

# NORTH CAROLINA

Spring 1995  
MONEY CHANGING IN THE LIBRARY

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# NORTH CAROLINA LIBRARIES

Spring 1995

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## MONEY CHANGING IN THE LIBRARY

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# From the President

Gwen Jackson, President

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**A**s I have pondered (and struggled with) this message to you, many thoughts have crowded my mind. First and foremost, with the biennium having reached the midpoint, it is time for a reality check. Your NCLA Executive Board spent a portion of the January Executive Board meeting assessing the status of the five work groups and answering the following questions.

- Has NCLA made progress in realizing the visions that were established at the beginning of the biennium? What were those visions?

**Communications Issues:** Libraries and librarians are recognized as the prime information source empowering the people of North Carolina to become lifelong learners.

**Intellectual Freedom:** North Carolina libraries and librarians are aware of the importance of safe-guarding the rights of library users in accordance with the First Amendment to the United States Constitution and the Library Bill of Rights as adopted by the American Library Association.

**Organizational Issues:** The North Carolina Library Association is the motivating force for unifying its diverse membership to achieve the purpose, goals and priorities of the organization.

**Personnel:** NCLA and the library profession will be represented by exemplary professionals including women and minorities at all levels of administration.

**Technology:** Libraries and librarians play a leadership role in the development of the North Carolina Information Highway (NCIH) and in the implementation and utilization of the Highway so that it extends to each library, with the necessary training and equipment for each citizen to have access.

- Does NCLA need to chart a new course or change direction to accomplish our goals?
- Do we as members of NCLA need to renew our commitment to NCLA and to the profession?

How would *you* rate NCLA in the realization of these goals? What do you view as the strengths, weaknesses, threats, and opportunities facing our profession and our organization? What are your suggestions for meeting our goals? You have a direct line to me and the Executive Board via NCLA-L and e-mail (gjackson@unccs.edu). We want to hear your ideas.

The new year has brought changes within NCLA! Martha Fonville, our first administrative assistant, departed at the end of December. With her knowledge and commitment to NCLA, Martha has provided an efficient, indispensable office. She has been our ready reference source for NCLA information including upcoming events, organizational policies and procedures, constitution/bylaws expertise, and membership information. **Christine Tomec** became our administrative assistant in mid-January and continues to provide an efficiently managed office. Do introduce yourself to Christine and welcome her to NCLA. She can be reached at 919/839-6252 (voice and fax) or via e-mail (SLLA.CLT@ncdcr.dcr.state.nc.us).

As this issue of *North Carolina Libraries* goes to press, those of us associated with state government (public libraries, public schools, community colleges, university system, state library) are also experiencing changes resulting from budget cuts and downsizing. These budget cuts will affect personnel, resources, facilities and programs in our respective work places. How will we meet the challenges that such extensive cuts will create? I offer several suggestions for your consideration.

**Talk with the policy makers** (legislators, county commissioners, trustees, school boards) that directly affect the funding for your programs.

- Invite them to participate in activities in your library that would give them an opportunity to view first-hand the variety of resources and programming you have.
- Participate in Legislative Day (Washington, DC — May 9; Raleigh — May 10).
- Write letters to your representatives thanking them for past work and requesting their continuing support.
- Provide specific examples of the effects budget cuts would cause — make your examples relevant to their "favorite" areas.

**Volunteer to participate in Governmental Relations Committee activities**

- Contact Chair Carol Southerland for specific ideas: 2809 Westbrooke Drive, Kinston, NC 28501. Telephone: 919/523-0819 (h) 919/568-6161 (w) Fax: 919/568-4074.
- Contact the committees within your sections and round tables.

**Be a Library Advocate and encourage your friends to join you.**

I encourage you to take a few minutes this spring to review your personal and professional goals. Respond to the above questions so that NCLA can and will be the best possible professional organization. Accept changes in good faith, continue to market the services of your library everyday and celebrate life every day!

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## Same Dollars, Different Sense

**Editor's note:** These three articles deal with finding additional dollars for libraries. While focused upon three different types of libraries — public, academic, and school — they address the same process. Each takes a somewhat different approach, yet all can be used by every library and librarian as we plan to seek funding over and above that allotted by local, state, and federal agencies. While similar in nature, each offers a variety of strategies and suggestions for garnering outside public and private dollars for library resources and programming. Whatever your affiliation, try reading all of them; you'll find excellent ideas.

# Careful Planning: The Fundraising Edge

by Steve Sumerford

**I**f you are like most librarians, you can name a long list of projects and services that you think would enhance your library. Your problem is not a lack of good ideas, but a lack of funding. Every year, the library's budget seems to get tighter and your list of good ideas just gets longer. If, however, you can tap other sources of funding, you may be able to provide the programs and services for your patrons without any increase in your operating budget.

Public schools, universities, Head Start programs, and a myriad of other nonprofit agencies all regularly obtain thousands of dollars in additional funding from foundations, corporations, and other nontraditional sources. Libraries, on the other hand, tend to supplement their budgets with book sales and small gifts from individual donors. While these sources are very important, they generally require much more work and yield smaller profits than corporate solicitations and foundation grants.

A simple, two-page letter netted thousands of dollars for the literacy programs at the library branch that I manage. With a few of these letters and an aggressive, broad-based community fundraising campaign, we raised over \$100,000 for family literacy programs in less than six months. This campaign, which was conducted in 1991, was the culmination of a year of informal research and networking. It also brought a tremendous amount of publicity and prestige to the branch. In the four years since that initial campaign, we have raised an additional \$100,000 in

nongovernment funding.

On the basis of our mistakes as well as our successes, I would like to offer twelve steps for raising money from the corporations, foundations, and individuals within your community.

**STEP 1: All fundraising methods must start with a statement of the need for funding.** The challenge is to identify and describe needs from the community rather than the library perspective. Foundations, corporations, and private individuals usually do not give money to buy bookmobiles, computers, and books unless they clearly understand how these items improve people's lives. Donors want to support projects that will empower citizens and result in long-term improvements in the community. Your needs statement should clearly document the impact that a particular problem has on the community and how the proposed project can solve the problem.

Very often needs statements in grant proposals are weak because they are based

on circular logic. Donors report that this is one of the most frequent mistakes made in proposals. For example, it would be easy to fall into the trap of arguing that the library needs a new bookmobile simply because the current one is old, thus making the assumption that everyone knows why we need a bookmobile. A good needs statement, however, will answer questions such as: Why does the community need a bookmobile at all? Whose life will be improved by a new bookmobile? How will a bookmobile make the community a better place to live?

The needs statement also should demonstrate that the community had input in developing the needs statement. There are many ways to obtain this input from your community. Focus groups can be extremely effective. Interviews with community leaders, particularly grassroots leaders, also can generate good ideas and support for your project. Only after you get input from these groups can you develop a very strong and convincing statement of the need for the new program or service.

Good needs statements can be based on demographic data, needs assessments done by other agencies, community surveys, anecdotes, and quotes from users of the services. Don't just use statistics and cold facts. State the need in a way that is emotionally compelling. Demonstrate the seriousness of the problem with examples of how it affects people's lives. Use stories and anecdotes to personalize the problem.

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*The challenge is to identify and describe needs from the community rather than the library perspective.*

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**STEP 2: Get a good reading on the current fundraising climate in your community** before you make any decisions about your fundraising strategy. The best way to do this is to talk with an experienced fundraiser. Some good places to look for fundraising mentors are United Way agencies, college development offices, community foundations, and cultural arts organizations. If you're lucky, you will find some expertise on your own board of trustees or in your Friends of the Library membership.

One thing to keep in mind is the "turf-ism" that exists in the fundraising world. Some fundraising experts will be less than helpful because they will resent the library becoming another competitor for the limited number of dollars. Since most nonprofit organizations rely on tax-deductible donations to support their annual operating budgets, they may perceive other competitors as a threat to their survival. To get their cooperation, you have to assure them that your project is not a duplication of their programs and that your intention is to attract new dollars, rather than draw funding away from existing organizations. Also, remind them that you are fundraising only for a specific project and that you will not be competing perpetually for the nonprofit dollars because your operating budget comes from your governing body.

Once you locate people who will share some information with you, quiz them on the priorities and trends of local foundations, corporations, and other major community donors. Find out which donors and community leaders have a particular interest in education, libraries, and literacy. Also, ask your mentors about any fundraising campaigns that your potential donors already may be committed to supporting.

Timing is of critical importance in a fundraising campaign, particularly when approaching individual and corporate donors. Ask your mentors about any seasonal or special campaigns. Obviously, you want to avoid launching your campaign during the United Way campaign or in the middle of a county-wide effort to build a new homeless shelter or arts center.

The state of the local economy clearly impacts the availability of local dollars. However, while it is wise to be aware of the general economic climate, it would be a mistake to assume you cannot raise money when the local economy is not thriving. No matter how bad the economy, people with money still have to give some away every year for tax purposes.

**STEP 3: Create a fundraising advisory committee**, made up of Friends, community leaders, experienced fundraisers, donors, and staff members. Remember that people give money to people, not to institutions or agencies. If you don't currently have a board or executive committee that can raise money, you have to create one.

One essential aspect of the project's design is to involve representatives of the targeted population (e.g., teenage mothers, literacy students, daycare teachers, etc.) in the planning process. Not only will they give you good ideas, but they also will give your request more credibility. If you are requesting funds from a foundation, its board will almost certainly ask you whether the potential recipients of your services have had any input in the grant proposal planning.

Incorporating input from nonstaff members can be very challenging, but if you want to engender a sense of ownership and support for your project, you have to listen to the ideas of people who may have less experience and commitment than the staff. Even though the staff may be doing most of the work, the ultimate control may be in the hands of the Friends if you are using them as the fiscal sponsor for the project. Therefore, it is essential to reach consensus on the project goals and decision-making process while the project is in its embryonic form.

**STEP 4: Develop a comprehensive, community-based, fundraising strategy** based on diverse fundraising methods, such as grant proposals, corporate solicitations, raffle sales, special events, and direct mail requests. This approach is much more effective than just sitting in your office all day churning out grant proposals and fund appeal letters.

To facilitate this diverse fundraising strategy, you need to organize the fundraising advisory committee into separate subcommittees for each of the groups of potential donors. Try to find people with appropriate experience and expertise to serve on these subcommittees. The subcommittee that is pursuing corporate donations should be composed of community business leaders. Those serving on the foundation committee should know some of the board members of the foundations you have identified as likely supporters. Usually the first step for the subcommittees is to set a goal for the number of dollars they will raise and determine their strategy for reaching the goal. Since the strategies for each of the target groups may overlap, it is very important that there be regular communication among the subcommittees.

**STEP 5: Make arrangements for all donations to go into a fund that is tax-deductible.** If most of your regular budget comes from tax dollars, you may have to work harder to persuade private donors to give you money. After all, they already support you with their taxes. If, however, you have a Friends of the Library group, it can be an excellent tax-deductible conduit for donations, since it should already have nonprofit status [501(c)(3)] and is not funded by tax dollars, tuition, or any other guaranteed source of income.

Be certain that the Friends' treasury and financial papers are in order. Friends groups often forget to file a 990 Form with the IRS, which is necessary for any year that their income exceeds \$25,000. It also is preferable, but not mandatory, that the Friends obtain an audit prior to a fundraising campaign.

**STEP 6: Frame your request in a project format** with outcomes that match the priorities and "image" of the potential donor. From the donor's perspective, funding a well-defined project is clearly preferable to just pouring extra dollars into a general operating budget. A project format assures the donors that, if they award the grant, there can be measurable and recognizable outcomes.

Remember that the donors also have a reputation to maintain. They want their list of funded projects to look impressive in their annual report. If you give the project a name that expresses its mission and gives the project its own identity, the potential donor will look more favorably upon your request.

Our library-based family literacy program *needed* a dozen computers, but in our proposal we asked for "resources to develop a family literacy center." A "family literacy center" conveys a much more powerful image than does a detailed description of a dozen computer stations. Donors wanted to give money for literacy, not for hardware, but we helped them see that by providing funding for computers they would be increasing the literacy level in the community. Consequently, we received enough money to buy two dozen computers.

**STEP 7: Research foundations to determine which ones might be most receptive to your project.** *North Carolina Giving*<sup>1</sup> lists thousands of foundations in North Carolina, but it is best to start with the ones in your county. Ask foundations to send you a copy of their most recent annual report. It will reveal much about a foundation's current priorities. It also will include a list of the foundation's board

members as well as a description of the proposals that they have funded.

*The North Carolina Journal of Philanthropy*<sup>2</sup> is a bimonthly publication that is filled with information about North Carolina donors. Probably no other source offers such comprehensive and interesting data about fundraising in North Carolina. There are numerous books on proposal writing, and these can be invaluable to you. Joline Ezzell's article in this issue is also an excellent resource.

Once you determine which foundations match your needs, set up an appointment with the foundation director or a staff member. He or she is often the proposal gatekeeper — the one who screens the proposals and decides which ones are worthwhile for the board to review. Since this is a very subjective decision, your relationship with the director and the staff could be the single most significant factor in your relationship with the foundation. After the initial meeting, send a thank you note and periodically send newspaper clippings, newsletters, or flyers about your project.

In preparing the formal proposal, be sure to follow the foundation's guidelines very closely. Foundation staff members say they receive a large number of incomplete proposals in every funding cycle.

**STEP 8: Research the giving patterns of local corporations.** Corporations need to give away some money each year for both tax purposes and public relations. The community relations officer as well as company employees can give you advice on how to submit a request.

If the grant proposal is the key to getting funds from foundations, personal contact is the key to corporate donations. Corporate leaders respond best to other corporate leaders, so your request should be made by someone who is a peer of the corporate executive. Be sure that all of your Friends, trustees, and staff are apprised of the fundraising campaign. Ask them to contact any corporate leaders. You may be surprised to learn how many of your own board members have some social or professional connection to the corporation.

Try to anticipate the hard questions and give your fundraising team a script or a project fact sheet to help them answer these questions. Role playing of the most common difficult situations will help to

give your team a greater sense of confidence. Some good scenarios might be: a donor who is skeptical about whether the project is necessary; a donor who feels that the library should not be raising private money since it is a tax-supported institution; a donor who feels that the library should not be involved in this type of

*... personal contact is the key to corporate donations. Corporate leaders respond best to other corporate leaders, so your request should be made by someone who is a peer of the corporate executive.*

project; and a donor who says that the corporation's money is already committed for this year.

Sometimes it takes years of cultivation to secure a significant contribution from a corporation. One strategy might be to ask each to pledge a gift that can be spread over a three year period. Even if a corporation does not give cash, it may be able to give you thousands of dollars of in-kind services such as printing, used equipment, volunteer hours, and publicity.

Also remember that corporations like to have lots of publicity when they make a donation. Have your Friends plan a community celebration, press conference, or reception to acknowledge the donation.

**STEP 9: Ask individuals to make donations and pledges** through personal visits and direct mail fund appeals. In addition to direct mail fund appeals to individuals, our Friends group sold 1,000 raffle tickets. We netted only a few hundred dollars, but the grassroots publicity was worth a fortune, as each of those tickets was sold with a little speech about the Chavis library's family literacy program.

**STEP 10: Organize special events during the campaign and generate as many press releases as possible.** Nothing could be sweeter than having an article about your project in the paper on the very day that a donor is making the decision about whether or not to fund your request. Develop a list of friendly reporters, feature writers, and editors and send your press

releases directly to them.

One of the special events you should sponsor is a demonstration of the project. Invite all of the potential donors to a reception and demonstration. Devise some activity that simulates what you will be able to do if you get the funding. Ask one of the people who will benefit from the project to speak to the group. If you are trying to get funding for a new business service, ask a business person to "testify" to the need for the service and the library's commitment to the business community. If you are trying to get funding for computers to use with a literacy program, ask a student to demonstrate how the computer would be used for tutoring.

**STEP 11: Find other organizations with which you can collaborate.** Almost every funder asks if you are working in partnership with other organizations. In addition to finding organizations that actually can become part of your project, you also need to find representatives of organizations who will write letters of support and endorsement for your proposals. Sometimes these letters can make the difference between funding and rejection. You also could choose to form a partnership with some other organizations or libraries and apply for funds together.

**STEP 12: Stay in touch with the donors who give as well as those who turn you down.** Like a politician who is always running for the next election, you must begin cultivating donors for the next request before you deposit the check from the last one. Communicate with your donors and supporters regularly. Let them know how their money is being used. (We send quarterly reports to all of the donors who supported our family literacy project.) This will make your job much easier when you ask for additional funds. Also, after you receive a grant, give the donor as much publicity as you can. This will alert other donors to your work and it will demonstrate that if they fund you, you will give them good publicity as well.

The last and happiest step in this process is to deposit all of those fat checks from foundations, corporations, and other donors, and then start spending the money to provide the library service that your community needs.

#### References

<sup>1</sup> Anita Gunn Shirley. *North Carolina Giving*. (Raleigh: Capital Consortium, Inc., 1993)

<sup>2</sup> *Philanthropy Journal of North Carolina*. (*News and Observer*, 215 S. McDowell St., Raleigh, NC 27602; \$57 per year)

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# A Twelve-Step Program for Stronger Grant Proposals

by Joline R. Ezzell

**T**hat does it! The library board has just told you — again — that, although you have a great idea, there's no money. It's time to find funds somewhere else. You know there are foundations, corporations, and government agencies that have given money to libraries — why shouldn't they give to yours? You sit down at your terminal and start to write a proposal.

Whoa, there! Let's put on the brakes. Believe it or not, writing a grant proposal is one of the last steps in seeking outside funding. You have lots of preliminary work to do before you ever set fingers to keyboard. Using the following twelve steps, nearly all of which precede any writing, will make your grant proposal stronger and more likely to be funded.

## Purpose

In preparing to write a grant proposal, you must ask yourself many questions, the answers to which may seem obvious; however, they are not obvious to a potential funder. First of all, why do you want or need additional funds? After all, libraries are funded by their governing agencies, whether those are city or county governments or an academic board of trustees. Why isn't that funding sufficient? Can't you realign your priorities and thus accomplish what you have in mind?

Very few outside funders will provide money for ongoing operating expenses. Most are interested in 1) supporting a finite project which is beyond the scope of the library's budget or, 2) in providing seed money to start a new program which can become self-sufficient later. Make sure your need for additional dollars cannot be

classified as an operating expense.

Once you have determined precisely the purpose for which you want outside funding, you must answer two additional questions: 1) How does this project relate to your library's mission, and 2) how does it relate to the library's strategic plan. It is tempting to seek money for a project for which you know a specific foundation has provided money in the past, regardless of its relevancy to the library. As an example, last year ABC Corporation gave a substantial amount of money to the public library in a nearby region for a children's summer reading program; you think your community college library should start a similar program and tap in to some of that money. Do not succumb to this temptation! At best you will end up with a short-term, irrelevant program that cannot be supported beyond the grant-funded period; at worst you will have spent hours preparing a grant proposal for an irrelevant project that was not funded. You must be able to show how the proposed activity or project relates to the library's mission and how it fits into the strategic plan for carrying out that mission.

## The Project

The second question to be answered is what you plan to accomplish with the funds. Both foundations and corporations want to be assured that the funds they provide will have tangible, beneficial results. They want to feel that their contribution will make a difference in the services that the library provides to its patrons. Corporations, in particular, are eager to have the public think highly of them because, in contrast to foundations, their main business is not philanthropy,

but, rather, providing a service or product that they hope the public will buy. Thus, they want their image enhanced by your project. They want their name coupled with a successful and worthwhile venture. You must be able to describe clearly and in the greatest possible detail the exact results you hope to achieve.

## Justification

Closely allied with this explanation should be a justification of the necessity or desirability for the project. Why is it important that this project be carried out? What specific benefits will result from its completion? If the project is not funded, what services will deteriorate or what segment of the population will not be served?

## Qualifications

The potential funder also will want to know why your library is the best (or at least, an excellent) place in which to carry out this project. What special resources does your library have that makes it the ideal site for this program? Do you have available local expertise? Does your library have special resources that this project will complement? Does your library serve a unique population?

## Time Frame

The majority of foundations, corporations, and government agencies have maximum grant periods; the remainder have no such restrictions. In either case, the funder will want to know the projected length of your project. You should determine the total length of the project and develop a timeline, specifying target dates for completion of each step. If a totally new project is proposed, the time required for specific

parts of the operation may be unknown. In this case, a timed test-run of procedures can be very helpful. Such a test will allow the schedule to be projected as accurately as possible, and provide information about the level of staffing, type and quantity of supplies, and equipment needed for the project.

### Costs

Perhaps the most important piece of information for the potential funder is the cost of the project. The funder will want to know how much money is being requested, when it is needed, and precisely how the funds will be used. You must complete a detailed budget outlining each category of expenditure (salaries, fringe benefits, equipment, supplies, travel, indirect costs, etc.). Remember that each line item should be adequately explained within the narrative of the proposal. If your proposal is for a multi-year project, prepare a separate budget for each year. The funding agency will also want to know what the library will contribute to the project. Some funders, in fact, require that the library contribute a certain percentage of the total project costs (often called cost sharing). Your contribution indicates the level of your commitment to, and support of, the project. Can you contribute a staff position to work on the project? Can you purchase a piece of equipment, or provide travel expenses? In the detailed budget specify exactly what you will contribute and its value.

### Staffing

Describe the duties and qualifications of those who will direct and work on the project, and include a job description for each position. If you intend to contribute your own staff, include a statement of their qualifications for the project. If the project budget includes funds for hiring staff, include a statement of required and desirable qualifications for each individual to be hired. The funder wants to know that competent individuals with appropriate qualifications will be handling the operation.

### Evaluation

The funding agency will want to know how you plan to evaluate the project. What measures will you use to determine whether the project is meeting its stated objectives? When will these measures be applied? What corrective steps will be

taken if the project is not meeting its objectives?

### Publicity

Closely allied with evaluation of the project is publicity. Determine how the project and its results will be publicized. This step is particularly important if yours is a ground-breaking project that may be used later by other libraries. Predetermining how to publicize your project will help insure appropriate records and statistics as the project proceeds.

*Perhaps the most important piece of information for the potential funder is the cost of the project.*

### The Funder

Now that you have a clear picture of your proposed project, it is time to find someone to fund it. Though wealthy individuals may be a possibility, most library projects are funded by government agencies, foundations, or corporations. Bibliographic tools exist for determining which funding agency is appropriate for your project.

Funds available to libraries from the federal government are described in detail in the annual *Catalog of Federal Domestic Assistance*, published by the Office of Management and Budget and the General Services Administration. This catalog is a "government-wide compendium of federal programs, projects, services, and activities which provide assistance or benefits to the American public." Each entry lists the type of assistance, any restrictions, eligibility requirements, and the application and award process.

Foundations making grants of \$200,000 or more are listed in the *Foundation Directory*, which has an index by type of project. Corporations which provide funding are described in the *Corporate 500: Directory of Corporate Philanthropy*, published by the Public Management Institute, and the *Foundation Center's National Directory of Corporate Giving*. Several reference works have a narrower focus; examples are the *Directory of Grants in Humanities*, published by Oryx Press, and *Grants for Libraries and Information Sciences*, issued by the Foundation Center.

With these tools, you can identify those entities which are most likely to provide funding for your library, by answering a few questions. Which agencies have given funds to libraries in the past? Which agencies provide funds for the type of support you seek (e.g., equipment, seed money, endowment)? Some agencies restrict their giving to institutions in their home state; make sure you choose ones that either give nationally or give in your state.

And now ... you are ready to begin writing. Armed with the details of your project and information about the potential funder's interests and orientation, you should be able to write a winning proposal in no time. But before you mail it, you need to follow the two remaining steps. To perform these steps you should assume the role of reviewer for the funding agency.

### Editing For Clarity

One or two days after writing the proposal, edit it thoroughly, asking the following questions. Is it clearly written? Do the sentences and paragraphs flow logically throughout the document? Have you included an appropriate amount of detail and expressed it lucidly? Too often, convoluted sentences discourage reviewers and keep them from discovering the merits of a proposal. Can it be easily understood by a non-librarian? The majority of individuals reviewing the proposal will have only a superficial knowledge of libraries. Make sure your document is free of library jargon and that processes are clearly and simply explained.

In editing the document, a lay person can be very helpful. If that individual does not understand your proposal or its terms, it is likely that the agency's reviewers also will be perplexed.

### Editing For Completeness

If the funding agency has an application form or suggested outline, have you followed it precisely? Have you supplied all the information requested? Is your budget complete and detailed? Are all the budgeted items described in the narrative? Have you re-checked the math? Finally, would you fund this project?

When you can answer affirmatively all the questions in steps eleven and twelve, you have a solid, well-developed proposal. Mail it!

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# Business-School Partnerships: Future Media Center Funding Sources

by Pattie Allen

**B**ooks ... online subscription services ... CD-ROM applications ... telecommunications ... reference materials ... automation ... computer technology! The list of requirements school media coordinators must address daily continually lengthens.

Major issues involved are not whether such materials are justified or if public school students should have access to such materials. The year of accountability for all school programs has dawned. *The North Carolina Standard Course of Study* has forced school media services to support student learning. Educators, including media coordinators, are mandated by the public and the state of North Carolina to develop students who possess the ability to access and synthesize information — thus becoming life-long learners.

The major issue has become how to fund such acquisitions on a yearly basis with continually decreasing school budget allotments. Schools with small student populations, schools in rural areas, and school systems located in poor economic regions of North Carolina are impacted more strongly by this dilemma than their larger school counterparts.

