facing these young people.

The Greensboro (North Carolina) Public Library's Vance H. Chavis Lifelong Learning Center has attacked these and other problems encountered on a daily basis by the African-American community in that city. Chavis Center director Steve Sumerford has especially concentrated on tutorial programs for students and literacy programs for adults. Funding is provided by the Greensboro Public Library and by a non-profit fund-raising group.

4. The Librarian As Social Service Information Provider.

This is a more traditional role. The now-rapid emergence of statewide electronic networks has enabled public libraries, in particular, to provide information about the wide variety of social services available to customers. The Information Network of Kansas and the State Library of Kansas have recently inaugurated KIDSNET. This free, statewide, electronic service provides a "finder service" on a county-by-county basis for parents needing day care for children ranging in age from toddler to elementary school. It provides lists of facilities for children with special needs, and long-term residential facilities for children without parents, who are troubled, or who need special attention for whatever reason. KIDSNET also spells out eligibility requirements for the receipt of assistance.

Other states have developed or are developing similar programs. The State Library of North Carolina's North Carolina Information Network, of course, has offered job listings for several years. The State Library of Colorado has announced

the initiation of a feasibility study to add health care and social services information to the Access Colorado Network. When this information is online, Colorado residents will have access to a wide range of health and family-related information. Using the Network, for example, a pregnant woman could obtain information about prenatal care services, or a family could investigate adult day care services to help deal with an aging parent who needs constant care. In these four areas of service, two essential factors emerge that make such services possible.

Keys To Service

1. State Library Initiative.

Because these services often require funding not normally able to be provided in a public library's budget, state libraries, by using LSCA Title I and III funds, can provide the seed money to begin and sustain such services. In most cases, LSCA dollars are used to provide leverage to obtain other federal, state, and local government funds, or private dollars. The Access Colorado program, for example, is supported by a grant from The Colorado Trust and the Aurora Prevention Partnership. The Colorado Trust was endowed by the proceeds of the sale of Presbyterian/St. Luke's Medical Center in Denver. The Aurora Prevention Partnership is funded by the U.S. Department of Health and Human Services, Office of Substance Abuse Prevention, and the City of Aurora Youth Initiative. The key, however, is the coordination provided by the State Library of Colorado.

2. Coalition Building.

The pre-electronic form of networking is alive and well. The Information Network of Kansas and the State Library of Kansas have developed access to a large number of legal, social service, legislative, and other state government databases by forming

contractual arrangements with other state agencies. Both Kansas and North Carolina make extensive use of state-operated telecommunications networks to provide access to these databases as well as to the Internet and its wealth of resources. If one is able to maneuver through the gray areas of church-state relationships and not incur the wrath of the American Civil Liberties Union, cooperative programs with churches can be very valuable, if not essential. The Emporia Public Library's Hispanic programs are being conducted with assistance from the Methodist Church. In North Carolina, the state's Southern Baptist Convention and the Roman Catholic Dioceses have developed extensive programs to serve migrant workers. Inroads already made by the churches can be very valuable in initiating programs. The essential key in the development of these coalitions is good, old-fashioned, face-to-face bargaining with the state library representing library interests.

Ronald Reagan did not completely destroy altruistic behavior in the United States. As the proverbial pendulum of social change swings back to a true "kinder, gentler" nation, librarians are finding that it is possible to return to the traditions of service that have been such an essential part of the profession without sacrificing the gains made by the adoption of modern marketing techniques. What is needed, however, is a mass return to these roots. When every citizen can truly feel that she or he is allowed to enter a public library, that there will be information services available that will help meet his or her needs, no matter how mundane those needs may seem to be. When the professional librarians providing these services represent all races and colors in our society, then our public libraries will truly be public.



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do not know when it comes to the availability of information resources and support. Whether that lack of understanding has an impact on the local economy is so speculative that it is not worth worrying about."

- Library D. "Don't know."
Library E. "Don't know."
Library F. "N/A."
Library G. "Would believe it is."
Library H. "Do not know."
Library I. No response.
Library J. "Again, impossible to say. It would take sophisticated survey work to measure such effects. The local library ... has an excellent business collection and is quite active in providing information to the business community. They even will provide free online searches to businesses."

Question 9. Do you or would you like to have a special information sharing relationship with the businesses, government, or industries in your area?

- Library A. "Yes. Informal sharing with lawyers and some community businesses..."
Library B. "No."
Library C. "Yes, if the right conditions existed. Given the severely restricted resources available to the university libraries there is little opportunity to develop external relationships. If the university had the resources available to support the campus community adequately then it would be appropriate to explore the development of relations with other major communities in the area."
Library D. "I can't respond unless I know specifics of arrangement. We certainly are not staffed or funded to do a great deal of reference work for non-university users."
Library E. "No. In order to accomplish a feat of this type, additional funding and staffing are needed."
Library F. "We have excellent relations with regional government and business organizations. Some informal, others on an as needed basis. We generally deal with individual members of those organizations per our liberal granting of privileges ..."
Library G. "Yes."
Library H. "Yes. We now do online computer searches for businesses on a cost-recovery basis. Also allow some companies ... to use corporate borrowing cards."
Library I. No response
Library J. "Yes. Such relationships would enhance the depth of resources available to everyone involved. However, our budget is limited, and to provide the extensive resources needed to meet wide-ranging questions and research needs, we would need more funding for materials and staff."

Question 10. How recently has your mission statement been updated.?

- Library A. "1991-1992."
Library B. No response.
Library C. "The mission statement was last updated in 1990 and is reviewed every year."
Library D. "2/87."
Library E. "Don't know."

- Library F. "N/A."
Library G. "2/21/91."
Library H. "Fall, 1992."
Library I. "Updated in January 1992 to cover period July '92 through June '94."
Library J. "1989, during the last SACS review."

Question 11. Under what conditions do you make your services available to school students and school faculty? (non-academic).

- Library A. "No cards are issued to public [school] students; they may use material within the library. Public school teachers may obtain a community borrower's card."
Library B. "Inform those in the service community of the resources and services which are available to them."
Library C. "We do not loan to any person under the age of eighteen."
Library D. "Anyone may use materials in house. Library cards may be purchased for \$12.00/yr. by N.C. residents over 18. We give library tours to school groups on request. We have reciprocal borrowing agreements with local community and private colleges. We do not do interlibrary loan or database searching for non-university users."
Library E. "Policy being reevaluated."
Library F. "N/A."
Library G. "Lending agreements in place with secondary schools, colleges, community colleges in the area."
Library H. "See attached policy." Policy states that "Adult North Carolina residents, (over 18 and out of high school) may purchase a borrower's card, valid for six months, for \$5.00. The fee is waived for citizens over 65 years of age."
Library I. "Tours of library by appointment only, and school librarian must be with class or group. Tour does not include introduction to online catalog, indexes or CD-ROM. School librarian and teacher provide any instruction."
Library J. "School faculty have to pay the \$10.00 annual fee to borrow books; students have to be accompanied by a parent and pay \$10.00 to register for annual borrowing privileges. Anyone can use materials within the library itself, but some form of ID is required for borrowing current periodicals and some reference materials. Usually, students just want to work in the library, and don't really need to borrow the materials."

Conclusion

On the basis of the survey responses, it is apparent that there exists within the public university libraries of this state a vast difference in approaches and philosophies to serving users external to the college or university environment.

The response indicates that some libraries do provide free borrowing privileges; however, others charge a variety of fees. For residential borrowers, fees range from a low of \$5.00 to a high of \$15.00 per year. Some libraries extend services to high school students and even assist with projects, while others allow high school students only in the company of their parents, teachers, or school librarians.

Business borrowers of public academic libraries pay annual fees averaging approximately \$100.00 (average of reported responses). At least one public academic library reported that it provides online searches for business on a cost-recovery basis. It also allows some businesses to use corporate borrowing cards.

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to the world, but it is solidarity at home through the public library system that makes it all possible. The advantages of small town libraries becoming part of a county or regional system are many. They include sharing personnel, resources, and costs associated with information retrieval services.

As a unified group, a county library system can present a stronger force to political entities when they are seeking funding. Libraries, such as the Halifax County System, that serve the disabled and the illiterate, as well as those in poverty, can also address these same issues in the political arena. The public librarian walks a fine line when promoting libraries as a system, while at the same time promoting autonomy within the individual branches. Unlike fast food franchises, library systems generally can have similar standards and activities, but can deliver their services in a personalized fashion to best meet particular community needs.

It is the rare small municipality that can or even wants to fund a library, pay a professional librarian, and buy the hardware, software, and expertise to provide the latest information technology. The city of Roanoke Rapids has made this commitment. An expanded, remodeled facility opened in 1989, and full automation plans

are well underway. The library is heavily used and is well-funded as a department of the city government structure.

There are obvious differences in the focus and means of patron impact between the city (Roanoke Rapids) and county (Halifax) library operations, yet common ground exists in the rural perspective of service required. Both libraries deliver information to the same basic population group. The socio-economic background of the majority of the people being served is the same. Both libraries must make people aware of their offerings and potential to be an important resource in their lives. Both libraries must make their governing and financially supporting bodies aware of their importance in their respective communities.

Although situated in a rural library context, the Roanoke Rapids Public Library bridges the gap between outreach concerns of the county system and the need for a well-equipped library in the area of densest population, industry, and commerce. The two library systems, city and county, work together to meet the shared goals of being socially responsible institutions correcting inequality.

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drastically while professing to be avid readers. A book, or more realistically, a collection of many books in one place produces a strange response in many persons in our culture. For these persons, entombment in books brings a sense of security, a feeling of eternity, of immutability, of comfort in a world that has run amok. Entombment allows a person to avoid accountability for the expenditure of tax dollars, to avoid accountability for lack of personal productivity, to avoid contact with the common world of business, jobs, and unemployment. For many, entombment in books offers an opportunity to escape from reality, a safe haven to weather the onslaughts of the world of the homeless, the murdered, the illiterate, the hungry. What behavioral patterns, however, would be established by librarians who append the phrase "and I want to help people" to their reason for their career choice? Perhaps these are some.

1. The Librarian As Job Provider.

Librarians have an honorable history as social activists. We willingly battle censorship, we march for gay and lesbian rights, we have attempted to overcome adult illiteracy with just a fraction of the funds used by the public schools to produce illiterates. But if the phrase "and I want to help people" were to be inserted in our daily work operations and budgeting, the texture of public library service would change dramatically. For once we would be able to see a direct cause-effect relationship be-

tween our work and the people we serve. The job creation program in the Nantahala Regional Library System in North Carolina is an excellent example of this phenomenon.

The Nantahala Regional System includes Graham County, the county in North Carolina that historically has the highest unemployment rate in the state. In 1989 the State Library of North Carolina began to work with Martha Palmer, director of the system, and Marcia Clontz, the system's outreach librarian, to develop a job creation program in Graham County that would be library-based. Plans were developed to begin a data entry business that could be used by local government officials as a prototype for a much larger corporate data entry industry that would bring good jobs, good working conditions, and no negative environmental impact to this mountain county. Four jobs were created in the library, subsidized by LSCA Title I funds. Libraries across the state began to send their shelf list cards to the Graham County Library where the employees converted the paper records into MARC records using OCLC's Microcon system. These records were then added to the state online catalogs at OCLC. Public libraries across the state were able to have their holdings converted inexpensively and, at the same time, obtain a tape of their holdings for loading into an online system. The program is now in its third year of operation. People are working. The burden is now on state and local government economic development officials to nurture and expand this nascent industry in order to develop more jobs.