However, one fact remains true: students throughout North Carolina deserve equal access to media services and technology regardless of the location and size of their school environments. As site-based decision making takes root and struggles for funding increase, the responsibility of providing information access for all public school students is passed primarily to the school media coordinator. Public school personnel in diverse curricular areas are attempting to meet mandated competencies with restricted funding empowerment, while also expecting media services to be in place as needed to support their own specific North Carolina Standard Course of Study.

How can media coordinators meet these expectations? How can funding be generated at levels which promote successful media programs and materials? One solution is the creation of partnerships between individual school media programs and local businesses. The process is direct and mutually beneficial to both participants.

The West Edgecombe media program and a Hardee's restaurant piloted such an effort during the 1993-1994 school year. The restaurant, located in Rocky Mount on Raleigh Road and managed by Charles Richardson, created certificates for use by stu-

dents, teachers, families, and other community members. For each certificate redeemed at the local restaurant for an eight-piece chicken dinner, the restaurant donated one dollar to the school's media and technology program.

This project was part of the Hardee's "Rise and Shine for Community Service" program. The program was created to encourage, recognize, and reward community service efforts by students across the United States. All Hardee's restaurants have an opportunity to create partnerships with schools. Both the local restaurant and the school benefit in that incentives help schools generate funds for special needs, and also increase traffic to the restaurants. Furthermore, the corporate business world becomes aware of the goals of school programs and the level of funding actually available to promote such goals. Additionally, the community becomes actively involved in an effort that strengthens communication among schools, homes, and businesses.

An alliance between school media programs and businesses is limited only by the creative imaginations of those persons involved. In some instances the business may choose to donate money to the media program without any special project activity on the part of the school and community. However, the project activity does tend to link all people involved and build communication bridges among the school, home, and business environments.

The process for developing such a partnership is relatively simple. One key idea to remember is that businesses work on the premise of goals, needs to achieve goals, and outcome accountability. A concept often echoed in a business environment is Total Quality Management, otherwise known as TQM.

The first step is the development of goals and objectives for the media program. A broad set of goals is already in place for North Carolina public school media programs — the Information Skills and Computer Skills curricula. Though these skills are not intended to be taught in isolation by school media personnel, school media coordinators should actively oversee their inclusion into daily classroom curricula. Media coordinators should assess strengths and weaknesses of the programs constantly and accept responsibility for providing necessary materials to enhance achievement of the goals. These goals, objectives, and strategies should be written for documentation and

shared with anyone in positions that may be able to offer support. Local school administrators, school faculties, school system administrative personnel, and parents should be aware of the total media program.

After developing of goals and strategies, careful examination of existing programs and available materials should occur. Objective scrutiny can lead to the realization of the most effective materials necessary to bring the goals to fruition.

A major component in the process is the selection of the business to approach. Businesses having a vested interest in the particular school make excellent choices for selection. To identify them, media personnel should survey students and the community. Business enterprises that employ parents of the school's students or that are frequented by the school community are strong candidates to consider. Hardee's was an effective choice since Rocky Mount is the home of the corporate offices, a favorite restaurant of the West Edgecombe community, and the employer of many West Edgecombe parents.

The most difficult aspect of the corporate partnership is the initial contact of the business by the school. The West Edgecombe media coordinator never directly approached any Hardee's official. A parent who was employed by the company and also who understood the need of funding for the media program, arranged the project. Parents and community members may be the school's most qualified and effective ambassadors. If such a parent is not available, the alternate course is a direct one — call the business (probably the public affairs office) and request a meeting. The media coordinator should always keep in mind TQM and be ready to present written documentation of goals, objectives, and strategies as well as to corroborate the existing needs and the outcomes that will result. These outcomes will not only benefit the school; businesses will profit directly as well, since the student population they are assisting today will become the work force they employ tomorrow.

Origination of project details may not be within the local school's control. Some businesses may choose to support the program by making a single financial contribution without requiring any participation on the part of the school and community. Other businesses however, may appreciate the opportunity to become directly involved with the school. As the project guidelines and activities are outlined, carefully examine the participation expected by the school to ensure that the activities are plausible. Expectations that require more than the school can provide will result in unsuccessful outcomes.

After collaboration on project details, procedures publicizing the event must be detailed thoroughly. As with any campaign, lack of public knowledge can become the major detriment of the campaign. The community cannot support an unknown program. Various methods and media should be used in publicizing the partnership. Hardee's Foods Systems, Inc. printed certificates to be redeemed at the restaurant upon the purchase of an eight-piece box of chicken. The certificates, along with a letter, were distributed by teachers, parents, and administrators. Flyers were designed by the school's art department, and announcements were made over the school's public address system. Promotion of the project also occurred during parent-teacher meetings. An interesting side note occurred during the project. One classroom teacher was loyal in distributing certificates throughout the community and beyond. One Sunday evening a fellow church member approached the teacher and presented a fifty dollar donation to the project. She explained she could not eat fried chicken for dietary reasons, but wanted to support the project for the students.

At the conclusion of the project all components should be carefully evaluated. What actions were strengths? Which compo-

nents weakened the program? Public awareness was perceived as a possible weakness in the West Edgecombe/Hardee's alliance. In spite of the many efforts to publicize, contacts that impact the total and larger community were overlooked. Notices through local newspapers, radio stations, cable television networks, and telephone hot lines might have encouraged and alerted community members who otherwise remained untouched.

Cooperative efforts between media programs and corporations are a concept of the future with infinite benefits to all participants. A collaborative effort that will generate funding sources to assist ailing school media center budgets can occur successfully by following six basic steps:

- (1) develop media program goals.
- (2) assess strategies to accomplish the goals.
- (3) select an appropriate business.
- (4) cooperatively develop the project.
- (5) publicize.
- (6) evaluate.

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# Rakin' in the Clams ...

## Or, How to Make Lots of Cash from Renting Best-Sellers

by Rebecca Sue Taylor

**L**ong reserve lists got you down? Tired of patrons complaining about how it takes eight months to get the newest Tom Clancy? Tired of seeing an author hit the bestseller list with a new book before you've even finished up the reserves on her last? Aggravated by readers who bring in the Sunday bestseller list and demand you produce some of "these books right now"!

Well, *so were we!*

Unfortunately, simply buying more copies of the highest demand titles just wasn't in the cards. With downsizing and "no growth" budgets hitting our materials budget harder and harder, every additional copy of a best-seller that we bought meant that some good new cookbook, or home repair title, or even new children's picture book couldn't be added. How do you weigh the demands of a regular and very vocal segment of your patrons against the needs of a less focused and articulate, but far broader, clientele?

Taking some hints from Charlotte and other libraries who have developed Rental Collections, we at first looked at simply purchasing the additional copies we needed and slapping a small daily or weekly Charge! on all bestsellers or on all books with waiting lists longer than ten or so patrons.

Luckily, we feel now, the same local political situation that had our book budget frozen caused us to back off from that seemingly simple solution. With our local governmental officials looking

hard for "revenue positive" ways to fund county services, we librarians, who had been trained in that pre-historic ideal that *free* public libraries are a fundamental bulwark of a democratic society, realized that giving anyone who controlled our purse strings the idea that library books could be charged for was a serious mistake.

Enter The Friends of the New Hanover County Public Library! With a clear charge to *make money* and a constant willingness to help us get more books to more people faster, we asked them to take on the project. With the Friends purchasing the books (with the Collection Development Specialist's guidance), we managed to diffuse the single complaint against the program: "Libraries are supposed to be *free!* You can't Charge! me for the most popular books!" We could honestly answer, "Library books are still very much *free!* We'll be glad to put you on the waiting

*How do you weigh the demands of a regular and very vocal segment of your patrons against the needs of a less focused and articulate, but far broader, clientele?*

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list for one of the *free* Library copies. Charge! books are just for those people who don't want to wait their turn for their free library copy."

Again, because this is an additional service, not a replacement of a free service with a fee-based one, we have been very careful *not* to change our buying patterns on bestsellers. We purchase the same number of copies with the "taxpayers" money that we would have before the program began. It has been hard to resist the temptation to purchase *only* rentals of some marginal titles. The best example is the new O.J. Simpson's *I Want to Tell You* which we would have loved *not* to, have spent the taxpayers' money on.

We've also made sure that our inquiring patrons, of whom there have actually been surprisingly few, understood that *all profits* on the rental and subsequent sale of the Charge! books come back to the library in direct donations by the Friends to various portions of our annual materials budget — which doesn't get eaten up in "anticipated revenue" because we never know how much the Friends will be giving us. Ah, the games we do play.

With funding and political concerns ironed out, we began the program with \$1,000 set aside in a separate account by the Friends. Our ordering clerk actually orders the books from Ingram and then forwards the invoice directly to the Friends treasurer for payment. We picked an initial fourteen titles from the Bestseller lists of December 1993 using the length of the library's reserve list as the second deciding factor of titles to order.

Circulation began December 28, 1993, at our busiest, suburban branch, and the program was an instant and utter hit. Within days we had patrons complimenting us on what a practical and simple solution it was. We overheard people bragging to visiting friends how "our library has bestsellers you don't have to wait for!... and they only cost \$2.00 a week!"

One of the best, if unforeseen, side effects was that people who had simply been putting everything that appeared on the newspaper bestseller list on reserve could now take a look at and read the jacket of the Charge! books and decide which ones they really wanted to put on reserve.

Within two months, we added the service to our second largest suburban branch where the reception was, if possible, even more enthusiastic than it had been at the first. Two months after that, we added copies and started to rent them at the Main Library.

We did make a few mistakes. In the beginning, not every title returned our investment. Books have to be *new* to the reserve list to do well. Some of the books we started with had long reserve lists but were no longer very new (ie. *Bridges of Madison County*). Most people who would pay to read the book had already borrowed it or had purchased a copy.

Fewer people are willing to pay \$2.00 for nonfiction titles than fiction. The biographies we've tried, even ones with reserve lists of people waiting, generally don't do well. We have discovered, however, that the nonfiction titles that do rent have a much longer rental-life than do hot fiction titles. We still regularly rent *Embraced By The Light* [3 copies/96 rentals] and *Men Are From Mars, Women Are From Venus* [2/38] a year after we started the program. We have found that the non-fiction titles that have done well are usually "pop" psychology and "pop" self-help titles. *Stop the Insanity* by Susan Powter [3/76] has also held its own. We think true crime may also hold a significant potential, although this year the only title we have tried is *Midnight in the Garden of Good and Evil* [3/76] though it may be the "local color" appeal of this particular crime that has kept it moving steadily.

We also have experimented with a few titles that aren't quite "bestsellers", (ie. *Pretty Boy Floyd* by Larry McMurtry [3/11]) and have discovered that unless there is a fairly long reserve list and lots

of media hype, the people who want to read it are perfectly willing to wait for the free copy.

We also have discovered the length of the book seems to have a significant influence on whether people will pay

*We also have discovered the length of the book seems to have a significant influence on whether people will pay \$2.00 for a week's read.*

\$2.00 for a week's read. Though Tom Clancy and Steven King maintain long reserve lists for the free library copies, their books rent significantly less often than bestsellers that can easily be read in a week. It is possible that our stiff dollar-a-day overdue fee is part of what scared people away from these books that clearly can't be finished in a week. We do make sure that people know, however, that because we don't allow reserves on the Charge! titles, they can keep renting a book over and over for as many weeks as they need to finish it (another advantage over the free library copies that can't be renewed if anyone else is waiting).

All in all, it is hard to say negative things about this program. The complaints have been few; the compliments from our patrons many. It takes very little staff time, and the only investment has been in the processing of the books, a service we could probably get the Friends to pay for, as well. Staff members have been careful to explain the program to anyone checking out books, so we have had very few fines to collect. In a year, we

have purchased 202 books (31 titles) and lost only one in circulation (still overdue after two months). Only one title actually has disappeared, though at times several have disappeared into "in transit" status for more than a week. A long, stern talk with our couriers seemed to solve that problem.

Best and most important of all, the program has shortened the reserve lists on current best-sellers significantly. People wait a month or two instead of four to six months for the most popular titles, and we actually have managed to cleanup the reserve lists on authors like Grisham and Steel before their next books came out. And, patrons no longer snarl that the paperback and the movie will be out before they get their turn at the hardback. A first year profit of \$353.04 hasn't made our Friends unhappy, either.

**Charge!**



for Bestsellers

**No Waiting List**

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Friends of New Hanover County Public Library

**1994 Charge!!!**

**Friends Rental Titles**

**New Hanover County Public Library**

**Program begun at Myrtle Grove Branch**

**12/28/93**

**Program begun at Plaza East Branch**

**3/1/94**

**Program begun at Main Library**

**5/1/94**

Initial Friends investment ..... \$1,000.00

Total titles purchased: ..... 31

Total copies purchased: ..... 202

Total cost of purchase: ..... \$2,846.93

(est. based on 40% discount)

Total circulations, all copies: ..... 2,950 = \$5,900.00

(based on circ records not on actual cash taken in)

Profit for first year: ..... \$3,053.04 (est.)

\*\* This does not include the profit made on discarded books sold at either the May '94 or October '94 booksales.

Copies lost in circulation (never returned): 1

Copies Lost and Paid: 2

Copies unaccounted for: 1

Main copies: 58	Circulations: 805	Avg. Circulation: 13.9
Plaza East: 73	1094	14.9
MyrtleGrove: 70	1054	15.0



# Charge!

## Title Samples

*Accident* by Danielle Steel (2/8/94)

MAIN (ave)	PlazaE (ave)	MyrGr	(ave)
18	17	23	
19	17	20	
—	17	—	
— (18.5)	18 (17.3)	— (21.5)	18.6
Spent: \$114.96		Made: \$298.00	

*Bad Love* by Jonathan Kellerman (2/18/94)

MAIN (ave)	PlazaE (ave)	MyrGr	(ave)
—	21	18	19.5
Spent: \$27.54		Made: \$78.00	

*Body Farm* by Patricia Cornwell (9/7/94)

MAIN (ave)	PlazaE (ave)	MyrGr	(ave)
17	20	16	17.7
Spent: \$41.40		Made: \$106.00	
*Still active			

*Bridges of Madison County* by Robert Waller (12/20/93)

MAIN (ave)	PlazaE (ave)	MyrGr	(ave)
—	12	12	
—	9 (10.5)	9 (10.5)	10.5
Spent: \$36.00		Made: \$84.00	

*Cape Fear Rising* by Philip Gerard (\*local historical interest) (2/22/94)

MAIN (ave)	PlazaE (ave)	MyrGr	(ave)
20	28	30	
16	30	27	
13 (16.3)	13 (23.7)	14 (23.7)	21.2
Spent: \$102.33		Made: \$282.00	
* Still active			

*The Cat Who Came to Breakfast* by Lillian Jackson Braun (4/28/94)

MAIN (ave)	PlazaE (ave)	MyrGr	(ave)
11	11	11	11
Spent: \$35.91		Made: \$66.00	

*The Chamber* by John Grisham (5/26/94)

MAIN (ave)	PlazaE (ave)	MyrGr	(ave)
21	23	25	
23	27	22	
16	22	20	
13	14	13	
14	15	16	
18 (17.5)	15 (19.3)	21 (19.5)	8.8
Spent: \$269.46		Made: \$676.00	

*A Dangerous Fortune* by Ken Follett (12/20/93)

MAIN (ave)	PlazaE (ave)	MyrGr	(ave)
—	8	4	
—	8 (8)	4 (4)	6
Spent: \$72.00		Made: \$84.00	

*Daybreak* by Belva Plain (4/28/94)

MAIN (ave)	PlazaE (ave)	MyrGr	(ave)
13	18	16	
—	16 (17)	12 (14)	15
Spent: \$68.00		Made: \$150.00	

*Debt of Honor* by Tom Clancy (8/23/94)

MAIN (ave)	PlazaE (ave)	MyrGr	(ave)
15	15	12	
13	17	11	
14	16	10	
15 (14.3)	10 (14.5)	11 (11)	13.3
Spent: \$186.48		Made: \$318.00	
*Still active			

*Decider* by Dick Francis (12/20/93)

MAIN (ave)	PlazaE (ave)	MyrGr	(ave)
—	8	4	
—	8	4	
—	6 (7.3)	— (4)	6
Spent: \$69.00		Made: \$60.00	

*Disclosure* by Michael Crichton (1/10/94)

MAIN (ave)	PlazaE (ave)	MyrGr	(ave)
14	14	14	
14	14	14	14
Spent: \$86.00		Made: \$168.00	

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— ***Don't Miss It!!*** —

# The Book Business: The Bookstore as an Alternative Funding Source for the Public Library

by Benjamin F. Speller, Jr.

**M**any public libraries tend to miss revenue-building opportunities because they do not consider income-producing activities a function of their organizations. At a minimum, nonprofit organizations should be willing to invest time and efforts in evaluating the potential for generating income through their own business efforts.

Some nonprofit organizations have made significant inroads in search of alternative revenues. A number of publicly-supported organizations have generated substantial revenues to support their operations by establishing bookstores or gift shops as auxiliary enterprises where they sell art, reproductions, cards, and other publications. Although many public libraries receive additional financial support from used book sales sponsored by their Friends organizations, the bookstore or gift shop as an auxiliary enterprise may be the best place to concentrate initial efforts at tapping unique revenue sources.

## What Are Key Marketing Considerations?

The following marketing issues need to be explored in determining the feasibility of a bookstore:

1. Is there a bookstore already located in the library's geographical district? If so, are the needs of the potential customers being met at an adequate level?
2. Is the public library in the best location for a book store?
3. Would it be feasible to operate bookstores in library branches as well as in the main library?
4. How much diversification would be needed to intensify raising capital for the bookstore's operations?
5. What is the most effective governance structure for the bookstore?
6. What other nonprofit organizations (video

evangelists, clubs, foundations, and local cultural arts centers) are engaged in profit-seeking activities?

7. What assistance is available to get seed money for exploratory ventures or capital formation?
8. Are there state regulations and local ordinances that might restrict profit-making ventures by publicly-supported nonprofit organizations?

The question of legitimacy in the idea of the bookstore should also be addressed as early as possible in the marketing process. The bookstore operations must be consistent with the basic mission of the public library — either tied to a program interest, a function, or a need for service. As long as the governing board and the library's professional staff agree on the explorations made for the bookstore, the legitimacy is maintained.

## What Are Key Operational Considerations?

While the marketing plans and activities are being carried out, operational issues should be addressed as well. The library should consider the following:

1. What is the best way to structure the administration of the bookstore?
2. Who should own the bookstore? The library as an auxiliary enterprise? The Friends of the Library?
3. How should the bookstore be staffed? Volunteers? Paid staff?
4. What categories of books should be stocked?
5. Should the bookstore stock: new books? used books? Both?
6. What other print materials should be stocked? Magazines? Newspapers?
7. Should electronic formats be stocked? Computer software? Videocassettes?
8. How often and how long should the bookstore be open for business?

*The bookstore or gift shop appears to be a viable alternative funding source for public libraries when adequate considerations have been given to marketing and operational issues.*

## What Are Some Final Considerations?

Public libraries should consider seriously the possibility of establishing a bookstore with some diversification, where appropriate. The reasons for having the bookstore are:

1. to serve as a viable alternative funding source for the library.
2. to provide a service not currently available in the geographical area served by the library.
3. to support those residents seeking text materials for home study courses.
4. to provide, as an additional public service, materials supplementary to those in the library's collection and difficult to find for purchase elsewhere.
5. to provide for those libraries that have Friends-sponsored annual or semiannual book sales a mechanism for keeping the used book stock to a manageable level.
6. to bring people into the library.

Libraries seeking to establish bookstores or gift shops as an auxiliary enterprise are urged to investigate liability, insurance of stock, credit, capital funds and related financial and legal matters. The bookstore or gift shop appears to be a viable alternative funding source for public libraries when adequate considerations have been given to marketing and operational issues.

## Who is Doing It and Helpful Sources

Nationally, there are several public libraries and quite a number of cultural organizations that operate bookstore/gift shop related enterprises as alternative sources of funding. Locally, check with your Chamber of Commerce to find out if any of the nonprofit organizations in your area are in the bookstore/gift shop business.

The following information resources were consulted in preparing *The Book Business*:

McAllen Memorial Library

601 North Main Street

McAllen, Texas, 78501-4688

Contact Person: Gerard Mittelstaedt

e-mail [mittelst@tent.edu.us](mailto:mittelst@tent.edu.us)

Voice Phone: (210) 682-4566

Fax: (210) 682-1183

Anderson, Charles B. and others, *A Manual on Bookselling*, New York: American Booksellers Association (distributed by R.R. Bowker), 1969.

A body of technical knowledge offered by seasoned successful professionals. A must reading for neophytes.

Kotler, Philip and Alan R. Andreasen, *Strategic Marketing for Nonprofit Organizations*, Fourth Edition, Englewoods Cliffs, N.J.: Prentice Hall, 1991.

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# Friends of the Library Book Sales

by Carol Passmore

**W**hether occurring once a year or four times, in the library meeting room or in a coliseum, lasting one day or three, the Friends of the Library (FOL) book sale is one of the most popular activities of Friends groups in the United States. "Book sales can range from simple fund-raisers, at which donated volumes and library discards are sold at low prices, to elaborate affairs of regional importance, featuring rare works at substantial prices and thousands of bargain volumes laid out on long tables under a tent."<sup>1</sup> All your library needs to get in on an easy and entertaining but lucrative fundraising event is a small group of Friends, who, with the support of the library director, are willing to organize and carry out a book sale.

By definition, a book sale is the sale of used books, discarded from the library or donated by members of the community, by a nonprofit group, generally the Friends of the Library, with profits going to activities sponsored by the Friends group in support of their library. While many creative and entertaining variations on this basic activity have occurred, the sale of used books for fundraising purposes is the core activity. For more details than can be contained in this article, see either Taffy Bodman's account of book sales at the Chapel Hill Public Library<sup>2</sup> or the chapter on book sales in the *Friends of the Library Sourcebook*.<sup>3</sup>

## Why Have A Book Sale?

Raising money is the major reason for having a book sale; Friends of the Durham County Library raises approximately seventy-five percent of its annual budget from three book sales a year. But additional benefits are numerous. The book sale provides Friends groups with a book-oriented opportunity for volunteer activity and, as is often the case in a good volunteer experience, the chance for social activity as well. The sale can offer an opportunity to do public relations work for the library. Sales are both an easy way to get rid of discarded books and an opportunity to put books into the hands of eager readers who might not buy them at higher prices. It gives the Friends group a chance to gain new members. Finally, the book sale provides an excellent opportunity for Friends members and library staff to work together.

## Before The Sale

Ideally, the book sale committee is a standing committee of the FOL and is active during the entire year. The chairperson and the committee will develop and follow a calendar that assures that

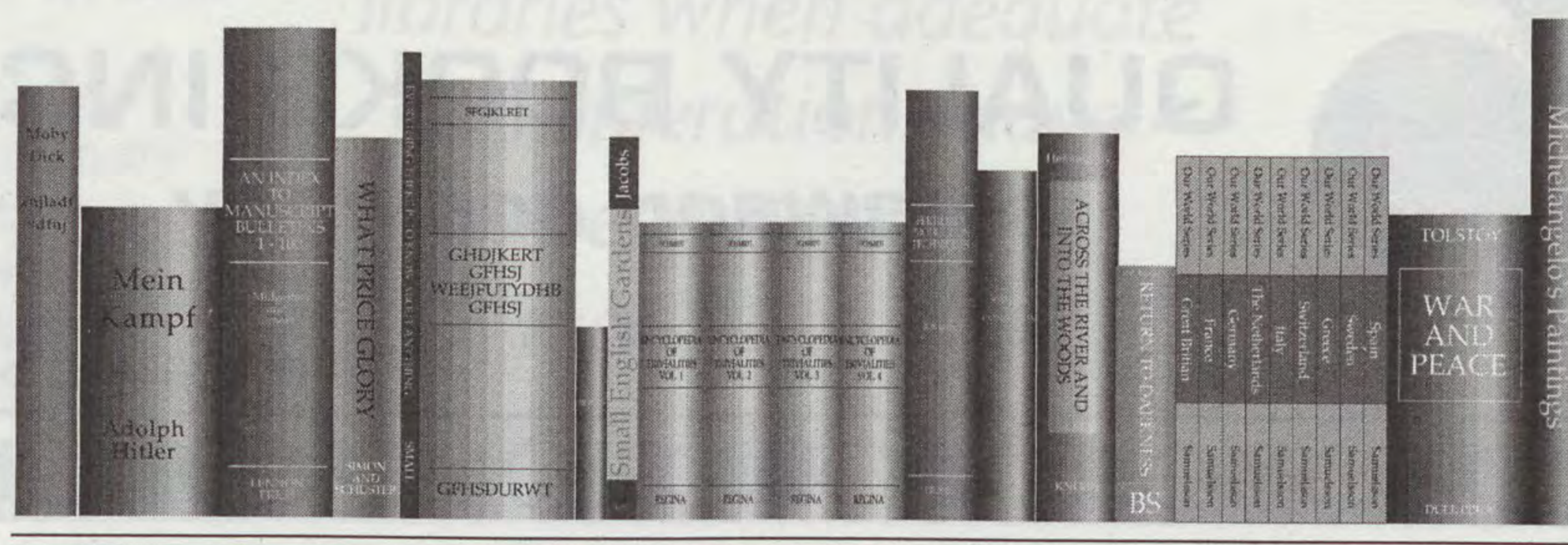
the tasks mentioned below are accomplished. This should assure that everything necessary for a successful sale is done; thus, the committee should find life only slightly frantic in the days immediately before the sale.

## Collection of Books

Books for the sale come primarily from two sources. The first is discards from the library collection, which provides a steady assortment of books no longer needed in the library. The second source, donations from the community, is also a reliable way to get books. Acquiring donations requires publicity, which may include notices at all checkout desks in the system, news releases for both print and broadcast media, notices in monthly mailings from city/county offices or private businesses like banks, and posters placed in public areas.<sup>4</sup> A new sale will require more constant publicity to generate donations than a well-established sale. Publicity may indicate what items are not accepted (magazines, records, etc.) and where people may take donations. Clearly marked containers placed in visible locations at each library branch provide both publicity and a convenient location for dropping donations. In Durham, books can be taken straight to the library garage, which also serves as a sorting area and sales location.

## Sorting

Sorting of books into categories for the sale is best done all year as donations come in. Friends responsible for sorting may meet



on a regular basis or sort individually when their schedules permit. The easiest way to sort is directly to labeled shelves in a workroom or storage area. When shelves become full, books can be transferred to boxes and clearly labeled by category. Chapel Hill uses more than thirty categories, Durham just over twenty. A small sale can manage with a few broad categories. "The categories should be diversified enough to provide easy customer selection and yet not so numerous that confusion results when books are displayed at the sale."<sup>5</sup> When sorting into categories such as fiction, history, science, etc., don't forget an all-important category — discards. Durham throws out books in bad condition and anything that experience has shown won't sell, such as old text books, *Reader's Digest* condensed books, and magazines.

Library acquisitions staff have first claim on any donated books needed for the library collection and check donations on a regular basis. In Durham, several sorters are experienced enough to put aside books that are likely additions to the collection, thus saving staff time.

### **Pricing**

When pricing books, consider your audience. Durham's sale attracts bargain hunters and their pricing system is simple. All paperbacks are fifty cents; all hardbacks are one dollar. Last year's reference books are quite popular and are priced at two dollars, except for encyclopedias which are individually priced based on age, condition, completeness, and popularity of the set. A few special books are individually priced at higher rates — new popular fiction, sets of books, books of local interest, or autographed books might be placed on this special table. Chapel Hill attracts more serious book collectors and has a more complicated pricing system, with paperbacks priced at one-quarter of their original price and hardbacks priced by estimating their popularity.

### **Storage**

As donations and discards accumulate, storage space can become a concern. When storage space in the workroom or sorting area is exhausted, Friends should search for other space in the library or for room in the larger city/county government system. If these options don't work, private companies with warehouse space may be asked for temporary storage.

A second way to deal with a storage problem is to have an additional sale. If Durham has a large inventory left after a sale, they will have a one-day-only Bag Sale at which five dollars allows a shopper

to fill a grocery bag with books. Chapel Hill makes donations of leftover materials to local schools or other nonprofit groups that have use for them.

### **Date and Place of Sale**

When setting a date, one needs to consider national holidays as well as local events. Chapel Hill, in a university town, can't set its fall date without checking the UNC football schedule, the schedule for fall break, and the town's fall festival. Durham chooses to schedule its fall sale at the same time as the town's fall fair, as both events bring people to the downtown area. Once a date is picked, a facility must be reserved. Libraries needing to reserve public facilities may set a date as much as a year in advance.

### **Publicity**

Use the same venues for publicity as are used for collection of donations. Consider including announcements of the sale in the classified ads where yard sales are listed — Durham has found this to be worth the cost. Be on the lookout for other opportunities. A Durham Friend appeared on the local news with the weather man to publicize a recent sale. The book sale committee should be working closely with the Friends publicity committee and the library's public relations staff person.

### **During the Sale**

#### **Volunteers**

In addition to the book sale committee, volunteers are needed to set up, run, and clean up after the sale. This is the opportunity to involve the larger membership of the Friends of the Library and also library staff. In addition, groups from the community can be involved. Chapel Hill uses high school students to set up tables and put out books.

Volunteers serving as cashiers or shelf restockers should be scheduled in advance and reminded just before the sale.

#### **Security**

Security is an issue which must be considered. Since Durham's sale occurs at the library when it is open, money can be placed in the library as it accumulates. If necessary, the Friends treasurer can make arrangements for night bank deposits. Entrance and exits to the sales area should be located so that people cannot leave without paying.

#### **After the Sale**

Friends members and staff should clean up immediately after the sale and return any borrowed equipment. The book sale committee should meet shortly after

the sale to note successes and things that need to be changed for the coming year, and to prepare a report for the next FOL Board meeting.

### **Spend the Money**

At Durham County Public Library, the FOL budget goes to support various activities such as the newsletter and the Writer's Series. But a significant chunk of it supports library projects such as a family literacy project, speakers' fees and other program expenses, and staff development activities. Twice a year, staff submit proposals for projects. These are reviewed by library division heads who evaluate them for

- 1) appropriateness of Friends support — no ongoing operational costs are approved;
- 2) completeness of proposal and sufficient justification;
- 3) potential impact on future budget requirements and on staff workload; and
- 4) how well proposals serve the objectives of the library's long-range plan.

The FOL Board then evaluates the proposals and chooses which will be supported.

### **Variations on a Theme**

Many possibilities exist around the standard book sale. Durham has a Friday evening preview sale for FOL members only and sells many memberships at the door. Chapel Hill has an auction of rare books on the evening before its sale begins. The sale of additional items, such as library tote bags or Friends of the Library T-shirts, also can take place. Other Friends groups have coupled their sale with additional activities such as a poster contest for children or a literary contest that takes place during the sale. Whatever you choose to do, plan to work hard, have fun, and sell those books.

### **References**

<sup>1</sup> Sandy Dolnick, ed. *Friends of the Library Sourcebook*. (Chicago: American Library Association, 1990), 87.

<sup>2</sup> Taffy Bodman, *Book Sale Biography* (Chapel Hill, N.C.: Friends of the Chapel Hill Library, 1983).

<sup>3</sup> Gloria M. Coningore and Margaret Mayer, "Book Sales," in *Friends of the Library Sourcebook*, ed. Sandy Dolnick, (Chicago: American Library Association, 1990), 109-120.

<sup>4</sup> *Ibid.*, 109-110.

<sup>5</sup> *Ibid.*, 110.



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.

## Recess Could Have a Whole New Meaning As Children Travel the World on a Wire

by David F. Warlick

**S**everal years ago, when I had only been using the Internet for a short time, I was experimenting with a service called Internet Relay Chat or IRC. It is like CB radio on the Internet, where people can talk with each other via their keyboards. I had subscribed to a chat channel and found myself in the midst of a conversation in progress among

four computer science students. They were discussing a major exam they had just taken. I broke in after several minutes and introduced myself, explaining what I did for a living and my interest in the Internet. The students politely faked an interest in my work and we talked (keyboarded) for about 30 minutes about what school children might be able to do with the Internet. Finally, one of the students suggested that we meet for pizza and continue our conversation. I keyed, "Sure, where?" Another kid typed the name of a pizzeria that I'd not heard of (having only lived in Raleigh for a few months). I asked for the address, and was given the name of a street which I had not heard of. I finally keyed, "Where are you guys, anyway?" And they answered, "Reykjavik..., Iceland."

I took a rain check on the pizza, said good-bye, logged off, and patted myself on the shoulder for such an impressive feat of technology. However, it was several weeks later that I realized the true significance of this event. It was not that I had communicated with people from another country, but that I'd communicated

with them for a half-hour without knowing that they were in another country.

This story suggests an important model for the world in which our current students will function. They will produce, contribute, consume, seek entertainment, and make friends in a world where their geographic location is not important when compared to their skills in accessing and processing information, generating ideas, and using technology to communicate those ideas. This is why it is important for us — educators — to begin to understand the potentials of global networking in the school and to teach students about the Internet, giving them opportunities to use the medium to access people and information.

The global network provides us with unique opportunities to enrich traditional instruction by allowing teachers and students to have access to information independent of time and space (two limitations of print), and to express their ideas and knowledge to an audience other than just the teacher's grade book. This article discusses some of the ways that classroom teachers might use the Internet to accomplish this.

For the sake of discussion, I will attempt to classify educational Internet activities into three categories: writing, information sharing, and information accessing. Many telecomputing projects have elements of more than one of these categories — actually making the educational experience a richer one for its participants.

### Writing

Internet electronic mail (e-mail) and group mail services (mail lists and newsgroups) have given North Carolina educators the opportunity to communicate globally for a number of years. FrEdMail, since 1990, and Learning Link, for the past two years, have utilized gateways to the Internet, allowing teachers and students to send messages beyond these two networks to users of other telecomputing networks around the world. With the appropriate equipment, teachers have been able to compose messages, address them to colleagues in other states or nations, and send the messages through the network to recipients' electronic mail boxes.

This simple process also provides a large audience for student authors. Their writings (keyed into a computer and saved on a disk) can be uploaded into the electronic message and sent to a distant (or near) classroom for other students to read. This is extremely motivating to student writers, who know that their

### North Carolina Internet Access Providers

E = E-mail; T = Telnet; F = FTP;  
G = Gopher; W = WorldWideWeb

#### INfinet

Pete Fields  
910-373-7291  
pfields@nr.infi.net  
E,T,F,G,W

#### InterPath

Customer Support  
800-849-6305  
info@interpath.net  
E,T,F,G,W

#### Learning Link

Robert Watson  
919-549-7268  
uncrw@unctv.org  
E,T,G,W

#### NandO Net

Charles Powell  
919-836-2833  
cpowell@nando.net  
E,T,F,G,W

#### VNet

John Whitten  
704-334-3282  
winjunki@vnet.net  
E,T,F,G,W

#### WCU MicroNet

Patti Johnson  
800-446-0149  
johnson@micronet.wcu.edu  
E,T,F,G,W

work will be seen by unknown readers, and result in a substantial increase in the number of students with a positive attitude toward writing.<sup>1</sup>

One activity that is frequently used by teachers who are new to telecomputing is penpal projects — sometimes called keypals or telepals. Two teachers from different geographic locations match students to write introductory letters to each other. The writing can be based on an agreed-upon theme or simply can be designed to help students learn about cultural differences, thus providing an opportunity to integrate writing into other disciplines. A common activity is to have students impersonate someone else. In Person County, fifth grade students from Bethel Hill Elementary asked questions through e-mail of famous people in history. Person Senior High students, using a little research and a lot of imagination, pretended to be the historic characters, answered the questions, and replied with questions about the future impacts of their accomplishments.

Although a simple concept, student-to-student writing activities can be difficult to coordinate. For instance, students will be impatient to receive responses from their penpals, who are composing and editing their own letters. Teachers must schedule class or computer lab time and deal with students who are absent or slow at the keyboard. By the time students finally have heard from their penpals, they may have lost interest — a valuable commodity in the classroom.

Class-to-class writing projects are easier to coordinate and tend to run more smoothly than long-distance ones. Rather than working with the logistics of getting twenty plus electronic letters each to a specific student, the teacher merely publishes the student's writings to one or more classes for mass reading. Instead of personal letters, students are publishing to a greater audience. Classes typically write and transmit their files to each other at the same time, facilitating more interactions and less waiting.

The notion of publishing can be an explicit part of an Internet project. Two classes — or many classes — submit articles, poems, or creative writings to a central location, where the writings are compiled into a single publication for many to enjoy. The Newsday project on the *FrEdMail* and *SchoolNet* networks provides a newsgroup for classes around the world to submit writings. This newsgroup becomes a source of material from around the world for just as many classes to select and compile into their own publications, thus involving skills in writing, critical reading, planning, and desktop publishing.

Another example of a class-to-class activity is electronic story starters. Yvonne Andres, of the Global Schoolhouse Project, recently began a *Global Peace Poem*. The poem was sent out over the *FrEdMail* network where it was added to by classes along the way. Before its completion, the poem circled the globe six times.

Educators, too, benefit from e-mail by carrying on dialogs — or multilog — with colleagues. Some teachers say that the greatest impact of e-mail is the ability to communicate with teachers in their own schools, where overwhelming schedules prevent them from collaborating face-to-face. Public messaging

with mail lists or newgroups provides teachers with hundreds or thousands of other educators, an invaluable resource. One mail list, *Kidsphere*, is distributed to 1,500 Internet addresses, many of which are distribution points to other regional networks for teachers.

As telecomputing stations become more numerous in schools and as more homes go on-line with services such as *Prodigy* and *America On-line*, children will gain more opportunities to use the Internet independently. It is important for those who supervise children to realize that Cyberspace is in many ways a mirror of the real world, that it reflects the good but also the bad of our society. Although the Internet provides libraries, museums, and playgrounds for children, it is largely the domain of adults and includes discussions of topics that would be confusing or controversial for children. There also remains some pornography for those with the perseverance to find it, as well as undesirable people lurking in electronic alleys. Although this aspect of the Internet has been somewhat overemphasized by the media, it should be an issue of concern; precautions must be made to protect children. Because of the democratic nature of the Internet it is difficult to impossible to censure material on the network and, to some, censorship is not an appropriate solution to the problem. A proactive course of action is to aim students in the direction of more educationally appropriate materials. In selecting on-line services, ask to have a preview of their Internet access point. Check the homepages for their links to the Internet to make sure that they do not point to inappropriate sites. Also check the complete list of newsgroups that are available to users. If there are inappropriate newsgroups, ask the service provider whether specific accounts can be prevented from subscribing to certain newsgroups.

Just like in the real world, there are rules that children must be taught to obey. Although Cyberspace is physically a safe place, children must understand that they should avoid links between the electronic and real world by following rules when talking with people on the Internet:

### Internet Projects

**ERIC** — Those with direct access to the Internet can get to the ERIC gopher site at the University of New York in Syracuse. The site address is [ericir.syr.edu](http://ericir.syr.edu) port 70. Following the path, ..., you will find a listing of proposed projects and classes looking for penpals.

**FrEdMaiUSchoolNet** — The *FrEdMail* network (known as *SchoolNet* on the Internet) is probably the greatest source of proposed curriculum-based telecomputing projects. Those who have an account on *FrEdMail* can go to the newsgroups section and read project descriptions by subject area. Call your school system's computer coordinator to see if you have a local *FrEdMail* node.

**Learning Link** — Maintained by the UNC Center for Public Television, North Carolina's Learning Link has recently begun carrying the *SchoolNet* service, which is the Internet version of *FrEdMail*. Now teachers across the state can have access to *FrEdMail* projects through a free telecomputing service and a toll-free phone number. For an account application, call Robert Watson at 919-549-7192.

- Never tell your whole name (in fact, it is not a bad idea to have an on-line pseudonym)
- Never share your address, school, or even the city in which you live with on-line acquaintances.
- If an on-line partner makes you uncomfortable in any way, simply leave. No one is stronger than you are in Cyberspace.
- If a person is acting inappropriately for the particular Internet discussion site, write down his name and the time, and report this to the Internet service administrator. Many times the person can be tracked down electronically and confronted.

This opportunity also should be used to discuss appropriate behavior on the Internet. Help children to understand that the Network is a domain for communication much like the real world. And just like in the real world, users must remain sensitive to the feelings of others. This is especially true since e-mail does not provide the more subtle means of communication through facial expression and posture. Children also should be helped to understand that in the Infor-

mation Age, information is a commodity, and the computers that store it are property.

## Information Sharing

For centuries, students have learned about their world from within the walls of school houses, where their only sources for information were textbooks and school libraries. The Internet has provided schools with the opportunity both to solicit and contribute information to a global network of schools — a virtual school house. These information-sharing activities most frequently take the form of an electronic survey giving the soliciting class access to a wealth of real-life, peer-generated information that they can process into conclusions. These surveys can be simple and fun, such as the number of red, orange, and green M & M's per pack. They can also be quite serious with powerful consequences. Classes in North Carolina during the 1992 presidential campaign conducted electronic surveys on issues relevant to the election as part of the VoteLine project. The results of the surveys and conclusions made by the students based on media and demographic research were entered into computer spreadsheets that they used to calculate projected outcomes of the election and to test "what-if" scenarios. Teachers reported that they had never seen students discuss political issues with more enthusiasm.

Classes also can share and compile culturally significant information by asking for games, folktales, jokes, or proverbs, or what word others use to refer to a carbonated beverage. Classes in North Carolina shared cultural information with Australia by electronically surveying information and then creating travel guides. The guides were electronically published across the Pacific so that eleven-year-olds from both countries would know how to dress, talk, and act were they to visit each other's land.

Another project that demonstrates much of the potential of Internet-based information sharing is telefield trips. A class in Martin County might be planning a field trip to the Outer Banks to see the Wright Brothers' Memorial. They could announce this trip on the Internet so that other classes across the country who also are studying early aviation might e-mail to the Martin County class lists of questions about the first powered flight. The North Carolina students would become researchers for hundreds of other students, arriving at the park with many questions for the guides — who are surprised that the souvenir shop is less important than learning about aviation's most famous brothers.

## Information Accessing

More and more schools are gaining "direct access" to the Internet. This means that once connected to an Internet service the teacher or student can use a variety of software tools (Telnet, Gopher, WorldWideWeb) to reach beyond that service provider's computer,

through the Internet, and into the information of thousands of other networked computers. With these information accessing tools creating hyperlinks between Internet documents, these teachers and students begin to realize a vast web of interconnected information that envelops the globe. This gives schools access to a wide range of information both historic and current, and in a variety of formats: text, graphics, audio, and video. They have a global library with resources greater than any school media center.

Government documents, as a result of legislation, are being posted onto the Internet before they are printed. The President of the United States and many House and Senate members are posting documents regularly on the Internet for public access. For instance, the full text of the 1994 State of the Union Address was on the Internet by 9 a.m. the morning after President Clinton made the speech.

There is another aspect of the Internet as an information resource that is particularly important to classroom applications. It is digital. Information that is retrieved from the Internet comes from computer disks and typically is saved to a computer disk. This enables teachers and students to utilize their own information processing tools to use the information that they retrieve in very powerful ways. For instance, organized data sets can be loaded into a database or spreadsheet program and analyzed to solve very specific problems. The Earthquake Center at the University of Washington contains files for every earthquake recorded in its labs since 1969 — by year. One could download the file for 1993, import it into a database program, and answer questions about the locations, magnitude, and times of earthquakes around the world.

Another powerful tool for using Internet-accessed information is the search function on standard word processing programs. As part of the VoteLine project, high school students had access to the complete texts of major speeches made by both presidential candidates. The students could load the speeches into a word processing program and search for key words (i.e., education, defense), easily comparing and contrasting the candidate's published positions on specific issues.

These aspects of on-line information can be particularly helpful in high school instruction. By nature, learning in the upper grades is more information intensive than the elementary and middle grades. One reason that the high school classroom remains a teacher-centered, lecture-based environment might be that much of this information is largely static. It is contained in text books, library reference works, periodicals, and newspapers. Even recent attempts at automation have merely provided more efficient access to print information. Internet-based information, however, is by nature more current, fluid, manipulative, searchable, and far easier to mold into unique information

### Information Oasis on the Internet

- « Search the Internet User Glossary  
<gopher://dewey.lib.ncsu.edu/7waissrc%3a/.wais/Internet-user-glossary.src>
- « Search the Computer Jargon Dictionary  
<gopher://dewey.lib.ncsu.edu/7waissrc%3a/.wais/jargon.src>
- « Photographs of exhibits at the Smithsonian Institute in Washington DC  
<ftp://photo1.si.edu>
- « ERIC's gopher home page  
<gopher://ericir.syr.edu:70>
- « The Library of Congress gopher home page  
<gopher://marvel.loc.gov:70>
- « The Library of Congress WorldWideWeb home page  
<http://marvel.loc.gov/>
- « Access to libraries in North Carolina and around the globe  
<gopher://merlin.nando.net/11/refshelf/libraries>
- « Lots of gopher veronica search sites  
[gopher://gopher.ed.gov/11/other\\_gopher/veronica](gopher://gopher.ed.gov/11/other_gopher/veronica)
- « The U.S. Department of Education gopher  
<gopher://gopher.ed.gov:70>
- « The U.S. Department of Education WorldWideWeb site  
<http://www.ed.gov/>
- « Search for statistics on the the countries of the world from the *CIA World Fact Book*  
<gopher://merlin.nando.net/11/refshelf/ref/cia>
- « For information about the United States Government  
<gopher://merlin.nando.net/11/refshelf/government/US>
- « For information about international governments  
<gopher://merlin.nando.net/11/refshelf/government/world>
- « For information about North Carolina government  
<gopher://merlin.nando.net/11/refshelf/government/NC>
- « For information about the governments of other states  
<gopher://marvel.loc.gov/11/federal/state.local>
- « Searchable archive of lesson plans  
<gopher://ericir.syr.edu/11/Lesson>
- « Archives of educational mail lists  
<gopher://ericir.syr.edu/11/Listservs>
- « Educational Conferences Calendars  
<gopher://gopher.ed.gov/11/programs/ERIC/conferences>

products. One example of how these characteristics might be utilized in the high school would be to assign a small group of students in a civics, U.S. government, or history class the on-going project of tracking the activities of the President of the United States and producing a hypertext document that links "promises to actions." The students might download from the Internet the "1994 State of the Union Address," and import it

into HyperCard or any of a number of other hypermedia programs. This document might be used as the center or hub of the product. As students work in rotating subgroups, they monitor the text of new speeches and position papers as they are posted on the Internet, download, and create links to related passages in the "State of the Union Address." Newspapers and news magazines also can be monitored for comments and actions made by the President, scanning the information onto disk, importing it into the hypermedia program. They might download and look at campaign speeches from 1992 made by the President and other post-election activities. An added dimension might be links to comments made by student team members discussing why links were made and opinions on why actions differ from promises. These annotations could be audio or video files. The product then could be copied, distributed, archived, and made available in the library or over the school network, and even shared with other schools across the nation and beyond through the Internet. The Network provides the opportunity not only to learn information, but the interact with it, and use it as building blocks.

### Internet Tools

**E-MAIL:** Electronic mail involves sending and receiving messages over the network. You use a mail program like mail or pine to compose and read your messages.

**MAIL LISTS:** A group discussion carried on through electronic mail. BITNET is home to numerous mailing lists on a huge range of topics, but mailing lists are also found on the Internet itself. To subscribe to a mailing list, send an e-mail to the lists address, type "Subscribe <the name of the list> <your first and last names>", and send the message. You will receive a welcoming message with instructions.

**NEWSGROUPS:** A worldwide network of discussion centers on thousands of subjects which can be accessed by newsreader programs.

**GOPHER:** A tool developed at the University of Minnesota that creates menus that allow you to access network resources by moving an on-screen pointer: The idea behind Gopher is to simplify the process of using network information. Gopher can point to text files, Telnet sites, WAIS databases, and a wide range of other data.

Public Gopher Sites available through telnet:

**gopher.msu.edu** login: gopher ..... Michigan State University  
**consultant.micro.umn.edu** login: gopher ..... Uiniversity of Minnesota  
**ecosys.drdr.virginia.edu** login: gopher ..... University of Virginia  
**ecnet.ec** login: gopher ..... EcuNet; Corporation  
 (Language: Spanish) Equatoriana de Informacion  
**gopher.th-darmstadt.de** login: gopher ..... Technische Hochschule  
 (language: German) Darmstadt

**FTP:** File Transfer Protocol is your tool for moving files from any one of thousands of computer sites to your service provider's machine. From there, you can download them to your own computer.

**WorldWideWeb:** This services provides a hypertext interface with Internet resources. Selecting accented words and phrases within Internet Documents accsss related documents form other Internet sites.

Public WorldWldeWeb sites available three telnet:

**gopher.msu.edu** login: web ..... Michigan State University  
**ecosys.drdr.virginia.edu** login: lynx ..... University of Virginia\*  
**ukanaix.cc.ukans.edu** login: www ..... University of Kansas

**TELNET:** An Internet protocol that allows you to log on to a remote computer. Used, for example, in searching remote databases.

\* Indicates public tool sites that allow jumping to any server.

Much of this information comes from *The Internet Navigator* by Paul Gilster

### In the Future

One application of the Internet that holds much promise (when sufficient numbers of Internet computers are in place in schools) is networked virtual environments. Usually called MUDs, they are similar to the old adventure games where the player reads about their environment and navigates the space by typing simple commands; go north, go down, pick up, read sign, etc. There are hundreds of MUDs on the Internet now, but most are intended for entertainment. However, Massachusetts Institute of Technology has established a text-based rendering of the Media Lab where media researchers around the world can set up virtual offices, meet and discuss issues related to electronic media, or develop virtual information tools and toys (text-based VCRs and video cameras). Several virtual universities also have been created that students can log in to and take courses for credit.

With networked virtual environments, K-12 students could log in to a virtual museum, move from room to room and read about the exhibits; "go transportation in the past", "look Viking ship." Not bound by time or place, the students actually might board the Viking ship, raise the sail, and suddenly find themselves sailing through the icy North Atlantic with a crew of Vikings with the ability to change course and bark orders. Employees with the North Carolina Department of Environmental Health and Natural Resources are creating on the Internet a text-based rendering of a waste water treatment plant. Students will be able to visit, read about, and actually operate the facility

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by typing in simple commands.

Researchers at MIT, driven by the same constructionist concepts that brought us Logo programming, are carrying this one step further by developing a simple programming language that allows students to create their own text-based virtual environments. Rather than building dioramas of a Native American village, students could create text-based renders, where they could walk through the village, enter the teepees, use their tools, and talk with the occupants.. "At-risk" students in Phoenix, Arizona created a city on the Internet during the summer of 1993. Their next project is to create a text-based rendering of the continent of Europe. Virtual renderings of other countries also are appearing on the Internet, providing students of languages a place to go and practice their skills by maneuvering in an environment based on that language.