2. The Librarian As Health Provider.

We are accustomed to people using public libraries to obtain health care materials in order to perform self-diagnosis. The number of persons using the library for this purpose increases when economic conditions are bad. But a program in the Pettigrew Regional Library System in northeastern North Carolina reversed the pattern of the provision of health care. Instead of waiting for people to come to the library, Pettigrew's director, Martha Smith, took health care to the people. The place was Tyrell County, the only county in the state without a physician. The program was a joint program of the Pettigrew Regional Library, the State Library, and the School of Nursing at East Carolina University. The concept was simple.

A graduate nurse would ride the bookmobile and, at the bookmobile stops, do physical examinations of the elderly, newborn children, pregnant women, anyone who came for assistance. If the nurse discovered that persons needed immediate medical care, Social Services was notified or the person was rushed to the medical school hospital at East Carolina University. The librarian, meanwhile, distributed information about nutrition, self-examination, child care, and other topics. Videotapes were shown when appropriate. The key factor in making this program work was Martha Smith's knowledge of her community and her willingness to change long-standing bookmobile routes. The route was changed to stop in the late afternoon and evening at backroads churches and fire houses when people were home from work in the fields or factories. Health care was delivered to the people of this very poor county.

The Emporia (Kansas) Public Library has conducted a similar program each summer for the past few years. The children's librarian schedules outdoor story hours in trailer parks in the city. Most of the residents of the parks are Mexican, Vietnamese, or Cambodian. While the parents may not be able to speak English, the children usually have mastered enough of the language to understand the stories. A social worker or nurse will accompany the librarian and, while the story hour is being conducted, the nurse or social worker will do physical examinations or work with the families in helping solve other problems. This summer, a graduate student from the School of Library and Information Management at Emporia State University will work in the program as part of her practicum. As a supplement to these programs, the library has started Spanish language story hours on a year-round basis for children who have not yet learned English. It will soon begin a program to teach English to newly-arrived Hispanic adults. In both North Carolina and Kansas, children, young parents, and the elderly were plugged into the social services system and into other programs through the library.

3. The Librarian As Mentor.

The plight of young African-American men is becoming a national concern. Many efforts are underway to reduce the death rate of these young people from murder by handguns and drugs, to increase their job opportunities, to provide a meaningful education, to create positive role models. This summer, the Emporia Public Library will conduct a month-long "Rites of Passage" program for young African-American

... perhaps there are some small steps we can take to regain our relevancy, to restore our profession and professional dignity, to increase our budgets, and, in the process, to make a difference in the lives of the many who never felt they were permitted to enter our buildings.

program including the Road Builders Award. She noted that she represented the Round Table at Legislative Day.

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, noted that Laura McLamb was selected as speaker for the conference program. She announced that the Round Table will discontinue its conference reception and publish a maximum of three issues of *Ms Management* in the current year.

COMMITTEE AND OTHER REPORTS

AIDS Materials Awareness Committee Chair Frances Bradburn discussed the prospective conference program.

Archives Committee Chair Cheryl McLean noted that the Committee met on April 19, 1993, and prepared a memorandum regarding the types of materials solicited and how to transfer records to the archives. Additionally, she distributed a brief inventory of records previously received.

Conference Committee Chair Gwen Jackson reminded the group of the 1993 Biennial Conference scheduled for October 19-22, 1993, at the Benton Convention Center. She noted that pre-registration packets will be mailed by August 15th and should be returned by September 13th. Deadline for exhibitors is May 1st.

Doris Anne Bradley, Chair of the Constitution, Codes and Handbook Revision Committee, reminded the Board of several items. She noted that the Committee is reviewing the organization and content of the *NCLA Handbook*. She also reminded Section and Round Table Chairs to submit proposed constitution and bylaws changes to the Committee for review.

Finance Committee Chair Beverley Gass noted that the Committee reviewed 13 conference grant applications at its March 19th meeting. Ten proposals were funded in the amount of \$11,653.08, while additional information was needed from three proposals. She announced that the next Committee meeting was scheduled for June 17th.

Governmental Relations Committee Chair Nancy Bates detailed several bills being introduced in the General Assembly affecting public libraries: Senate Bills 534, 594 and 596. She noted that more than 500 citizens participated in Library Legislative Day in Raleigh. Noting that she had been contacted concerning a pre-conference on Governmental Relations, she found that several Board members felt it to be worthwhile and recommended involving the new Secretary of Cultural Resources.

Gene Lanier, Chair of the Intellectual Freedom Committee, distributed a report covering the period February 1993 through April 15, 1993, detailing presentations and participation by the Chair and challenges to materials in North Carolina. He announced that the Intellectual Freedom Committee will work with the Audiovisual Committee of the Public Library Section in planning a conference program.

Literacy Committee Chair Steve Sumerford observed how Governor Hunt's emphasis on family literacy complements the work of the Literacy Committee.

Marketing and Public Relations Committee Chair Sandy Neerman announced that the Committee is continuing the program of marketing. They have developed a strategy and prepared press releases. She envisions the work as a long-range effort.

Nancy Bates, Chair of the Nominating Committee, announced that ballots soon will be mailed.

Membership Committee Co-chairs Ed Shearin and Helen Tugwell were absent. It was announced that June 15th is the deadline for Honorary and Life Membership Nominations.

Eleanor Cook, Chair of the Publications Committee, announced that the first issue of the *NCLA Newsletter* had been published and that comments about the publication had been positive. She reminded Sections, Round Tables, and Committees to use the NCLA logo.

There was no report from the Scholarships Committee.

Cristina Yu, Chair of the Technology and Trends Committee, announced an upcoming workshop and informed the Board that the Committee holds its meetings on-line.

NC Libraries editor Frances Bradburn announced the release of the spring 1993 issue of the journal after some technical difficulties. She also announced that the *NCL* Editorial Board had met to discuss changes to the journal. There will be no more than 56 pages, consisting of five articles and one bibliography.

ALA Councilor Pat Langelier will attend her last council meeting as

NCLA's representative at ALA in New Orleans. She invited Board members to drop in on the meetings.

SELA Representative David Fergusson noted that he attended a leadership workshop in March and that Arkansas has joined SELA.

There was no old business to be brought before the Board.

Upon the call for new business, Al Jones, Conference Program Committee Chair, informed the Board that conference planning was progressing quite well. He distributed a conference schedule as of April 1993.

Reporting from the State Library, John Welch, acting State Librarian, thanked David Fergusson for organizing the Legislative Day Activities. He announced the kick-off of the Summer Reading Program and further noted that applications for the State Librarian's position are being accepted through June 30th.

Regarding the formation of an Executive Committee, President Freeman solicited the Board's input as to the restrictions on this Committee. She explained that the Executive Committee would act when there was not sufficient time for the entire Board to convene. Once the specifics are outlined, the Constitution, Codes and Handbook Revision Committee will draft changes to the by-laws.

President Freeman announced receipt of a letter from ACRL asking for state associations to support the possibility of holding the Eighth National Conference in their state in 1997. Charlotte is one of the proposed cities. It was moved by Frances Bradburn and seconded by Pat Langelier that NCLA endorse ACRL's proposal to hold the 1997 conference in Charlotte. The motion carried.

President Freeman announced that the next Board meeting will be on July 16th at the High Point Public Library and invited Chairs-elect to attend this meeting.

The meeting adjourned at 12:30 p.m.

Respectfully submitted,
Waltrene Canada
Secretary

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Common Ground: The Rural Perspective

by Virginia Orvedahl and William Wartman

The common ground of social responsibility that exists between any public library — small town, rural, or urban — is addressed in Whitney North Seymour's book, *For the People: Fighting for Public Libraries*.¹ He states that "the task of correcting inequality" is the common ground, and goes on to explain that the inequality caused by poverty, illiteracy, unemployment, or disability can be eased by the information and guidance available at public libraries.

Rural libraries may need to work harder than their urban counterparts both at bringing people into their buildings and at taking their services off site. In any case, the goal of serving all of the public is the same.

A close working relationship must exist between county, city, and school librarians in order to achieve an effective integrated approach to information delivery. One library cannot operate without the support of the others to meet user needs. Just as networking has integrated information access, so libraries in rural settings must share the philosophy of mutual cooperation if they are to meet their common goal of correcting inequality.

Once the needy cousins of already-established urban libraries, rural public libraries in North Carolina have come into their own. They now are willing and able to meet the challenges that are uniquely theirs, as well as those common to every public library. The situation of the Halifax County Library System and the Roanoke Rapids Public Library, as discussed later in this article, is an example of how they are meeting these challenges.

As early as 1917, in counties where a municipal public library existed, the boards of education and county commissions authorized the

library boards to extend service to rural areas.² Eventually, the "travelling library" concept — the earliest form of the bookmobile — was instituted. Today, the "travelling library" concept extends beyond gravel and paved roads to cable and telephone wire.

One way or the other, rural public libraries always have had to go the distance to reach their patrons. They have the innate characteristic of serving fewer patrons in a larger geographic area than their urban counterparts. This is supported by an analysis of the 1990 census data by the North Carolina Rural Economic Development Center.³ The center classified seventy-five of the one hundred counties in the state as rural, accounting for forty-three percent of the state's population. Rural libraries in North Carolina serve fewer than half of the state's population in an area that covers three quarters of the state's land mass.

Technological advances allow rural libraries to reach across the miles and deliver their services. Many aspects of library technology may seem simple, and almost a given in larger, urban libraries;

Rural libraries may need to work harder than their urban counterparts both at bringing people into their buildings and at taking their services off site.

but they have changed the information horizon for rural libraries.