#### NC G.R.I.D. (Global Research using Internet Databases)

The North Carolina Department of Public Instruction is conducting an ongoing project called G.R.I.D. (Global Research using Internet Databases). Among the goals of the project are to determine the best uses of the Internet in terms of facility logistics and software interfaces, and to identify educationally appropriate Internet resources and effective applications of those resources. The findings, thus far, point to more Internet accessing stations in the schools, logistically placed for convenience — not just where the phone lines are. The interface is also important. The Library of Congress should be only a mouse click away and not at the end of fifteen menu selections and IP addresses. "It needs to be as easy to use as a CD-ROM," one teacher said.

#### Conclusion

There is hardly any area of education that cannot be affected positively by use of the Internet. It is as fundamental as the

hallway to the media center and as specific as the precision scales in the chemistry lab. It provides for students the very words of the parents of our society and allows teachers access to the latest in research-based instructional techniques.

The equalizing effect of the Internet alone should be enough reason to begin providing it to all schools in North Carolina. When we can give to students in the most rural and isolated schools in the state the same global library as our wealthy urban schools, we are moving in the right direction toward addressing one of the major problems of education in North Carolina.

#### Reference

<sup>1</sup>Stephen J. Zoni, "Improving Process Writing Skills of Seventh Grade At-Risk Students by Increasing Interest through the Use of the Microcomputer, Word Processing Software, and Telecommunications Technology," ERIC #: ED350624 (1992).

#### The Internet Locations for Resources Mentioned in this Article

- > Requests for penpals:  
**gopher://wealaka.okgeosurvey1.gov/11/K12/keypals**
- > Internet Project Proposals:  
**gopher://ericir.syr.edu/11/Ed/Projects**
- > President Clinton's 1994 State of the Union Address:  
**gopher://info.tamu.edu/00/.data/politics/1994/deliver.0125**
- > Other speeches and townhall meetings in 1994:  
**gopher://info.tamu.edu/11/.dir/pres.1994/pres.townhall.dir**
- > Documents from the 1992 Presidential Campaign:  
**gopher://gopher.tamu.edu/11/.dir/campaign.dir**
- > The Earthquake Center at the University of Washington:  
**ftp://geophys.washington.edu/pub/seis.net**  
Earthquake files are "loc.<year>"
- > Information on educational applications of networked, text-based virtual environments:  
**gopher://mcmuse.mc.maricopia.edu**
- > To go the the Global Network Academy:  
**telnet://microworld.media.mit.edu 8888** connect guest
- > To go to Diversity University: **telnet://erau.db.erau.edu 8888** connect guest
- > To visit the text-based rendering of M.I.T.'s Media Lab:  
**telnet://purple-crayon.media.mit.edu 8888** Login as guest
- > To visit a virtual museum: **telnet://merlin.nando.net 4201**  
Create a character, leave the bus station, take Wally Way east to Municipal Blvd, and take a left to the MetroMud Museum of Imagination.
- > For the virtual waste water treatment plant:  
**telnet://merlin.nando.net 4201**  
Create a character, leave the bus station, take Wally Way west and a right on Front Street across the Elver River, then west.

#### The InfoWeb Project

Since this article was written, the North Carolina Department of Public Instruction has established an Internet information service called InfoWeb. A WorldWideWeb site, the InfoWeb is designed to assist educators in North Carolina and to inform the state's citizens.

Among the services of the InfoWeb are links to a wide variety of instructional resources on the Internet and materials developed by department staff that are aligned with the North Carolina Standard Course of Study. Also available are educational statistics and policy documents; access to education legislation; links to national education resources on the Internet, including the ERIC database; and a virtual tour of the Education Building in Raleigh (great view of Raleigh from the fifth floor).

The InfoWeb project also will be establishing Internet based facilities for group discussions on topics from student information management to the eighth grade computer competency test.

The InfoWeb is on the Inlenet at: <http://www.dpi.state.nc.us>

For more information, contact David Warlick at 919-715-1518 or [dwarlick@dpi.state.nc.us](mailto:dwarlick@dpi.state.nc.us)

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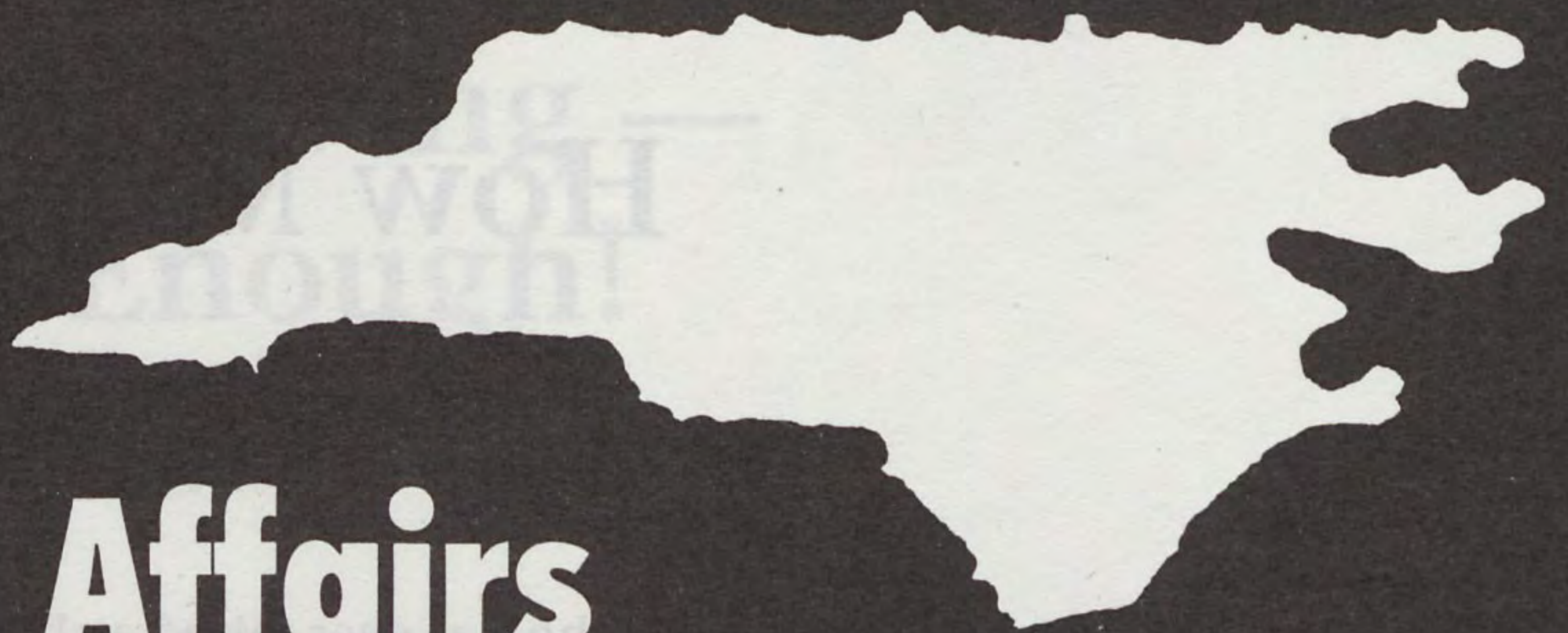
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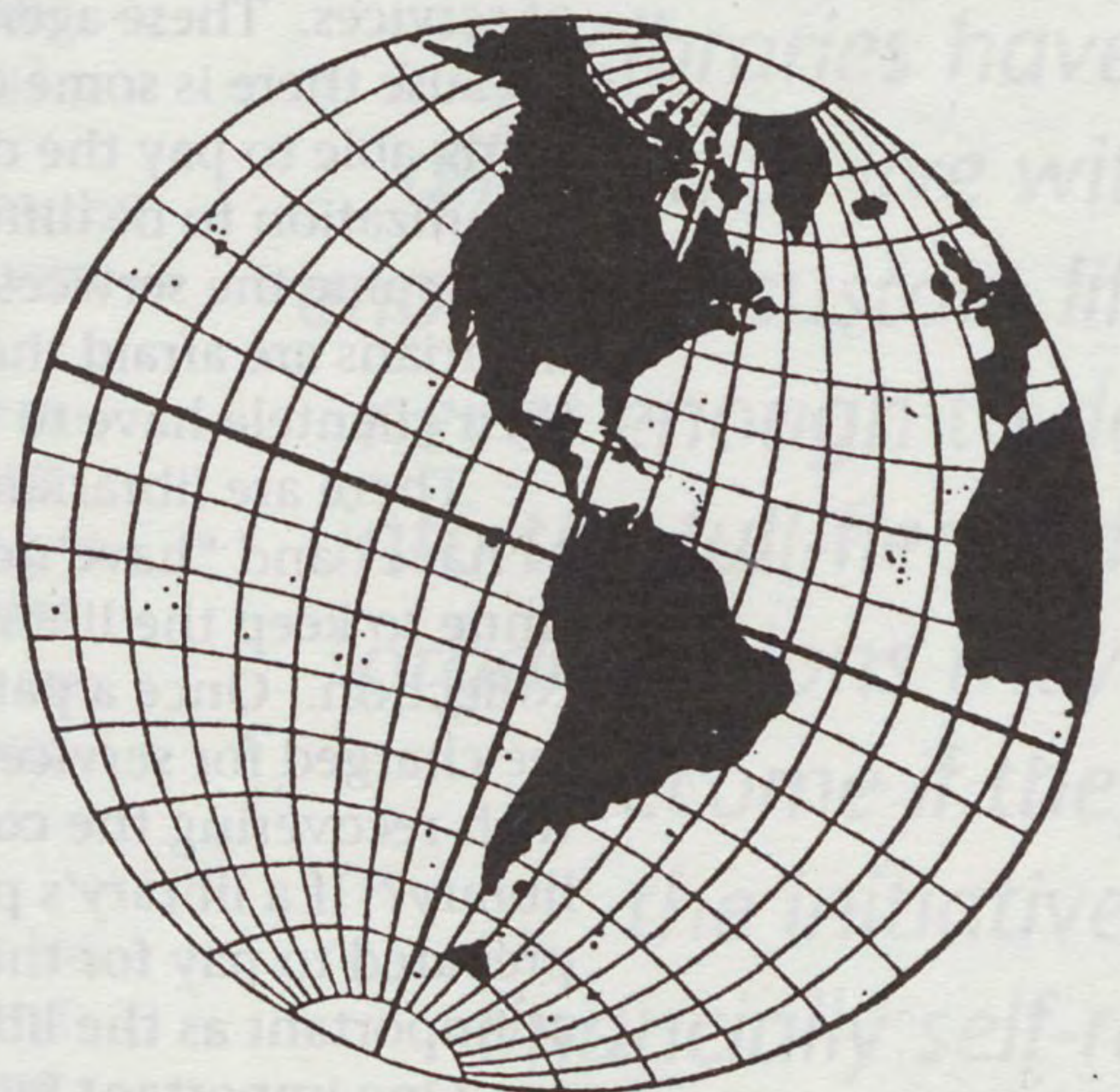
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## How Much Is Enough?

by Kenneth Marks

**A**nyone who has ever raised a child has had the experience of dealing with a never ending series of requests for money to do all the things that children feel they must do. Never mind that they receive an allowance; they always come back asking for more. For some reason a child believes the parent has a bottomless pocket full of money. Of course, parents know the pocket is not bottomless. When a parent finally draws the line and holds firm, providing no more allowance, it is amazing the resourcefulness that children will demonstrate. Sometimes they even find jobs.

Libraries are analogous to children in many ways when it comes to the library's relationship with a parent institution. Libraries are always asking for more resources. Libraries never have enough resources. Libraries are always living at the edge of financial insolvency because they are convinced their "parent" will tide them over to the next regular allowance. Those few times when the parent institution draws a line, it is equally amazing what a library can do.

The fact of the matter for libraries is that they have lived at the edge of "genteel poverty" for so long that they have become reliant on the whimsical generosity of their parent institutions. Libraries have been allowed to live with just enough to sustain life, but never enough to develop into the full-fledged adult organizations they could become if they took the initiative to be financially self-reliant.

The question that has to be asked is why have librarians allowed themselves to be trapped in this relationship? It is a "fact of life" that no individual or organization can survive if they try to be all things to all people. Librarians have ensconced themselves on the off-ramp from the information rich world of the future by trying to be all things to all people and not being willing to place an accurate value on the work they do and the services they provide. Until librarians are willing to differentiate between the various services they provide by placing identifiable and quantifiable values upon each one, libraries will not move beyond their "poor relation" status in society.

Why is it that librarians have been unwilling to place a price on the various services they provide? A review of any segment of city government, state government, or public education (K-12 or higher education) reveals an established practice of levying fees for an ever-expanding array of services. These agencies do not seem to have any inhibitions in charging these fees simply because there is some concern about a portion of the population being disadvantaged by not being able to pay the charge. What is so sacred about libraries that librarians should hold their organization to be different? Perhaps, librarians are afraid that their clientele will discover how little value the services really have if they are faced with having to pay for them. Perhaps, librarians are afraid they will really be held accountable for performing in a measurable manner if their clientele have to pay for certain services.

There are librarians who say that putting a value on services and levying charges will create a "have" and "have not" environment. The answer to that concern has to be, so what! Continue to keep the library's doors open to its clientele and let them have access to the book collection. Once a patron's need moves beyond the general collection, why shouldn't there be a fee charged for services provided and information delivered? What is so fundamentally wrong with recovering the cost of providing these services that go beyond the original mission of the library? If a library's patrons believe there is value in these specialized services, they will be prepared to pay for them. If the patrons aren't willing to pay then, perhaps, the services aren't as important as the librarians have tried to convince themselves they are.

One important factor that librarians need to keep in mind is whom the library is for. It certainly should not be for the librarian although, all too often, a telling argument can be made that a library is nothing more than a monument to the librarian or librarianship. If a community finds that starvation-level library service is satisfactory, then why should the librarians try to move that community where it does not believe it needs to go? If print collections provide a satisfactory level of support, why should librarians aspire to an electronic alternative if the community does not need it or want it?

# COUNTER POINT



## When You're Deserving — There's Never Enough!

by Harry Tuchmayer, Column Editor

**I** used to think that if we turned our bookdrop room into a library bookstore we would be rolling in the dough. Just think about it, no longer would we need to purchase circulating copies of the GED exam book, or *Do Your Own Divorce in North Carolina* — only to have it LOST in circulation after its second use. Instead, all we would need to do is keep an adequate stock of these and other titles in high demand in the new bookstore, and our problems would be solved.

That wasn't the only idea I had either. The opportunities to raise money appeared to be endless: pushcart vendors in our beautiful adjacent courtyard selling hot dogs and pretzels, a basement coffee-house complete with poetry readings and Chardonnay, and a gift shop selling local trinkets as a memento of a child's first visit to the library. In fact, we even tossed around the idea of breaking into the lucrative tourist market by doing much more than publishing and selling a few genealogical sources compiled locally. Why not really branch out and work with the local chamber of commerce and area hotels to provide "package tours" to the area for the growing number of retirees discovering the joys of family history!

Once we got going, I had no doubt we could raise the money. After all, who needed to worry about start-up costs or even meeting basic overhead expenses. With a core of well-paid government workers, (OK, so we have access to a few eager volunteers, too), and an infrastructure bought and paid for by taxpayers, we had nothing to lose and everything to gain, or so I thought!

Libraries do have a lot to lose! The issue is much bigger than merely raising a few extra dollars of loose change. It goes to the very heart of the current national debate over the role of government — what should government provide its citizens, and what services, if any, are we willing to fund. By jumping on the bandwagon of greater self-sufficiency, are we in essence supporting the view that libraries don't need, or even warrant, further government funding?

It is precisely now, when funding is threatened and resources are most scarce, that libraries must be viewed by the nation as an essential service, worthy of its support! And if we abdicate our responsibility to justify support now, who in his right mind will ever give it to us in the future?

Don't misunderstand, arguing in favor of continued and adequate government funding of libraries does not mean justifying needless and unwarranted expenditures! Support for libraries can only come when librarians are willing to refocus their energies on basic services and cut out this nonsense that libraries should be all things to all people! We must be ready to defend services that are essential, but we must also be willing to eliminate from consideration services that honestly don't belong.

We must be willing to ask ourselves the hard questions, and eliminate programs that are tangential at best. If we fail to do so ourselves, there are a lot of angry and careless people ready to do it for us! Fundraising and other activities designed to exceed adequate support of programs do have their place, but never as a substitute for full and complete funding of needed services.

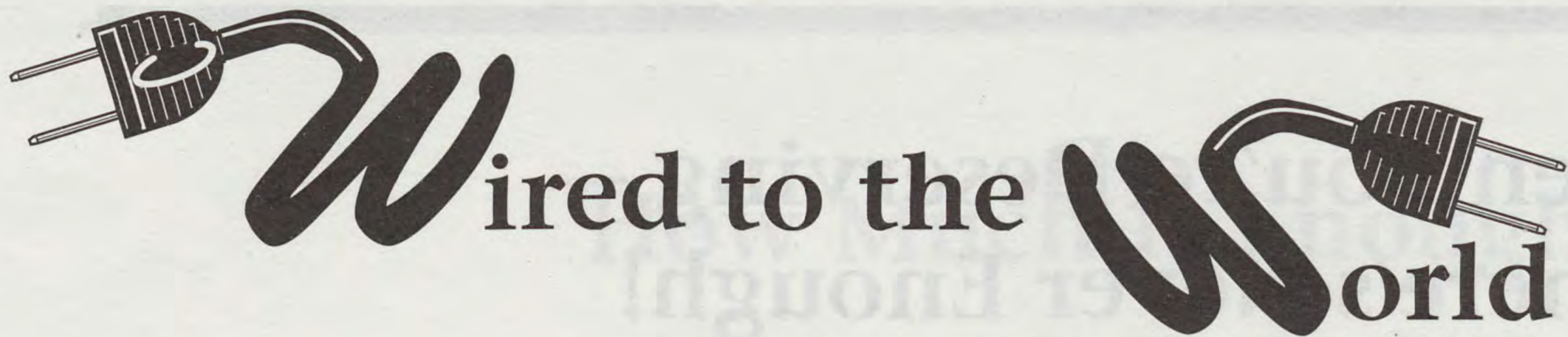
There is absolutely no question that libraries, like all other institutions that feed off the public trough, need to reexamine their diet and cut out the fat. But, as every parent knows, growing children, like growing institutions should not, and cannot, be kept on a limited caloric intake as legitimate demands on their system grow. Just imagine telling your growing teenager that he is going to have to downsize his appetite!

*By jumping on the bandwagon of greater self-sufficiency, are we in essence supporting the view that libraries don't need, or even warrant, further government funding?*

— Tuchmayer

*Libraries have been allowed to live with just enough to sustain life, but never enough to develop into the full-fledged adult organizations they could become if they took the initiative to be financially self-reliant.*

— Marks



# Wired to the World

— by Ralph Lee Scott

As they say in the literature, “using your favorite gopher pointer ...,” we will explore an index file at Appalachian State University. (Actually my gopher died a few days into the final month of 1994 just after sending me the message “unable to connect to socket #\$\$@%.” I had visions over the holidays of this poor gopher lying in the snow in pieces with open sockets between its legs and the rest of the body; I must have watched too many reruns of “Forensic Pathologist” on television. I was forced into the new year sans Gopher, relying only on my Chihuahua, who points to wherever he pleases without regard to any of my wishes. This being a new year I will start again at the *beginning* ...

To access computer files on the Internet using a “gopher” system, you must have three things: a connection to the Internet (either directly, through a commercial service, or via a pass-through public system such as a university computer center); the appropriate gopher software (either a so-called “client” or stand-alone) for your system; and finally, a computer or dumb terminal. If any one of these elements is missing or fails, the gopher system will not work. That was my problem; someone had changed a part of the system and the socket connection failed to work as it should have.

What a gopher enables you to do is to go to another computer, sign on to that system using a special entrance (called a port — although it really should be called a burrow), and explore public files on that computer system. The files we will be using today are at a computer at the Center for Appalachian Studies at Appalachian State University in Boone, North Carolina.

J. W. Williamson at Appalachian State has put on the Internet, for the world to use, a file called the “Southern Mountaineers Filmography.” This file is typical of the type you can use on a gopher-based system. You can either print out the entire contents of the file, save it to your computer, or search the file using a search system at the computer at Appalachian State University. This file is completely text-based. Other files available for downloading through gophers include computer programs (.BAS, .XLS), sound (.WAV, .MID), still pictures (.GIF, .JPEG), or motion picture images (.JPEG, .MPEG). Other than just as a plain file reader, this automatic logon and downloading of files is the main use of gopher.

Now, back to our gopher at Appalachian State. The file compiled by Williamson is a listing of all known fiction films (and some nonfiction) identified as “Appala-

chian” or “Ozark” in subject matter made from 1904 to the present. The file is updated online by the compiler as new movies appear. Also included in the file are: “romantic triangles in which at least one of the three principals is ‘mountain’ (e.g. mountain girl fought over by two men); “coonskincappers” [*sic*]; “Jesse James movies”; “coal mining and steel making”; “hillbilly gal movies”; “horror or monster” based in the mountains; upland Civil War stories; and “soft- and hard-core pornography that bases its lust on place (mountains).” Each of these file types can be searched by keywords such as “Civil War” or “porn.” The complete file is about 150 pages in length, so some librarians may want to download the whole Filmography to paper, bind it, and put it in the book collection or vertical file.

A typical entry includes the title, production company, and a brief annotated description of the film. For some films the players, producers, and directors are included. To get to this file, point your favorite gopher to: [acs.applstate.asu.edu](http://acs.applstate.asu.edu) port 70. From the main university menu, select “departments,” then select “library,” and from the library menu select the Appalachian Center menu. As mentioned above, at this point you can either search the file through the gopher, download the file, or view it on your computer monitor. Some typical entries from the Filmography are quoted below:

ALEXANDER, WILLIAM FOSTERWICK, C C CHASE, BARBARA PARKS

Comments: Sexploitation, set post-Civil War, when Missouri bad boy Quantrill rules the bandits of Kansas, and Frank James helps free an abducted and roped young woman from Quantrill’s “pleasure house.”

1969 SOD SISTERS / POPULAR PRODUCTIONS Produced by J T URISHIN Directed by LESTER WILLIAMS  
Starring: GENIE PALMER, BREEGE MCCOY, HANK HARRIGAN, TIM E LANE, JAMES SCHACHT, GLEN STANNEL

Comments: A young man knocked unconscious while involved in a robbery is taken home by a hillbilly named Zeb, where his two licentious daughters take turns using the young man’s body for sexual pleasure. Meanwhile, Zeb is protecting his moonshine still.

1969 THE DEVIL'S EIGHT / AMERICAN-INTERNATIONAL

Produced and directed by BURT TOPPER

Starring: CHRISTOPHER GEORGE, FABIAN, RALPH MEEKER

Comments: A rip-off of The Dirty Dozen set in moonshining country with dastardly moonshiners taking the place of the Nazi high command. Group of former prisoners trained by Christopher George to raid and break up one of the largest moonshining operations in the South. John Milius contributed to the script.

1970 THE MOLLY MAGUIRES / TAMM PRODUCTIONS/

PARAMOUNT Produced by MARTIN RITT/WALTER

BERNSTEIN Directed by MARTIN RITT

Starring: RICHARD HARRIS, SEAN CONNERY, FRANK FINLAY, SAMANTHA EGGAR, ANTHONY ZERBE, ART LUND

Comments: Mine owners hire Pinkerton spies to crack a secret organization that is using violence to attack the powerful and ruthless coal industry. Based on fact and filmed on location in Eckley, PA, and in other PA towns.

1970 THE MOONSHINE WAR / FILMWAYS INC/

METRO-GOLDWYN-MAYER Produced by MARTIN

RANSOHOFF Directed by RICHARD QUINE

Starring: ALAN ALDA, PATRICK MCGOOHAN, RICHARD WIDMARK, WILL GEER, TERRY GARR

Comments: Script by Elmore Leonard, from his novel. "Ballad of the Moonshine" sung by Hank Williams. Bizarre movie about government agents and bad guys trying to get their hands on Alan Alda's stock of fine moonshine before the repeal of Prohibition. Alda as a mtn moonshiner is an unintentional hoot.

The Southern Mountaineers Filmography is typical of the type of file you can search using the gopher system. If you want to practice at another library site having a similar system, you might want to check out the North Carolina Periodical Index at East Carolina University's Joyner Library. (see *North Carolina Libraries*, Fall/Winter 1994) The address for the gopher is: [fringe.lib.ecu.edu](http://fringe.lib.ecu.edu). Here you can reach a searchable index to current North Carolina periodicals that was designed primarily to be used by undergraduate students at East Carolina, but which is highly useful to others in the state.

Finally, to end this "Wired to the World" article on a humorous note, a recent "Far Side" cartoon asks: How can you tell if you have left the Information Superhighway and are on the Information Dirt Backroads?? When the sign at the computer reads: "Bring a formatted eight-inch floppy to download your information from our computer."