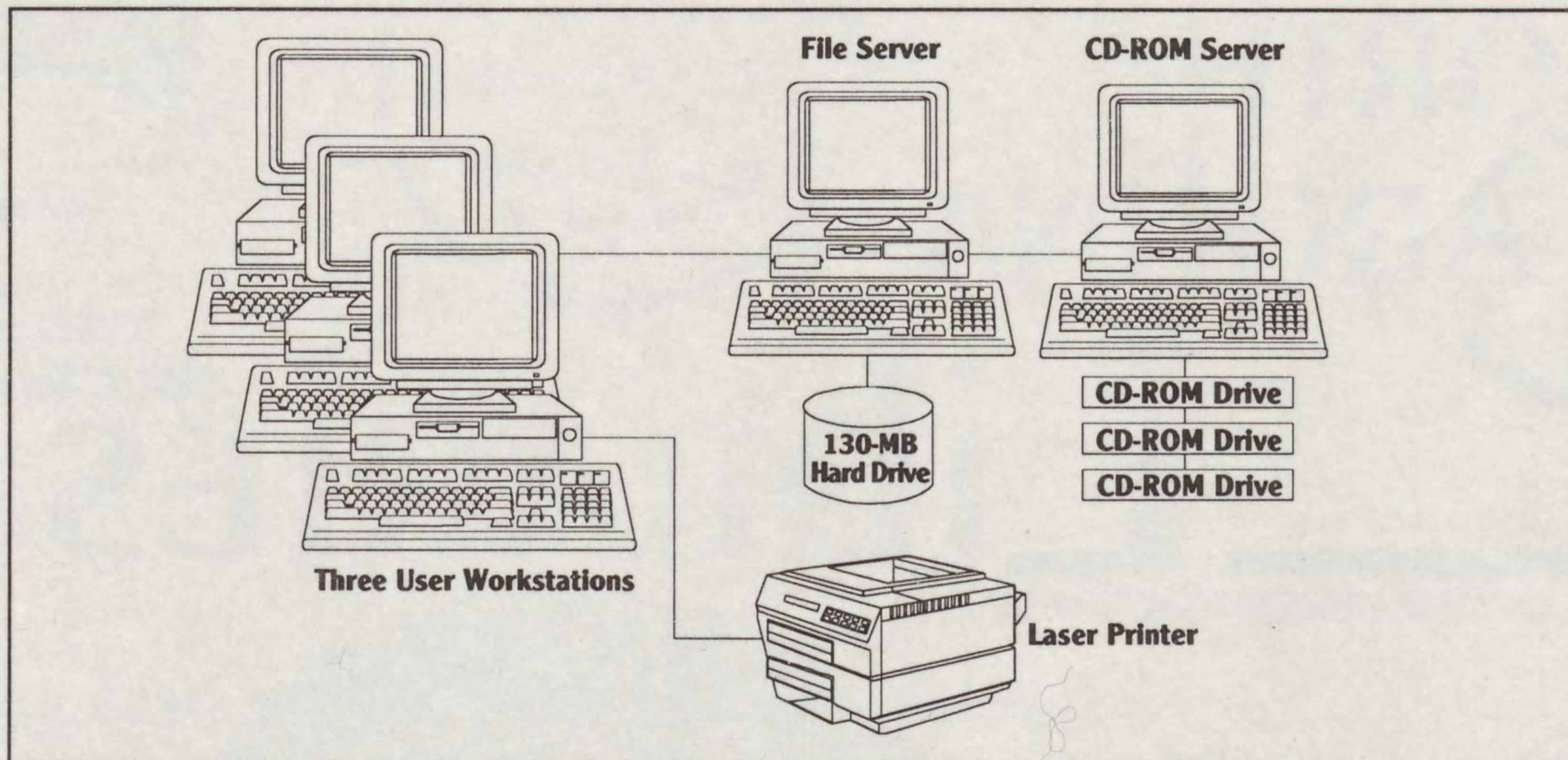
OCLC, the Online Computer Library Center, Inc., has offered rural patrons an avenue to unlimited resources. Access to OCLC databases allows rural libraries to serve a greater variety of patrons, particularly those whose needs are not necessarily met using the library's collection.

OCLC and other informational databases are available through the North Carolina Information Network (NCIN). Libraries that are part of the network have access to an incredible variety of information sources available through the state library, such as: the regional job listings, extremely important to rural isolated areas; statistical information from the State Data Center; and other information retrieval databases. All that is required for access is a computer, a modem, and telephone and telecommunications software. North Carolina libraries are fortunate that the State Library subsidizes the cost of a number of network services.

According to Howard McGinn, some of the heaviest users of the NCIN are rural libraries.⁴ The network has given libraries an opportunity to provide business and local government with up-to-the-minute information. It has not replaced traditional library services, but "enhanced" it, he adds. Rural libraries are now competitive with their urban counterparts. Because of the North Carolina Information Network, rural libraries no longer have any excuse for not providing an abundant variety of information resources.

Networking is not restricted to technology in successful rural libraries. Multitype library cooperation allows not only for information sharing, but for efficiency in operation. Nancy Lovekamp describes a cooperative agreement between a public school

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Bush, Margaret A. "Extending Our Reach: Library Services for Special Groups of Children." In *Lands of Pleasure: Essays on Lillian H. Smith and the Development of Children's Libraries*, edited by Adele M. Fasick, Margaret Johnston, and Ruth Osler, 71-83. Metuchen, NJ: Scarecrow Press, 1990. Identifies types of children who need library programs (daycare, latchkey, recent immigrants, etc.) and offers illustrations of programs currently in place.

Dowd, Frances Smardo. *Latchkey Children in the Library and Community: Issues, Strategies, and Programs*. Phoenix, AZ: Oryx Press, 1991.

A comprehensive treatment of the social issue of latchkey children and library services designed to help them.

Strickland, Charlene. "Intergenerational Reading: Encouraging the Grandlap." *Wilson Library Bulletin* 65 (Dec. 1990): 46-48, 164-65.

Senior citizen volunteers help with children's services.

Services to Youthful Offenders

Oiye, Julie Ann. "Full Time, Multi-Media Service to Juvenile Hall Patrons." In *The Voya Reader*, edited by Dorothy M. Broderick, 201-5. Metuchen, NJ: Scarecrow Press, 1990.

King County, Washington, supports a library in its Youth Services Center.

Sages, Judy, and Mary Moore. "Juvenile Hall Library Service on a Part-time Basis." In *The Voya Reader*, edited by Dorothy M. Broderick, 193-100. Metuchen, NJ: Scarecrow Press, 1990.

The Stanislaus County Free Library in Modesto, California, offers library services to juveniles in the county's youth detention center.

Services to Senior Citizens

Gross, Ron, and others. *How to Serve Seniors in Your Community By Meeting Their Needs for Mental Stimulation, Delight, and Empowerment: Lively Minds Manual*. Uniondale, NY: Nassau Library System, 1990. ERIC document ED 338 233.

A public library system's weekly continuing education programs designed for older adults.

Services to the Physically and Mentally Challenged

Day, John Michael. "Guidelines for Library Services to Deaf People: Development and Interpretation." *IFLA Journal* 18, no. 1 (1992): 31-36.

Policy and service considerations for patrons with the "invisible handicap."

"Library Services for Persons with Handicaps." Special theme issue of *Illinois Libraries* 72 (Apr. 1990): 311-410.

Brief descriptions of a number of programs.

Powell, Faye. "A Library Center for Disabled Students." *College & University Research Libraries News* no. 5 (May 1990): 418-20.

Description of a program at Portland State University.

Rosen, Leslie, and others. "Enabling Blind and Visually Impaired Library Users: INMAGIC and Adaptive Technologies." *Library Hi-Tech* 9, no. 3 (1991): 45-61.

Describes technological advances such as the database management system INMAGIC being used by the library of the American Foundation for the Blind.

Wright, Kieth C., and Judith F. Davie. *Library Manager's Guide to Hiring and Serving Disabled Persons*. Jefferson, NC: McFarland, 1990.

Covers staff development and physical facilities as well as public services.

Services to Minorities

Boydston, Jeanne M. K. "Hiring Practices, Equal Employment Opportunity and Affirmative Action in ARL Libraries." *Journal of Library Administration* 14, no. 4 (1991): 17-35.

A survey of ways ARL (Association of Research Libraries) libraries develop a candidate pool (including advertising in a wide variety of minority/ethnic special interest publications) and review applications.

Speller, Benjamin F., Jr., ed. *Educating Black Librarians: Papers from the 50th Anniversary Celebration of the School of Library and Information Sciences*. North Carolina Central University. Jefferson, NC: McFarland, 1991.

Includes essays on recruiting minority students, recruiting and retaining minority librarians in academic libraries, and the role of library schools in the recruitment of international students.

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As librarians we cannot solve all of society's ills. We will continue to struggle with "should I or shouldn't I." Whatever decisions we make, I vote for the one that implies "just do it." After all, libraries do change lives!

— Barbara S. Akinwole
page 115



Social Issues in Librarianship



In T. R. Pearson's sixth novel, he combines his unique gift for outrageous characterization with a modern day who-done-it. The action takes place in a small hamlet somewhere between Roanoke, Virginia and Mt. Airy, North Carolina. The narrator is an unnamed police officer who says of himself, "I think too much ... I eat too many fried foods and wear the same socks too often, watch more television than a sensible man should and breathe more dog wind than anybody ought to, but mostly I just think too much when I should know better." The story unfolds as he thinks through the brutal murder of a fellow officer. There is little evidence to lead the hero to the killer, except for a sordid Polaroid photograph of a young woman found in the wallet of the dead man. The murder investigation uncovers a town full of unusually passionate local residents involved in sex for fun, sex for hire, and sex so powerful it provokes murder.

T.R. Pearson.

Cry Me A River.

New York: Henry Holt and Company, 1993. 258 pp.
\$22.00. ISBN 0-8050-2200-7.

The reader is introduced to slutty sisters, womanizing husbands, middle-aged adulterers, teenage exhibitionists, men with shocking fantasies, and a mysterious sex queen who describes herself as just a "girl who can't say no." Despite their low-life perversions, Pearson manages to give them some respect. A supporting cast of relatives, townsfolk, and colleagues provide comic relief to the grisly business at hand.

Mystery lovers looking for a quick read will not find it here.

T.R. Pearson's propensity for storytelling provides many digressions into the lives of forty or more characters, plus an unforgettable dog. Instead one finds full-blown, no-holds-barred Southern storytelling. The good plot and literary quality of Pearson's writing make *Cry Me A River* a good selection for academic and public libraries.

— Beverly Tetterton

New Hanover County Public Library

In this book is great fun to read. If you like intrigue, humor, or suspense, this book has it. In addition, Neely has a remarkably vivid prose style—you can almost see the wrinkles in Blanche's dress. The pacing is flawless, the main character is unforgettable, and the setting is well-researched.

As the story opens, Blanche White is sentenced to thirty days in the Durham County jail for bouncing checks. She is totally unprepared for this verdict, but is helpless to change it until a commotion in the hallway leads to an unexpected opportunity for escape. Although the town of Farleigh is not "New York, or even Raleigh or Durham, and certainly not Chapel Hill," there are still places to hide in plain sight. Blanche takes advantage of her chance to make what she's learned about life and about herself pay off, and quickly finds she has another mountain or two to move before the road smooths out.

Barbara Neely.

Blanche on the Lam.

New York: St. Martin's Press, 1992. 180pp. \$16.95.
ISBN 0-312-06908-1.

Someone is killed in the wealthy household where she is working and hiding from authorities. Of course, she would rather mind her own business and not get involved; but since she is the most likely suspect unless she uncovers the real killer, our reluctant sleuth puts her nose to the grindstone. With the help of an array of interesting characters, the realistic plot moves along at a rhythmic speed to an inventive ending.

Barbara Neely delivers what she promises. Readers will enjoy Blanche's first adventure and want to read more about her and the small southern town of Farleigh, North Carolina. Recommended for popular collections at public libraries and all libraries with North Carolina collections.

— Barbara DeLon

University of North Carolina at Chapel Hill

differences of those special populations, to be willing to go the extra mile to be of service, and always to treat special populations as a part of the total population.

The Henderson County Library is not much different than its neighbors. One of the few differences is that this library acknowledges and is preparing for anticipated changes in response to new laws protecting the rights of the disabled. One suspects that all of us will be paying more attention in the future.

In considering services and programs, several areas of concern are common to all public libraries; only the details change. Since my most recent experience is in a medium-sized library that serves a retirement community, the details I must be concerned with reflect the needs of this community. I have also worked in a small rural county library. The services and programs needed or desired in that community required a different set of details,

The requirements of this new law [A.D.A.] force us to rethink everything we do, from book circulation to reference work to library programming.

but the underlying principles remain the same. Since I am most familiar with my current library, most of these observations will reflect my current experience. It is my hope that the basic principles we use will transfer to other libraries.

First, a word about the Henderson County Library and the community it seeks to serve. Our population is older, better educated, and has a higher per capita income than most of North Carolina. Presently 31 percent of our population is age 55 or older. By the year 2000 this will increase to 34 percent and by 2010 to 36 percent. Some of this growth is part of the natural aging of the population, especially the baby boom generation. But many of our citizens are transplants — people who worked in other areas and have moved here to retire. They are well-educated, relatively affluent, and have the leisure time to make heavy demands on the li-

brary for recreational as well as informational needs. And they do receive the bulk of our attention.

They also attract higher paying jobs to the area. Studies indicate that our retirement community attracts service jobs that require well-educated individuals. These jobs include doctors, bankers, lawyers, financial consultants, and other professionals. These professionals are working-age persons who have families to raise. And better-educated parents seem to require better library services for themselves and their children.

Finally, better-educated, more affluent communities have the resources to do a better job of offering programs and services to help those with special needs. Our senior citizens are especially valuable in this area. They give money, time, and expertise to a variety of agencies that help support the needs of the physically handicapped, the mentally disabled, the shut-in elderly, minorities, children at risk, and migrant farm workers. Many of these groups would say that more could be done, but the fact remains that they receive more attention here than they would in a more rural, less affluent community. And many of those with special problems, and those who seek to help, turn to the library.

How the library responds is determined by its perceived role(s) in the community and its mission statement. Although similar libraries serving similar communities may have defined the same roles and have similar mission statements, what happens as these are implemented may vary radically. And these roles and missions must be subject to review and

... "what is reasonable accommodation?" What is it, who will decide, and how much will it cost?

change as our communities change. A recent conversation with the retired director of the library serving New Bern revealed that the retirement community there is rapidly growing and is similar to that in Henderson County. If the trend continues, it will have a major impact on that community. The library must be ready to respond to the changing demands placed on it. Changes in the economy and demographics of other communities will require that they, too, rethink what they are doing and why they are doing it.

The Americans with Disabilities Act will also have a major impact. The requirements of this new law [A.D.A.] force us to rethink everything we do, from book circulation to reference work to library programming. The law essentially states that if the library offers a program or service, it must make it equally available to all persons in the community who are qualified to receive the service and, if there are any barriers to using the service, they must be removed or reasonable accommodation made. Beyond this, a long list of questions will clog our courts for years, the most basic one being "what is reasonable accommodation?" What is it, who will decide, and how much will it cost?

Roles and mission statements, moreover, are not created by the library alone. We have the major voice in defining the library and its capabilities, but our governing boards ultimately make the decision about what services and programs the library will offer and at what level each time they approve a budget. These governmental priorities are also subject to change. Who can say what changes will be necessary ten years from now as Washington or Raleigh mandate programs or as our society changes and decides on new roles for the library?

Once the library has arrived at a mission statement and defined its role in the community, services and programs follow. In Henderson County, we define ourselves as a reference and popular materials library that also acts as a preschoolers' door to learning and an independent learning center. Our staffing, our budget, our materials selection, and our programming reflect these roles. The existence of a large number of individuals who are viewed as "special populations" has influenced the details of how we go about fulfilling our roles. The existence and relative size of such groups will also influence any other library fulfilling its role in the community.

If a library determines that services and programs beyond the provision of a basic collection of books and other materials are relevant to the role of that library, it can choose the types of programming offered. Among the questions that might be asked are: Will programming be produced in-house? Are there other agencies or groups in the community that are able to complement or replace library efforts, perhaps even do them better? In what depth will topics be covered? How many programs and at what frequency are appropriate? What is the anticipated size of the audience? What is the age level, educational level, etc., of the targeted audience? Always be ready to measure your programs against what you hope to ac-

Do Special Populations Require Special Services?

by William Snyder

This article is about special populations and library programs and services. What are special populations? Basically they are any groups or individuals whose needs are different from the norm. The thorny question is "What is normal?" Normal varies from community to community and individual to individual. For the sake of simplicity we will consider the special needs of the handicapped (both physically and mentally), the elderly, and the illiterate. Since we all know our own situations better than we know what is happening elsewhere, I hope you will forgive me for concentrating on Henderson County.

Programming for special populations in today's library may very well mean doing nothing special. The Americans with Disabilities Act basically requires that special populations be included in regular programs. This helps keep a sense of "community". Henderson County is very conscious of being a community library, serving the entire community. Isolating any individuals or groups with special needs is insulting to them and keeps the library from fulfilling its basic mission of making its programs and services available to *all* people of *all* ages and interests.

A telephone survey was conducted of the public libraries serving western North Carolina, using Interstate 77 as the dividing line. Twenty library systems serve 1.5 million persons in thirty-two counties in our region. We were able to speak with all but three library directors in the region.

The survey results are disappointing if one expects to see much effort given to special populations. Special populations were defined as minorities and those who are handicapped, have literacy problems, are homebound, or suffer from age-related infirmities and other such conditions that might hamper use of the library.

The overwhelming response of the directors of these libraries was that they do very little to respond to special needs. Only four of the thirteen libraries in the survey indicated any effort to serve special populations. In one case, the director indicated that the bookmobile went to the homes of some handicapped persons. Three others stated that special needs were handled through outreach programs that also served the general public. Although most library directors agree that the numbers included in special populations are increasing, they do little to reach out to serve special needs because of little or no increases in funding the past several years. In response to a follow-up question to eight directors concerning what a ten percent budget increase might be used for, none indicated that special populations' needs would receive much consideration, perhaps only sensitivity training for library staff.

It is not totally clear why libraries in western North Carolina have not identified special populations as deserving of more attention. Perhaps many are so busy with traditional services that they do not wish to take on any more. Only one library, Transylvania County, indicated that it included special populations in its role identification or mission statement. Several, including Cleveland and Polk counties, indicated that they might address such issues in the future. Even the Americans with Disabilities Act has made little impact. Only three library directors believe the A.D.A. will have any impact other than physical access considerations.

With few exceptions, these libraries at present prefer to offer traditional library services. When possible, they provide some

homebound services, but for those who can visit the library the tendency is to mainstream — if not by design, then by habit. Some services or programs that are of interest to special populations are so widespread that they have become accepted as traditional. In particular, the inclusion of large print materials and high interest/low reading level materials is so common that many directors had to be reminded that they had them in their libraries.

The real focus of this article is how one library, the Henderson County library, has responded to many of the questions and possibilities raised in the survey. This library did not, by design, decide to address the needs of special populations. Rather, the nature of its users and their needs required an ongoing examination of the services and the patron requests that led to those services. These circumstances have resulted in a library that responds to those with special needs, but that response is measured: measured to be tolerant of the

Isolating any individuals or groups with special needs is insulting to them and keeps the library from fulfilling its basic mission of making its programs and services available to all people of all ages and interests.

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Services to the Unemployed

Martins, Ed. "JOBLINE: Job-Help Bus Delivers Needed Information." *Tennessee Librarian* 43 (Spring 1991): 5-7.

Memphis-Shelby County Public Library's mobile job information readiness center goes to the high unemployment neighborhoods and to businesses that are laying off workers, where staff help prepare resumes and cover letters, and answer questions about job openings and other job-related subjects.

AIDS Programs

Cowen, Sue, and R. Wright Rix. "Starting Up Your Own HIV/AIDS Collection: A Case Study." *Reference Services Review* 19, no. 2 (1991): 39-44, 76.

The County of Los Angeles Public Library worked with government and nonprofit organizations to establish an AIDS information center. Includes an annotated bibliography.

Shay, Anthony. "AIDS Education in the Los Angeles Public Library." *Library Journal* 115 (Oct. 15, 1990): 59-60.

The Los Angeles Public Library AIDS Anti-Discrimination Task Force, composed of library employees at all levels, developed a comprehensive education program on AIDS as a preventable epidemic and its impact on the workplace. All library employees have participated in the program.

Intellectual Freedom

American Library Association. Office for Intellectual Freedom. *Intellectual Freedom Manual*. 4th ed. Chicago: American Library Association, 1992.

The old standby has been updated. Contains policy statements on access, circulation, exhibit space and meeting rooms, freedom to read, library record confidentiality, materials selection, challenged materials, and labeling of materials.

Literacy Programs

Salter, Jeffrey L., and Charles A. Salter. *Literacy and the Library*. Englewood, CO: Libraries Unlimited, 1991.

This excellent handbook discusses illiteracy, its causes and effects, and what libraries can do to combat it. Includes sections on materials for adult new readers and suggestions for programs. Appendices of organizations, sample material, and a bibliography.

Segel, Elizabeth, and John Brest Friedberg. "Widening the Circle: The Beginning with Books Model; Prevention-Oriented Literacy Program Affiliated with the Carnegie Library of Pittsburgh." *Horn Book* 67 (Mar./Apr. 1991): 186-89.

The library works with agencies such as Head Start, well baby clinics, teen parenting programs, drug and child abuse programs, and homeless shelters to distribute a packet of three paperback books and a coupon to get another free book at the library.

Talan, Carole. "Family Literacy: Libraries Doing What Libraries Do Best." *Wilson Library Bulletin* 65 (Nov. 1990): 30-32, 158.

Promotes library literacy programs which are family-centered and intergenerational.



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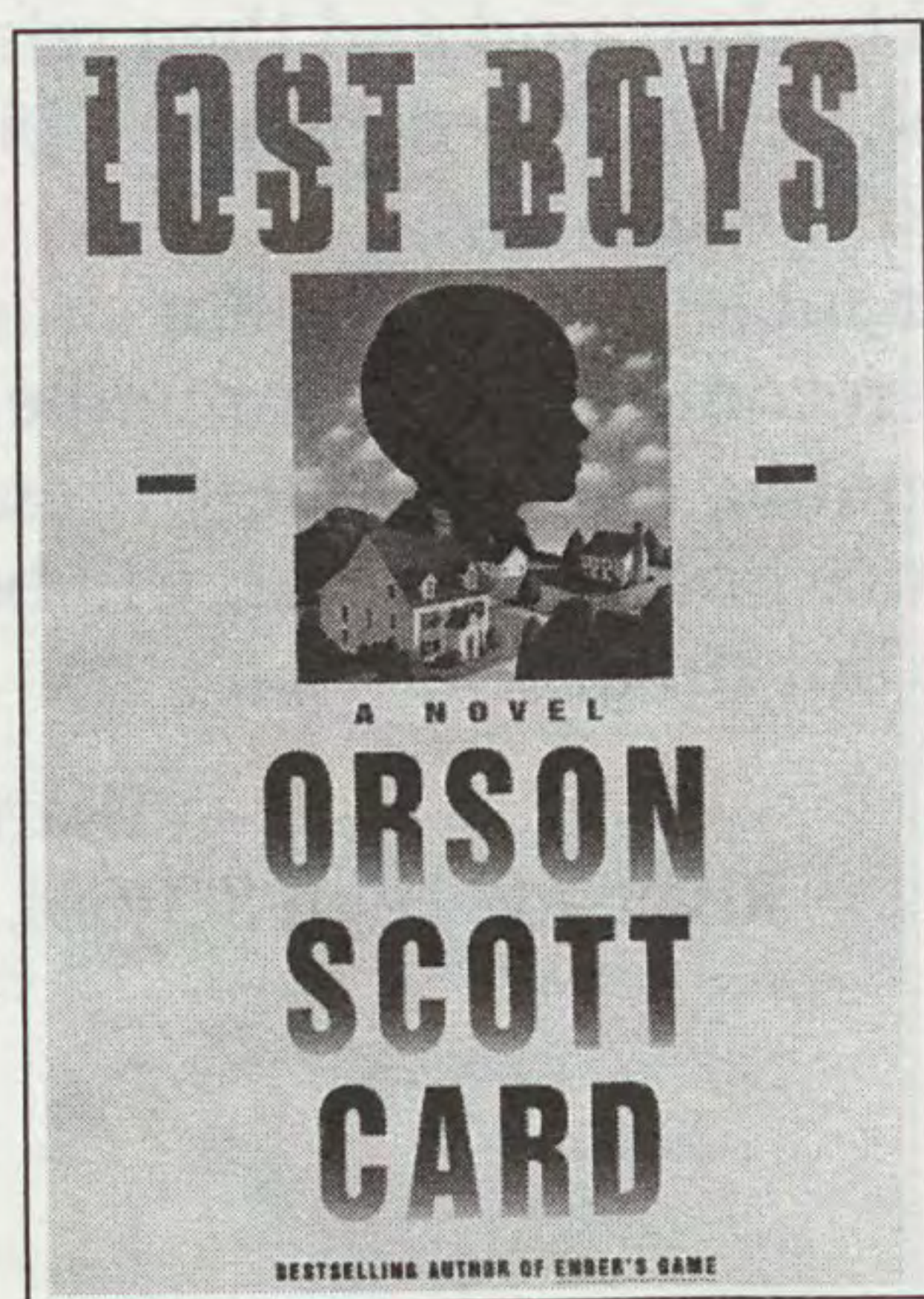
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This is a tale that has grown in the telling: the question is, should it have? Economic necessity has forced the Fletcher family to move from Vigor, Indiana, to Steuben, North Carolina. The change is a hard one for all of them. Step, the father, is trapped for long hours in a job he hates from the first day. DeAnne, his wife, is very pregnant with their fourth child and trying to cope with the kids, the neighbors, a large number of church commitments, and a house in ill repair. As for eight year old Stevie, it takes his parents a while to notice that he is having an even harder time than they are. Always a quiet child, he is having problems at home, school, and play; he is becoming dangerously withdrawn, retreating into a world of computer games and invisible friends. Caught up first in their own problems, then in Stevie's, the Fletchers take a long time to register the fact that a number of young boys are missing from the Steuben area, and to realize that Stevie has known this all along and is, himself, in danger.