## ABOUT THE AUTHORS

### *Pattie Allen*

**Education:** B.S., East Carolina University;  
M.L.S., East Carolina University

**Position:** Media Coordinator, West Edgecombe School

### *Joline Ezzell*

**Education:** B.A., University of Maine; M.A., University of North Carolina at Chapel Hill;  
M.S.L.S., UNC-Chapel Hill

**Position:** Reference Librarian, Perkins Library, Duke University

### *Chris Mulder*

**Education:** B.A., Meredith College; M.S.L.S., University of North Carolina-Chapel Hill

**Position:** Cataloger, North Carolina Newspaper Project

### *Carol Passmore*

**Education:** B.A., University of North Carolina at Greensboro; M.L.S., North Carolina Central University

**Position:** Director of Project LIFT, Durham County Public Library

### *Denise Sigmon*

**Education:** B.S. Appalachian State University; M.S.L.S., Florida State University

**Position:** Chief of Technical Services, State Library of North Carolina

### *Benjamin Speller*

**Education:** B.A., North Carolina Central University; M.A., Indiana University; Ph.D., Indiana University

**Position:** Dean of the School of Library and Information Sciences and Special Assistant to the Provost, North Carolina Central University

### *Steve Sumerford*

**Education:** B.A., University of North Carolina at Chapel Hill; M.L.S., North Carolina Central University

**Position:** Branch Manager, Glenwood Branch Library, Greensboro Public Library

### *Rebecca Sue Taylor*

**Education:** B.A., Bowling Green State University; M.S.L.S., University of Kentucky

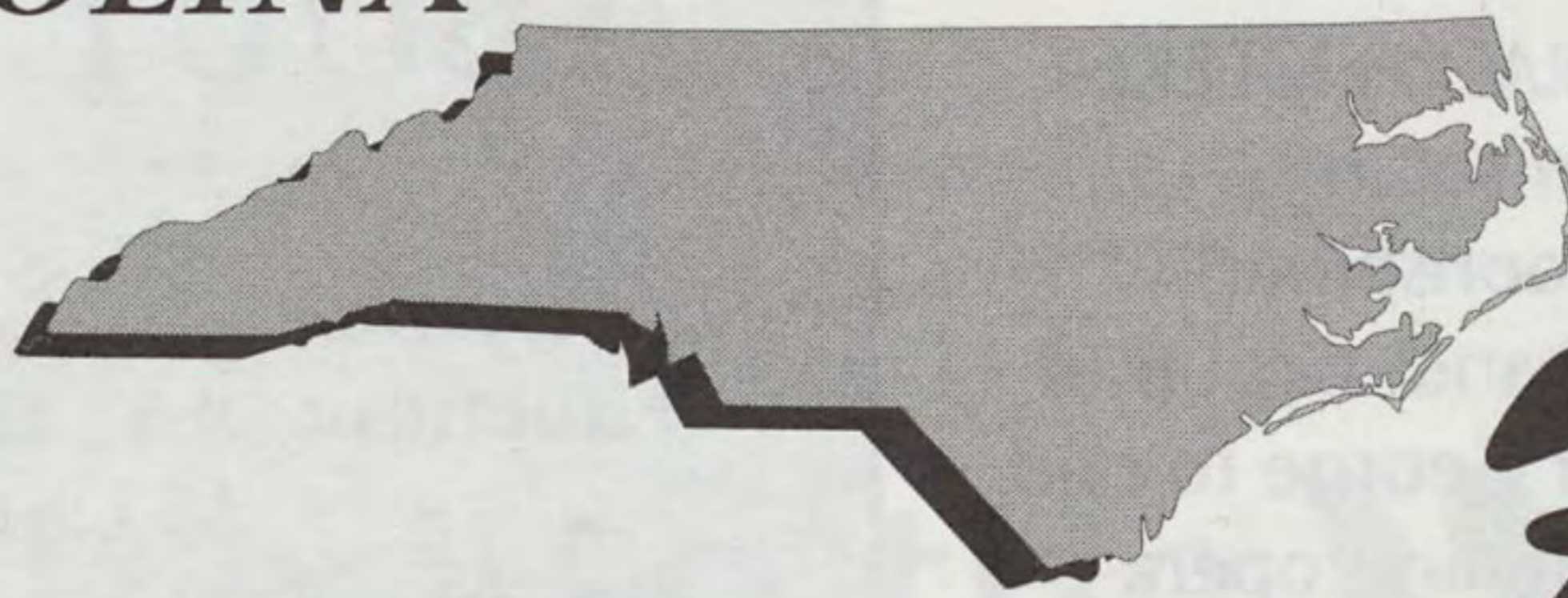
**Position:** Branch Manager, New Hanover County Public Library

### *David Warlick*

**Education:** B.A., Western Carolina University; M.Ed., Instructional Technology, North Carolina State University

**Position:** Consultant, Computer Services, North Carolina Department of Public Instruction

# NORTH CAROLINA



# Books

Dorothy Hodder, Compiler

It's tempting to look at "Muggsy" Bogues as something of a novelty act, like a singing dog or a bearded woman. After all, at five foot three inches tall, Bogues is the shortest man ever to play in the National Basketball Association, and that by a wide margin. Combine his small size with his ready smile and his lovable, cuddly public persona and you've got the perfect media creation. The only problem with this view is that, in this case, the dog really can sing. Basketball players around the world consistently have underestimated Bogues and usually have paid the price.

In many respects, Bogues' life story is similar to that of numerous NBA stars. He was raised in a poor neighborhood in Baltimore and was introduced to basketball on the neighborhood playgrounds and in city recreation leagues. Bogues was a standout at local Dunbar High School, a national prep powerhouse, in the early 1980s, before going on to college stardom at Wake Forest University. He was a first round selection in the National Basketball Association draft and went on to professional fame and fortune.

What sets Bogues off from the crowd, however, is his ability to treat his lack of size as an asset rather than a liability. At every level, Bogues has succeeded in silencing his critics because of his refusal to believe the doubters and his ability to use his assets in a creative manner. One of the quickest players in the game, Bogues excels in a fast-paced, up tempo game that delights fans and wears out opponents. He maintains that the majority of a basketball game is played not in the air, where high-flying giants rule, but rather on the floor, and who rules the floor

but the smallest player?

Although born and raised in Baltimore, Bogues has long ties with North Carolina. After his Wake Forest career, he was drafted by the Washington Bullets, but played only a single season with them before being selected in 1988 by the expansion team Charlotte Hornets. He begins the 1994-1995 season as one of Charlotte's best and most popular players and one of only two original members still with the team.

Bogues tells his story with the assistance of veteran sportswriter David Levine. The prose is workmanlike, conversational, and readable. *In the Land of Giants* is aimed at popular audiences. It does not have an index or bibliography, but does contain a selection of photographs. It is suitable for any general library.

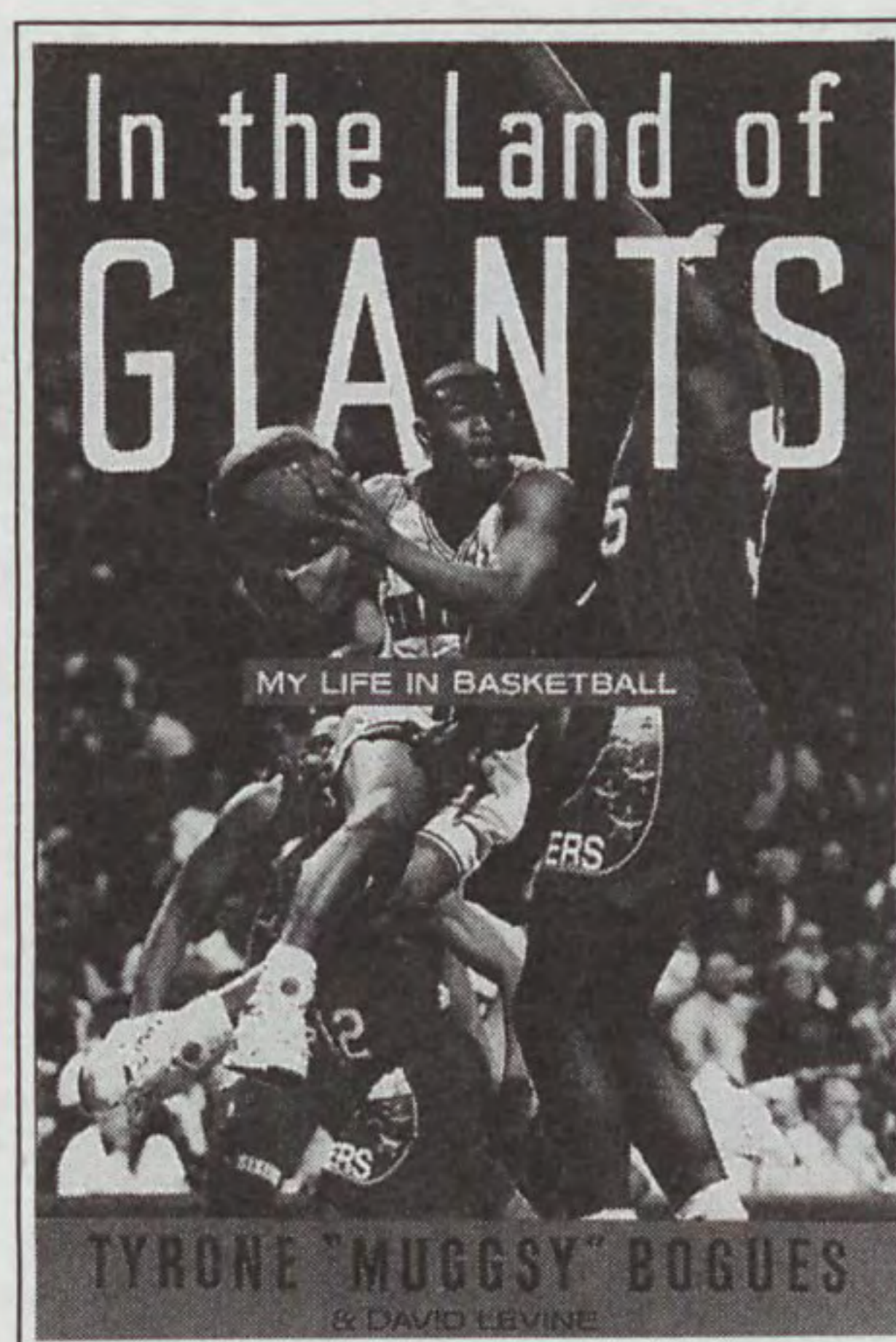
— Jim L. Sumner

North Carolina Division of Archives and History

Tyrone "Muggsy" Bogues and David Levine.

## *In the Land of Giants: My Life in Basketball.*

Boston, et. al: Little, Brown and Company, 1994.  
233 pp. \$19.95. ISBN 0-316-10173-7.



**D**r. Shaffner, a retired professor living in Highlands where he runs a bookshop, has done a signal service in writing a highly literate and commendable history of a small but distinguished library in Macon County. His well-researched history always places developments at the library within the national and even international literary scene but is less successful in fixing the context within general library developments. He is wrong, in fact, to claim it as the "first public library in North Carolina," as the Asheville Reading Club (1879) probably deserves that honor, as the direct ancestor of the Pack Memorial Library. Wilmington and New Bern, which had a series of "public libraries" during the nineteenth century, and Fayetteville, which incorporated one in 1794 but did not maintain it, also have good claims to this distinction. But Southern library history is poorly recorded, and Shaffner can be forgiven for not knowing the professional literature on the subject.

His book, always lively and well-illustrated, footnoted and indexed, and bound in stiff paper, is perhaps of more service to local historians than to librarians. While much attention is given to individual books and people associated with the library and to details of local life and geography, no attempt is made to analyze circulation or patron status or other statistical or social matters. Although little attention is paid to the challenge of integration in the 1960s, Hudson's incorporation into the Fontana Regional Library System in the 1970s is well described from a book lover's standpoint. The writer deserves credit for carrying his story to the present, and if he avoids delving deeply into some controversies, he at least suggests their presence. Highlands and North Carolina have been well served by a book that transcends the type of short, commemorative, and self-congratulatory work that usually passes for library history.

— Patrick Valentine, Wilson County Public Library

Randolph P. Shaffner.

***Good Reading Material,  
Mostly Bound and New:  
The Hudson Library 1884-1994.***

Highlands, NC: Hudson Library of the Highlands,  
N.C., Inc., 1994. 256 pp. \$23.95.  
ISBN 0-9640078-3-5.

**C**oastal North Carolina is a seasonal home to approximately four hundred species of birds and is a popular location for bird watchers from all parts of the country. Beginning with a survey of the area, Fussell examines the climate, the physiography, and the habitat of the northern coast, the Albemarle and Pamlico section, the Outer Banks, and the central and south coast sections. A study of the terrain shows the reader why certain species are likely to be found in a specific area. The list of birds is annotated briefly and describes the season when they are likely to be present and the coastal section to which they are attracted.

The real joy of this work is the section of guide maps that occupies most of the book. Meticulous in detail, the narrative accompanying each map almost guarantees success to even the novice birder. Information in each entry includes the name, address, and telephone number of the wildlife preserve or agency (if there is one) and any other pertinent information needed to reach the location, no matter how remote.

Following the map section, the author presents more than eighty pages of detailed information on 141 of the most sought after birds and gives their usual schedule and location of appearance. This thoroughly rewarding book concludes with graphs of each bird's monthly frequency of appearance.

The author includes both a species and a subject index. The table of contents lists each site and agency described. This could be the only book one would need to enjoy the birds of coastal North Carolina, but because of the lack of detailed illustrations, one must be a veteran birder to use it alone. A frequent user also may find the book bulky, which may be a problem when carrying it in the field. The book does not claim to be a field guide, but it certainly could be one of the best with the addition of color drawings. Appropriate for the general public.

The author is an environmental consultant and the author of *Finding Birds in Carteret County*.

— Judie Stoddard, Sampson-Clinton Public Library

John O. Fussell, III.

***A Birder's Guide to  
Coastal North Carolina.***

Chapel Hill: University of North Carolina Press, 1994.  
540 pp. Cloth, \$29.95. ISBN 0-8078-2146-2.  
Paper, \$16.95. ISBN 0-8078-4453-5.

**I**magine driving through the streets of Raleigh accompanied by a chatty tour guide. He points out street signs, historical buildings, and schools while relating interesting tidbits and folksy stories about passing landmarks. *The News and Observer's Raleigh* offers the armchair tourist a similar view of the capital.

This informal history is based on a 1991 supplement to the *News and Observer*, commemorating the city's two hundredth birthday. Perkins, who is Book Editor for the *News & Observer*, added an index, photographs, additional articles, and excerpts from diaries and journals. The volume is divided into four parts emphasizing Raleigh's

beginning, the Civil War and Reconstruction, the early nineteenth hundreds, and the 1960- period of urban expansion. Accounts of Union Civil War occupation, a hog-killing day, a typical boy's day in the 1880's, and life in the once prosperous black community on Hargett Street are a few of the eye-witness perspectives that make this book enjoyable. Vignettes of important Raleigh educators, philanthropists, builders, politicians and businessmen are presented along with their civic contributions. The differences in ambiance between Old Raleigh within the 440 Beltline and New Raleigh to the North are amusingly explained.

Appropriately, several articles about the Raleigh newspaper business are included. The political role that newspapers have played in the capital is discussed from its beginning with two presses in 1799, through the tumultuous Civil War era with fifteen papers, to the present dominance of the Daniels' *News & Observer*. Readers who see Raleigh's preeminent newspaper as the voice of liberal Democrats will

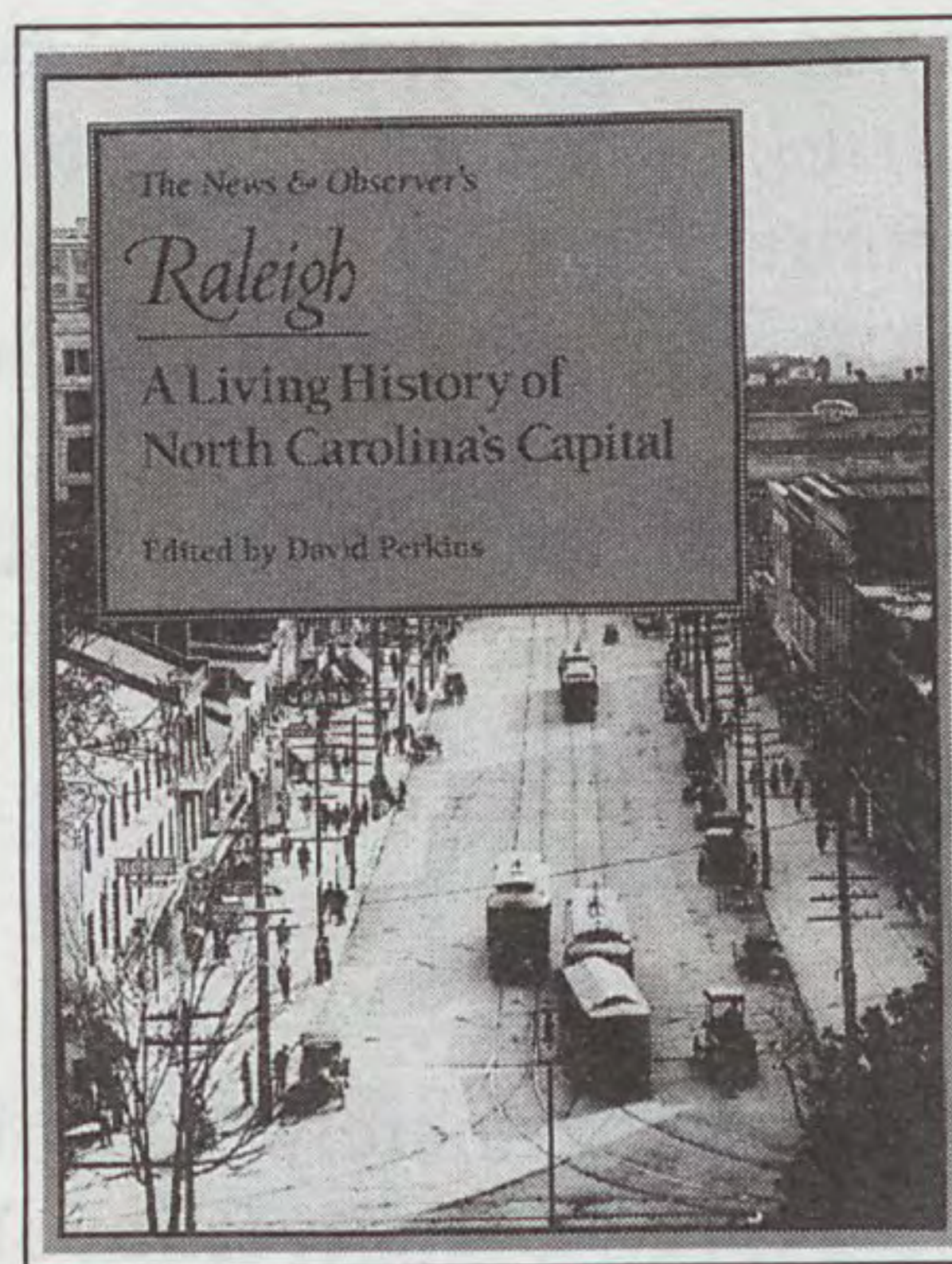
find support from such quotes as "since ...1894, the N&O has endorsed only two GOP candidates in general elections."

Perkins recommends Murray's *Wake — Capital County of North Carolina* as the best source for authoritative information, and explains that his different "goal was to create a history that lived and breathed." Consequently, the *N&O's Raleigh* is an appropriate purchase for school, public, and academic libraries as a more readable introductory history of the capital area.

— Christine L. Thomson  
Saint Mary's College

David Perkins, ed.  
***The News and Observer's Raleigh:  
A Living History of North  
Carolina's Capital.***

Winston-Salem: John F. Blair, 1994. 202pp. \$22.95  
ISBN 0-89587-121-1.



**W**ith the publication of Jim Grimsley's *Winter Birds*, once again Algonquin Books brings the reader of serious fiction a stimulating novel with a North Carolina connection. This strongly autobiographical novel traces the experiences of an eight-year-old entangled in the family founded by a habitually drunken and violent man and his abused wife. He writes of a family plagued by a catalog of problems, including hemophiliac sons and a physically and economically crippled father. The family also has a mother whose strength maintains a balance within that family, and provides her children with a protected area in which to survive.

The book is narrated by the older Danny, telling the story to his eight-year-old self and pinpointing the source of personal courage that will permit him to survive. He finds that courage in claiming his mother's terrible self-honesty as his own. Grimsley provides vivid portraits of characters recognizable beyond their personal circumstances, in prose so in tune with the human voice that the reader will want to search out performances of his plays and enjoy listening to his facility with speech.

Jim Grimsley is a playwright and writer-in-residence at the 7Stages Theatre of Atlanta, Georgia. He is the recipient of Newsday's George Oppenheimer Award as the best new playwright of 1988.

*Winter Birds* is his first novel. It is an excellent choice for public and university library fiction collections and may be considered for high school collections where there are sufficiently mature readers.

— Nancy Schell Scott  
Eastern Wayne High School

Jim Grimsley.  
***Winter Birds.***

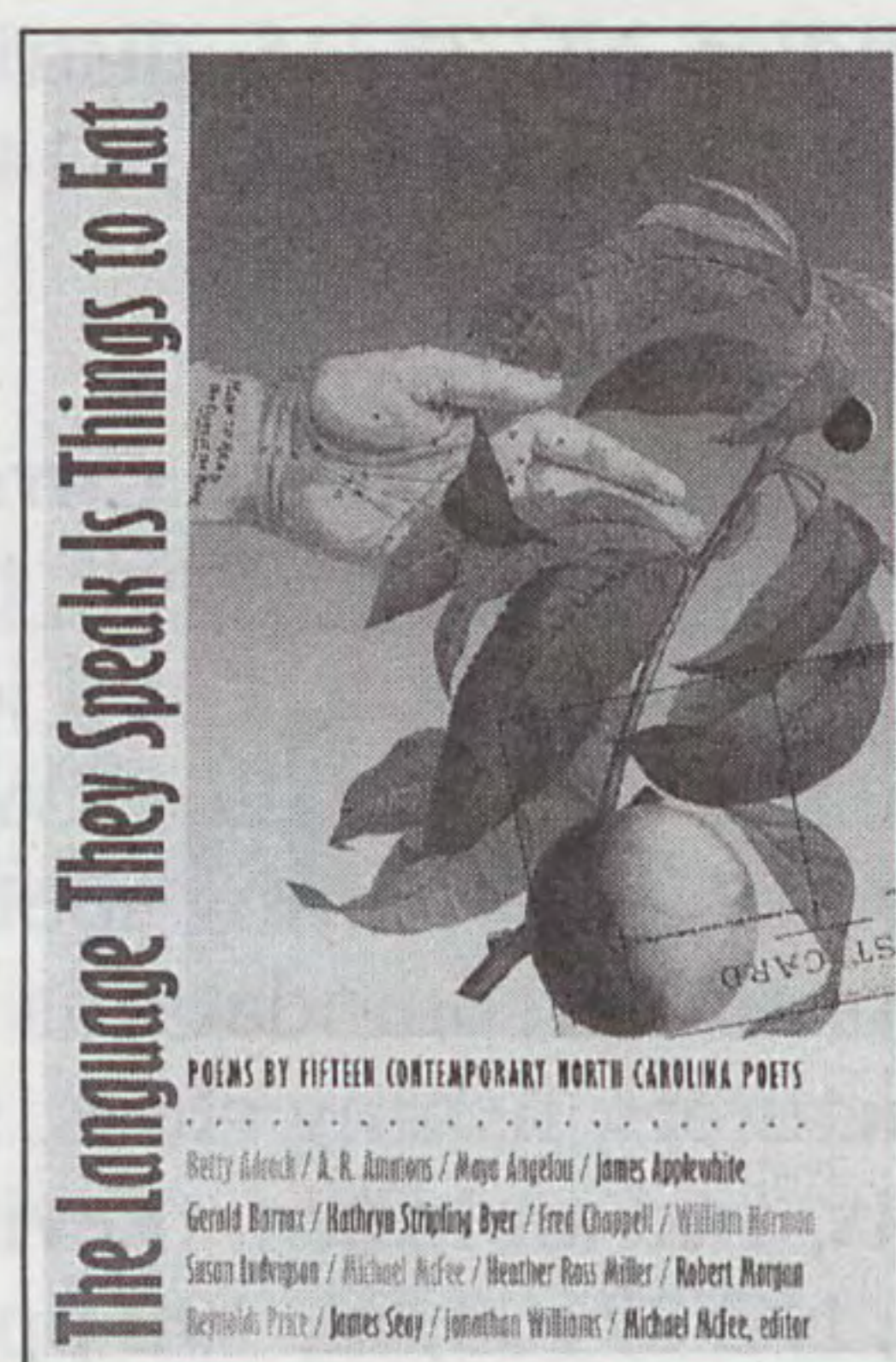
Chapel Hill, NC : Algonquin Books, 1994. 209 pp.  
\$18.95. ISBN: 1-56512-075-2.

**W**hen Pulitzer Prize-winning poet Mary Oliver said, "A mind that is lively and inquiring, compassionate, curious, angry, full of music, full of feeling, is a mind full of poetry," she could have been describing the minds of the fifteen contemporary North Carolina poets chosen by poet Michael McFee for this sumptuous anthology. McFee, who has published four books of poetry, includes his own poems in the anthology along with the work of Betty Adcock, A. R. Ammons, Maya Angelou, James Applewhite, Gerard Barrax, Kathryn Stripling Byer, Fred Chappell, William Harmon, Susan Ludvigson, Heather Ross Miller, Robert Morgan, Reynolds Price, James Seay, and Jonathan Williams.

Michael McFee, editor.

***The Language They Speak is  
Things to Eat:  
Poems by Fifteen Contemporary  
North Carolina Poets.***

Chapel Hill: University of North Carolina Press, 1994.  
270 pp. \$24.95 cloth. ISBN 0-8078-2172-1.  
\$12.95 paper. ISBN 0-8078-4483-7.