Orson Scott Card.
Lost Boys.

HarperCollins, 1992. 448 pp. \$20.00.
ISBN 0-06-016693-2.



Lost Boys began one Halloween night with an impromptu storytelling for a group of Watauga College students at Appalachian State University. Later, it was published, under the same title, as a short story. (Originally in the October 1989 issue of *The Magazine of Fantasy And Science Fiction*, also in the anthology *Maps In A Mirror: The Short Fiction Of Orson Scott Card*, Tor, 1990, as well as others.) Now it's a more-than-full-length novel, and that is where the problem lies.

The power of the original story is in its universality: it has that eerie "Twilight Zone" quality of just enough detail and character development to ground the reader in reality before a subtle shift of focus occurs, the laws of nature become skewed, and horror gradually creeps in to overwhelm. Now we know too much about too many characters, and none of this extra knowledge or these extra people is necessary. The minutiae of the characters' religious lives and the ins-and-outs of the computer business, while interesting, do not enhance our sense of dread nor feed our growing apprehension that something very bad is going to happen to good people. Placing the moral dilemmas and ethical conflicts of the book so specifically within the confines of a particular religion seems to limit their applicability.

This is not to say that the book is done poorly; in fact, far from it. Mr. Card is a fine writer, particularly of science fiction and fantasy, as witnessed by the Hugo, Nebula, Science Fiction Writers of America, World Fantasy, and Locus awards he has won. This book, too, is well-crafted. It simply lacks the impact of the story, taking 448 pages to accomplish a fraction of the effect achieved in about twenty. It is a bit of a back-handed compliment, I know, but the story is so perfect, it is hard to get past it. Perhaps those not familiar with or so impressed by the short story will appreciate this novel more. Mr. Card has expanded successfully upon his short fiction before (notably, in *Ender's Game*, *Songbird*, and the "Tales of Alvin Maker" series) and become increasingly popular doing it. This book will circulate in high school and public libraries.

— Samantha Hunt
New Hanover County Public Library

Margaret, narrator of Kaye Gibbons' newest book, *Charms for the Easy Life*, says of her indefatigable and indestructible grandmother, Charlie Kate, "I became fascinated with her mind, enamored of her muscular soul." Her words echo in the thoughts of the reader who will wish to linger in the life of Charlie Kate, an unlicensed physician who commands the respect of titled and reputable citizens.

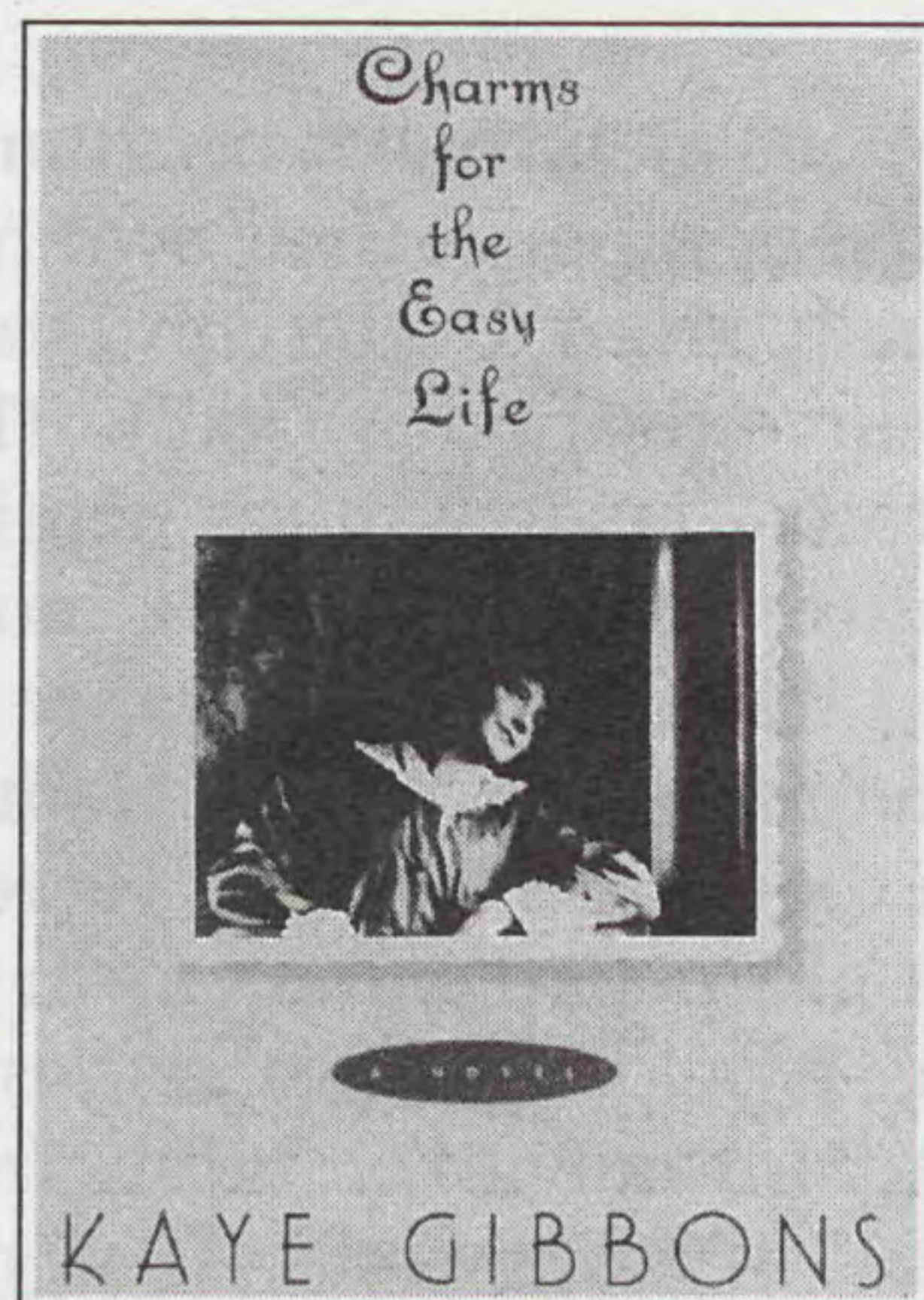
Three generations of women — Charlie Kate, her daughter Sophia, and Sophia's

Kaye Gibbons.

Charms for the Easy Life.

New York: G.P. Putnam's Sons, 1993. 254 pp.
\$19.95. ISBN 0-399-13791-2.

daughter Margaret — live together "like bachelors" in Wake County, North Carolina, during the first part of the twentieth century just prior to World War II. The vital force in their bonded existence is Charlie Kate's work, in which they all participate. A self-taught healer, Charlie Kate treats illnesses, delivers babies, removes warts, prepares the dead for burial, and offers advice (wanted or not) on such topics as sex, cleanliness, and men. Traveling from town houses to swamp huts, Sophia and Margaret assist their matriarchal leader with operations, cleaning unkempt homes, collecting medicine, and delivering food. When not on call,



the three consume the written word from literary novels to medical journals, hold lively discussions on issues and ideas, and become active in community organizations.

Sophia proves to be strong and resourceful. Margaret matures into a perceptive, wise, and alluring young woman. Yet it is Charlie Kate who captures one's imagination. With the granddaughter, the reader wonders "at all her complexities and inconsistencies." She is a dichotomy: at one moment miserly, then benevolent; scientific, then superstitious; stubborn, then conciliatory. Yet she never loses her integrity.

Charms for the Easy Life should have great appeal for today's readers from age fourteen up. Although set in the 1930s and 40s, many of the women in this book are "free thinkers" involved in issues still confronting modern humanity. Charlie Kate will find her way into her readers' memories, as have the main characters in two of Gibbons' other award winning books, *Ellen Foster* and *A Virtuous Woman*. These memories will be consistent bringers of pleasure.

—Annette G. Hall
Noble Middle School, Wilmington

Back in the mid-eighties, Jerry Bledsoe drove across North Carolina on U.S. 64 and wrote *From Whalebone to Hot House*, a book about what he saw along the way. In *Blue Horizons*, Bledsoe again uses the on-the-road approach. This time he chooses as his route the Blue Ridge Parkway, and this time he makes the trip on two wheels, astride the jelly seat of his mountain bike. (Make that six wheels, as Bledsoe's wife rides along, too, meeting him for lunches, escorting him through tunnels, and driving him to each night's lodging.)

Travel narratives can provide thoughtful commentary and good entertainment, but *Blue Horizons* doesn't do that. Certainly the circumstances of the journey give Bledsoe the chance—middle-aged man faces challenging task in beautiful surroundings. But Bledsoe takes the easy way out. He trivializes the element of physical effort: "Well, I licked you, you big mother, I said to the mountain." — as he crosses one of the tallest peaks. He skimps on the historical sketches, and his writing about natural history is cursory and pedestrian. In fact, neither biking nor the Parkway ever really seem to engage Bledsoe's interest.

Worse yet, Bledsoe's profiles, supposedly his journalistic strength, are formulaic. Ya gotcha colorful old couple on the porch; ya gotcha colorful waitress; ya gotcha colorful railroadman; ya gotcha colorful ranger; ya gotcha colorful innkeeper. . .

Finally, Bledsoe's style of recording his subjects' every colloquialism is tiresome. The folks are talkin' and dancin' and lookin', and the fish are bitin' and jumpin'. When Sam the orchardist speaks of "picking" cherries instead of "pickin'em," he made this reader want to jump up and shout "Hallelujah!"