McFee's anthology provides a generous sampling (eight to twenty-six poems) by each poet, giving us more than a taste of the stylistic diversity of this gifted group of writers. The work included was done between 1973 and 1993 by poets who have published at least two full-length books during that period. How did McFee decide who was a North Carolina poet? Several poets were born elsewhere; a number have lived outside the state for years. According to McFee, they are North Carolina writers "because they choose to be so ... it's as if — by birth or longtime residence — North Carolina has chosen *them*, and they are working out that odd bond in concentrated lines and words, in the distilled spirits of poetry." Many of the poems do deal with the dialectic between landscape and consciousness, but this is not a collection of "local color" writing.

The stylistic variety of these voices is striking. The book makes a reader feel lavished with its exacting perception and precision of voice. From Barrax's "faith with roots" and Stripling Byer's exuberance in "Wide Open, These Gates" to the luxuriance of mind at play in Harmon's intelligent work, the poems push against what is expected in Southern literature, and while breaking what is expected, end up giving us a new vision of North Carolina poetry, of *all* poetry. This is a wonderful collection of many years of serious work. I agree with McFee when he states that these poems are "direct and engaging, rich in image and character and story and humor, with a genuine love of place."

Recommended for public and academic libraries.

— Kathleen Halme  
University of North Carolina at Wilmington

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## Other Publications of Interest

For poetry collections, *The North Carolina Poems of A.R. Ammons* is an important acquisition. Ammons, a native of Whiteville, is a professor at Cornell University and the recipient of numerous honors and awards for his poetry. The opening poem sets the tone for the collection: "I went back / to my old home / and the furrow / of each year / plowed like / surf across / the place had / not washed / memory away." The volume is edited by Alex Albright, who also wrote a brief afterword. (1994; North Carolina Wesleyan College Press, 3400 N. Wesleyan Blvd, Rocky Mount, NC 27804; 119 pp; paper, \$10.00; ISBN 0-933598-51-3-)

*The Honest Account of a Memorable Life: An Apocryphal Gospel* is Reynolds Price's retelling of the life of Jesus, an assignment he gave to a seminar class studying the gospels of Mark and John, and completed with his students. Beautifully published in a limited, numbered edition, it will give readers an uncommon glimpse into the faith of an author to whose work questions of faith are central. (1994; North Carolina Wesleyan College Press, 3400 N. Wesleyan Blvd, Rocky Mount, NC 27804; ix, 46 pp; cloth, \$25.00 plus \$2.00 shipping and handling; ISBN 0-933598-52-1; signed, \$50.00 plus \$2.00 shipping and handling; ISBN 0-933598-X.)

A practical purchase for travel collections is *North Carolina Getaways: A Guide to Bed & Breakfasts and Country Inns* by Don Vandeventer. The author includes seventy inns and B&Bs where he has stayed, giving each a two-page description with photographs. The western part of the state receives better coverage than the eastern in this chatty guide. Regional maps and indexes to inns and major tourist attractions are included. (1995; Down Home Publications, PO Box 1899-B, Candler, NC 28715, distributed by John Blair, 1406 Plaza Drive, Winston-Salem, NC 27103; 192 pp; paper, \$14.95; ISBN 1-886443-00-9.)

Public libraries serving the sportsman will want *Coastal Fishing in the Carolinas: From Surf, Pier, and Jetty* by Robert J. Goldstein. The author covers equipment, bait, tackle, and casting techniques used in fishing from the beach and from piers and jetties, as well as detailed descriptions of the fish to be caught. There is a section called "Where to Go" with numerous fairly detailed maps and tips leading to the best fishing spots. Telephone numbers are included for fishing piers, and restaurants and accommodations are mentioned in passing. Appendices include lists of manufacturers, fishing clubs, sources of information, a well-illustrated section on fishing knots, and an index. (Revised edition, 1994; John F. Blair, 1406 Plaza Drive, Winston-Salem, NC 27103; xi, 190 pp; paper, \$12.95; ISBN 0-89587-117-3.) Also, especially for the western part of the state, consider *Trout Streams of Southern Appalachia: Fly-Casting in Georgia, Kentucky, North Carolina, South Carolina and Tennessee* by Jimmy Jacobs. This is a detailed creek-by-creek list with maps and photographs, and includes a list of sources for more detailed maps, and an index. (1994; Backcountry Publications, an imprint of The Countryman Press, PO Box 175, Woodstock, VT 05091-0175; 335 pp; paper, \$17.00; ISBN 0-88150-303-7.)

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Genealogy collections will be interested in *Family Burying Grounds and Abandoned Church Cemeteries in Guilford County, N.C. and Immediate Environs* compiled by O. Norris and Rebecca H. Smith. Originally published in 1978 and long out of print, it has been corrected and updated. (1994; Guilford County Genealogical Society, PO Box 9693, Greensboro, NC 27429-0693; vi, 41 pp; paper, \$10.00 postpaid plus \$.65 NC sales tax; no ISBN.) Also, *The Old North State in 1776*, Volumes I and II with Index, by The Rev. Eli W. Caruthers, D.D., has been republished. It is based on Reverend Caruthers' interviews with many of North Carolina's participants in the military and political action of the Revolutionary War period. (1994; Guilford County Genealogical Society, PO Box 9693, Greensboro, NC 27429-0693; v, 247 pp; paper, \$20.00 postpaid plus \$.65 NC sales tax; no ISBN.)

A response to the Little Rascals Daycare Center trial is Margaret Leong's *Magical Child Molestation Trials: Edenton's Children Accuse*. She has included poems, testimony and comments by the children and adults involved in the case. This collection and others are available in self-published editions. (1993; New York Literary Press, PO Box 483, Chapel Hill, NC 27514; unnumbered; paper, \$5.95 plus \$1.65 handling; no ISBN.)

A cookbook with an unusual twist is *Creative Writing-Cooking: Recipes from the Authors You Love* compiled by the Writers' Group of the Triad and edited by Nancy Gotter Gates. Most of North Carolina's finest contributed, so the reader can compare cornbread recipes from Fred McLaurin, Clyde Edgerton, and Tim McLaurin, or duplicate the Pork Liver Cupcakes that Lilian Jackson Braun makes for her cats. Most contributors contented themselves with brief remarks and one recipe (Stephen King's two-ingredient Lunchtime Gloop beat out Dave Barry's Toast with Peanut Butter for briefest entry.) A few of the recipes originally were worked into novels by their authors, notable among these being T. Coraghessan Boyle's Baked Camel (Stuffed). Indexed. (1994; Down Home Press, PO Box 4126, Asheboro, NC 27204; 176 pp; paper, \$13.95; ISBN 1-878086-30-8.)

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## Newspapers: a Window to North Carolina's Past

by Chris Mulder and Denise Sigmon

"Many people like newspapers, but few preserve them; yet the most interesting reading imaginable is a file of old newspapers. It brings up the very age, with all its bustle and every day affairs, and marks its spirit more than the most laboured description of the historian." — from the *Wilson Advance*, reprinted in *The Daily Journal*, New Bern, Nov. 20, 1892.

As these words from over one hundred years ago suggest, our state's local newspapers provide not only a detailed account of our history, social life, and accomplishments but also capture the essence of our culture. Unfortunately, these rich resources of information about our past frequently are found crumbling on library shelves, in storage rooms of newspaper offices, or in attics and barns. The mission of the North Carolina Newspaper Project (NCNP) is to save our state's newspapers by identifying, cataloging, and preserving them. The State Library of North Carolina and the State Archives have joined forces to accomplish this mission. State Library staff travel throughout North Carolina to find newspapers, catalog them, and record location information. Archives staff microfilm the newspapers to preserve them for present and future use. The North Carolina Newspaper Project is part of a nationwide effort called the United States Newspaper Program. All fifty states participate in this program that the National Endowment for the Humanities partially funds and the Library of Congress coordinates.

NCNP staff have identified over 2,000 newspaper titles published in North Carolina, including the *North Carolina Gazette*, first published in New Bern in 1751. They have completed an inventory of North Carolina newspaper titles at the N.C. Division of Archives and History, UNC-Chapel Hill's North Carolina Collection, and Duke University's Perkins Library. NCNP staff currently are identifying additional newspapers throughout the state.

### Search and Rescue

NCNP staff are now on a search and rescue mission in all of North Carolina's one hundred counties to locate old newspapers and save them from obscurity and deterioration. Counties with few microfilmed newspapers are being visited first. Project staff travel

to libraries, newspaper offices, museums, and local government agencies in each county. During their visits, NCNP staff examine original print newspapers as well as newspapers on microfilm. They inspect any print newspapers that are not available on microfilm to determine the condition of the paper and the completeness of the issues located. Staff also check newspaper titles on microfilm for completeness and condition as well as for location and quality of the master microfilm reels. Archives staff use this information as part of their selection criteria when establishing microfilming priorities for the project.

Preserving our state's newspapers would be impossible without the support of the people of North Carolina. The participation of librarians and newspaper publishers is particularly crucial to the success of the project. Librarians write articles for their area newspapers and contact local collectors. Newspaper publishers print press releases about NCNP and lend their collections for microfilming. These efforts help ensure the success of the project.

The public library in each county seat usually serves as the project's initial contact point. Before the NCNP staff arrive, notices in the local newspaper describe the project, list needed newspaper titles and issues, and announce the date and time when project staff will be at the public library. Citizens are encouraged to participate in the project by bringing needed newspapers to the library during that time. These efforts help to educate the people of the community about the project and the importance of preserving the state's history for the future. Each host library receives a table top display, project brochures, posters, and want lists. The want lists include newspaper titles and coverage dates needed for the county. Newspaper publishers, historical and genealogical organizations, and other libraries also receive copies of the brochures, posters, and want lists.

Field team staff had completed search and rescue operations in forty-six counties by the end of 1994. Some newspapers identified for preservation in those counties are awaiting transport to Raleigh until Archives staff are ready to microfilm them.

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

## Microfilming

Archives staff prepare the newspapers for microfilming by arranging them in chronological order, ironing wrinkled pages, and mending damaged sheets. They create master negative microfilm reels that are kept in a vault to protect them from damage. In addition to a master negative, they also create a master copy to use in reproducing reels for individuals and libraries wishing to purchase them. Information about the cost and content of this microfilm can be obtained from the Archives and Records Section, Division of Archives and History, 109 East Jones Street, Raleigh, NC 27601-2807, or by calling the Correspondence Archivist at (919) 733-3952.

Microfilmed copies are also available for researchers in the Archives Search Room. The Search Room, located on the second floor of the Archives and History/State Library Building in Raleigh, is open Tuesday through Friday from 8:00 to 5:30 and on Saturday from 9:00 to 5:00.

## How to Find Newspapers

Users may locate newspapers included in the North Carolina Newspaper Project through computerized searching on OCLC or in sources provided by the State Library on the Internet.

## OCLC

Project staff catalog each newspaper title and provide location information in OCLC. This information indicates the issues owned by libraries and whether the newspapers are available on paper or microfilm. Inter-library loan (ILL) staff at libraries may search OCLC to determine locations for specific newspaper titles. After retrieving an OCLC record, ILL staff may request holdings under **ulncpu** (US Newspaper Program) or **ulncsa** (North Carolina Online Union Catalog). The OCLC symbol for the Division of Archives and History is **sa4**. NCNP staff are entering microfilm holdings into OCLC for the North Carolina Collection at UNC-Chapel Hill, Hunter Library at Western Carolina University, Joyner Library at East Carolina University, and many other libraries that have purchased newspapers on microfilm.

## Internet

The State Library's Gopher and World-Wide Web (WWW) servers provide information about NCNP and the *Guide to Newspapers on Microfilm in the North Carolina State Archives*, an alphabetical listing by town of all newspapers microfilmed by the Archives. The WWW server also includes maps depicting projected completion dates for local fieldwork.

The host address for the Gopher server is [hal.dcr.state.nc.us](http://hal.dcr.state.nc.us). From the State Library's top level menu select **North Carolina Resources**, then select **North Carolina Newspaper Project**. The URL (Uniform Resource Locator) for graphical browsers on the WorldWideWeb for the North Carolina Newspaper Project is <http://hal.dcr.state.nc.us/tss/newspape.htm>. The URL for the text-only version is <http://hal.dcr.state.nc.us/tss/newstext.htm>.

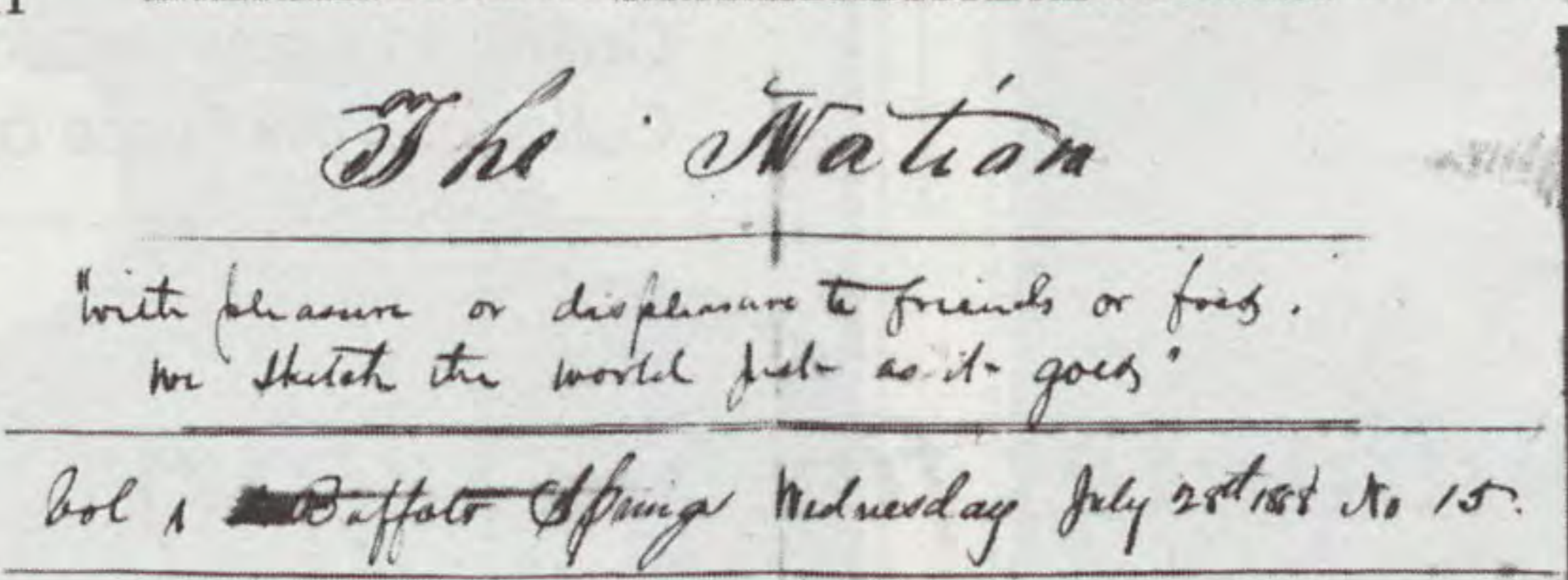
## News Flash: Headlines from our Past and Insights for Today

One fascinating observation made by the NCNP staff in their work with old newspapers is that today's concerns are not that much different from those of the past. For example, one source from the last century illustrates that the national debt was just as much of a concern then as it is now. An article from 1867 states that, "A pretty fair estimate of the magnitude of the National debt may be formed when ... in the last statement, a clerical error occurred of some thirteen millions of dollars. When a clerk has room for making a trifling error like that, it may be assumed that the entire debt must be moderately large." In another example, our ancestors' hope for world peace is revealed. An editor writes an article in an 1855 paper about a "dynamite balloon," a new invention by Russell Thayer. He goes on to say that if "adopted and admitted to general use among the nations it will do more to put a period to wars than anything known."

Newspapers invite us into their pages for information, inspiration, education, and entertainment. From their pages we learn what people were wearing, what price they paid for a loaf of bread, what their leisure activities were, and how they reacted to the events of their time. Some of the unique and wonderful newspapers available on microfilm include *Live Giraffe*, *French Broad Hustler*, *Hornet's Nest*, *Wide Awake*, *FoolKiller*, *Naked Truth*, *Rasp*, and *We Know*. These old papers capture time and place and are a unique and wonderful resource for anyone. They provide a window on the past that informs, entertains, and enlightens all who read them. Perhaps even more important, the lessons learned and recorded in our state's newspapers provide perspectives and insights for today that are not preserved in any other source.

## Additional Information

For additional information on NCNP, contact John Welch, Project Director and Assistant State Librarian, Phone: (919) 733-2570. If you have information about North Carolina newspapers, contact Chris Mulder, NCNP Fieldwork Coordinator, Phone: (919) 733-4488; Fax: (919) 733-1843; Internet E-mail address: [cmulder@hal.dcr.state.nc.us](mailto:cmulder@hal.dcr.state.nc.us). For assistance with the Gopher and WorldWideWeb servers, contact the North Carolina Network Information Center, State Library of North Carolina, Phone: (919) 733-3270; Fax: (919) 733-5679; E-mail address: [slis.nic@ncdcr.dcr.state.nc.us](mailto:slis.nic@ncdcr.dcr.state.nc.us).



# NCLA

North Carolina Library Association

## Candidates 1995-1997

### Candidates for Vice-President/President Elect

#### Edward Thomas Shearin, Jr.

Director of Library/Learning Resources,  
Carteret Community College, Morehead

**Education:** A.A., Chowan College; B.A., NC Wesleyan College;  
M.S. in L.S., ECU; candidate for the Ed.D. in Adult  
and Community College  
Administration, NCSU



**Professional Activities:**

NCLA, Director; SELA;  
NC Community College  
Learning Resources  
Association,  
Past-President; Micro-  
computer Users Group of  
Librarians; NC On-Line  
Users Group; workshop  
leader on topics in  
automation and net-  
working

#### Alice Beverley Gass

Dean of Learning Resources,  
Guilford Technical Community  
College, Jamestown

**Education:** Ph.D., Columbia  
University; Certificate in  
Advanced Librarianship,  
Columbia University;  
M.L.S., Emory University;  
B.S., University of  
Tennessee



**Professional Activities:**

ALA (ACRL, LAMA,  
Community and Junior  
College Section, Chair);  
NCLA (LAMA); North Carolina Community College Learning  
Resources Association, Past-President; Association of Com-  
munity College Instructional Administrators; American  
Association of Women in Community and Junior Colleges;  
Guilford Library Association; NC Department of Community  
Colleges Task Force on Distance Education

### Candidates for Secretary



#### Anna Yount

Director, Transylvania County Library, Brevard

**Education:** B.A., ECU; M.S. in L.S., UNC-CH

**Professional Activities:** ALA (RQ Editorial Advisory Board,  
RASD/CODES Reference Sources Committee);  
NCLA (Reference and Adult Services Section,  
Vice-Chair/Chair-Elect, Secretary/Treasurer);  
SELA; Beta Phi Mu; Phi Kappa Phi

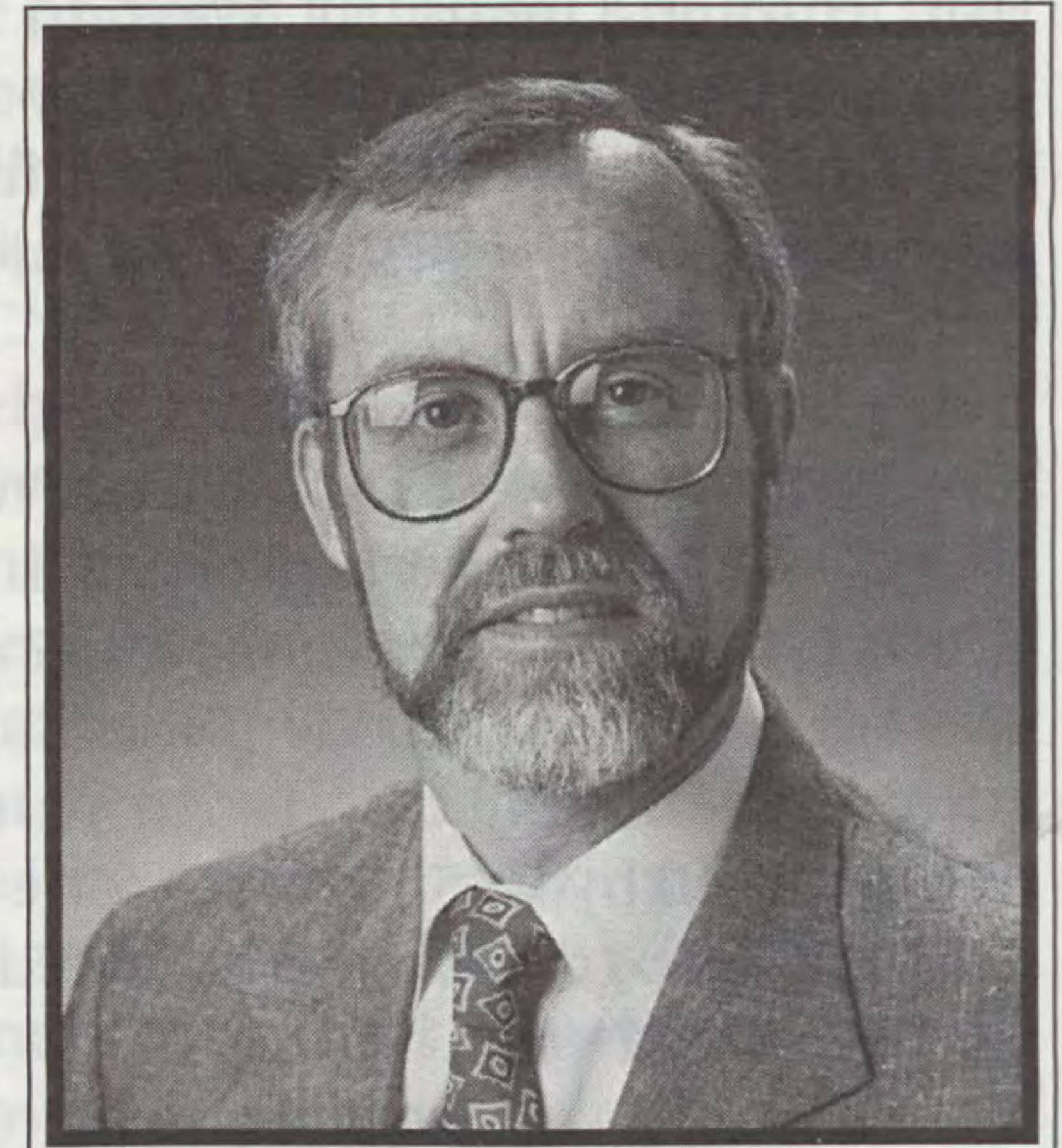
#### Steve Sumerford

Branch Manager,  
Glenwood Branch  
Library, Greensboro

**Education:** B.A., UNC-CH;  
M.L.S., NCCU

**Professional Activities:**

ALA (National Ad Hoc  
Committee for ALA/Head  
Start Partnership); SELA;  
NCLA (Literacy Commit-  
tee, Chair; Conference Publications Committee, Chair; Commit-  
tee on AIDS Materials Awareness) State Literacy Resource Center  
Advisory Committee; Smart Start and the Public Library Work-  
shop, Director; Guilford Library Association, President; Branch  
Library Institute, Director; Community of Readers, Co-Director;  
"Check It Out," Newsletter of Greensboro Public Library, Editor



## Candidates for Director (elect two)

### Peggy Olney

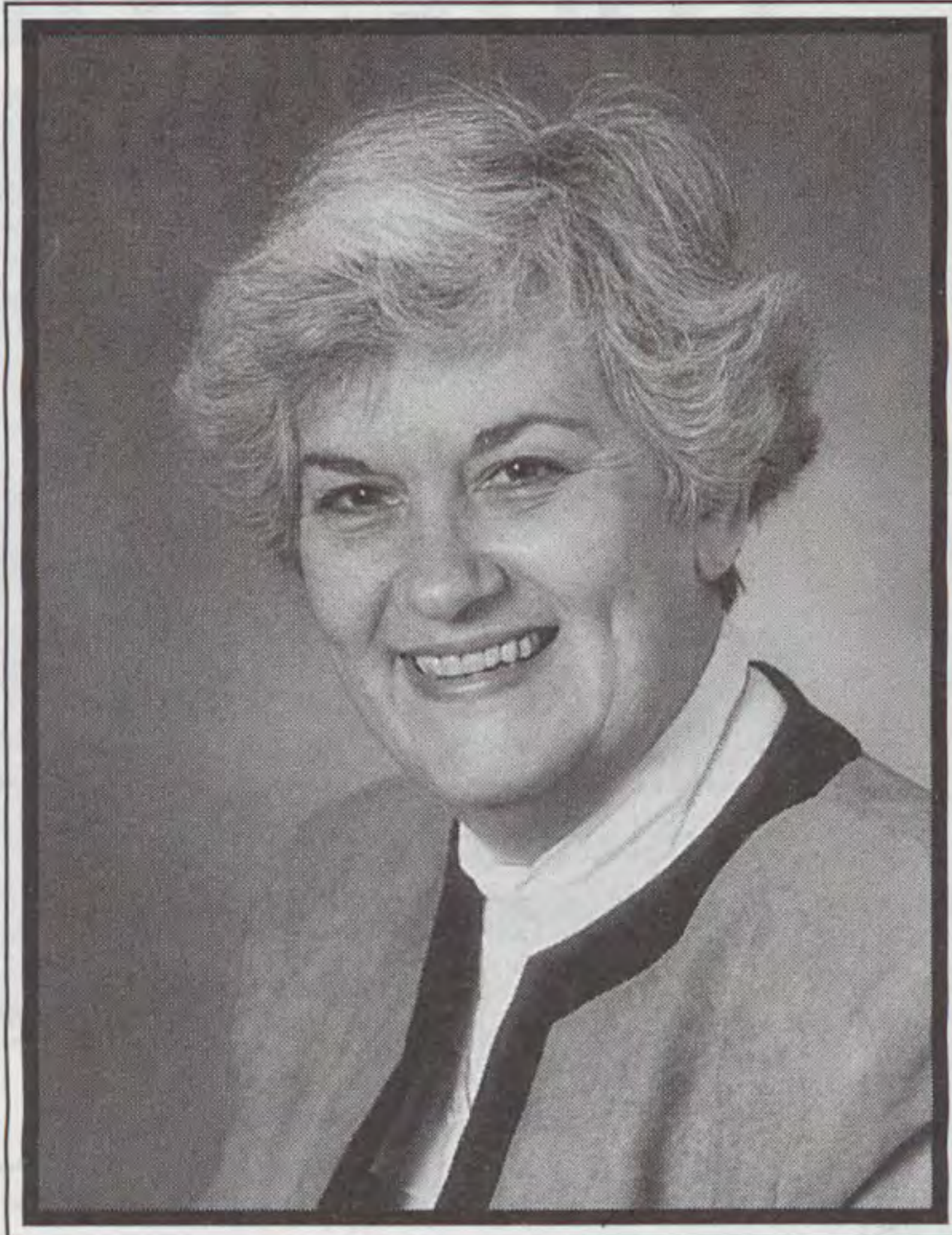
Media Services Director, Moore County  
School System

**Education:**

B.A., Longwood College,  
Farmville, VA;  
M.L.S., NCCU

**Professional Activities:**

NCLA (NCASL, Chair);  
NCAECT, Past-President;  
Ruth Pauley Lecture  
Series, Chair; Delta  
Kappa Gamma



### Jackie Beach

Director, Edgecombe County Memorial Library, Tarboro

**Education:** B.A., Wake Forest  
University; M.L.S., ECU

**Professional Activities:**

ALA (PLA, LAMA); NCLA  
(Public Library Section,  
Past-President, LAMA); SELA  
(Public Library Section, New  
Members Round Table)

**Award:** Public Library  
Development Committee



### Barbara S. Akinwole

Reference/Business Services Consultant,  
Division of State Library of  
North Carolina

**Education:** B.A., Saint  
Augustine's College;  
Programming Certificate,  
Chamberlayne Junior  
College; M.L.S., NCCU

**Professional Activities:**

SLA; NCSLA, Chair;  
ALA/BCALA; NCLA  
(Public Library Section,  
Reference and Adult  
Services Section);  
Capital Area Library  
Association; State  
Government Library  
Association; NCCU/SLIS Alumni Association, President



### Kay O. Spilker

Program Specialist in Media, Media/  
Technology Services,  
Winston-Salem/Forsyth  
County Schools

**Education:**

B.S., Appalachian State  
University; M.L.S., UNC-G

**Professional Activities:**

ALA (AASL); NCLA  
(NCASL, LAMA); Forsyth  
School Media Association



## Nominees Needed for Technical Services Awards

The Executive Committee of the Resources and Technical Services Section is seeking the names of promising and practicing librarians for its Student and Significant Contribution awards. The two winners will receive plaques and \$200 cash awards during presentation at the NCLA Biennial Conference.