Oh, well. Bledsoe has plenty of fans, and libraries will see demand for *Blue Horizons*. But, surely some readers will notice that Bledsoe is not pedaling any more; he's just coasting along.

Now, on to the real biking books. Finley and the Skinners do what they set out to do, and they do it well. All three books include the features one expects in a trail guide: clear maps, detailed trail descriptions, climatological data, difficulty ratings. The authors also include non-technical information: for example, Finley's historical and botanical digressions are especially well-done.

The differences? Finley's writes to mountain bikers only. The trails she describes are not all difficult; some are appropriate for children. But anyone who rides these trails should have an all-terrain bike. The Skinners, on the other hand, cover trails for racing and touring bikes as well. Finley's books are intentionally narrow in their

geographic coverage, while the Skinners cover the entire South. Notable in the Skinners' book is an appendix which lists cycling organizations and sources for maps. All three books are recommended for libraries that serve bikers.

—Becky Kornegay
Western Carolina University

Jerry Bledsoe.

Blue Horizons: Faces and Places from a Bicycle Journey Along the Blue Ridge Parkway.

Asheboro, N.C.: Down Home Press, 1993. 150 pp. \$11.95. ISBN 1-878086-05-7.

Lori Finley.

Mountain Biking the Appalachians: Brevard, Asheville, The Pisgah Forest.

Winston-Salem, N.C.: John F. Blair, Publisher, 1993. 144 pp. \$9.95. ISBN 0-89587-100-9.

Lori Finley.

Mountain Biking the Appalachians: Highlands, Cashiers.

Winston-Salem, N.C.: John F. Blair, Publisher, 1993. 133 pp. \$9.95. ISBN 0-89587-101-7.

Elizabeth and Charles Skinner.

The Best Bike Rides in the South.

Old Saybrook, CT: The Globe Pequot Press, 1992. 248 pp. \$12.95. ISBN 1-56440-015-8.

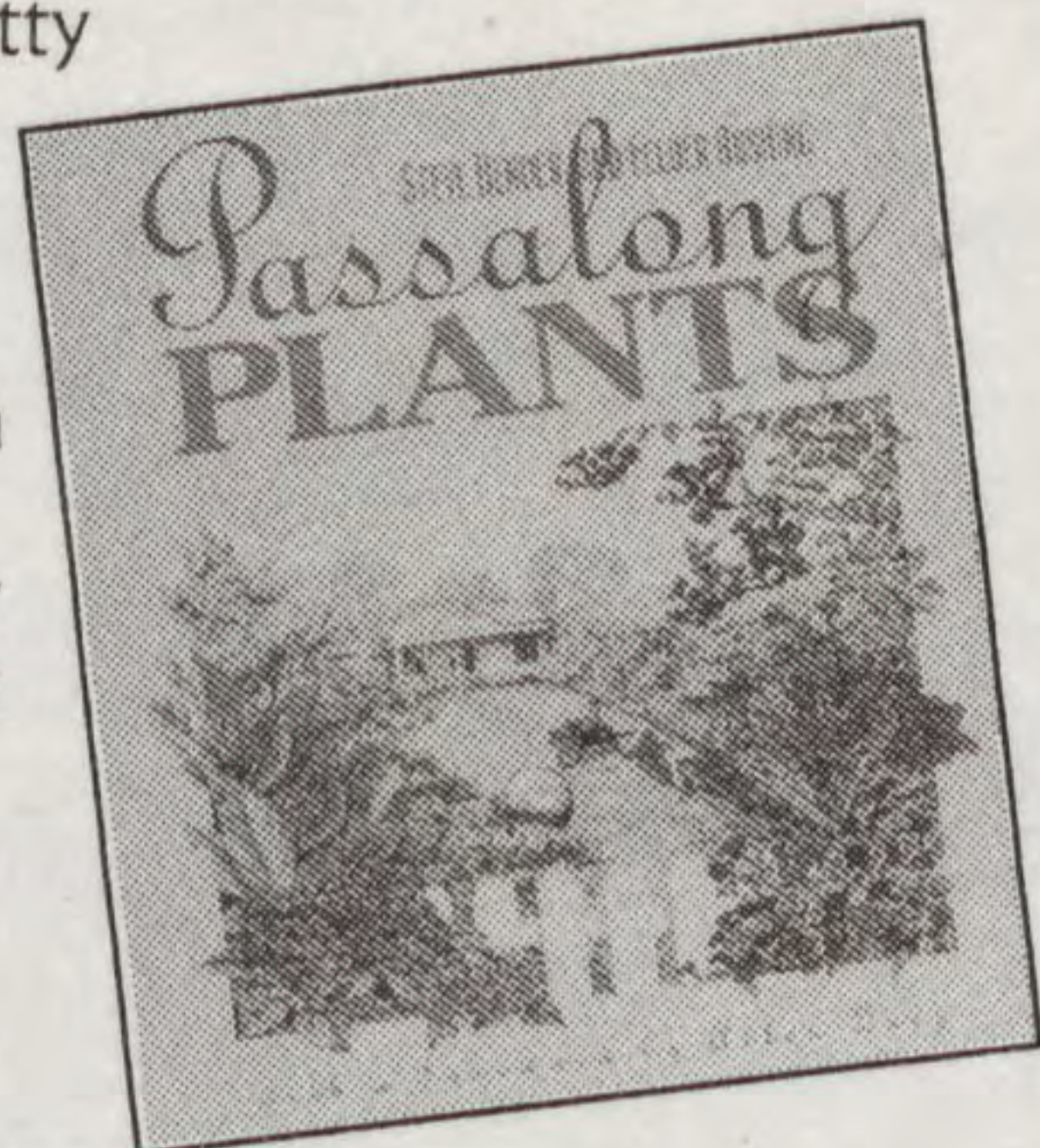
NEW BOOKS FOR FALL 1993

Passalong Plants

Steve Bender and Felder Rushing
Foreword by Allen Lacy

A light-hearted but horticulturally sound guide to passalongs—those botanical favorites that survive for decades by being handed from one gardener to another. The authors describe 117 such plants and offer tips on organizing plant swaps, giving information in the informal, chatty manner of neighbors.

2096-2, Oct., \$29.95 Tr cloth
4418-7, Oct., \$16.95 Tr paper
8 x 9, 82 color photos



Nature's Champion

B. W. Wells, Tar Heel Ecologist
James R. Troyer

Ecologist B. W. Wells (1884–1978) taught thousands of North Carolinians to appreciate the state's diverse plant life long before conservation became a popular cause. He not only provided the first scientific descriptions of the forces that shaped the Tar Heel state's ecosystems but also championed nature outside as well as inside academic circles.

2081-4, Aug., \$24.95



The Picture Man

Photographs by Paul Buchanan

Edited by Ann Hawthorne

Introduction by Bruce Morton

Paul Buchanan (ca. 1910–1987) was an itinerant photographer who wandered four North Carolina mountain counties from 1920 until about 1951. The striking images in this book are posed pictures, but the subjects did the posing, leaving us a portrait of Appalachian families as they saw themselves.

2119-5, Oct., \$24.95 Tr cloth
4431-4, Oct., \$12.95 Tr paper
approx. 100 b&w photographs



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John K. Terres

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New Afterword by the Author

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The eloquent observations of this noted author and former editor-in-chief of *Audubon* magazine, who spent nine years exploring the Mason Farm wildlife reserve in Chapel Hill, North Carolina. "Because this book is a work of art we are held in its spell in a timeless world."

—May Sarton, *New York Times Book Review*

4426-8, \$16.95 Tr paper
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4425-X, Oct., \$16.95 Tr paper
165 illus.

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Bland Simpson

Tells the dramatic story of nineteen-year-old Nell Cropsey's disappearance from her riverside home in Elizabeth City, NC, in November 1901. Bland Simpson artfully reconstructs this true whodunit from interviews, court records, and newspaper accounts, creating a colorful account told in three first-person voices.

2120-9, Nov., \$22.50 Tr cloth
4432-2, Nov., \$12.95 Tr paper



From Censorship to Intellectual Freedom to Empowerment: The Evolution of the Social Responsibility of the American Public Library; A Bibliographical Essay

by Plummer Alston Jones, Jr.

"The great end of life is not knowledge but action."

— Thomas Henry Huxley

To ask the question: "Does the American public library have a social responsibility?" is, of course, rhetorical. Yes, the public library has and has had a social responsibility since the establishment of the American Library Association (ALA) in 1876. Indeed the very word "public" implies both a societal dimension and context. The more appropriate questions in a critical examination of the social responsibility of the public library are: "Is there universal agreement within the library profession on what constitutes social responsibility? Has the library's social responsibility evolved over the years?"

In 1974, just two years shy of the ALA Centennial, Evelyn Geller wrote a provocative *Library Journal* article entitled "Intellectual Freedom: Eternal Principle or Unanticipated Consequence?"¹ The impetus for Geller's research was her fascination as to why ALA found it necessary to frame a Library Bill of Rights in 1939. Geller wanted to know if there were differences in the materials selection practices in American public libraries before and after its promulgation. Thus, while ostensibly tracing the evolution of the concept of intellectual freedom as it pertains to the selection of materials for American public libraries, Geller's article presents in the process an historical and analytical synopsis of how the library profession's concept of social responsibility has changed.

Beginning her quest for answers, Geller turned to the works of library historians for evidence to substantiate her hypothesis that the promulgation of the Library Bill of Rights was a watershed in the history of American librarianship. From Sidney Ditzion's *Arsenals of a Democratic Culture* (ALA, 1947), a history of the early years of American librarianship through 1900, Geller learned that the American public library, having started out with an elitist philosophy of service, only gradually became more democratic as its social responsibility began to encompass the entire community.

Libraries, which were supported more or less as alternatives to taverns and the streets, were viewed as institutions preventing crime and social disorganization. Librarians viewed themselves as arbiters of

morality with a public trust to keep libraries free of, and their clienteles unexposed to, books deemed improper, immoral, or false. Librarians, who perceived themselves and were perceived by others as being good conservatives sharing the moral values of their trustees, seldom ran into censorship difficulties. Indeed, a vigilant censorship of collections was a duty librarians did not shirk. Censorship before selection and even after the fact was their public trust, their social responsibility.²

Geller examined also *Book Selection and Censorship* (University of California Press, 1959), a study of materials selection practices in California public and school libraries by Marjorie Fiske (later, Lowenthal), for further evidence supporting her hypothesis that the philosophy of librarianship embodied in the 1939 Library Bill of Rights represented a direct departure from the philosophy of service described by Ditzion.³ Fiske noted that in the 1930s libraries took on a "social service" mission, a radical departure toward serving the changing needs of all segments of the community rather than merely imposing elitist values on the few who used libraries. Librarians in urban settings and particularly those serving immigrant clienteles cast their roles after those of the community social workers with whom they often worked hand in hand.⁴

In the aftermath of World War II, Fiske concluded that the increasing level of education of the average American, the call for multicultural materials, and the need for materials at many reading levels worked together to effect the democratization of libraries. In their desire to attract the underserved in their communities, librarians "developed a greater tolerance of what they may formerly have rejected as 'mere trash'."⁵

For further elucidation of the evolution of the public library's response to the social responsibility of materials selection, Geller turned to the works of Dorothy Broderick and Michael Harris. Broderick in her 1971 *Library Journal* article entitled "Censorship Reevaluated" reckoned that the concept of anti-censorship or intellectual freedom was an abdication rather than an affirmation of professional (read, social) responsibility. According to Broderick, li-

Libraries, which were supported more or less as alternatives to taverns and the streets, were viewed as institutions preventing crime and social disorganization.

Libraries: All Things to All People

by Carol H. Reilly

Libraries can no longer stand apart from the social issues that affect their patrons. Libraries cannot afford to remain merely neutral institutions while the communities they serve are struggling with delinquency, teen pregnancy, violence, homelessness, unemployment, poverty, illiteracy, substance abuse, intolerance of racial and cultural differences, and other concerns.

Human service and education professionals, political and business leaders, planners and advocates are seeking or designing new approaches to prevent — as well as remedy — some of these social problems. Individuals of all ages and abilities are searching for health care, day care, housing, vocational, and other options so that they can become financially and socially independent. Families are looking for support to deal with domestic troubles and to help their children become successful.

Libraries must not only be aware of these trends and issues, but also must redefine their mission to become active participants in community problem-solving.

I believe that library administrators and staff should use the concept of Information and Referral (I&R) as a starting point for evaluating their goals and for developing training, service, and marketing strategies in response to social issues.

Libraries should view their connection to community resources as essential in providing thorough, accurate service to their patrons. Employees at every level should be taught to think of themselves as community information providers having access to a universe of knowledge much broader than the library. Given appropriate training, employees can become comfortable in judging when to recommend or call on resources beyond the library, even if they do not have their own in-house I&R staff and database.

Involvement by administrative and branch staff in interagency networks and community planning efforts enables libraries to cope with changing demands resulting from societal problems. Using I&R contacts, librarians can:

1. Find out more about information and help available to latchkey children, parents of troubled teens, homeless people, the unemployed, people with different communication needs, and other groups who may be visiting or calling the library.
2. Become indispensable in meeting the information needs of local professional colleagues and decision-makers.
3. Encourage and participate in multi-agency alliances which may help everyone strengthen existing services, create innovative programs, make better use of current resources, or identify new volunteer, staff, and funding sources.

For example, by forming a partnership with the local teen helpline, tutoring and mentoring programs, PTA, Cities-in-School office, or youth council or other groups, library employees may be better able to work with children and teens who have academic and behavioral problems, or find volunteers who can help them.

Library employees can gain valuable ideas for collection development, booklists, displays, programs, and cooperative outreach efforts from such groups as public health agencies, parent education groups, information sources on the Americans with Disabilities Act, task forces dealing with issues such as AIDS and teen pregnancy, career counselors, the AARP, and the Bar Association.

By using their unique skills and tools, librarians can provide valuable assistance to government officials, human service planners and advocates, neighborhood development groups, and citizens seeking services for themselves and their families. They can build a computer file on support groups whose meetings are mentioned in the newspapers, offer to track down hard-to-find articles and statistics, facilitate interagency training and community information exchange activities, and collect or compile resource guides to local day care providers, summer camps, job listings, scholarships and grants, and translators and interpreters.

All of these I&R-related activities are well within the traditional role of libraries, but they place libraries in the mainstream of social responsibility to their patrons and their community.

From the President

Janet Freeman, President

*When you see a turtle on top of a fence post,
you know it didn't get there by itself.*

Being on top of a fence post is a heady thing for a turtle. Not every turtle achieves that position. There are many benefits. It's a better view than many turtles ever have. There's a breeze, and the turtle gets lots of attention from passers-by.

It's true. Ask any turtle who's been lucky enough to be there.

Oh. You don't think you can find a turtle who'll talk? Okay. Ask anyone who's been elected to an office or appointed to a position of responsibility. It's an experience similar to the turtle's.

Being "on top of a fence post," one has the opportunity to see the big picture. It's a great view. It gets breezy at times, and there's certainly no lack of attention.

But let's go on to the second part of that saying about the turtle. "You know it didn't get there by itself." That's the important part. No turtle ... or office holder ... achieved that position on his or her own. (Close your eyes and try to imagine a turtle shinnying up a fence post.)

A lot of people made it possible for me to be on the NCLA fence post for the last two years, and I want to express my sincere appreciation to a few of them.

Since the day four years ago when I received the phone call that let me know you'd given me the privilege of serving as your President-Elect, I've thought about what I wanted to include in this, my final column. There are many thank you's to be said and some challenges to be issued.

First to the thank you's.

Thank you ...

... to those librarians in my past who encouraged me and provided me with the very best role models anyone in this profession has ever had:

Katherine Reid at the Carnegie Library in Winston-Salem, Sayde Penry at Ardmore Elementary, Mary Martin McBrayer at Dalton Junior High, the Elizabeths (Sink and Stroup) at Reynolds High, Marjorie Hood at UNC-G, and Anna Loe Russell at George Peabody College;

... to the staff of the Carlyle Campbell Library at Meredith College who held the fort while I was at yet another NCLA meeting or on the phone;

... to my dean, boss, and friend, Dr. Allen Burris, who encouraged me to accept nomination for this position and made all the time away possible;

... to my family and friends who were patient with my not coming to visit as often; and

... to perfect Martha Fonville, NCLA's ace Administrative Assistant, who makes everyone look good.

Finally, to the members of the 1991-93 NCLA Executive Board, an extra special thank you. You put up with many things during the past two years ... from recreating the state of North Carolina at our retreat at Caraway to the two-minute timer for reports; from starting meetings on time (whether everyone was there or not) to looking at those now-worn newsprint sheets listing our biennium's goals. We've sung along with Jim's mandolin and Alice's banjo. We've walked Capitol Hill telling congressmen of the needs of North Carolina libraries.

We have debated, agreed, disagreed, and decided on many items of business and policy for the North Carolina Library Association. Many were tough decisions, the results of which will be felt for many years. Through it all you showed unfailing good humor, perspec-

tive, tolerance, respect for each other, and good judgment, and I thank you.

Now for my challenges to you, the membership ...

- Get involved in NCLA. This association is only as good as the people actively participating in it.

- Go to and pay attention at section, committee, and round table business meetings. You'll be surprised at how interesting they are, and you'll be able to get to know some of the association's turtles currently on fence posts. Talk to them. Find out what you can do.

- Take advantage of the opportunities to learn that NCLA offers you. Each year I am impressed by the variety of workshops, seminars, and conferences our association sponsors.

- Make suggestions to your leadership. Let them know you are out there and what you need from the association.

- Don't be afraid to speak up. You may be surprised by how much weight your opinion carries.

- Read *North Carolina Libraries*. You do know, don't you, that last year it was judged the best library journal in the United States? It's yours.

The North Carolina Library Association is one of (if not THE) finest state library associations in the country. Our membership includes talented, imaginative people who are leading the way in library service.

Thank you for giving me the privilege of serving as your president this biennium. As Gwen Jackson begins her turn on the NCLA fence post, I wish for her the same kind of support and good will ... and yes, the breezes and the challenges ... that I have experienced these past two years.

Foreword ...

by Barbara S. Akinwale
Guest Editor

"Beyond handouts: embryonic programs provide some innovative approaches to intractable social ills," reads the subheading for a May 17, 1993, *Wall Street Journal* article on new social programs being tried at local and state levels. As I read the article, I could not help but think about those intractable social ills and how they spill over into libraries. When we talk about social issues in librarianship, we are talking about an entity not different from the social issues that touch our everyday lives. So, do we separate libraries from the rest of society, or are we savvy enough to realize that what affects society as a whole filters into our libraries?

According to a 1992 *Business Week* magazine special foldout, America is changing. In some instances, the changes are good; in others, not so good. The article basically states that immigration patterns, more women in the workforce, a less agrarian society, global trade, more elderly, a downturn in earnings growth, more children in poverty, an increase in crime, rising medical costs, and a rethinking of our educational system, all are playing major roles in how America is changing. As America changes, so must America's infrastructure. Libraries are part of America's infrastructure.

Usually, libraries are spoken of in the same breath as education. I agree that libraries and education are synonymous and that we must be an open door for knowledge. Because the tax dollars of ALL Americans are used to operate libraries, we cannot afford to be exclusive in our quest to nurture all who enter our doors.

So, am I my brother's keeper? Yes, no, maybe so. Should I be or even want to be? Social issues in librarianship? Just exactly what are we talking about? And what is this thing called social responsibility? And why and how did we information providers find ourselves involved in this scenario? Questions, questions, all those questions and very few answers. Yes, we are concerned. But, is it our duty to be on the front line?

The authors of the articles in this issue have and will continue to grapple with those questions in sometimes anguished pursuit of the answers. We first tried to define social issues in librarianship i.e., social responsibilities. Terms that came to mind were neutrality, non-judgmental, awareness, resourceful, balance and breadth, lifelong learning, mainstreaming, facilitator, etc., etc.

Based on dictionary definitions, "social" has a variety of meanings. The definition that I think most of the authors chose to deal with has to do with the welfare of us humans and our responsibility to look after each other, therefore leading us to dwell on the social responsibility of the profession.

One of the articles specifically addresses the AIDS issue because, in 1993, the disease is still a major social issue in our lives. We librarians are still struggling with how a public institution should best address this issue. Jim Zola does an exemplary job of addressing the need for making our children knowledgeable.

Plummer Alston Jones entrusts to our sensibilities a treatise on the evolution of the social responsibility of the American public library. Suzanne Wise does an excellent job of introducing the reader to a selected, annotated list of programs and policies that deal with social issues. William Snyder addresses "special populations," i.e. the elderly or physically handicapped, and whether or not they require "special service." His premise is that we should mainstream them. Barbara Best-Nichols talks about those bastions of higher education and how they view "Johnny" when he graces their doorsteps full of questions and making demands on their time. Connie Mellon speaks from the heart on the subject of the school library and social responsibility, by thoughtfully examining the role of the school librarian. Virginia Orvedahl's and William Wartman's article on library life in a rural setting explains how this milieu does not preclude libraries from experiencing the urbiculture syndrome. By virtue of being a rural library, some unique concerns are evident; however, intractable social ills know no boundaries. Howard McGinn talks about coalition building, fund leveraging, and role changing, and refers to these processes as being the keys to expanded social services by public libraries. In "Point/Counterpoint," Carol Reilly and Harry Tuchmayer debate whether or not our libraries should be "all things to all people." Carol approaches the issue from an information and referral (I&R) position. Carol is personally acquainted with this venue, having spent many years as an I&R coordinator.

As librarians we cannot solve all of society's ills. We will continue to struggle with "should I or shouldn't I." Whatever decisions we make, I vote for the one that implies "just do it." After all, libraries do change lives!



1. Tax-supported academic libraries provide services to community users who are not university or college students and faculty.
2. Tax-supported academic libraries do not provide free borrowing privileges to residential and business community users.

Survey Results

Narrative form is used to report the survey results. No attempts were made to massage, synthesize, or summarize these results. The researcher felt that having the actual responses would prove of greater value than providing composite responses.

Eleven (65 percent) of the seventeen instruments were returned. The survey group was all tax-supported academic libraries. Of these eleven responses, one institution indicated that it responded only to official statistical surveys from the Association of Research Libraries; thus, the total number of respondents completing the survey questions was ten (59 percent).

The survey questions and respondent answers are in narrative form. This gives the reader the full essence of the survey.

Respondents were asked to send copies of their mission statements. Nine (90 percent) returned mission statements and three (30 percent) returned circulation policies.

Question 1: Does your mission statement allow you to serve the community outside of the campus environment?
Yes. No.

Explain and attach a copy of your mission statement.

Library A. "Yes. ... In addition to the services provided to our primary clientele, the Library offers selected services to the larger community of which ... it is a part — alumni, citizens of the local area, and students and faculty of other academic institutions."