The Student Award is open to students actively enrolled in library education in North Carolina as of July 1, 1995. Recent graduates who are North Carolina librarians are also eligible. Nominees must intend to pursue a technical services career. Self-nomination is permissible.

The Significant Contribution Award is open to North Carolina librarians who have made an important contribution to technical services, either in their institution or in the profession in general. At least part of the nominee's current work must involve an aspect of technical services. Applicants must be nominated by a current member of NCLA.

The nomination deadline for both awards is July 31, 1995.

To submit nominations for either award, please contact:

Catherine Wilkinson, Chair  
RTSS Executive Committee  
Belk Library  
Appalachian State University  
Boone, NC 28608

## Candidates for Chair Elect

### Melinda Eudy Ratchford

Director of Media and Technology,  
Gaston County Schools



**Education:** B.S., ASU; M.L.S., UNC-G;  
Sixth-Year Degree in Curriculum/  
Instruction, ASU; PH.D, UNC-CH

**Professional Activities:** NCLA (NCASL);  
NCAECT; NEA, National Delegate;  
NCAE (State Delegate; Gaston  
County, President; Committee for  
Education, Resolutions, Commit-  
tee Chair; Fair Employment and  
Dismissal Review Panel; Charlotte/  
Mecklenburg, President); NCAEOP

**Awards:** Gaston County NCAEOP Administrator of the Year; District 2  
NCAEOP Administrator of the Year; Editor of *Gaston County  
Navigator*, winner of the State School Press Award

### Edna Alston Cogdell:

Media Supervisor,  
Cumberland County Schools;  
Assistant Professor, School of  
Library and Information  
Sciences, NCCU

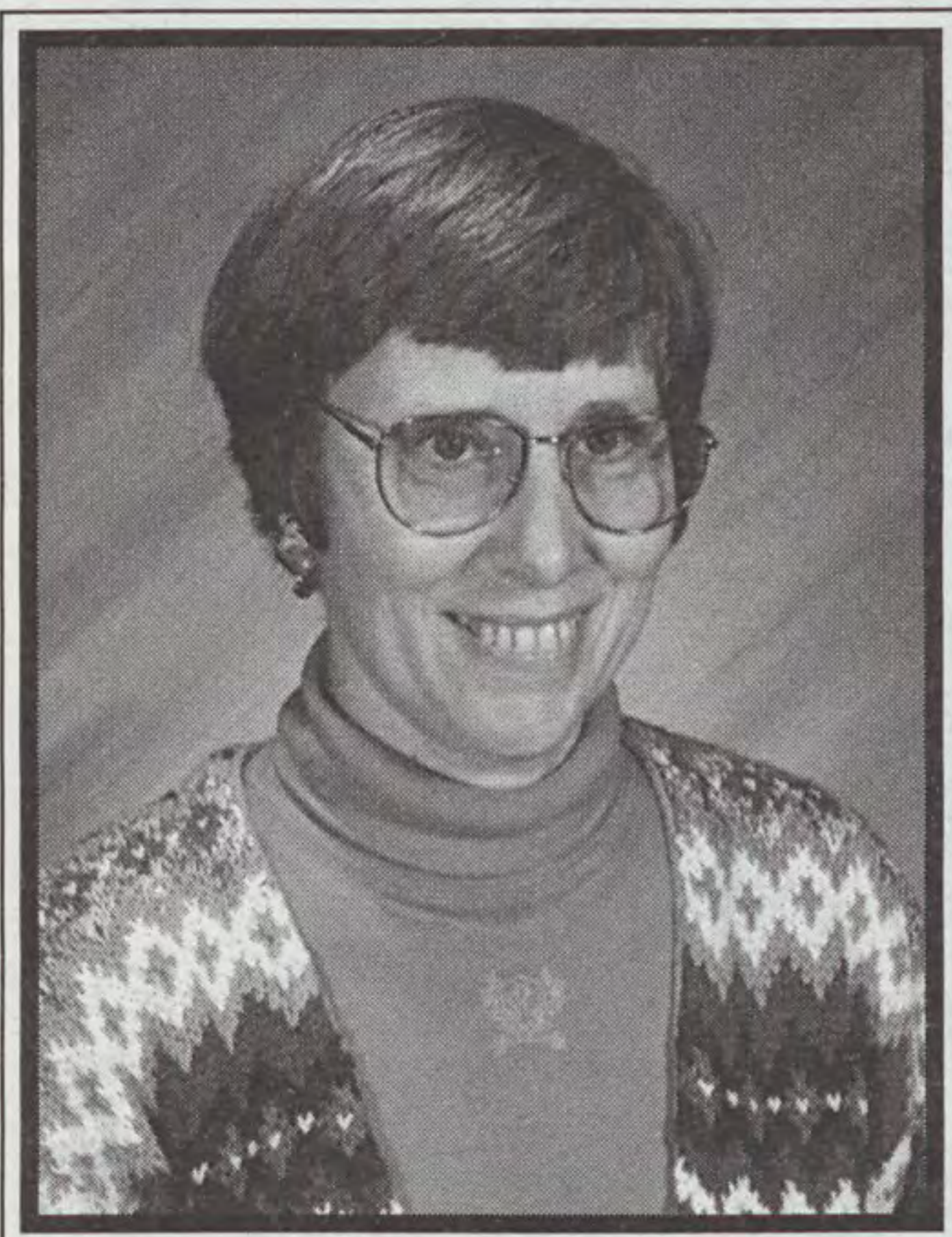


**Education:** B.S., Fayetteville  
State University; M.S., NC  
A&T; M.L.I.S., NCCU

**Professional Activities:** ALA  
(AASL); NCLA (NCASL); NC  
High School Library/Media  
Association

## Candidates for Secretary

**Freeda A. Holladay:** Media Specialist,  
Henderson Elementary  
School, Salisbury



**Education:**  
B.S., University of Akron;  
M.L.S., UNC-G

**Professional Activities:**  
NCLA (NCASL, Conference  
Planning Committee; NC  
Children's Book Award  
Committee); Rowan-  
Salisbury Children's  
Literature Guild, President-  
Elect, Past President, Vice  
President, Secretary

**Awards:** Cleveland Elementary School Teacher of the  
Year; NCCAT Participant; Teacher Academy Participant.

### Susan B. Clementson:

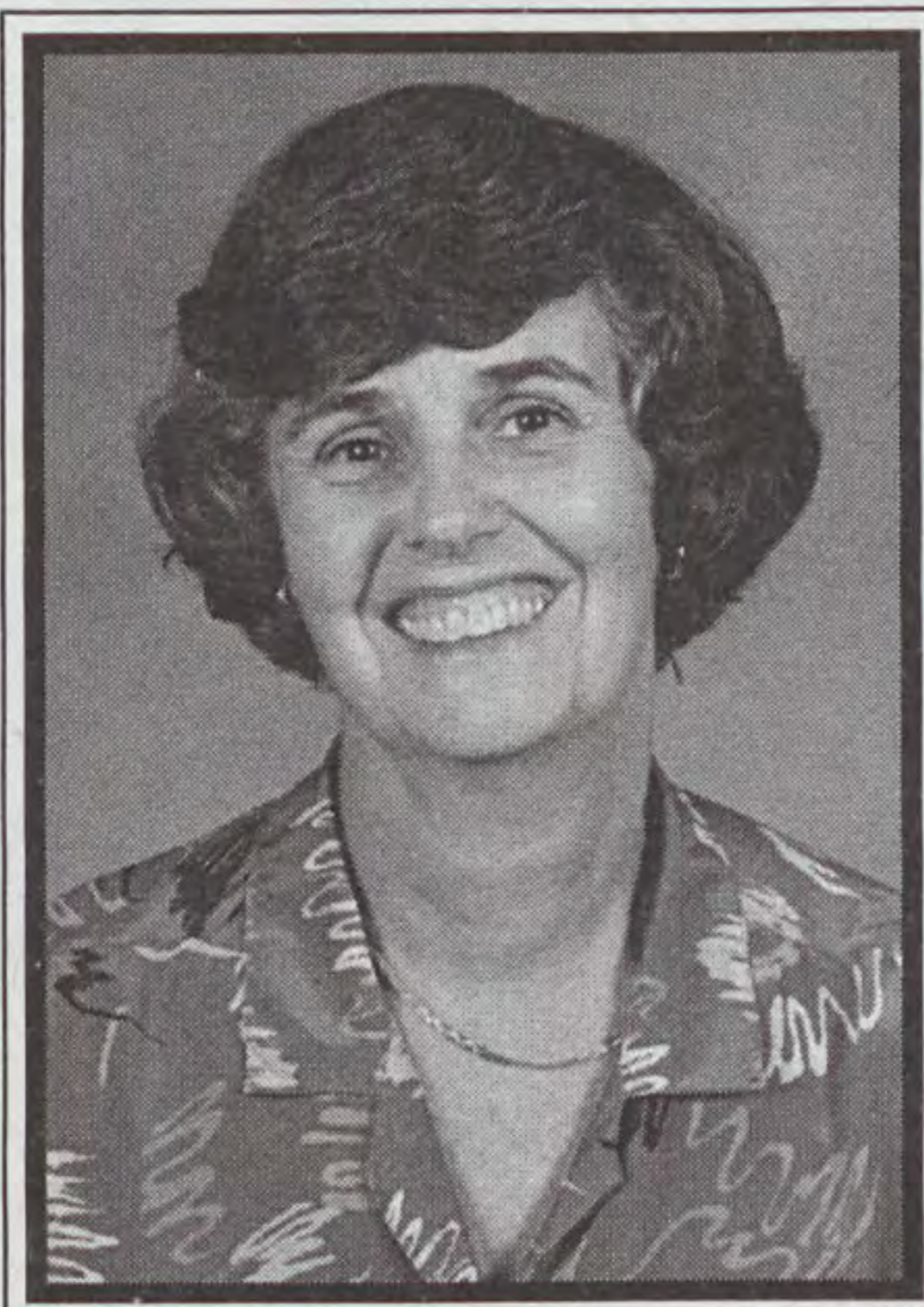
Media Specialist, Rosman  
High School, Rosman



**Education:** B.A., Florida State  
University

**Professional Activities:** NCLA  
(NCASL); Student Library  
Assistants' Curriculum  
Committee; Transylvania  
County Library Develop-  
ment Committee

## Candidate for Treasurer



**Claudette C. Wiese:** Media Coordinator,  
Parkwood High School, Monroe

**Education:** A.A., Wingate College; B.S., Winthrop  
College; M.Ed.L.S., Winthrop College; Ed.S., ASU

**Professional Activities:** NCLA (NCASL, Legislative  
Committee, Treasurer)

**Awards:** Anson Senior High Teacher of the Year; NC  
Technology Educator Award for Grades 9-12;  
Recognized in *Media and Methods* as 1 of 100  
educators in nation who "rank at forefront of  
educational technology"

## Candidates for Director from Piedmont



**Ann B. McCormick:**

Media Supervisor, Harnett County Schools, Lillington

**Education:** B.A., UNC-CH; M.L.S., ECU

**Professional Activities:** NCLA (NCASL); NCAECT, Region 4 Director; Phi Chapter, Delta Kappa Gamma, President

**Sue Spencer:**

Director of Media and Technology, Randolph County Schools, Asheboro

**Education:** B.A., UNC-G; M.L.S., UNC-G

**Professional Activities:** ALA (AASL); NCLA (NCASL, Conference Committee, Executive Board); AECT (NCAECT, Secretary, Conference Committee, Co-Editor of Newsletter); NAPPS; Phi Delta Kappa; Delta Kappa Gamma

**Awards:** NCDPI Technology Educator Award

## Candidates for Director from Coast

**Edna M. Gause:**

Media Director, Brunswick County Schools, Southport

**Education:** A.B., Shaw University; M.L.S., NCCU

**Professional Activities:** NCLA (NCASL, Regional Director, Media Fair Coordinator, Battle of the Books Coordinator); NCAE, Secretary

**Awards:** Cited for leadership and organizational skills



**Kay Small:**

Media Coordinator, Trenton Elementary School, Jones County

**Education:** B.A., Mars Hill College; M.L.S., ECU

**Professional Activities:** NCLA (NCASL, State Battle of the Books Chair)

**Awards:** Governor's Volunteer Award for Jones County

## Candidates for Affiliate Assembly

**Alyce Joines:** Media Specialist, Fairview Elementary School, Guilford County

**Education:** B.A., UNC-G; M.L.S., UNC-G

**Professional Activities:** ALA (AASL; YALSA, Public Relations Committee); NCLA (NCASL, newsletter co-editor); Guilford Association of School Librarians, President



**Jane Parker:**

Media Specialist, Leesville High School /Media Central Teaching Staff, Wake County

**Education:** B.A., UNC-W; M.L.S., ECU; Media Supervision Certification, UNC-G

**Professional Activities:** ALA (AASL, Continuing Education Committee, Information Utilization Skills Task Force); NCLA (NCASL, Membership, Chair; Research Committee)

**Awards:** Outstanding Service to Professional Development, Wake County School System Board of Education



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# NORTH CAROLINA LIBRARY ASSOCIATION

## Minutes of the Executive Board

January 20, 1995

Beaufort was the site of the first North Carolina Library Association Executive Board meeting of 1995. President Gwen Jackson presided at the meeting which began at 9:00 a.m. on January 20. The following Executive Board members and Committee Chairs were present: Barbara Baker, Augie Beasley, Joan Carothers, Wanda Brown Cason, Cynthia Cobb, Eleanor Cook, Bryna Coonin, Martha E. Davis, David Fergusson, Richard Fulling, Dale Gaddis, Beverley Gass, Beth Hutchison, Gwen Jackson, Gene Lanier, Judy LeCroy, Cheryl McLean, Carol Southerland, Steven Sumerford, Patrick Valentine, Catherine Wilkinson, and Cristina Yu. Also attending were Phillip Barton, President of the North Carolina Public Library Directors Association; Elinor Swaim, NCLIS Vice Chair; and Vice-Chairs Elizabeth Meehan-Black, Janet Flowers, and Sue Cody.

Minutes of the October 5, 1994, Executive Board meeting were approved. The Treasurer's Report was also accepted as presented by Wanda Brown Cason.

President Jackson reported that Martha Fonville, who had served NCLA as Administrative Assistant for the past five years, resigned in mid-December to take a position closer to her home. Prior to her leaving, Ms. Fonville mailed renewal notices to NCLA members. She also formulated the quarterly Membership Report which shows 2,221 current members of the association.

### Committee Reports

**Conference Committee:** David Fergusson presented a written copy of the 1995 Conference Projected Budget. The committee is planning several preconference activities, and the Ogilvie Lecture speaker is set. The committee sees no need to raise registration rates but requested a \$50 increase in fees for vendors' booths. David Fergusson made the following motion which was seconded by Wanda Cason: "Fees for vendors to NCLA Biennial Conference in 1995 be increased by \$50.00 in each category."

During discussion of the motion it was pointed out that some vendors have expressed concern that exhibiting at NCLA is too costly. Others stated that they felt that large conference attendance provided vendors with a cost-effective means of reaching their customers. In answer to the question as to when vendor fees were last increased, President Jackson stated that it was sometime prior to 1989. The purpose for increased funding was also explained—more money is needed to attract excellent speakers. After a period of discussion, the motion was passed. Vendor fees for the 1995 Conference will be \$350 if registered before May 15, 1995, with \$300 as the cost of additional booths. After May 15 fees will be \$400 for the first booth, with \$350 for additional booths. There will be a meeting of conference program planners in Greensboro on February 23. The NCLA Biennial Conference will be held at Koury Convention Center in Greensboro October 2-6, 1995.

**Constitution, Codes, and Handbook Revision:** Chair Kem Ellis was unable to be present because of an injury. He sent

the draft of a Bylaws amendment for Executive Board approval. The amendment was deemed necessary so that the Bylaws can be amended by mail vote rather than only at the Biennial Conference. The text of the amendment is as follows:

#### ARTICLE V. AMENDMENTS

1. Amendments to the Bylaws may be voted on when a quorum is present and shall receive a majority vote of the members present or by mail ballot approved by a majority of the members voting.
2. Notice of the proposed change in the Bylaws shall be mailed to the membership at least thirty (30) days prior to final consideration of the proposed change.

The committee noted that Article III Membership, Section 1 will have to be amended by changing the words "a biennial" to "an annual." Section 5 will have to be amended by deleting the words "of the last year of the biennium." Dale Gaddis seconded the proposed amendment. After discussion about numbering mail ballots for accountability and about using electronic mail for voting in the future, the amendment was unanimously approved.

**Conference Handbook Subcommittee:** Janet Freeman was unable to be present but sent the final copy of the committee's work. President Jackson passed the handbook along to David Fergusson, 1995 Conference Chair.

**Finance:** Beverley Gass told the Executive Board of a special meeting on the financial management practices of NCLA which was held on January 6, 1995, in Chapel Hill. Eight participants attended and drafted a resolution establishing new accounting practices for the association. These changes were called for after the firm of Elliot, Lang & Company determined that because of the unauditible financial records of NCLA the firm could not complete the association's 1992 tax returns. The firm averred that they would complete the 1992 returns as well as those of 1993 if the association moved to establish new accounting practices which would centralize accounting of all NCLA funds. The resolution proposed by those attending the special meeting was as follows:

*WHEREAS, the financial records of the North Carolina Library Association have been determined to be unauditible by the firm of Elliot, Lang & Company.*

*WHEREAS, unauditible records render the preparation of tax returns difficult and of questionable accuracy.*

*WHEREAS, the North Carolina Library Association lacks appropriate accounting controls and does not adhere to standard accounting principles and practices.*

*WHEREAS, the members of the Executive Board of the North Carolina Library Association could be found personally liable for what the Internal Revenue Service could consider to be irresponsible financial management and accounting practices in which the North Carolina Library Association is now engaged.*

*THEREFORE BE IT RESOLVED, that the Executive Board of the North Carolina Library Association must work diligently and quickly to rectify this situation by centralizing accounting of all NCLA funds through application of the principles and practices of fund accounting and at the same time guaranteeing protection for section control of their portion of dues and other revenues that sections generate.*

David Fergusson seconded the resolution. Augie Beasley offered an Addendum to the Budget Resolution:

*Given that the policy of NCLA is to support the autonomous governance of its sections; and that includes section control of its income derived from membership fees, conferences, publications, and other revenues generated; and that expenditures of sections are determined and budgeted by sections; we therefore resolve that accounting procedures be centralized by NCLA through the application of principles and practices of fund accounting which support the above policy and that any section funds not be transferred until by-laws change consistent with the above policies and procedures are in place.*

There was no second to the Addendum. Several board members voiced concern that a change in the Bylaws might require too much time and stated that it was important that the accounting changes be put in place as soon as possible. It was felt that the wording of the original resolution guaranteed each section control over its funds. In further discussion of the original resolution, it was stated that the Administrative Assistant should have had the responsibility for bookkeeping all along. An accounting firm in Raleigh will be used for future bookkeeping so that it will be convenient for the firm and the Administrative Assistant to work together. Several board members noted that this accounting situation has needed to be rectified for some time. Carol Southerland said that a Task Force had already made the determination that this should be done—the accountants had just forced the issue. Under the new system each section head would approve expenditures but the NCLA Administrative Assistant would write all checks. The resolution was approved.

In fulfillment of a request made at the October board meeting, Beverley Gass read two definitions to be included in the minutes for future reference. The definitions were obtained from Elliot, Lang, & Company:

**audit:** *An audit is conducted in accordance with generally accepted auditing standards. Those standards require planning for the performance of an audit to obtain reasonable assurance about whether the balance sheet is free of material misstatements. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the balance sheet. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall balance sheet presentation. A characteristic of an audit is the rendering of an opinion by those performing the audit.*

**review:** *A review consists principally of inquiries of company/organizational personnel and analytical procedures applied to financial data. It is substantially less in scope than an audit in accordance with generally accepted auditing standards. Those conducting a review do not express an opinion.*

**Governmental Relations:** Carol Southerland submitted a written report. Plans had been in place for Legislative Day in Washington in April, but the date has now been changed to May 9, 1995. It is still hoped that arrangements can be made for a luncheon on that date for all North Carolina legislators. Section and round table chairs were asked to submit summaries of their special concerns for information packets that will be distributed to legislators. Public library directors are planning North Carolina Legislative Day on May 10 in Raleigh. John Welch will attend a legislative workshop at ALA Midwinter as a representa-

tive of the Governmental Relations Committee.

**Intellectual Freedom:** Gene Lanier submitted a written report showing the work of the committee during the last quarter. One item of considerable current interest is children's access to all Internet resources. Librarians throughout North Carolina are urged to send reports of challenged materials to the committee so that trends can be monitored.

**Literacy:** Steve Sumerford summarized a written report for the committee. NCLA is providing its database related to literacy to a number of state agencies. Work is being coordinated with Smart Start. Presentations have been made around the state and the committee is working to develop a database of libraries with literacy programs.

**Membership:** Gwen Jackson reported that in December, 1994, 1,156 former NCLA members who had not renewed their membership in recent years were sent a letter to encourage renewal. Martha Davis displayed a new poster promoting membership in NCLA which had been sent to the meeting by John Via, who could not be present. Those attending were given the chance to request copies of the poster for display in appropriate areas.

**Nominating:** Committee Chair Barbara Baker stated that the nominating committee report was incomplete because two more candidates for director were needed, and she asked that board members make suggestions. The board approved the report as presented. Candidates for NCLA officers in the next election are:

*Vice-President/President-Elect*

Ed Shearin, Carteret Community College  
Beverley Gass, Guilford Technical Community College

*Secretary*

Anna Yount, Transylvania County Public Library  
Steve Sumerford, Greensboro Public Library

*Directors*

Barbara Akinwole, State Library  
Jackie Beach, Edgecombe County Public Library

President Jackson reported that the search for a new Administrative Assistant of the association is making progress. David Fergusson and Gwen Jackson will join with the Search Committee on January 24 to interview five finalists for the position. Barbara Baker is Chair of the Search Committee; Bryna Coonin and Janet Freeman are also members. President Jackson will inform the membership of the person selected via NCLA-L.

**Publications:** The committee met on October 4 and published the quarterly newsletter shortly thereafter. Eleanor Cook told the board that members were anticipating merger with the Marketing and Public Relations Committee. There is a vacancy on the committee due to a member moving out of state, and this position will be filled as soon as the new organizational structure is clear.

**Special Projects:** Patrick Valentine asked advice from the board concerning funding. The committee questions how much money should be used for the Conference vs. how much should be reserved for section, round table, and committee projects during the biennium. General discussion addressed several points: research and publications efforts are also eligible for Special Projects funds; grants have a cap of \$1,500, but if all who are eligible to apply did so, there would not be enough money in the budget to fund all requests; perhaps a cap of \$20,000 should be set aside for conference programming leaving \$6,000 for other projects; the amount of available money depends on conference profits in each biennium; funds are not carried over if not expended but revert to the general fund. No motion for action was deemed necessary; the committee will consider ideas of board members in determining how to budget Special Projects funds.

## Reports of Workgroups

**Communications:** Eleanor Cook reported for this group. Members hope that the newly merged Publications Committee will serve as a resource for the entire organization. They continue to discuss a marketing plan and to study how promotional efforts are intertwined with the objectives of those working in the areas of governmental relations and technology, among others.

**Organizational Issues:** Cheryl McLean said the group is on target with established benchmarks. They requested that each section and round table return requested information by February 15, 1995, so that a compilation can be made to see how each group supports the overall goals and long-range plans for the organization.

**Intellectual Freedom:** According to Gene Lanier, this group met all benchmarks by December 31. A chronological notebook noting censorship efforts is being maintained. Requests for information are received and answered on a regular basis. There will possibly be a regional workshop on intellectual freedom in 1996.

**Technology:** The committee agreed on several specific strategies for emphasis. Executive Board members are encouraged to subscribe to and use NCLA-L, particularly in planning for meetings and disseminating reports. At the April 1995, Executive Board meeting there will be a fifteen-minute presentation by Cristina Yu concerning how to use NCLA-L. Section chairs were encouraged to assess technology training needs among their members and to make such training an ongoing process.

**Personnel:** Martha Davis submitted a written report. A number of benchmarks have already been realized. Sandra Smith has drafted scholarship guidelines and these will be refined. Information has been sent to schools regarding recruitment into the profession. The suggestion was made that some students be invited to attend North Carolina Legislative Day.

## Other Reports

**North Carolina Libraries:** Frances Bradburn sent a written report. The NCL editorial board held their annual retreat on October 20 and 21. Upcoming issues are planned through Summer 1997.

**ALA Councilor:** Martha Davis reported that discussion at 1995 ALA Midwinter Council will probably focus on the organization and structure of ALA. She recently surveyed ALA members in North Carolina to ascertain their ideas about the selection of councilors. 457 surveys were sent, 252 to those who were also NCLA members. Currently 51.6% of ALA members in North Carolina also belong to NCLA. There were 60 returns on the survey and they indicated diverse opinions about how at-large councilors should be selected.

**SELA:** A written report submitted by Dave Fergusson noted that there are currently 82 North Carolina members of SELA. SELA will sponsor a Leadership Conference in Atlanta on March 24-25.

## Section and Round Table Reports

**Children's Services Section:** New Chair Beth Hutchison reported that the Children's Book Award Committee has distributed program booklets featuring the nominated books to all school systems and public libraries across the state. Children will vote for their favorite books during the month of March. The section's Spring Conference will be held April 3-4 at Brown Summit Conference Center.

**Community & Junior College Libraries Section:** The board for this section will meet on February 10.

**Documents:** New Chair Richard Fulling presented a written report of the section's Fall Workshop and Annual Meeting on December 9. The workshop was entitled "Government Documents and the Internet." At a meeting on January 13, Executive Board members began planning both a Spring '95

Workshop and their Fall '95 Biennial Conference Program.

**Library Administration & Management Section:** Dale Gaddis presented a written report which told of the section's workshop on December 8-9 entitled "Out of Bureaucracy, Into Leadership" which attracted sixty-one registrants. On April 6 the section will offer a Ropes Course in Alamance County. Interest continues to grow in the Leadership Institute. LAMS will edit the Summer 1996 issue of *North Carolina Libraries* on the topic of leadership, with Robert Burgin serving as guest editor. New members are being recruited for the section, and plans are being made for the NCLA Conference in October.

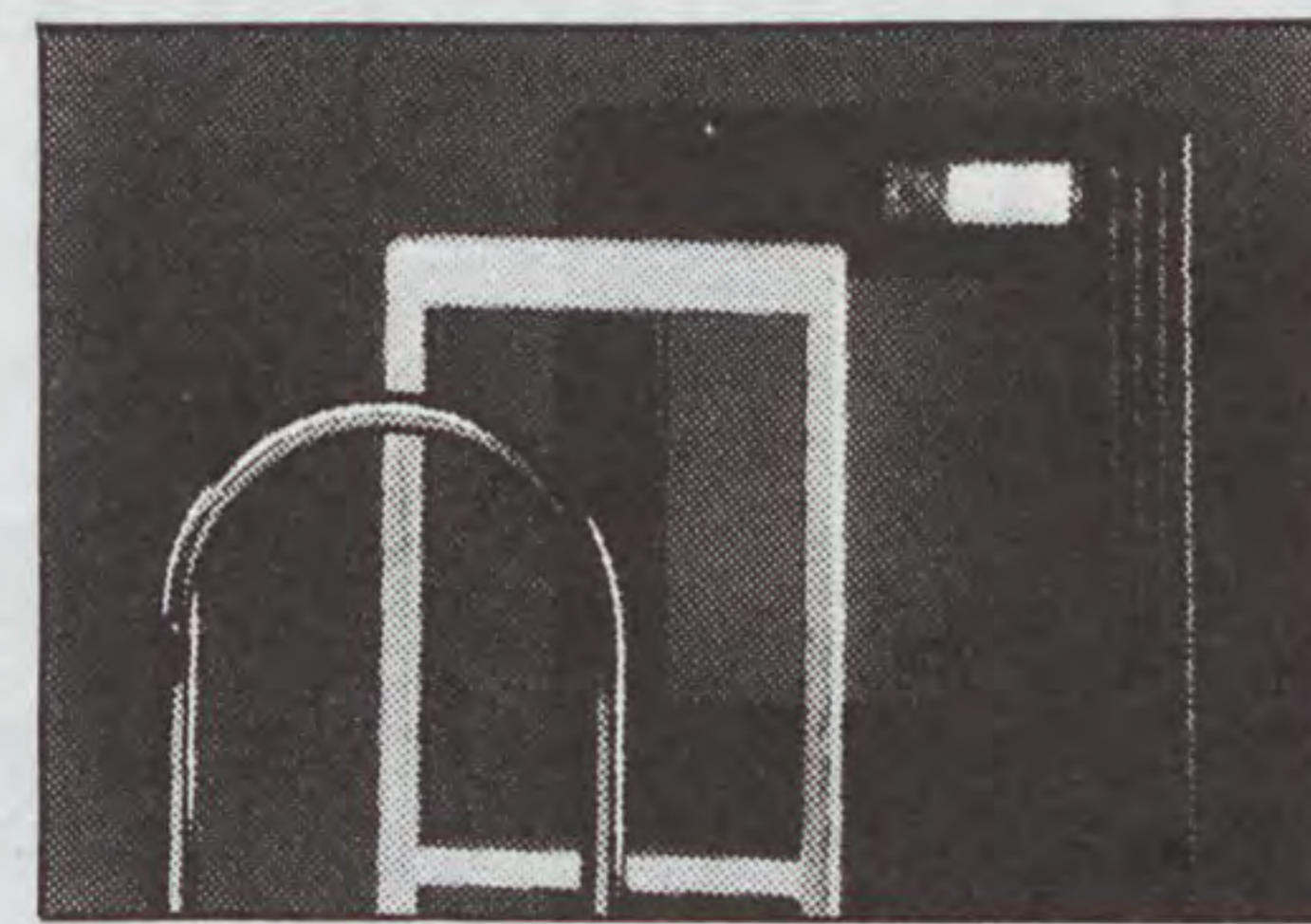
**NC Association of School Librarians:** Augie Beasley told of the section's plans to co-sponsor, along with NCCU's School of Library and Information Sciences and Durham Public Schools, the First Annual Student Media Fair in North Carolina. The fair will give an opportunity for K-12 students throughout the state to participate in the categories of audio, computer program, multimedia, photographic essay, slide presentation, and video. The event will be held on the campus of NCCU on March 18, 1995; the deadline for registration is March 3. NCASL's biennial conference will be held in August beginning in 1996.

**Public Library Section:** Steve Sumerford reported for Margaret Blanchard. The section is working with the Governmental Relations Committee to lobby for increased funding for public libraries.

**Reference & Adult Services Section:** Bryna Coonin told the board that the section's spring program will be held Friday, April 28, at UNC-Charlotte. Featured speaker will be Sandy Cooper, State Librarian, who will talk about the Information Highway and its users. RASS is at work on its program for the Biennial Conference which will be moderated by Elfreda Chatman.

**Resources & Technical Services Section:** Catherine Wilkinson reported that RTSS sponsored a program at the SELA

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conference, and work has now begun on two programs for the Biennial Conference. The Executive Committee of RTSS will award both a Student Award and a Significant Contribution Award at the Biennial Conference. The nomination deadline for both awards is July 31, 1995.

**NC Library Paraprofessional Association:** Joan Carothers gave information about the Dupage Teleconference Programs. These videotapes will be presented in the four regions of NCLPA. The round table presented two programs on stress management in November. Meralyn Meadows has been nominated for the COLT staff award.

**Round Table for Ethnic Minority Concerns:** The REMCO Board met January 12 at NC A & T University. Cynthia Cobb said that discussion focused on conference program options, including co-sponsorship with the Round Table on the Status of Women, of a Biennial Conference session on recruiting and retaining librarians.

**Round Table on the Status of Women:** Betty Meehan-Black told the board of the round table's successful workshop in October.

**Technology & Trends Round Table:** Cristina Yu said that the round table will sponsor a teleconference in May on copyright in the electronic environment.

### Old Business

The Executive Board reconsidered a motion made by David Fergusson in October 1994: "The North Carolina Library Association, an affiliate member of ALA, proposes that ALA Council members be elected geographically, either by state or by 203 state regions, with representation apportioned according to ALA membership. This method of electing representative is modeled on representation in most democratic assemblies, such as the U. S. House of Representatives. The affiliate councilors would continue to be elected as they are now (as in the U. S.

Senate). This change would greatly increase interaction between membership and Council and would redefine the accountability of Council members."

Fergusson stated that he did not believe the proposal of the ALA Self Study Committee on this matter is sufficient. He sees school librarians as under-represented and many councilors as being out of touch with present needs and intent on their own agendas. Martha Davis said that the Self Study Committee does believe that there should be changes in the makeup of Council. Their recommendation at Midwinter will be to keep 53 chapter councilors and eleven division councilors while reducing the at-large number from 100 to 95 and making these have some constituency to whom they report. Thirteen of these would be regional, 40 according to type of library, and 42 allocated to percentage of membership in the divisions. She requested two changes in wording of the motion—"ALA Council members" to "ALA at-large Council members" and "affiliate councilors" to "chapter and delegate affiliate councilors." These wording changes were approved for clarification without formal amendment. Further discussion of the motion addressed the effects of these changes on librarians who move to a different area. Martha Davis reminded the board that one choice would be simply to do nothing and leave Council as it is presently organized.

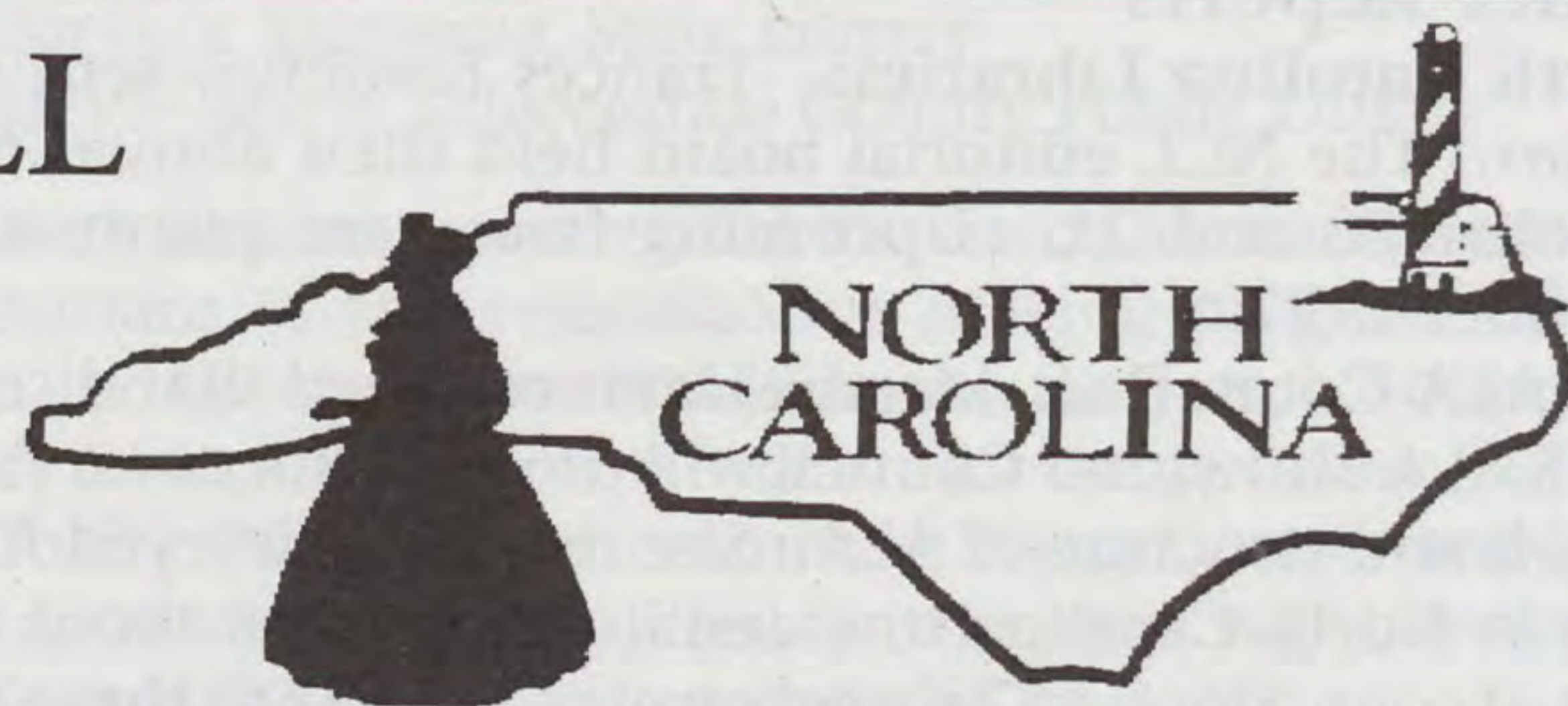
The motion was re-read and was passed.

Martha Davis then inquired as to what should be done with the resolution. Suggestions included presentation of the NC resolution on the floor at ALA Midwinter and/or sending letters to all other state councilors to gain support for the resolution. The board requested that Martha Davis make best determination of how the resolution should be presented.

The next matter to be discussed was the merger of the Publications Committee with the Marketing & Public Relations Committee. Upon advice of the Constitution, Codes and

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Handbook Committee, President Jackson abolished the ad hoc Marketing & Public Relations Committee, declaring those members now a part of the Publications Committee and continuing to serve under that name. Marketing & Public Relations members were asked to send any suggestions for changes in the functions of the Publications Committee to Kem Ellis by February 10, 1995.

### New Business

Martha Davis introduced two motions:

- 1) Because there may be discussion about getting rid of chapter councilors, she moved that "the President of NCLA write a letter to the ALA President, the ALA Chapter Relations Officer, and to Bill Summers, Chair of ALA Self Study Committee in support of chapter councilors serving on ALA Council." Dale Gaddis seconded this motion. The motion passed unanimously.
- 2) Moved that "the North Carolina Library Association endorse the resolution from the ALA Library History Round Table on the preservation and retention of existing and future library records, authored by James V. Carmichael, NCLA member." The motion was seconded by David Fergusson. This motion also passed unanimously.

### News from the State Library

Sandy Cooper could not be present but sent thanks to the board for supporting the State Library legislative agenda. She expressed concern that the State Library is already experiencing \$500,000 in cuts.

### National Commission for Library and Information Science

Elinor Swaim will be stepping down from a position on the Commission which she has held since 1988. Recently commission efforts have focused on the reauthorization of LSCA and on studies promoting technology in libraries.

### President's Report

President Jackson summarized recent accomplishments and challenges. A new Administrative Assistant will soon be hired. The 1992 tax report has been filed. She pointed out the opportunity to nominate a recent graduate in librarianship and/or information science for the Snowbird Leadership Institute to be held in August, 1995. She presented a challenge to board members—that all would subscribe to NCLA-L by February 1. (A poll of the 27 present at the meeting revealed that 11 are currently subscribers.) The President thanked the committee that prepared the Conference Handbook and thanked the Marketing & Public Relations Committee for their past work. She challenged board members to make three "e" words integral to their efforts: energy, enthusiasm, and excitement.

— Respectfully submitted,  
Judy LeCroy, Secretary

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

Susan K. Martin, "The Care and Feeding of the MARC Format," American Libraries 10 (September 1970): 498.
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Telephone: 910/577-8920  
Fax: 910/577-1427

## VICE PRESIDENT/ PRESIDENT ELECT

David Fergusson  
Forsyth County Public Library  
660 W. Fifth St.  
Winston-Salem, NC 27101  
Telephone: 910/727-2556  
Fax: 910/727-2549

## SECRETARY

Judy LeCroy  
Davidson County Schools  
P. O. Box 2057  
Lexington, NC 27293-2057  
Telephone: 704/249-8181  
Fax: 704/249-1062  
JLECROY@DAVIDSN.CERF.FRED.ORG

## TREASURER

Wanda Brown Cason  
Wake Forest University Library  
PO Box 7777 Reynolda Station  
Winston-Salem, NC 27109-7777  
Telephone: 910/759-5094  
Fax: 910/759-9831  
WCASON@LIB.WFUNET.WFU.EDU

## DIRECTORS

Sandra Neerman  
Greensboro Public Library  
P. O. Box 3178  
Greensboro, NC 27402-3178  
Telephone: 910/373-2269  
Fax: 910/333-6781

John E. Via  
Z. Smith Reynolds Library  
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Box 7777 Reynolda Station  
Winston-Salem, NC 27109-7777  
Telephone: 910/759-5483  
Fax: 910/759-9831  
JEV@LIB.WFUNET.WFU.EDU

## ALA COUNCILOR

Martha E. Davis  
M. W. Bell Library  
Guilford Tech. Comm. College  
P. O. Box 309  
Jamestown, NC 27282-0309  
Telephone: 910/334-4822  
Fax: 910/841-4350

## SELA REPRESENTATIVE

David Fergusson  
Forsyth County Public Library  
660 W. Fifth St.  
Winston-Salem, NC 27101  
Telephone: 910/727-2556  
Fax: 910/727-2549

## EDITOR, NORTH CAROLINA LIBRARIES

Frances Bryant Bradburn  
Media and Technology  
State Dept. of Public Instruction  
301 N. Wilmington Street  
Raleigh, NC 27601-2825  
Telephone: 919/715-1528  
Fax: 919/733-4762  
FBRADBUR@DPI.STATE.NC.US

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Janet L. Freeman  
Carlyle Campbell Library  
Meredith College  
3800 Hillsborough St.  
Raleigh, NC 27607-5298  
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## ADMINISTRATIVE ASSISTANT

(ex officio)  
Christine Tomec  
North Carolina Library Association  
c/o State Library of North Carolina  
Rm. 27 109 E. Jones St.  
Raleigh, NC 27601-1023  
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Fax: 704/262-3001  
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Maria Miller  
Lorillard Research Ctr. Library  
420 English Street  
Greensboro, NC 27405  
Telephone: 910/373-6895  
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Mecklenburg County  
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Fax: 910/483-8644

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Sharon Snow  
Wake Forest University Library  
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SNOW@LIB.WFUNET.WFU.EDU

## ROUND TABLE ON THE STATUS OF WOMEN IN LIBRARIANSHIP

Anne Marie Elkins  
State Library of North Carolina  
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Raleigh, NC 27601-2807  
Telephone: 919/733-2570  
Fax: 919/733-8748  
SLAD.AME@NCDCR.DCR.STATE.  
NC.US



## EDITORIAL STAFF

### Editor

FRANCES BRYANT BRADBURN  
Media and Technology  
State Dept. of Public Instruction  
301 N. Wilmington Street  
Raleigh, NC 27601-2825  
(919) 715-1528  
(919) 733-4762 (FAX)  
fbradbur@dpi.state.nc.us

### Associate Editor

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Salem College  
Winston-Salem, NC 27108  
(910) 917-5421

### Associate Editor

JOHN WELCH  
Division of State Library  
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Raleigh, NC 27601-2807  
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### Book Review Editor

DOROTHY DAVIS HODDER  
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201 Chestnut Street  
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### Lagniappe/Bibliography Coordinator

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Catawba College  
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(704) 637-4448

### Indexer

MICHAEL COTTER  
Joyner Library  
East Carolina University  
Greenville, NC 27858-4353  
(919) 328-6533

### Advertising Manager/Point CounterPoint Editor

HARRY TUCHMAYER  
New Hanover Co. Public Library  
201 Chestnut Street  
Wilmington, NC 28401  
(910) 341-4036

### Children's Services

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Westchester Academy  
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### College and University

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(910) 334-7617

### Round Table on Special Collections

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Wake Forest University Library  
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(910) 759-5755

### Round Table on the Status of Women in Librarianship

JOAN SHERIF  
Northwestern Regional Library  
111 North Front Street  
Elkin, NC 28621  
(910) 835-4894

### Wired to the World Editor

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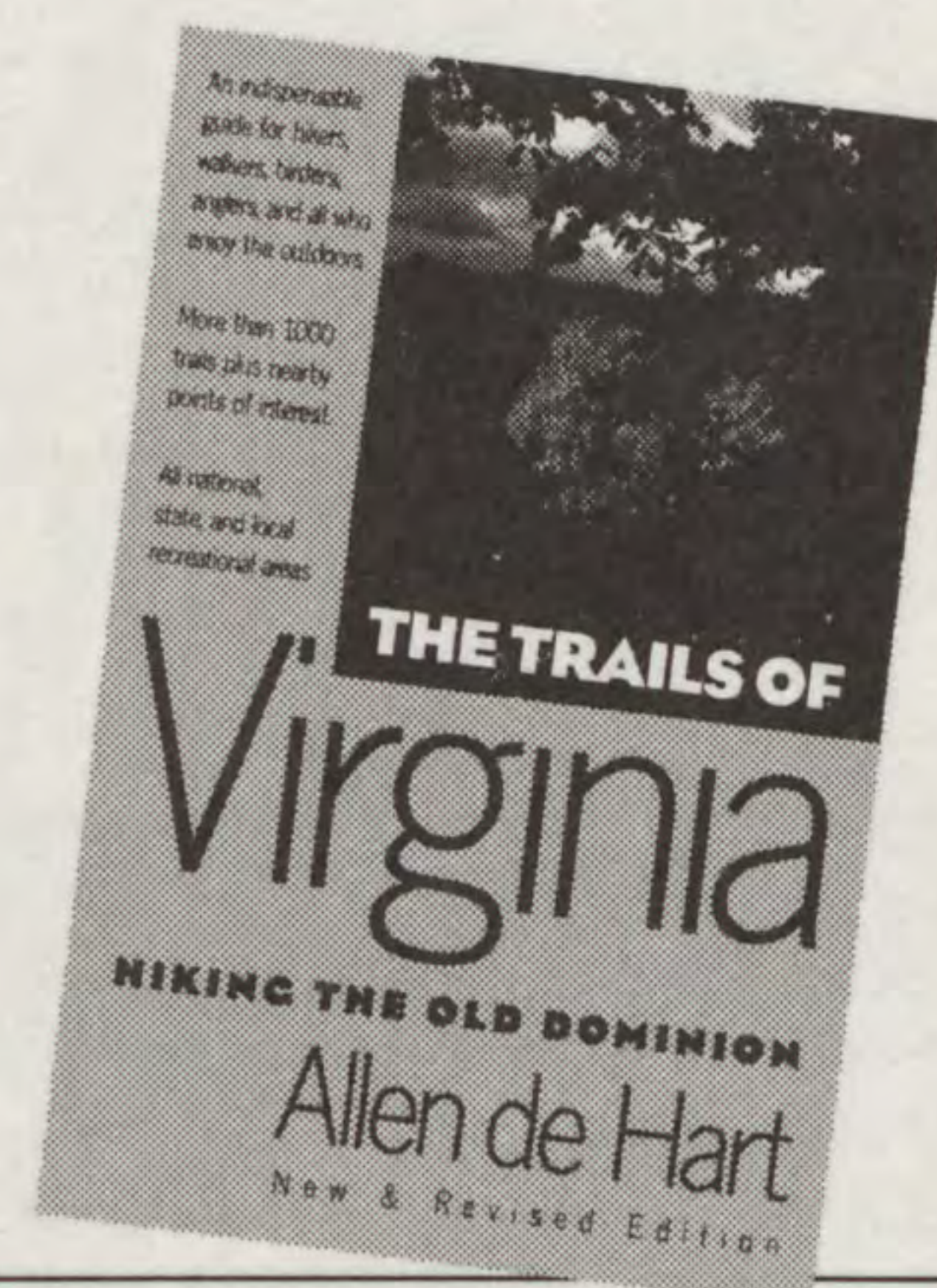
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