Library B. "Yes. ... In addition, ... serves as a secondary resource for non-technical health care information for health care consumers in the local community."

Library C. "Yes. ... The diverse campus and community clientele are aided in their use of information resources, services, and facilities by the Academic Library Services faculty and staff who offer instruction and assistance."

Library D. "Yes. ... Service is extended to ... residents of the larger city-county-regional area who have informational and resource needs which can be met by an academic library."

Library E. "Yes. Permission is granted on a case by case basis if the requester can show demonstrated need."

Library F. "Yes."

Library G. "Yes. ... Fundamental to its mission are excellence in teaching, high quality research, scholarship, and creative expression; and fostering a strong sense of community through curricular and co-curricular programs."

Library H. "Yes. ... Within its allocated resources, the Library also accepts the responsibility for providing various services to citizens and scholars outside the immediate university environment."

Library I. "No."

Library J. "Yes. The statement does not formally address service to the larger community, but there is certainly no prohibition on such service, and service to the larger ... community is permitted, and in some cases, encouraged. For example, the Reference Librarians arrange for high school students to tour the library and work on their research projects while in the library."

Question 2. If yes, is this service non-restrictive, that is, do you loan the materials out through normal circulation procedures or is service restricted to in-house use?

Library A. "Non-restrictive."

Library B. "Normal circulation."

Library C. "Non-university patrons may borrow materials from the library. They do not restrict to in-house use of library materials."

Library D. "Normal circulation policies."

Library E. "Yes, the loan period is the same!"

Library F. "Normal circulation policies."

Library G. "Loan agreements are established with area colleges, secondary schools, public library. These arrangements allow those institutions to issue written referral notes requesting that the borrower be allowed to check out materials on a specified subject. The referral note is kept by us. A new note must be brought each time borrower comes to obtain material. These patrons are limited to 6-8 books at a time. The referral institution is responsible for seeing that the borrower returns all books, pays any fines due, or pays for lost material. If borrower does not pay, referral institution reimburses this Library."

Library H. "Normal."

Library I. "Normal circulation procedure."

Library J. "Non-restrictive, but there are some limitations as indicated below."

Question 3. If yes to circulation, is the circulation period the same for community users as it is for academic patrons? Explain.

Library A. "Yes; loan period is 3 weeks with 2 renewals. Popular collection (browsing) — 2 weeks with no renewals. (Same loan period as for ... students)."

Library B. "Yes, except for faculty clients who have a one-year check-out period — actually, everything due end of spring semester."

Library C. "Area Resident, 14 days; Borrower's fee \$15.00 individual, \$100.00 corporate. Community College, 14 days; Borrower's fee \$15.00 individual."

Library D. "Three-week loan — same as for students."

Library E. "Same."

Library F. "Non-student users have a one month loan, same as our students. They are subject to same fines & bills charges; recalls and other notification."

Library G. "Same as for undergraduate students. Material on reserve and audio-visual materials are loaned only to ... students, faculty and staff."

Library H. "Same as undergraduates, but 4-book limit."

Library I. "Yes. Three-week circulation period is standard with a three-day grace period — Exceptions: Graduate students/14 day grace. Faculty & staff/1 year grace."

Library J. "This circulation period is 21 days for both university and "city patrons." However, City Patrons must pay a \$10.00 per year fee, they may not borrow books if they owe fines in any amount or have overdue books, and they must be at least 18 years old or be accompanied by parents if less than 18 and registering as a borrower. We are a little more strict with the City Patrons than the students. For example, they may borrow no more than five books at one time, but students may borrow as many as they need."

be taught in school. Yet a 1989 survey reveals that 80 percent of elementary libraries in the U.S. had no fiction titles dealing with AIDS and 52 percent of elementary libraries surveyed had no non-fiction titles.⁴ Educated speculation provides a variety of reasons for the weakness of school collections in this area. The first thing to consider is that children are not voting citizens and therefore do not wield power in a society that respects advocacy. Young children, when viewed as the innocent lambs, are not considered AIDS risks. Therefore, in times when overall funding is tight, and where children's resources are funded by what is left, the gathering of AIDS material may not be a high priority for children's librarians. Then, factoring in the possibility of a book challenge or some fundamental group's sabotage, along with the lack of sources and the currency problems, the dearth of AIDS materials for children might be explained, but not justified. Finally, there is a possibility that the attitudes of the librarians towards the subject might be keeping the books off the shelves.⁵¹

In the case of school libraries, it is virtually impossible to separate the issue of AIDS classroom curricula and the dissemination of AIDS information in the library. School libraries should support and expand on the classroom curriculum. Yet, in the formulation of curricula on AIDS education in the Greensboro Public School system, every department has been included — English, mathematics, social studies, science, health and even physical education — except for the library.⁶ The results of these curriculum decisions can have far-reaching effects on the library collection. In New York City, the Board of Education enacted a measure stressing sexual abstinence in the school curriculum. The ramifications of this ruling enable the school board to censor or ban materials that they feel fail to stress abstinence.⁷ Book challengers are given the strength of political approval.

It could be argued that the issue of AIDS information in children's libraries is just a rehashing of the old sex education debate. But there are some major differences. Not only are young people concerned about AIDS as a life and death issue; they are also considered by some to be a HIV high-risk group.⁸ The problem is not just sex, however. In an article in *The Journal of Moral Education*, Kenneth R. Howe identified these compound issues:

It is only one step from talking about risky behaviors, to talking about the victims of AIDS, social policy, compassion, and constitutional rights ... more generally, the controversies surrounding AIDS ought not to be ducked. Evasiveness only contributes to artificiality of schooling, and results in missing an opportunity for some timely and important education. Students ought to be taught how to cope with controversy and disagreement, rather than presented with a model of how to ignore it.⁹

Unlike the case of sex education, few voices deny that AIDS education is important. While the value of AIDS information dissemination is hard to contend, controversies develop over the approach and extent of the information made available.

There are basically two camps concerned with the inclusion of AIDS materials in children's library collections. Kenneth R. Howe has labeled these two approaches "paternalist" and "neutralist." Paternalism is based on the view that "children, say, through high school age, are simply not competent to master all of the information about AIDS, including the uncertainty, needed

to make responsible judgments"¹⁰ So the paternal approach is to protect children from themselves by censoring the information made available and by advocating abstinence. One of the main problems with the paternal approach, besides the unrealistic belief that ignorance is bliss, is that children today receive information from many sources — peer networks, print and television media. Denying them the access to reliable information in an open educational setting may simply lead to a distrust of schools and libraries.

The alternative approach to AIDS information dissemination, according to Howe, is neutralism. This is based on a respect for adolescent autonomy and on the reservation of moral judgment. While the conservative paternalist believes in abstinence, the neutralist believes that the teaching of safe sex is necessary since all avenues of the issue need to be presented. One group believes that abstinence should be taught as an absolute value, while the other group believes in teaching protective prevention. [This would be a non-issue if both abstinence and safe sex were presented in the available materials.] But the paternalists believe that abstinence should be the only approach, and therefore materials that mention safe sex are viewed as "sheep

clothing for the lupine purveyor of libertarian perversions."¹¹ In order for librarians to resist challenges from these paternalists, it is necessary for them to understand the basis for these beliefs.

There are a few underlying contentions that recur in the arguments against the neutralist approach to AIDS education. The first fundamental belief is that there is a strong relationship between the communication of information and the changing of behaviors.¹² It is hard to argue against this point. Yet the paternal logic continues by arguing that safe sex information "will be ineffective and counter-productive because it will implicitly sanction sexual permissiveness — the primary cause of AIDS."¹³ This argument relies heavily on the innocent child theory. Allowing the thought of anything but abstinence to enter the child's mind will lead to corruption, the breakdown of moral consensus, and the breaking of implicit rules. These implicit rules existed before AIDS, but the paternalists are using the threat of AIDS to enforce the advocacy of abstinence before marriage and fidelity during marriage.

That is not to say that the other side, the neutralists, advocate premarital sex and infidelity. They argue that "kids who come from open-communication situations do better with risk-taking behavior."¹⁴ The question that needs to be asked concerning the neutralist position is just how far the librarian should go. Can the librarian

In fact, the very notion that younger children are not getting information in the classroom makes the availability of information in the library that much more important.

The issue ... is not whether we should pass out condoms, or promote one extreme or the other. The real issue is how we answer this question — if not education and open information dissemination, then what are the alternatives?

Coalition Building, Fund Leveraging, and Role Changing

Keys to Expanded Social Services by Public Libraries

by Howard F. McGinn

The changes have been gradual, almost unnoticed. They began back in the 1960s when librarians discovered what was then called "public relations." They began with the first appearance of specialized displays of books in an attempt to mimic the displays of the department stores and supermarkets. The goals were noble: increase circulation, bring more people into the library, increase the number of people reading, make the library begin to appear that it was not a musty, silent, tomb-like mausoleum of dead books and comatose employees. The changes produced results. By unwittingly employing a few standard marketing techniques, libraries did increase circulation, did increase the number of customers walking in the library door, and, in spite of the best efforts of the school systems to the contrary, did increase the number of people able to read even as the schools increased the number of graduates not able to read. Libraries became "fun places" full of ALA READ posters, puppet shows, and large money-making video stores. Popular fiction dominated the expenditure of public tax dollars, and a new professional role model — the librarian as cruise director — was created. We rarely stopped to talk with the homeless person keeping warm under the READ poster unless that person's odor or behavior annoyed the better-heeled clientele. We rarely stopped to consider why our customer base was taking on a distinctive white, middle-class tint, why the growing number of people of color or people of a foreign language in our communities felt that they were not welcome in the public library, why we were becoming irrelevant.

We should have seen the signs of our

irrelevancy, but this was the age of Reagan and America was standing tall. Now, however, we are beginning to understand that the age of Reagan has left us financially and spiritually bankrupt. We face an unimaginable national debt, riots and bombs in our cities, financial institutions that are still in the intensive care unit, and a lost generation of the young, especially African-American and Hispanic young men whose talents and skills we will sorely miss in the future. And, as our libraries have become irrelevant to most people's lives, our profession slowly fades into extinction. The application of marketing techniques did not bring on this decay; our misunderstanding and amateurish application of them did so. Mass circulation statistics did not produce lower budgets and the seeds of internal collapse; the rush for the quick fix, the quick profit did so. The increased number of customers did not devastate our credibility; our inattention to the human needs of large segments of our society did so. We sold our ancient heritage so that the words of Danielle Steele might be heard throughout the land. But as the Bible says "the poor we have always with us" and in the hope of this post-Reagan era perhaps there are some small steps we can take to regain our relevancy, to restore our profession and professional dignity, to increase our budgets, and, in the process, to make a difference in the lives of the many who never felt they were permitted to enter our buildings. The first step we need to take is to examine possible role changes.

I Am My Brother's And Sister's Keeper.

I am certain that the most frequent response to the question "Why did you become a librarian?" is the answer: "Because I love books." This is the root of our problem. I would like to believe that most of the people giving this response would add "and I want to help people." But in my twenty-five years as a librarian, I have never had that second phrase appended to a person's unswerving devotion to that piece of technology composed of paper, glue, and chemicals that we call a book. Aside from Hitler and Savonarola, few persons will openly express a hatred of books. General Assembly members have even been known to cut library budgets

The goals were noble: increase circulation, bring more people into the library, increase the number of people reading, make the library begin to appear that it was not a musty, silent, tomb-like mausoleum of dead books and comatose employees.